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Eco-justice Pedagogy All'Italiana: Radical Italian Art in the Italian-language Classroom

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Abstract—The climate crisis threatens our very existence in a myriad of urgent ways and thus merits imperative focus in pedagogic practices in general. This focus is achievable in Italian-language classrooms, where issues of global warming and climate crises are seldom mentioned, through artistic themes from Italy's rich cultural heritage of the arts. The radical art movement of Arte Povera has the potential to bring ecological concerns to the forefront through a critical cultural lens of the country. By drawing upon images of the Arte Povera movement, concepts of eco-justice and eco-pedagogy can occur through paradigms of art-based education to not only discuss the impact of the climate crisis in Italy, but also achieve Italian-language acquisition critically.

Index Terms—eco-justice, eco-pedagogy, Italian language acquisition, arts-based environmental education

I. INTRODUCTION

The environmental calamities of our present time will continue to have a deep impact on us now and for generations to come. Nowhere is this more apparent than in the climate crisis, with average global temperatures rising and catastrophic weather patterns due to human activity wreaking havoc on nations around the world. Italy is no exception. From flooding in Venice to droughts in the south and avalanches in the north, Italy, like all nations, is victim to human effects on nature. The severity and imperativeness of such an issue poses an existential threat to human life (Chomsky & Pollin, 2020). However, despite the importance of culture and the overall emphasis on making subject matter relevant to learners (van Kessel, 2020), the climate crisis remains largely unaddressed in Italian-language pedagogy.

One area that potentially bridges issues of the climate crisis and Italian studies is the arts (Formato, 2018). Historically, the arts have been significant for Italy and the reason many people studied the Italian language. Examples of the arts can be seen throughout materials for learning Italian in iconic cultural images that rarely are used as a vehicle for critical thinking. Among its many complex elements, the Italian radical art movement of Arte Povera utilized natural materials, rejected consumerism, and projected an ecological and temporal narrative relative to humans and their relationship with nature. Critical thinking (Duncum, 2010) also can be born through the Italian arts by including examples of Arte Povera works to address environmental themes as a means of arts-based environmental education (Sobel, 2004) and eco-justice (Bowers, 2001). Furthermore, Arte Povera images can promote discussion, whether from the beginner level about vocabulary or at the intermediate and advanced levels using discussion and thematic units as eco-pedagogy (Gadotti, 2001).

This paper explores the concept of Arte Povera as a bridge between environment (eco-justice, eco-pedagogy, and arts-based environmental education) and Italian-language learning (critical thinking through the arts and arts in the language-learning classroom). It further introduces a practical ecological example of applying Arte Povera in the Italian studies classroom.

II. THEORY: ENVIRONMENT

A. *Eco-justice*

Environmental justice designates and describes fundamental structures of the eco-justice movement, focusing on the divergent effects of harmful waste sites and other polluting facilities in or near troubled regions with high concentrations of poor inhabitants. Because the notions and circumstances correlated with each description are complicated and multidimensional, the significance of environmental justice has shifted over time and can fluctuate significantly (Bolte et al., 2011). Such relevancies can be witnessed in an Italian context: Many are in economically depressed areas, from Italy's northern industrialized zones to its rural south, which suffers from waste management, air pollution, deforestation, forest fire, flooding, and avalanche issues due to human activity.

Environmental justice pursues the just handling and contribution of all peoples in the progress, execution, and enforcement of environmental agendas, laws, rules, and policies. Thus, as a phrase with political implications, the notion suggests justice on a distributive, technical, and preventative level. Legitimacy of this nature necessitates an unbiased allocation of the expenses of environmental consequences and of the advantages of environmental ideals across demographic and environmental dimensions. Significant importance is situated on practical justice, characterized as the magnitude to which civil choice-making procedures are affected equally. Individuals are encouraged to monitor

and influence the choices that concern them.

The preventive theory is centered on the mindset that ecological concerns stemming from worsening ecosystems necessitate decision-making to prevent public health detriment (Lehtinen, 2009). The Italian political party, *la Federazione dei Verdi*, and the environmental association, *Legambiente*, exemplify groups that strive to make environmental culture the center of a new kind of development—one diffused with well-being and environmental quality improvement—that fights against pollution and for wise use of natural resources and balances the human–nature relationship in an Italian context.

With modern distributional questions of globalization, urbanization, and environmental deprivation (e.g., the climate crisis, deforestation, and decreasing biodiversity), the environmental justice notion has moved towards a wider generational and international understanding. Generational environmental justice implies sustainability, global environmental justice, and the present generation’s accountability to guarantee a healthy and secure environment for the future. It suggests that environmental ruin in the name of present-day short-term economic profit creates injustice for future generations. As environmental reserves become ever rarer, the growing harmful ecological situations that wealthier nations inflict on emerging countries touch on an imperative for international environmental justice (Ramirez-Andreotta, 2019).

Pedagogical practices in teaching about Italy, a first-world country of considerable wealth—along with its language and culture—owe at least a mention of these ecological catastrophes. One cannot educate merely about a country or culture and overlook its environment. Instructors can look through the lens of Italian culture to discuss environmental issues in meaningful ways.

B. *Eco-pedagogy*

Eco-pedagogy originated in a Latin American educational perspective. Scholars wanted to make methodical assertions about the relationship between humanity and the Earth and to devise a learning purpose to incorporate an environmental ethos (Freire, 2004). The eco-pedagogy effort extends changes in *critical pedagogy*, the mass of pedagogical concepts and methods Paulo Freire inspired. It aims to advance a vigorous obligation for the shared abilities of being human and to nurture social justice throughout the world. It does so with environmental political ideas that fundamentally resist globalization of beliefs such as neoliberalism and expansionism on one hand and efforts to stimulate arrangements of critical eco-literacy on the other. Furthermore, eco-pedagogy has as an objective the understanding of socially pertinent expertise based in normative ideas such as sustainability (Gadotti, 2001).

The term *eco-pedagogy* mixes the two terms *ecology* and *pedagogy*. Pedagogy is a practice of instruction. It typically implies an academic subject matter or theoretic model. Eco refers to environmental conditions. In the critical theory of education, eco-pedagogy functions at a meta-level. It suggests using dialectical critiques of ecological instruction for sustainable progress as hegemonic methods of pedagogical discourse, shaped by agencies to ease the escalating worldwide ecological crisis (Jardine, 2000). Ecological instruction approaches certainly achieve much that is wanted and virtuous from an eco-pedagogical standpoint. However, eco-pedagogy also critiques the ways in which ecological teaching may deal uncritically with ideological depictions of nature that are possibly informed by racist, sexist, or classist ethics (Åhlberg et al., 2003). Moreover, eco-pedagogy has started to pose issues about how ecological instruction is fastened to corporate-funded science and social studies values. It articulates the habits in which modern society and industrial culture encourage unsustainable existences, even as it continues in research, teacher-training, and educational leadership programs within graduate schools of education. Similarly, eco-pedagogy also aims to produce conscientization around the notion of sustainable development and thus unmask it as a form of the pervasive opacity it currently upholds.

As inhabitants of the Earth, we cannot contribute to forming the world we want by allowing those who benefit from exploitation and manipulation to build that world for us. Eco-pedagogy advocates emphasize that the revolution of the political and social realms of human effort—fundamental to critical pedagogy—can happen only within a synchronized change in the environmental domain (Yang & Hung, 2004). Environmental conversion would necessitate a drastic shift in the correlation between humanity and the powers of nature and life on Earth. Eco-pedagogy applies the critical pedagogy discourses of repression and power to the principle that all ecologies and the Earth itself need to be freed from human oppression. It suggests that real political, social, and environmental revolutions are always together and must occur within a whole-planet ecology (Kahn, 2010). Thus, eco-pedagogy’s implications reach vast learning realms.

However, one largely unexplored topic is language acquisition and its relevant areas. This is particularly true of Italian-language learning and the arts. Eco-pedagogy could be perceived as a potential crossroads or platform for these subjects to raise awareness of the ecological crises at hand while staying within the realm of learning and to propagate a critical environmental consciousness in areas that traditionally are unlikely to consider such discussion, as in Italian learning and teaching.

C. *Arts-based Environmental Education*

Arts-centered environmental education combines art education and environmental education into one task. The method has two important qualities. First, it implies an environmental education that begins from an artistic methodology. Distinct from other kinds of environmental education that present space for artistic practices, arts-based environmental education reverses this situation. Art is not an additional value but the point of exit in the attempt to

discover ways individuals can relate to their environment. Second, arts-based environmental education is one of the earliest modern-day methods of combining aesthetic training and ecological pedagogy (Mason & Eça, 2008).

In Finland in the early 1990s, a different type of ecological instruction, in which artistic practice plays a crucial part, was theorized. Artistic practices are means of existing and of knowing one's being (Abram, 2017). Explaining our observations makes us sensitive to new information that may not come to us via language. Art proposes distinctive, often unconscious, aspects to understand and denote experiences, often at humans' sensual, perceptual, expressive, cerebral, figurative, and imaginative levels. Creating and reflecting on art improves our capability to contact the innermost levels of consciousness. Simultaneously, such endeavors nourish and steer awareness of actuality and life. They can improve and polish our views and make us vulnerable to the secrets of the things around us.

In the framework of education about nature, art has a possibility that is lacking in standard nature instruction methods. Standard instruction tends to pass on knowledge that has already been formed (Krasny & Dillon, 2013) rather than catalyze new thinking, whereas through art, we can look at and move towards the outside realm anew. Art can strike us suddenly and occasionally inflame us. It facilitates us to examine and restore interpretations of common things and events that are so recognizable, our view of them has become mundane. In that way, using art comprises a pedagogic technique that is intrinsically pragmatic and ambiguous. Therefore, we must look more to the kind of art that challenges us than to the traditional, familiar modes the culture industry reproduces ad nauseum and that hence lack potency.

Art can expose us to chaos and to the existence of paradox, contradiction, and doubt. These qualities can be of immense importance in our present times. Arts-based environmental education is a form of understanding that seeks to improve ecological awareness and accountability by becoming more sympathetic to perception and thoughts. It uses aesthetic techniques to communicate intimate ecological experiences and reflections (Schneller, et al, 2019). Instructors can use arts-based environment education to tackle significant issues, especially issues that the ecological catastrophe provokes. The place of environment in arts-based instruction relates to both the human-made and the organic environments. It seeks to improve learners' directness and understanding and can assist them to discover new, individual ways to communicate and disclose their ecological practices (van Boeckel, 2009). For example, instructors might ask learners to go into nature and find natural objects relating to the life-cycle and then to speak about those items, forming the expression as an artwork, such as a poem or painting.

A form of Italian art that touches upon the crossroads of human influence and the environment is the radical art movement, *Arte Povera*. Through the arts of Italian culture, *Arte Povera* mirrors both human fragility and humans' deadly impact on the environment. Such a cultural platform could provide the perfect setting for those teaching Italian language to simultaneously educate on the environment through a critical art movement that has largely been overlooked.

III. THEORY: CRITICAL THINKING

A. *Critical Thinking through the Arts*

Critical thinking is a procedure that necessitates introspective abilities and assessment of concepts (Ennis, 2011). To promote these critical skills, pedagogy requires understanding learners as dynamic intellectuals and steering their meditative development through inventive approaches that stimulate autonomous beliefs and conversations (Duncum, 2010).

Currently, information has become an unbalanced element in which deviations result from the continuous international discourses new technologies create (Lyotard & Bennington, 2010). Thus, expansion of learning skills is considered indispensable (Alter, 2011). Learning emphasis should substitute a content-instruction focus with which learners are urged to acquire knowledge (Román, 2005). This suggests a different paradigm centered on a cognitive model that promotes critical abilities to assist students' critical involvement in their environment (Gude, 2007). Thus, advancement of critical-thinking abilities has come to be a vital objective, providing learners a means for an uninterrupted learning process throughout life (Román, 2005). To cultivate more progressive and liberating critical-thought modes during lessons, nontraditional artforms should have a place in the language-learning classroom concerning culture.

Critical thinking encourages learning over time because it allows learners to identify meaningful information to resolve intricate circumstances (Hogan, 2006). Developing these abilities in learners aids their incorporation as dedicated citizens of society. It allows a critical method to distinguish and advance social consciousness and moral values (Gude, 2007). Learners must develop a critical understanding of their reality, which depends on understanding how ethical principles and beliefs are presently communicated (Grushka, 2009).

A component of that presentation is how culture is presented in Italian-language textbooks. Mostly, Italian culture has been presented through traditional modes of high art. High art has immense cultural value to world heritage and represents watershed moments in history. However, outside of those contexts, high art images reinforce stereotypical concepts of beauty and culture, void of critical thought or worldviews for language learners to acquire not only about Italian culture, but also about themselves and their relationships to the world. *Arte Povera* could provide the classroom platform through which to bridge Italian culture with critical thinking and better position learners to the world and the crises within it. Advancing meditative capabilities in learning is essential to help learners confront the widespread supremacy of images (Eisner, 2005) with more potent ideological content (Leavy, 2009). These abilities can aid learners

in reading visual messages and recognizing the negotiated characteristics of new media and their relation to control (Gude, 2007).

Critical thinking is a probing endeavor that uses ambiguity as a viewpoint from which an object, situation, or idea is systematically examined (Cottrell, 2005) and purposely merges other cognitive skills (Facione, 2000). In this way, learners can perceive and distinguish others' beliefs, evaluate various views, contemplate opposing explanations, differentiate substantial approaches, and produce inferences (Ennis, 2011). To advance learners' critical thinking, instructors should stimulate thought through a cognitive model and a critical inquiry framework on matters that offer space for reasoning and discussion (Grushka, 2009). For this to occur, instructors must apply a curriculum whose foundation centers on a cognitive paradigm (Gude, 2007).

According to Hardy (Hardy, 2006), a new model established in logic seeks to question cultural beliefs and tackle numerous worldviews. For the visual arts, this model includes the aspects of analysis and discussion. In these image-inundated times, it is an important social interest to cultivate learners' personal investigation of the links among images, thoughts, feelings, and the multidimensional experiences of seeing (Grushka, 2009). Because the application of critical thinking pushes learners to investigate their own thoughts, it presents a meaningful learning experience applicable in any sphere of knowledge (Alter, 2011).

The use of a theoretical structure encourages critical thinking, suggesting that any subject has varied viewpoints (Alter, 2011). To spur active inquiry, learners should be questioned first as to what they know about an issue, exposing their opinions and promoting conversations (Hogan, 2006). By engaging a learner's subjectivity, it is feasible to question individual viewpoints about different concerns (Hickman & Eglinton, 2009). These approaches call for the learners' participation, encouraging them to comprehend how others understand their world (Hogan, 2006). Considering the Arte Povera artists and their critical idea of society allows learners to perceive conceptions that differ from the reductive patterns of Renaissance paintings, Roman sculptures, or Fiat vehicles as cultural representations in Italian-language textbooks.

Visual images are key to cultivating critical thinking because they depict ideas about diverse social characteristics through various significance levels (Emmison & Smith, 2000). Learners are engrossed in an image-flooded era where ideas are disseminated and conveyed mostly by visual means (Leavy, 2009). Visual literacy and development of a critical approach around images have thus become essential pedagogic obligations to guarantee the learners' reflective participation (Duncum, 2010). There is, nonetheless, a dearth of theoretical literature based on critical thinking within visual arts pedagogy. This scarcity suggests a reluctance to employ inquiry approaches through images (Alter, 2011) and extends to research on Italian-language pedagogy (Formato, 2018). However, Hogan (2006) suggested a shift in attention, arguing that critical thinking has emerged as an increasing interest within visual arts curricula.

The notion of visual literacy reaches beyond fine arts study. It revolves around the concept of visual culture. The presence of visual literacy in visual arts education becomes vital to nurturing critical citizens (Duncum, 2010). Visual culture includes images and matters that are crucial for learners because *image* is a significant part of their lives (Grushka, 2009). Learners can participate in visual culture if they are led to a critical-teaching exercise based on images. Images of Art Povera works, such as Penone's *Albero porta-cedro* (Fig. 1), bring attention to the fragility of the natural world; they reveal the past, truths about life and oneself, and a critical application to the current climate crisis. Thus, they position ecology, Italian language, and the learners relative to the art and everyday life.



Figure 1. *Albero porta-cedro* (door tree-cedar); one of works Giuseppe Penone works entitled, "The Hidden Life Within," created by carving away portions of the tree and revealing the earlier stages of the trees life. Photo by Sphibrik, Creative Commons Attribution-Share Alike 3.0 Unported license, <https://creativecommons.org/licenses/by-sa/3.0/deed.en>

Conversely, more traditional art modes function as cultural reproductions void of opportunities to nurture learners in a perspective critical of them or to place meaningful value in their lives. Arte Povera's multiple layering well positions

it in a critical inquiry framework that facilitates the reading of images (Alter, 2011). It deems the aspects around the artwork, such as its public, artist's context, topics, questions, and symbols (Hogan, 2006), to be the critical awareness of core implications and concepts included in the art. Artworks should not be approached simply by traditional deciphering tactics, in which the instructor exposes its connotations, but in a dynamic conversation guided by the instructor. A critical framework within visual arts education offers learners the chance to uncover significance using critical thinking abilities. This creates a window from which to listen to diverse voices and signifies a test of the perceptive process. With this method, learners can acknowledge issues included in the image and detect its possible underlying meanings and how the artist merged the elements into an articulate whole.

B. Art in the Language-learning Classroom

In general, responding to art can stimulate learners and lead to many language-learning activities. However, it is not simply a means for learners to describe what they see in an image. There are many other means to use art to present new vocabulary and grammatical structures in motivational and interesting ways (Abrantes de Andrade, 2006). The language instructor can actively engage learners with images in the learning process (Timuçin & Aryoubi., 2016), for example, encouraging them to draw on their personal experiences when discussing images. Responding to art involves more senses in the learning process. Working with the arts requires one to carefully notice, analyze, and interpret different texts, images, and situations; think critically; pose problems; make decisions; and, in many cases, generate multiple solutions (Farokhi, & Hashemi, 2012). The arts add to social and emotional growth: Incorporating art and language can develop learners' creative and critical thinking skills. They stimulate imagination and give learners opportunities to become involved in new approaches and gain positive attitudes towards learning, understanding others, and articulating their own thoughts. However, using the outdated and over(re)produced high art of the past, the learner cannot develop critical thinking skills but only regurgitate ways of perceiving what art is and the hegemonic notions it carries when reading the world.

Using the arts in the foreign-language classroom contributes to developing and enriching learners' language skills, principally, reading and oral communication. By placing art within the context of the learners' lives and allowing them to express themselves by speaking, reading, and writing about images, language instructors can build on learners' prior knowledge. In addition to the language and culture about which they are teaching, they can scaffold instruction; connect written with spoken languages; make learning relevant and meaningful; foster higher-order thinking skills; promote high levels of analysis, reasoning, and questioning; support critical and creative thinking; emphasize communicating ideas; and enhance learners' ways of observing, responding to, and representing the world around them. This connection and meaning-making is most apparent and possible in the *Arte Povera* movement. *Arte Povera* ambiguously explores modes of critique by questioning dogmatic notions of power on a spectrum from complex symbolism to the mundane, and so all learners can relate in some capacity.

When combined with reading, writing, speaking, and listening exercises, the arts can support learners to achieve high levels. Art challenges them to discover themselves, their surroundings, and consequent opportunities for complex understanding and interaction. Acquainting learners with artworks is an enjoyable feature of authentic learning (Farokhi, & Hashemi, 2012). The arts are a fundamental feature of the human experience. They are vital to liberal social responsibility and deliver a language for forming and articulating comprehension. They can reveal potential and involve and offer diverse learners occasions to communicate what they know. *Arte Povera*, through its radical subject matter, could educate, provoke critical thought, and push learners to question the power structures in which they live.

The arts offer learners a new realm in which to genuinely practice the target language (D'áz, 2016). This paradigm is a learning approach that encourages and prepares individuals to deal with diversity, complexity, and transformation. It affords learners extensive knowledge of the wider society. The arts support learners to cultivate a powerful sense of social concern. Their interdisciplinary approach allows instructors freedom in how they tackle language and encourages them to develop considerate, appealing, and inventive tactics. Traditional art modes in Italian textbooks do not prepare language learners for such a transformation; they do not challenge or encourage them to think critically. Rather, these images force learners to internalize and, arguably, perpetuate passive behavior.

Traversing the field of language acquisition through *Arte Povera* permits exposure to an array of viewpoints and development of critical thinking. Altering how instructors outline and focus classroom activities may provide learners with opportunities to better reflect on the lessons' cultural aspects and thereby strengthen critical thinking skills (Mihaly, 2008). The arts then becomes accessible—not “something for the few,” with themes that are distant for learners without art-history backgrounds. Using the foreign language within the realm of the arts brings learners directly to other disciplines that are compatible with their own vocabulary for identifying and describing objects. The target language is used to discuss art and to extract learners' opinions, thoughts, and feelings. *Arte Povera* as a movement provides many striking images with themes that elicit intense discussion and opinion. Learners of Italian would otherwise not be exposed to such rich, challenging, and varied viewpoints within the context of Italian culture.

Resources created for the language learner traditionally prioritized language over culture (Moeller & Fatlin Osborn, 2014). If language learning is the lone goal of instruction, then such structured texts provide an obvious choice. However, if the objective is about arriving at other cultures through rising views as well as language, then texts and materials that are more critical are necessary (Randolph & Johnson, 2016). Instructors who deliver a false analysis framework risk propagating labels that do not improve students' cultural competencies (Garrett-Rucks, 2016). In this

sense, *Arte Povera* in the Italian-language classroom becomes a means to end such propagation by introducing a critical way of viewing and interpreting the world through Italian culture. When instructors neglect such a critical viewpoint, learners are left with predetermined cultural understandings that were not established critically. That is, antiquated texts and pedagogical methods hinder learners' critical assessments of different cultures to understand the world themselves.

By inserting *Arte Povera* into the curriculum, language learning can become a communication model relative to the learners' increasing capabilities. The critical divergence between a language and a discourse curriculum fosters an understanding that learners at all stages should be allowed and guided to examine critically. Communicative language instruction must underscore task provision for the practical language. Differentiating between first- and second-order tasks (Breidbach, 2011) permits distinction between nonreflexive tasks in a conventional language curriculum and cases for a more reflexive structure open to discussion of subject matter, purpose, and form.

Foreign-language resources for critical pedagogy must promote both social and language-aptitude growth (Rashidi & Safari, 2011). Learners acquire methods to critique the status quo and take transformative measures to eliminate inequities while they grasp the target language (Reagan & Osborn, 2020). A critical curriculum prepares learners to read the world (Freire & Macedo, 1987). Similarly, language-learning materials must help learners to go beyond the written word to reach awareness and act to change the world. *Arte Povera* does this by exposing learning to critical interpretation, which challenges learners to reconsider their own and the Italian culture and their relation to temporality by considering provocative images and subject matter. Language acquisition abilities are useful only in relation to transformative action (Rashidi & Safari, 2011).

Foreign language can become a means to realize sociopolitical issues and cultural morals (Reagan & Osborn, 2002). In the *Arte Povera* example, the use of images in the classroom is not weighed on empty samples of art for the sake of filling pedagogical space with masterpieces. *Arte Povera* not only introduces learners to a cultural art movement, but also provides an opportunity to discuss, describe, and learn in Italian through a subject matter that can extend to current social issues and relationships with the environment in ways that traditional art modes cannot. Additionally, *Arte Povera*'s ambiguous nature, perspective, and interpretation of abstract and modern draw on learners' knowledge, experiences, and visions more flexibly. Traditional art, such as Renaissance modes, allows only passivity without critical theory. Thus, *Arte Povera* could be a means for learners to access their language abilities to critically uncover and transform circumstances in their own and in the target-language cultures (Degener, 2001).

Basing his views in a Marxist class assessment, Freire (2000) postulated that instruction's aim was to organize learners to criticize their social circumstances and to emphasize agency to self-govern individually and as a group. Freire's conception of praxis, the mix of critical contemplation and work in service of an egalitarian and emancipatory development, revealed his belief that education is inextricable from moral and political concerns. The reconceptualist movement integrated critical pedagogy (Giroux et al., 2001) and linked learning, politics, and the social situation. This incorporation boosted the need for critical education, a move that challenged the sociopolitical shift to privatization, market-based rationalities, and austerity actions under Ronald Reagan in the United States and Margaret Thatcher in the United Kingdom. With its vision of teaching as an ethical, political, and rational practice, critical pedagogy—like *Arte Povera*—disturbs common sense and underlines the struggle for agency.

Lasting instruction is consequently concerned with what the environment, its organizations, and its relationships teach. Cultural transmission and intake are pedagogical; instruction is heightened and disseminated more so than is formal education. The pedagogic influence of culture disputes the notion that traditional schooling is the only location where learning takes place (Giroux, 2001). It incorporates this instruction with the main concerns of a capitalist culture—the concept of a few in control—and connects with and instructs the many. This incorporation develops and muddles the field of culture and demonstrates how cultural practices, societies, and people impact one another.

IV. DISCUSSION: AN ECOLOGICAL APPLICATION OF ARTE POVERA TO THE ITALIAN-LANGUAGE CLASSROOM

Traditional language pedagogy is devoted to a standards-and-testing culture that veers towards disregarding particularities and homogenizing learners' experiences. Communities, both human and natural, are not essential parts of its curriculum (Gruenewald, 2008). Thus, contemporary art and visual culture are seldom considerable parts of the curriculum (Wilson, 2003). The concerns of gender, power, privilege, politics, and social change that are linked to visual culture, such as through *Arte Povera*, are sometimes problematic in the traditional classroom (Freedman, 2003). *Arte Povera* may not feel as comfortable or passive as mainstream cultural subjects in the pedagogy; it asks learners to question and think critically about the Italian culture, as well as their own, in ways that other Italian cultural images, such as cathedrals, masterwork paintings, or sports cars, glorify. Instruction that disregards critical modes of art, as do many texts used in Italian-language curricula, robs learners of the opportunity to become aware in emergent systems of artistic discourse. It denies them information about social and ecological justice matters and delays their cultivation of social and ecological integrity.

The crossroads of mainstream didactic principles and taken-for-granted methods among instructors often leaves unexamined the critical issues of ecology (e.g., the climate crisis) that alter our way of life. It especially affects the future of current learners, irrespective of culture, language, or country (Graham, 2004). Such an absence of critical issues ignores the possibility of the arts to instruct and inspire active engagement with ecological matters. *Arte Povera* artists provoke issues about nature, society, and culture that reveal the intricate composition of humans' rapport with

nature. Artworks from this movement often have ties to the peculiarities of sites and are devoted to the network of relations that comprise local culture and ecology. Their job makes ecological relations understandable in a manner that can be a means for consciousness and subsequent transformation. Critical pedagogy, coupled with eco-justice, generates a thorough theoretical structure that merges the ecological emphasis of place-based instruction with the social emphasis of critical theory (Gruenewald, 2008) into the Italian-language classroom. Giuseppe Penone's *The Hidden Life Within* provides an example applied to ecology. Within this work, Penone carefully removed rings of growth from a fir tree to reveal its former young shape hidden beneath decades of growth. He arrived at these forms by carving the tree trunk but leaving the knots in place until they emerged as limbs, revealing the sapling within. The viewer considers the future of the natural world as a dead tree presented within a living one.

In an Italian-language classroom, for example, beginner-level vocabulary and descriptive adjectives related to nature, the climate crisis, and the artwork can be presented using Arte Povera as a vehicle. At intermediate and higher-level classes, whole conversations about climate change could be based around these works through communicative discussion: The rising sea level in Venice, forest fires and drought in southern Italy, and some of the worst air pollution in urban areas on the European continent could be discussed with more advanced grammar structures taught in the cultural context.

Penone's work blurs the boundaries between environmental art and ecological concern in ways that are restorative, critical, and interdisciplinary when considered in the Italian language-learning context. His work, like others of the Arte Povera movement, is critical in the ways it re-envision the artmaking purposes and the artist's role. Involving learners of Italian in this kind of study of Italian culture through language connects language acquisition to important issues within the local context of learners' lives and encourages them to consider the convergence of politics, power, and culture where they reside in an Italian-language environment.

Giovanni Anselmo's *Eating Structure* consists of a small block of granite connected to a larger block by means of a head of lettuce and wire. If the lettuce dries, then the smaller block falls. Thus, the sculpture must be "fed" new lettuces regularly to uphold its form. It implies the mastery of nature over human creation, characterized by the capability of tree roots to destabilize foundations or stonework over time. The work suggests the dominance of nature; it is environmentalist in its insistence on carefully tending the sculpture's plant-based aspects. Its concern with balance and gravity also echoes in its use of materials as mundane as a head of lettuce, which is typical of Arte Povera's evocation of poor and rural life.

However, exercises and thematic units such as these simply do not exist in Italian-language materials. Italian-language instruction ignores the ecological in favor of the rationality of standardized, traditional art images. There is a pervasive responsibility to train learners to achieve in a market that is individualistic, unsustainable, and undemocratic. Instruction that accentuates testing regularly disregards social and ecological methods that are repressive and ecologically devastating (Gruenewald, 2004). A sense of caring for place is gone, and different cultural views towards nature that are more ecologically receptive are disregarded (Bowers, 2001).

Arte Povera in the Italian-language classroom is a reaction to standard pedagogy that disregards ecological areas and, through an Italian lens, places consumerism, high fashion, and luxury automobiles on a pedestal. It draws on radical practices of multidisciplinary, authentic learning that seek to expand learning beyond the classroom norms. As critical pedagogy connected to nature, Arte Povera intends to bolster learners' relations to others and the land and to defeat the isolation and separation often correlated with modern society (Smith, 2002). In an Italian class, Arte Povera's emphasis on the natural world can refocus essential importance on the network of connections among human and natural communities (Berry, 2005). It can consider nature for substance and context and has sustainability as an objective (Theobald & Curtiss, 2002).

Critical pedagogy through Arte Povera in the Italian-language classroom is important because it mixes ecological with cultural and social critique. Critical ecological assessment through the arts illustrates vital relations between cultural structures and ecological systems and confirms that social and eco-justice are intricately linked (Bullard, 2001). Arte Povera gives ethical sensitivities to the nonhuman world and investigates interactions among ecological, social, cultural, and political issues in Italy and beyond. Merging Arte Povera with critical pedagogy creates a tactic described by distorted frontiers between art, social critique, scientific analysis, and activism. Arte Povera artists' works interrupt beliefs about our relations with nature and suggest that art might include interdisciplinary networks (Graham, 2007).

Arte Povera as critical pedagogy instruction seeks to cultivate learners' capabilities to critically assess the images and objects of art and visual culture by pondering topics of power and politics. Its viewers can make assertions that influence social awareness and potentially support transformation. The study of the arts also is linked to continuing social struggles, in that it is viewed as a location for ideological struggle (Darts, 2004). The transformative weight of Arte Povera in Italian instruction coincides with the concerns for social and eco-justice that distinguish critical pedagogy. Arte Povera helps the viewer see the world from new perspectives. The arts, and Arte Povera in particular, provide prospects for understanding alternate methods of transcending and being and disrupt thoughtlessness, complacencies, and certitudes (Greene, 2018). Learners can eliminate or modify their cultural principles and taken-for-granted mindsets. The importance of this, in the framework of a critical Italian-language pedagogy, is that ecological crises can be related to assumed capitalist representations of competition, progress, consumption, and domination over nature (Bowers, 2001).

V. CONCLUSION

Using Arte Povera in the Italian classroom can be a valuable source and moment of critical thinking that bridges the quintessential Italian culture of the visual arts traditions with the climate crises and other ecological issues. No longer can learning space be void of critical discussion or overlook opportunities that bring about ideas on these urgent issues (van Kessel, 2020). Rather, through the notions of ecological justice and respect for the Earth and all who live there, a different eco-pedagogy based on a critical pedagogic framework can be considered in language classrooms (Levy & Kennedy, 2005). The radical art movement of Arte Povera does not require the language instructor to look beyond Italian culture to utilize a cultural means to address these ecological issues. Arte Povera allows instructors to present the issues in a way that forces a rethinking of what Italian culture is, what Italian art is, how the classroom time should be spent, and how to learn language in a way that addresses culture as well as existential threats to society (Chomsky & Pollin, 2020) while simultaneously acquiring Italian. Rather than perpetuating outdated and hegemonic notions of Italian art or teaching Italian through overuse of the same images of the gilded and marbled past, a critical, arts-based education could revitalize the platform to acquire Italian, learn about revolutionary art forms and history, and approach ecological crises. Considering eco-justice through arts education in language acquisition via Arte Povera is more necessary than ever as the climate crisis becomes more threatening and a greater part of the learners' reality.

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Acoustic Analysis of Obstruents in Some Igbo Dialects

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Abstract—The study examines two dialects of the Igbo language, namely Aro and Mgbo, and analyses the acoustic structure of its obstruents as spoken by native speakers. This study sets out to, among other things, identify the obstruents which occur in the dialects, characterise these obstruents, analyse the acoustic properties, and find out the manner of relatedness of the obstruents in the two dialects. Four adult respondents (two for each dialect) aged between 60-80 years who are native speakers of the dialects were randomly selected. The data were recorded electronically using a high precision Sony ICD-UX560 recorder and transferred into the computer via Praat speech analyzer software. The data analysis was carried out with the SIL Speech Analyzer version 3.0.1 (1996-2007) and Praat. These were used in transcribing recorded tokens, cutting portions of tokens and analyzing the data. The measurement of the pitch, intensity and duration reveal some significant differences within the two dialects. In most Northern Igbo (Waawa) dialects, back rounded vowels are weakened as is evinced in [nyəkə] and [ɲkə]. Although the vowels are evident in the syllable structure, the final vowels are so weak that they are not phonetically interpretable.

Index Terms—acoustic properties, Igbo dialects, obstruents, Praat, SIL speech analyser

I. INTRODUCTION

Human language is undeniably the most systematized means of communication within a speech community. In spite of the fact that many languages spoken in Nigeria have been studied in depth, there are many dialects of these languages still awaiting careful acoustic study. Acoustics which is a branch of phonetics that deals with the physical properties of speech sounds, the nature of sound waves between mouth and ear. It examines such properties as attributes of its frequency, its period of production, fundamental frequency, mean squared amplitude of a waveform. Prinsloo (2000) notes that pitch is a crucial distinguishing feature to assess when examining the differences between pronunciation and accent in various groups of languages. He defines pitch as a voice feature which rises from the closure of the glottis and that the rate of occurrence is known as a person's voice pitch. Acoustic phonetics mainly has to do with what transpires from the moment a sound leaves the mouth, goes through any means to get to the recipient or hearer. It offers an opportunity to study the nature of speech signal for different sounds irrespective of the features that represent these sounds. Acoustic phonetics is instrumental science which relies on methods of saving, reproducing, visualising and analysing signals of speech. It is also a way to analyze and understand the nature of different sounds like vowels, semi-vowels, diphthongs, etc. Consonants are produced with total compression in the vocal tract, creating a section behind and another in front of the compression (cf. Jongman, 2010). The generic name for plosives, fricatives and affricates is obstruents.

Nissen (2003) notes that the acoustic realization of individual phonemes can vary considerably depending on multiple factors, some of which might be external to the production of the speech signal (cf. Nissen, 2003). One external source of variability may come from the ambient conditions of the speaking environment, such as room reverberation or background noise (Pisoni, 1997). Nissen (2003) posits that these types of external noise sources often alter acoustic components of the speech signal prior to it reaching the ears of the listener. Also, there is a considerable amount of acoustic variation between and within individual speakers. Between-speaker variation is due in large part to differing physical attributes of the speaker. Vocal tract size and shape, as well as vocal fold dimensions, are primary factors in determining the acoustic structure of a speech sound. Thus, the acoustic realization of speech sounds will differ according to the age, gender, and physical attributes of each individual speaker. He asserts that the acoustic parameters of the speech signal will change as a function of rate differences, changing voice quality, or context effects. In other words, a speaker will not always produce a particular phoneme exactly the same way. For example, the same acoustic cue can elicit differing phonetic percepts depending on the linguistic context (see Nissen, 2003). This phenomenon was illustrated in the classic study by Liberman and colleagues (1952). When a burst of acoustic energy

centered around 1400 Hz was placed in front of a series of English vowels, listeners perceived different syllable types. If the burst preceded a high-front vowel, such as /i/, subjects identified the resulting syllable as /pi/. However, when the same burst was followed by a relatively lower vowel like /ɒ/, the perceived syllable was consistent with /kɒ/. These early findings indicated that subjects perceived the same acoustic cue as different phonemes depending on the vowel context.

However, studies have discovered that different acoustic techniques produce the same phonemic percept when they are placed in different linguistic contexts. The word-initial sound /b/ in the words “beat”, “bat”, “bought”, and “boot” is perceived by listeners/hearers as a /b/, even though the acoustic formant transitions for each perception of /b/ is relatively different subject to the succeeding vowel context (Sussman, Fruchter, Hilbert, & Sirosh; 1998). This forms the hallmark of this study, to ascertain the behaviours of these obstruents in the environment of other speech sounds.

While Ikekeonwu (1986) in a linguistic and geographical classification of Igbo dialects identifies six dialect clusters, Nwaozuzu (2008) gives eight groups. The groups include the following:

- | | |
|--|--|
| i. West Niger Group of Dialects (WNGD) | ii. East Niger Group of Dialects (ENGD) |
| iii. East-Central Group of Dialects (ECGD) | iv. Cross River Group of Dialects (CRGD) |
| v. South-Eastern Group of Dialects (SEGD) | vi. North-Eastern Group of Dialects (NEGD) |
| vii. South-Western Group of Dialects (SWG D) | viii. Northern Group of Dialects (NGD) |

Our focus in this study is North-Eastern Group of Dialects (NEGD) which comprises the dialects of Izhi, Ikwo, Ezaa, and Mgbo and Aro with varieties spoken in Arochukwu and other Aro settlements in Ebonyi state. Arochukwu is sometimes referred to as Arochuku or Aro-Okigbo, (pronounced Aruchukwu). It is composed of 19 villages with an overall leader called Eze Aro.

II. CONCEPTUAL REVIEW

A. Acoustic Experimentation

It can also be defined as the study of the acoustic characteristics of speech which is consisted in the variations of air constriction that emanates from physical interruptions of air particles that are produced as a result of the egressive air flow from the lungs. This flow of air makes the air particles to swing back and forth (cluster together and separate), thereby bringing about decreases and increases in the pressure of the air. As a result of these movements, there is pressure from the speaker to the listener. Amplitude, frequency, pitch, cycle, unit, period are some properties that portray sound waves. Amplitude is the size of vibrations; larger vibrations give rise to greater amplitude which also increases loudness. The quantity of cycles in one second is frequency and it is expressed in hertz (Hz). When frequency increases, there is a resultant increase in pitch. The time for the completion of one cycle is known as a period. Pitch is the extent to which a sound is high or low and it depends on the rate of vibration of the vocal cords. A cycle is a sequence of one increase and one decrease in air pressure. The speed at which the vocal cords vibrate can be measured in terms of the number of times they complete cycles of opening and closing per hundredth milliseconds. The unit is called the fundamental frequency (Fo). It is also the rate at which the speech pressure waveforms repeat.

The use of instruments in acoustic investigations has been viewed as an indispensable aspect that the process is also referred to as instrumental phonetics. Acoustic experimentation is therefore a system of investigation which involves the use of acoustic instruments in describing and analyzing language data. Donwa-Ifode (1995) discusses the advantages of incorporating instrumental investigation in the analysis of prosodic language data. The use of instruments is very crucial to acoustic phonetics because linguistics has to be as objective and scientific as possible. Illustratively according to her, we first make observations through our senses of hearing, sight and touch; then we make hypothesis which the instruments confirm, negate or modify. Thus, the instrumental work serves as a check on the excesses of subjectivity by our observations. Furthermore, instrumental work adds detail to our observations. She however observes that instruments have their limitations because it is easy to abuse the use of instruments. For this reason, their use is secondary and not primary as they are means to an end and not an end in themselves.

B. Instrumental Phonetics

Acoustic phonetics deals with the acoustic features of speech sounds. This includes an examination and description of speech sounds in respect to its physical features, like frequency, intensity, and duration. Descriptions of speech sounds using these criteria date back to 1830, however, the invention of spectrograph for sound description was in 1945 and this feat was a significant technological breakthrough; it made the analysis and visualization of the speech signal possible. Rousselot is generally regarded as the father of experimental phonetics. Rousselot used the kymograph in the acoustic study of speech sound.

III. THEORETICAL STUDIES

A. Classical Phonology

Classical phonology or phonemics, according to Ogunsiji and Sunday (2011), is an aspect of structural grammar. It focuses on the study of the structures of language. The foregoing emphasises the distinction between ‘form’ and ‘substance’. In other words, the main preoccupation of classical phonology, according to Sommerstein (1977), is the

examination of the phonic features functioning in the particular language under investigation to clearly differentiate between utterances.

B. Distinctive Feature Theory

Distinctive features are the phonetic properties of phonemes that account for their ability to bring about difference in the meanings of words, e.g. voice, tense, etc. Mannell (2008) avers that distinctive feature theory, based on Roman Jakobson's work and the work of Trubetzkoy, was first formalised by Roman Jakobson in 1941 and remains one of the most significant contributions to phonology. He states that, Jakobson's original formulation of distinctive feature theory was based on these ideas:-

1. All features are privative (i.e. binary). This means that a phoneme either has the feature e.g. [+voice] or it does not have the feature. e.g. [-voice].
2. There is a difference between phonetic and phonological features
 - i. Distinctive Features are phonological features.
 - ii. Phonetic features are surface realisations of underlying Phonological features.
 - iii. A phonological feature may be realised by more than one phonetic feature, e.g. [flat] is realised by labialisation, velarisation and pharyngealisation.
3. A small set of features is able to differentiate between the phonemes of any single language.
4. Distinctive features may be defined in terms of articulatory or acoustic features, but Jakobson's features are primarily based on acoustic descriptions.

Umeodinka (2016) notes that the theory provides sufficient information which can be used to completely specify all phonemes, each sound in the array or matrix appears as a unique bundle of features and distinctive features offer some assistance in explaining the structure of sound systems. Hall (2007) also argues that without the classes of sounds defined by distinctive feature values, the phonological rules and processes would not have been possible.

C. Generative Phonology

Generative phonology is a theory of phonology within the framework of generative grammar by Chomsky and Halle's (1968) '*The Sound Pattern of English (SPE)*'. This theory presents underlying representation that allows phonological rules and principles to be more transparently and economically stated. Mbah (2016:33) asserts that generative phonology concerns itself with principles that guide the pronunciation of words, segments, phrases and even sentences and how they are derived from more general principles, which are operative in all languages. He further lists the premises of generative school of phonology as follows:

- a. Phonological structure portrays the linguistic competence of the individual native speaker to work out a phonetic representation for the possible infinite number of sentences which can be generated through the syntactic component of the grammar of the language; and
- b. This competence can be scientifically investigated.

Mbah and Mbah (2010:171) state that the proponents of this theory claim that linguistic description should aim at constructing a grammar that is capable of generating linguistic forms. They further maintain that such a grammar should be able to contain phonological rules which apply to the underlying forms of the language and yield surface phonetic representations. Thus, the rules are much more than a mere inventory of phonemes and allophones. The major weakness of generative phonology lies in its linearity condition where sound segments are sequentially treated, one after the other. As a result of the linearity principle, suprasegmentals, which cannot be divorced from the segmental in utterances, are not accounted for in generative phonology.

D. Acoustic Theory of Speech Production

The acoustic theory of speech production or the source filter theory was developed by Fant in (1960). It is called source filter theory because it is based on a linear mathematical model. The theory tends to explore proper articulatory-acoustic relationships; however, it also provides a foundation for many procedures for the acoustic analysis of speech. It gives a practical introduction to how sound is created by a *source* and modified by a *filter* in the vocal tract, and other biological and non-biological systems. The theory also introduces the human vocal apparatus, and some ways to represent the acoustic properties of speech. The theory pays attention to articulation of speech sound and considers how the mobility of the tongue, jaw, lips, soft palate and pharyngeal walls allow the production of a wide range of sounds, each at several places of articulation within the vocal tract.

This theory is also not suitable for this work because it is a theory that is based on a linear mathematical model which pays attention to articulation of speech sounds and considers how the mobility of the tongue, jaw, lips, soft palate and pharyngeal walls allow the production of a wide range of sounds, each at several places of articulation within the vocal tract.

E. Empirical Studies

Schmid, Lee, & Zee (2011) carried out an acoustic analysis of palatal obstruents in two Romance varieties and they opined that palatal stops and affricates are relatively uncommon in the languages of the world unlike velar stops and post-alveolar affricates. They discovered that in some languages, palatal stops undergo a diachronic or historical shift

and combines with post-alveolar affricates. The study used a spectral analysis of palatal stops in two Romance dialects. The results showed that the acoustic difference between post-alveolar and palatal obstruents is rather scanty in Vallader than in Sangiovese, where in turn inter-speaker differences are more sizeable. The research gave spectral analysis of six types of consonants in two Romance dialects and this has proved that the Center of Gravity constitutes a valuable idea to place of articulation, allowing to differentiate between post-alveolar and palatal obstruents in particular.

An acoustic analysis of voiceless obstruents produced by adults and typically developing children was carried out by Nissen in 2003. He asserts that although researchers have made efforts toward knowing the mechanism of speech in terms of its production and perception, the complex interrelationships between the acoustic structures of speech sounds and the resulting psychological percepts are yet to be fully and explicitly explained. More particularly, there is an insufficient knowledge of the acoustic nature of speech produced by younger children. So, the study looked at the acoustic structure of voiceless obstruents of adults and typically developing children from 3 to 6 years of age. Forty speakers from four different age brackets rendered word-initial voiceless obstruents /p, t, k, f, θ, s, ʃ/ in real word CV contexts, likewise a similar series of intervocalic obstruents taken from non-existing words (VCV phonetic context). The acoustic nature of the speech tokens was explained in terms of multiple acoustic parameters (durations, normalized amplitude, spectral peak location, spectral slope, and spectral moments). The findings of the research showed that multiple acoustic parameters of voiceless stops and fricatives vary systematically in the function of place of articulation, vowel context, speaker age, and gender. Specifically, it was discovered that the spectral peak location, slope, and the first three spectral moments were able to distinguish between differing places of articulation. Furthermore, gender differences for several acoustic properties are seen in children at a relatively young age while the acquired sibilant contrast between /s/ and /ʃ/ are discovered to be less differentiated in children than in adults.

Obianika (2012) studies the interface of tone and morpheme in Abankaleke Igbo. Her work sets out to, among other things, identify the contrastive tone levels in Izii and Ezaa varieties of Igbo, find out the extent to which the differences perceptible in tone within Izii and Ezaa contribute to the observable variations among the dialects and with the Standard Igbo, determine the relationship between the syllable structures of Izii, Ezaa and the Standard Igbo and to verify if the differences observable in the Abankaleke dialects and the Standard Igbo are significant enough to classify them as a separate linguistic system. Random sampling technique was used and three adult speakers of Izii, Ezaa and the Standard Igbo were sampled respectively. A suitable version of the 400 items contained in Ibadan wordlist was used and the collected data were electronically recorded. The data analysis was carried out with the Speech Tools Analyzer Version 3, 0. 1 (1999-2007) and Phonology Assistant Version 2.2 (1995-2005) software packages developed by the Summer Institute of Linguistics (SIL) International. The results of the phonological and acoustic analyses showed that the differences between the Abankaleke dialects and the Standard Igbo were not significant enough to classify them as a separate linguistic system.

IV. METHODOLOGY

Simple random sampling technique was adopted in selecting four adult respondents who are native speakers aged between 60 and 80 years (two for each dialects) for data gathering. The respondents produced each token three times and the researcher chose the best produced token for accurate analysis. The data collected in a high precision cassette recorder via interview were digitalized by transferring them into the computer using the Praat speech analyzer software. The respondents were presented with an adapted form of Ibadan wordlist of 400 Basic Items (Trial) English version as presented in Udoh (2003) (a total of 242 items which the writer feels could contain obstruents when translated to these dialects were selected from the list). These recordings were transcribed in the orthographic and phonetic representations. The data analysis was carried out with the SIL Speech Analyzer version 3.0.1 (1996-2007), Sound Forge and Praat. These were used in segmenting the recorded tokens, cutting portions of tokens and noting the acoustic properties of recorded words. The advantage of the packages is that they are efficient in segmenting and in carrying out other acoustic analyses such as measuring fundamental frequency, spectrographic and spectral analyses and duration measurements of speech sounds. Praat speech analysis software was used to digitalize the data for acoustic phonetic analysis. The mean average pitch levels, intensity and duration of the selected tokens were summed up. Descriptive method of data analysis was used in reporting our observation of data in this work. According to Ladefoged and Maddieson (1996:1), segmental description of a language is the most suitable way of communicating the results of phonetic analysis to a wide range of readers.

V. DATA PRESENTATION AND ANALYSIS

A. *The Consonantal Sounds of Aro and Mgbo Dialects*

1. **Aro consonant phoneme inventory**

Aro consonants are articulated through seven manners namely; three obstruent classes (plosives, fricatives and affricates) and four sonorant classes (nasal, approximant, lateral, roll). There are 28 consonant phonemes in 9 places and 7 manners of articulation. Aro dialect, unlike Mgbo dialect, does not articulate any phoneme as a labialized alveolar.

TABLE 1
ARỌ CONSONANT CHART

	Bilabial	Labio-dental	Alveolar	Labialised alveolar	Post alveolar	Palatal	Velar	Labialised velar	Labio-velar	Glottal
Plosives	p b		t d				k g	kw gw	k̠p gb	
Nasals	m		n			ɲ	ŋ	nw		
Fricatives		f v	s z		ʃ ʒ					h
Affricates					tʃ dʒ					
Laterals			l							
Approximants							j		w	
Rolls			r							

Arọ consonant sounds inventory

/p/ as in	àp à à	/àp à à/	‘thigh’
/b/ as in	òb à à	/òb à à/	‘blood’
/t/ as in	ùtọ	/ùtọ/	‘sweet’
/d/ as in	ńm áí í	/ńm áí í/	‘person’
/k/ as in	k é	/k é/	‘hard’
/g/ as in	áǵ ǵ á	/áǵ ǵ á/	‘needle’
/kw/ as in	úkw úù	/úkw úù/	‘big’
/gw/ as in	òbògwù	/òbògwù/	‘duck’
/kp/ as in	ákpù	/ákpù/	‘cassava’
/gb/ as in	gbúpù	/gbúpù/	‘spit’
/m/ as in	ńk úm è	/ńk úm è/	‘stone’
/n/ as in	ónù	/ónù/	‘mouth’
/ɲ/ as in	úný ì ì	/úný ì ì/	‘charcoal’
/ŋ/ as in	ńk úm è	/ńk úm è/	‘stone’
/nw/ as in	nw úný è	/nw úný è/	‘wife’
/f/ as in	ǵ á é	/ǵ á é/	‘pass’
/v/ as in	ón ó	/ón ó/	‘soup’
/s/ as in	ós è	/ós è/	‘pepper’
/z/ as in	áz ì	/áz ì/	‘fish’
/ʃ/ as in	ńsh í	/ńsh í/	‘faeces’
/ʒ/ as in	òǵ àǵ í	/òǵ àǵ í/	‘guinea fowl’
/h/ as in	ùh á	/ùh á/	‘lie’
/tʃ/ as in	ókóch ì	/ókóch ì/	‘dry season’
/dʒ/ as in	éj ù	/éj ù/	‘snail’
/l/ as in	úw ð è	/úw ð è/	‘hoe’
/j/ as in	ý í	/ý í/	‘river’
/w/ as in	áwò	/áwò/	‘toad’
/r/ as in	úr á	/úr á/	‘sleep’

2. Mgbo consonant phoneme inventory

Mgbo consonants are equally articulated through seven manners namely; three obstruent classes (plosives, fricatives and affricates) and four sonorant classes (nasal, approximant, lateral, roll). There are 37 consonant phonemes in 10 places and 7 manners of articulation.

TABLE 2
MGBO CONSONANT CHART

	Bilabial	Labio-dental	Alveolar	Labialised alveolar	Post-alveolar	Palatal	Velar	Labialised velar	Labio-velar	Glottal
Plosives	p b		t d			c ɟ	k g	kw gw	k̠p gb	
Nasals	m		n			ɲ	ŋ	ɲw		
Fricatives	ɸ β	f v	s z		ʃ ʒ					h
Affricates	pf bv		ts dz		tʃ dʒ					
Laterals			l	lʷ						
Approximants						j			w	
Rolls			r							

Mgbo consonant sounds inventory

/p/ as in	ùp ì	/ùp ì/	‘horn’
/b/ as in	èb à	/èb à/	‘fat’
/t/ as in	étó	/étó/	‘three’
/d/ as in	ógódó	/ógódó/	‘cassava’

/c/ as in	ùtch á	/úc á/	‘white’
/j/ as in	đj è	/j è/	‘walk’
/k/ as in	kù á	/kò á/	‘beat’
/g/ as in	ùgá	/óg á/	‘chin’
/kw/ as in	kw é	/kw é/	‘weave’
/gw/ as in	ǵw è	/ǵw è/	‘iron’ (metal)
/kp/ as in	òk̄pú	/ók̄pó/	‘bone’
/gb/ as in	ǵgbò	/ǵgbò/	‘plantain’
/ɸ/ as in	òfúú	/ófóó/	‘new’
/β/ as in	ǵbh á	/ǵb á/	‘year’
/f/ as in	nfútú	/nfótó/	‘arm’
/v/ as in	ónú	/ón ú/	‘thorn’
/s/ as in	ès áá	/ès áá/	‘seven’
/z/ as in	úzò	/úzò/	‘road’
/ʃ/ as in	égb sh ì	/égbshí/	‘hair’
/ʒ/ as in	òg ǵz ì	/òg ǵz/	‘guinea fowl’
/h/ as in	húmá	/hóm á/	‘see’
/m/ as in	númá	/nóm á/	‘hear’
/n/ as in	óg ð ón ú	/óg ð ón ú/	‘groundnut’
/ɲ/ as in	m ám ńy í	/m ámɲí/	‘urine’
/ŋ/ as in	ńkútá	/ńkót á/	‘dog’
/nw/ as in	ínwú nwá	/ínwó nw á/	‘give birth’
/pf/ as in	m̄pfú	/m̄pfó/	‘palm’
/bv/ as in	ébv ù	/ébv ù/	‘song’
/ts/ as in	úts ú	/úts ú/	‘penis’
/dz/ as in	ódzù	/ódzò/	‘tail’
/tʃ/ as in	ókóch ì	/ókótʃí/	‘dry season’
/dʒ/ as in	j ák í	/dʒ ákí/	‘donkey’
/l/ as in	á l m ú	/á l m ó/	‘orange’
/lʷ/ as in	lú é	/lʷ ú é/	‘swallow’
/j/ as in	ǵúyí	/ǵó y í/	‘crocodile’
/t/ as in	ì í	/ì í/	‘ten’
/w/ as in	ów ú	/ów ú/	‘thread’

B. Characteristics of Obstruents in Arọ and Mgbo Dialects

TABLE 4
OBSTRUENTS IN ARỌ AND MGBO DIALECTS

Phoneme	Characteristics	Arọ	Mgbo	Standard Igbo	English gloss
/p/	Voiceless bilabial plosive	[épiɽ]	[épiɽ]	[ápiɽ]	Mud
		[mp ɿ]	[òpiɽ]	[mp ɿ]	Horn
/b/	Voiced bilabial plosive	[m̄b è]	[m̄b éú]	[m̄b è]	Tortoise
		[biā]	[biā]	[biā]	Come
/t/	Voiceless alveolar plosive	[àp à à]	[ót ákó]	[àp à à]	Thigh
		[ú é]	[ú é]	[ú é]	Mat
		[ntóh é]	[tòj á]	[tògh éé]	Untie
/d/	Voiced alveolar plosive	[á ð á]	[é ð á]	[d à à]	Fall
		[dòkāa]	[dòkāa]	[dòkāa]	Tear
		[mm áh]	[óm áò]	[mm áò]	Person
/k/	Voiceless velar plosive	[ńfíkó]	[ńkò]	[ńfíkó]	Crab
		[k èw à]	[k éy é]	[k èw áá]	Split
		[tʃíkòl á á]	[tʃíkòb é]	[kp ókót á]	Gather
/g/	Voiced velar plosive	[g ón w ó]	[g ó]	[g ɿ]	You
/kw/	Voiceless labialized velar plosive	[ikw áék wò]	[ikw é úkp ó]	[ikw á ákw á]	Sew
/k̄p/	Voiceless labiovelar plosive	[m̄k̄póm̄k̄pó]	[m̄k̄píríj ɿ]	[m̄k̄póm̄k̄pó]	Short
		[ákpók̄pó]	[ákpéhó]	[ákpók̄pó]	Skin
		[òk̄pú]	[òk̄pú]	[òk̄pú]	Hat
		[ákpà]	[ékpà]	[ákpà]	Bag

/gb/	Voiced labiovelar plosive	[gbópò]	[gbófò]	[gbópò]	Spit out
/gw/	Voiced labialized velar plosive	[ǵw ǵ]	[ǵw ǵ]	[ǵw ǵ]	Iron
/s/	Voiceless alveolar fricative	[ɔ̀sò]	[ɔ̀ ǵ]	[ɔ̀ ǵ]	Pepper
/z/	Voiced alveolar fricative	[ǵzɪ]	[ǵzò]	[ǵzò]	Fish
/ʃ/	Voiceless post-alveolar fricative	[ɲʃɪ]	[ɲʃɪ]	[ɲʃɪ]	Faeces
/ʒ/	Voiced post-alveolar fricative	[ðg ʒɪ]	[ðg ʒɪ]	[ðg ʒɪ]	Guinea fowl
/dʒ/	Voiced post-alveolar affricate	[d ʒ]	[dʒ ʒ]	[d ʒ]	Husband
		[ndʒó]	[ndʒó]	[ndʒó]	Bad
		[d bɪ ǵ]	[dʒ bɪ ǵ]	[d bɪ áomenala]	Doctor (native)
/tʃ/	Voiceless post-alveolar affricate	[m ǵʃ ǵ]	[gòtʃ ǵ]	[m ǵʃ ǵ]	Close (door)
		[tʃíkól á ǵ]	[tʃíkòbè]	[tʃíkól á ǵ]	Gather
/ts/	Voiceless alveolar affricate	[òtò]	[òtsò]	[òtò]	Sweet
		[ósó]	[ób ásò]	[ósó]	Bat
/ɸ/	Voiceless bilabial fricative	[ónóró]	[ófóú]	[óhóró]	New
/ɟ/	Voiced palatal plosive	[ǵz ǵ]	[ǵ ǵ]	[ǵz ǵ]	Walk
/ɣ/	Voiced velar fricative	[òw ú]	[òw ú]	[òw ú]	Thread
/β/	Voiced bilabial fricative	[ávò]	[ǵ ǵ]	[ǵvò]	Year
/pʃ/	Voiceless bilabial affricate	[ǵkw ú]	[ǵpʃ ú]	[m k p ú ǵkw ú]	Word
/dz/	Voiced alveolar affricate	[mm áɪ]	[óm áɪò]	[mm áɪò]	Person
/ç/	Voiceless palatal plosive	[ótʃ ǵ]	[óc ǵ]	[ótʃ ǵ]	White
/f/	Voiceless labio-dental fricative	[ókwòrò]	[ófòrò]	[ókwòrò]	Okra
/v/	Voiced labio-dental fricative	[m ǵvò]	[m ǵvò]	[m ǵvò]	Nails (finger)
/bv/	Voiced bilabial affricate	[ǵw ú]	[ǵv ú]	[ǵw ú]	Song

C. Distinctive Phoneme Features of Obstruents across the Two Dialects

TABLE 5
OBSTRUENTS AND THEIR DISTINCTIVE FEATURES

	p	b	t	d	c	ɟ	k	g	k̄	g	k	g	ɸ	B	f	v	s	z	ʃ	ʒ	ɣ	p	b	t	t	d
	p	b	t	d	c	ɟ	k	g	p	b	w	w			f	v	s	z	ʃ	ʒ	ɣ	f	v	s	f	ʒ
Bilabial	+	+	-	-	-	-	-	-	-	-	-	-	+	+	-	-	-	-	-	-	-	+	+	-	-	-
Labio-dental	-	-	-	-	-	-	-	-	-	-	-	-	-	-	+	+	-	-	-	-	-	-	-	-	-	-
Alveolar	-	-	+	+	-	-	-	-	-	-	-	-	-	-	-	-	+	+	-	-	-	-	-	+	-	-
Post-alveolar	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	+	+	-	-	-	-	+	+
Palatal	-	-	-	-	+	+	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Velar	-	-	-	-	-	-	+	+	-	-	-	-	-	-	-	-	-	-	-	-	+	-	-	-	-	-
Labialized Velar	-	-	-	-	-	-	-	-	-	-	+	+	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Labiovelar	-	-	-	-	-	-	-	+	+	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Glottal	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	+	-	-	-	-
Plosives	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-	-	-	-	-	-
Fricatives	-	-	-	-	-	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+	+	-	-	-	-	-
Affricates	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	+	+	+	+	+
Voicing	-	+	-	+	-	+	-	+	-	+	-	+	-	+	-	+	-	+	-	+	-	-	+	-	-	+

D. Acoustic Study of Arọ and Mgbo Obstruents

1. Variation in pitch measured in Hertz (Hz)

TABLE 6.
VARIANCE IN MEAN AVERAGE PITCH LEVELS

Aro		Mgbo		Standard Igbo	English gloss
[̈ap̈ à ̈à]	155.3	[̈oẗ áó]	145.1	[̈ap̈ à ̈à]	Thigh
[ákpókópó]	183.2	[ákpéhó]	152.5	[ákpókópó]	Skin
[n̈í]	203.5	[n̈í]	145.7	[n̈í]	Faeces
[ú ̈é]	197.7	[ú ̈é]	165.9	[ú ̈é]	Mat
[ákp̈ à]	156.1	[èkp̈ à]	132.2	[ákp̈ à]	Bag
[òẅ ú]	186.3	[òẅ ú]	153.8	[òẅ ú]	Thread
[òkp̈ ú]	184.8	[òkp̈ ú]	165.9	[òkp̈ ú]	Hat
[ép̈ iẗ i]	179.9	[ép̈ iẗ i]	160.7	[áp̈ iẗ i]	Mud
[áv̈ ò]	223.3	[áv̈ à]	148.2	[áv̈ ò]	Year
[òkẅ ú]	189.7	[óp̈ í ú]	177.6	[m̈kp̈ ú r̈ ú ókẅ ú]	Word
[mp̈ ̈ í]	169.6	[òp̈ í]	204.8	[mp̈ ̈ í]	Horn
[mb̈ é]	193.1	[mb̈ é ú]	192.3	[mb̈ é]	Tortoise
[n̈ ík̈ ó]	181.7	[n̈ k̈ ó]	164.1	[n̈ ík̈ ó]	Crab
[ós̈ ó]	190.8	[ób̈ á s̈ ó]	112.9	[ós̈ ó]	Bat
[mm̈ áḧ í]	184.1	[óm̈ áḧ ò]	148.7	[mm̈ áḧ ò]	Person
[d̈ í]	175.6	[d̈ ɟ̈ í]	149.6	[d̈ í]	Husband
[m̈kp̈ óm̈kp̈ ó]	202.2	[m̈kp̈ ír̈ í]	184.1	[m̈kp̈ óm̈kp̈ ó]	Short
[óv̈ ór̈ ó]	132.5	[óf̈ óó]	160.3	[óḧ ór̈ ó]	New
[nd̈ ɟ̈ ó]	180.9	[nd̈ ɟ̈ ó]	155.1	[nd̈ ɟ̈ ó]	Bad
[òẗ ó]	175.9	[òts̈ ó]	160.9	[òẗ ó]	Sweet
[bï ā]	188.8	[bï ā]	144.1	[bï ā]	Come

The mean average pitch levels of some selected recorded tokens are presented here. The range of pitch levels in the dialect varieties is not the same. In Aro dialect, the highest pitch level reached is 223.3Hz and the lowest is 132.5Hz. For Mgbo dialect, the highest pitch is 204.8Hz and the lowest is 112.9Hz. It is of interest to note that vowels have effect on the pitch levels of the consonants with which they occur in the same environment. In this case, the pitch is raised where there should have been a pitch lowering.

2. Variance in intensity measured in Decibel (db)

TABLE 7.
VARIANCE IN MEAN AVERAGE INTENSITY LEVELS

Aro		Mgbo		Standard Igbo	English gloss
[̈ap̈ à ̈à]	72.1	[̈oẗ áó]	74.2	[̈ap̈ à ̈à]	Thigh
[ákpókópó]	73.5	[ákpéhó]	76.1	[ákpókópó]	Skin
[n̈í]	73.2	[n̈í]	73.9	[n̈í]	Faeces
[ú ̈é]	77.9	[ú ̈é]	73.9	[ú ̈é]	Mat
[ákp̈ à]	76.4	[èkp̈ à]	74.2	[ákp̈ à]	Bag
[òẅ ú]	80.1	[òẅ ú]	75.2	[òẅ ú]	Thread
[òkp̈ ú]	78.1	[òkp̈ ú]	75.6	[òkp̈ ú]	Hat
[ép̈ iẗ i]	75.8	[ép̈ iẗ i]	78.3	[áp̈ iẗ i]	Mud
[áv̈ ò]	78.2	[áv̈ à]	77.5	[áv̈ ò]	Year
[òkẅ ú]	76.5	[óp̈ í ú]	73.3	[m̈kp̈ ú r̈ ú ókẅ ú]	Word
[mp̈ ̈ í]	75.0	[òp̈ í]	73.5	[mp̈ ̈ í]	Horn
[mb̈ é]	78.6	[mb̈ é ú]	75.3	[mb̈ é]	Tortoise
[n̈ ík̈ ó]	72.1	[n̈ k̈ ó]	73.2	[n̈ ík̈ ó]	Crab
[ós̈ ó]	73.5	[ób̈ á s̈ ó]	74.2	[ós̈ ó]	Bat
[mm̈ áḧ í]	77.9	[óm̈ áḧ ò]	73.5	[mm̈ áḧ ò]	Person
[d̈ í]	75.1	[d̈ ɟ̈ í]	73.4	[d̈ í]	Husband
[m̈kp̈ óm̈kp̈ ó]	75.7	[m̈kp̈ ír̈ í]	71.1	[m̈kp̈ óm̈kp̈ ó]	Short
[óv̈ ór̈ ó]	77.6	[óf̈ óó]	75.3	[óḧ ór̈ ó]	New
[nd̈ ɟ̈ ó]	75.6	[nd̈ ɟ̈ ó]	76.6	[nd̈ ɟ̈ ó]	Bad
[òẗ ó]	75.6	[òts̈ ó]	73.2	[òẗ ó]	Sweet
[bï ā]	80.9	[bï ā]	76.0	[bï ā]	Come

The mean average intensity of some selected recorded tokens is presented here. As expected, the intensity in the dialect varieties is not the same, however, they do not differ as much as the variation in pitch levels. In Aro dialect, the highest intensity attained is 80.9dB and the lowest is 72.1dB (the same for two tokens). For Mgbo dialect, the highest intensity is 78.3dB and the lowest is 71.1dB.

3. Variance in duration measured in seconds

TABLE 8.
VARIANCE IN MEAN AVERAGE DURATION LEVELS

Arọ		Mgbo		Standard Igbo	English gloss
[̈p ̈a ̈a]	0.514	[́t ́k ́o]	0.614	[̈p ̈a ̈a]	Thigh
[́kp ́ok ́p ́o]	0.618	[́kp ́eh ́o]	0.431	[́kp ́ok ́p ́o]	Skin
[n̩fi]	0.564	[n̩fi]	0.402	[n̩fi]	Faeces
[́u e]	0.507	[́u e]	0.502	[́u e]	Mat
[́kp ́a]	0.469	[́kp ́a]	0.499	[́kp ́a]	Bag
[́ow ́u]	0.550	[́ow ́u]	0.496	[́ow ́u]	Thread
[́ok ́p ́u]	0.540	[́ok ́p ́u]	0.414	[́ok ́p ́u]	Hat
[́ep ́it ́u]	0.602	[́ep ́it ́u]	0.546	[́ap ́it ́u]	Mud
[́av ́o]	0.489	[́a ́a]	0.573	[́a ́o]	Year
[́kw ́u]	0.547	[́op ́u]	0.494	[́mk ́p ́ur ́u ́ok ́w ́u]	Word
[mp ́i]	0.503	[́op ́i]	0.398	[mp ́i]	Horn
[mb e]	0.392	[mb ́e ́u]	0.514	[mb e]	Tortoise
[n̩jik ́o]	0.632	[n̩k ́o]	0.395	[n̩jik ́o]	Crab
[́os ́o]	0.544	[́ob ́as ́o]	0.698	[́os ́o]	Bat
[mm ́adi]	0.586	[́om ́adi]	0.594	[mm ́adi]	Person
[d ́i]	0.354	[d ́z ́i]	0.380	[d ́i]	Husband
[́mk ́p ́om ́kp ́o]	0.764	[́mk ́p ́iri ́i]	0.684	[́mk ́p ́om ́kp ́o]	Short
[́on ́oro]	0.593	[́of ́oo]	0.734	[́oh ́oro]	New
[nd ́zo]	0.566	[nd ́zo]	0.542	[nd ́zo]	Bad
[́ot ́o]	0.525	[́ots ́o]	0.473	[́ot ́o]	Sweet
[bi ́a]	0.384	[bi ́a]	0.299	[bi ́a]	Come

The mean average duration of some selected recorded tokens is presented here. The period of production in the dialect varieties is not the same. In Arọ Igbo dialect, the highest duration for production is 0.764s and the lowest is 0.354s. For Mgbo dialect, the highest duration is 0.698s and the lowest is 0.299s. The differences that occur in the period or duration of production are as a result of the length of individual tokens.

E. Acoustic Analysis of Selected Arọ and Mgbo Obstruents

The duration, mean intensity and mean pitch was measured from spectrograms of the tokens collected. The closure and burst duration of stops, the formant frequencies for all the tokens were also measured. The female respondents presented higher frequencies because of their vocal cords anatomy which is smaller than their male counterparts. The formant transition values which were calculated were not compared across the dialects.

Consonants are measured in terms of their intensity, weakness or strength. Stops are the strongest and fricatives are the weakest. Obstruents are generally characterized by a combination of intervals of noise, silence and changing formant transitions. The articulation of stops consists of; a brief modulation between the preceding vowel and the plosive, a period of total closure, a vocal burst or release and an interval of transitions from the stop into the following vowel or approximant. The period of burst is usually very brief, with energy across the spectrum. Unreleased stops do not show a burst. It has been established in sound analysis that the most crucial thing, as regards voicing is the low frequency at the base of the spectrogram in the frequency range from 0 to around 200Hz. The darker areas in the spectrogram indicate voicing and are referred to as voicing bar.

F. Spectrographic Analysis

In this section, spectrograms to show the waveforms for some of the peculiar features of some selected obstruents in Arọ and Mgbo will be presented.

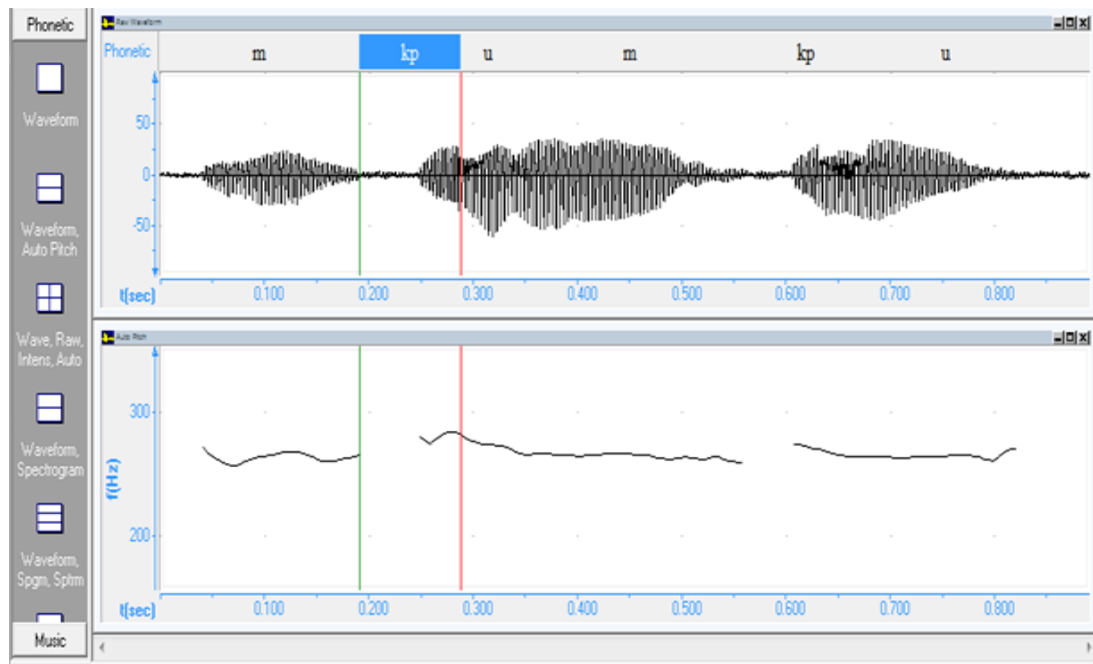


Fig 1. Showing wave form and spectrogram for Aro word [m̄kp̄óm̄kp̄ó] 'short'

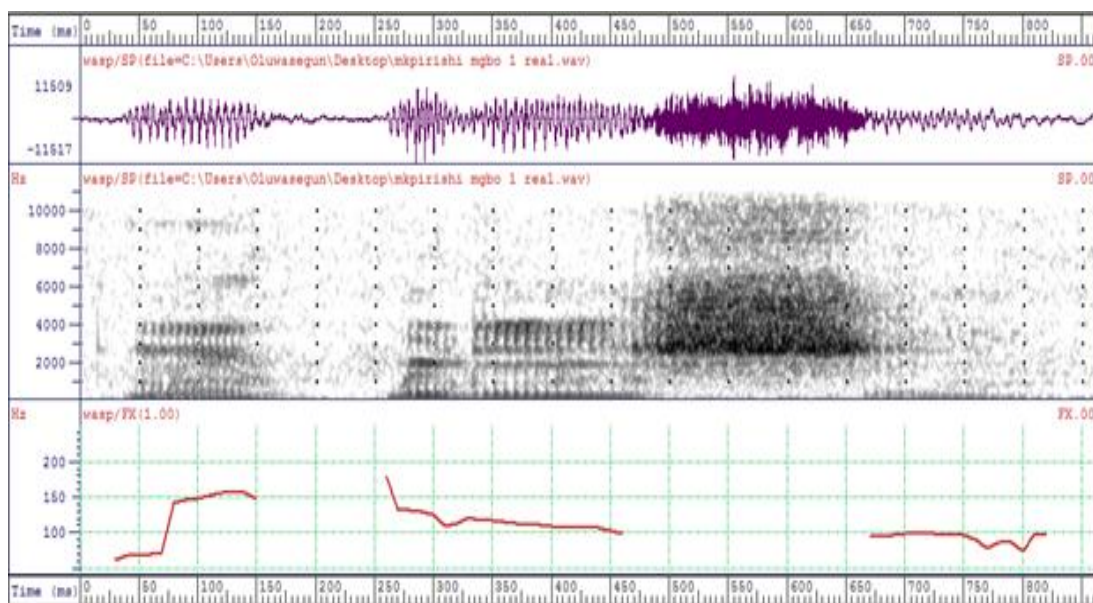


Fig 2. Showing wave form and spectrogram for Mgbo word [m̄kp̄iri] 'short'

From the spectrogram, it is seen that in the production of the initial voiceless labio-velar plosive / \widehat{kp} / in Aro, there is a strong vertical spike which shows the release burst. The period of closure from the onset time is approximately 0.08seconds and the release burst is about 0.06seconds. For the initial voiceless labio-velar plosive / \widehat{kp} / in Mgbo dialect [m̄kp̄iri], there is also a strong vertical spike for the release burst. The period of closure is a bit longer than that of Aro at 0.09seconds and the burst was recorded at 0.04seconds. The VOT is negative and there is no voice bar. The acoustic energy occurred at high frequency, almost above 5500Hz (as is usual for fricatives) and the turbulence noise is stronger for / \widehat{j} / - sh, however, the intensity is low at almost 2500Hz (one of the characteristic features of post-alveolar consonants). There is a change in the formant frequency pattern of / \widehat{kp} / which transitions in time for the preceding vowel sound.

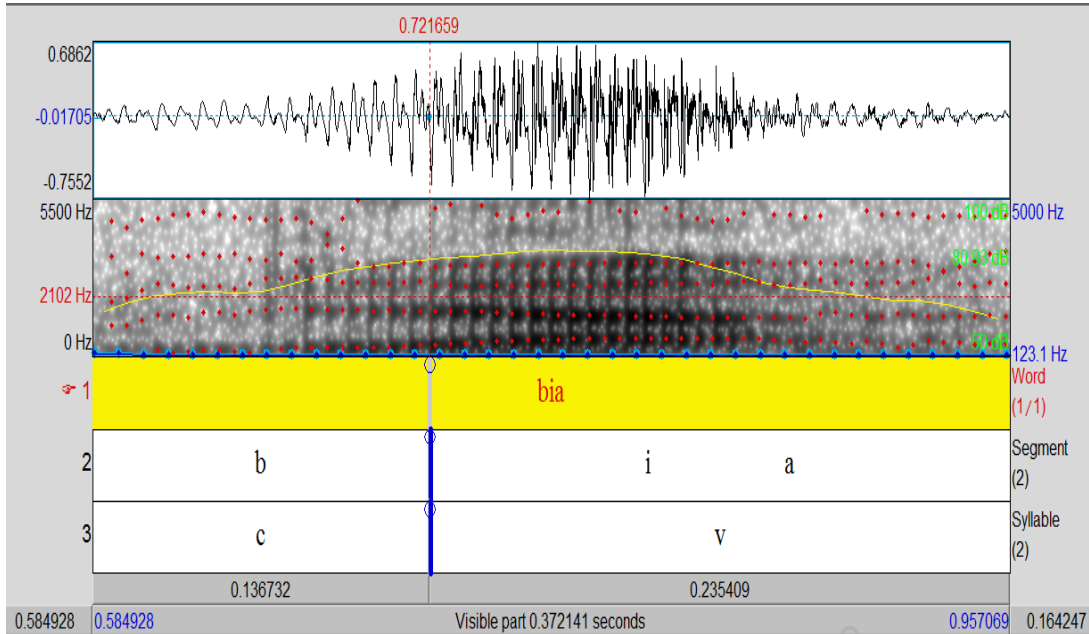


Fig 3. Showing wave form and spectrogram for Arɔ word [bia] ‘come’

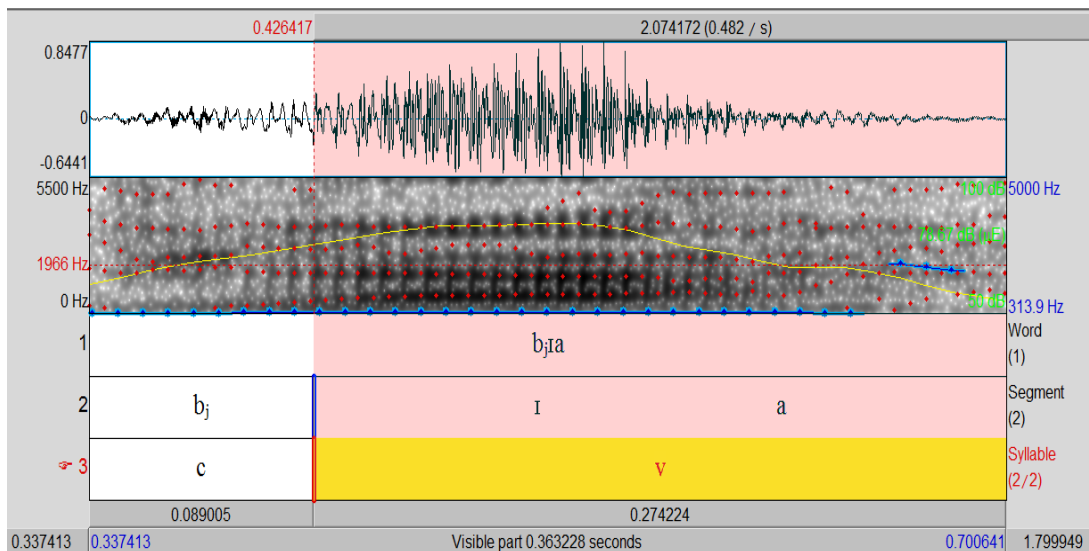


Fig 4. Showing wave form and spectrogram for Mgbo word [bia] ‘come’

In Arɔ dialect, the production of [bia] has a very thick voicing bar. There is a noticeable vertical spike at the release stage of the voiced bilabial plosive /b/, however, the VOT is positive with a high intensity noise of about 3300Hz. The duration for the production of this obstruent is 0.13seconds while the duration for the entire word is 0.37seconds. For Mgbo [bia], the voicing bar for /b/ is thick and there is a strong vertical spike at the release stage. The VOT is positive and the burst energy is below 1000Hz. The duration for the production of this palatalized bilabial plosive is 0.08seconds while for the whole segment is 0.36seconds. It can be deduced that the duration for the obstruents in Arɔ is slightly longer than its palatalized counterparts in Mgbo. There is significant relationship between the amplitude values of the word [bia] in the two dialects. While the maximum amplitude value for the word in Aro is 0.99Pascal that of Mgbo presents a value of 0.90Pascal. The wave form and intensity is almost the same across the dialects. The voiced bilabial plosive is produced with the compression of the lips.

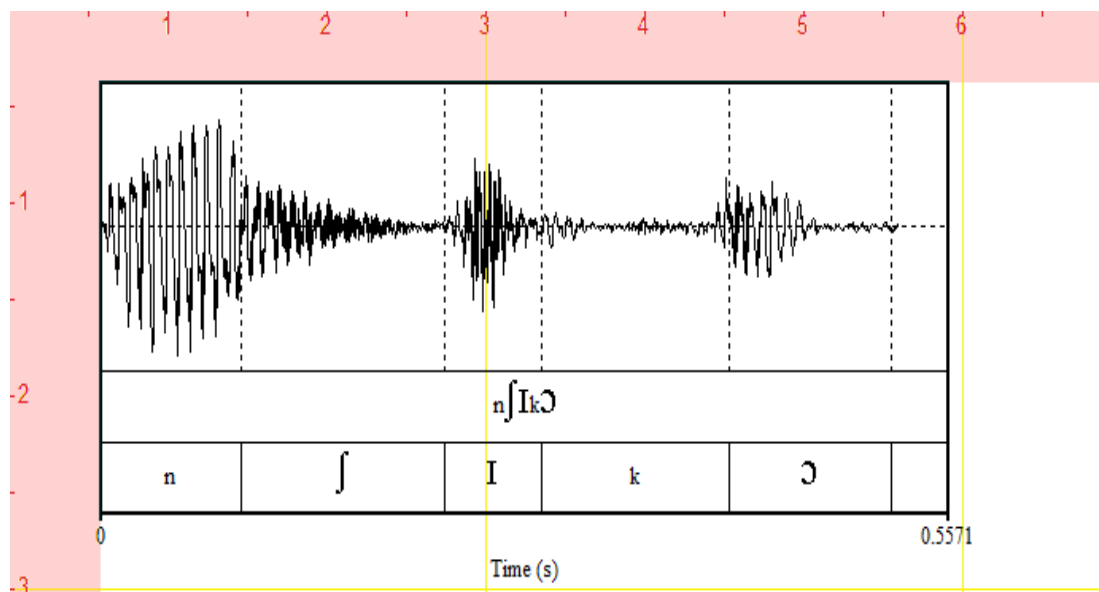


Fig 5. Showing wave form and spectrogram for Arọ word [nɛkɔ] ‘crab’

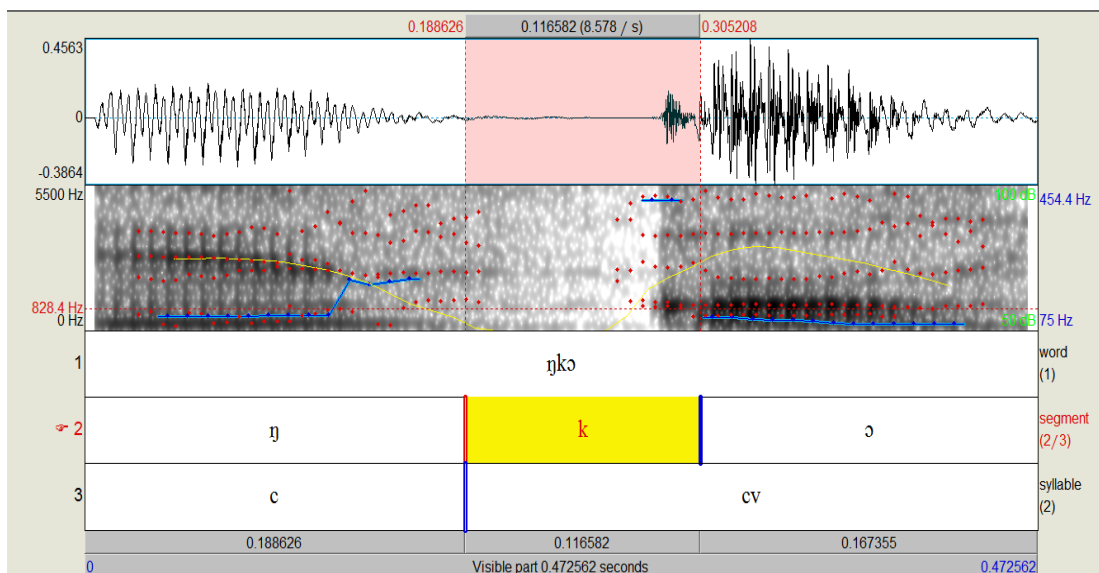


Fig 6. Showing wave form and spectrogram for Mgbo word [ɛkɔ] ‘crab’

The voiceless velar plosive /k/ is produced with the compression of the back of the tongue against the back of the roof of the mouth. The length of the duration of the production of [nɛkɔ] in Arọ is 0.55seconds. The duration of the closure stage is 0.05seconds and the release burst is only 0.03seconds. There is no voicing bar for the production of voiceless velar plosive /k/ and a strong vertical spike at the release stage is evinced. The turbulence noise is stronger in /ʃ/ and the acoustic energy occurred at a higher frequency. The intensity is 70.65dB and there is an aperiodic spread of sound over part of the spectrum. The maximum amplitude level is 0.26Pascal. For the production of [ɛkɔ] in Mgbo, the maximum amplitude is rated at 0.45Pascal. The duration for the production of the entire word is 0.47seconds while the individual /k/ sound was produced at 0.11seconds. There is also no voicing bar for this velar plosive and the VOT is negative. However, there is a strong vertical spike indicating release burst. There is also a visible change in the formant pattern that shows the transition for the preceding back rounded vowel /ɔ/. The intensity for the velar plosive is below 800Hz across the two dialects.

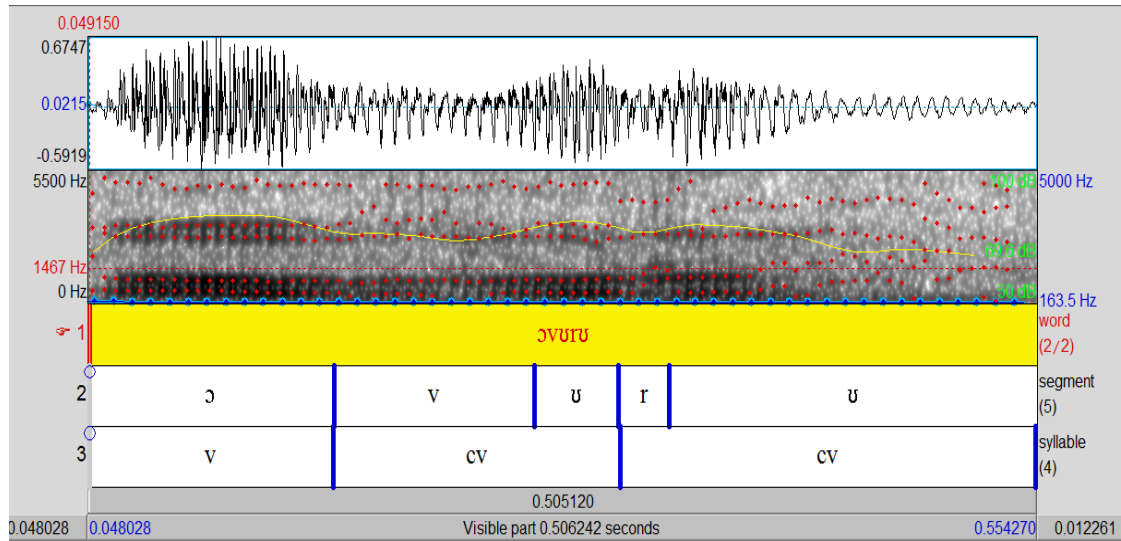


Fig 7. Showing wave form and spectrogram for Arọ word [ónóró] ‘new’

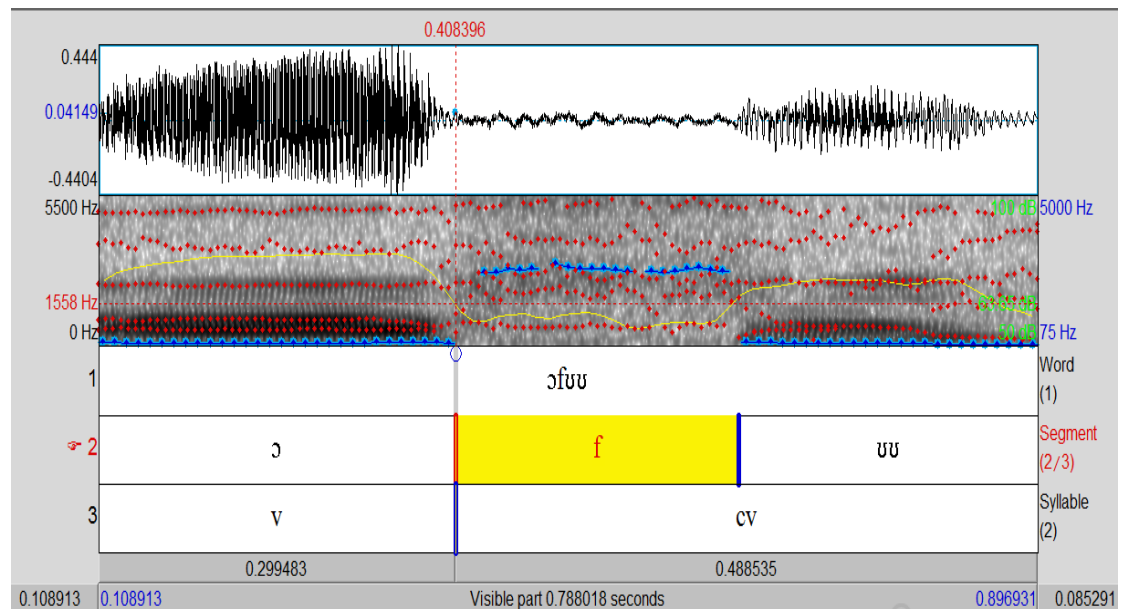


Fig 8. Showing wave form and spectrogram for Mgbo word [ófóó] ‘new’

The voicing bar for the production of the voiced labio-dental fricative /v/ in Arọ [ónóró] is low at approximately 400Hz. Although it has a higher formant than its voiceless counterpart in [ófóó], the intensity is below 100dB. With maximum amplitude of 0.67Pascal, the voiced fricative showed aspects of both regular vocal fold vibrations and a randomly turbulent airstream. While the duration of the voiced fricative is 0.07seconds, the total duration for the word [ónóró] is 0.50seconds. The maximum amplitude for [ófóó] in Mgbo is 0.44Pascal and the /f/ presents high frequency turbulence between 3000-4000Hz. This voiceless fricative has a weaker formant than the voiced labio-dental fricative. The intensity is below 100dB, however, there is an aperiodic spread of sound over part of the spectrum.

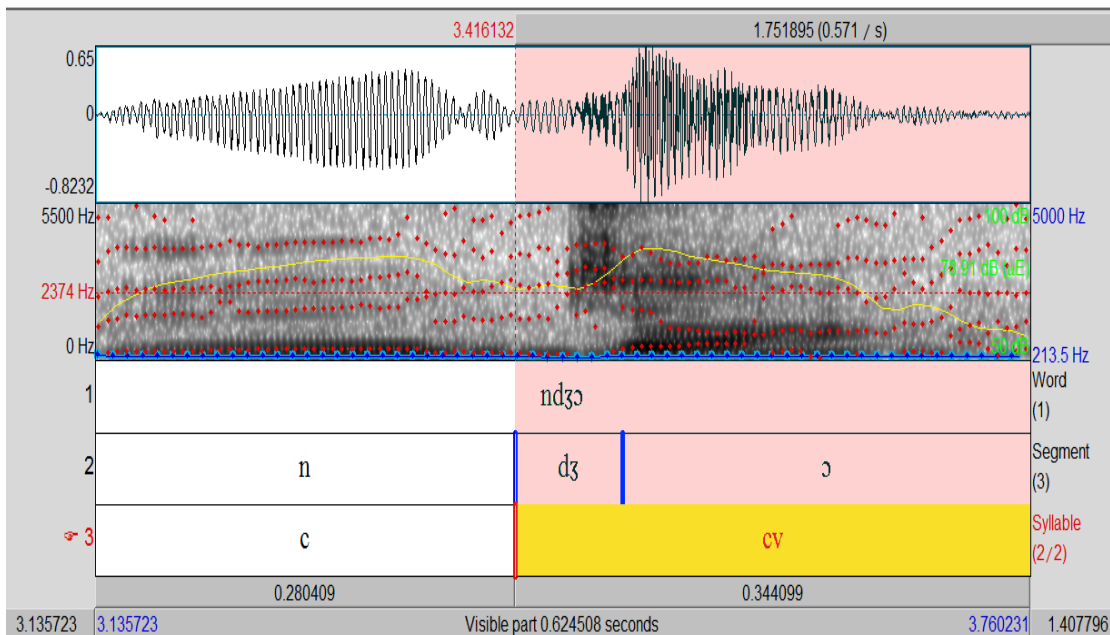


Fig 9. Showing wave form and spectrogram for Arọ word [ndzọ] ‘bad’

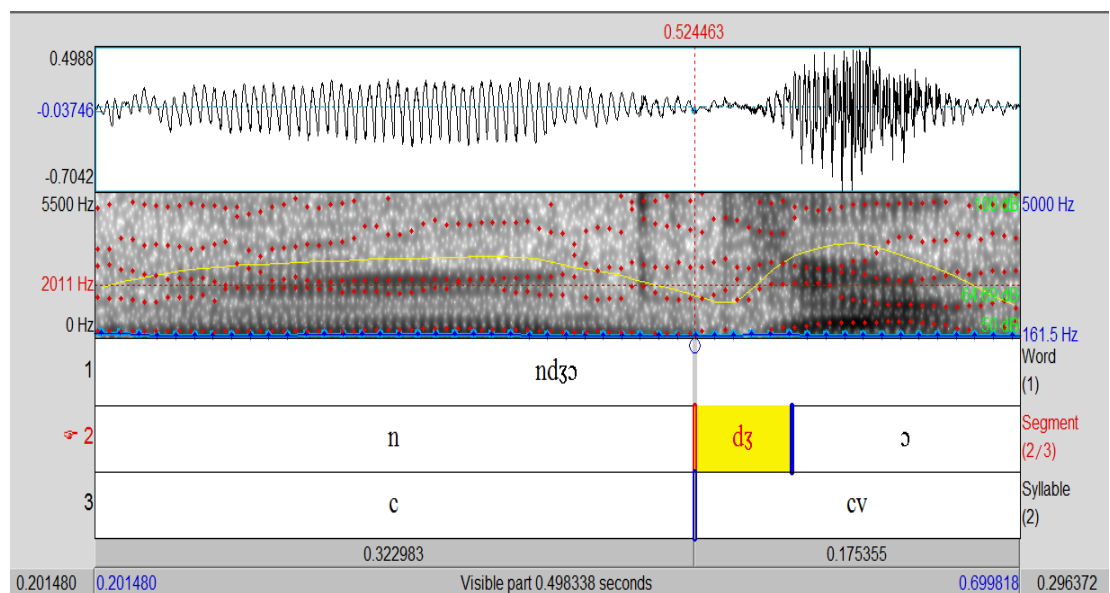


Fig 10. Showing wave form and spectrogram for Mgbo word [ndzọ] ‘bad’

In [ndzọ] for Arọ and Mgbo, there is a voice lag from the initial alveolar nasal onto the voiced post-alveolar affricate /dz/. The release is noisy and the formant information for the affricate is slightly above 2100Hz in Arọ and below 2000Hz in Mgbo. The duration for the production of the word is 0.34seconds in Arọ and 0.49seconds in Mgbo. This slight difference in the duration occurred because of speech variance and the initial nasal in the Mgbo word is longer than that of Arọ. The given maximum amplitude in the Arọ word is 0.82Pascal and 0.49Pascal in the Mgbo word.

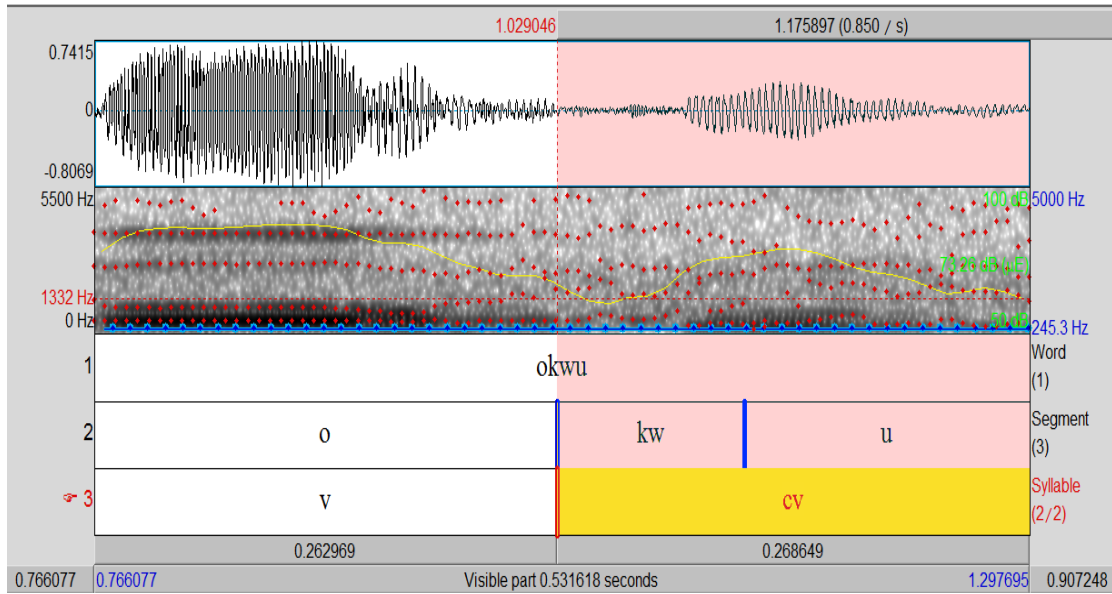


Fig 11. Showing wave form and spectrogram for Arọ word [okwu] ‘word’

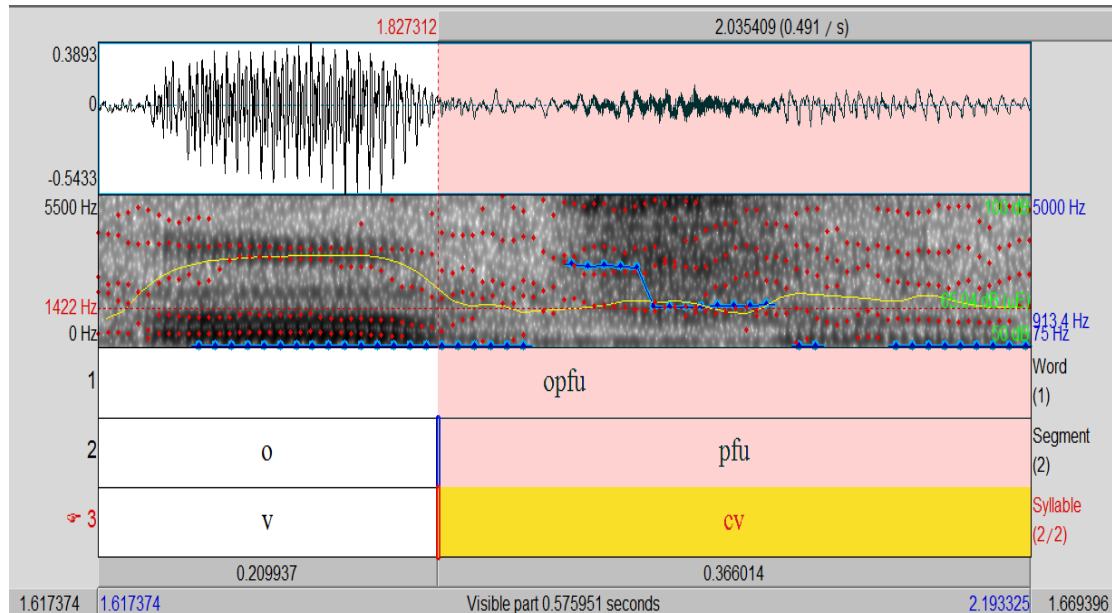


Fig 12. Showing wave form and spectrogram for Mgbo word [opfu] ‘word’

In the production of [okwu] in Arọ, there is no voicing bar for /kw/. However, there is a vertical spike at the release stage. The period of closure is 0.12seconds and burst lasts for only 0.07seconds. This pre-vocalic stop has a formant frequency which transforms for a period of time after the stop is released, during the beginning of the preceding vowel sound. There is a noticeable rise in pitch in the production of the final vowel sound /u/ unlike that of Mgbo. This is called transition and this rise is as a result of the labialized velar plosive. The total word production duration is 0.431seconds. For [opfu] in Mgbo, there is a rise in the pitch level at the production of /o/ followed by a downward movement connoting a decrease in pitch level as is shown on the spectrogram. However, the final back rounded vowel sound /u/ is not prominent because it pitters out in the production. This suggests the existence of codas in the dialects of Mgbo.

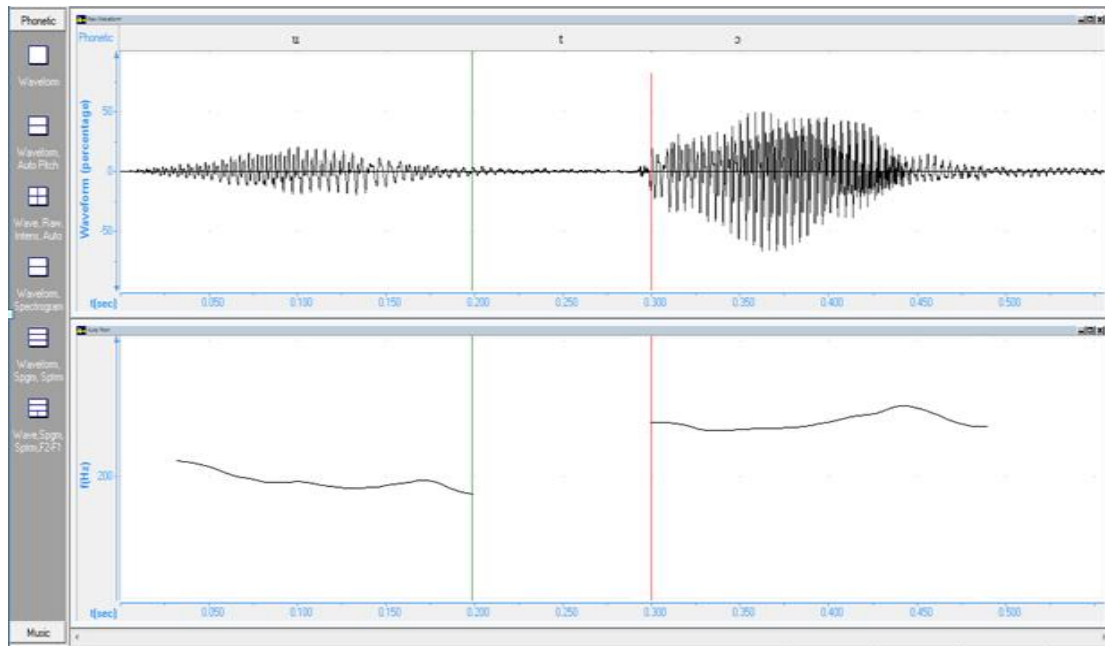


Fig 13. Showing wave form and spectrogram for Arɔ word [òtɔ́] ‘sweet’

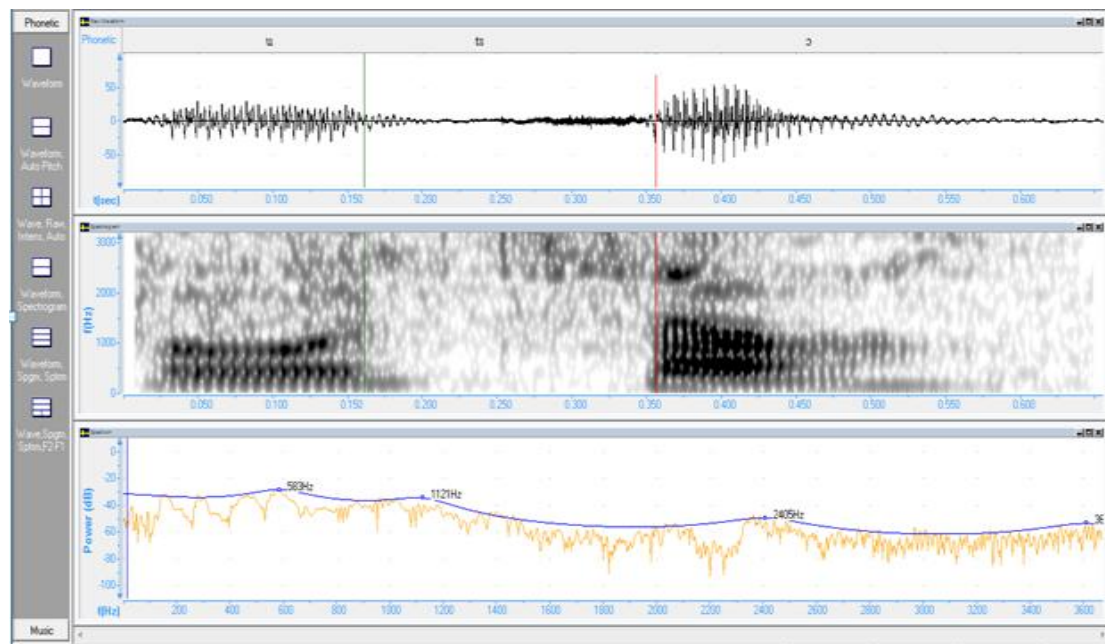


Fig 14. Showing wave form and spectrogram for Mgbo word [òtsó] ‘sweet’

For Arɔ, there is no voicing bar for /t/. This voiceless alveolar plosive shows characteristics of unreleased stops, however, there is no strong vertical spike as is usual for unreleased plosives because of the last back rounded vowel /ɔ/. For the Mgbo production of [òtsó], the /ts/ is not phonetically evinced because of the preceding and succeeding vowels.

VI. SUMMARY OF THE FINDINGS AND CONCLUSION

A. Summary of the Findings

From the field work, we found out that Arɔ dialect is made up of twenty-eight consonants /p/, /b/, /t/, /d/, /k/, /g/, /kw/, /gw/, /kɔ̃/, /gb/, /m/, /n/, /ɲ/, /ŋ/, /nw/, /f/, /v/, /s/, /z/, /ʃ/, /ʒ/, /h/, /tʃ/, /dʒ/, /l/, /j/, /w/, /r/, while Mgbo dialect has thirty-seven consonants /p/, /b/, /t/, /d/, /c/, /ɟ/, /k/, /g/, /kw/, /gw/, /kɔ̃/, /gb/, /ɸ/, /β/, /f/, /v/, /s/, /z/, /ʃ/, /ʒ/, /h/, /m/, /n/, /ɲ/, /ŋ/, /nw/, /pf/, /bv/, /ts/, /dz/, /tʃ/, /dʒ/, /l/, /lʷ/, /j/, /r/, /w/.

The obstruents in the dialects of Arɔ are nineteen /p/, /b/, /t/, /d/, /k/, /g/, /kw/, /gw/, /kɔ̃/, /gb/, /f/, /v/, /s/, /z/, /ʃ/, /ʒ/, /tʃ/, /dʒ/, /h/ while Mgbo obstruents are twenty-seven /p/, /b/, /t/, /d/, /c/, /ɟ/, /k/, /g/, /kw/, /gw/, /kɔ̃/, /gb/, /ɸ/, /β/, /f/, /v/, /s/, /z/, /ʃ/, /ʒ/, /h/, /pf/, /bv/, /ts/, /dz/, /tʃ/, /dʒ/.

In the production of the word [mpi] by the Aro respondents, we realized that when there are nasal initial syllables followed by an obstruent, the voicing for the nasal spills over to the voiceless onset and render it voiced and the release of the burst assimilates or spills into the nucleus especially when it is the high front vowel. We also discovered, on the spectrogram, that voicing spread occurs from the voiced bilabial nasal to the voiceless bilabial plosive. A long bilabial closure for the nasal /m/ gave rise to a very short closure of the voiceless bilabial plosive and release. The final front high vowel /i/ is almost devoiced because of the explosion from the voiceless bilabial plosive. In the production the word [mmadi] in Aro, the voiced alveolar plosive /d/ encroaches and superimposes on the preceding front high vowel /i/ and almost devoices it. When producing [nfi] across the three dialects, the front high vowel is devoiced because of the preceding voiceless palato-alveolar fricative.

We also discovered that in an environment where the labio-velar plosive occurs twice, only the second appearance is evinced in rapid speech, hence the first appearance is deleted as in the production of /akpukpɔ ah/. It was also discovered that in an environment where the alveolar roll /r/ occurs at the word medial, it is evidently produced in rapid speech however, in the acoustic analysis, it is not evinced. Across the dialects, the voiced bilabial plosive /b/ is shortened and the preceding vowels are produced together as there is no evident disparity between the vowels on the spectrogram. In environments where the alveolar roll /r/ occurred word medially, the sound is usually not evinced in the collective production of the word and on the spectrographic analysis. This is shown in the spectrograph of [mkpiriʃi] in Mgbo. The final vowels in [akpɛhɔ] and [opfu] are not realized perceptually. We assert that when there is a high front vowel followed by a voiceless plosive, the voicing of the vowel does not come to an abrupt end till somewhere just before the burst of the plosive. In word medial, /k/ does not have moments of closure and burst. All vowels are more prominent in acoustic analysis than their consonant counterparts.

From the acoustic analysis, we deduce that the pitch levels, intensity and period of production (duration) across the dialect varieties are noticeably varied. In Aro dialect, the highest pitch level reached is 223.3Hz and the lowest is 132.5Hz. For Mgbo dialect, the highest pitch is 204.8Hz and the lowest is 112.9Hz. We also found out that the intensity in the dialect varieties is not the same, however, they do not differ as much as the variation in pitch levels. In Aro dialect, the highest intensity attained is 80.9dB and the lowest is 72.1dB (the same for two tokens). For Mgbo dialect, the highest intensity is 78.3dB and the lowest is 71.1dB. Finally, the average duration of the period of production in the dialect varieties is not the same. In Aro dialect, the highest duration for production is 0.764s and the lowest is 0.354s. For Mgbo dialect, the highest duration is 0.698s and the lowest is 0.299s. The differences that occur in the period or duration of production are as a result of the length of individual tokens.

B. Conclusion

This paper is an acoustic comparison of obstruents in Aro and Mgbo dialects of the Igbo language. We looked at their pitch, intensity and duration and we have discovered that the obstruents across the two dialects are related to a large extent. We discovered that the two dialects have the syllable structures, V, CV, while the CVC structure is only exclusive to Mgbo. It may be concluded that in some Mgbo words, the last vowel is not produced because of the preceding lengthy consonants (obstruents). The evidence of perceptual result which is further confirmed by the acoustic result of the occurrence of closed syllables in the Mgbo dialect and the consonant clusters in these Abankaleke dialects cluster further gives credence to the fact that there are consonant clusters and closed syllables in the Igbo language. In most Northern Igbo (Waawa) dialects, back rounded vowels are weakened as is evinced in [nyəkə] and [ŋkə]. The final vowels are so weak that they are not phonetically interpretable. The vowels are evident in the syllable structure because Igbo language does not operate a closed syllable structure. Finally, this study further gives credence to the fact that acoustic analysis is indispensable in any prosodic study in linguistic inquiry.

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An Investigation into the Role of Extracurricular Activities in Supporting and Enhancing Students' Academic Performance in Tertiary Foundation Programs in Oman

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Abstract—Sensing the pulse of globalization and the job market, the most recent trends in Oman's tertiary education are about teaching methods and education practices' improvement. Recognizing the multidimensional and dynamic nature of the tertiary education learning environment, especially its foundation program cluster, and identified benefits of extra-curricular activities in having a positive impact on students, this paper reports on a study that examines the role of extracurricular activities as channels of support and foundation program students' academic performance enhancement. In more detail, using the example of the extracurricular activities offered by the Centre for Preparatory Studies at Sultan Qaboos University, it focuses on the student-perceived factors related to the value of participation in the extracurricular activities and subsequent effects on the tertiary foundation program students' development. The study employed a mixed study research design. The data was obtained from two instruments, namely student survey and student reflections which were then auto-analyzed using Google forms software. The findings revealed that extracurricular activities could provide a platform for new ways of learning, academic support, extra practice, variety and fun, and student skills' improvement. Specifically, they showed some improvement on the foundation program students' linguistic competences, critical thinking and time management skills. Also, involvement in structured extracurricular activities boosts students' self-confidence and self-esteem, and mitigates their transitional challenges.

Index Terms—extracurricular activities, academic performance, skills, tertiary foundation program students, Oman

I. INTRODUCTION

Extracurricular activities can present wide-ranging benefits for a language-centered institution. Extracurricular activities invite students to interact in natural environments outside of the reach of assessment, where they can achieve non-linguistic goals through the use of their target language. Language institutions should consider the ways these activities can supplement and enhance their own curricula.

Research on participation in extracurricular activities shows that participation is associated with more positive attitudes towards school (Davalos et al., 1999; Mahoney, 2000; Marsh 1992), better academic achievement (Eccles & Barber, 1999; Silliker & Quirk, 1997) and higher self-esteem and/or specific self-concepts (Holland & Andre, 1987; Marsh, 1992; Zhang, 2001). Marsh (1992) argues that students' participation in extracurricular activities promoted by school can increase the school engagement, which leads to the development of more positive attitudes towards school and towards learning. Students participating in extracurricular activities exhibit more positive perceptions of school and lower probability of school dropout. This claim is supported by Mahoney and Cairns (1997) who argue that there is a negative correlation between the participation in extracurricular activities and school dropout. According to Davalos et al. (1999), by participating in extracurricular activities, students develop a sense of belonging that positively contributes to their own identity. What is more, participation in extracurricular activities can also increase academic achievement. According to Holland and Andre (1987), there is a positive relationship between participation in extracurricular activities and academic achievement. In a study with 10,944 students from 8th grade, Gerber (1996) demonstrates that participation in extracurricular activities leads to better school performance. Participation in extracurricular activities seems, also, to be positively related to self-esteem and/or self-concept. In a longitudinal study, Marsh (1992) claims that participation in extracurricular activities contributes to academic achievement and social self-concept. A 2010 study

done by Tieu et al., has found out that the amount of structure present in out-of-class activities was positively related to university adjustment. Activity quality seems to arbitrate the relationship between the activity structure and university adjustment. More specifically, highly structured activities lead to more positive outcomes. Kitching & Hulme (2013) put emphasis on the importance of embedding support for transition and opportunities for students to build relationships with each other and the faculty. Another important factor identified in research is youth and personal development. Involvement in structured extracurricular activities contributes to positive youth development (Larson, 2000; Eccles & Gootman, 2002; Granger & Kane, 2004).

Clearly, involvement in extracurricular activities can help students to develop peripheral attributes that are essential to classroom performance. The extent that these attributes can be developed can depend on the amount of emphasis an institution places on student engagement in extracurricular activities as well as the amount and types of activities that are offered by the institution. Much of the emphasis that students are exposed to comes directly from their teachers. As a part of a multi-level self-examination of their own institution's utilization of extracurricular activities, the authors of this study have researched students' perceptions of extracurricular activities offered at Sultan Qaboos University (SQU) in the Sultanate of Oman. Following the examination of teachers' views about extracurricular activities and their role as channels of support and foundation program students' academic performance enhancement, it explores the student-perceived factors related to the value of participation in extra-curricular activities offered by the Centre for Preparatory Studies (CPS) for its foundation program students and their effects on subsequent students' development.

II. OVERVIEW: EXTRACURRICULAR ACTIVITIES AND THE FOUNDATION PROGRAM

Recent studies on the most influential factors of students' adjustment to the context of tertiary and their academic performance, associated with an improved grade point average, higher educational aspirations, increased college attendance, and reduced absenteeism (Broh, 2002), indicate that extracurricular activities have become an important component of students' academic life (Seow & Pan, 2014). To illustrate, CPS offers a unique platform known as Extra-Curricular Activities Centre (ECA) that has successfully supported its foundation program students over the years as a hub of creativity, innovation, and meaningful learning. The ECA is an informal and welcoming space that seeks to extend language learning beyond the four walls of the classroom with a wide array of highly engaging and immersive extracurricular activities conducted exclusively in English. Its primary objective is to bridge the gap between classroom learning and real-world needs by transforming skill-building into a stimulating and pleasurable experience for students.

SQU foundation program students are fresh graduates from high school who spend one or two semesters at CPS to achieve the core learning outcomes required to specialize in a subject of their choice. These students, uprooted from the cocoon of their home and family, experience a number of social, academic, and emotional hurdles as they try to adapt to a new learning environment. The ECA not only provides a non-threatening space where they can further build their language skills without any fear of being assessed, but also enable them to cope with a range of transitional challenges typical of university life. Also, in a predominantly exam-centered setting, what sets the ECA apart is the crucial role it plays in fostering active learning among students by motivating them to look beyond formal assessments and engage in a voluntary pursuit of learning as a goal in itself. The ECA meets three primary conditions required to promote active learning. It is non-coercive, so student participation in various activities is driven by volition and an intrinsic desire to learn. It is non-evaluative which offers a low-risk environment ideal for learning and experimentation. It is non-prescriptive and offers students a variety of activities to choose from, based on their own interests and preferred learning style. Its core objectives also align closely to the key outcomes of active learning which are learner autonomy and skill-formation. The ECA achieved a number of impressive milestones during the academic year 2019-20 when it hosted 21 weekly and bi-weekly extracurricular clubs in addition to a number of one-off workshops, presentations, competitions, and special events that attracted over 4000 participants in two semesters. It is important to examine how these activities engage and support CPS students by addressing different types of needs.

New students at university typically experience a range of affective needs, and their fulfilment is vital in easing them into a more challenging academic environment. Whereas extracurricular clubs such as Photography Club, Origami Club, Chess Club and Technology Club help students develop new hobbies and interests, Games Club and Film Club offer them purely recreational avenues for mitigating stress and anxiety. Another popular initiative is Culture Club that showcases countries as diverse as Belarus, Armenia, Colombia, Iran, Russia, South Korea, the United Kingdom, Romania, and the Caribbean Islands with each session focusing on a particular culture. These sessions use an engaging and lively format involving videos, games, quizzes, music and live demonstrations and go a long way in developing students' empathy and cross-cultural awareness. Another well-received initiative that helps promote this awareness is language workshop. The ECA organizes several language workshops each semester focusing on foreign as well as local Omani languages, such as Korean, Spanish, French, Balochi and Jabbali. These workshops involve introducing the basics of the target language in an interactive format with plenty of vocabulary games, pronunciation drills and hands-on activities offering students a rich and stimulating learning experience.

A positive attitude to life and learning is equally vital in coping with the transitional challenges at university. A new club called Mental Wellness Club was launched recently in collaboration with a guest expert to provide students with emotional and psychological support. In addition, the ECA regularly holds special motivational talks that feature distinguished speakers and eminent citizens sharing their success stories with students. The primary purpose of these

talks is to build students' confidence and self-belief by highlighting the role of mental strength, discipline and positivity in achieving important life-goals. Participating in these activities not only ensures students' social and emotional well-being, but also lays the ground for a painless transition to university life.

A successful university education also requires meeting a variety of cognitive needs to develop the tools essential for future academic research and independent inquiry. The ECA clubs, such as Science News Club, Debate Club and Business Club go beyond providing simple infotainment and offer ample opportunities for sharpening a number of higher-order skills such as analysis, evaluation, problem-solving and critical thinking. Similarly, those with creative needs can join clubs such as Poetry Club, Art Club, Creative Writing Club and Music Club to explore and further develop their artistic talents and skills. The ECA remains the only known platform at SQU to host a variety of activities throughout the year to showcase and celebrate art and creativity, an often ignored but crucial aspect of university life.

Foundation program students spend 18 hours a week learning English which often proves insufficient for addressing all their immediate learning needs. Most students tend to be ill-equipped to cope with the demands of an intensive tertiary program in English and need further support and additional activities outside the classroom space to achieve the curricular outcomes. The ECA plays a crucial role in supporting these efforts with skill-focused clubs, such as Speaking Club, Reading Club, Listening Club and Spelling Club to supplement classroom learning.

A concerted effort has been made in recent years to engage more teacher volunteers resulting in a noticeable increase in the number CPS teachers actively involved in running and supporting various extracurricular initiatives. While teacher-led presentations and workshops are a major attraction for students, what lends the ECA its distinctive character is a team of committed and enthusiastic students who are responsible for planning, developing and presenting most of the clubs and activities. Some of these presenters are part of a core team of assistants who receive an hourly remuneration to perform a number of additional tasks ranging from organizing logistics for various special events to managing publicity and promotional initiatives. Working for the ECA is a truly empowering experience for these students as it opens up innumerable avenues for them to develop their inter-personal, organizational and leadership skills.

Education is viewed as a rather joyless, classroom-driven experience by students in most Omani tertiary institutions with little room for learning outside the conventional space. Extracurricular activities are often considered superficial, not integral to the language learning process. Some institutions do offer some sporadic opportunities for extracurricular activities, but they fail to rise above mere tokenism given the lack of sustained intensity and seriousness of approach. Most of these activities are teacher-centered with students' role mostly reduced to that of passive participants who have no say in planning or running them. In this context, the ECA's role in supporting the foundation program students at SQU assumes greater significance as it offers a unique template for success with its highly organized approach, active student involvement and consistent focus on holistic, independent learning. However, while recognizing general positive impact of extracurricular activities on foundation program students, it is still important to understand in more detail the role of extracurricular activities as channels of students' academic support within the foundation program cluster of the tertiary education learning environment in Oman.

III. THE STUDY

This study was initiated in January 2019 and completed in June 2020. Following the examination of teacher-perceived role of extracurricular activities as channels of support and foundation program students' academic performance enhancement, it focused on the student-perceived factors related to the value of participation in extracurricular activities offered by CPS for its foundation program students and their effects on subsequent students' development.

A. Methodology

This is a second phase of a study built within the framework of mixed methods research design to obtain data on extracurricular activities' impact on student development using two main research instruments, namely student survey and student reflections which were then auto-analyzed using Google forms software.

In the first phase of the study, the study explored teacher perspectives on the potential benefits of increasing foundation program students' involvement in extracurricular activities with the aim to elicit common themes for the development of an online survey for students. This phase of the study involved unstructured and semi-structured interviews with 33 English language teachers who were involved in or facilitated extracurricular activities. Eight key perspectives or themes emerged from the interviews: language skills and academic performance, communicative and sociolinguistic competences, students' needs or interests, students' self-esteem and self-confidence, motivation or positive attitude towards learning, foundation program curriculum, culture and transitional challenges (Ginosyan, Tuzlukova, & Hendrix, 2019).

In the second phase of the study, an online survey was developed based on the themes mentioned above. The survey consisted of three parts: background information (three questions), e.g. *gender, age, English language proficiency level*; perceptions of involvement in extracurricular activities (12 closed-ended questions), e.g. *Do you think your involvement in the ECA helps you to adapt to the university life and cope with its challenges more successfully? Do you think your participation in ECA enables you to use English and express your ideas more confidently? Do you think ECA offers you*

opportunities to develop important study skills, such as critical thinking, problem solving and time-management? and attitudes to extracurricular activities (four open-ended questions), e.g. *What do you like the most about ECA clubs & activities? What is your favorite ECA? How often do you attend it? Why?* The questions were translated into Arabic to prevent measurement errors that tend to occur when respondents cannot comprehend the questions as intended and ensure they have solicited truthful responses.

The respondents were asked to complete the survey after participating in an extracurricular activity facilitated by teachers and former students. The responses to questions were grouped and summarized. The open-ended responses were compared against the closed-ended ones.

The survey was administered after each extracurricular activity or event. The participants were invited to complete the survey after they have attended or participated in an extracurricular activity. The participants were informed that their responses would be used for research purposes and would not affect their grades. They could also choose to withdraw from the study at any point.

Student reflections were part of the portfolio component of the foundation program English language courses. Students were asked to reflect on an extracurricular activity or event they attended and share their experiences with teachers.

B. Participants

The study involved the tertiary foundation program's students taking courses in the areas of the English language, information technology and math's offered by CPS at SQU. The research participants were 529 students (288 males and 240 females). The English proficiency level of the participants ranged from the beginner to high intermediate; however, the majority of the participants (315-59.7%) were from foundation program higher level English courses.

C. Results and Discussion

The first question looked into the relationship between students' involvement in extracurricular activities and their adaptation to university life. Most of the respondents 338 (64%) believed that their involvement in extracurricular activities helps them adapt to university life and cope with its challenges more efficiently. This finding is in line with Tieu et al. (2010) who claim the amount of structure present in out-of-class activities was positively related to university adjustment. Only a small number of respondents found no relationship between 29 (5.5%) students' involvement in the extracurricular activities and adaptation to university life and transitional challenges. About one third 161 (30.5%) were neutral about the positive effects of students' involvement in extracurricular activities on transitional challenges.

The open-ended responses further confirm that involvement in extracurricular activities help them integrate. They reported engaging in extracurricular activities to socialize, interact, share and cooperate, relieve stress and make friends. Among common comments were "help me integrate and try to deal with males", "the ability to talk and many friends", "participate in groups", "teamwork and continuous participation in various occasions", "meeting new friends". This finding is in line with Kitching and Hulme (2013) who highlight the importance of providing support for transition and opportunities for students to build relationships with each other.

An interesting observation is that a good number 351 (66.5%) of the respondents were of the opinion that participation in extracurricular activities makes university life more fun and less stressful, while 35 (6.6%) of them disagreed with this point of view. A quarter 142 (26.9%) of the respondents believed that engagement in extracurricular activities sometimes lessens stress of university life and makes it fun. Thus, it can be assumed that students' participation in extracurricular activities helps them enjoy university life and relieves stress caused by transitional challenges. Among the many common reasons mentioned about attending extracurricular activities were "to pass the time and have fun", "the ability to talk and making many friends", "depart from the study environment and daily routine", "integrate and try to deal with males", "getting out of school stresses", "honestly a lot of fun activities and contribute to spending fun time and the activities are performed excellently with others".

The next set of question was whether extracurricular activities provide students with enough opportunities to improve their overall English language skills as well as specific language skills. Many of the respondents 342 (64.8%) found a strong relationship between extracurricular activities and opportunities to improve overall English language skills, with only 26 (4.9%) claiming that students' involvement in extracurricular activities does not necessarily lead to improvement of overall English language skills. These findings corroborate many of the students' reflections and participants' responses to the open-ended survey question about their favorite extracurricular activities and clubs. The responses indicate that students' participation in extracurricular activities helps them practice and improve their English skills. Participants singled out "the ability to talk", "practice speaking with my teacher and friend", "using the language", "practice", "improve our skills", "improve our language", "learn new vocabulary", etc. About one third 160 (30.3%) of the respondents had divided opinions about enhancement of overall English skills and the opportunities provided by extracurricular activities.

It is noteworthy that a vast majority of the respondents 370 (70.1%) acknowledged that their participation in extracurricular activities and events has improved their speaking skills, while only a small number of those surveyed 131 (24.8%) were indecisive about the effects of extracurricular activities involvement and improvement of speaking skills. The most popular ECA club identified by the respondents was the Speaking Club followed by the Debate Club. Frequent attendees engage in the club activities on average three to four times a semester. Their comments said:

“Speaking club (3 times)”, “Speaking, when I get a free time, I have a lot of fun when doing this.”, “Speaking in tutorial center and I attend in it about 7 time I attend to it because I want to improve my English”, “Speaking club because I think that will help me to Speak”, “debate club. not once”, “The debate on a topic and the number of times 3 because it is fun and develops the social aspect, especially when raising a specific issue”.

As for improvement of English vocabulary, 339 (64.2%) of the respondents agreed that their engagement in extracurricular activities helped them improve their vocabulary, while only 20 (3.8%) disagreed with this viewpoint. This could account for the fact that all extracurricular activities at CPS are conducted in English and encompass a wide variety of topics and interests. The respondents’ comments were as follows: “vocabulary, I attended more than 2 times”, “memorize words / infinite times / final case”, etc.

There was a question about students’ participation in extracurricular activities and practicing English outside the classroom. The majority of the respondents 339 (64.2%) acknowledged that their participation in extracurricular activities encourages them to practice English more frequently outside the classroom, with only 48 (9.1%) respondents disagreeing with this opinion. The remaining 26.9% were indecisive about this claim. According to some shared comments, the most popular extracurricular activities and clubs are those that target English skills. Students tend to attend these clubs and events to practice English and improve their English skills. They commented: “The activities that the student is offered to perform outside the study environment”, “the ability to talk”, “practice speaking with my teacher and friend”, “using the language”, “practice”, “Speaking in tutorial center and I attend in it about 7 time I attend to it because I want to improve my English”, “Speaking club because I think that will help me to Speak”, “Memorize words / infinite times / final case”, “ Writing club to improve my writing skills”, “Watching movies 4 times helps in acquiring some English vocabulary”, etc.

Another set of questions addressed students’ involvement in extracurricular activities and the impact on their classroom performance and coursework. Many respondents 306 (57.9%) agreed that their classroom performance has been positively impacted by their involvement in extracurricular activities, with 39 (7.4%) of the respondents not sharing this belief. The remaining one third 183 (34.7%) were not sure whether their classroom performance has been affected by their involvement in extracurricular activities. This claim corroborates the assertion that participation in extracurricular activities contributes to academic achievement and social self-concept put forward by Marsh’s (1992) and Cooper et al. (1999). The finding also substantiates the claim made by Silliker & Quirk (1997) and Eccles & Barber (1999) that students’ engagement in extracurricular activities leads to higher academic performance.

According to 249 (47.1%) of the respondents, extracurricular activities help them with the tasks they are required to perform on the course. A similar percentage (39.8%) claimed that extracurricular activities sometimes help them with the coursework. This clearly indicates that students attend extracurricular activities to complete certain tasks required by the course. Their reflections and survey comments confirm that involvement in extracurricular activities helps with coursework: “improve my english, and to do my home work”, “using onther articles to do our work”. It is worth mentioning that despite the obvious benefits of extracurricular activities; only 13.1% of the respondents tend to get engaged in extracurricular activities due to intrinsic motivation. This indicates that students most probably attend the sessions because their teachers highly recommend them.

The results of the survey revealed divided opinions about the relevance of engagement in extracurricular activities and students’ coursework. Some respondents 217 (41.1%) found extracurricular activities relevant to their coursework, while 238 (45.1%) were uncertain about the relevance of extracurricular activities to their course requirements. Surprisingly, only 73 (13.1%) of the respondents participate in extracurricular activities regardless of their course requirements which means that these students are intrinsically motivated. This claim corroborates the previous findings that almost half of the respondents participate in extracurricular activities to meet the course requirements. Furthermore, their comments and reflections confirm that they attend extracurricular activities which are relevant to their coursework: “improve my english, and to do my home work”, “using onther articles to do our work”.

Extracurricular activities impact not only on linguistics skills and academic performance, but also other important skills and competencies, such as critical thinking, problem solving & time-management and their extracurricular activities involvement. The survey responses revealed a strong relationship between students’ development of critical thinking, problem solving & time-management and their involvement in extracurricular activities. Many of the respondents surveyed 335 (63.5%) noted that they improved their critical thinking, problem solving and time-management skills, with only 45 (8.5%) finding no relationships between improvement of study skills and engagement in extracurricular activities. In the open-ended section of the survey, the respondents identified presentation skills, critical thinking, time management and taking responsibility as the skills gained from extracurricular activities. Their comments said, “Regulation activity. I attended 8 times. You can feel responsibility”, “presentation activities”, etc.

A good number 352 (66.7%) of the respondents were convinced that their involvement in the extracurricular activities and events helps them to develop any useful skills that would be beneficial in the future. This could be further supported by the fact that only 24 (4.5%) find extracurricular activities clubs and events beneficial for their future. This clearly indicates that students can gain skills that would be useful in the future. In particular, these skills contribute to personal development. This finding is in line with the claim in previous research that positive youth development is associated with students’ involvement in structured extracurricular activities (Larson, 2000; Eccles & Gootman, 2002; Granger & Kane, 2004). The respondents mentioned in their reflections and open-ended part of the survey that the

activities are “useful and enjoyable at the same time”, they “spend quality time”, “benefit from activities”, and “learn from them”, “build character and develop skills”, “developing the student with all kinds of scientific aspects”, “they are good and it could educate a person in some ways”, to name but a few. “I am unable to attend the poetry club because i have class in that time intrval but i might be able to next semester. (i hope so). Why? Well, why not! It's enjoyable and i learn lots of new terms, techniques and types of poems and story writing. My dream is to become a successful fiction novelist and this club helps me a lot in improving my skills. It keeps me going on, like, i write everyday, at least 2500 words. So, i hope the creative writing club doesnt gets disbanded. I really depend on it.”, one noteworthy comment said. This clearly shows that the respondent is gaining skills that will be beneficial in the future.

The analysis of the responses revealed a direct relationship between students’ engagement in extracurricular activities and their ability to use English and express ideas more confidently. Many students 337 (63.8%) who engage in extracurricular activities use English and express their ideas more confidently. Only 43 (8.1%) out of 529 respondents disagreed with this claim. This can be attributed to the fact that most extracurricular activities are conducted in English and students need to use English if they wish to participate. The respondents’ comments corroborate this finding. According to the shared comments, the respondents gained personal development and confidence building by participating in extracurricular activities. They said: “build character and develop skills”, “developing the student with all kinds of scientific aspects”, “they are good and it could educate a person in some ways”, “it builds up confidence”, “strengthening his self-confidence”, “community development and voice ... to gain confidence greatly”.

Overall, student reflections were in line with the survey results. Most students acknowledged the support provided by the writing and tutorial centers. Many students chose to attend Creative Writing and Story Telling events because they learnt about different elements of a story. Another popular club was the photography club which had regular attendees. This openly shows that extracurricular activities bring together people with similar interests and help them engage in their favorite activity after their classes. The Movie Club concluded the list of the popular clubs which brought together students who wanted to improve their English and have fun with their friends. Undoubtedly, extracurricular activities benefit students in various ways and many students view them as channels of support at different levels.

IV. CONCLUSION

Extracurricular activities have a wide range of benefits for a language-centered institution. Extracurricular activities encourage students to interact in natural environments outside the classroom, where they can achieve non-linguistic goals through the use of their target language in a non-threatening way. The results of the study demonstrate that extracurricular activities provide students with ample opportunities to improve their overall English language skills and linguistic competencies. In particular, they enhance students speaking, writing, reading and presentation skills. Apart from linguistic competences, extracurricular activities promote students’ critical thinking, time management and personal development. Involvement in structured extracurricular activities positively impacts on academic performance and boosts students’ self-confidence and self-esteem. Last but not least, engagement in extracurricular activities helps foundation year students overcome challenges they face when adjusting to the new academic context. Hence, educational institutions should consider an array of ways extracurricular activities can supplement and enhance their own curricula, by offering a wide range of clubs, activities and events to meet students’ academic needs and non-academic interests, increasing the number of hands-on activities to get students engaged throughout the extracurricular activities’ sessions and enhancing students’ awareness of the benefits of extracurricular activities.

Based on the findings, extracurricular activities are recommended in all foundation program contexts across higher education institutions in Oman as a means for mitigating foundation students’ transitional challenges and effectively supporting their academic development.

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Apology Strategies in Qassimi Arabic

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Abstract—This study aims to discover what types of apology strategies are utilized by Qassimi speakers. To achieve this, the data were collected by observations (n=34) where apology speech acts were produced. All the participants (n= 53) are Qassimi Arabic speakers (a variety of Najdi Arabic spoken in central Saudi Arabia) as their L1. The data were analyzed according to Blum-Kulka's framework of apology strategies. The findings showed that Qassimi Arabic speakers used a range of apology strategies. Principally, they used a combination of *illocutionary force indicating devices* (IFIDs) and explanations of the reason for their apology. Besides, a range of alternative apology strategies was also evident; namely, using explicit expressions (only IFIDs), denying/taking responsibility, offering repair, and the promise of forbearance. Moreover, another novel apology strategy was also evident that has not been addressed previously in the literature; namely, where a victim apologizes to an interlocutor who has offended them. These strategies differed in their popularity among the participants. The present study makes several noteworthy contributions to the field of pragmatics in general and the speech act of apology in particular.

Index Terms—apology, apology strategies, Qassimi Arabic, Qassimi speakers, speech acts

I. INTRODUCTION

Culture is a key factor that determines how speakers produce and perceive utterances. Thus, cultural awareness is essential to achieve successful communication. The production and interpretation of utterances are influenced by speakers' assumptions and expectations about interlocutors, interlocutors' actions, and the situations in which a dialogue takes place (Nureddeen, 2008). Therefore, our choice of linguistic expressions to achieve effective communication is based on the dominant speech community's cultural norms and conventions. In addition, context plays a crucial role in producing and perceiving communicative events (Swan, 1990, as cited in Nureddeen, 2008).

In our daily lives, we perform a range of different speech acts via verbal communication, such as promising, instructing, and apologizing. Apologizing, as one of the most frequently used speech acts, is found in all human languages and cultures (Farashaiyn & Amirkhiz, 2011) and represents a reaction by someone who has committed a social offence against another (Blum –Kulka, House & Kasper, 1989). However, as speakers tend to use a range of different expressions to express their apologies, therefore, their apology speech acts also differ.

Investigating how speakers apologize has great importance since how an apology is formed can reveal the cultural norms and conventions of a specific society. Indeed, apologies are crucial in maintaining harmonious social relationships (Jassim, 2016) and open the possibility for successful future communication.

A. Previous Studies

We now provide a critical review of six relevant studies in the related literature on apology strategies. Each of these studies deals with a specific variety of Arabic; namely, Sudanese, Tunisian, Jordanian, Iraqi, Algerian, and Najrani Arabic, respectively.

First, Nureddeene's (2008) study investigated the apology strategies used in Sudanese Arabic. The participants (n=110) were all educated adults resident in the Khartoum area. They were asked to respond to ten different situations involving social offence using a *discourse completion task* (DCT). The findings suggested that IFIDs and explanations were used more often in situations that involved less serious offences. However, as mentioned above, as each society has different norms on what is defined as taboo or socially offensive, it may be difficult to relate these findings to the present study's context of the Qassimi speech community.

Second, Jebahi (2011) also studied apologies by investigating how Tunisian university students formulate apology speech acts. The participants (n=100) were Tunisian Arabic native-speaker university students and a DCT was used to collect the data. The findings showed that *statements of remorse* were the most frequently used apology strategy when the person offended was a close friend, an elder, and/or had the authority to affect the future of the person committing the social offence. Furthermore, in many cases, the Tunisian participants *denied responsibility* for the perceived offence. The least used strategies were *offer of repair*, *intensification*, *minimization*, and *blaming the victim*. Although this study shares common ground with the present study in studying apology speech acts, the extent to which the interlocutors in the present study have an ability to affect the future of the person giving the apology differs.

Third, a study by Banikalef, Maros, Aladdin, and Al-natour (2015) examined the use of apology speech acts in Jordanian Arabic. Data were collected through observation based on a corpus of 1100 apology speech acts. This study also examined how contextual factors influence the choice of apology strategies. The findings showed that the most

common apology strategy used among Jordanian speakers was *acknowledging responsibility*. Furthermore, a combination of apology strategies such as *acknowledging responsibility* and *swearing by God's name* were used frequently.

Fourth, in a study on the apology strategies used by Iraqi Arabic speakers, Muzhir and Raheem's (2012) study was mainly concerned with the gender differences in speakers' use of apology speech acts. The researchers used a DCT to elicit apologies from a sample of randomly selected participants (N=30; males=15; females=15) who were asked to respond to three different apology situations. The results indicated that Iraqi males frequently tend to promise repair to the victim when they are required to make an apology while Iraqi females mostly use compensation strategies to apologize. The results also revealed that Iraqi speakers express their apologies by using several strategies such as explicit apology, providing justification, describing the damage, promising not to repeat the offence, admitting responsibility, and thanking as a form of gratitude.

Fifth, Dendenne (2017) employed *natural semantic metalanguage* (NSM) and *cultural scripts* (CSs)¹ to study the production of two speech acts – requests and apologies – among speakers from Arabic and English cultures. The findings are based on two groups from two cultures: Algerians (n=32) and Anglo-Americans (n=20). The Algerians were asked to respond to imaginary request and apology situations. In their apologies, the Algerians favoured claiming responsibility when he/she apologized to higher-status interlocutors, strangers, and a person to whom they had committed a serious offence. The research indicated that Algerian Arabic speakers prefer to claim responsibility because they treat each other on the basis of public availability. However, the Algerian Arabic speakers also tended to use explanations instead of admitting responsibility for committing a gross disservice to a close friend. The researcher interpreted this finding, saying, “A close friend is someone who is likely to tolerate our mistakes” (Dendenne, 2017, p.13). The findings also revealed that the use of intensifiers² with certain apology strategies instead of IFIDs is part of Algerian culture. Finally, the participants tended to include the offended party in repairing the situation by including the victim in solving the issue or placing part of the responsibility on him/her (the victim).

Finally, a recent study by Alsulayyi (2016) investigated apology strategies employed by Najrani speakers teaching EFL in Saudi schools. The Najrani dialect is one variety of Janoubi Arabic spoken in southern Saudi Arabia. This study took a number of variables into account: social distance, severity of offences, and gender. To explore what apology strategies the Najrani teacher participants (n=30) used, the researcher employed a DCT with ten apology situations that required the participants to imagine a series of perceived offences and react to them. The findings showed that using IFIDs was the most frequent apology strategy used by the Najrani EFL teachers. The findings also revealed that the respondents used several other strategies such as minimizing responsibility, offering repair, and claiming responsibility.

In summary, although the above-mentioned studies investigate a wide range of Arabic speakers' use of apology strategies, to the best of the researcher's knowledge, there are no studies on Qassimi Arabic speakers' use of apology strategies. Therefore, the present study attempts to fill this research gap and provide insights into the apology strategies used by Qassimi Arabic speakers. This study is significant because it represents the first attempt to examine how Qassimi speakers perform apology speech acts. This study addresses the following research question:

What apology strategies do Qassimi Arabic speakers use in a range of different apology situations?

B. *Qassimi Arabic*

The Qassimi dialect is an Arabic dialect spoken by nearly 931,085 people in the AlQassim region of Saudi Arabia. Located in the Najd territory in central Saudi Arabia, the AlQassim region is divided into 11 provinces whose members speak the same dialect albeit with minor differences. This variety of Arabic has maintained its local features due to its isolated geographical location as it has little contact with the borders of Saudi Arabia (Alrashed, 2018). This region preserves some of Standard Arabic's dialectal phenomena and has several unique features. One of the most prominent features is that Qassimi speakers tend to facilitate their pronunciation by producing syllable units in the most straightforward way possible (Shitaa, 2020). For example, Qassimi speakers often replace /u/ with /a/; for instance, in the middle of /baituħa:/ (her house); and they tend to omit the /a/ finally to facilitate easier pronunciation.

II. THEORETICAL FRAMEWORK

This section presents the study's theoretical foundation, which determines the data analysis approach described later.

A. *Speech Acts*

Speech acts are actions performed by a speaker via the act of verbal communication (Kroger, 2018). Speech act theory was introduced by Austin (1962) in his influential work *How to Do Things with Words*. Austin asserted, “there is a lot more to a language than the meaning of its words and phrases” (Thomas, 2013, p.31). By this, Austin meant that

¹ Wierzbicka developed NSM with to provide a system that represents all meanings in all languages based on a set of *semantic primes* (SPs). NSM includes a combination of SPs and syntactic structures (LÖbner, 2013). SPs are basic vocabulary that are common in all languages (Goddard & Wierzbicka, 2007). These expressions are merged into sentences to demonstrate certain concepts or phenomena (LÖbner, 2013). The technique of formulating cultural behaviors, norms, and values in a way that is accessible to insiders and outsiders of a certain culture is called *cultural scripts* (CSs) (Goddard & Wierzbicka, 2004).

² Intensifiers are modifiers that express honesty in apologies, such as swearing (Dendenne, 2017).

we do not simply use a language to state something (e.g. to comment on the temperature of a hot room); rather, we use language to perform actions (e.g. in the case of the previous example, to direct our hearer to open a window). Thus, Austin proposed three components to communication: (a) locutionary acts (the act of uttering something), (b) illocutionary force (the act the speaker wishes the hearer to perform), and (c) perlocutionary effect (the effect of the utterance on the hearer) (Kroger, 2018).

B. Direct Speech Acts and Indirect Speech Acts

A direct speech act is the one that is inferred directly from the literal meaning of an utterance (Kroger, 2018). For example, when someone says “*I apologize for interrupting you*”, he /she explicitly expresses his/her apology. Verbs like *apologize* are called performatives (Austin, 1962), since by uttering them, they perform ‘actions’ that cannot be judged as either true or false (Thomas, 2013).

However, speech acts that require the hearer/reader to derive their meanings from the actual words spoken are called indirect speech acts, the meaning of which are inferred by implicature (Kroger, 2018). For example, if one says “*I didn’t mean it!*” to someone we have offended, we actually intend to apologize implicitly.

C. Apology

An apology is a post-event speech act performed by an apologist with the intention of effecting a remedy for the perceived offence (Blum-Kulka et al., 1989; Holmes, 1989). By apologizing, the speaker admits that he/she has violated social norms (Blum-Kulka & Olshtain, 1984). In addition, the offender demonstrates that they take responsibility for their insult and express his/her regret (Fraser, 1981, as cited in Nureddeene, 2008). Therefore, apologies involve a loss of speaker’s ‘face’ and provide support for the hearer (Blum-Kulka & Olshtain, 1984). Indeed, as we mentioned above, “The ultimate purpose behind acting apology is to maintain harmony and avoid conflict in relationship with other people in everyday communication” (Spencer-Oatey, 2008, as cited in Jassim, 2016, p. 1).

D. Apology Strategies

Cohen and Olshtain (1981) were among the first to investigate apology strategies using DCTs. DCTs are used to collect data from participants by asking them to respond to certain situations in which they are required to perform a particular speech act, such as apologizing, thanking, asking, requesting, etc. (Kitao & Kitao, 2013). According to Blum-Kulka et al. (1989), the act of apologizing can be performed in terms of three basic strategies:

1. Explicit expression of apology (using IFIDs, such as being sorry, apologizing, expressing regret, giving an excuse, asking to be forgiven, etc.). A speaker uses such devices to signal regret and appease the hearer; ultimately, he/she accepts the need to apologize (Kitao & Kitao, 2013).
2. Implicit expression of apology (without IFIDs) including the five sub-categories as follows:
 - a. Taking responsibility for committing the offence (e.g., I am forgetful).
 - b. Denying the offence when the reasons are not related to the apologist’s offence (e.g., It is not my fault that it broke).
 - c. Explaining the cause of the fault (e.g., The flight is delayed).
 - d. Offering repair (e.g., I will fix it).
 - e. Promising that the offence will not happen again (e.g., I promise I will not do that again).
3. Apologies accompanied by an IFID to achieve intensification (e.g., *I am very sorry*). An apologist uses intensifiers to strengthen his/her apology (Kitao & Kitao, 2013). The use of intensification is particularly used by those with lower status to express the sincerity of their apology (Olshtain, 1989).

On a different tack, an offender may sometimes attempt to minimize the seriousness of their offence as a strategy of apology. For example, they may say something like “*You are just over sensitive*” (Olshtain, 1989, as cited in Kitao & Kitao, 2013). Also, apologists sometimes provide justification for their actions; e.g., “*I’m sorry for not helping you in carrying your bags, but they are too heavy*” (Kitao, 2012, as cited in Kitao & Kitao, 2013).

According to previous studies, IFIDs and taking responsibility appear to be available apology strategies in many different languages. However, the differences among the specific apology strategies used are based on the specific situation and culture in which they are used (Salago 2011, as cited in Kitao & Kitao, 2013).

Finally, some evidence exists of speakers using a combination of two apology strategies; for example, combining *explicit* and *implicit* expressions: “*I am sorry but I have had an accident*”.

III. METHODOLOGY

This section outlines the research method chosen to examine Qassimi Arabic speakers’ apology speech acts.

A. Participants

The data were collected from a randomly selected sample (n= 53) of Qassimi Arabic native speakers.

B. Instrument

Most previous research on apology speech acts uses DCTs as the main data-collection instrument. However, this use of DCTs has been criticised by Nurani (2009, as cited in Banikalef et al., 2015) because data collected via DCTs are

considered as unnatural since DCTs necessarily involve imaginary (i.e. not real-life) situations. Therefore, ethnographic observation has been suggested as a solution since it provides real insight into apologizing in natural communication (Blum-Kulka et al., 1989; Hymes, 2003; Trosborg, 1994, as cited in Banikalef et al., 2015). Thus, the present study uses direct observation to investigate Qassimi speakers' apology speech acts in a range of different situations.

C. Collection and Analysis of Data

This study is based on apology utterances (n=34) in spoken Qassimi Arabic, collected via direct observations. The data were produced by Qassimi Arabic speakers (n= 53) of different ages all of whom were born and grew up in the AlQassim region. Using Blum-Kulka's framework, the researcher observed 34 apology speech acts over 43 days that took place in real-life settings such as university campuses, domestic settings, malls, and on social media (WhatsApp, Twitter, Snapchat, Instagram, etc.).

IV. RESULTS

This study investigated the apology speech act strategies Qassimi Arabic speakers used in different real-life apology situations. The results revealed that the participants performed apology speech acts using seven different strategies in Blum-Kulka's framework as detailed below. The most common strategy used was a combination of explicit and implicit expressions, particularly strategies (1) and (2. c) in Blum-Kulka's framework. Another common strategy the Qassimi Arabic speakers used was performing an explicit apology (1 in Blum-Kulka's framework). Besides, there were several incidences of the Qassimi Arabic speakers taking responsibility (2.a in Blum-Kulka's framework), and admitting responsibility for the offence. In a few apology situations, the participants offered repair for the offence or damage (2. d in Blum-Kulka's framework). Similarly, the strategy of denying responsibility (2. b in Blum-Kulka's framework) was rarely employed as was when the wrongdoer promised the victim that the offence would not be repeated (2. e in Blum-Kulka's framework). Interestingly, the findings also suggest that a new apology strategy not considered in previous studies was identified. Specifically, it was common that in many of the situations, the person offended actually apologized even though he/she was not the one who committed the offence.

V. DISCUSSION

The main purpose of this study was to investigate and explore the apology strategies used by Qassimi Arabic speakers in a range of different situations.

The participants often expressed their apology explicitly and provided an explanation of their violation. To explain, they explained why the offence happened, since they may assume that such an explanation would be sufficient to placate the hearer. Also, the participants combined IFIDs with their explanation to express the sincerity of their apology. The following example is an apology speech act that took place on WhatsApp:

A. /ænə æsfəh mə rəddet ʕ'leik, ænnet kən ta:fi/.

I am sorry for not replying to you, the network was not working.

Qassimi speakers also tended to use an explicit apology (1 in Blum-Kulka's framework) since they may believe that this would be sufficient to compensate the other party for the offence. An example of an IFID used by one participant is:

B. /məʕ'æleɪf/.

I am sorry.

Based on this, we can say that Qassimi speakers tend to use similar apology strategies to Sudanese speakers (Nureddeen, 2008) since both often apologize by providing an explanation and using IFIDs (although Qassimi speakers often tend to combine these two strategies). The finding that using IFIDs is common among Qassimi speakers matches Alsulayyi's (2016) findings in which Najrani speakers often apologize explicitly. However, these results differ from Dendenne's (2017) where he found that Algerian Arabic speakers usually apologize by using intensifiers rather than IFIDs.

As the results show, it is clear that the strategies of *taking responsibility* and *admitting responsibility for the offence* are often used when the offended has authority over the person offering an apology. An example of this strategy is that when a student arrived late to class and interrupted the teacher, and then said:

C. /mækənt ægsəd/.

I didn't mean it.

The results of this study are in line with Banikalef et al.'s (2015) who also reported that one of the most common apology strategies was *acknowledging responsibility*.

The strategy of offering repair for an offence or damage is not commonly used by Qassimi Arabic speakers. One possible explanation for this is that repairing damage cannot sometimes be achieved. The following example is a dialogue between two sisters, X and Y, where Y had just broken Y's cup:

D. X: /Leɪf səwwerti kə ʔæ/? /hə ʔæ kubi əlməfəd^hæl/!

Why did you do that? It's my favourite cup!

Y: /læ tk^hæfin/, /bədʒib lets dʒədɪd/.

Don't worry, I'll bring you a new one.

Therefore, in terms of performing apology speech acts, Qassimi Arabic speakers tend to be similar to Tunisian Arabic speakers (Jebahi, 2011) in that they do not always offer repair when they offer an apology. However, this finding does not match that indicated by Muzhir and Raheem (2012), in which the strategy of *offering repair* is was the most-used apology strategy Iraqi Arabic speakers.

Besides, the findings revealed that the strategy of *denying responsibility* (2. b in Blum-Kulka's framework) was rarely used by Qassimi Arabic speakers. One explanation for this is that Qassimi Arabic speakers may believe that *denying responsibility* cannot remedy the offence. However, if *denying responsibility* is actually performed, the speaker may believe that he/she is not the cause of violation or maybe does not want to admit that he/she has actually offended the hearer (Nureddeene, 2008). The following provides an example where two friends, A and B, plan to go to the park together. However, B has arrived late:

E. A: /Tæ ʕæk^hrti mærrəh/.

You are too late.

B: /Mab bidi/.

It was not up to me.

Hence, the findings show that Qassimi Arabic speakers differ from Tunisian Arabic speakers as the former infrequently deny responsibility when they apologize, while the latter often assume responsibility.

In accordance with the strategy of promising not to repeat the offence, the Qassimi Arabic speakers performed this strategy on very few occasions since they may believe that it would threaten their positive face³. As Nureddeen (2008) pointed out, "expressions of forbearance threaten positive face and are therefore avoided" (p. 291). An example of this strategy is that when a child broke his mom's iPhone, saw her anger and said:

F. /Mæmæ/, /hæʔ æk^hær mærrəh æswwi kə ʔæ/.

Mom, this is the last time I will do that.

As mentioned above, the most interesting finding is that the Qassimi Arabic speakers also performed apologies by utilizing a new strategy not mentioned in the previous literature. Specifically, the *victim* performs an apology instead of the *offender* despite the victim not being the one who has committed the offence. This can be explained by the fact that the victim appears to wish to avoid conflict with the offender. Therefore, he/she apologizes to prevent an argument from developing and thus avoiding conflict. However, this apology strategy can be considered insincere. For example:

Father: /Dæ:jəm ænt tæstəgsəd ənək td^hæjəgni/.

You always intend to bother me!

Son: /æsef/, /lək ælhæg təhuʕən/.

I'm sorry, you have the right to scold me.

Consequently, the Qassimi Arabic speakers investigated in this study used a range of different apology strategies. Thus, we can say that there is diversity in the use of apology strategies by Qassimi Arabic speakers as well as among speakers of the other varieties of Arabic. Therefore, speakers of different Arabic dialects appear to select their choice of apology strategy based on the specific cultural norms surrounding apologising. However, due to time constraints, this topic is beyond the scope of this study and represents an interesting area for future research.

VI. CONCLUSION

The present study investigated the apology strategies used by spoken Qassimi Arabic speakers. This study was based on real-life situations where apologies were performed and the data were collected via ethnographic observation. The most obvious finding to emerge from this study is that Qassimi Arabic speakers use several different strategies to express their apologies; the most common strategy is apologizing by using both *explicit* and *implicit* expressions. In many cases, using only IFIDs was also a common strategy among the participants. Moreover, *denying responsibility* or *taking responsibility* was also used. In a few situations, *offering repair* and *promising forbearance* were utilized. In addition, the findings showed that the participants used a strategy not mentioned previously in the related literature; namely, *insincere apology*. This finding could provide grounds for future research into the use of this strategy among Qassimi Arabic speakers. These findings are considered valuable as they were gathered from naturally occurring apology performances and they explore the key cultural conventions associated with apology strategies used by Qassimi Arabic speakers. However, the current study is limited by the short duration of the observations and the data were collected by the researcher alone rather than by a panel of researchers, which may have added more validity to the results. Therefore, future research with a longer duration is required to more extensively explore the apology strategies used by Qassimi Arabic speakers. Moreover, relying on a single data collection instrument (ethnographic observation) is a further limitation of this study. Future research could make use of a mixed-methods approach including both

³ Positive face is an individual's need to be liked or accepted (Thomas, 2013).

qualitative and quantitative data collection instruments such as DCTs and semi-structured interviews to enhance reliability and identify key themes and important findings.

APPENDIX

Data Collection Form

1. Situation:-----
-----.
2. The exact words that an apologist used to apologize:-----

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Color Conceptualization of AGE in English and Chinese

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Abstract—Both in English and Chinese there are extensions of color to human age. For gaining some knowledge of the differences in the extension in the two languages, color categories are discussed and compared first and then evidences in dictionaries and corpora are collected and compared as well. It is found that there is a higher possibility of color associations with age in Chinese than English. What's more, there are more colors involved in color associations in Chinese.

Index Terms—basic color term, color categories, color association

Color shift is often conceived as the growth process of plants or human beings in Chinese. When it is applied to plants, there are *green* and *yellow* for ripeness. When it is referred to human beings, there are *black* and *white* for young and old age. Generally speaking, color is a distinctive property of objects and human beings usually attach much figurative associations to it. In other words, color is a basic concept which often serves a middle stage for figurative associations, metonymically and metaphorically.

As for different cultures like English and Chinese, are there any similarities or differences in the association between age and color? For example, in Chinese a person's life can be compared to be *lí-míng* (黎明 *black bright or dawn*) and *huáng-hūn* (黄昏 *yellow dim or dusk*), as seen in the expression *huáng-hūn-liàn* (黄昏恋 *yellow dim love*) which metaphorically refers to a love affair between two old people. In addition, the daytime is *bái-tiān* (白天 *white sky*) and the nighttime is *hēi-yè* (黑夜 *black night*). A busy work life is said to be *qǐ-zǎo-tān-hēi* (起早贪黑 *to work from dawn to night*). Do English have similar conceptualization of color for age as Chinese does? These questions require a consistent comparison between English and Chinese in terms of the data collected from dictionaries like The Longman Dictionary of Contemporary English (LDOCE) and The Contemporary Chinese Dictionary (CCD), and from corpora such as British National Corpus (BNC) and Center for Chinese Linguistic PKU (CCL).

I. PRIOR STUDIES ON COLORS

Color has always been a focus for linguistic studies, synchronically and diachronically. For example, linguists like Berlin, Kay and their colleagues propose color categorization by comparing about 20 languages and put forward basic color terms as well as color evolution itinerary by Berlin and Kay (1969) and Kay and McDaniel (1978). Heider (1971, 1972) and Rosch (1973) regard the focal points of basic color terms as the best exemplars or prototypes of the concept, color. Wierzbicka (1990) suggests that color concepts are perceptually anchored in natural prototypes or natural reference points, i.e., culturally salient natural objects or phenomena, aiming to explain the range of color terms and associate with connotations and some metaphorical uses. Color categorization is also a heated topic among Chinese linguists such as Liu Yunquan (1990), Yao Xiaoping (1988), Wu Jianshe (2010), and Li Hongyin (2003). Different linguists come to distinct views on the number of basic color terms in Chinese, especially the categorization of *qīng* (青 *qing*).

Semantics of color is also a focus for academic studies. Typically, Niemteier (2007) explores color metonymies in English based on the discussions of bluestockings and blue movies. Hamilton sees color in English from a metonymical and metaphorical view and classifies different types of color metonymies and metaphors on the bases of The Historical Thesaurus of English. Her findings are really enlightening. As for contrastive study of color metonymies and metaphors in Chinese and English, most linguists describe the similarities and differences by means of superficial description of meanings color terms carry in the two languages.

As mentioned above, Chinese and English differ in their conceptualization of age in terms of colors. For gaining some knowledge of cross-cultural differences, queries are made into color conceptualization of age in terms of color categories, color metonymies, color metaphors

II. COLOR CATEGORIES IN ENGLISH AND CHINESE

It has been discovered that color term inventories vary across languages (Davies and Corbett 1997:494). This means that color categorization is not always universal but varies from language to language, possibly because color is not just a physical phenomenon but our perceptual interpretation of light, which exists in socially anchored linguistic systems (Lucy 1997:340-341). Color terms are linguistic categories concerning both physical perception and cultural beliefs. It is a universal conduct among almost all languages to divide the continuous color spectrum into a restricted inventory of color categories. The naming of these categories may vary from culture to culture. Similar cultural needs and the cultural contact between speakers of different languages are regarded as factors for similarities across different cultures and contribute to the origins of linguistic color categories in different societies (Roberson and Hanley 2010:190, 194).

English is believed to have 11 basic color terms and this also holds in Chinese, but the inventory of basic color terms are different, which is a main topic of the study of color categorizations in English and Chinese. What's more, the ranking of basic color terms in English and Chinese shows that some basic color terms are more psychologically salient than the others in a given culture.

TABLE 1
BASIC COLOR TERMS IN ENGLISH AND CHINESE

Basic color terms	English	Chinese
Evolutionary sequence	white, black, red, yellow, green, blue, purple, brown, gray, pink, orange	hēi (黑 black), bái (白 white), hóng (红 red), huáng (黄 yellow), qīng (青 qing), lǜ (绿 green), zǐ (紫 purple), huī (灰 gray), lán (蓝 blue), hē (褐 brown), chéng (橙 orange)
Frequencies	black, white, red, yellow, green, blue, purple, brown, gray, pink, orange	bái (白 white), hóng (红 red), qīng (青 qing), hēi (黑 black), huáng (黄 yellow), lǜ (绿 green), huī (灰 gray), lán (蓝 blue), zǐ (紫 purple), hē (褐 brown), chéng (橙 orange)

Based on the evolutionary sequence, both English and Chinese are similar, with *white* and *black* followed by *red* and *yellow*. But they differ much in the order *blue*.

TABLE 2
THE FREQUENCIES OF BASIC COLOR TERMS IN BNC AND CCL

BNC		CCL	
Colors	Frequencies	Colors	Frequencies
Black	19,140	bái (白 white)	7,818
White	18,317	hóng (红 red)	7,236
Red	11,094	qīng (青 qing)	6,949
Green	9,307	hēi (黑 black)	4,995
Blue	8,304	huáng (黄 yellow)	4,662
gray	4,812	lǜ (绿 green)	2,474
Brown	4,344	huī (灰 gray)	1,619
Yellow	3,850	lán (蓝 blue)	1,186
Pink	2,714	zǐ (紫 purple)	797
Orange	2,045	hē (褐 brown)/ zōng (棕 brown)	437
Purple	1,097	chéng (橙 orange)	101

It's partly due to the culturally specific color term *qīng* (青 qing) in Chinese, which can cover the spaces of *green*, *blue* and even *black*. By referring to the frequencies of the 11 basic color terms in these two languages, both *white* and *red* have much higher frequency as seen in Table 2.

In English the most frequently used color term is *black*, whereas in Chinese it is *white*. What's more, English tends to use *green* and *blue* more frequently than their Chinese counterparts, while Chinese has the tendency to use *qīng* (青 qing) and *huáng* (黄 yellow) more often than English.

Seen from the two tables, the earlier the color terms appear, the more figurative they are, and the more frequently they are used.

III. THE METAPHORICAL EXTENSION OF BASIC COLORS

The association between color and age can be found both in English and Chinese. Firstly, an investigation is made into the dictionaries for linguistic data for the association between COLOR and AGE. Second, corpora of native languages like BNC and CCL are compared for further evidence of such association.

Dictionaries are collections of recorded usage of language in practical life and they are able to provide well-established usage with relation to cultural experiences. The 11 basic color terms in English and Chinese are investigated into dictionaries LDOCE and CCD in search of evidence for the associations between color and life.

TABLE 3
THE LEXICOGRAPHICAL EVIDENCE OF AGE IS COLOR

Colors	LDOCE	CCD
Black	0	2
White	0	4
Red	1	1
Green	2	0
Blue	0	0
Gray	2	0
Brown	0	0
Yellow	0	4
Pink	0	1
Orange	0	0
Purple	0	0
Qing	0	10

In English a young and inexperienced person can be compared to be a young plant or animal such as *be green* and *greenhorn*. An old person is often referred as *gray* which is an ordinary hair color of an old man, thus *the gray vote* refers to the votes of the old people and *gray pound* means the money which the old have. Besides *green* and *gray*, *blue* sometimes is extended to old age as *blue rinse*, originally a rinse for tinting gray hair, later picks up the reference to an elderly woman with conservative views. Comparatively, Chinese has more color terms involved in the association between color and age. For example, there are many opposite color pairs for young and old age including *bái* (白 white) and *hēi* (黑 black), *qīng* (青 qing) and *bái* (白 white), *huáng* (黄 yellow) and *bái* (白 white), and *hēi* (黑 black) and *huī* (灰 gray). And these color terms often co-occur with words for hair, including *sī* (丝 thread), *fà* (发 hair), *máo* (毛 hair), *tóu* (头 head) or *shǒu* (首 head). *Fà* (发 hair) occurs most in the collocation with *hēi* (黑 black), *bái* (白 white), *huī* (灰 gray), *huáng* (黄 yellow) and *lǜ* (绿 green), and *sī* (丝 thread) usually occurs with *yín* (银 silver) and *qīng* (青 qing).

Chinese also correlates facial color with age. For example, redness in the face means 'being young and thus attractive' while yellowness in the face means 'being old and thus unattractive'. For example, *hóng-yán* (红颜 red face), *zhū-yán* (朱颜 red face), which is more likely associated with attractiveness of a woman or her beauty. The expressions, like *zhū-yán* (朱颜 red face) and *hóng-yán* (红颜 red face), usually refer to young people, who are often thought to have redness in the face, i.e. physical color for youth, good health and thus beauty. On the other hand, *huáng-lián-pó* (黄脸婆 yellow face wife) is an ironic expression when referring to a woman, especially a married one whose red face is replaced by a yellow face, a symbol of lost youth and beauty. In addition, the color of the other body parts and the color of clothing can represent age, such as *green hand*, *yellow beak*, *huáng-kǒu* (黄口 yellow beak), *qīng-yī* (青衣 qing clothing), and so on.

TABLE 4
THE CORPUS EVIDENCE OF THE EXTENSION BETWEEN COLOR AND AGE

Colors	BNC				Colors	CCL			
	a	b	c	d		a	b	c	d
Black	0	0	0	0	hēi (黑 black)	43	0	0	0
White	0	0	0	0	bái (白 white)	53	150	0	0
Red	0	0	0	0	hóng (红 red)	0	542	0	46
Green	0	0	0	0	lǜ (绿 green)	12	0	0	0
Blue	0	0	0	0	lán (蓝 blue)	0	0	0	0
Gray	162	0	0	0	huī (灰 gray)	53	0	0	0
Brown	0	0	0	0	hè (褐 brown)/ zōng (棕 brown)	0	0	0	0
Yellow	0	0	0	0	huáng (黄 yellow)	23	56	25	0
Orange	0	0	0	0	chéng (橙 orange)	0	0	0	0
Purple	0	0	0	0	zǐ (紫 purple)	0	0	0	0
Pink	0	0	0	0	qīng (青 qing)	180	0	0	0

From the discussion above, it is clear that the extension between color and age has 4 patterns: a) The hair color stands for age; b) the facial color stands for age; c) age is the color of the body parts; d) age is the color of clothing. For more linguistic evidence, the inquiries into the corpora are made. The results are shown in Table 4.

According to the results in Table 4, in English *gray*, usually in the collocation with hair, is often associated with old age, while the other colors do not often have such tendency. On the other hand, in Chinese there are more colors

associated with young and old age, mostly represented in the combination with hair. What's more, color terms in Chinese can be combined with body parts, clothing and accessories to refer to different ages.

IV. FIGURATIVE ASSOCIATIONS OF COLOR FOR AGE

Color is mainly a visual perception. People tend to employ different visual perception of objects to express various age. Some associations are directly based on the visual perception while some are conceived as abstractions on the basis of color.

TABLE 5
COLOR METONYMIES RELATED TO TIME IN CHINESE AND ENGLISH

Color metonymies	Chinese	English
body parts	<i>huáng-máo-xiǎo-zǐ</i> (黄毛小子 yellow-haired boy), <i>huáng-liǎn-pó</i> (黄脸婆 yellow-faced wife), <i>bái-fà-rén</i> (白发人 white-haired man), <i>qīng-tóu-zǎi</i> (青头仔 qing head boy)	grey hair, green hand
clothing	<i>fēn-lǐng</i> (粉领 pink collar), <i>qīng-yī</i> (青衣 qing clothing)	/
accessories	<i>Huáng-huā-nǚ</i> (黄花女 yellow flower girl), <i>hóng-zhuāng</i> (红妆 red makeup)	/

Though Table 5 cannot list all color metonymies for age, it can still help to shed light on the cross-cultural difference. The color metonymies in Chinese are more fixed than the counterparts in English.

A. Color of Body Parts Stands for Age

Langacker (1987: 149; see also Lorena Pérez Hernández 2000: 261) contends that time is a primitive, non-derived, basic notion. Lakoff and Johnson (1999: 137) hold that in English time is primarily conceptualized in terms of SPACE, and MOTION through space, THE TIME ORIENTATION METAPHOR, THE MOVING TIME METAPHOR, THE MOVING OBSERVER METAPHOR. This argument is supported by Croft (2006: 278) states that motion involves time, change and location. Time is ontologically understood in terms of things (that is, entities and locations) and motion (Lakoff 2006: 201). Age, as a subcategory of time, is no exception. The growing process from young to old is often understood in terms of color variation, generally from dark colors to light colors. In English *pink* and *blue* are often cognitively interpreted as color for babies. Then *gray* is metonymically associated with old age. On the other hand, in Chinese it is common to find variant color terms associated with age in Chinese, such as *qīng* (青 *qing*), *huáng* (黄 *yellow*), *lǜ* (绿 *green*), *bái* (白 *white*) and *hēi* (黑 *black*).

TABLE 6
THE CORPUS EVIDENCE OF THE EXTENSION BETWEEN COLOR AND AGE

language	Hair color	examples	age
English	gray	Gray hair	Old age
Chinese	Black Yellow Red	黑发 (black hair) 绿发 (green hair) 绿鬃 (green hair) 青丝 (qing hair) 青头 (qing head) 黄毛 (yellow hair) 红颜 (red face)	Young age
	White Yellow	白发 (white hair) 灰发 (gray hair) 黄发 (yellow hair) 黄脸婆 (yellow-faced wife)	Old age

Seen from Table 6, HAIR COLOR STANDS FOR AGE exceeds over FACIAL COLOR STANDS FOR AGE. In addition, Chinese tends to have more colors involved in color metonymies of body parts for age. In English the most striking hair color indicating old age is *gray* and it is hardly to find a reversed color for young age.

- (1) a. He had aged: **his hair was touched with grey**, and his face was haggard. (BNC-AC6 1889)
- b. There is the age at which I will grow into my own maturation, and there is the age at which my hair has started to **turn grey**. (BNC-G2V 3447)
- c. She was sitting beneath the narrow, barred window when he entered the room, and the first lying ashen in her fair hair; there was **more grey** than gold in it now. (BNC-K8S 2102)

Examples of (1) indicate that when one is aging, his or her hair color will be *gray*. In Example a and b, there are obvious clues like the noun phrase *the age* and the verb phrase *have aged* to hint that hair turning *grey* is caused by the age, while in Example c there are no hints like *age* or *aged*, the readers can still predict regarding to the hair color that

she is not as young as the one he once remembered or knew. Thus, here the combination of the color *grey* and the body part *hair* is associated with age, or time, metonymically referring to the aged person.

The contrast in HAIR COLOR STANDS FOR AGE can be shown in Figure 1, which further shows the color *white* in Chinese, reversed to *black* semantically, is opposite to different colors lexically. For example, the contrast between *black* and *white* hair refers to different ages, young and old. When referring to an old man, it is accepted to say *bái-fà-rén* (白发人 *white hair man*), or more outspokenly *bái-fà-lǎo-rén* (白发老人 *white hair old man*) or *bái-fà-lǎo-zhě* (白发老者 *white hair old man*). When referring to a young man, it is common to say *hēi-fà-rén* (黑发人 *black hair man*) or *qīng-tóu-xiǎo-huǒ* (青头小伙 *qing head young man*), or in Cantonese *qīng-tóu-zǎi* (青头仔 *qing head boy*). The color terms *hēi* (黑 *black*) and *qīng* (青 *qing*) form a contrast of hair color with *bái* (白 *white*) to indicate different ages.

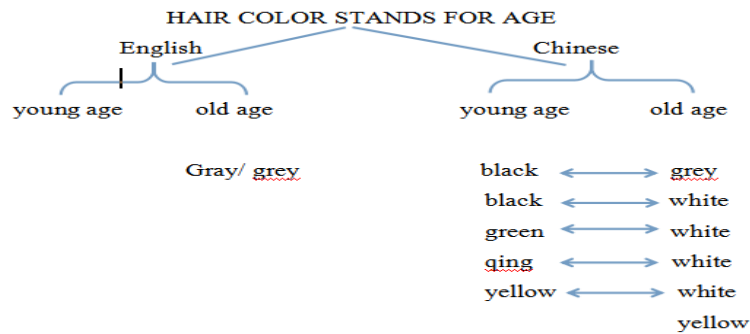


Figure 1. reversed colors of HAIR COLOR STANDS FOR AGE in English and Chinese

- (2) a. 这个道理是很容易理解的。相濡以沫的几十年夫妻生活，从青丝到白发，还有什么是对方不了解的呢？
(It's easy to understand that a couple who have lived together from black hair to white hair, caring for each other for scores of years, are sure to know each other well.) (CCL)
- b. 舞台四周，白发老者，青头小伙，坐满了前来看戏的人。(The audience, including the white-haired old men and black-haired young men, was seated around the stage.) (CCL)
- c. 现在他们已经作古，未曾想这白发人却去送黑发人，真是不可思议！(Now they are no more. it's never thought before that the white-haired joined the funeral procession of the white-haired. So incredible!) (CCL)
- d. 从1947年在美国研究WTO开始，五十年过去了，我也从黑发到灰发，到白发直到现今的无发。(Fifty years has passed by since the start of WTO research in US in 1947. I have experienced from black hair to gray hair, to white hair and to hairless now.) (CCL)

In the examples of (2), it is obvious that the color terms *hēi* (黑), *qīng* (青 *green or blue*) and *bái* (白 *white*) appear in the combination with words like *sī* (丝 *silk*), *fà* (发 *hair*), or *tóu* (头 *head*) referring to the young or the old respectively. It seems a common sense that the young are usually black-haired while the old often have white hair. Therefore, people commonly tend to associate youth with black hair and old age with white hair in their cognition. Examples of (2a) and (2b) show that the color term *qīng* (青) doesn't refer to the same color as in the expressions like *qīng-tiān* (青天 *blue sky*), *qīng-cǎo* (青草 *qing grass*), etc. The color term *qīng* (青) in (2a) and (2b) stands as the opposite color to *bái* (白 *white*), an equivalent to the color *hēi* (黑 *black*).

The reversion between *yellow* and *white* is exceptional. In *huáng-tóng-bái-sǒu* (黄童白叟 *yellow child white old man*)¹, the two color terms *huáng* (黄 *yellow*) and *bái* (白 *white*) form a contrast of hair color for different ages, with *huáng* (黄 *yellow*) for young and *bái* (白 *white*) for old. But *yellow* can be an embodied color for old age in the idiom *huáng-fà-chū tí áo* (黄发垂髫), in which *huáng-fà* (黄发 *yellow hair*) literally refers to the hair of an old man turning from white to yellow, symbolizing longevity among ancient Chinese, thus metonymically meaning an old man.

- (3) a. 《论衡·状留》：“吕望之徒，白首乃显；百里奚之知，明于黄发”。(Lun Heng.Zhang liu: Wang Lü's talent was seen till white hair; Xi Baili's wits were shown till yellow hair.) DAC
- (4) b. 这是一个反传统的思路。过去一直号召的是“扎根农场”、“黄毛丫头干到老太婆；认为只有死守农场，才能办好农场。(This thought ran against the tradition. In the past the slogan was settling down on the farm” and “working from a yellow-haired girl to an old woman”; it was believed that only sticking to the farm could run it well.”) (CCL)

¹ In Jiuyong Idiom Dictionary, edited by Wen Tang, *huáng-tóng-bái-sǒu* (黄童白叟) is similar to the idiom *huáng-fà-chū tí áo* (黄发垂髫), in which *huáng-fà* (黄发 *yellow hair*) literally refers to the hair of an old man turning from white to yellow, symbolizing longevity among ancient Chinese, thus metonymically meaning an old man. For avoiding misunderstanding and inconsistency in the explanation in the thesis, it is not included in the text. Similarly, in another idiom like *huáng-huā-wǎn-jí é* (黄花晚节 *yellow flower late morality*), *huáng-huā* (黄花), referring to chrysanthemums, which can endure the coldness in winter, which people conceptualize the same as *wǎn-jí é* (晚节 *the moral integrity in one's later years*).

(3)a shows both white hair and yellow hair refer to old age, and (3)b describes a young girl in terms of yellow hair. When *yellow* is associated with old age, it has no color terms for its opposite. It is common sense among Chinese that ducklings and chicks have yellow feathers. People tend to ontologically conceptualize this into thinking that a boy or a girl of the tender age is called *huáng-máo-xiǎo-zǐ* (黄毛小子 *yellow hair boy*) or *huáng-máo-yā-tóu* (黄毛丫头 *yellow hair girl*) in (3)b. It does not necessarily mean that he or she does not have yellow hair. Here the color term *huáng* (黄 *yellow*) with *máo* (毛 *hair*) features a person's body parts, stressing on the tender age of the person.

The expressions like *hóng-yán* (红颜 *red face*), *zhū-yán-lǜ-fà* (朱颜绿发 *red face green hair*), *huáng-liǎn-pó* (黄脸婆 *yellow face wife*) show that besides hair color, facial color is also extended to age. These involve colors terms like red and green. It's an embodied cognition that a young man usually has ruddy or rosy cheeks.

B. Clothing Color Stands for Age and Color of Accessories Stands for Age

Besides body parts, the color of clothing or accessories are also related with age in Chinese. However, there are hardly any such color metonymies related to age to be found in English.

As explained above, the color term *huáng* (黄 *yellow*), contrasting with *qīng* (青 *qing*) and *lǜ* (绿 *green*), is associated with oldness. Interestingly, the color term *huáng* (黄 *yellow*), on the other hand, can also be related with someone inexperienced or young, as shown in the examples of (4).

- (4) a. 直到那些黄花闺女被奸，有的身遭摧残，影响健康的，才逐渐引起人们的关注。(Until those **virgins** were raped, even some having their health seriously harmed did it become the public concern.) (CCL)
- b. 他不能不时刻小心，都是不到20岁的黄花女啊，如果出了闪失，如何向人家父母交代呢！(He had to be careful all the time, because they were all **maidens** of less than 20 years of age. Once something bad happened to them, how could he account for your parent?) (CCL)

The relation between *huáng-huā* (黄花 *yellow flower*) and inexperience possibly originates from the fashion especially in Tang and Song Dynasties that young maidens wore yellow paintings or attached yellow cuttings onto the forehead, which they did not do after marriage. The paintings or cuttings carry the symbol of virginity then. It is also possibly related to the conviction that things made of *yellow* were usually regarded as noble and bright ones and virginity was often thought to be precious possession for an unmarried woman. What's more, *huā-huáng* (花黄 *flower yellow*) was regarded as beauty, as seen in the examples of (5).

- (5) a. 当窗理云鬓，对镜贴花黄—《乐府诗集之横吹曲辞·木兰诗》(Combing hair by leaning against the window, rubbing **hua-huang** by looking into the mirror.—Cross Blow·Mulan Poem of Yuefu Poetry)
- b. 留心散广黛，轻手约花黄—《咏镜照》费昶(南朝梁)(Drawing black eyebrows carefully, rubbing **hua-huang** softly—Ode to Looking into the Mirror by Chang Fei in Liang, South Dynasty)
- c. 鸳鸯裁锦袖，翡翠贴花黄—《踏歌词》崔液(唐)(Embroidering Mandarin ducks onto the silky sleeve, attaching **hua-huang** with emerald—Chants by Ye Cui in Tang Dynasty)

Thus, *huā-huáng* (花黄 *flower yellow*) or *huáng-huā* (黄花 *yellow flower*) develops an indication of a woman without sexual experience or a virgin in modern language. This metonymy indicates the innocent youth, manifesting the sub-metaphor INEXPERIENCE IS YELLOW due to their young age.

Red is also a color often thought to be a symbol of youth, especially young and beautiful women in Chinese, reflected in clothing color such as *hóng-xiù* (红袖 *red sleeve*), *hóng-qún* (红裙 *red skirt*), *hóng-zhuāng* (红装 *red clothing*), *fěn-lǐng* (粉领 *pink collar*), and so on, and represented in color of accessories such as *hóng-zhuāng* (红妆 *red makeup*). In Chinese Peking Opera, black clothing is usually worn by young women characters, thus the character *qīng-yī* (青衣 *qing clothing*) particularly refers to young women in the opera.

In CLOTHING COLOR STANDS FOR AGE and COLOR OF ACCESSORIES STANDS FOR AGE, it is common that youth, especially youth of a woman, gets special attention and stands out in Chinese's conviction of age, which is hardly seen in English. There are no opposite colors involved in this metonymical association.

C. Color Metaphor Age Is Color

Color, as one feature of things and a sub-domain of SPACE, is coordinated with the extension of the visual field. Both Chinese and English have associated the color *green* with youth, based on daily observation of plants or animals which co-exist as human beings. Again, Chinese overtakes English in the involvement of colors, especially opposite colors. For example, The metaphorical association of color with age is shown in terms of color changes of plants, as shown in the examples in (6):

- (6) a. ...远不如他坟头的野草，会今年黄了，明年又绿地持续下去，十年也还如一日。(CCL) (not better than the wild grass on his tomb, which can keep on **turning yellow** this year and turning green next year.)
- b. *rén-lǎo-zhū-huáng* (人老**珠黄** as one grows old, **the pearl turns yellow**: the old age, especially referring to an old woman)

The examples in (6) exemplify the time orientation metaphor. In (1a), the color terms *huáng* (黄 *yellow*) and *lǜ* (绿 *green*) are grammatically verbs. Here the alternative change of colors—from *huáng* (黄 *yellow*) to *lǜ* (绿 *green*)—manifests a circulation of seasonal changes: In autumn the grasses become *yellow* and dry, while in spring, the grass

turn green. And in daily life we also see that most of the fruits turn from *green* to *yellow* when getting ripe. Such is what a human perceives in daily experiences. Thus, change of time is defined in terms of color, i.e. AGE IS COLOR. Then in (6b), the expression *rán-lǎo* (人老 *person old: one grows old*) is paralleled with *zhū-huáng* (珠黄 *pearl yellow: the accessories turn yellow because they are well-worn.*) Here *lǎo* (老 *old*) and *huáng* (黄 *yellow*) form a pair of synonyms. Similar to the state that a human grows old or *lǎo* (老 *old*), her accessories *zhū* (珠 *jewelry*) are worn out. Metaphorically, The *yellowness of something* indicates that the best time (especially referring to one's youth) has gone forever. These examples manifest a habitual Chinese way of thinking that *yellow* is a color associated with the concept of oldness while *green* is a color related with the concept of youth. The color *huáng* (黄 *yellow*) in (6)a and b stands contrast to *lǜ* (绿 *qing*) in ancient Chinese, indicating different periods of time: *lǜ* (绿 *qing*), *the color for something newly born*, is then associated with somebody who is young, while *huáng* (黄 *yellow*), *the color for something well grown but fading in vitality*, is related with somebody old, as shown in the following correspondences:

The color metaphor: AGE IS COLOR

Correspondence: difference periods correspond to different shades of color

A person corresponds to a leaf

Something new or somebody young corresponds to *lǜ* (绿 *green*)

Something old or somebody old corresponds to *huáng* (黄 *yellow*)

In this sense, the metaphor AGE IS COLOR entails two sub-metaphors: YOUTH IS GREEN and OLDNESS IS YELLOW. YOUTH IS GREEN can be found in English, but not its opposite.

In ancient Chinese, there was no distinction made between the color *blue* and *green*. Both colors were terms as the color term *qīng* (青 *qing*), as in the examples like *qīng-tiān* (青天 *qing sky*), *qīng-cǎo* (青草 *qing grass*), etc. And in the expressions like *qīng-nián* (青年 *qing year*), *qīng-chūn* (青春 *qing spring*), *qīng-chōng-sù yuè* (青葱岁月 *qing onion years: the teenage years, the adolescent years*), etc., the color term *qīng* (青 *qing*) is thought to refer to green only. The color terms *huáng* (黄 *yellow*) and *qīng* (青 *qing*) form a pair of color contrast to refer to different periods of time. Thus in the color metaphor AGE IS COLOR, the correspondences are changed accordingly:

The color metaphor: AGE IS COLOR

Correspondence: difference periods correspond to different shades of color

A person corresponds to a leaf

Something new or somebody young corresponds to the color *qīng* (青 *qing*)

Something old or somebody old corresponds to the color *huáng* (黄 *yellow*)

Here the metaphor AGE IS COLOR entails two sub-metaphors: YOUTH IS QING and OLDNESS IS HUANG. Colors *huáng* (黄 *yellow*) and *qīng* (青 *qing*) form a pair of color contrast, referring to different periods of time.

(7) a. 以前, 农业社会时期, “青黄不接”是常事, 秋收时期粮食多、收入多, 但在春夏时期则没有……(In the past, in the era of agricultural society, it was common to be in temporary shortage of food. During the harvest season there were more crops and more income while during the spring and summer there was not.) (CCL)

b. 当前, 中西医结合高层次骨干队伍面临着青黄不接的危机, 这个问题应引起我们足够的重视。(At present the shortage crisis of cadres who are expert at the combination of Chinese traditional and Western medicine should deserve our full attention.) (CCL)

(7a) presents the literal meaning of the expression *qīng-huáng-bùjiē* (青黄不接 *qing yellow not connected*): *qīng* (青 *qing*) refers to the period when the crops are not mature or ripe; *huáng* (黄 *yellow*) refers to the period when the crops are already mature enough to yield. Thus, based on such cognition, *qīng* (青 *qing*) is thought to be associated with immaturity while *huáng* (黄 *yellow*) is related with maturity. (7b) shows the metaphorical understanding of *qīng-huáng-bùjiē* (青黄不接 *qing yellow not connected*): there is a shortage of young cadre who can take the place of the old cadre. In practical use, *qīng* (青 *qing*) and *huáng* (黄 *yellow*) show different tendency in word construction. *huáng* (黄 *yellow*), as the opposite to *qīng* (青 *qing*), either appears in the combination with *qīng* (青 *qing*), or occurs in the expressions like ‘*rán-lǎo-zhū-huáng* (人老珠黄 *person old pearl yellow: an old person*)’ and ‘*huáng-lián-pó* (黄脸婆 *yellow face wife*)’. As shown above of the same section, when the color ‘*huáng* (黄 *yellow*)’ stands as the opposite to the color ‘*qīng* (青 *qing*)’, it means old age. Comparatively, *qīng* (青 *qing*) is more productive. More examples are shown in (8) as follows.

(8) a. 唯一的遗憾是我老了, 而且还在变老, 不复返的是宝贵的青春。(The only regret is that I am old, and I am getting old. What was gone is the precious youth.) (CCL)

b. 他说他也感到了温暖, 能从我的身上感受到一股强烈的青春气息, 这种气息仿佛昨日时光中似曾相识的再现, 但是他不敢奢望。(He said he also felt the warmth, and he could feel a strong breath of youth in me, which to him was like reoccurrence of yesterday's familiar images, but he would never dare to have) (CCL)

c. 面对这些情况, 教师应该采取适当的方法进行青春卫生和性知识教育。(In the face of these situations, teachers should take proper measures to conduct adolescence health education and popularize sexual knowledge) (CCL)

d. 添加青年的例子

- e. 我们希望, 此文能对促进企业关注青工学习技术和激发青工钻研技术, 起到有益的借鉴作用。(We hope this article can have some beneficial reference for promoting the enterprises to pay close attention to the young worker's skills learning and intensive study.) (CCL)
- f.这些身处异地的上海知青唯一揪心的, 是自己的子女在读书和就业上所面临的诸多困难。(...The only thing making those displaced educated youths anxious was the numerous difficulties in schooling and employment their offspring were facing.) (CCL)
- g. 如果失败会使你损失惨重, 或者使你烦躁不安, 你就会像一个楞头青一样遇到什么不如意的事情就打电话找律师提起诉讼.....(If failure cost you a heavy loss, or made you restless, you would call the lawyer and file a lawsuit, just as a rookie teenager did when in trouble.) (CCL)

In practical use, *qīng* (青 *qing*) can be an independent unit to combine with lexical items such as *qīng-nián* (青年 *qing year*), *qīng-chūn-qī* (青春期 *qing spring period*), as shown in (8). In (8)a and b, *qīng-chūn* (青春 *qing spring*) literally means that the youth is like the spring often in the color of *qing*. There is a famous Chinese saying that *yī-nián-zhī-jì-zài-yú-chūn* (一年之计在于春 *Spring is the beginning of a year*). Cognitively, *qīng* (青 *qing*), combined with *chūn* (春 *spring*), means the tender years of one's life. In (8c), *qīng-chūn-qī* (青春 *qing spring*) presents the literal meaning *green spring period*, known as the period which starts at the age of 11 or 13. Thus it is not difficult to understand the idiom *qīng-chūn-nián-shào* (青春年少 *qing spring year little*) which stresses the freshness and innocence of youth. The expression *qīng-nián* (青年 *qing year*) literally means the immature age, i.e. the period when everything is still *qing* and *fresh*. It refers to the youth who are at the immature years of life.

What's more, *qīng* (青 *qing*) can be an abbreviation of *qīng-nián* (青年 *qing year*), as in expressions like *qīng-gōng* (青工 *qing worker*) in (8e), *zhī-qīng* (知青 *knowledge qing*) in (8f), *lèng-tóu-qīng* (楞头青 *reckless qing*) in (8g), etc. Then *qīng-gōng* (青工 *qing worker*) refers to the abbreviation of *qīng-nián-gōng-rén* (青年工人 *qing year worker*) and *zhī-qīng* (知青 *knowledge qing*) is an abbreviated form of *zhī-shí-qīng-nián* (知识青年 *educated qing year*). *Zhī-qīng* (知青 *knowledge qing*) is a by-product of a particular historical era in Chinese history, "referring to secondary school graduates who were sent to the countryside for reeducation during the Cultural Revolution (1966-1976)". (Hui Yu 2004: 2093)² In the example of (8g), *lèng-tóu-qīng* (楞头青 *reckless qing*), also called *lèng-tóu-qīng-nián* (楞头青年 *reckless qing year*) vividly describes a young man who is not experienced and sophisticated.

V. CONCLUSION

Comparing metonymical and metaphorical extensions of color to age, it is evident that more basic color terms are involved in Chinese than in English.

In addition, Chinese has opposite colors pairs metonymically or metaphorically for age, which is rarely seen in English. For example, seen from the contrastive color pairs like *qīng* (青) and *huáng* (黄 *yellow*), *lǜ* (绿 *green*) and *huáng* (黄 *yellow*), *huáng* (黄 *yellow*) and *bái* (白 *white*), *qīng* (青 *black*) and *bái* (白 *white*), *hēi* (黑 *black*) and *bái* (白 *white*), etc., the Chinese are more likely to conceptualize age in terms of colors than the English peers.

Metonymies:

BLACK HAIR STANDS FOR YOUTH, WHITE HAIR STANDS FOR OLDNESS
 BLACK HAIR STANDS FOR YOUTH, GREY HAIR STANDS FOR OLDNESS
 YELLOW HAIR STANDS FOR YOUTH, WHITE HAIR STANDS FOR OLDNESS
 YELLOW HAIR STANDS FOR OLDNESS
 YELLOW FLOWER STANDS FOR YOUTH
 RED CLOTHING STANDS FOR YOUTH
 BLACK CLOTHING STANDS FOR YOUTH

Metaphors:

YOUTH IS GREEN, OLDNESS IS YELLOW (PEOPLE ARE PLANTS)
 YOUTH AND INEXPERIENCE IS QING, OLDNESS AND EXPERIENCE IS YELLOW

This is not a total list of color conceptualization in Chinese. For example, both Chinese and English have conceived gray hair as a symbol of old age, green symbolizing youth based on embodied experience. Such common conception manifests that both languages conceive color as a distinctive property of objects, which entails COLOR IS A DISTINCTIVE PROPERTY OF ORGANISMS. Here organisms is a broad term which includes people, plants, animals and things. The only difference lies in the fact that Chinese has more diversified color conceptualization of age in terms of color than English.

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Code-switching Analysis in TCFL Classroom from the Perspective of Sociolinguistics

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Abstract—With the increasingly frequent international exchanges and cooperation, bilingualism and multilingualism have become a common social phenomenon. Along with this social trend, sociolinguistics, was once regarded as a marginal and small branch of linguistic research, which has been paid a growing number of attention from linguists and scholars in this field in recent years. Code switching is a central topic in sociolinguistics. In the past few decades, a large number of scholars have done a lot of research about code switching from articles, journals and books. Although many achievements have been made in code conversion in recent years, little work has been done in teaching Chinese as a foreign language. With the rapid development and immaturity of teaching Chinese as a foreign language, it is only in a marginal position in teaching methods and foreign language teaching research system. Based on linguistic theory, this paper analyzes the causes and functions of code switching in foreign Chinese teachers' classroom teaching by observing the phenomenon of code switching in foreign Chinese teachers' classroom teaching and conducting follow-up interviews with teachers and students after class. The results show that teachers can help students to accept new knowledge more effectively and they highlight the key points and difficulties in class, so teachers play an important role in improving the teaching quality. In addition, the conclusion reflects the actual situation of teaching Chinese as a foreign language to a certain extent, and provides a reference for improving the teaching ability and classroom teaching effect of foreign Chinese teachers.

Index Terms—code, code conversion, teaching Chinese as a foreign language, sociolinguistics

I. INTRODUCTION

This part mainly introduces the background, objectives, significance, questions, and structure of the research.

A. Research Background

Code conversion defined by Myers-Scotton (1993) is the use of two or more languages in the same conversation, usually in the same conversation, or even in the same sentence at the turn. So far, a lot of research has been done by scholars and it has happened in different fields. As a research field, it has rich and diverse literature, including research based on various theoretical models and research methods. Transcendence is also known as code mixing and is defined by Liebscher (2005) as "systematic use of two languages or language variants in a single conversation or discourse". It is common in many bilingual environments, such as the SL / setup FL classroom. And classroom code conversion is a very complex language phenomenon, it is not only similar to code conversion in bilingual society, but also unique in model. Further research is needed to go beyond TCSL (using Chinese as a second language) to play an important role in TCSL. Based on the study of code switching in second language acquisition, this paper aims to explore the current situation of code switching in TCSL classroom and analyze its causes. Furthermore, both teachers and students use code switching provide valuable advice for the research in the future.

B. Objectives and Significance of the Research

In fact, code conversion takes place between teachers and students start at the same time, which show different characteristics and functions as a consequence. So it is completely necessary to observe and study these two situations in real time to reflect the actual problems in the classroom. This study will be based on the reality of classroom observation to overcome the above shortcomings. Code conversion is an essential part of TCSL teaching. Some scholars have studied these aspects recently, but they only focus on one direction, such as teacher code conversion or student code conversion. This paper extends the research filed to two aspects, namely, both teachers and students use code conversion in the meantime, then investigate and analyze the different reasons and functions of code conversion, which can better enrich the training contents of TCSL teachers and improve the quality of training and professional level. In the long run, the results of the research can help to ensure high quality teaching.

This study is of great importance because it outlines interesting phenomena of language and social transcendence, especially in TCFL classroom settings. As a novel concept, TCFL itself has not been fully studied by scholars or educators so far. And this study pays special attention to code conversion in TCFL, which can be used as an appropriate perspective to explore TCFL.

C. The Questions of the Research

Although there are many researches on code switching in English environment, there are few researches on TCSL settings. In order to study the current situation of code switching in TCSL, both teachers and students discuss the functions and reasons of code switching, hoping to clarify the research of teacher talk in this field. The purpose of this study was to answer the following questions:

- (1) Is there code switching in TCSL classroom? If so, what is their attitude?
- (2) What are the reasons why teachers switch passwords in TCSL class?
- (3) How does the teacher's undefined code conversion match the students' undefined expectations and the situation in which code conversion should be used?

D. *The Structure of the Research*

This paper is composed of five parts: part one, it's about introduction; part two, it's literature review; the third part is methodology; part four is result analysis and discussion; the last part discusses conclusion and implications to teaching Chinese as a second language.

II. LITERATURE REVIEW

This part mainly introduces the definition of code and code switching. In addition, it also discusses the research of code conversion, including foreign research and domestic research. Code switching in TCSL classrooms is also included.

A. *Definition of Code and Code Switching*

1. The Definition of Code

In some sociolinguistics reference books, code is usually used as a neutral word to represent any sign system of human communication. It can be a language, dialect, linguistic form or registered form according to Crystal, D. and Michael Aceto (2012). It emphasizes that the language system, as an abstract code, is composed of its meaning loaded components. These components have different expressions in different styles, registration methods and even different social groups.

2. The Definition of Code Switching

Different researchers put forward different definitions according to their own understanding about code switching. In the field of linguistics, Uriel (1953) lays a fundamental base for the code-switching research through his book *Language in Contact: Findings and Problems*. Haugen (1956) defines the term "code-switching." It refers to the phenomenon that bilingual speakers in the discourse use some completely unfamiliar vocabularies of another language." According to the USA linguist Myers-Scotton (1993), the definition of code switching refers to the variants of two or more languages used in the same dialogue or talk. Code switching is a policy for specific communication settings. For example, Trudgill (1986) holds that code-switching occurs when communicators switch their codes for meeting pragmatic needs. Verschueren (2000) points out that code-switching which refers to the alternation of languages or language variations, and it is an extremely popular language strategy especially in oral communications. Hudson (2000) makes a point that sociolinguistics explores the relation of society and language and classify the study of sociolinguistics into the category of linguistic study.

B. *Approaches to Code Switching*

Code switching, as the core part of bilinguals discourse, has been studied in detail from different perspectives since 1970s, namely, the sociolinguistics approach, the grammatical approach, the psycholinguistics approach, the discourse—analytic approach and the pragmatic approach.

C. *Researches on Code Switching*

1. Overseas Research

In recent years, there are more and more researches on code transformation in language classroom environment. However, the code conversion study in the classroom is different from the code conversion study in other places, because the school is an institutional environment, and the goal of the teacher aims to educate students and students are able to learn the second language/foreign language, such as Chinese.

As a common phenomenon in language contact, code switching, scholars began to paid attention to it in the 1920s in foreign countries. However, it did not attract wide attention from scholars at that time. Since 1970s, it has been widely concerned in western academic circles. From the perspective of research, code switching can be classified from the perspectives of grammar, sociolinguistics, psycholinguistics and pragmatics.

From the perspective of grammar, Poplack (1980) proposed that the alternation of two languages is not a random behavior, but it is controlled by free morpheme constraint and equivalence constraint. The study of code switching from the perspective of grammar interprets some features of code switching at the syntactic level. However, its interpretation that is usually based on English and other western language systems, which is not fully applicable to the study of Chinese-English code switching. The study of code switching from the perspective of sociolinguistics focuses on the relationship among social factors such as national identity, background, gender, age, social economic status, and explores the social motivation of code switching. Gumperz (1982) proposed situational code switching and

metaphorical code switching, among which Myers-Scotton's (1993) markedness model theory is a prominent representative.

From the perspective of psychology, this paper mainly discusses the specific language ability and psychological activities of code switching. This kind of research is often combined with social linguistic perspectives, especially the accommodation theory proposed by Giles & Clair (1979), which is mainly used to explain the influence of psychological motivation and emotion on verbal communication strategies. From the perspective of pragmatics, researchers (Yu Guodong, 2000; Stell, 2012) believe that code switching originates from people's adaptation to long-term successful communication, and they pay more attention to the dynamic characteristics of language, which is also the research perspective of this paper.

The motivation of code switching has been a hot topic in academic circles. In recent years, foreign researchers have conducted a series of surveys from business contacts, online communication, classroom teaching and other scenarios (Myslin & Levy, 2015; Aichhorn & Puck, 2017). It can be seen that foreign scholars have broadened their research fields.

2. Domestic Research

With the enhancement of China's comprehensive vitality, China's influence on the world is growing. More than 60 Confucius Institutes have been established in more than 30 countries and regions around the world. A growing number of people in the world choose to learn Chinese. Since 2002, China has successfully held many "Chinese Bridge" competitions, which has become an important platform for international college students to learn Chinese as well as its splendid culture. All these clearly show the irresistible trend of teaching. Therefore, it is of great significance to study TCSL.

As an important part of TCSL, code switching plays an indispensable role in influencing learners' uncertain Chinese acquisition. Compared with foreign countries, the research on code switching in China started relatively late. Wang Dexing (1987) first introduced the theory of code switching in his article "review of code switching". Most of Chinese scholars focus on bilingualism. With the development of society, the research trend has changed from static to dynamic.

In terms of theory, code switching in China is interpreted from the perspective of sociolinguistics and syntax, which is the same as that of foreign countries. Although code switching began to enter the field of vision in the late 1980s, scholars have carried out research from the perspectives of pragmatics, systemic functional linguistics, syntax, social psycholinguistics, cognitive linguistics and second language acquisition, and they have made great achievements. The research contents include not only the macroscopic summary, but also the pragmatic value, syntactic structure, social function and neural cognition specific research on knowledge (Cheng Wei, 2013; Wang Lin, 2014; Fan Lin, Lu Zhi, 2015; Sun Mingming, Tong Minqiang, 2016). In the field of foreign language education, most of the researches focus on the code switching of teachers in foreign language teaching, such as what kind of language teachers should use and its impact on teaching, while the research on code switching of extra-curricular English learners is relatively less. During the research on English learners, young foreign language learners, especially children in primary education stage, have attracted more attention, and classroom observation research is more than extracurricular investigation research (Qian et al. , 2009; Sampson, 2012; Crutchley, 2015).

In general, most of the researches on code switching in China are based on foreign theories and combined with the specific situation in China. Although there are more case studies on code switching in recent years, the depth of research needs to be further deepened, and new discoveries and theories are still lacking, which need to be further strengthened in the follow-up studies.

D. Code Switching in the Classroom of TCSL

With the rapid development of China's economy and the deepening of education reform, more and more foreigners come to China to learn Chinese. At present, there are more than 25 million foreign students learning Chinese in the whole world. In recent years, the number of foreign students who have completed their studies in China has increased dramatically. As a second language teaching, Chinese has become an important part of Chinese middle school and higher education. Besides, it is an important way to spread Chinese culture across the globe. And it refers to the natural language used by Chinese teachers as a second language to achieve communication purposes and complete teaching tasks. Furthermore, classroom language and teaching are included. So we must know that the classroom language is not the mother tongue of foreign students or other language media, but the target language of second language learners.

III. METHODOLOGY

A. Objective of the Experiment

Language is a teacher's professional tool, and language ability is the primary condition for them to complete teaching. Teachers ask for the successful implementation of the teaching plan and the information available to students. The teaching conversion of Chinese as a second language in classroom is a kind of code conversion in special language environment. This paper makes a further analysis of teacher talk through classroom observation and interview, including the language code conversion from Chinese to English used in classroom organization. As a second language, the purpose of English is to put forward reasonable suggestions through the observation and analysis of teacher talk in Chinese teaching and second language teaching, so as to improve teachers' level.

B. Experimental Methods

The scope of this paper is from the theoretical form of teacher code conversion, discourse to empirical research, to explore the current situation, characteristics, existing problems and causes of teacher code conversion in teaching classroom. In view of these problems, this paper puts forward some effective suggestions to guide foreign language teaching and improve the teaching quality of Chinese as a second language teaching classroom, and puts forward some suggestions. In the classroom teaching of Chinese as a second language, the code conversion is effectively realized and the teaching function is realized to some degree. The basic ideas of this study can be summarized as follows: theoretical form, case study, proposals and implications.

C. Class Observation

This study compares and analyzes the situation and characteristics of the two groups of teachers. Due to the uncertainty of teacher talk and lack of teaching experience, more attention is paid to the characteristics of experienced teachers' discourse. Finally, it summarizes the characteristics of teachers using Chinese as a second language in class.

1. Subject

This study is based on the investigation of Beichen Bilingual School in Shanxi Province. Among some teachers who teach Chinese as a second language, four teachers have been selected, and their classroom language is regarded as the experimental object of learning in Chinese teaching. They are all front-line workers engaged in Chinese as a second language teaching, and regard teachers undefined classroom discourse as the object of study, because they can best represent the linguistic characteristics of Chinese as a second language. The four teachers were divided into two groups: the first group was composed of two teachers, a man and a woman, both aged 30 and under, who taught TCSL for only three months. To facilitate their description in the paper, they were marked as Te1, Te2; Group II and made up of one male and one female teacher, they are between 30 and 40. What's more, they have been engaged in teaching Chinese as a foreign language for many years and have rich teaching experience. In order to carry out the research more accurately, they are marked Ti1 and Ti2 respectively. In this paper, many studies have shown that the characteristics of input language are greatly influenced by the speaker's uncertain experience of the same discourse. Therefore, the teaching content of the experiment in this paper is the same. The premise of the experiment is confirmation. Every test teacher, they use standard language expressions, accurate pronunciation, fluent but moderate speed, and no grammatical errors. All of the above factors can provide standard and specified language input for international students. The information of the four teachers in the study is shown in table 3.1.

TABLE 3.1
DEMOGRAPHIC INFORMATION OF THE EXPERIMENTING TEACHER

Group	Teachers	Sex	Age	Teaching Age
Group1	Te1	Male	28	3months
	Te2	Female	26	3months
Group2	Ti1	Male	35	5years
	Ti2	Female	37	8years

1. Procedures

(1) Classroom recording. As an observer, the author enters the classroom and selects a corner position to observe the overall situation of the classroom. The recorder is placed on the table in front of the author and can be manipulated by the author. In most cases, the recorder is placed close to the teacher to record the teacher's conversation more clearly and complete the recording successfully. The recording time of each teacher is two cycles, namely 90 minutes.

(2) Converting the recording into written language. This step is to use Chinese as a second language to teach the recording materials in the recording materials.

(3) Statistical analysis. The experimental corpus is adopted and collected through the conversion of the teacher's classroom recording when the test teacher converts the classroom teaching into a second language course into a written text. They have four Chinese teachers. They are marked Te group and Ti group. Their teaching scripts were used as guidance samples for research. The effective data collected by SPSS and Microsoft Excel 2003 software, which show that this method can reduce errors to some extent, but it is time-consuming and not suitable for large-scale corpus collection. However, for small sample studies, the situation is very good

IV. RESULT ANALYSIS AND DISCUSSION

Feedback on teacher talk, including evaluation and expectation, is an important part of teacher talk research. We are based on the way that learners observe teachers and hope to achieve expectations.

A. Analysis of Classroom Observation

The number of code conversions about teacher talk is not the most critical factor affecting the results of classroom interaction. Instead of it, the results of classroom interaction depends on the circumstances. From the classroom observation results of Chinese as a second language teaching, we can draw a conclusion, the teacher-centered classroom teaching mode has been greatly expanded. In the two experimental groups, the input of teacher talk is very large.

Obviously, teacher talk is dominant. This is mainly based on the current situation of primary school students' uncertain Chinese level, teachers may pay more attention to the teaching of new words and grammar points so as to promote the accumulation of new knowledge and prepare for the next learning state. There is no doubt that this method is extremely effective. Finally, it is the difference between the two groups. Classroom teachers are the quality of teachers' discourse, which is the second language to promote Chinese teaching.

B. Amounts of English Code Switching in Teachers' Discourse

According to the records, the author calculates the ratio of teacher dialogue, student conversation and teacher code conversion in two periods of the class. The results are shown in Table 4.1.

TABLE 4.1
THE AMOUNTS OF TEACHER'S TALK, STUDENTS' TALK AND TEACHER'S CODE SWITCHING IN PROPORTION

Group	Teachers	Time (minute)	Teacher's Talk		Student's Talk		Teacher's Code Switching	
			Times	Percentage	Times	Percentage	Times	Percentage
Group1	Te1	90	68	75.6%	10	11.1%	12	13.3%
	Te2	90	67	74.4%	8	8.9%	15	16.7%
Total	Group1	180	135	75.0%	18	10.0%	27	15.0%
Group2	Ti1	90	54	60.0%	13	14.4%	23	25.6%
	Ti2	90	53	58.9%	15	16.7%	22	24.4%
Total	Group2	180	107	59.4%	28	15.6%	45	25.0%

It can be seen from the data reflected in table 4.1 that the proportion of inexperienced teachers in Te team and experienced teachers in Ti team is mainly 50% - 80% in the whole classroom discourse. There was no significant difference in the number of teachers between the two groups ($t = 0.64$, $P < 0.01$). T and P mean the data obtained from the comparison. If $t > 0.05$, then if $P < 0.05$, the statistical data we input shows that the experimental data is positive distribution. There are more important cases to reveal the problem of teacher code switching in Chinese teaching as a second language. Teachers' undefined Te2 texts are the least, accounting for 55.6%, and teachers' code switching is the most. This shows that teachers can mobilize students' uncertain enthusiasm and improve teaching quality through Chinese English code conversion in class. In Te1's line 1, the number of students is 11.1%, while in Ti1's line 1, the number of students is 14.4%. From both Te and Ti groups, it can be found that the number of students is not high. In class, the average number of students in each group was 13.35% and 15.55% respectively, this requires that students need to consciously perform code-switching to improve their abilities. In class Ti2, students scored the highest and it accounts for 16.7%. However, in Te2 classrooms, the minimum percentage of students is 8.9%, which is lower than the number of teacher code conversions in Te2. This shows that experienced teachers can call the vulnerability code correctly to better mobilize students to actively learn Chinese so as to optimize learning effect. In conclusion, as long as teachers and students use code switching consciously in the classroom, bilingual ability can be improved.

V. CONCLUSION AND IMPLICATIONS TO TCSL

This part mainly discusses the conclusions and findings of the paper. In addition, some research findings are also presented. In addition, it also brings some enlightenment to TCSL.

A. Conclusion

Language is the product of society and complex social phenomena, especially all open systems. However, language connections are more complex. Contact occurs in communication between users in different languages, as well as in the voice of users. With the continuous improvement of China uncertain national strength and international status, the number of Chinese students studying in China is increasing. However, it has become an important task for TCSL teachers to guide international students to learn Chinese as soon as possible and master the basic knowledge of Chinese. With the rise of sociolinguistics and psychology as well as the development of modern teaching technology, TCSL has made many unique and innovative achievements in China. Through classroom observation, qualitative and quantitative analysis of code conversion phenomenon is necessary. The research results are summarized as follows:

First of all, the purpose of Chinese English code conversion should be used in time and correctly. TCSL teachers should meet the teaching needs and achieve the teaching objectives so as to achieve the purpose of classroom communication and interaction.

Secondly, using code switching in class is a good reflection of foreign language knowledge. This will help teachers to establish a better image of teachers among students and enhance students' uncertain confidence in learning Chinese.

Thirdly, for teachers, the effective use of code conversion in the classroom is a useful teaching method, which can improve the active communication between teachers and students.

Finally, in the teaching process, teachers should clearly point out that the ultimate goal of TCSL to train students with certain Chinese knowledge and enable them to communicate successfully in Chinese. So when the teacher speaks Chinese, the principle of integrity and appropriateness should be followed in English code conversion. It is also necessary to take advantage of this trend to let students know that code conversion is the teaching method at the primary stage of TCSL, not the teaching goal. With the students' mastery of Chinese knowledge and the gradual improvement of

language proficiency, the phenomenon of code conversion used by TCSL classroom teachers will gradually decrease.

B. Findings of the Paper

The study of code conversion in Chinese as a second language classroom teaching is of great practical value for evaluating the teaching effect of teachers and improving the teaching of Chinese as a foreign language. As a TCSL teaching method, the teaching of Chinese as a second language is an important contribution to foreign language teaching. Therefore, in this part, the author analyzes the causes of these problems according to results. At the same time, learning from the international learning experience of some developed countries, the corresponding improvement measures are put forward to further strengthen the research on teaching theory and teaching policy, and promote the sustainable development of communication and understanding. Only in this way, can we switch between Chinese and English as easily as possible.

C. Implications to the TSCL

According to the questions raised by the authors in the first part, the experiments have been analyzed in detail. The answers to these questions can be concluded from two aspects: For one thing, there is a phenomenon here that students still convert Chinese into English in TCSL class, and it plays a very important role in Chinese class. For another, as a new teaching method, learning conversion has been widely accepted by modern language teachers and students. There are many reasons for teachers to convert code in TCSL class. The author will make a detailed analysis from the following theoretical basis for the current actual situation.

In TCSL class, teachers use code conversion according to objective and subjective factors. In order to adapt to classroom communication and achieve the purpose of teaching, teachers sometimes do some functional code conversion. In terms of code conversion, the appearance of function effect has objective and practical significance. It plays an active and positive role in filling the language gap and reducing the communication between teachers and students.

First of all, language is a social phenomenon, it has different functions. The realization of language function is embodied in the choice of language form. Code switching in classroom discourse can not only express some concepts, but also express different interpersonal meanings.

Secondly, metalanguage is a language related to language. It can mark and evaluate the target language and target information. Transcendental functions are used in metalanguage, usually between sentences. Especially in the context of vocabulary usage, grammatical structure and cultural value in the second and first language phase. When teachers translate Chinese into English, they usually express similar expressions between Chinese and English, and then explain their meaning and usage in Chinese and English respectively. Through this comparison, students can easily grasp the learning content.

Thirdly, code switching is a strategy or means that people use in language communication. The user's undefined motivation is hidden behind. The reason why people do not define conscious code conversion is limited by some social factors and some subjective motives of language users. Therefore, for the establishment of teachers and students and the analysis of a variety of consistent classroom code conversion interpretation, researchers should combine the so-called environmental factors of different languages to switch their linguistic codes. Besides, in future research, researchers can learn from the limitations and deficiencies of this study, and make the results more reliable in terms of framework selection, method design and result analysis. Only in this way can students' English ability be developed in an all-round way.

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An Examination of Corrective, Reflective, and Rule-based Feedback in Chinese Classifier Acquisition in a CALL Environment

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Abstract—To facilitate effective learning in a computer-assisted language learning (CALL) environment, it is essential for the system to aid learners to not only pinpoint correct answers, but also identify the right process of learning so as to efficiently overcome various levels of difficulty with optimized practicing items. This study investigates how and to what extent different types of feedback from the CALL system may promote the grammatical knowledge learning for L2 learners of Chinese. Students in the Elementary Chinese program at the Carnegie Mellon University participated in the experiment of the computer assisted language tutoring for learning Chinese classifiers. Three kinds of feedback, namely corrective feedback, reflective feedback, and rule-based feedback, were designed and the relative effectiveness of each on the learning of the planned grammatical knowledge was assessed with pre and posttests. The results show that participants in the rule-based feedback group surpassed those in reflective and corrective feedback groups in an immediate posttest, but participants in the reflective feedback group outperformed the other two groups in a two-week delayed posttest. It is concluded that reflective feedback can more effectively promote self-explanation and memory retention in Chinese classifier acquisition in a CALL environment. The findings provide important insights for the construction of a dynamic, interactive Chinese learning courseware with adequate task design and optimal feedbacks.

Index Terms—Chinese classifier, corrective feedback, rule-based feedback, reflective feedback, learning retention, optimal instructional design, computer assisted tutoring

I. INTRODUCTION

Design of courseware in a CALL environment has drawn increasingly more attention with the emergence of mobile apps and cloud computing. The CALL platforms have rapidly developed from basic drill and practice programs to today's more dynamic and interactive teaching and learning interfaces accessible from anywhere with internet or wireless coverage. The advancements of technology have also made it possible for CALL to embrace a pedagogy dedicated approach incorporating possibly the learners' metacognitive factors in the courseware design (Colpaert, 2004; Ma & Kelly, 2006; Fischer, 2007; Fan & Ma, 2018). In spite of the multiplying manifestations, the effectiveness of any CALL system is still largely determined by how well it incorporates the theories of second language acquisition (see Chapelle, 1998, 2001, 2005; Colpaert, 2004; Fischer, 2007; Shintani & Ellis, 2013). In particular, feedback from the system plays a significant role in optimizing learning achievement (see, Dick & Carey, 1996; Chapelle 1998, 2001; Mackey, 2006; Vasquez, 2010; Tanaka-Ellis, 2010 for instance). Chapelle (1998) cautioned that CALL research must take learner variables into account. Vanlehn (2006), Tanaka-Ellis (2010) and Cook (2015) also stressed the importance of adding cognitive variables in developing artificial intelligence applications to education. Developing effective CALL materials requires understanding how students learn so that the system's comments and feedbacks will prompt students to construct their own understanding of the subject matter (Vanlehn, 2006). But a critical issue is how the learner may take advantage of feedbacks to refine their cognitive skills.

In a computer learning environment, effective feedback directs learners' attention to the key components of linguistic features (Chapelle, 1998; Hattie & Timperley, 2007), so that such features can be further transferred into long-term memory and learning effectiveness can be enhanced. Ineffective feedback could, on the other hand, distract attention, and hence disrupt the learning process. From the metacognition's point of view (see Moses et al., 2001; Chamot, 2005, for instance), mere exposure or declarative instruction is not enough to help the learner master the knowledge. The learning result would be maximized when the learner is engaged as much as possible in the learning activity. And adequate feedback is one of the most powerful means to enhance the learners' engagement (Mackey, 2006; Brunit et al., 2000). For recent studies addressing the significance of engagement and adequate feedbacks in language acquisition, one can refer to Toyoda and Jarrison (2002), Sun (2009), and Yang (2011), for instance.

Based on the existing models such as connectionism and metacognition (see, for instance, Broeder and Plurkett (1994) and Bassor (1990), for connectionism; and Moses et al. (2001), for metacognition) justifying the importance of feedbacks in enhancing the learning process, we sought to compare the effectiveness of three types of feedbacks in terms of facilitating the learning of Chinese classifiers under CALL environment. One of the key findings is that

reflective feedbacks are more effective for enhancing and retaining the learning achievements in the long run, although rule based feedbacks could be more efficient in intensive learning in short periods. Thus our results will have particular pedagogical significance for dedicated Chinese learners such as college students majoring in Chinese language or those who take regular Chinese courses. The rest of the paper is organized as follows. In section 2, we briefly discuss our research questions and purpose of study. In section 3, we introduce the research methods. In section 4, we present our data analysis and results. In section 5, we summarize the current study and discuss possible future research directions.

II. RESEARCH OBJECTIVE AND QUESTIONS

This study attempts to examine whether active feedback could promote second language learners' long-term retention of Chinese grammatical knowledge. An effective feedback in CALL should cater to the learner's cognitive pattern, engage the learner through various learning tasks so as to assist the learner to internalize the linguistic knowledge. It is hypothesized that learners treated with direct right-or-wrong feedback and rule-based instructional feedback (passive feedback) would be surpassed by learners treated with question-and-answer feedback (active feedback) in the posttests when feedback is withdrawn. One heuristic explanation has to do with the role of working memory: didactic right-or-wrong feedback and rule-based feedback do not successfully attract the learner's attention, while the reflective feedback more actively engages the learner in the learning process which facilitates knowledge retention in the long-term. Three types of feedback (reflective feedback, rule-based feedback, and corrective feedback) were investigated in terms of how effective they are in promoting Chinese classifier learning. Specifically, the following research questions were proposed:

1. Which type of feedback will optimize the learning result of Chinese classifier learning in a CALL learning environment?
2. Does reflective feedback yield better learning results over rule-based and corrective feedback in the long run?
3. Which type of feedback could contribute to improve the learner's metacognitive awareness?

III. METHODOLOGY AND PROCEDURES

A. Subjects

Eighty-two adult learners enrolled in the Elementary Chinese course in the Carnegie Mellon University participated in the study. By the time of test, all subjects had successfully completed the first eight chapters of the Elementary Chinese textbook (Wu, et al., 2006). The grammatical topic of classifier is part of the curriculum for the elementary level learners. All subjects had learned, by the time of experiment, the basic concept of how classifiers should be used in Chinese, but the sets of classifiers used by the computer training program had not been taught to the subjects yet.

The experiments were run in a computer cluster in the Psychology Department at the Carnegie Mellon University. Participants were all registered students in the course Elementary Chinese. But since the data collector could not know in advance the exact number and detailed background information of the participants, they could not be evenly assigned to different types of treatment groups prior to the experiment. As a result, group assignments were done on the spot right before the experiment. The students were randomly and evenly assigned to three groups treated with different types of feedback.

The total number of participants was 82. To eliminate the influence of prior knowledge acquired through heritage background or other Chinese language acquisition sources, not all subjects' results were included in the ANOVA analysis. Based on language background survey and pretest results, the final numbers of subjects distributed to each type of treatment groups are: the corrective-feedback group ($N = 14$), the reflective-feedback group ($N = 20$), and the rule-based-feedback group ($N = 20$).

B. Tasks and Materials

1. Grammar topic – Chinese Classifier

The Chinese classifier, which is highly frequently used, is one of the special features of the Chinese language. When denoting the number of entities, the number alone cannot function as an attributive but must be combined with a classifier inserted between the number and the noun it modifies. For example,

Numeral	Classifier	Noun
yī 一 (one)	běn 本	shū 书 (book)

English also makes limited use of classifiers, such as “pieces” in “three pieces of paper”. However, in Chinese, their use is much more pervasive (Sun, 1998, Zhang, 2007).

The Chinese classifier is chosen for the study because this grammar point is unfamiliar to Chinese learners with various language backgrounds so that syntactic transfer from learners' first language can be avoided. Similar to the usage of English preposition, there are certain rules governing which specific classifier to apply before certain category of nouns, although sometimes the correlation between them is not as strong enough as one might straightly deduce (e.g.

一塊黑板, a blackboard). The great number of details are hard to be mastered by a second language learner because the seemingly random associations between the classifier and nouns indeed have internal rules. For example, the measure words 張, 片, and 塊 are used to modify flat-shape objects, and 個, 顆, and 粒 are used to modify rounded objects. The use of classifiers in Chinese language, to a large extent, reflects human's innate cognitive abilities of categorization and generalization. It can be also explained by and understood through the cognitive-based functional model (Tai & Wang, 1990; Loke, 1996; Wu, 1998). In practice, which classifier to use is determined by the perception of the physical attributes of the noun to be classified. Accordingly, the grammatical rules governing the use of the Chinese classifiers are accredited to represent, at maximum likelihood, such perceptions.

In this study, three types of feedback were adapted to examine how feedback may facilitate learners to establish prototypes for various classifiers. Nouns used in this study are all objects commonly found in daily life. They are also objects of various assortments of shapes, sizes, and functions. Four sets of classifiers are selected. They are listed as follows.

Objects			
long-shape	條 [ti áo]	根 [gēn]	枝 [zhī]
flat-shape	張 [zhāng]	片 [pi àn]	塊 [ku ài]
round	個 [gè]	顆 [kē]	粒 [lì]
constructions	座 [zuò]	間 [jiān]	所 [suǒ]

In the experiment, learners watched a picture of a noun, and tried to select a classifier that modifies the object in the picture. While the learner selects a classifier different types of feedback are prompted to suggest if an appropriate classifier is chosen. These different types of feedback are to help learners to identify the mental representations of different objects, build up prototype for objects under the same property, so as to acquire the understanding of different kinds of Chinese classifiers.

2. Background Survey

Participants all filled in a Background information survey. The survey collects mainly the learner's language background information such as nationality, other foreign languages learned before Chinese, family language environment, time of exposure to Chinese. Data of Chinese heritage participants are not included in following data analysis of the study.

3. Tests and Training Tasks of Chinese Classifiers

The training treatment task is preceded by a brief tutorial that demonstrated and explained how to operate the program and all the online features (i.e., functions of different buttons and the built-in dictionary). The learner got used to the program by practicing to select a classifier that modifies the following noun. The program offers a glossary for Chinese and a countdown timer. When placing the cursor on a Chinese word, the English translation can be shown by the built-in online glossary; when pressing the "Control" key as placing the mouse over a Chinese word, the corresponding Pinyin (phonetic annotation) can be shown. A dynamic countdown timer on the upper right corner of the screen shows the remaining time of training. After 30 minutes, a window pops up to remind that time is up, and the learner is forced to end the training session and proceed to the post-test section.

A pretest measuring prior knowledge of Chinese classifiers was conducted before the participants were trained by the computer. The pretest consisted of 20 items of classifiers. They were presented as 8 items of multiple choice exercises and 12 items of drag-and-drop exercises. The purpose of the pretest was to screen off participants with prior knowledge of Chinese classifiers. In the data analysis process, data of participants who correctly answered more than 50% in the pretest (>10 items) were not included into our statistical samplings.

The treatment tasks consisted of three sets of phrases with classifiers indicating one-dimensional (條, 根, 枝), two-dimensional (張, 片, 塊), three-dimensional (個, 顆, 粒) objects in different features and sizes, and one set of phrases with classifiers indicating constructions with different features (座, 間, 所). Each set of phrases consisted of three classifiers. And each classifier was presented six times by modifying six different nouns and with feedbacks suggesting whether an appropriate classifier is selected or not. In order to standardize the experimental condition, the treatment period was confined to 30 minutes. All subjects had to finish the tasks within the time given. Otherwise, the learner would be directed to posttest if time was up.

The computer program offered three feedback options to indicate the grammatical accuracy of an answer, namely, reflective feedback, rule-based feedback, and corrective feedback. The reflective feedback suggested whether the learner's selection was correct, and promoted the learner to think about the correct answer by asking them questions related to features of the classifiers used. For example, if a choice was incorrect, a feedback was prompted with "Not quite... Please consider, is ...?". Then the button "More answer?" invited the learner to discover more features about the classifier. If the students responded affirmatively, another question was shown to elicit more thinking about the question. If the answer was correct, the computer would then affirm the answer by prompting a message: "Correct! The

grammatical phrase is ...". The rule-based feedback indicated if the learner made a correct choice, and displayed the rule for each classifier chosen. For example, if a choice was incorrect, a feedback was prompted with "Not quite... X is used to ..."; and if the answer was correct, the computer demonstrated a prompt: "Correct! The grammatical phrase is ...". The corrective feedback stated whether the learner's choice is correct and presented the correct phrase. For example, if the learner's answer contained any mistakes, the program prompted the message in English: "Not quite... The grammatical phrase is ..."; and if the answer was correct, the computer would display on the screen: "Correct! The grammatical phrase is ...".

An immediate posttest without feedback was administered immediately after the training tasks to the three groups of learners. The posttest consisted of 20 items of phrases, 10 of which were learned during the training phase, and 10 of which were new items. They were presented as 8 items of multiple choice exercises and 12 items of drag-and-drop exercises. The purpose of applying new objects in posttest was to force learners to consciously or subconsciously exercise their judgment in the identification of the object, and test whether the learners were able to generalize the rules just learned.

Participants were encouraged to take notes during the entire experimental period, and they were requested to write comments about the training program, e.g. how they would evaluate the training program in general, how helpful they felt the feedback was, how confident they were about the correctness/accuracy of their immediate posttest answers, and their suggestions on how to teach and learn Chinese classifiers. In the data analysis procedure, these self-report and comments were used to investigate the reasoning process and metacognitive awareness the learners applied in the training.

Two weeks after the data collection through computer, a paper-and-pen delayed posttest was administered during the Chinese class instructional time. The delayed posttest was composed by 20 items of phrases, with all classifiers which had been instructed two weeks earlier. The paper-and-pen test was presented similarly to the computerized test: students were instructed to select an appropriate classifier for a noun, where pictures of nouns were placed above. In addition, both English translation and Pinyin of different Chinese characters were showed on the test package. Purpose of the delayed posttest was to check which type of feedback has long-lasting training effects on learners.

C. Data Collection Procedures

Before the data collection process, this study had been approved by the university IRB office. In addition, immediately prior to the data collection in computer, all the subjects read and signed an assent form, agreeing to participate in the study. The study was administered in the CMU Psychology Laboratory, where there were 16 Dell PCs and 2 Macintosh computers. It was explained in detail to all participants about the tasks prior to the start of each section, by using a projector in front of the classroom. Three methods were used to collect the data: a computer record, a paper-and-pen multiple-choice test package, and a paper-and-pen open-end notes and comments. The program maintained a record of students' feedback selections, and glossary help. Furthermore, the amount of time spent with a particular phrase or time spent between feedback selections was also documented. After finishing the computer exercise, the students were required to write their individual comments on the back of the background survey form.

IV. DATA ANALYSIS

A. Coding and Screening

There were altogether 82 students participated in the study, but 28 subjects were screened off from the sample pool in accordance with the following criteria. The first criterion is pretest score. Subjects who selected more than 10 correct classifiers for the nouns were screened from the data pool, since, according to research custom, 50% is the threshold rate indicating whether a score is the result of random guessing or logical thinking. The second criterion is language background. Data from participants who indicated their mother tongue were Chinese or Chinese dialects were not used in ANOVA analysis to avoid the transfer of syntax. The main reason is that the classifier system is similar across Chinese dialects although there are some variations. According to Downing (1996), Japanese language also boasts a rich classifier system. Ideally subjects who had learned Japanese in the past should not be included. But since most of such subjects indicated that their Japanese were at beginner level only, in this study subjects with Japanese language background stayed in the pool unless their pretest score were above 10. After subject screening, the reliability test is run over scores of immediate and delayed posttest. The Cronbach's alpha is positively 70.3%.

B. Empirical Result

1. Inferential Statistics

A mixed analysis of covariance (Mix ANOVA) was performed on correct classifier scores as a function of feedback types (reflective, rule-based, and corrective) and times of tests (immediate posttest, delayed posttest). The assumption of homogeneity of variance was met by Mauchly's test of sphericity and Box's M test of homogeneity of covariance matrices $F(6, 32757.06) = 0.204, p = .976$. The assumption of normality was met (Table 1).

TABLE 1
TEST OF NORMALITY

Tests	Feedback Type	Shapiro-Wilk W	df	p
Immediate Posttest	Reflective	.985	20	.981
	Rule-based	.923	20	.112
	Corrective	.965	14	.808
Delayed Posttest	Reflective	.959	20	.521
	Rule-based	.963	20	.611
	Corrective	.930	14	.309

However, there were no significant differences on the correct classifier scores among the three feedback types $F(2, 53) = .183, p = .833$, partial $\eta^2 = .007$, and there were no significant differences on the scores between immediate and delayed posttests $F(1, 53) = .564, p = .456$, partial $\eta^2 = .011$.

2. Descriptive Statistics

Although due to the small size of data pool and uneven number in each feedback group, the mixed ANOVA results turn out to be not significant, the descriptive statistics in immediate posttest and delayed posttest show very interesting trend of the three feedback treatments. As seen from the comparison table (Table 2), although the mean score in reflective feedback ($M = 9.60$) was the weakest among the three groups in immediate posttest, its mean score became the strongest one in the delayed posttest ($M = 10.25$) two weeks later. It is even more interesting to find out that the reflective feedback group earned an even higher mean compared with the result in immediate posttest.

TABLE 2
DESCRIPTIVE STATISTICS OF FEEDBACK TYPES IN DIFFERENT POSTTESTS

	Feedback Type	N	Mean	Std. Deviation
Immediate Posttest	Reflective	20	9.60	3.676
	Rule-based	20	10.35	3.884
	Corrective	14	10.00	3.374
	Total	54	9.98	3.626
Delayed Posttest	Reflective	20	10.25	3.567
	Rule-based	20	9.80	3.350
	Corrective	14	8.86	3.348
	Total	54	9.72	3.412

Estimated Marginal Means of Scores

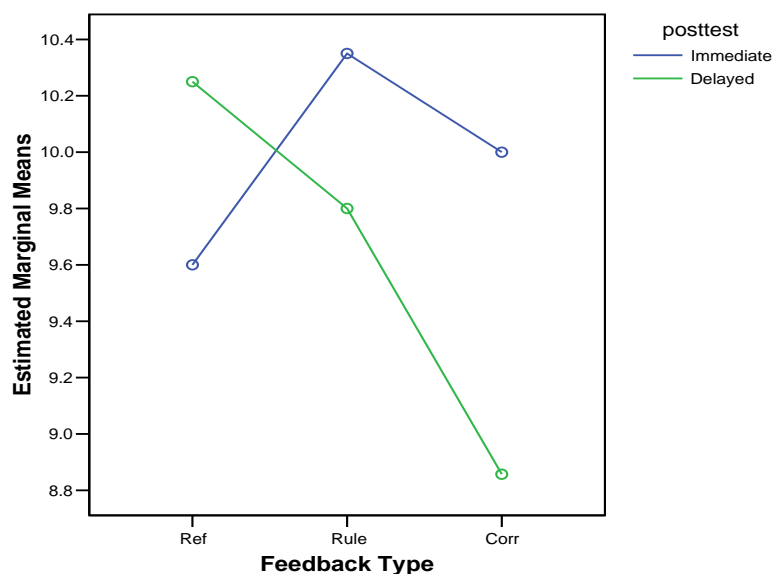


Figure 1: Means of Scores on Different Feedback Types in Two Posttests

The result to some extent shows that reflective feedback does promote long-term retention in the task of Chinese classifier acquisition. Rule-based feedback dogmatically teaches the syntactical rules to students. Since the learner did not actively involve in the learning process, the rules are forgotten relatively soon. However, compared with the

reflective and corrective feedback groups, participants in the rule-based feedback group still show relatively stable performance in the immediate posttest and delayed posttest. Reflective feedback promotes the learner to actively scaffold the syntactic knowledge thus the knowledge is internalized and retained in the memory for a longer time. In contrast, performance of the corrective feedback group dramatically declines. As one possible explanation, students in the corrective feedback group might have relied heavily on rote memory in the immediate posttest. But because the syntactic rules were not well-formed yet, memory of classifiers showed a rapid decay in the delayed posttest.

Correlations between the time participants spent on classifier training and scores of immediate posttest and delayed posttest shed a deeper insight from the data. As indicated by the results from the reflective feedback group, there are significant correlations between the time students spent in the training and the achievements, respectively, in the immediate posttest ($r = .467, p = .038$), and the delayed posttest ($r = .464, p = .04$). This shows that students who are actively engaged in the problem solving process have more successfully inferred and internalized the rules, and thus showed more achievement than others. There also shows a strong correlation between achievement scores and time spent in training under the corrective feedback ($r = .59, p = .026$). The reason should be that although corrective feedback did not provide rules, correct forms of classifiers were supplied to the learner whenever an error occurred. This type of feedback provides learner more exposures of correct usage of classifiers. As a result, rote memory did boost sizable gains in the immediate posttest. But since the rules were not internalized, such gains also decayed in the delayed posttests as memory waned.

TABLE 3
TIME FOR TRAINING

Feedback Type	Mean of Time	Std. Deviation	N
Reflective Feedback	15.5655	5.92498	20
Rule-based Feedback	13.0550	5.08283	20
Corrective Feedback	12.2729	3.89280	14

TABLE 4
CORRELATIONS BETWEEN TIME FOR TRAINING AND POSTTESTS

Feedback Type			Time for training
Reflective Feedback	Immediate Posttest	Pearson Correlation	.467(*)
		Sig. (2-tailed)	.038
	Delayed Posttest	Pearson Correlation	.464(*)
		Sig. (2-tailed)	.040
Rule-based Feedback	Immediate Posttest	Pearson Correlation	-.154
		Sig. (2-tailed)	.516
	Delayed Posttest	Pearson Correlation	.119
		Sig. (2-tailed)	.619
Corrective Feedback	Immediate Posttest	Pearson Correlation	.590(*)
		Sig. (2-tailed)	.026
	Delayed Posttest	Pearson Correlation	.364
		Sig. (2-tailed)	.201

V. DISCUSSION AND CONCLUDING REMARKS

The ability to provide feedback on individual responses is one of the main advantages of CALL. But as described by Cohen (1985) Vasquez (2010), and Tanaka-Ellis (2010) for instance, feedback is one of the most instructionally powerful and least understood features in instructional design. The rapid growth of computer and artificial intelligence technology allows courseware designers to incorporate more feedbacks into their programming. Through computer assisted language tutoring as well as paper-and-pencil tests, the study compared and contrasted three kinds of feedback, namely corrective feedback, reflective feedback, and rule-based feedback, and examined the impact of these types of feedback on the effectiveness of Chinese syntax learning.

The direct instruction of syntactic rules can quickly fill the void of concept in the learner's mind with the correct forms. This didactic way of instruction, however, may not draw sustained enough attention from the learner for successful knowledge retention. Compared with the other two types of feedback, reflective feedback adapts question-and-answering format to guide the learner to discover the shared property of objects, and thus infer the rules by themselves. Obviously the self-explaining way of learning carries more cognitive load to learners during the learning process. But it provides an avenue to have the learner actively involved in the task. Results show that learners in the reflective feedback group did not perform as well as those in the rule-based feedback and corrective feedback groups in

the immediate posttest, but outperformed the other two groups in the delayed posttest. Furthermore, the reflective feedback group shows better achievement in delayed posttest compared with the immediate posttest. The findings highlight the importance and effort-taking of knowledge internalization in language learning. But once the knowledge is adequately assimilated by the learner, it would retain in the memory and won't easily fade away. The pedagogical implications drawn is that, in a CALL teaching environment or in a second language classroom, courseware designers should differentiate the levels of difficulties of the learning materials, and provide more adequate self-explaining conditions so as to foster the learner's metacognition and motivate more self-initiative engagement in the learning process.

One limitation of the current study is that participants were randomly assigned to each treatment group according to the positions they sat in the Psychology Lab. Among them 25% of the original subjects were Chinese heritage students and were not included in the data pool. This sample screening resulted in an unbalanced group size, which may partially impede the significance of the statistical analysis. As for the variable of metacognitive awareness, to our best knowledge, there is not yet a standardized questionnaire to measure individual metacognition since it is rather difficult to classify and quantify the very broad spectrum of the constituents of metacognition. As a result, the relationship between types of feedback is qualitatively assessed based on participants' self-report.

One explorable future direction will be to add more variables to the present study, examining various facets of feedback and taking more cognitive and social variables into account. Cognitive parameters such as working memory span and megacognitive awareness of individual learners can be included in the experiment design. Quantity and frequency of feedback in terms of immediate vs. delayed feedback, and frequent vs. intermittent feedback are also of interest for further investigation. Finally, it would be beneficial to investigate the role of language background, general language proficiency, and learning attitudes on second language acquisition in a CALL environment.

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Deconstruction and Construction—A Narrative Study of Tutuola's Novels

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Abstracts—Nigerian writer Amos Tutuola, as one of the first generation of native African writers who write literature works in English, has received much attention since the very beginning of his publishing of works. This article explores the narrative strategies used by Tutuola in the process of constructing his cultural identity, which was partly neglected by critics. The special narrative and expressive cultural identity, narrative mode and identity establishment, and nostalgic representation were just Tutuola's strategies that formed the procedure of the deconstruction of colonial power and the construction of national identity.

Index Terms—narrative, deconstruction, identity, Tutuola

African literature is much more complicated because of the complexities of the history and various languages used in creating literature works, as well as the writers from different culture background. The literature created in English by native African writers has an obvious splitting characteristic, which has raised theoretical argument constantly on the language and identity of African literature. African literature written in English has the natural connection with some other English literature, so it is easy for it to absorb nutrients from English literature and to spread out of Africa to the world because of its language properties. But at the same time it is inevitably branded with federal literature, which blurs its cultural identity. Amos Tutuola (1920-1997), as one of the first generation of native African writers who write in English, had been controversially evaluated since the first publication of his work. The focus of the controversy is whether Tutuola expanded the extension of African literature. He raised the sharp issues, like who is qualified to tell stories in Africa? What language should be used? How to tell? (Booker, 1998, Owomoyela, 1999, Kamau & Mitambo, 2016). This article will focus on the narrative strategies of Tutuola's works and explore three ways he used to complete the construction of his cultural identity. These three methods developed almost in parallel and interacted with each other. All of them reflected the deconstruction of the colonial power and the construction of the national cultural identity.

Identity has been a hot issue in international cultural studies along with the concept of globalization since the end of the 20th century, and the core is the issue of self-identification. Regarding the concept of "identity", academics have multiple definitions, such as "identity" or "cultural self-identification" and so on. British scholar Stuart Hall, in his article *Cultural Identity and Diaspora*, defined "cultural identity" as "a shared culture" and the collective "a true self" under the framework of a stable and continuous meaning, which reflects the common historical experience and the common cultural code, and provides the collective with a changing historical experience (Zhen H.J., 2018, p.11). Homi Bhabha distinguished two different ways of expressing national identity—instruction and performance (Sheng A.F., 2011). In the process of national narrative, there is continuous repetitive and cumulative instruction time, and also a break between the performance strategies. Through the rupture the conceptual ambiguity of modern society becomes the field for national narrative. This article just explores the narrative strategies in Tutuola's works and believes that his works embody a relatively strong introspective cultural identity.

I. NARRATIVE AND EXPRESSION OF THE CULTURAL IDENTITY

Cultural identity usually refers to a series of characteristics that are unique to a particular culture and inherent to a particular nation as well. For the vast majority of Africans, the tribal identity precedes the national identity. The cultural identity discussed in this article also mainly refers to the tribal identity, which will no longer be specifically modified.

Tutuola was from Yoruba, one of the three main tribes of Nigeria. His mother tongue was Yoruba. He received no much education in school. He wrote many novels in English that were simple, naive, and even somewhat substandard. The English used in Tutuola's works was one of the main reasons for the critics to dispute hotly.

My name is Adebisi. I am an African huntress from Nigeria. My father was a hunter too. He hunted in the jungle and killed thousands of wild animals. My father was so brave that he went deep into the jungle where all other hunters were afraid to go. They respected him so much for his bravery that they made him chief of the village.....My father's eyes filled with tears when he said this. I was very sorry for him..... "You are very young, my daughter", He said. "But you go to the jungle because you want to help your people. We thank you, brave huntress. May you return safe and sound to us."

.....When they heard these words, four of the hunters came forward.

....."Adebisi," they cried. "We are your thankful brothers." (Tutuola, A., 1961, p5)

In the above description, there are some obviously irregularities in vocabulary, grammar and writing logics, and such kind of expressions are filled with Tutuola's works. Robert Elliot Fox(1998) mentioned in Tutuola's memoir interview

that when Tutuola sent the manuscript to *Ijala*, a literary magazine edited by a group of colleges students, these students thought the content of the manuscript was acceptable, but there were so many language errors. So they began to modify Tutuola's English expression, based on their knowledge and language rules. They concluded that a large number of English in Tutuola's works were improperly or incorrectly used, so they had to change to the proper English. However, they were stopped by the magazine consultant who arrived in time and changed it back to the original state. Because the consultant believed that only such an expression can better match the content of the work. According to Robert's recollection, Tutuola admitted that he had used the grammar and part of the word formation of his tribal language Yoruba to complete the writing. Tutuola produced a kind of "converging culture" through the fusion of two language structures to highlight the differences between the two different cultures. When his works are placed in a broader context, the appropriation of this language rewrote and reformed a purposed culture in author's mind, which has the characteristics of cultural identity.

Meanwhile in Tutuola's narrative, the narrators take either direct imitation or indirect simple description. The tense in the sentence does not follow the grammatical principle, but is changed according to his own culture habit, thus blurred the boundary between the discourse of the characters and the narrators. Just like Genette (1990) pointed that the effect of the arbitrary change of tense and the way of imitation is to tell the story in the narrator's own words. But he is neither completely involved nor completely outside. By appropriating and deconstructing the blurring of narrative discourse boundaries and the inherent forms of English, Tutuola had formed a rebellious language extension in his works. Obviously, during the colonial period, the discourse power and cultural norms of the colonists were absolutely privileged and controlled by the colonized countries, and Tutuola's deconstruction of language itself had profound implications for the expression of the cultural identity of African writers.

Although the critics from both western world and African continent have different comments on Tutuola since his first work was publicized, it is an undisputable fact that Tutuola had created his own style. Ugandan writer Taban lo Liyong called Tutuola a "genius". Chinua Achebe, the father of modern literature, also praised Tutuola's novels. Achebe once recalled that when he was teaching at an American university in the 1970s, an African girl who was receiving college education in the United States questioned Tutuola in a condemning tone because she thought Tutuola's work was naive and rude, not what a patriotic Nigerian should show to the world. (Arana R. V., 2002)

If African literature is not placed in the context of the post-colonial era, only the language alone is discussed, the cultural and social functions of language appropriation discussed here have no any meaning. Tutuola just broke and rewritten the language by destroying the traditional meaning and grammatical rules of the language set by the English world, so as to complete the subversion of the English subject and the reconstruction of the cultural identity. Although Tutuola's original intention of creation had not been determined in academic fields, the objective effects had been achieved, which was the deconstruction of the authority of the English language and formulation of the new rules in accordance with the language of his own culture.

To some extent, the creative idea of Tutuola's literature works seem to be unrepeatable, but the core spirit of his novels has been extended by other native writers. Ben Okri, also a Nigerian writer, has absorbed Tutuola's elements, especially in his novels of *Stars of New Curfew*, *The Hunger Road*. From the perspective of Tutuola's attention taken from the western world, Tutuola deconstructed the authority of English in his native language and expanded the connotation of the work with a mixed narrative language. There was no doubt that the culture itself had been brought from the margins to the vision of world culture.

II. NARRATIVE MODE AND ESTABLISHMENT OF CULTURAL IDENTITY

Tutuola mostly took an internal point of view in his novels, using the first person "I" as a narrator to create a combination of freedom and grotesque in the imaginative world. The protagonist's narrative would neither be simply regard as an autobiography, nor completely taken as a fictional novel. The bizarre atmosphere of the Yoruba culture burst out with the unrestrained human nature of "I" between the fiction and reality.

The same day that the father of my wife told me the place that my tapster was, I told my wife to pack all our belongings and she did so, then we woke up early in the morning and started to travel to an unknown place, but when we had travelled about two miles away to that town which we left, my wife said that she forgot her gold trinket inside the house which I had burnt into ashes, she said that she had forgotten to take it away before the house was burnt into ashes. She said that she would go back and take it, but I told her that it would burn into ashes together with the house. She said that it was a metal and it could not burn into ashes and she said that she was going back to take it, and I begged her not to go back, but she refused totally, so when I saw her going back to take it, then I followed her. When we reached there, she picked a stick and began to scratch the ashes with it, and there I saw that the middle of the ashes rose up suddenly and at the same time there appeared a half-bodied baby, he was talking with a lower voice like a telephone. At the same time that we saw the ashes rise up and change into half-bodied baby, and he was also talking with a lower voice, then we started to go. Then he was telling my wife to take him along with us, to wait and take him, but as we did not stop and take him with us, he then commanded that our eyes should be blinded and we became blinded at the same moment as he said it; still we did not come back and take him, but we were going on, when he saw that we did not come back and take him, he commanded again that we should stop breathing, truly speaking we

could not breathe. When we could not breathe in or out, we came back and took him along with us. (Tutuola, A., 1952, p.39)

In the novel *The Palm-wine Drinkard*, the protagonist "I" and "my wife" go to an unknown place in order to find the dead tapster. "My wife" refused to follow "my" advice and insisted on going back to retrieve the forgotten gold ornaments from the ashes of the burnt house. So "we" returned home to find it. When "we" got home and saw a half-bodied baby talking like a ringing phone popping out of the ashes. This baby had super powers and was so strong that he began to control "me" and "my wife". It seems weird from the narrative mode alone, but the cultural interpretation of the deceased's belonging in Yoruba culture makes this plot possible. The strong and super-powered baby spoke like telephone ring, which is obviously a metaphor of foreign civilization. The colonial behavior objectively and subjectively made the foreign culture invade the ancient land with the strong power and caused the inevitable changes to the native people's life. The whole event of "I" and "my wife" left "our home" to search for the dead tapster was just a metaphor to imply the constrained abandon of their familiar environment and an unwilling march on an unknown journey. When they found something valuable that was forgotten to take with, they decided to return to find it. The traditional culture, invaded by the western culture which is like the fire to burn the old building down to the ash, was just the metaphoric treasure in the ash. People in the changing society had to leave their home willingly or constrainedly to search for their purpose so as to bring back what they valued.

In *The Witch-Herbalist of the Remote Town*, there is also a narrative mode that blends reality and imaginative world.

But as soon as the Mother had remarked like that, and hesitated, the woman told the Mother how she got one big ear instead of two. She explained to the Mother that she was a merciless "born and die baby". She said that at first, she died three years after her mother bore her. She told the Mother further that it was so she died every three years since she was born. But when she died for the sixth time her mother and father understood that she was a "born and die baby", and before they buried her false body this time, they cut off her left ear. But as soon as she returned to her company with only one ear, they drove her from their company because a "one-ear spirit" like her could not live with them any more. So this forced her to return to her mother in order to re-bear her. But unfortunately she was reborn this time with one big ear! (Tutuola, A., 1981, p.279)

As one of the traditional symbols of the tribes, a witch doctor was usually regarded by the clan folks as the "omniscient mother" in the traditional culture. They believed that she had the ability to control other people mentally and physically. She was also able to grow her organs as needed, and decided her own birth or even death according to her wishes. Death couldn't even imprison her. In some extent, she was eternal.

Through the narrative, Tutuola subverted and destroyed the legal status of foreign culture in traditional society changed by colonial rules. All the privileges, norms, and prohibitions in the real society would be subverted and changed in the weird world. "I", as the protagonist in the whole story, got lost in an unfamiliar environment, which also signified the general psychology status of the colonized people. Then through continuous exploration and searching, the establishment of cultural identity was completed.

Many critics pointed out that nearly all of Tutuola's works just repeated the traditional folk tales of his tribe. *The Palm-Wine Drunkard* seems like a mythical story at the very beginning of reading. A tramp-like protagonist was looking for his dead tapster through a fantasy world. But it was in a series of grotesque explorations in tribal traditions that the writer finished the subversion of time, place and natural laws in all reality. In Tutuola's narrative, the timing of the story and the timing of the narrative were always in a state of complete confusion. There was neither an obvious chronological sequence nor a narrative sequence. Although on the same narrative level, time could be reversed, crossed, blanked or even stagnated at will.

So my father gave me a palm-tree farm which was nine miles square and it contained 560,000 palm-trees, and this palm-wine tapster was tapping one hundred and fifty kegs of palm-wine every morning, but before 2 o'clock pm, I would have drunk all of it; after that he would go and tap another 75 kegs in the evening which I would be drinking till morning. So my friends were uncountable by that time and they were drinking palm-wine with me from morning till a late hour in the night. But when my palm-wine tapster completed the period of 15 years that he was tapping the palm-wine for me, then my father died suddenly, and when it was the 6th month after my father had died, the tapster went to the palm-tree farm on a Sunday evening to tap palm-wine for me. (Tutuola, A., 1952, p.3)

In the narrative, the time was particularly prominent. My tapster could make 150 barrels of toddy in the morning, and "I" would drink them all before 2 pm, and then the tapster continued to make 75 barrels of wine, and then "I" drink them all again. The tapster's 15-year period was completed in one-sentence description. Six months later, "my" father died, and the tapster accidentally fell to death, so "I" started the adventure of finding the soul of the tapster.

In addition to the variability of time and space, the characters were also vague and changeable in Tutuola's novels. The protagonist had power to change his body into different shapes at his will, changing back and forth effortlessly. The various wonderful creatures he encountered were also unattainable in the real world. It was true that the materials of these novels were Yoruba folklores, but Tutuola had a strong personal touch when processing them.

Some critics pointed out that a distinctive feature of post-colonial literature is the attention and displacement of places. Tutuola used his super imagination to materialize the people, losing their humanity so that the subjectivity was lost. The description of the environment in the process of exploration also reflected the dilemma of the loss of the

self-identity. When "we" escaped from "the white creatures" in *The Palm-Wine Drinkard*, "I" made "my" friend immediately turn "I" into a big canoe. Then "my wife" carried passengers across the river in a canoe. When "we" arrived in a completely unfamiliar environment, "we" totally lost. Either the loss of the subjectivity of human being since "I" became a canon, or the unrecognizable location was all metaphors for the loss of the cultural identity during the colonial period.

But in the following plot, the protagonist "I" had been fighting against the ghosts on the journey. After experiencing hardship, he finally defeated death and found a way out.

After they had pushed us to him and gone back to the market and as the 'god' could talk and I myself was 'Father of gods' also and I had known the secrets of all 'gods', so I talked to this god with a kind of voice, then he did not harm us, instead he led us out of that field. (Tutuola, A., 1952, p.43)

The process of "I" defeating death and finding a way out was also the procedure of the author's searching and establishing his cultural identity.

Tutuola evoked the memories of the past life through the description of traditional culture so as not to achieve the purpose of establishment of his own cultural identity.

When I was seventy-six years old, the chief of my village died. But as I was the oldest man in the village that time, therefore, I was chosen by the rest people in the village to be their new chief.

After the sixth month that I had become the chief, and as my people were always anxious to hear my past adventures before I had become a rich man. Therefore, one night, I invited all the people to my house. All sat in front of my house. The woman sat in the left of the circle while the men sat in the right and I sat on my usual old high armchair a little distance in front of them. Then I supplied each of the people with a keg of palm-wine, and the biggest keg was in front of me. (Tutuola, A., 1962, p.8)

In this story, Tutuola established the cultural identity as a member of the tribe through the first-person narrative, and at the same time he strengthened the authenticity of the story. Meanwhile, the way of succession of tribal chiefs mentioned in the story was also very different from the ways in the colonial period, which helped his people to recall the cultural traditions of the pre-colonial period. In the description above, the chief of the clan was elected by the members from the respected elders. During the colonial period, the appointment and removal of chiefs was largely restricted and dominated by the colonial government. In addition, the story showed the vivid picture of traditional culture life of the clan members sitting in a circle and listening to the stories told by the elders. The men and women were separated on both sides and had fixed positions. The scene of the clan members sharing happy moments was much more like Tutuola's aftertaste and memory reconstruction of the tribal traditions. It was the recurrence of the authenticity scene raising the general sense of national identity among other clan members.

III. NOSTALGIC REPRESENTATION AND CULTURAL IDENTITY

In Tutuola's literary world, there has always been an aftertaste of tradition and doubts about modern civilization. Tutuola once said in an interview with Robert: "I don't condemn civilization. I just don't want our people to forget the past." (Fox R. E., 1998, p.203) But the confrontation between tradition and modernity still permeated his works. In *The Feather Witch in the Jungle*, *The Palm-Wine Drunkard*, *The Brave Huntress*, *My Life in the Ghost Jungle*, not only the airtight, endless dangerous jungle, but also the cruel monsters using modern tools and the half-bodied baby talking like telephone ringing, all those factors signified the confusion of the existing environment and the nostalgia for the spiritual home that had passed away.

In Tutuola's novels, the protagonist "I" experienced an extremely distorted and illogical world through adventure. Through the re-creation of Yoruba folk tales, Tutuola gave the works a nostalgic taste. Keith Tester (2010) mentioned that nostalgia is a feature of modernity. It not only lays a solid foundation for certainty, but also provides fertile soil for deconstruction. It is a response to the cultural conflict in modernity. Nostalgia for the traditional life of the tribe is accompanied by doubts about modern civilization. The scenes of a cruel female monster with a TV-like palm riding an automatically-running bird were seemingly absurd which was telling the reasons for the disappearance of traditional culture. Through nostalgia for tribal life in the past, Tutuola completed the deconstruction of foreign culture. Meanwhile he was searching for the tradition shattered by contemporary civilization. When the traditional society became fragmented, those familiar missing things would become a desire to pursue. Keith Tester (2010) also pointed out that nostalgia implies a double longing, and its core is the desire for something missing. Nostalgia implies a certain thing that belongs to a distant place or the past. The present is considered to be qualitatively different from the past. When the past missing world was replaced by modern society, chaos and meaninglessness world became the norm. On the contrary the orderly situation became weird instead. Through this deconstruction, Tutuola overturned the colonial power structure and found a foothold for himself and his cultural identity.

The national identity in Tutuola's novels was clearly reflected in his literary motivation. As a native African writer, he objectively completed the construction of his cultural identity under the combination of the effect of the colonial context and his own ethnic culture background. In his imaginative world, Tutuola presented a clear identity in the works. For Tutuola, the changes in the connotation of his life caused by colonization made nostalgia through his literary works. Just through his effort of narrative of past traditions, he metaphorically prompted his people to recall and research their past and finally completed the rebuilding of the identity. The social and cultural functions of a large number of

metaphors in Tutuola's works were self-evident, which still has an important metaphorical significance even in the context of globalization today.

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An Analysis of the Integration and Reconstruction of Micro-class, MOOC and Flipped Classroom

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Abstract—This paper analyzes the advantages and disadvantages of micro-class, MOOC and flipped classroom, and comprehensively analyzes them from the theoretical level. The research results show that the integration and reconstruction of them will help students to learn foreign languages better and achieve the expected results in the foreign language teaching. This will provide a new perspective and reference for the further study of foreign language teaching in China.

Index Terms—micro-class, MOOC, flipped classroom, integration and reconstruction

I. INTRODUCTION

With the progress of society, the development of technology, and the prosperity of our nation, people gradually realize that technology plays a very significant role in those aspects which requires them to pay more attention to it and apply it to their daily life. What's more, if people connect technology to current education, they will have access to acquire much knowledge in different ways. That is to say, people can accept traditional education and online education, such as online courses to help them learn a lot at any time. Nowadays, people are in a big data era which makes more and more online courses emerge and quite a few people choose online education.

As we all know, the purpose of education is to learn rather than teach. Unfortunately, traditional education emphasizes “teaching” and neglects “learning”, and foreign language education is no exception. The teaching and learning model of foreign language education in the big data era changes, the perception of teachers and students, the role of teachers and learners, learning materials, learning environment and assessment and testing have changed (Liu Runqing, 2014, p. 2). This paper aims to explore feasible paths of the current foreign language teaching reform of China by analyzing the relationship between micro-class, MOOC, and flipped classroom, and tries to integrate and reconstruct them to analyze the foreign language teaching paradigm from micro-class to MOOC and flipped classroom.

II. LITERATURE REVIEW

It's necessary to know more about the researches that people do on micro-class, MOOC and flipped classroom.

A. *The Research Status of Micro-class and MOOC*

The integration of foreign language educational information technology and foreign language courses will inevitably lead to a “silent teaching revolution” (Hu Jiasheng & Jin Yan, 2015, p. 115). Micro-class, MOOC and flipped classroom are the incarnations of modern educational technology, and these three classes are closely related. Micro-class includes micro-courses and micro-lectures (Zhao Guodong, 2014, p. 232).

MOOC was first put forward by Canadian scholars Dave Cormier and Bryan Alexander in 2008. Liu Runqing (2014, p. 3) stated that MOOC refers to massive open online courses, and it is also translated into the on-screen course. Wang Zhuli (2015, p. 18) stated that it concludes behavioral MOOC which focuses on imparting knowledge and connective MOOC which emphasizes the connection and social network construction. Flipped classroom as a new teaching method or teaching mode is a kind of subversion to traditional teaching, and it is also a “micro innovation” which is based on criticism and inheritance (Rong Mei & Peng Xuehong, 2015, p. 109). Kang Yanru (2018) proposed that there are plenty of interesting and comprehensible learning resources with high quality on MOOC. MOOC supplies personalized teaching videos, which could meet different participants' demands (Yang Xiaoli & Han Lei, 2019, p. 23). Although micro-class, MOOC and flipped classroom have their own characteristics, they are related and they all show the learning fragmented characteristics of the digital era (Wang Zhuli, 2015, p. 18). However, people now view them in an attitude of binary and opposition, and few studies have adopted an attitude of integration and reconstruction to explore the relationship between them. This paper takes the relationship between these three modes as an entry point to do more in foreign language teaching reform.

B. *The Research Status of Flipped Classroom*

In recent years, some scholars began to think rationally about flipped classroom, and carried out teaching practice

and reflective research of flipped classroom (Zhu Zhiting et al., 2015, p. 69). Zhang Jinlei & Wang Ying (2012, p. 12) pointed that a flipped classroom is a classroom that swaps the arrangement of knowledge imparting and knowledge internalization comparing to traditional classroom. In the flipped classroom, the roles of teachers and students have been changed and the class time should have a new plan. Information technology and activity learning construct an individuation and cooperative learning environment for learners to create new learning culture. "Bergmann and Sams's flipped classroom model has created a classroom structure that allows students to take responsibility for their learning both inside and outside the classroom" (Eric & Martin, 2011, pp. 10-13). Some scholars also discussed the construction of foreign language teaching mode based on flipped classroom, and the integration of MOOC and flipped classroom (Zeng Mingxing et al., 2015, p. 103; Hu Jiehui & Wu Zhongjie, 2014, pp. 40-42; Hu Liru & Zhang Baohui, 2016, pp. 52-53). In addition, there are scholars who combine professional foreign language teaching, for example, Wang Honglin (2015, p. 59) who carries out research on teaching actions of flipped classroom for interpretation teaching. He Kekang (2014, p. 6) attempted to predict its future development in China by analyzing the nature of the flipped classroom. From the surveys of Chinese and American researchers, primary and secondary school principals, teaching and research staff, university professors and other front-line teachers and parents of students, it is not difficult to find that their attitude towards flipped classroom is quite controversial. There are three attitudes towards it, such as absolute support, resolute opposition and upholding neutral (Rong Mei & Peng Xue, 2015, p. 110).

C. *Advantages and Disadvantages of Flipped Classroom*

The teaching process of flipped classroom contains three stages. Teachers make micro-class, and students learn independently before class. Teachers answer questions, and these questions will be discussed by teachers and students, and students display their achievements to finish knowledge internalization and application in class. Students expand and deepen knowledge to change knowledge into ability after class. The teaching process of traditional class also contains three stages. Students prepare new lessons before class. Teachers teach in class. Students do homework after class. From the two teaching procedures, people can find flipped classroom teaching reverses the traditional teaching procedures, and the knowledge is taught before class, and the traditional after-school assignments are placed in the classroom. However, the changes brought about by flipped classroom are far from being reversed by the teaching process.

As we can see, both the flipped classroom and the traditional teaching emphasize pre-class, while-class and post-class teaching, but the focus is different. First of all, the purpose of them is different. Traditional teaching advocates that students who prepare for class are for the purpose of better understanding the content taught by the teacher. Teachers are mainly teaching knowledge, and they add some processes of asking questions and let students answer to test whether the students understand what they have learned in class. Students do homework to practice and consolidate to test their understanding and memory, and this kind of homework pays less attention to application and innovation after class.

The flipped classroom allows teachers to arrange personalized tasks like listening to English broadcast, reading English novels or writing English compositions and provide individualized discussions and assessment, which could inspire their interest and enthusiasm in learning. The flipped classroom advocates students to study independently before class. And teachers answer questions to help students to master knowledge and achieve knowledge internalization in the class. After class, students expand and deepen knowledge to change knowledge into ability. Second, the focus of the two types of learning is different. Traditional classroom teaching focuses on the understanding and memory of knowledge, and pays insufficient attention to the application and innovation of knowledge. The flipped classroom helps students internalize and apply knowledge to reach a higher level. Besides, there are differences in the attitude towards teaching and learning. The traditional classroom pays attention to what teachers teach and how to teach. Teachers are mainly responsible for the success or failure of teaching. The flipped classroom emphasizes the subjective status of students, pays attention to what they learn, how to learn, and students are responsible for their own learning. Besides, the diverse interactive activities in the flipped class can expedite the chances for teacher-to-student and student-to-student communication, which is salutary to develop better relationships between teachers and students. Therefore, it has been suggested that the flipped classroom is a subversion of traditional teaching. The author believes that it is better to view it as reconstruction of the teaching and learning concepts in essence, because the flipped classroom reaches the target that teacher draws attention to student's learning rather than teacher's teaching.

1. *Advantages of flipped classroom*

Goodwin & Miller (2013, pp. 15-17) stated that the flipped classroom flips not only the class or the classroom, but also the teaching paradigm. If teachers are changed from a knowledge importer to a coach, they will carefully observe and discover the real needs of the students which will help students achieve deep learning. They also pointed out that the characteristics of the flipped classroom contain: (1) increasing the interaction between teachers and students; (2) facilitating teachers to provide immediate feedback; (3) students can learn intently; (4) students can control their learning progress according to their own needs; (5) the supervision of teachers can make the homework more meaningful in class. Besides, Cockrum (2014, p. 4) stated, "Flipped benefits students of all abilities".

As to the effect of the flipped class, He Kekang (2014, p.8) puts forward the following views: (1) It can reflect the advantages of mixed learning; (2) It fits with human cognitive rules; (3) It helps to build a new type of teacher-student relationship; (4) It can make teaching resources be effectively used and researched and developed; (5) It fully reflects

the new concept of “generating curriculum”. Zhu Zhiting et al. (2015, 13) proposed that the flipped classroom is conducive to deep learning, which can help students become active, prompt learning reflection, participate in activities to achieve knowledge internalization. Summarizing the above points, we can summarize the main advantages of the flipped class. For example: (1) Students review what they have learned in class before class, which helps to effectively use time in class. Students who use pre-class time for knowledge memory and understanding can implicitly lengthen their learning time and help to improve the teaching effect; (2) Students who have discussions, ask and answer questions, show their learning achievement will help them deepen the understanding, internalization and application of knowledge points; (3) Personalized learning pays attention to the individual differences of students, and advocates teaching students in accordance with their aptitude, which helps to motivate students. Students can control the learning steps autonomously, choose their own learning content according to the actual situation, and can learn step by step. In addition, the flipped classroom makes students become more responsible for their own learning and it provides more opportunities for knowledge output in the form of personal presentation, dialogues in pairs, performance in groups and so on. Learners who attend the flipped class conduct various active and collaborative tasks and assignment instead of passively taking notes and memorizing language points.

2. Disadvantages of the flipped classroom

According to relative research, the flipped classroom has some disadvantages. For example: (1) Although teachers make teaching videos before class, there is no teaching differences with traditional teaching in that it is also a mode of teacher-centered and it is mainly teaching which cannot pay attention to individual differences and different learning style of students; (2) Some people are worried about whether the functions of teachers can be weakened or not, and whether students can learn as required without interaction with teachers because of the flipped class teaching stressing the mode of student-centered; (3) Because most teachers are not technicians, the quality of video production is difficult to guarantee, and low-quality video is not conducive to the transfer of knowledge, and teachers cannot monitor students' understanding of what they have learned, and teachers cannot provide timely assistance when students need help, especially when they need instant knowledge and information (Milan, 2012). However, Goodwin & Miller (2013) provided opposite views that they think teachers have chance to provide students with instant feedback with the increase of interaction between students and teachers in the flipped classroom. People think that teachers who provide one-to-one tutoring and feedback are much more than provided in traditional class.

Sams & Bergmann (2013, p. 9) put forward the concept of flipping learning. If the flip is appropriate, it can improve the learning effect of students from the current practice of flipping teaching. However, in order to achieve success in the flipped classroom, teachers must change their mindsets and improve their abilities and practice boldly (Li Yun, 2014, 3). People find that using the ubiquitous learning sharing platform to construct a college English flipped class teaching model can help improve English teaching effectiveness and learning efficiency. The author believes that the concept of flipping learning focuses on the construction of knowledge and the cultivation of abilities, emphasizing learning efficiency and meeting the needs of personalized learning in the context of big data in the information age.

III. INTEGRATION AND RECONSTRUCTION

Learning in the era of big data presents the fragmentation characteristics of learning content, learning time and learning style, which needs to use an integrated approach to have a creative reconstruction of fragmented knowledge (Wang Zhuli, 2015, 17). In fact, the current research on micro-class, MOOC and flipped classroom is also fragmented. However, few people try to integrate and reconstruct them. This study analyzes the micro-class, MOOC and flipped classroom from the perspective of multi-theoretical theory, focusing on the relationship between them to have a creative integration and reconstruction of the current fragmentation research to promote foreign language teaching reform and improve foreign language teaching effect.

A. *The Cause of Integration and Reconstruction*

In the past, the study of micro-class, MOOC and flipped classroom mostly adopted the method of “dual opposition”, paying more attention to the opposite between things, and paying less attention to the intersection and integration of them. When discussing micro-class, MOOC and flipped classroom, there are examples on the research of putting related concepts in opposite aspects. For example: (1) in the discussion of flipped classroom, many studies have not fully explored the concept of “flip”, and they just put the teacher center and the student center, passive acceptance and active exploration in opposite aspects. As everyone knows, even if the teacher teaches all the time, there will be a difference between students' active absorption and passive acceptance. Moreover, some students may concentrate on the teaching for a while, and they may be absent-minded for the rest time during the whole teaching process. (2) When discussing micro-class and MOOC, people always put “teaching” and “learning” in opposite aspects. “Teaching” and “learning” were originally two sides of things, and the purpose of “teaching” is to promote “learning”, which is also the purpose of MOOC. (3) As to put “traditional teaching” and “flipped classroom” in opposite aspects, most people have a negative attitude towards “tradition”, especially the traditional teaching based on teacher teaching. In fact, some face to face teaching may help students to understand and absorb knowledge well, such as knowledge courses. There are also differences between lectures and lectures. Some courses may make students sleepy, while some lectures may make students enjoyable. Therefore, people should analyze the advantages and disadvantages of traditional teaching and

flipped classroom in objective and comprehensive perspective. (4) When studying MOOC, people pay too much attention to online teaching, and ignore communication and interaction of offline. They put online and offline learning and face-to-face teaching and communication in opposite aspects. In fact, the effective connection and integration of them can help students a lot. (5) When implementing the flipped classroom, people put the classroom and the extracurricular learning on opposite aspects. In fact, people should connect classroom learning and extracurricular learning to study well.

B. Approaches of Integration and Reconstruction

1. Integration and reconstruction of educational technology

People argue that the purpose of using educational technology is to enhance the interaction between teachers and students, but does not replace the functions of teachers. Zhu Zhiting & Sun Yanyan (2015, P. 69) proposed that “no matter how technology changes, the core of education is students. In the context of the digital age, how to improve the learning experience of students is an important issue.” Therefore, the design of the micro-class, the use of MOOC and the implementation of flipped classroom, teachers should pay attention to the learning experience of students, increase the design of interactive questions, and integrate online and offline communication and interaction between teachers and students. People believe that the MOOC and the flipped classroom are the two teaching modes that are concerned by the education community, and each with its own advantages and disadvantages. Considering this, they put forward to construct a deep learning field that integrates MOOC and flipped classroom, which is to integrate the MOOC’s resources into the whole process of flipped classroom teaching to provide an efficient online learning platform, learning tools and quality learning resources for flipped classroom. In fact, this initiative is an attempt to integrate and reconstruct educational technology and foreign language teaching. If we aim to achieve depth and effective learning, we should fully utilize the educational technology to promote teaching reform.

2. Integration and reconstruction of teaching and learning

The author believes that classroom teaching in the school education environment is different from the self-learning out of school education. And efficient classroom teaching should be based on effective learning, and consider the role of teachers and students. On the one hand, teachers should aim at promoting students’ effective learning in designing teaching activities, and aim at promoting students’ actions to achieve effective learning through the joint action of teachers and students. On the other hand, students should be responsible for their own learning and know how to learn. In this process, teachers, as the leader of teaching, should also achieve sustainable professional development through lifelong learning, thus ensuring that teaching reforms are truly deepened.

C. Suggestions for Dynamic Integration and Reconstruction

1. Dynamic flip

According to Bloom’s educational goals and the learner’s knowledge level, the teaching objectives are divided into six stages from low to high such as memory, understanding, application, analysis, evaluation and creation. Sams & Bergmann (2013, P. 7) thought that not all classes are suitable for flipping. For example, Socratic or inquiry-based courses or courses without a lot of factual content are not suitable for flipping. In fact, whether or not to implement flipping, how much extent to flip, how to flip, etc., which needs to take into account the course content, teaching objectives, students’ actual level and cognitive characteristics, etc.

2. Dynamic integration and reconstruction

Sams & Bergmann (2013, P. 10) proposed a teaching video for the use of flipped classroom. The value is that students should do some preparation like understanding and reciting knowledge before class, and they need to do some hard work like application, analysis, evaluation and creation in class. In addition, they realized that not all students are suitable for video learning, just as not all students like textbooks, lectures and so on. Therefore, It is necessary to provide students with varieties of choices rather than requiring students to complete the same activities. Based on these issues, teachers should provide students with multi-integration approaches according to students’ practical situations and cognitive levels by using dynamic integration and reconstruction during flipped classroom. In addition, it is necessary to carry out philosophical thinking on micro-class, MOOC and flipped classroom, break the research paradigm of “dual opposition”, adopt multi-integration paradigm, and carry out dynamic analysis from different perspectives.

3. Evaluations on effects of integration and reconstruction

In order to objectively evaluate the integration effect of micro-class, MOOC and flipped classroom, we need to analyze them through various ways. Teaching should focus on students’ learning interest, ability changes in autonomous and cooperative learning, and changes in students’ critical thinking abilities, and should not only focus on students’ grades and evaluation results. Instead, we should adopt multi-disciplinary measures to assess the effectiveness of teaching and learning like testing and evaluation, questionnaires, classroom observations, students’ learning reflection logs, teachers’ reflection logs, and academic level tests.

IV. CONCLUSION

This study attempts to pay more attention to the relationship between micro-class, MOOC and flipped classroom

from the perspective of integration. Considering the current situation of foreign language teaching in China in the environment of current big data, we have a research on the integration and reconstruction of them to provide a new perspective for future foreign language teaching research. For new things like micro-class, MOOC and flipped classroom, we should not treat them in a total acceptance or a total negative attitude. Not only do we need to think comprehensively, seek truth from facts, dig deeper education and teaching concepts, and seek the essence through phenomena, but also we need to carry out more teaching action research and empirical research in combination with teaching practice to test its effectiveness. Only in this way can we objectively exam the adaptability of them in the context of China's education.

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The Role of Auditory Input Enhancement through Whats App in EFL Learners' Vocabulary Learning and Retention

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Abstract—The present study investigated the effect of teaching vocabulary using auditory input enhancement via whats app on EFL learners' vocabulary learning and retention. For this purpose, 85 students were participated and those 56 students whose scores were one standard deviation above or below the mean on Preliminary English Test (PET) were selected and they were assigned into one experimental and a control group. Then they were given a 40 multiple choice vocabulary test as their pretest. The 10-session treatment followed by teaching vocabulary using auditory input via Whats app in one experimental group and the control group had their conventional way of teaching. After the treatment, a vocabulary posttest was administered to groups in order to compare the participants' performance and to examine if or not the given instruction had any meaningful effect on their vocabulary achievement. After about 10 days after the posttest, the same vocabulary posttest was administered again to check the learners' vocabulary retention. The analysis of the test scores through an independent sample t-test and analysis of covariance (ANCOVA) indicated that auditory input enhancement through Whats app had a statistically significant effect on vocabulary learning and retention of Iranian EFL learners.

Index Terms—auditory input enhancement, vocabulary learning, vocabulary retention, whats app

I. INTRODUCTION

English learning is fundamental nowadays as it is considered as the international communication medium and it is also necessary for different activities, such as education, politics, and socio-economics (Mckey, 2002). On the other hand, Jesa (2008) argued that in learning a foreign language, vocabulary is considered as the basic step toward mastering a foreign language. Through vocabulary, L2 learners are able to fulfill the four language learning skills, such as listening, speaking, reading and writing (Richards & Renandya, 2002). Lane and Allen (2010) stated that, "Vocabulary knowledge is one of the best predictors of comprehension, reading performance and school achievement" (p.364). Furthermore, Wei (2007) declared that currently long-term retention, as one of the greatest problems in learning new words, has been at the center of attention. Indeed, vocabulary retention is considered as another crucial factor in learning English as a foreign language as Mohammed (2009) defined it as the ability to keep the learned vocabulary and retrieve it after a period of time in order to use it in different language circumstances.

In addition, the researchers have noticed that English learners had limitations in the use of vocabularies and in order to solve the problems, the teachers in most classes used the most frequent way of vocabulary instruction including pronouncing the new words in line with giving their definition and spelling and finally through explaining new words' grammatical functions, which has been ascertained unsuccessful by many EFL teachers (Zoghi & Mirzaei, 2014). Nevertheless, presenting vocabulary through these ways does not lead to any constructive result and in order to facilitate vocabulary learning and its retention, different techniques and strategies have been proposed in textbooks.

Consequently, Gascoigne (2006) stated that the most valuable technique in teaching vocabulary is input enhancement, which has been highlighted these days and the researchers focused on it in learning a language. According to Ellis (1995), input enhancement is a significant option in language teaching, which makes language learners aware of some particular target forms in the learning situation; as it draws the learners' attention to them. Moreover, Lee and Benati (2007) claimed that for language growth, input enhancement is advantageous; however, it does not guarantee that input changes into intake unless language learners are able to notice the input they are face with. According to Doughty and Williams (1998), input enhancement consists of two forms such as visual input and oral input. In this classification, the visual enhancement is related to providing learners with input enhancement via techniques such as bolding, underlining, and highlighting the target language features while the other is the auditory input enhancement which refers to providing oral input enhancement through the use of pronunciation-related features such as changes in intonation or pitch.

On the other hand, Mobile phone is regarded as one type of the technologies that can be implemented to help learners in the process of learning a foreign language and it is dominant in most students and they are not considered just as communication devices; however, they are suitable in any types of learning (Prensky, 2005). Indeed, Thornton and Houser (2005) stated that mobile devices could be effective for delivering foreign language learning materials that is not only fast and convenient for the teacher to send, but also for the students to receive and review. According to Zhang, Song, and Burston (2011), the application of mobile devices in language learning technically called Mobile Assisted Language Learning (MALL), which has attracted language learners and teachers against controversy over the issue. Furthermore, MALL is a new type of language learning as a branch of technology-enhanced knowledge that is applied in different forms involving distant, face-to-face, or online modes. Many researchers were interested in MALL approaches, and they actively support additional studies in this discipline (Kukulska-Hulme & Jones, 2011).

Moreover, social networking nowadays has an excellent reputation, and also exists among the most important means of communication in society and the world (Pempek Yermolayeva, & Calvert, 2009). Social media is defined as distinct types of communication technologies that support human interaction. All generations especially the young generation tend to use this social media (Ewa, as cited in Zulbeni, 2017). As stated by Slaouti, Onat-Stelma, and Motteram (2013), WhatsApp, Skype and GO SMS Pro are the frequently used social network applications among students in learning in several countries. One of the popular types of social networking created in 2009 is WhatsApp which is popular instant messaging applicable for various devices and gadgets which allows people to exchange messages and used by more than 350 million users in 2013 (Cohavi, 2013).

As Susilo (2014) stated, WhatsApp has become the “communication portal” for social networking that has rapidly changed the way of communication. Jadhav, Bhutkar and Mehta (2013) declared that this is one of the technology developments that are generally utilized on specified mobile phones and computers and moreover, the performance of WhatsApp is the most extensive messenger applications between the college scholars. In teaching learning, teachers can use WhatsApp as a medium to facilitate students in learning English as Kheryadi (2017) stated that students are familiar with technologies as an alternative device to provide new learning experiences for them. Unlike the other kinds of communication and any other technologies that do not function and students do not use after school hours, WhatsApp permits easy and quick change of links to study. Using WhatsApp to send homework materials can enable the teachers to make sure about receiving the message (Bouhnik & Dshen, 2014).

Although using MALL and social networks as complementary instruments for students to learn a language better has been carried out quite a lot in Iran such as, Khabiri and Khatibi (2013) and Yousefzadeh (2012) who proved the effectiveness of MALL in language learning Fattah (2015) who used WhatsApp to examine its effect in developing students’ writing skills. However, there is not enough research to state confidently that auditory input enhancement can be regarded as an alternative to other forms of learning. In addition, no research has been carried out in literature to find if teaching auditory input enhancement through social networking is effective in developing students’ vocabulary learning and retention. As a result, based on the significance of vocabulary and its retention in learning a foreign language and the role of mobile learning as well as social networking such as WhatsApp, the present research aims at inspecting the effect of auditory input enhancement through WhatsApp on the learning and retention of vocabulary among EFL learners.

II. REVIEW OF LITERATURE

A. *Vocabulary Learning and Retention*

Merriam-Webster Learner’s Dictionary (2003) illustrated that vocabulary means the words that make up a language. Moreover, earlier, in language programs, vocabulary teaching and learning were often given little priority but lately, there has been a great concentration to it and its significant role in learning and teaching (Richards & Renandya, 2002). Knowledge of vocabulary has an important role in learning a language. Vocabulary is the building blocks of language, and language is essential in the process of achieving success (Graves, 2006). According to Cohen and Weaver (2005), vocabulary learning is a skill-related strategy that cuts across all four skills. As Hornby (2004) put forward, individuals have the ability for remembering or recalling things such as words, events, memories and the like after a short or long time, which is called retention. Regarding vocabulary retention, Min and Hsu (2008) declared that all learners hold a lot of receptive vocabulary knowledge more than one month but approximately half of them demonstrate a noteworthy decrease in profitable word knowledge. Two kinds of vocabulary retention exist: immediate retention and delayed retention. The first is defined as the level of retention of the newly known piece of information as measured instantaneously by a test after the experimental teaching which can be considered as medium-term retention (Souleyman, 2009). Nevertheless, Souleyman defined the latter as the level of retention of the target piece of information lately achieved through the experimental instruction, as measured by a test on that new data. In this specific case, the delayed test was given to the learner’s month or later, which can be referred to as long-term retention.

B. *Input Enhancement and Auditory Input Enhancement*

The term input enhancement as a teaching technique was designed to substitute the term “grammatical consciousness-raising” (GCR) because the scholars who proposed this term believed that the GCR is not efficient for enhanced learning that usually takes place in natural or accidental contexts as opposed to an academic or purposefully

educational settings (Ellis, 2008, as cited in Okar & Shahidy, 2018). As Long and Robinson (1998) stated, “the perceptual salience of the target items could be increased” in the input (p. 24). As stated by Gascoigne (2006), making input prominent can be noticeable in the context of planned structures, providing metalinguistic illuminations and negative confirmation through using of particular adjustment, making learners indulge in input, teaching learners in a way to be able to improving the input and texts. Auditory input improvement consist of the management of listening materials, such as placing a short pause before and/or after the intended items or increasing the volume of intended items in the text. Moreover, Gascoigne (2006) added that by emphasizing on stress, intonation, or signs, an “oral equivalent of textual enhancement” could be done. Seyedtajaddini (2014) stated that auditory input enhancement is on the basis of managing audio materials in order to make the target forms more salient and get the learners’ attention toward them.

C. *Mobile-assisted Language Learning (MALL)*

MALL is defined as formal and informal learning mediated through handled devices that can be used anytime and anywhere (Kukulka-Hulme & Shield, 2008). Although Pettit and Kukulka-Hulme (2007) claimed that mobile learning associates with the use of all portable learning materials containing books, audio-CDs, audio-cassettes, portable DVD players and radios, mobile learning frequently focuses on the newest technologies. Trifanova, Knapp, Ronchetti and Gamper (2004) described mobile devices as any small, autonomous and unobtrusive device that can go along with everyone in every moment. Generally, as stated by Geddes (2004), mobile learning is identified by the tools used. Comparable with others, Traxler (2005) proposed that mobile learning possibly refers to any educational provision in which either the sole or the dominant technologies are handheld by laptop devices. As summarized by Sa’aleek (2014), mobile technology efficiently can increase language skills because of features like accessibility, immediacy, interactivity, and permanency. Nevertheless, Chinnery (2006) declared that MALL also has challenges like reduced screen sized, limited quality of audiovisual, fundamental keyboarding, and one finger data entry, and controlled power.

D. *Social Networking (WhatsApp)*

The mobile devices such as iPads, iPods, tablets, Mp3 players mobile phones and so on are used in mobile learning technologies. Mobility and interactivity are provided for students through mobile devices (Trentin & Repetto, 2013). Social networks are considered as a type of internet websites in which individuals, groups, and organizations come together based on one or more common conditions and they share their information, subjects and contexts. Moreover, when social networks were used as an educational method, they would cause creativity and interpersonal relationship strength (Collin, Richardson & Third, 2011). Among L2 practitioners, the use of social networking is very prevalent in creating online communities. Likewise, L2 learners make social groups and simulate learning circumstances through variety of social media communicate with others further than the L2 classrooms (Sekiguchi, 2012). As defined by Bryer and Zavatarro (2001), social media are technologies that improve social interaction, make collaboration possible, and enable discussion among learners and these technologies include blogs, wikis, media sharing tools, networking platforms, and virtual worlds. Olanof (2012) defined WhatsApp instant messaging as a cross-platform smartphone messenger that applies users’ existing Internet data plan to assist the network socially in real-time. As stated by Sushma (2012), throughout June 2013, WhatsApp Inc. declared that they controlled 27 billion messages every 24 hours. WhatsApp are used by students through a variety of mobile devices, such as smartphones, Galaxy tablets, and they can send message to another through texts, images, videos, and so on. Class WhatsApp groups are implemented for four primary purposes: 1. communicating with students; 2. maintaining the social atmosphere; 3. creating dialogue and encouraging sharing between students; and 4. as a learning platform (Bere, 2013). According to Bouhnik and Deshen (2014), WhatsApp enables easy and rapid links transference to study materials. Sending homework materials by WhatsApp confirm that all students receive the message, whether it is a video specified for class or copy of an answer to an exercise sent outside the classroom hours.

E. *Related Studies*

Basoglu and Akdemir (2010) studied the efficacy of a mobile phone-based flashcard application for L2 English vocabulary achievement. The findings of their study revealed that, this type of instruction is more effective in increasing students’ vocabulary knowledge. In addition, learning English vocabulary through mobile phones was fun for students. Seyedtajaddini (2014) has done a research in order to investigate the effect of audio input enhancement on EFL learners’ grammar learning from varying proficiency levels. To this end, 30 participants were selected from the intermediate and advanced EFL learners at Goldis institute in Salmas, Iran. Based on the findings of the study, it was proved that there is a significant difference between two groups based on the use of audio input enhancement representing that the highly proficient learners performed better than the low proficient learners. In addition, Homayounmehr and Pishdadi Motlagh (2015) have done a study who investigated the effect of input enhancement on L2 vocabulary and to examine the effect of different types of input enhancement factors such as bolding, underlining, and capitalizing on L2 learners’ vocabulary learning. The results of study indicated that three types of inputs were effective in responding to target vocabulary words but the bolding group performed better than the other groups. Also, bolding target words were more effective in fostering L2 learners’ vocabulary knowledge learning. The results also proposed that using bolding as a type of input enhancement technique had a significant effect in developing learners’

awareness in vocabulary learning. There is a study by Homayounmehr and Pishdadi Motlagh (2015) who investigated how input enhancement devices of bolding, underlining, and capitalizing affect L2 learners' vocabulary learning. The result of the study showed that all three inputs were effective regarding target vocabulary words but the bolding group outperformed the other groups. In addition, it can be stated that in terms of their efficacy, capitalizing is the least effective input compared to underlining and bolding input. In addition, AbdAlfattah (2015) has done a study to check the usefulness of using a WhatsApp Messenger as one of mobile learning techniques to improve students' writing skills. 30 students from Saudi Arabia were selected and they were divided into two groups (experimental and control). The experimental group used WhatsApp technology to develop their writing skills; while, the control group was taught the same skill in the classroom. The findings indicated that using WhatsApp had positive effects on students' writing skills.

Furthermore, there is another study which had been done by Ashiyan and Salehi (2016) who investigated the effect of WhatsApp on school work and out of school work. 80 learners were participated while 60 participants were selected as the intermediate level and were assigned into experimental and control groups. The results presented that the experimental group who used WhatsApp application in learning collocation performed much better than the control group in posttest. Jafari and Chalak (2016) carried out a study in order to examine the role of WhatsApp in the vocabulary learning improvement of Iranian junior high school EFL students. 60 students comprising of 30 male and 30 female students studying at two male and female junior high schools in Isfahan, Iran took part in their study. The findings revealed that using WhatsApp had significant role in vocabulary learning of the students while there was not a significant difference between male and female students after using WhatsApp regarding their vocabulary knowledge. Moreover, Xodabande (2017) has done a research on the effectiveness of using social media network Telegram in teaching English language pronunciation to Iranian EFL learners. The results revealed that the pronunciation of participants in the experimental group improved significantly compared to the control group but there was no significant effect in pronunciation of participants in experimental group from post-test to delayed test which was administered four weeks later. The results of the study revealed that using social media networks in teaching language features can be very effective. Moreover, Abdulkhaleq and Hassan (2018) investigated the efficacy of eLearning by using a WhatsApp, at King Khalid University in Saudi Arabia. The purpose of the study was to determine whether the levels of motivation, content knowledge and grades of the students developed after instructing through WhatsApp apart from traditional classroom lectures. The findings indicated that the experimental group outperformed than the control group and it is proved that using WhatsApp is beneficial in language learning.

In line with the literature review and the associated research in this domain, the subsequent research questions were raised in the present study.

Q1: Does auditory input enhancement through Whats app have any statistically significant effect on vocabulary learning of Iranian EFL learners?

Q2: Does auditory input enhancement through Whats app have any statistically significant effect on vocabulary retention of Iranian EFL learners?

III. METHOD

A. Participants

The population of this study was 85 students studying in. They were female within the mean range of 25 years old and they were at intermediate level. Fifty five learners whose scores were one standard deviation below and above the mean were selected based on their performance on Preliminary English Test (PET). 26 homogenous participants, were considered as control group and 29 homogenous participants, were considered as experimental group. The experimental group received auditory input enhancement instruction through Whats App as their treatment and the control group followed the conventional method suggested by the institute.

B. Materials and Instruments

1. Preliminary English Test (PET)

In order to be assured of the homogeneity of the participants in terms of English language proficiency, and to ensure that they were all at intermediate level, a PET was administrated. PET is considered as the second level of Cambridge ESOL that exams four language skills (speaking, writing, listening, and reading) and is a valuable qualification if you want to work or study abroad or to develop a career in international business. Since the focus of the present study was not on speaking ability of the participants, this part was discarded in administration of PET. The time allocated for this test is 2 hours.

2. Vocabulary Pretest

A researcher-made test containing 40 multiple-choice items was given. The test is designed in line with those vocabularies, which was taught during the semester. The aim of pretest is to check how much participants are acquainted with these vocabularies. The time allocated for this test is 40 minutes.

3. Vocabulary Posttest and Delayed Posttest

At the end of the treatment, the same piloted researcher-made pretest was administered as a post-test in order to investigate the students' learning of vocabulary and the differences between two groups. Moreover, after the end of the

10-session treatment, the same test was given to the two groups to check their performances and to investigate the effect of the instruction on the learners' vocabulary retention.

4. Course book

In the present study, the participants in both groups received instructions based on the same course book, which was American English File Book 2, written by Oxenden, Latham-Koenig, and Seligson (2008). This textbook is taught to intermediate learners at Iranmehr language school, and it contains nine units focusing on all four skills.

5. Whats App application

This application can be installed on different types of smart phones such as iPhone, Android, Blackberry, and Nokia and it allows users to send free messages to each other via Internet.

C. Data Collection Procedures

Following the homogeneity of the students based on the PET, the vocabulary pretest was administered. Afterwards, the results of the vocabulary pre-test were analyzed to ensure the homogeneity of the participants in terms of vocabulary knowledge before the treatment. The treatment took 10 sessions. The classes were assigned to one control and one experimental group. The experimental groups was exposed to learning vocabulary through reading and by means of Whats App and through voice messages while the control group was exposed to learning vocabulary based on conventional method suggested by the institute. It should be noted that the first session after the pretest was allocated to providing the learners' mobile contact information and making the group in the Whats App and adding the learners to a group of Whats App created by the teacher. In fact, the voice message group, the teacher taught the reading passage of the course book and defined the keywords in each text, and provided the definitions, synonyms, and antonyms regarding those keywords of the reading passage in the class. A day after the class, the teacher read the vocabulary items and gave the definitions, synonyms, and antonyms (where possible) and shared it on the Whats app group. In fact, these vocabulary items were read through repetition several times to make them as unnatural as possible and gain the students' attention. The learners were asked to listen to the files through Whats App on their mobile phones at home, as well. In contrast, the teacher employed the conventional way of teaching vocabulary in the control group through providing the meaning of each new vocabularies and checking their pronunciation and looking the new words up in dictionary and making sentences by those words. After the 10-session treatment, the teacher gave them the vocabulary immediate post-test. After about 10 days, the same vocabulary test, used as the immediate posttest was administered to enable the researcher to compare the participants' performance and examine their vocabulary retention.

D. Data Analysis

The following procedure was used to analyze the data. As for descriptive statistics, means and standard deviation were drawn upon. The reliability of the PET and vocabulary test was calculated through Cronbach alpha formula. With the aim of taking the first research question into consideration, an independent samples t-test was run to compare the significant difference between the groups' means while Ancova was used in order and to answer the second research question.

IV. RESULT

At the outset of the study, the PET was given to a group of 30 EFL learners bearing almost the similar individualities as the intended sample. Table 1 reports the descriptive statistics of the PET in the piloting phase.

TABLE 1:
DESCRIPTIVE STATISTICS FOR PILOTING THE PET

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
PET Pilot	30	35.50	71.00	53.233	10.27697	-.270	.427
Valid N (listwise)	30						

The reliability of the PET scores taken from the participants at the piloting stage was calculated through using Cronbach's alpha coefficient. The estimated alpha was .795, which is a good index of reliability.

In addition, the vocabulary pretest was given to a group of 30 EFL learners who almost had the same individualities as the intended sample. Through an item analysis procedure such as item discrimination and item facility, all items were checked. Fortunately no mal-functioning items were identified. Table 2 reports the descriptive statistics of the vocabulary pretest in the piloting phase.

TABLE 2:
DESCRIPTIVE STATISTICS FOR PILOTING THE VOCABULARY PRETEST

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Pretest Pilot	30	6.00	36.00	21.0667	8.80804	-.114	.427
Valid N (listwise)	30						

The reliability of the vocabulary scores taken from the learners in the piloting phase was assessed by running Cronbach's alpha coefficient. The alpha index of .895 was an indication of a good reliability of the scores. Moreover, the item-total correlation to the reliability was inspected and no negative correlation was found; hence, well-functioning of the items was further approved.

In addition, the vocabulary posttest was administered to a group of 30 EFL learners bearing almost the same characteristics as the target sample. All items went through an item analysis procedure, including item discrimination and item facility. Fortunately no mal-functioning items were identified.

TABLE 3:
DESCRIPTIVE STATISTICS FOR PILOTING THE VOCABULARY (DELAYED) POSTTEST

	N Statistic	Minimum Statistic	Maximum Statistic	Mean Statistic	Std. Deviation Statistic	Skewness Statistic	Std. Error
Posttest Pilot	30	11.00	35.00	22.5667	7.10844	.011	.427
Valid N (listwise)	30						

The reliability of the vocabulary scores taken from the learners in the piloting phase was assessed by running Cronbach's alpha coefficient. The alpha index of .828 was an indication of a good reliability of the scores. Moreover, the item-total correlation to the reliability was inspected and no negative correlation was found; hence, well-functioning of the items was further approved.

Then, the piloted PET test was given to 85 participants with the purpose of assisting the researcher to select the homogenous participants of the study. The statistics related to the 85 test takers is reported in Table 4.

TABLE 4:
DESCRIPTIVE STATISTICS OF PET SCORES FOR THE INITIAL GROUP

	N Statistic	Minimum Statistic	Maximum Statistic	Mean Statistic	SD Statistic	Skewness Statistic	Std. Error	Kurtosis Statistic	Std. Error
PET	85	25.00	66.00	47.06	9.552	-.118	.261	-.727	.517
Valid N (listwise)	85								

Based on the values reported in Table 4, the skewness ratio $(-.118/.261 = -.45)$ and kurtosis ratio $(-.727/.517 = -1.41)$ values fell within the range of -1.96 and $+1.96$ which assure the normality of distribution (Tabachnick & Fidell, 2007). Additionally, the minimum score was 25 and the maximum score was 66 (Mean = 47.06, SD = 9.55). Consequently, the researcher selected those students whose PET scores fell within the range of -1 SD and $+1$ SD (37.51 to 56.61) in order to choose 55 individuals as the participants of the study. Table 5 presents the descriptive statistics pertinent to the remaining 55 test takers.

TABLE 5:
DESCRIPTIVE STATISTICS FOR THE HOMOGENOUS PARTICIPANTS

	N Statistic	Minimum Statistic	Maximum Statistic	Mean Statistic	SD Statistic	Skewness Statistic	Std. Error	Kurtosis Statistic	Std. Error
Selected	55	38.00	56.50	47.07	5.781	.137	.319	-1.156	.628
Valid N (listwise)	55								

As intact classes were used in this study, equal assignment of the homogenous participants into two groups was not feasible. The initial 85 learners were already assigned into 8 classes. Therefore, the random assignment was done class-wisely (four classes as experimental group and four classes as control one). This process assigned 26 of the homogenous learners into the control group and 29 of them into the experimental group.

Then the vocabulary pretest, it was administered to the 55 selected participants of the experimental and control groups. After the administration, the obtained scores were analyzed through running an independent samples t-test. Descriptive statistics pertinent to this administration are presented in Table 6. As reported, the control group ($M = 22.58$, $SD = 2.37$) and the experimental group ($M = 22.31$, $SD = 2.88$) obtained relatively close scores on the pretest.

TABLE 6:
DESCRIPTIVE STATISTICS OF THE INITIAL VOCABULARY PRETEST

	N Statistic	Minimum Statistic	Maximum Statistic	Mean Statistic	SD Statistic	Skewness Statistic	Std. Error	Kurtosis Statistic	Std. Error
Control	26	19.00	27.00	22.5769	2.36936	.395	.456	-.791	.887
Experimental	29	18.00	28.00	22.3103	2.87977	.485	.434	-.631	.845
Valid N (listwise)	26								

The skewness and kurtosis ratio (Statistics/ Std. Error) values for both distributions fell within the legitimate range for normal distribution, i.e. ± 1.96 ; thus running a parametric independent samples t-test was legitimized. In order to see if the differences between the mean scores are significant, the results of independent t-test were inspected (Table 7). At first, it was required to check the supposition of homogeneity of differences. As reported in Table 7, this supposition was seen (*Levene's F* = 1.065, $p = .307 > .05$). Therefore, the result was reported with assumption of equal variances (first row in the table).

TABLE 7:
INDEPENDENT SAMPLES T-TEST: VOCABULARY PRETEST BY TWO GROUPS

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	Lower	Upper
		F	Sig.	t	Df	Sig. (2-tailed)	(2-Mean Difference)	Std. Error Difference			
Pretest	Equal variances assumed	1.065	.307	-.372	53	.711	-.266	.71606	-1.702	1.169	
	Equal variances not assumed			-.376	52.64	.708	-.266	.70844	-1.687	1.154	

The obtained results indicated that there was no statistically significant differences between experimental and control participants' means on the vocabulary pretest ($t_{(53)} = .372, p = .711 > .05$). Therefore, the researcher was assured of the initial homogeneity of the participants in terms of their vocabulary knowledge. After making sure of the reliability of the vocabulary (delayed) posttest, it was administered to the 55 selected participants of the experimental and control groups once at the end of the treatment and once two weeks after. Descriptive statistics pertinent to this administration are presented in Table 8 and Table 9.

TABLE 8:
DESCRIPTIVE STATISTICS OF THE VOCABULARY POSTTEST

	N	Minimum	Maximum	Mean	SD	Skewness	Kurtosis	Std. Error	Std. Error
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic
Control	26	21.00	30.00	24.80	2.607	.477	-.512	.456	.887
Experimental	29	22.00	33.00	27.00	3.150	.103	-1.210	.434	.845
Valid N (listwise)	26								

As reported, the control group ($M = 24.81, SD = 2.61$) and the experimental group ($M = 27.00, SD = 3.15$) obtained relatively different scores on the posttest. The skewness and kurtosis ratio (Statistics/ Std. Error) values for both distributions fell within the legitimate range for normal distribution, i.e. ± 1.96 . The two groups took the same test as delayed posttest with two weeks interval. Table 9 reports the results

TABLE 9:
DESCRIPTIVE STATISTICS OF THE VOCABULARY DELAYED POSTTEST

	N	Minimum	Maximum	Mean	SD	Skewness	Kurtosis	Std. Error	Std. Error
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic
Control	26	19.00	28.00	23.6154	2.46701	-.141	-.704	.456	.887
Experimental	29	21.00	32.00	26.2069	2.82058	.163	-.704	.434	.845
Valid N (listwise)	26								

As reported, the control group ($M = 23.62, SD = 2.47$) and the experimental group ($M = 26.21, SD = 2.82$) obtained relatively different scores on the delayed posttest. The skewness and kurtosis ratio (Statistics/ Std. Error) values for both distributions fell within the legitimate range for normal distribution, i.e. ± 1.96 .

As analyzing the results of the pretest scores obtained by two groups (Table 8) showed homogeneity of the two groups at the outset, in order to answer the first research question of the study, the posttest scores of the two groups were compared. After the administration, the obtained scores were analyzed through running an independent samples t-test. Descriptive statistics pertinent to this administration are presented in Table 10. As reported, the control group ($M = 24.81, SD = 2.61$) and the experimental group ($M = 27.00, SD = 3.15$) obtained relatively close scores on the pretest.

TABLE 10:
DESCRIPTIVE STATISTICS OF THE VOCABULARY POSTTEST BY TWO GROUPS

	Group	N	Mean	Std. Deviation	Std. Error Mean
Posttest	Experimental	29	27.0000	3.15096	.58512
	Control	26	24.8077	2.60798	.51147

In order to see if the differences between the mean scores are significant, the results of independent t-test were inspected (Table 11).

TABLE 11:
INDEPENDENT SAMPLES T-TEST: VOCABULARY POSTTEST BY TWO GROUPS

		Levene's Test for Equality of Variances		t-test for Equality of Means			Std. Error Difference	95% Interval Difference Lower	Confidence of the Upper	
		F	Sig.	t	Df	Sig. (2- tailed)				(2-Mean Difference
Posttest	Equal variances assumed	2.70	.106	2.79	53	.007	2.19	.785	.617	3.767
	Equal variances not assumed			2.82	52.6	.007	2.19	.777	.633	3.751

In the beginning, it was necessary to check the supposition of homogeneity of differences. As reported in Table 11, this supposition was seen (*Levene's* $F = 2.708$, $p = .106 > .05$). Therefore, the result was reported with assumption of equal variances (first row in the table). The obtained results indicated that there was a statistically significant differences between experimental and control participants' means on the vocabulary posttest ($t_{(53)} = 2.79$, $p = .007 < .05$, Cohen's $d = .767$, representing almost a large effect size). Therefore, the first null hypothesis, which stated "*auditory input enhancement through Whats app does not have any statistically significant effect on vocabulary learning of Iranian EFL learners*", was rejected.

Answering the second research question required comparison of delayed posttest scores. However, as the posttest scores of the two groups were significantly different, this difference had to be taken into account. Therefore, an Analysis of Covariance (ANCOVA) was run to probe the second research question. However, before running the test, some test specific assumptions had to be checked. ANCOVA was used in order to answer the second research questions, after testing the preliminary assumptions. The results of the test are accessible in Table 12. This test will show if or not the groups are meaningfully different regarding vocabulary retention scores (the delayed posttest scores when controlling for the impact of posttest scores).

TABLE 12:
THE ANCOVA TEST RESULTS FOR THE TWO GROUPS' VOCABULARY RETENTION SCORES

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	419.604 ^a	2	209.802	230.268	.000	.899
Intercept	5.037	1	5.037	5.528	.023	.096
Posttest	327.534	1	327.534	359.485	.000	.874
Group	6.145	1	6.145	6.745	.012	.115
Error	47.378	52	.911			
Total	34792.000	55				
Corrected Total	466.982	54				

a. R Squared = .899 (Adjusted R Squared = .895)

As it is shown in Table 12, after modifying the delayed posttest scores for the probable impact of the posttest, there was a difference between the two groups on the scores ($F_{(1,52)} = 6.745$, $p = .012 < .05$, partial eta squared = .115 representing a medium effect size). It was proved that there were significant changes among the two groups' means on the delayed posttest of vocabulary retention while controlling for the possible effects of the posttest. Table 13 presents the pairwise comparison of the adjusted means on vocabulary retention scores for each group. Here, the effect of the posttest scores has been statistically removed.

TABLE 13:
BONFERRONI PAIRWISE COMPARISON OF ADJUSTED MEANS ON DELAYED POSTTEST SCORES

(I) Group	(J) Group	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval for Difference Lower Bound	Upper Bound
Experimental	Control	.717 [*]	.276	.012	.163	1.271
Control	Experimental	-.717 [*]	.276	.012	-1.271	-.163

Based on estimated marginal means: Experimental = 25.321; Control = 24.604

Covariate is evaluated at the following value: Posttest = 25.9636

Based on the results of the study, there was a difference between the vocabulary delayed posttest scores of control and experimental groups, when the scores are used to control posttest variances (adjusted MD = .717, SE = .276, $p = .012 < .05$), the experimental group outperforming the control group; thus, the second null hypothesis, which indicated "*auditory input enhancement through Whats app does not have any statistically effect on vocabulary learning of Iranian EFL learners*" was also rejected.

V. DISCUSSION

The findings of the study are in line with the findings of Basoglu and Akdemir (2010) who found that learning English vocabulary through mobile phones is useful. Additionally, the present findings are in accordance with those of Ashiyan and Salehi (2016) who investigated the effectiveness of WhatsApp in learning collocation performed much better than the control group in posttest. The results are also in line with Jafari and Chalak (2016) who indicated the efficacy of WhatsApp in the vocabulary learning improvement of Iranian junior high school EFL students. Also, the present findings are in line with Xodabande (2017) who showed that teaching through Telegram as a type of social networks could improve the pronunciation of the experimental group.

VI. CONCLUSION

The results of the study indicated that although providing auditory input is effective in the learning and retention of vocabulary. However, the results can find support from Krashen's (1985) input hypothesis that highlights the role of comprehensible input in learning a language. The findings of this study enable the researcher to state that WhatsApp can be used as an excellent source of comprehensible input because the learners can repeatedly be exposed to the target issues until they feel they have learned the material. Also, the ease of social networks and their ease of process are two benefits which can improve learning. Moreover, the findings can find support Sharwood Smith's (1993) input enhancement theories. The results indicated that the use of WhatsApp could raise the learners' consciousness toward the messages they received. Also, the saliency of input was assured via the application of WhatsApp messages. As the results of the delayed posttest showed, WhatsApp could enhance the participants' vocabulary recall and retention that implies the positive effect of social networks and urges the researcher to conclude that WhatsApp could attract the attention of the learners. Thus, seeking ways of input provision that are more attractive for EFL learners could be concluded. Another point to mention is the advantage of using mobile phones for language teaching and learning in general and using social networking such as WhatsApp. WhatsApp and other social networks can be practical in teaching vocabulary to students because they are easy to operate and seem to be preferred by many young learners. They can extend learning to out of the classroom settings, and thus students can have unlimited access to their peers and teachers at any time and in any place. Furthermore, WhatsApp could be a valuable source of encouraging students to learn vocabulary because it can help teachers and students communicate with more ease.

Instructors are recommended to employ adjusted materials consistent with the results of the present study in order to assist learners improve their vocabulary learning. They also can conclude that the practice of auditory input through WhatsApp is advantageous and they can take them into consideration in their process of their teaching. By providing insights gained from the results of this study, teachers can develop an awareness regarding the positive effect of auditory input in WhatsApp and consequently, they can provide learners with better learning opportunities outside the classroom. In addition, teachers can increase learners' vocabulary learning and retention through listening audio provided in the WhatsApp. Focusing on vocabulary items through audio messages would be effective and can help learners in enlightening their vocabulary learning and retention. The findings might be helpful in designing materials in which the use of WhatsApp is taken into account to the extent possible particularly for the purpose of teaching vocabulary.

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On Teaching Strategies of Junior English Reading from the Perspective of Discourse Function

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Abstract—Reading is not only one of the difficult problems for students, but also one of the most important teaching parts for teachers. 126 students in Xingfeng Jiudu Middle School were taken as the research objects, and their English reading learning was investigated by means of questionnaire survey, so as to find problems existing in junior English reading teaching. Based on the three characteristics of discourse reading: integrity, comprehensiveness and applicability, the paper analyzes junior English reading teaching strategies from the three aspects of pre-reading, while-reading and post-reading. The research shows that under the guidance of discourse reading theory, using the method of discourse reading teaching is beneficial to stimulate students' interest in reading and improve their reading ability. For English teachers, it is also a good way to improve teaching efficiency and reduce teaching pressure.

Index Terms—discourse analysis, junior English reading, teaching strategies

I. INTRODUCTION

As we all know, reading plays an extremely important role in English learning. Reading, as a language input activity, is a crucial way for people to obtain information. It can increase the quantity of vocabulary and acquire abundant knowledge. In the National Curriculum of Junior English (2011), it is clearly pointed out that junior middle school students should have accurate translation ability and reading ability, and they can understand and read English books accurately, so as to broaden students' learning way and vision. However, along with the increase of age, many of students do not reach the corresponding level in English reading, even some students gradually lose the interest in learning English. For a long time, due to the restriction of exam-oriented, most teachers in China have been using traditional reading teaching method to guide students, they pay more attention to grammar and the structure of sentences in class. It is no question that they cut the text into pieces and do not take the reading as a whole, many of the English teachers are short of discourse awareness, which leads the inefficiency of English reading teaching. At the same time, because of the age, cognitive level and other limitations, the students lack of logical thinking in the process of English reading, many students still focus on the understanding of the surface meaning and devote themselves to memorizing the words and phrases, more importantly, most of students ignore the understanding and analysis of discourse connotation, cohesion, coherence, etc., so they can not grasp the main idea, context and writer's intention, also, students will lack the ability to understand the inner relationship and appreciate the text (Shi Qinghuan & Wang Xiaolei, 2019, p.72). As the time goes by, students will lose confidence gradually in reading. Therefore, it is extremely urgent to improve students' awareness of discourse in junior English reading. For the students, it can actively cultivate students' reading literacy by strengthening awareness of the discourse, Due to the lack of discourse awareness, many students can only understand the literal meaning of the passages in English reading and can not accurately understand the specific connotation in different contexts. What is more, it is more difficult to make effective inference by exerting their own imagination. While discourse analysis guides students to skip the word-by-word recognition stage, make them focus on the complete content directly and grasp the reading materials as a whole (Yu Songmei, 2009). Therefore, the improvement of students' discourse awareness can effectively enhance their ability to understand reading materials. Discourse Analysis can help in shaping the teacher's perspective in tackling the task of teaching, reading and composing skills, and also provide a framework by which the teacher can prepare his or her own exercises or revise existing materials to give the students the much needed competence beyond the sentence level (Bertram A. Okolo., 2014,p.62).

II. THE DEFINITION AND CHARACTERISTICS OF DISCOURSE READING

A. *The Definition of Discourse Reading*

According to the book of Modern Foreign Language Teaching Methodology (Shu Baimei, 2013, p.101), discourse is described as a kind of natural occurring stretch of language occurring in context. In other word, discourse refers to the actual language units and represents a whole, which consists of a series of successive sentences or phrases in the process of communication.

From the perspective of view of functional linguistics, English language is composed of words, sentences, paragraphs and so on, which produce semantic association between these components, and finally form a semantic entirety. Students can understand a passage through the process of analysis and combination. Above all, it is the discourse

analysis.

To learn a language well, the first step is to pay attention to reading. Reading is the basis and key of language learning. Discourse reading is to start with understanding the whole text, the readers use the language knowledge to scan and skim the important language clues and get a overall impression of reading materials so as to quickly understand the surface meaning of text, and then extract the central idea and important information. Therefore, it is very important to cultivate the awareness of discourse. Discourse awareness can actively improve students' reading level and further make students get the connotation of the article. In the course of time, students can also improve their personal ability of language expression.

B. The Characteristics of Discourse Reading

Integrity--English reading teaching in junior middle school should focus on the whole teaching. The integrative discourse reading teaching can not only improve students' ability of reading comprehension and accelerate the speed of reading, but also cultivate students' ability to analyze, solve problems and use English (Wang Chunlan, 2012). Even in the initial stage, teachers should also take the cultivation of students' ability to have a overall understanding as the starting point, and strengthen the training of students' ability of predicting the main idea, guessing the meaning of new words, summarizing, reasoning, judging and expressing subjective opinion and so on. The treatment of discourse should follow the idea of overall reading, overall perception, overall grasp, overall understanding, overall output, and should fully reflect this idea in all aspects of class teaching, such as problem setting, activity arrangement, the way of evaluation and so on.

Comprehensiveness--The four skills of listening, speaking, reading and writing in English are all important parts of comprehensive language communication competence and are also the basis of comprehensive ability to use the target language. These four skills are complementary and mutually reinforcing. In discourse teaching, the teachers should try their best to train the training of four skills. In the input stage, the teachers should arrange more exercises about listening and reading. In the output stage, the teacher should arrange some exercises about speaking and writing, at this time, students usually have a general understanding of the article, if it is not consolidated, the content will be forgotten soon. The teachers should give students a chance to express their opinions about this article, which will improve students' ability of writing and expression, at the same time, students will gain great confidence. In every steps of teaching, students' ability of listening, speaking, reading, writing should be reflected and trained. According to discourse analysis theory, reading and reading teaching should be regarded as a comprehensive course of linguistic knowledge, We should use language as a whole to improve students' reading interest and comprehension (Miao Huifeng, 2019).

Applicability--It is required that teacher should not only pay attention to language knowledge, but also focus on the training of language skills. Both of language knowledge and language skills are the components of language ability, which interact and promote each other. English language knowledge is an important foundation for the development of English listening, speaking, reading, writing, but language itself is also one of the goals of language learning. In discourse teaching, the learning of language knowledge should be implemented in listening, speaking, reading, writing. In addition, the teachers should change the tendency of paying too much attention to grammar and vocabulary explanation.

In the traditional English teaching method, students usually are stopped in the input stage, many students can understand the general idea of article and can solve the corresponding exercises, but few of them have the chance to output what they have learned in class, in other word, they do not apply the knowledge to their daily communication, which is often called "dumb English". For second language learners, it is very common and normal, because students and teachers always interpret foreign language from the perspective of native language. However, in the discourse teaching, the teacher often guide students to treat English as their native language, at the same time, students will spend more time learning the background and the related stories about the author. Also, students will guess the author's intention and express their opinion about the text. Students will be more willing and more active to learn English.

III. RESEARCH METHOD

Reading is not only the most important and complicated part of English teaching, but also the most valuable part in the examination. It is also a combination of vocabulary, pronunciation, grammar and sentences. In the current exam-oriented education, the reading teaching is often divided into many pieces. Due to the limitation of class time, teachers tend to spend more time analyzing the grammar and structure of sentences, and often ignore that reading needs to start with analyzing the whole passage from the discourse. If students' reading comprehension ability only stays in simple language understanding or mechanical language practice, it is far from reaching the goal of the National Curriculum (Liao Chenyong, 2011). The author made a survey and designed 13 questions. Questions 1 and 2 have a general understanding of students' attitude towards reading learning. Question 3 is about the problems students face when they are reading. Questions 4 and 5 are about the students' preparation before reading class. Questions 6 to 8 are about how students solve problems during reading. Questions 9 and 11 are about how students review and consolidate the content of reading after class. Finally, Questions 12 and 13 are about whether the reading skills taught by teachers are helpful to students in coming reading learning. The author interviewed 126 students who from Xingfeng Jiudu

Middle School by questionnaire survey. According to this survey, it is not difficult to find some problems in junior English reading teaching.

IV. RESULTS AND DISCUSSION

A. Research Findings

As the survey shows, only 37.30% of the students like English reading, but 81.75 % of the students agree that a lot of reading is useful and helpful for English learning. It also proves that reading plays an important role in English learning and is the key for students to get a better grade in the exams. We should try our best to cultivate their interest in English reading. 72.22% of the students think the main reason is that their ability of discourse analysis is too weak to understand and master the passage well. Only 10.31% of the students think that the biggest problem in reading is lack of vocabulary and grammar. 76.98% of the students can preview the passage before class, they said that if there is no preparation before class, they will feel stressed in class. When the students have new words in the reading, most students choose to guess the meaning by intuition or looking up the word directly, even many students choose to ignore new words while reading. 21.42% of the students can get the main idea of the passage by fast reading, the others usually get main idea through translating word by word and sentence by sentence. What is more, 90.47% of the students search for relevant sentences based on keywords or find the topic sentences of the paragraphs to get required information they need. Only 9.53% of the students can obtain the information they need according to the conclusion of the discourse. After class, 96.03% of the students review and consolidate the passage through reading more, reciting more, and doing a lot of exercises, 3.97% of the students choose to organize the framework of the whole passage and build the Mind map at the same time.

The teachers also play an important role in the process of learning English. In this survey, when the teachers finish the content of reading, only 11.11% of the students can master the main idea and understand the writer's standpoint. Many of students say that the teachers seldom summarize the main idea and standpoint that have been expressed in the passage. Moreover, 84.13% of the students say the teachers seldom teach the reading skills, but usually these skills are very beneficial to get the accurate information from passage.

According to the data obtained from the above survey, it can be found that there are some problems existing in junior English reading teaching: lack of coherence, lack of expansibility and single teaching mode.

B. Discussion

According to the data obtained from the above survey, it can be found that there are some problems existing in junior English reading teaching: lack of coherence, lack of expansibility and single teaching mode.

Lack of Coherence--The existing English teaching mode focuses on the lexical and syntactic analysis at the sentence level, ignoring the logical and semantic analysis at the discourse level, which leads to the limited space for students to improve their ability of English reading. Coherence is an important feature of discourse, it is positive to understand text and help students to guess the new words, summarize the main idea, analyze the context and infer the context etc. (Sun Min, 2019: 1). In teaching, many teachers are lack of the awareness of discourse coherence.

For example: Alfred arranged to take golf lessons from the local professions. His dog, a cocker spaniel, was expecting pups again. Andrea had the car washed for the big wedding. She expected Alfred to help her move her new apartment.

In the short passage above, it is meaningful to understand each sentence alone. So, many teachers prefer to translate the short passage sentence by sentence, ignoring the analysis of logical and semantic coherence, that is, the teachers cut this discourse into pieces. However, from the view of the whole passage, it is difficult to understand. At the same time, Due to the shortage of vocabulary, the junior high school students are not good at guessing the new words, so they are accustomed to reading passages by learning and looking up every word. More importantly, they are unable to infer the deep meaning of a passage, resulting in the failure to grasp the author's writing intention. Therefore, in the process of reading teaching, it is very important that guiding students to use appropriate method of coherence, which can build a good foundation for students to comprehend text accurately.

Lack of Expansibility--In current exam-oriented education, most of the teachers do well in catching the testing points, but often neglect that the teaching should start from the perspective of humanism. In the process of reading, it is important to understand the cultural knowledge and the connotation of the article. In addition to, it is also very important how to evaluate this culture correctly. These ideas of reading teaching are often ignored by teachers. First, teachers should pay more attention to the introduction of background knowledge. In order to integrate background knowledge into reading teaching, background knowledge is very important, which can be introduced by the teachers or found from the reading materials. Usually, background knowledge is a complex part, including professional knowledge, social and cultural knowledge. Therefore, besides introducing the relevant professional knowledge, the social and cultural knowledge can not be ignored, because the misunderstandings in reading are often caused by different style of living and different way of thinking. What is more, post reading evaluation is also a significant step in reading teaching. Teachers should encourage students to express their own views about reading materials, and cultivate their independent thinking ability.

Single Teaching Mode--Many English teachers have been adopting the traditional reading teaching mode, it is mainly

based on the monotonous method from reading, translation to checking. However, as we all know, this teaching method not only neglects students' dominant position, but also leads to students' lack of reading enthusiasm, and it is difficult to achieve the effect of reading. At the same time, many teachers only focus on imparting knowledge and hardly develop the students' motivation and interest in learning English. In teaching, many of teachers spend much time in explaining the rules of grammar and the usages of vocabulary for students, which makes students lose the interest in exploring articles, thus lose the interest in reading. Moreover, Teachers often ignore the cultivation of students' humanistic quality, in the processes of imparting knowledge to students, the teachers usually spend much time as performers instead of designing activities that students participate in. Meantime, students do not have more time for independent learning and the teachers neglect the students' feeling. Due to the single teaching mode and individual differences, the students are more likely to get tired of reading.

V. TEACHING STRATEGIES OF DISCOURSE ANALYSIS

A. *Teaching Strategies in Pre-reading*

As we all know, the reading is a combination of vocabulary, grammar and sentences. So preview before class is the most important procedure in reading learning, which is essential in building and improving students' cognitive ability. However, in actual teaching, many teachers often ignore this step. In fact, through making preparations before pre-reading, not only can students take the initiative to acquire knowledge efficiently and fully feel the pleasure of success, but also the teacher can greatly reduce the teaching pressure and improve the teaching efficiency. Especially in senior grades, with the length of the passages increasing gradually, the content tends to be more complex, what is more, there will be more vocabulary, sentence patterns, grammar and the cultural knowledge. If students have a sufficient preview, it will greatly reduce the pressure of reading teaching. Firstly, the teachers require students to be familiar with most new words and understand the basic usages. It is very important to remove the obstacles of new words before class. In addition, students are also required to preview the cultural background knowledge in reading, if they can not understand the cultural background, they can not understand the deep meaning of the passage. The application of background knowledge is not only conducive to students' mastery the outline of reading materials, but also conducive to the penetration of ideological education in the teaching process. At the same time, it is beneficial to cultivate students' good moral sentiment and improve their cultural accomplishment.

The lead-in is the prelude and foundation of reading teaching, it is significant to establish the construction of reading discourse. A good lead-in can attract students' attention, controls the class and improves the learning atmosphere, what is more, it can enhance students' positive thinking. There are various ways of lead-in, such as reviewing, asking questions, building scenes, designing games and acting dialogues and so on, which are good choices to start reading teaching. Also, it provides students with the key points of connection of new and old knowledge, which is convenient for students to incorporate new knowledge into the original cognitive structure and greatly reduce the difficulties of learning new knowledge from passages. For example, at the beginning of teaching reading, teachers can create a suitable scene for students to ask questions freely by showing the props in the hands of the teachers. The content of lead-in can involve all kinds of scenes in life, So students can accept the words and sentences of passages naturally in such learning environment, which distracts the difficult points in the discourse reading teaching naturally and ingeniously. It can be seen that the flexible and ingenious methods of lead-in can stimulate students' interest in reading learning and build a pleasant learning atmosphere between teachers and students.

B. *Teaching Strategies in While-reading*

Reading teaching is different from vocabulary and grammar teaching, which is an input of comprehensive knowledge. It contains the teaching of vocabulary and grammar, but at the same time, it is also a whole. In the method of discourse reading teaching, teachers should start from the discourse analysis and consider the passage as a whole. It is emphasized that students can form a complete knowledge system, so that students can comprehensively understand and master the structure and main idea of passages. From the macro point of view, students are guided to understand the whole passage and grasp the context, so as to cultivate their discourse awareness. At the same time, in the first reading, the design of tasks and questions is essential in discourse reading teaching, such as judging the truth and falseness of questions, which can increase students' sense of achievement and stimulate their interest in the process of reading.

In the second reading, students are required to have a deeper and more detailed understanding of the text. When encountering complex text structures, English teachers can make use of the intuitiveness of multimedia teaching to promote the quality of discourse teaching, which is conducive to simplify the tedious explanation and abstract description. We all know that while learning a foreign language, due to different culture and lifestyle, it is difficult to explain the complex discourse to students, especially junior middle school students. Multimedia teaching equipment and resources can make the description of discourse more specific and visual. Also, many semantic features and relationships between characters in reading can be expressed by these equipment and resources, so that students can better accept complex knowledge of reading discourse. It can provide a great convenience for English teaching.

C. *Teaching Strategies in Post-reading*

In the process of discourse reading teaching, the final summary is an indispensable part. It is not only a summary of

language knowledge of the whole reading, but also a summary of ideas and emotional attitudes. In addition, a good summary can make students have a better learning efficiency, at the same time, it is helpful for students to cultivate students' ability of critical thinking. While organizing the structure of the passage, teachers should also give students opportunities to show their views. For example, Mind mapping is often used to construct the level of discourse reading. It can train students' logical thinking and improve the ability to obtain information from the whole passage.

The goal of text discourse teaching is to transform the perceptual input of reading materials into the process of text comprehension. After the completion of reading teaching content, post-reading activities and tasks are the sublimation stage, which is helpful for students to connect their life experiences and interest with new knowledge. Also, it can integrate knowledge and reading skills. Teachers can let the students express the real cases in life after they understand the content they read, and also let the students write their feelings about the content after class. Discourse is the spoken or written language unit in practice, more exercises can enhance students' discourse awareness.

VI. CONCLUSION

The combination of discourse analysis and junior English reading teaching can provide a lot of development space for Junior English teaching. At the same time, it respects the principal position of students by using the method of discourse reading teaching. Under the guidance of discourse reading theory, Teachers acts as a leader, who guides students to better understand the reading material from the perspective of discourse function. In this paper, first of all, the author analyzes and summarizes the background and significance of this study by combining the research of discourse reading at home and abroad. Next, the definition and the three characteristics (integrity, comprehensiveness and applicability) of the discourse reading are introduced in detail. Then the author takes the 126 students from Jiudu Junior Middle School as the object, and find out problems in current English reading teaching by analyzing the survey data. It is found that many English teachers are lack of coherence and expansibility in teaching reading, in addition, they usually use the single reading teaching mode. In view of these problems, the author finally provides some teaching strategies from the three aspects of pre-reading, while-reading and post-reading, so that these strategies of discourse reading teaching can make up for some shortcomings in traditional teaching. More importantly, the reading teaching mode under the guidance of discourse analysis can increase students' discourse awareness, improve their abilities of grasping reading materials and quickly understand the main idea of text, and finally the students' abilities of reading are improved gradually. Anyway, the author believes that Applying discourse analysis to English reading teaching is a feasible and effective teaching method. With the development of discourse reading teaching, the situation of junior English reading teaching will get better and better.

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The Cultivation of Discourse Ability in Middle School English Reading Teaching

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Abstract—English has always been an essential part of junior high school curriculum. Improving students' reading ability is not only the purpose of learning English for junior middle school students, but also an important means to acquire new knowledge. However, reading as one of the four basic skills required by the English course often keep students from getting high marks in the middle of the exam, although they took lots of time to read. This paper emphasizes the importance of English reading in junior middle school and analyzes the current situations and problems of students' reading. It introduces the theories of reading and reading comprehension, discourse and discourse analysis, and the relationship between reading and discourse. The author puts forward some measures to improve the reading ability of students. There are many researches on discourse analysis about university, but the research is less involved in the secondary school, and the study of reading comprehension in junior middle school is even rarer. Therefore, the author thinks that it is very necessary to improve the discourse ability of junior high school students.

Index Terms—junior middle school English, reading teaching, discourse ability

I. INTRODUCTION

In the whole process of English reading, the cultivation of reading ability is a gradual process. Reading is an approach to understand and absorb the written information. Today, extensive and effective reading is needed in the information age. It is pointed out by English syllabus for middle schools that the teaching purpose of middle school English is to train students' ability in listening, speaking, reading and writing. Today, more attention is paid to the training of students' language communication. Reading teaching is the main body and core of junior English teaching at the initial stage. Now reading teaching becomes more and more difficult. Because it is necessary for students to give full play to their imagination in the light of the original text. Therefore, the improvement of reading ability can not only inculcate students' knowledge, but make students master the theme. English reading in middle school is a basic stage for students to learn English and it determines other aspects of English learning. Students' reading ability must be carried out in the process of reading training.

The reading ability here mainly includes three abilities: acceptance, judgment and innovation. The ability of acceptance is to understand the facts provided by the text and the author's writing intention. This is the basic requirement for students in the process of reading. Judgment is that the reader can evaluate and use the knowledge according to the content of the text and the author's views. If students do not have the ability of acceptance, they will not be able to form a correct judgment. Creativity is the ability to solve problems or put forward new ideas based on their viewpoints. These three abilities are interlinked. In a sense, the improvement of reading ability is the key to improve the ability of listening, speaking and writing.

According to the overall situation of English reading teaching in junior middle school, the students' English reading ability is not satisfactory. For a long time, our understanding of English reading teaching is narrow. It has not paid enough attention to students' reading habits and reading interests. Therefore, it keeps the students in a passive state. In the ordinary course of teaching, we find that reading is a problem that makes the students trap into trouble. Many students are not interested in reading, and they lack motivation of reading or adopt improper methods. One of the main reasons is that students are not actively involved in the teaching process.

The key of the matter is that students are very afraid of reading. When starting reading comprehension, there is often a feeling of fear for students and there exists many problems in the reading process. Firstly, Students lack sufficient vocabulary and cannot understand the passage in time. The expansion of vocabulary is the main part of reading comprehension. The size of the vocabulary indicates the reading ability. It is also an important method to check the students' English learning level. If there are lots of words that we do not remember, the passage is difficult to read and understand. So it is necessary to carry out reading training on the basis of sufficient vocabulary. But most junior middle school students have small vocabulary, weak perception of sentence structure and lack comprehension of discourse. Secondly, students are often lack of necessary common sense of life. There are many reading articles which are closely related to daily lives. This kind of article is very practical. They can not only rely on the accumulation of students in life, but rely on their own efforts in the process of doing exercises. Thirdly, students have bad reading habits. They often have many superfluous movements in their hands, eyes and mouth when they are reading. These reading habits affect reading speed and understanding.

Most of students only passively complete the reading tasks assigned by the teachers, and will not consciously read some extracurricular materials to expand their knowledge. But the language material provided only from the textbook is not enough to read for students. Extracurricular reading of English belongs to extensive reading, which is an essential stage to consolidate the classroom reading and cultivate student's English reading comprehension competence. We know that extensive reading materials, complex situations and language phenomenon is very abundant, which is conducive to the cultivation of students' language sense.

II. LITERATURE REVIEW

This part describes the definition of reading and the levels of reading comprehension. It also explains the influence of reading theory researches on discourse and the relationship between discourse and reading.

A. *The Overview of Reading Theory and Discourse Analysis*

Reading theory plays a major role in the learning process of students. For the definition of reading, different scholars have different views. So far, the definition of reading has not fixed. However, reading comprehension can be divided into four grades for students to study.

1. The definition of reading

In the early 20th century, some scholars began to study the reading process. In recent decades, researches on reading have been rapidly developed with the development of psychology, pedagogy, linguistics and other related subjects. The term reading is being interpreted quite diversely by different linguists.

Kenneth Goodman gives the definition: "Reading is a complex process by which a reader re-constructs, to some degree, a message encode by a writer in graphic language." (Goodman, 1970, p. 5) As a highly active behavior, reading is the process of selection, classification and explanation of information. The writer is the deliverer of the message and the reader is the receiver of the message. That is to say, reading is an interactive and communicative behavior between the reader and the writer through the discourse. To make the communication successful, the reader has to deal with the discourse according to the previous experience and the writer's cues. Just as Christine Nuttal states, "reading is not only an active process, but also an interactive one between the reader and writer." (Nuttal, 2002, p. 10). From the cognitive point of view, the definition is that "reading as the construction of meaning from a printed or written message." (Richards, 1988, p. 12) According to Widdowson, reading is a strategic and interactive meaning-constructing process influenced by a reader's previous knowledge (Widdowson, 1979). Zhang Weiyu defines reading as a process of communicating between a reader and a writer and also the process of a reader's getting information from the discourse. (Zhang Weiyu, 1995)

To sum up, most of the definitions focus on the interaction. Reading is not the process of accepting the language symbols passively, but an active and cognitive activity. It is a kind of psycholinguistics guessing game.

2. Levels of reading comprehension

Though reading process is complex, many scholars think it possible to make a rough division on levels of reading comprehension. Nowadays, the reading comprehension can be divided into four different levels: literal, inferential, evaluative and appreciative comprehension.

Literal comprehension refers to the fact that readers can understand the superficial meaning of the article including the identification of words meaning, sentence structures, the gist and details of the article, the time, place, order and the relationship between persons in the event and so on. It is mainly based on the linguistic knowledge; the literal comprehension is the least sophisticated level of reading.

Inferential comprehension is a kind of deeper and more sophisticated understanding relying on certain reading skills and linguistic competence to infer the author's intention of writing and the macro-structure of the text.

Evaluative comprehension is that readers analyze and evaluate the article by virtue of their own knowledge and evaluative principles to show their attitudes, such as assessing the authenticity of information, the reasonability of conclusion and the possibility of an event. It goes beyond the literal contents, representing the author's positive thinking and attitudes to grasp their true intentions.

Appreciative comprehension is that readers understand the theme of the article and the author's point of view through their own thoughts, realization, emotions and interests, including the identification, feeling and appreciation towards the writing skills and idea of the article. It is a psychological process of the integration of emotional activity and cognitive activity.

3. The Definition of Discourse and Discourse Analysis

"Discourse" is a linguistic term, different scholars have given different meanings in their writings. Halliday and Hassan think that it is better to regard the discourse as a semantic unit, that is, not a unit of form, but a unit of meaning. (Halliday, Hassan, 1976) Huang Guowen, a domestic research scholar, defines discourse as a series of consecutive words or sentences that constitute the whole language. (Huang Guowen, 2001) Hu Zhuanglin defines "discourse as any natural language that is not completely subject to the grammatical constraints of a sentence in a given context." (Hu Zhuanglin, 1994, p. 5)

Discourse analysis, also called discourse grammar, is a very important concept in linguistics. It has attracted linguists' attention since the 50s in the last century, and it has developed as an independent subject since 50s. Discourse analysis

refers to the analysis of the language and communicative functions. It starts from the understanding of the whole discourse content and analyzing of the relationship between sentences and paragraphs. Discourse analysis includes the logic structure of discourse materials, narrative mode, text mode, descriptive means and cohesive means. It not only attaches importance to language forms, but also attaches importance to language functions. At the same time, it also focuses on cultural background knowledge and related knowledge, so as to cultivate students' ability to understand, analyze and acquire complete information.

Discourse analysis is basically divided into two categories: one is the macro structure research. It mainly studies from the overall structure and organization of the article. The other is the micro structure research. It mainly studies the relationship between sentences and sentences, identifies the relationship symbols between sentences, and discusses how a series of sentences make up a coherent article.

B. The Influence of Reading Theory Researches on Discourse Teaching

The study of reading theory reveals the regularity of thinking activity and the characteristics of psychological activities in the process of reading. It also analyzes the relationship between various factors that influence reading, and it is significant for language teaching. Of course, we can't simply reject a reading pattern. We should know clearly that each reading pattern has its own limitations. In nature, we should choose the corresponding reading mode according to the students' current language level and the actual requirements of teaching.

The process of reading is the process of interaction between the reader and the author. The meaning is not directly attached to the surface of the language, and nor is it rigid in the article to wait for the reader to get it on its own. Readers must make full use of their own knowledge, such as prediction, induction, reasoning and other positive thinking to obtain meaning and understand the connotation of the article. When reading, readers should relate to background knowledge, cultural difference knowledge, body structure knowledge and so on. With enough language knowledge, we can quickly identify words meaning, grasp certain background information and predict relevant knowledge. Only in this way can readers read effectively. The classroom reading teaching and training can be individual skill training, which is a preparation for comprehensive reading activities. The students can start reading activities successfully with it. The main purpose of this reading training is to improve the language knowledge and language abilities. As far as English reading teaching is concerned, we should pay more attention to the clear purpose of reading guidance for the students and fully stimulate students use their acquired background knowledge to grasp the overall meaning of the passage. It enables them to use various reading skills comprehensively in the actual reading. In this way, the students' reading comprehension ability can be improved effectively.

C. The Relationship between Discourse and Reading

Students' English reading process can be divided into four levels. The first level is the literal meaning, that is, to master the words, phrases, sentences and syntax of the article, and translate them out of the heart by the mother tongue; The second level is analysis and understanding, that is, to use grammatical analysis to make them more logical; The third level is evaluation understanding, which is based on the content stated in the article and the author's ideas and views; The fourth level is appreciation understanding, which refers to the reader's deep understanding of the content of article. When people read in daily life, the object of reading is actually the specific segment of the social function in the specific context, which is what we are talking about. Chapter is the basic unit of discourse analysis. The first chapter is the purport of the whole passage and we may get the overall structure of the text by means of it. Then we can analyze the logical connection between sentences and sentences, paragraphs and paragraphs, so that students can grasp the theme of the text.

Discourse analysis is the most significance in the process of English reading. From a systemic functional linguistics perspective, we can see the discourse is a meaning unit in social communication, and we can link the form of language with its meaning. This can not only explain how the language components are used in the text, but also explain the reasons for the use of the language. In the teaching of English reading, we cannot control the reading text is only the combination of the simple meaning of all words. Discourse analysis is to understand, analyze and evaluate articles from the perspective of discourse integrity. In the deep understanding of language, we mobilize students' enthusiasm and initiative in using language knowledge to improve their English reading and communicative competence. Therefore, students are consciously trained to read with the idea of "text" during reading. We should train students to understand and grasp the general layout, paragraphs, and central ideas of the article in the process of reading. At the same time, we should help students master the layout skills and try to figure out the intention of the author. We should also cultivate students to get meaning from the overall level of discourse, so that we can avoid the one-side reading of students, which is beneficial to the improvement of students' reading comprehension.

III. THE CULTIVATION OF DISCOURSE COMPETENCE

This part describes the principles related to the employment of reading strategies and the procedure of the lesson of reading training strategies. The procedure includes pre-reading, while-reading, and post-reading stages.

A. Strategies for Cultivating Students' Discourse Competence

The reading strategies play a very important role in improving students' discourse ability. A lot of teachers and researchers have done studies on reading strategies, and have obtained many achievements. The author puts forward some strategies in reading based on these studies.

1. The selection of suitable reading materials

In order to train reading strategies, suitable reading materials must be chosen. Reading materials affect students' interests and reading speed etc.

Interest will be a key criterion in selecting texts for learners, so the teacher should ask learners to find extensive reading materials used in the class by themselves which will make the class more interesting. At the same time, the teachers discovered students like to read certain types of reading materials through questionnaire. Such as non-fiction, thrillers or romance etc.

2. The cultivation of students' consciousness of reading skills

A lot of scholars have already discussed reading skills from different angles, and they hold different ideas. Grellet believes that the main ways of reading are as follows: The first way is skimming. Skimming is one's eyes quickly look over a text to get the gist of the text. The second way is scanning. Scanning is quickly going through a text to find a particular piece of information. The third way is extensive reading. Extensive reading is to read longer texts, it often depend on one's own interests. This is a complete activity, which mainly involves global understanding. The fourth way is intensive reading. Intensive reading is to read shorter texts to extract specific information. This is an accuracy activity involving reading for details. (Grellet, 1981)

These ways are important because they are frequently used by middle school students in reading class. But as it is known, a variety of reading skills are useful to readers. These four ways are not enough for students, therefore, some other reading skills are applied.

Predicting is a basic skill which is the faculty of predicting or guessing what happens next. We can grasp it more accurately according to grammatical, logical and cultural clues. It is therefore worthwhile to devote more time to systematic training. The following methods can be used in prediction training: The teachers should help students recognize an unfamiliar word through word formation and prefix or suffix. The students should recognize synonyms and antonyms to understand relations between parts of a text via lexical cohesion device of synonym and antonym. It is also an important method. The teachers should give students unfinished passages to complete little by little. And in order to cultivate the students' prediction ability, the teachers should stop at the end of each sentence. Previewing is a very specific reading technique which involves using the catalogue, the appendix and paragraph headings in order to find out where the required information is likely to be. By means of previewing text, students could quickly locate an article in a newspaper or have a few minutes to get an idea of a text through the title.

3. The improvement of reading speed

In order to improve reading speed, students must always be aware of reading speed. There is a formula of the reading speed:

$$\text{Reading speed (w.p.m)} == \frac{\text{Length of the text (w)}}{\text{Reading time (m)}}$$

For example, one student finished a 500-word text in 2 minutes, his reading speed is 250 words per minute. One of the most common ways of increasing reading speed is to give students suitable passages to read and ask them to time themselves. But at the same time, enhancing reading speed should not at the expenses of comprehension. Reading must be based on understanding. That is to say, they should grasp the main meaning of the passage while improving the reading speed.

Besides, appropriately adopting reading skills in reading can also help improve reading speed. Improving reading speed is not independent, because it is affected by a lot of other factors, such as the awareness of reading speed and the motivation of reading.

4. The interactivity of reading process

Students should enrich their language knowledge. Language knowledge plays a significant role in understanding the text for them. A good reader can recognize a wide range of vocabulary automatically: grammatical structures, and other linguistic features that decode quickly in the given text. The purpose of reading is to encourage students to develop strategies for guessing word meaning from contextual clues and background knowledge. So teachers should help students gain more vocabularies. In order to read efficiently and not to be affected by unknown word, it will be essential for the students to grasp the structure of the sentences they read. They should be taught to discriminate quickly between what is the core of the sentence and what is the padding. By recognizing the structure of complex sentences, students can read more efficiently.

Students should enrich their cultural knowledge. A number of writers in recent years have reviewed the complex relationships that exist between language learning and culture, and some have focused specifically on the implications of using the target language culture. It is common that reading materials are published in a particular English-speaking country to use their culture as a setting. One of the reasons is the link between language and culture. Given this link, the stated aim of the curriculum is to wide cultural horizons and increase understanding of other people and ways of life. So culture is not only the means to learn a target language, but also the purpose.

B. *The Procedure for Reading Strategy Training Lesson*

Reading procedure is divided into three stages, pre-reading, while-reading and post-reading stages. The details about reading strategies training are following:

1. The strategies at the pre-reading stage

In the light of insights into the reading process and into how successful readers interact with the text, a set of general learning goals for the reading can include: to build schematic knowledge in order to interpret texts meaningfully; to build a knowledge of language (e.g. vocabulary, structure), which will facilitate development of greater reading ability; to adopt reading style according to range of purposes and application of different strategies (e.g. skimming, scanning); to develop awareness of the structure of written texts in English; to train students to read intentionally, and the teachers should ask himself or herself some questions before setting reading tasks. These questions are: what is the text about? Is it a story, a biography, a report of an event or a description of a place? Are there different ways for students to read this text? What kinds of activities will help students apply appropriate strategies? What can we set as pre-reading tasks?

The first step is to activate students' motivation. Motivation is a term in psychology, which leads to a conscious decision to act in order to attain a previously set goal. It directly or indirectly affects students' learning.

The second step is to activate students' prior knowledge. Schema theory suggests the prior knowledge will affect students' ability to understand new information. What we already know about the subject and what we are looking for are probably just as important as what we actually draw from the text. Some ways can be used to activate prior knowledge. Brainstorm is a popular method used in class now to review enough words related to the current topic. At this stage, both language and cultural knowledge should be prepared for the class.

The third step is to make students predict and preview. Students can predict from headlines, pictures or their own experiences.

2. The strategies at the while-reading stage

Traditionally, English language learners read text mainly focusing on language knowledge and grammar. Recently, since the adoption of the idea of reading as an interactive process, the following aims are to be covered: the students' response to the opinions expressed and their understanding of the information contains; students should ask themselves questions and make notes; they also should confirm predictions and predict the next part of the text from various clues. To fulfill the aims, the teachers should encourage students to do reading training actively and set different tasks in while-reading activities.

The fourth step is to carry out some activities around reading strategies. At this stage, students will first check their predictions done at pre-reading stage and change their predictions as the plot develops.

3. The strategies at the post-reading stage

Post-reading activities can change with the text it follows, but they will always have a close connection with the reading purpose set before. Students check and discuss activities done while reading and make use of what they have read in a meaningful way to discuss their response to the writer's opinions, to infer writer's intention, to have a role-play activity, or to have extensive reading on the same topic.

The fifth step is to judge the communicative value of a text. During the discussion, problems such as the students' attention, the quality of the information given or the use of devices such as irony, fact or humor, naturally come up.

The sixth step is extensive reading. According to these practical and useful steps, together with the teacher, students apply as many strategies as possible (for example: predicting, inferring, skimming, scanning, previewing etc) to improve reading competence, and make reading an interactive process during these three stages.

Each step has its flexibility and can be mixed together or canceled according to the aims.

IV. CONCLUSION

In reading, students are directly confronted with discourse. The information, composition and rules of text play vital roles in reading comprehension. Discourse is not a simple accumulation of sentences. Instead, the author uses various means and techniques to link all parts of the text into an organic whole. Therefore, in reading the text, students should not only pay attention to the grammatical structure of words and sentences, but also analyze the content and structure of the article from the level of discourse. Besides, teachers should help students to deepen their understanding and grasp theme of the text, cultivate their ability of obtaining complete information and logical thinking and improve their reading ability. Discourse analysis has opened up a new perspective for reading teaching and put forward new methods. Discourse analysis is to understand, analyze and evaluate the article from the perspective of the whole text, so as to fully grasp the author's thinking and the passage of the article. This study proves that discourse analysis has obvious advantages in reading teaching. This reading comprehension ability and the ability of using the language synthetically provide a useful method for teachers' reading teaching. Therefore, it is feasible to use context oriented reading teaching mode in middle school English reading teaching. In English teaching, teachers should do their best to help students read English articles by means of discourse analysis in order to improve their reading comprehension ability.

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The Manner Result Complementarity and the Lexicalization Pattern of Chinese Motion Verbs*

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Abstract—Rappaport Hovav and Levin (1998, 2010) propose manner/result complementarity hypothesis (MRC), i.e. verbs can not lexicalize manner and result simultaneously at a time. As to the encoding of motion events, Levin et al. (2009) also claim that manner of motion verbs across languages simply lexicalize manner and no direction is entailed. However, three basic motion verbs in Chinese--*zǒu* ‘walk’, *pǎo* ‘run’ and *fēi* ‘fly’, which are regarded as prototypical manner of motion verbs but also seem to lexicalize directed motion when used in some constructions. Then questions arise: do these verbs lexicalize direction of motion and are they counterexamples of the MRC? Based on evidence gained from a series of linguistic tests, this study argues that on the one hand different from views of Levin et al. (2009), the three manner of motion verbs can indeed lexicalize directed motion, but on the other hand they never encode the manner and direction of motion simultaneously and thus they are not counterexamples of the MRC. The fact that manner of motion verbs exhibiting similar lexicalization pattern can also be found in other languages indicates that the prototypical manner encoded in these verbs may be the conceptual condition for the special lexicalization pattern.

Index Terms—manner/result complementarity, motion verbs, lexicalization pattern

I. INTRODUCTION

Are there any constraints on the complexity of verb meaning? Can we explain verbs’ varied grammatical behaviors by looking at their meaning? At least to lexical semanticists, the answers to both questions are “yes”. As advocates of lexical semantic approach, Rappaport Hovav and Levin (2010) propose that verbs’ ontological categorization constrains the complexity of verb meaning and the lexical property of a verb associated with its ontological type is important to determining or constraining its argument expressions. Based on their observation of the meaning components lexicalized in ontologically different types of verbs and their distinct grammatical behaviors, Rappaport Hovav and Levin (1998, 2010) suggest a systematic lexical gap in verbal meaning: manner and result meaning components can not be encoded simultaneously and thus the two meaning components are in complementary distribution. Though the proposal of this hypothesis is primarily based on English data, Rappaport Hovav and Levin (2010) also claim that the manner/result complementarity is cross-linguistically relevant.

Lexicalization patterns of motion verbs in Chinese have been studied based Talmy’s framework of motion events (Talmy, 1985, 2000). Among many other studies, Lin (2011) investigates lexicalized meaning in Chinese motion verbs in the light of the MRC in particular. Based on her observation of the syntactic distribution of Chinese motion verbs, Lin (2011) argues that the lexicalization patterns of motion verbs in Chinese conform to the MRC. However, some inconsistent grammatical behaviors of three basic motion verbs *zǒu* ‘walk’, *pǎo* ‘run’ and *fēi* ‘fly’ are neglected by previous researchers. The three verbs, though all regarded as manner of motion verbs by researchers, also behave like directed motion verbs in some constructions. For example, the three verbs can be found in subject inversion construction, as in (1)---a property they share with directed motion verbs such as *lái* ‘come’ and *qù* ‘go’ in (2), but not with other manner of motion verbs such as *tiào* ‘jump’ and *pá* ‘crawl’ in (3), as without getting combined with other path morphemes manner of motion verbs generally can not be used in this construction. (Yuan, 1999)

- (1) a. *Zǒu le yī gè xuéshēng.*
walk ASP one CL student
A student left.
b. *Fēi le yī zhī gēzi.*
fly ASP one CL pigeon
A pigeon flew away.
- (2) a. *Lái le yī gè zhíyuan.*
come ASP one CL employee
Here came an employee.
b. *Qù le yī gè lǎoshī.*
go ASP one CL teacher

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- There went a teacher.
- (3) a. **Tiào le yī gè xiǎohái.*
 jump ASP one CL child
 (Intended) a child jumped.
- b. **Pá le yī tiáo máomáo cháng.*
 crawl ASP one CL caterpillar
 (Intended) A caterpillar crawled.

Then questions arise: do these verbs lexicalize directed motion in these cases; are these verbs counterexamples of the MRC? The answers to the questions are important as they can provide direct evidence for or against the cross-linguistic validity of the MRC. The present study intends to have a close look at the lexicalized meaning and grammatical behaviors of the three motion verbs and determine whether they are counterexamples of the MRC in order to further check the cross-linguistic validity of the hypothesis on one hand, and to reveal the possible lexicalization patterns of motion verbs in Chinese on the other. In the following part, the main tenets of the MRC will be presented in Section 2. Previous studies on lexicalization patterns of Chinese motion verbs will also be briefly reviewed in Section 3 before the three motion verbs *zǒu* ‘walk’ *pǎo* ‘run’ and *fēi* ‘fly’ are discussed in detail in Section 4. Section 5 briefly analyzes the lexicalization pattern of the three verbs in cross linguistic context and concludes the whole study.

II. THE MANNER RESULT COMPLEMENTARITY AS A LEXICAL CONSTRAINT

Assuming the argument realization of a verb is largely determined by event structure decomposition, in particular the association between event schemas and verb roots, Rappaport Hovav and Levin (1998, 2010) propose the ontological categorization of verb roots such as manner or result determines the way the root integrates into an event schema and that a root can only be associated with a single position in an event, as is illustrated in (4). Since manner and result roots occupy distinct positions in event schemas: manner roots are modifiers of the primitive predicate ACT and result roots are arguments of BECOME, the MRC follows.

- (4) a. [x ACT<MANNER>]
 b. [[x ACT] CAUSE [y BECOME <RESULT>]]

Rappaport Hovav and Levin (2010) also refine the semantic notions of manner and result verbs as involving non-scalar and scalar changes. In both change-of-state and motion domains result verbs involve scalar changes, as they lexicalize change in the value of some scalar attribute, while manner verbs lexicalize non-scalar changes which are complex and cannot be characterized by an ordered set of values of a single attribute.

The MRC is claimed to be grammatically relevant as manner and result verbs show distinct argument realization patterns and aspectual features. For example, manner rather than result verbs allow unspecified or unsubcategory objects. While manner verbs are generally atelic activity verbs, result verbs associated with two-point scales are necessarily punctual and telic. Even result verbs involving multiple-point scales can be interpreted telically without supporting context. (Rappaport Hovav, 2014)

III. PREVIOUS STUDIES ON THE LEXICALIZATION PATTERNS OF CHINESE MOTION VERBS

Rappaport Hovav and Levin’s proposal of the MRC is also consonant with Talmy’s well-known classification of motion verbs based on what semantic component--path vs. manner--is conflated into the verb. Lexicalization patterns of Chinese motion verbs have been studied mainly based on Talmy’s framework. However, as Lin (2011) points out, motion verbs in Chinese are classified primarily via an intuition-based semantic grouping, so there are some controversies over some less prototypical motion verbs. For example, in Guo and Chen (2009), *zuān* ‘squeeze/get into’ and *dī ào* ‘fall’ are classified as manner of motion verbs but directed motion verbs in Lamarre (2008). Some motion verbs such as *dēng* ‘climb’ and *táo* ‘escape’ are also cited as counterexamples of the MRC to encode both manner and direction of motion (Ma, 2008; Shi, 2014). Therefore it is necessary to reexamine the classification of Chinese motion verbs based on systematic and consistent criteria.

Based on the lexical property of manner and result verbs suggested by Rappaport Hovav and Levin (2010), Lin (2011) introduces several tests to identify manner or direction of motion verbs via their syntactic distribution. For example, according to Lin (2011), manner and direction of motion verbs exhibit different compatibility with other elements expressing manner or result: only manner of motion verbs are compatible with a variety of result and path phrases and only directed motion verbs can be modified by various manner adverbials or co-occur with a variety of manner verbs. As illustrated in (5), *tiào* ‘jump’ as a manner verb is compatible with a variety of path and result phrases such as *chū* ‘exit’ and *duàn tuǐ* ‘break legs’. Nevertheless, it can not be modified by adverbials or verbs expressing other manners such as *gǔn* ‘roll’ or *pá* ‘crawl’.

- (5) a. *Tā tiào-chū-le shuǐkēng*
 he jump-exit-ASP puddle
 ‘He jumped out of the puddle.’
- b. *Tā tiào-duàn-le tuǐ*
 he jump-break-ASP leg

- c.* 'His leg was broken as a result of his jumping.' (Peck et al., 2013, p.683)
Tā gǔn/pá ti ào
 he roll/crawl jump
 (Intended) 'He jumped by rolling /crawling.'

However, directed motion verbs show contrastive grammatical behaviors. For example, directed motion verb *huí* 'recede', as illustrated by Lin (2011) in (6), can co-occur with a variety of manner verbs such as *gǔn* 'roll' and *tiào* 'jump', but it is incompatible with path or result phrases which are not related to the path lexicalized in the verb itself.

- (6) a. *Dírén tiào/gǔn-zhe huí guānwài*
 enemy jump/roll-IMP return pass.outside
 'The enemy returned to the outside of the pass jumping/rolling'
 b. **Dírén huí le*
 enemy return-be.tired ASP
 (Intended) 'The enemy became tired as a result of returning' (Lin, 2011, p.37)

As can be seen, linguistic tests introduced by Lin (2011) can distinguish manner of motion and directed motion verbs in Chinese in a consistent manner so far. However, when we check the actual uses of the three manner of motion verbs *zǒu* 'walk' *pǎo* 'run' and *fēi* 'fly', they also pose a problem to Lin's tests: though in their basic uses they can pass the tests for manner of motion verbs, in some other cases their syntactic distribution just contradicts the property of manner of motion verbs. For example, as prototypical manner of motion verbs, they are not expected to co-occur with other manner verbs, since verbs specifying different manners should not be compatible. Nevertheless, as illustrated in (7), in their actual uses they can co-occur with other manner verbs. In (7a) *zǒu* 'walk' co-occurs with another manner verb *piāo* 'float', in (7b) *pǎo* 'run' also co-occurs with another manner verb *gǔn* 'roll' and in (7c) *fēi* 'fly' follows another manner verb *tī* 'kick'.

- (7) a. *Qìqiú piāo-zǒu le.*
 balloon float-walk ASP
 'The balloon flew away.'
 b. *Pǎo qú gǔn-pǎo le.*
 rubber ball roll-run ASP
 'The rubber ball rolled away.'
 c. *Xiébei tī-fēi le.*
 shoe PASS kick-fly ASP
 'The shoe was kicked away.'

The inconsistent grammatical behaviors of these verbs illustrated in (7), together with the evidence that they can enter subject inversion construction as mentioned in Introduction section force us to ask whether they can indeed encode direction of motion and then contribute to counterexamples of the MRC. Following the tenets of the MRC and Lin's (2011) study I will look at the semantics and grammatical behaviors of these verbs in detail to clarify their ontological status in next section.

IV. CASE STUDIES OF MOTION VERBS *Zǒu* 'WALK' *Pǎo* 'RUN' AND *Fēi* 'FLY'

In this section, the lexicalized meaning components and the grammatical properties of the three motion verbs *zǒu* 'walk' *pǎo* 'run' and *fēi* 'fly' will be looked at in detail. Besides using Lin's linguistic tests to distinguish manner verbs from result verbs, I will also take the aspectual property of manner and direction of motion verbs into account, as different aspectual features of manner and result verbs are also crucial to their syntactic distribution. As mentioned in Section 3, Rapaport Hovav and Levin (2010) suggest distinct scalar notions underlying manner and result verbs. In case of motion verbs, manner of motion verbs encode non-scalar changes, they are atelic. Directed motion verbs can be further divided into two subtypes depending on whether they entail two-point or multi-point scalar changes: verbs lexicalizing two-point scalar changes are necessarily telic and punctual and verbs lexicalizing multi-point scales have either telic or atelic readings depending on contexts.

A. *Zǒu* 'Walk' *Pǎo* 'Run' and *Fēi* 'Fly' Used as Manner of Motion Verbs

In their basic uses, there is no doubt that the three verbs show hallmarks of manner verbs. As they lexicalize non-scalar changes, they are necessarily atelic and compatible with durative time adverbial. As illustrated in (8a), *zǒu* 'walk' is compatible with durative time adverbial *sān gè xiǎoshí* 'three hours'. In (8b) *fēi* 'fly' can be used with durative time adverbial *sān tiān* 'three days'.

- (8) a. *Tā zǒu le sān gè xiǎoshí*
 he walk ASP three CL hour
 'He walked for three hours.'
 b. *Xiǎoniǎo fēi le sāntiān*
 little bird fly ASP three days
 'The little bird flew for three days'

Since they do not entail any direction or result information, they can take as their complements varied result and path

phrases. As illustrated in (9a), pǎo ‘run’ is compatible with both upward and downward directions. It is also shown that in (9b) fēi ‘fly’ can take duàn ‘break (wings)’ and in (9c) pǎo ‘run’ can take dīu xié ‘lose shoes’ as their resultant complements respectively.

- (9) a. *Zhànshì měitiān pǎo-shàng-pǎo-xià*
 soldier everyday run-ascend-run-descend
 ‘Soldiers run up and down every day.’
- b. *Tā-men de chìbǎng dōukuài fēi-duàn le*
 they-PL DE wings almost fly-break ASP
 ‘They (pigeons) almost broke their wings as a result of flying (continuously)’
- c. *Tā pǎo-dīu xiézi le*
 he run-lose shoe ASP
 ‘He lost his shoes as a result of running’

To conclude, it can be seen that in their basic uses the lexicalized meaning and grammatical behaviors of the three verbs conform to the property of manner of motion verbs.

B. *Zǒu ‘Walk’ Pǎo ‘Run’ and Fēi ‘Fly’ Used as Directed Motion Verbs*

As mentioned in previous sections, the three verbs can be found to exhibit grammatical behaviors distinct from manner of motion verbs, as they can be used in subject inversion construction and they can also follow another manner of motion verb to form a verbal compound without contradiction. Focusing on the two specific cases, this section uses a series of syntactic and semantic tests to check what lexical meaning they actually encode and to clarify their ontological status.

First, I will show when the three motion verbs are used in subject inversion constructions they only encode directed motion and their manner of motion sense is dropped out. In Chinese, it is generally accepted by scholars (Huang, 1990; Li, 1990; Yu, 1995) that verbs which are used with perfective aspectual marker in subject inversion construction are prototypical unaccusative verbs. These verbs generally describe non-volitional change-of-state/location of the theme. As illustrated in (10a), the verb sǐ ‘die’ describing a non-volitional change of state is unaccusative verb, so it can be used in the subject inversion construction. Nevertheless in (10b) chàng ‘sing’ expressing a volitional action is an unergative verb, so it can not be used in the construction.

- (10) a. *Sǐ le yí gè rén*
 die ASP one CL person
 ‘A person died.’
- b. **Chàng le yí gè rén.*
 Sing ASP one CL person
 (Intended) ‘A person sang.’

Though generally manner of motion verbs are regarded as unergative verbs which without getting combined with other path morphemes can not enter the subject inversion construction, the three verbs can be used in the construction, as shown in the example sentences of (1).

With regard to these cases I suggest that these verbs entail only the directed motion as ‘being away from the reference object’. Crucially as is shown by their grammatical properties in this construction, they lose their manner meaning components. First, when they are used in this construction, they lose the atelic aspectual feature of manner verbs and encode punctual and telic changes. The examples in (11) show that they are not compatible with durative aspectual marker zhe.

- (11) *a. *Zǒu zhe yí gè xuésheng*
 walk DUR one CL student
 (Intended) ‘A student is leaving.’
- *b. *Pǎo zhe yí gè fàn rén*
 run DUR one CL prisoner
 (Intended) ‘A prisoner is running away’
- *c. *Fēi zhe yí zhī gēzi*
 fly DUR one CL pigeon
 (Intended) ‘A pigeon is flying away.’

In addition, when the three verbs are used in subject inversion construction they can not be modified by subject-oriented manner adverbials, as shown in (12). This also indicates that the manner of motion sense of the verbs is dropped out and they only encode the directed motion sense.

- (12) *a. *Xìnsù de zǒu le yí gè xuésheng*
 swiftly DE walk ASP one CL student
 (Intended) ‘A student left swiftly’.
- *b. *Pīnmíng de pǎo le yí gè fàn rén*
 desperately DE run ASP one CL prisoner
 (Intended) ‘A prisoner ran away desperately’
- *c. *Mínjié de fēi le yí zhī gēzi*

nimbly DE fly ASP one CL pigeon
(Intended) 'A pigeon flew away nimbly'

Another case that the three verbs show distinct grammatical behaviors from manner of motion verbs is when they follow another verb to form verbal compounds, as shown in (7). Based on Chinese morphology when two verbs co-occur to form a verbal compound there are mainly three types of possible relationship between the two component verbs: i.e. coordination, modification, and resultative relation (Packard, 2000). The grammatical behaviors of these verbal compounds in (7) show that they are actually resultative verbal compounds ruling out the other two possibilities. On the one hand the two component verbs express distinct manners which are incompatible to each other and thus they can not hold coordinating relation. On the other hand, the two component verbs do not hold modifying relation either, since for this kind of verbal compounds in which the first verb (V1) functions as an adverbial to further specify the action denoted by the second verb (V2) (e.g. *fēi-bēn* fly-run 'to run (quickly) like flying') it is not possible to add the negation marker *bu* in between to form potential constructions (e.g. **fēi-bu-bēn* 'fly-NEG-run' '#not be able to run by flying'). However the verbal compounds in (7) can do so, as shown in (13), which is just one of the properties shared by resultative verbal compounds in Chinese. Thus it is clear that the component verbs in (7) hold resultative relation.

(13) *piāo-bu-zǒu*
float-NEG-walk
'not be able to float away'

As for motion events, the two juxtaposing verbs form directional verbal compounds (henceforth DVC), a subtype of resultative verbal compounds in which V1 usually specifies the manner or cause of the motion and V2 expresses the direction of motion. In case of verbal compounds in (7), the verbs holding V1 position *piāo* 'float', *gǔn* 'roll' and *tī* 'kick' specify the manner of motion, and the verbs occupying the V2 position *zǒu* 'walk' and *pǎo* 'run' describe the direction of the motion.

This analysis is supported by the contrastive semantic entailments of example sentences in (14) and (15). As shown in (14), the manner of motion verbs *piāo* 'float', *gǔn* 'roll' and *tī* 'kick' do not entail displacement of the theme. In the sentence of (14a), *piāo* 'float' describes that flags were floating on the top of the pole where flags were tied and thus no displacement was possible. Similarly, in (14b) *gǔn* 'roll' and *tī* 'kick' describe actions in place, so there is no displacement either.

(14) a. *Qígān shàng piāo zhē xiǎo qí*
flagpole LOC float IMP small flag
'small flags were floating on the top of the pole'
b. *Tā zài yuándì gǔn/tī*
he at original place kick/roll
'He rolled/kicked in place.'

Nonetheless, when *zǒu* 'walk', *pǎo* 'run' and *fēi* 'fly' are added following these verbs to form verbal compounds, displacement of the theme as 'being away from the deictic object' is entailed. In (15a) *piāo-zǒu* 'float-walk' entails that the flags floated away and they were not on the top of the pole anymore. Similarly, the verbal compounds *gǔn-pǎo* 'roll-run' and *tī-fēi* 'kick-fly' also entail the themes have left the deictic object, as illustrated in (15b) and (15c).

(15) a. *Xiǎo qí piāo-zǒu le,*
small flag float-walk ASP,
**dàn tā hái zài qígān shàng.*
but it still at flagpole LOC
'Flags floated away, #but they were still on the top of the pole.'
b. *Píqiú gǔn-pǎo le,*
rubber ball roll-run ASP
**dàn tā hái zài yuándì*
but it still at original place
'The rubber ball rolled away, #but it still stays at its original place.'
c. *Xiézi bèi tī-fēi le,*
shoe PASS kick-fly ASP
**dàn xiézi hái zài jiǎo shàng*
but shoe still at foot LOC
'The shoe was kicked off, #but it was still on the foot.'

Distinct lexical entailments can also be attested by looking at the aspectual features of these DVCs. As illustrated in (16), when the three verbs are used as V2 to form DVCs, these DVCs are incompatible with the progressive aspectual marker *zhèngzài* and durative aspectual marker *zhe*. This indicates that though all the components verbs of these DVCs are typically atelic, these DVCs have lost their atelic aspectual feature and become telic.

(16) a. **Qìqiú zhèngzài piāo-zǒu zhe.*
balloon PROG float-walk DUR
(Intended) 'The balloon is floating away.'
b. **Píqú zhèngzài gǔn-pǎo zhe.*

- rubber ball PROG roll-run DUR
 (Intended) ‘The rubber ball is rolling away’
 c. **Xi éi zh àngz ài bèi tī-fēi zhe.*
 shoe PROG PASS kick-fly DUR
 (Intended) ‘The shoe is being kicked off.’

The change of aspectual feature can also be supported by the contrastive readings of the post-verbal adverbial ‘for X time’ when it co-occurs with only the manner verbs in V1 position or with the DVCs. To be specific, as in (17) when the manner verbs holding V1 position co-occur with a post-verbal adverbial ‘for X time’, there is only an atelic process reading.

- (17) a. *Qìqiú piāo le yī xiǎoshí le.*
 balloon float PERF one hour ASP
 ‘The balloon has floated for an hour.’
 b. *P ú ú gǔn le yī fēnzhōng le.*
 rubber ball roll PERF one minute ASP
 ‘The rubber ball has rolled for a minute.’
 c. *Xi éi bèi tī le yī fēnzhōng le.*
 shoe PASS kick PERF one minute ASP
 ‘The shoe has been kicked for a minute.’

In contrast, when the post-verbal adverbial ‘for X time’ co-occurs with the DVCs, the time period indicated by the adverbial only has a ‘after X time’ reading which specifies the length of time the result state of ‘being away from the reference object’ holds; see (18). This further indicates that the DVC as a whole describes a two-point scalar change.

- (18) a. *Q ù ú piāo-zǒu le yī xiǎoshí le.*
 Balloon float-walk PERF one hour ASP
 ‘It had been an hour since the balloon floated away.’
 b. *P ú ú gǔn-pǎo le yī fēnzhōng le.*
 rubber ball roll-run PERF one minute ASP
 ‘It had been a minute since the rubber ball rolled away.’
 c. *Xi éi b ài tī-fēi le yī fēnzhōng le.*
 shoe PASS kick-fly PERF one minute ASP
 ‘It had been a minute since the shoe was kicked off.’

Thus it is safe to believe that the change of the aspectual feature from atelic to telic is attributed to the three verbs holding V2 position and these verbs have dropped their manner sense. The puzzling problem that the three verbs violate Lin’s linguistic tests for manner of motion verb is also clear now. In these cases, the three verbs do not encode the manner of motion at all, and instead they only express the direction of the motion. That’s why they can co-occur with another manner of motion verb without contradiction.

Summarizing, when the three prototypical manner of motion verbs exhibit different grammatical behaviors, they also lexicalize distinct meaning components. To be specific, when used in subject inversion constructions and when they follow another manner of motion verb to form a DVC, they lose their manner sense and lexicalize only the sense of directed motion.

C. Two Distinct Senses of *Zǒu* ‘Walk’/ *Pǎo* ‘Run’ and *Fēi* ‘Fly’ in Complementary Distribution

Some may argue the directed motion sense of the three motion verbs may not be the lexical entailment of the verb, and it may be derived from the meaning of the construction they are found in or from other pragmatic factors. In Section 4.2 the directed motion sense of the three verbs has been examined based on two typical constructions in Chinese, so it is natural to assume that the directed motion sense is derived from the constructions. In addition, Levin et al. (2009) argue that cross-linguistically manner of motion verbs share the same type of verb root: they all specify only the manner of motion and the sense of directed motion arises from pragmatic factors. However, I suggest neither case is true for the three motion verbs in Chinese. The directed motion sense is not derived from other elements of the sentence and it is indeed the lexicalized meaning in the verbs because the three verbs can have directed motion reading even though they are not used in the two constructions and without pragmatic support from context. For example, as illustrated in (19), without any contextual support the simple sentence with the verb *zǒu* ‘walk’ as its only verb is ambiguous. It has two possible interpretations: either ‘I am capable of walking.’ or ‘I can leave’. Therefore, it can be seen that the directed motion sense is not derived from the two constructions; rather it is because the three verbs can possibly lexicalize directed motion that they can enter the two constructions.

- (19) *Wǒ néng zǒu le*
 I can walk ASP
 a. ‘I am capable of walking.’
 b. ‘I can leave.’

Interestingly, with the former reading ‘I am capable of walking’ the verb *zǒu* ‘walk’ only encodes the manner of motion and for the latter reading ‘I can leave’ the verb only lexicalizes directed motion as ‘leaving the deictic center’. Though the verb can potentially encode both manner and direction of motion, the sentence never entails ‘I can leave by

walking'. In fact, it is just the direct evidence for the MRC as a general principle constraining how much meaning a verb can possibly lexicalize. Following Levin and Rappaport Hovav (2013), a lexicalized meaning component is one which is entailed across all uses of a verb. Though the three motion verbs can potentially lexicalize manner and result, but there is never a single use of the verb which entails both meaning components together.

V. DISCUSSION AND CONCLUSION

Though based on the analysis above it is clear that the three motion verbs do lexicalize two types of meaning components in a complementary way, some questions are still open to answer. For example, could we find other Chinese motion verbs which show similar lexicalization pattern? If the answer is no, why do these verbs but not others show the lexicalization pattern? If one only looks at the Chinese lexicon from a synchronic perspective, it is difficult to find any clue to the special lexicalization pattern exhibited by the three verbs. Nevertheless, their special lexicalization pattern should not be considered as coincidence, since there is cross-linguistic evidence that motion verbs conveying similar conceptual meaning components also show a dual way of lexicalization pattern in languages such as Italian, Spanish, Urdu/Hindi, etc. One probable explanation could be that these verbs are most frequently used motion verbs lexicalizing the basic way or gait of motion conceptualized in human mind and due to the high use frequency the manner conveyed in these verbs gradually becomes unmarked light information and in this case these verbs are more likely to convey directed motion sense. As linguists observe, for example, some basic manner of motion verbs show a dual way of auxiliary selection based on their lexical semantic features in Romance and Germanic languages (Sorace 2000; Keller 2000). As seen in (20), in Italian the manner of motion verbs *volare* 'fly' and *correre* 'run' can be used to convey the directed motion sense when they are followed by directional compound prepositions and this is in particular indicated by their distinct auxiliary selection of *essere* different from their basic uses in which they select the auxiliary *avere*.

- (20) a. *La rondine *ha/è volata al nido.*
the swallow has/is fly.PSTPRT at.the nest
'The swallow has flown to the nest.'
b. *Giorgio *ha/è corso fino all'università*
Giorgio has/is run.PSTPRT up.to.the university
'Giorgio has run up to the university.' (Levin et al., 2009, p2)

Similarly, in Spanish the directed motion sense can also be read when manner of motion verbs *caminar* 'walk' and *correr* 'run' are in composition with prepositional phrases, as can be seen in (21)

- (21) a. *Michel corre al molino y destruye el cementerio.*
Michel run to.the mill and destroy the cemetery
'Michel runs to the mill and destroys the cemetery.' (Levin et al., 2009, p2)
b. ... *camino otra vez al salón*
walked again to.the sitting.room
's/he walked again to the sitting room'
(CREA corpus; cited in Levin et al., 2009, p2)

More strikingly, as Hautli-Janisz (2015) observes, motion verbs *calna* 'walk' and *bhagna* 'run' in Urdu/Hindi exhibit very similar lexicalization pattern as the three Chinese motion verbs *zǒu* 'walk', *pǎo* 'run' and *fēi* 'fly' with respect to the manner/result complementarity. The two verbs can express either manner or direction of motion sense, but realize only one depending on the companion verb in the motion complex predicates. In (22a), the verb *calna* 'walk', when combined with a scalar path verb like *ghUsna* 'enter', expresses the manner of continuous movement. In contrast, when combined with a manner verb like *Urna* 'fly' as in (22b), it adds a direction of motion interpretation to the nonscalar event of flying.

- (22) a. *sand makan=me~ g^hUs cal-a*
ox.M.Sg.Nom house.M.Sg=in enter move-Perf.M.Sg
'An ox got into the house.'
b. *patang ur cal-i*
kite.F.Sg fly walk-Perf.F.Sg
'The kite flew away.'
(Hautli-Janisz, 2015, p51)

Interestingly, Hautli-Janisz (2015) notes that only the two verbs *calna* 'walk' and *bhagna* 'run' exhibit the special lexicalization pattern in Urdu/Hindi, the same as the case with verbs *zǒu* 'walk', *pǎo* 'run' and *fēi* 'fly' in Chinese. Thus it can be seen that though within a certain language motion verbs showing a dual way of lexicalization pattern seem to be isolated and coincidental, cross linguistic evidence indicates that basic manner motion verbs tend to exhibit this lexicalization pattern as they all convey prototypical manner or gait of motion which more often than not leads to displacement. This probably explains the conceptual motivation for the lexicalization pattern of these verbs.

Focusing on three Chinese motion verbs *zǒu* 'walk', *pǎo* 'run' and *fēi* 'fly', this study investigates the lexicalization patterns of Chinese motion verbs. Different from the view of Levin et al. (2009) that manner of motion verbs only

lexicalize the sense of manner, I suggest the three Chinese motion verbs can indeed lexicalize direction of motion. However, they never encode manner and direction of motion simultaneously and thus do not falsify the MRC. The MRC is a valid cross-linguistic principle that constrains the possible lexicalization patterns of the lexicon. As far as the actual uses are concerned the lexicalization pattern of these three verbs confirms the validity of MRC as a significant observation about how much meaning can be lexicalized in a verb. Though the lexicalization pattern of these verbs seem to be isolated cases in Chinese lexicon, motion verbs exhibiting similar lexicalization pattern can be found in other languages such as Italian, Spanish and Urdu/Hindi. The fact that these verbs conveying similar conceptual meaning components indicates that the lexicalization pattern of these verbs may be influenced by the prototypical manner encoded in the verbs, frequency of language use, pragmatic inference etc.

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“Internet Plus” Application in Junior Middle School English Reading Teaching—Take Zunyi No. 11 Middle School as an Example

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Abstract—In the context of "Internet Plus", how to teach English reading is very important. In this era of Internet development, how to use "Internet Plus" in junior middle school English reading teaching is also very important. This paper takes the students of No.11 middle school of Zunyi city as the research objects to conduct a questionnaire survey. After the survey and data analysis, it concludes that there are many problems in English reading teaching in the middle school. One is to ignore students' subjectivity; Second, the teaching mode is simple and traditional; Third, students' poor reading ability and lack of reading enthusiasm; Fourth, examination-oriented English reading teaching ignores the cultivation of students' reading ability. Finally, according to the existing problems, the application of "Internet Plus" in English reading teaching provides enlightenment and suggestions for junior middle school English reading teaching. First, access to useful reading resources through "Internet plus"; second, to conduct situational interactive learning through "Internet plus"; third, the integration of reading resources; Fourth, make use of the "Internet plus" new reading teaching mode; fifth, cultivate students' reading interest through "Internet plus"; finally, teachers carry out task-based reading teaching effectively. This paper has certain research significance, and the proposed solutions can be used to guide junior middle school English reading teaching.

Index Terms—"Internet Plus", English reading, reading teaching

I. INTRODUCTION

"Internet plus" was proposed in November 2012. Its essence is the combination of the Internet and traditional industries. Popularly, Under the background of "Internet plus", English reading class refers to the effective integration of information technology and resources into English reading class by front-line teachers and the application of information technology to promote the reform of teaching mode and teacher-student interaction, to create a lively learning environment that enables students to make full use of information technology to recognize, explore and solve problems, and improve their comprehensive language literacy (Ni, 2018).

Entrepreneurs and scholars have discussed the connotation of "Internet Plus" from different perspectives. Centering on the relationship between the Internet and industry, they believe that "Internet Plus" is not only an infrastructure, but also a new technology of our production and life by cross-border integration and connection to reconstruct our thinking mode (Guo, 2017).

This paper will take Zunyi No. 11 Middle School as an example to explore the “Internet Plus” application in junior middle school English reading teaching.

II. SURVEY AND DATA ANALYSIS

A. Respondent

The respondents of this study are 48 students of the Zunyi No.11 Middle School. The school has an excellent team of teachers, complete teaching facilities and good learning atmosphere, so it is more conducive to the "Internet Plus" English reading teaching under such conditions.

Most of the students in this class have excellent grades and love learning, while only a few have low interest in English reading. If we make use of "Internet Plus" for teaching, we believe that the class will make great progress.

B. Survey Objective

The questionnaire survey in this study is mainly an online survey of students. The questionnaire is designed through the mobile phone software Questionnaire Star. The purpose of the questionnaire is to understand the reading interest of students in class 11, the teacher's usual class situation, and reading strategies. Through this investigation, it is intended to sum up the junior middle school English reading problems. Through the related issues of "Internet Plus" to junior

middle school English reading, we can understand the application of "Internet Plus" in English reading teaching in No. 11 middle school.

There are 15 questions in the questionnaire of this study, including 8 single choice questions and 4 multiple choice questions. Both single choice questions and multiple choice questions are required. There are also three open questions, which aim to understand the problems students encounter in English reading and how to solve them.

C. Investigating Procedures and Process

The investigation step of this study is to choose the research question first, set some questions related to English reading and Internet, and then send the questionnaires to students through QQ and WeChat to fill in the questionnaires. After collecting the data, analyze the results.

D. Data Analysis

This paper collected the questionnaires of 48 students and obtained the corresponding data. The following is the analysis of these data to understand the problems existing in junior middle school English reading.

TABLE 1
INTEREST LEVEL OF ENGLISH READING

option	subtotal	proportion
Be very interested in...	11	22.92%
Be interested in..	21	43.75%
general	14	29.17%
No interest whatsoever	2	4.17%

According to table 1, most students are interested in English reading, accounting for 43.75% of the total. Students with a general interest in English reading account for about 29.17 percent. Students who are very interested in English reading account for 22.92%. Only two students showed no interest in English reading. It can be inferred that the majority of students in this class are interested in English reading, which also shows the importance of English reading to them.

TABLE 2
SATISFACTION DEGREE OF ENGLISH TEACHERS' READING TEACHING METHODS

option	subtotal	proportion
Great satisfaction	14	29.17%
satisfaction	20	41.67%
general	11	22.92%
unsatisfied	3	6.25%

As can be seen from table 2, about 70% of students are satisfied with the English teacher's reading teaching method, which indicates that the teacher's reading teaching still plays a certain role and helps students. 22.92% of the students were moderately satisfied with their teachers, indicating that teacher' English reading teaching methods have little influence on them. Only 6.25% of the students were not interested in the way the teacher taught English reading. It indicates that there are still some problems in the teaching methods of English reading.

TABLE 3
FREQUENCY OF TEACHERS USING THE INTERNET FOR ENGLISH READING TEACHING

option	subtotal	proportion
Very frequent	8	16.67%
At times	22	45.83%
seldom	15	31.25%
hardly	3	6.25%

As can be seen from table 3, 16.67% of the students think that teachers often use the Internet to assist English reading teaching, while 45.83% of the students think that teachers only sometimes use the Internet for English reading teaching. Even 6.25% of the students think that teachers hardly use the Internet for teaching with the help of information software. All these indicate that the teacher did not fully use the Internet to assist English reading teaching, which explains the importance of this study in junior middle school English reading. The teaching of English reading should be innovated by means of Internet, hardware and software. Improve the students' reading ability.

TABLE 4
STATISTICS OF CONTENTS THAT THE TEACHER FOCUSES ON IN THE ENGLISH READING CLASS

option	subtotal	proportion
Vocabulary and grammar	35	72.92%
Translation text	6	12.5%
Text genre	5	10.42%
Text background	2	4.17%

As can be seen from table 4, 72.92% of students think that the teacher focuses on vocabulary and grammar

knowledge in the reading class, while only a small part of students think that the teacher focuses on the translation, the style of the article and the explanation of the background of the article. This shows that the teacher thinks vocabulary and grammar are very important in English reading, but ignores the cultivation of other aspects of students, indicating that the teacher has some shortcomings in reading teaching.

TABLE 5
STUDENTS' VIEWS ON ENGLISH READING CLASS

option	subtotal	proportion
Very boring and dull	11	22.92%
Fun and creative	16	33.33%
Practical, key points and difficulties are outstanding	21	43.75%

As can be seen from table 5, 22.92% of the students think that the content of the English reading class is very boring and the course content is monotonous, indicating that these students do not like the teacher's teaching content. 33.33% of the students think that the English reading class is very interesting and creative. 43.75% of the students think that the content of English reading class is practical, and the teacher's arrangement of the key points are prominent. On the contrary, it reflects that every student has a different attitude towards English reading.

TABLE 6
STUDENTS' FAVORITE READING TEACHING METHODS

option	subtotal	proportion
Teacher-oriented	7	14.58%
Student-centered	6	12.5%
The combination of teacher and student	35	72.92%

As can be seen from the table, 14.58% of the students prefer teachers to give priority to teaching. 12.5% of students prefer to organize their own study. And 72.92% of the students like the combination of independent learning and teacher-directed learning. This shows that in the process of English reading teaching, teachers need to play a leading role, with students as the main body to carry out reading teaching together, and most students are willing to cooperate with teachers.

TABLE 7
EFFECT OF INTERNET TEACHING ON STUDENTS

option	subtotal	proportion
great	10	20.83%
General	33	68.75%
Be of no effect	1	2.08%
Be ignorant of	4	8.33%

As can be seen from the table, 68.75% of the students think that the use of "Internet Plus" to assist English reading teaching has a general effect on them, while only 20.83% think it has a great effect. Even 10.42% of the students thought it was useless or didn't know. This shows that the application of "Internet Plus" in English reading teaching is not mature, and most students do not realize the effect of Internet on English reading.

TABLE 8
ENGLISH READING SKILLS

option	subtotal	proportion
Know some reading skills and can use them	20	41.67%
Master a little skill, do not know how to use	12	25%
No skill, read and practice, practice makes perfect	14	29.17%
Do not know what reading skills are, by the sense of reading of language	2	4.17%

According to the table, 41.67% of the students have mastered certain reading skills and can use them, indicating that the English foundation of these students is good. 25 percent of the students know some reading skills, but could not use, indicating that this part of the students' ability to use is poor, and could not live to learn. 29.17 percent of the students thought that they had no reading skills and had to figure out a reading method suitable for them. The last few students do not know what reading skills are, this part of the students are more difficult, and they may need to work harder.

TABLE 9
STUDENTS' ENGLISH READING MOTIVATION

option	subtotal	proportion
Required by parents and teachers	17	35.42%
Expand extracurricular knowledge or improve English reading ability	31	64.58%
For exams	30	62.5%
interest	17	35.42%

As can be seen from the table, 35.42% of the students' English reading motivation is to meet the requirements of parents and teachers, but the same proportion of students are interested in English reading. 64.58% of the students want to expand their knowledge and improve their reading ability. 62.5% of students learn English reading for exams. For junior middle school students, English reading accounts for a large proportion in exams. This shows that there are some problems in English reading teaching.

TABLE 10
SOURCES OF ENGLISH READING RESOURCES

option	subtotal	proportion
Textbook	42	87.5%
Teacher	38	79.17%
Internet	22	45.83%
Outside reading	20	41.67%

As can be seen from the table, 87.5 percent of the students' reading resources come from textbooks, which is too rigid. There is also a considerable amount of students depending on teachers. Only about half of the students take reading resources from the Internet and extra-curricular books, suggesting that students are too dependent on teachers and textbooks for resources and are too passive in seeking resources.

TABLE 11
STUDENTS' EVALUATION OF TEACHERS' TEACHING OBJECTIVES IN ENGLISH READING

option	subtotal	proportion
Master the basics	36	75%
Develop learning interests and strategies	31	64.5%8
Complete class tasks	17	35.42%
Improve reading ability	32	66.67%

Most students think that English teacher's teaching goal is for the sake of students, and only 35.42% of the students think English reading teaching is in order to complete the tasks in class. English reading teaching should not only complete the tasks, but also improve their reading ability.

TABLE 12
STUDENTS' ENGLISH READING STRATEGIES

option	subtotal	proportion
Read the passage sentence by sentence to understand the main idea	8	16.67%
Grasp the key words and topic sentences to understand the main idea	12	25%
Guess the main idea of the passage according to the questions and read it again	24	50%
Look at the title and skim the first and last sentence of each paragraph	4	8.33%

Half of the students read the passage in a good way. They can read the passage through questions and understand the meaning of the passage. A quarter of the students read mainly by focusing on key words and topic sentences. 8.33% of the students read with the topic sentence of the paragraph and the first and last sentence. However, 16.67 percent of the students are rigid and use traditional reading methods, which indicates that students' reading strategies need to be changed.

Finally, this study will analyze the investigation results of the open questions. Students will have some problems in reading English articles. For example, the new words lead to students' poor understanding, especially some rarely used proverbs, and reading speed is slow. They guess the meaning based on context and context. But most students will choose to ask the teacher or classmates, or use their own dictionary to look up. There are also some students choose to use mobile phones for inquiry. Students use the network and English related mobile phone software to read English, such as, BaiCiZhan Love Reading, Fluent English Speaking, New Oriental, Learning and Thinking Network. This explains the role of "Internet plus". The survey also collected what students think are effective ways to use while reading: Find topic sentences and read them with questions; use scanning or skimming; and accumulate in the process of reading.

III. PROBLEMS IN ENGLISH READING TEACHING AT ZUNYI NO.11 MIDDLE SCHOOL

A. Teachers-centered and Ignoring Students' Principal Position

In junior middle school English reading teaching, teachers should play their leading role and actively guide students to read. According to the survey results in table 2-4, teachers mainly explain vocabulary and grammar knowledge in English reading class. Teachers do not pay attention to what students want to learn. Of course, vocabulary and grammar are very important in English reading teaching, but teachers should not ignore the cultivation of other aspects of students' knowledge. In addition, in the teaching of English reading, teachers cannot follow the principle of

"people-oriented" in our country. In the development of teaching work, they pursue the indoctrination of English knowledge and the improvement of students' performance in class, without paying attention to the specific performance of students in class and its fundamental principle (Lu, 2019). Of course, the teacher-centered teaching of English reading is not conducive to the application of "Internet Plus" in the classroom teaching of reading.

The teacher-oriented reading teaching naturally ignores the main role of students. The English reading teaching class is not a classroom for teachers alone, but a classroom for teachers and students to cooperate with. There is no doubt that English teaching should be student-centered and give full play to students' subjectivity (Gui, 2013). Teachers actively create diversified teaching situations, organize students to participate in various situational teaching activities, expand students' thinking, inspire students to think, and learn and use English language knowledge through a series of practical activities (Zhong, 2018).

B. Single and Traditional Teaching Mode

It can be seen from table 11, the teaching mode is unitary, because the teacher's reading teaching objectives focus on the acquisition of knowledge and the cultivation of English reading ability. This approach is good. But some teachers have too clear goal in class and even read the syllabus as well. Even the arrangement of teaching objectives for each class is very clearly marked. Teachers will implement this standard in class and expect to reach the standard of each class. Students must be in different periods of time to train, strengthen and consolidate the set of intellectual goals, in order to create and accumulate perfect "high quality students, so as to improve students' English reading ability (Deng, 2017). This is the embodiment of the unitary and traditional mode.

On the other hand, the teaching mode is traditional. Most teachers use traditional blackboard writing in English reading class, which is not enough to attract students' interest compared with "Internet Plus". Although some teachers used multimedia assisted instruction, the results were not outstanding. The traditional teaching mode of English reading is to understand the reading text and accumulate new words. Finally, the teacher explained the grammar involved. By cultivating students' reading ability, students can master and apply more vocabulary and grammar (Sun, 2019).

C. The Students' Poor Reading Ability

The difficulty of junior middle school English reading has increased. Teachers do not give full play to students' initiative and enthusiasm, strengthen the communication between teachers and students, to improve students' reading ability (Jia, 2015). According to the survey of students' problems in English reading, most students can't understand the words when they read English passages. To improve students' English reading comprehension ability, mastering more vocabulary is the key, and vocabulary accumulation is not a matter of a day. Years of accumulation of reading and teaching resources related to a large number of materials is more conducive to improving students' English learning ability (Lin, 2017). Under the background of "Internet Plus", the effective development of junior high school English reading teaching resources can combine resource development with classroom knowledge learning, provide a large amount of materials for reading, and effectively improve students' reading comprehension ability (Lin, 2017). This also explains the necessity of this study. Students' poor English reading ability is also reflected in reading skills and reading strategies. Some know a little about reading skills but can't use them; while the other part of the students do not know what reading skills are, just reading with their own sense of language.

D. Students Lack of Motivation to Read

According to the survey, some students have a certain interest in English reading, but the interest in reading is not very high. Students' lack of reading enthusiasm reflected in several aspects. On the one hand, English is a foreign language, and students with insufficient ability will have difficulty in reading articles. The difficulty of English reading and low interest in reading determine students' reading enthusiasm. However, in English reading class, teachers mostly teach in English to improve students' comprehension ability in a certain period of time. However, over a long period of time, it is easy for students to get bored with this teaching method taught by teachers (Gui, 2013). This is also the reason why students' interest in reading is not high. On the other hand, according to the survey, most of the reading resources of junior middle school English teachers come from textbooks, and they mainly use blackboard writing in class. Such a teaching model is not novel enough, and the class is very boring, not conducive to attract students' interest in reading and cultivate students' enthusiasm to read.

E. Exam-oriented English Reading and Ignoring the Cultivation of Students' Reading Ability

As can be seen from table 9, the motivation of most students to learn English reading is for exams. The teacher also focuses on explaining vocabulary and grammar in class, laying emphasis on the explanation of textbook knowledge instead of practice and neglecting the cultivation of students' application ability. In order to improve their English scores, students constantly carry out the Sea Strategy of Exercises, such as brushing papers, doing extra-curricular workbooks, English newspapers and so on. Students have no access to novel reading materials, so their vision is narrow, which is not conducive to the cultivation of students' English reading ability.

IV. SUGGESTIONS FOR JUNIOR MIDDLE SCHOOL ENGLISH READING UNDER THE AGE OF "INTERNET PLUS"

A. Make Use of "Internet Plus" Digital Features to Obtain English Reading Resources

The digitalization of "Internet plus" means that a lot of complex and useful information can be obtained through the Internet. Teachers and students can find reading resources online. However, most of the students in this class only read English articles from English textbooks without strong support from the Internet. The reading materials are limited, so they have not been improved substantially. English teachers organize their teaching according to the teaching methods they have formed over a long period of time (Qin, 2017). Therefore, in the context of "Internet plus", it is precisely because of the abundance and sharing of network resources that it not only provides teachers with a wide range of language and cultural materials for teaching, but also opens up a new way for students to learn independently (Jia, 2015). Through the Internet, teachers can look for resources online when preparing their lessons, and can also look for supplementary materials in addition to textbook materials. And teachers can download some English materials through the Internet. For example, the explanation of some texts will be combined with relevant news clips, music materials, speech recordings and other materials (Gui, 2013). In the process of English reading, students can learn it and their comprehensive reading ability can also be improved. In the context of "Internet plus", students can use the Internet to find some extracurricular English reading resources. In addition, students can also make use of the Internet to supplement the deficiencies of knowledge, and they can learn the knowledge they do not understand in class through the Internet. And teachers can also guide students to study, and use English website to obtain useful information and materials (Jia, 2015). Therefore, in the era of "Internet plus", it is very advantageous to obtain resources through the Internet.

B. Make Use of the Interactive Features of "Internet Plus" to Conduct Situational Interactive Learning

The network is not affected by national boundaries. Interactive features refer to the ability to communicate, evaluate and give feedbacks with each other. Interactive features can be used for situational interactive learning. Situational teaching refers to the process of teaching English reading, by creating a teaching situation consistent with teaching objectives and teaching content, so that students can learn and apply knowledge in the teacher's teaching situation, so as to improve students' cognitive ability and cultivate students' positive emotions and thinking (Zhong, 2018). Teachers combine classroom learning and practical activities effectively, cultivate their independent and cooperative learning ability, develop excellent reading habits, and promote the stable development of English learning. Under the background of "Internet plus", the emphasis is on the equal relationship between teachers and students. The real situation presented by network media, such as practice, reading and communication, is conducive to the improvement of students' interest in learning English (Qin, 2017). Therefore, teachers' teaching of English reading under such circumstances is conducive to cultivating students' interaction, enthusiasm and initiative. However, under the background of "Internet Plus", if teachers blindly display multimedia intuitive teaching materials in English classes, emotional language communication between teachers and students will disappear in the course of classroom teaching, and cold man-machine dialogue will replace it (Gui, 2013). This is also not conducive to cultivating students' emotional attitude. The cultivation of students' English reading ability cannot be separated from the interaction and cooperation between teachers and students. Therefore, teachers should take both sides into consideration when teaching English reading.

C. Integrate Teaching Resources and Enrich Reading with the Features of "Internet Plus" Convergence

Convergence refers to the effective combination of Internet information. Textbook resources open a window for students, while internet-related topics show students the whole world. Let students use the Internet to preview, stimulate their interest in learning, and help them to understand relevant knowledge in advance, so as to improve the efficiency of classroom learning (Ni, 2018). Teachers can effectively integrate textbook materials with Internet resources to activate classroom inspiration. For example, talk about the Qixi festival and a video about the Cowherd and Weaving Maid can be downloaded through the Internet. Use multimedia network to improve students' English reading ability. Network has the characteristics of openness, and rich resources, multimedia network would help students come into contact with the broad knowledge structure, including current affairs, news vocabulary, etc., and encourage students to deepen understanding to the western countries political habits, economic habits, customs and habits, etc., With the analysis of background knowledge, it can improve students' English reading ability (Sun, 2019). However, while downloading reading resources on the Internet, teachers should also pay attention to the integration of reading resources and select the resources that are beneficial to students and English reading teaching. The effective integration of Internet and reading teaching can not only stimulate students' interest and enthusiasm in learning, but also enhance students' enthusiasm in reading, so that they can devote themselves to the process of English reading teaching, so as to improve the efficiency of English reading teaching (Qin, 2017).

D. Apply the "Internet Plus" to Conducting the New Reading Teaching Mode

The new English reading teaching mode means that the English teaching under the background of "Internet Plus" should break the traditional teaching mode (Parbati, 2018). When teaching, the teacher can make the key points and difficult points into the form of video animation before explaining the content of this chapter, so as to attract students' interest. Then, the knowledge points can be displayed in the form of mind map to guide students' thinking, so as to facilitate students' concentration, grasp the rhythm of the class, improve their interest in learning, and activate the classroom atmosphere. After using the Internet for teaching, teachers can push the explanation videos of key points and

difficult points through the software. After class, students can study again according to the knowledge points pushed by the software, so as to achieve the goal of joint learning before, during and after class (Lu, 2019). Teachers can also use the Internet to make multimedia courseware, which can be used to assist English reading teaching, which can break the traditional teaching mode based on textbooks and blackboard writing. Of course, appropriate blackboard writing is also useful to deepen students' impression on knowledge. In addition, teachers can use the Internet to download English videos, English songs or pictures to break the traditional boring way of classroom instruction. The new teaching mode of reading course based on multi-media network environment not only enriches the classroom knowledge, but also provides students with a wide range of language and cultural materials (Jia, 2015). With the help of multimedia network English reading teaching, written knowledge can be transformed into video teaching, listening teaching and network teaching, providing students with an independent learning environment. In the course of teaching, there are not only enough input of language knowledge, but also interactive exercises between teachers and students, which not only improve students' reading ability and interest, but also help improve students' critical thinking ability (Jia, 2015).

E. Use Mobile Phone Software to Assist and Cultivate Student's Interest in Reading after Class

In the "Internet plus" era, using mobile phone software to assist English learning is an effective way. For example, some social apps such as QQ, WeChat and Weibo are important links between students, teachers and students, and home-school, which can promote the development of interactive teaching (Ni, 2018). Teachers use these software to assign reading homework, which changes the traditional way of homework and can improve students' interest. However, in the era of "Internet Plus", students should adapt to the teaching mode of middle school English reading under the condition of "Internet Plus". WIFI, English reading room, English broadcasting, smart phones, E-mail, WeChat, QQ, network learning program software and other ways to strengthen the understanding of English vocabulary can be used, because students' understanding of vocabulary has a very important impact on reading comprehension and speed (Qin, 2017). There are also some English learning software, such as BaiCiZai Ai reading, mobile correction network, China Daily, etc., which are very useful for cultivating English reading ability. Using this software can also alleviate the visual fatigue of the students, improve the paper-based reading. Using this software can also update reading types, expand the scope of reading, and enrich reading (Elena, 2019). By using the mobile correcting network, students can write by themselves in it. After submitting, they can timely revise their deficiencies according to the prompts. They can also learn some advanced vocabulary, which can not only improve students' reading ability but also improve their interest in learning. The same goes for China Daily, which allows students to read articles in a variety of genres. Using these software can not only cultivate students' reading ability, but also cultivate students' interest in reading.

F. Carry out Task-based Reading Teaching Effectively

Task-based reading means that students learn English in English reading activities. Students should combine reading and writing, which requires students' comprehensive ability of English reading. Students form different pairs and the good students help the poor students. Teachers will assign different English reading articles to students with poor grades. Teachers make photographed interpretation on a cell phone, and distributed in WeChat group. Then the students study the issue of video and take notes and the teacher check the students' learning situation. It saves the teacher's class time. Through this way of reading, students not only learn knowledge but also develop their comprehensive reading ability. Reading teaching is not only the explanation of teachers, but also the participation of students, which also shows the importance of the Internet.

V. CONCLUSION

This study has summarized the problems of English reading teaching in Zunyi No. 11 Middle School through investigation. First, the teacher-centered teaching ignores the subjective status of students; second, the teaching mode of English reading is relatively unitary and traditional. Third, students' interest in English reading is not high, which leads to their poor English reading ability. Fourth, English reading teaching is more for examination, ignoring the cultivation of students' reading ability. Furthermore, the study gives 6 suggestions to solve the problems: Make Use of "Internet Plus" Digital Features to Obtain English Reading Resources, Make Use of the Interactive Features of "Internet Plus" to Conduct Situational Interactive Learning, Integrate Teaching Resources and Enrich Reading with the Features of "Internet Plus" Convergence, Apply the "Internet Plus" to Conducting the New Reading Teaching Mode, Use Mobile Phone Software to Assist and Cultivate Student's Interest in Reading after Class, and Carry out Task-Based Reading Teaching Effectively.

We hold that it is very useful to apply "Internet Plus" to English reading teaching in junior middle school. Under the background of "Internet Plus", the new teaching mode of English reading is conducive to improving the traditional and unitary teaching mode, and students can learn through situational interaction. It improves the dull atmosphere of English reading teaching, which is conducive to cultivating students' reading enthusiasm. Teachers and students can get rich English reading resources. It provides a wealth of reading teaching materials. The effective combination of "Internet Plus" and junior middle school English reading teaching is conducive to cultivating students' reading ability.

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A Pragmatic Analysis of Hedges from the Perspective of Politeness Principle

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Abstract—In the process of daily interpersonal communication, hedges have a very wide and universal application. In the actual communication, hedges have their own unique pragmatic value in reducing the value of information in sentences, weakening the information in sentences and transferring the topic. This paper has adopted Politeness Principle proposed by Leech as the theoretical framework and aims to make an analysis of hedges used in the famous English literature *Jane Eyre* through the method of qualitative research. As a result, it is found there are four main functions as follows: maintaining a better communication environment, saving face and achieving the purpose of self-protection, making the expressions polite and euphemistic and making words more appropriate and acceptable.

Index Terms—hedges, politeness principle, pragmatic functions

I. INTRODUCTION

Language is a system of arbitrary vocal symbols used for human communication (Weidong Dai, 2013). In daily life, people prefer to use various words or phrases to express their feelings and ideas. These words and phrases include explicit and implicit ones. In other words, speakers can express their utterance meaning by using clear or fuzzy words or phrases. As to the conversational implication, people want to get a fuzzy conversation effect. They are willing to use some hedges to express their opinions, which require that the speakers and the hearers possess rich knowledge about hedges. The reason why people use hedges is that they want to make their utterances polite and euphemistic. The purpose of the paper arose from a concern that there were some researches carried out on hedges in novels, but it seems that there are few researches that have analyzed the pragmatic functions of hedges in *Jane Eyre*. Therefore, the goal of the present paper is to find out what are the pragmatic functions hedges perform in helping the story develop smoothly.

II. LITERATURE REVIEW

A. Definition and Classification of Hedges

Hedges refer to those words that deliberately make other words' meaning unclear. The term hedges first proposed by Lakoff (1975) in the thesis *Hedges: a study in meaning criteria and the logic of fuzzy concepts*. According to Lakoff, hedges refer to those words whose job is to make things fuzzier or a little fuzzier. Another linguist Yule (1972) also pays attention to the study of hedges. He regards hedges as conversational implication which can give the implicit meaning of utterances when people talk to each other. In terms of Hubler (1983), people use hedges to make their utterances more accessible so that hearers are willing to talk to them. In Mauranen (1997)'s view, hedges are the expressions which make the meaning of utterances uncertain. According to Brown and Levinson (2011), to a great degree, politeness is a main purpose that people want to arrive. Therefore, hedges are considered as polite strategies in human communication. The definitions above on hedges are different, but their essence is the same. Actually speaking, there is no fixed definition to hedges, because different linguistic scholars study it from various perspectives, such as discourse, semantics, pragmatics, and so on. What these linguists have studied on hedges has made great progress in linguistics.

There exist a large number of words which meet the standards and definition of hedges, such as certain adjectives, adverbs, impersonal phrases, modal verbs, and so on. L. A. Zadeh (1972) classifies hedges into two types in his thesis *A Fuzzy Set: Theoretic Interpretation of Linguistics Hedges*, and it was the first time to decorate fuzzy words directly, such as very, more or less, much, essentially, slightly, and so on. Hedges can also be classified into two types according to the words they modify. One type is that they can just modify fuzzy words, such as very in very good and to some extent in satisfactory to some extent. The other one is that they can not only modify fuzzy words, but also modify exact words, just like the word about. So far, the most influential classification is worked out by E. F. Prince and his colleagues J. Frader and C. Bosk (1982) in terms of pragmatic functions. They hold that hedges can be classified into approximators and shields. To be more detail, approximators can be classified into adaptors and rounders. Shields can be divided into plausibility shields and attribution shields.

B. Relevant Studies

1. Researches on hedges abroad

Researches on hedges may date back to the 1960s. Zadeh (1972) first proposes the fuzzy set theory. He analyzes English hedges such as very, much, more or less, highly and slightly from the point of view of semantics and logic. Lakoff (1975) is the first scholar who introduces the term hedge/hedging. He defines hedges as lexical units whose job is to make things fuzzier or less fuzzy. Prince, Frader and Bosk (1982) distinguish two types of hedges according to the speaker's commitment to the truth-value of a proposition. Their classification of hedges is widely employed by researches in the further studies. Brown and Levinson (2011) view hedges as a politeness strategy in verbal communication, in which they are used to avoid disagreement and express negative politeness, since hedges help reduce threats to one's face.

As for Zuck (1986) and Fraser (1990), they do a research on hedges with the specific discourses in the context. They aim to probe into the probable applications in their research findings and the pragmatic functions of hedges by analyzing the distribution characteristics.

Israel Scheffler (2004) holds that fuzziness is a universal feature of descriptive words, and it has a fundamental conflict with standard logic. He also suggests that there is something fundamental about the human brain, or that it comes from a deeply rooted line in nature.

2. Researches on hedges in China

In China, Tieping Wu (1979) is the first scholar who introduces a series of researches on linguistic vagueness. He does the first research on fuzzy linguistics, which marks the beginning of fuzzy linguistics in China in 1979. He defines fuzzy language as a language which has an unclear expression of epithet. In recent years, Ziran He (1985) has studied the application of hedges in daily communication. Zhi'an Chen and Yongping Ran (1995) have done a research about hedges and analyzed them in a pragmatic view. Na Dong (2003) has defined the hedges and made a classification of hedges. Guoli Zhuang and Hong Zhou (2009) have made a study on the correlation between the pragmatic functions of hedges and the Politeness Principle. Qiqiu Liang (2012) has made an exploration of hedges on the Internet in sociolinguistics. Haiyan Luo (2013) has made a study of the pragmatic functions of hedges in *Friends*. Jingjing Bi (2017) has made a pragmatic analysis of the hedges in *How I Met Your Mother* under Politeness Principle. Haiyun Gao (2018) has made a classification of hedges and discussed the pragmatic functions of the hedges used in daily communication.

III. THEORETICAL FRAMEWORK: POLITENESS PRINCIPLE

The six maxims of Politeness Principle proposed by Leech have made a great contribution to linguistic scholars' study of politeness as well as in human daily conversation. According to Leech, Politeness Principle is divided into six maxims, i.e. tact maxim, generosity maxim, approbation maxim, modesty maxim, agreement maxim and sympathy maxim (Leech, 1983). The following are Leech's six maxims of Politeness Principle.

(1) Tact Maxim, which refers to minimize costs to others and maximize benefits to others. In terms of maxim, Leech argued the speaker is supposed to try their best to minimize the hearers' costs or maximize their benefits.

(2) Generosity Maxim. The Generosity maxim includes sub-categories: minimizing benefits to self and maximizing costs to self.

(3) Approbation Maxim. This maxim consists of minimizing dispraise of others and maximizing praise of others. If the speakers intend to take the expensive actions, the approbation maxim will have a great effect.

(4) Modesty maxim. It is a maxim which covers two sub-branches: minimizing praise of self or maximizing dispraise of self. And it either requires the speakers to do the least compliment to self or to do the most description to themselves.

(5) Agreement maxim. There are two sub-maxims about this maxim: minimizing disagreement between self and other or maximizing agreement between self and other. It emphasizes if the speaker makes the declarative actions, he has to try his best to express his utterance meaning which should have the same or similar value with the hearer.

(6) Sympathy maxim. The sympathy maxim refers to minimize antipathy between self and other and maximize sympathy between self and other. According to this maxim, it requires that the speakers should make a sympathetic reaction towards others' complaint or unlucky sufferings. Because the sympathy maxim can function to strengthen the relationship between the speaker and the hearer. (Jingjing Bi, 2017: 13-14)

IV. A PRAGMATIC ANALYSIS ON HEDGES IN *JANE EYRE*

A. *Maintaining a Better Communication Environment*

According to Tact Maxim, in a communication, people usually obey the principle in order to express the respect for others and try to avoid offending others, so they often use some euphemistic expressions. The speaker uses hedges deliberately to make the language ambiguous. This is to protect the hearer's face in some way so as to maintain a better communication environment.

For example, there's a clip in the novel that Jane Eyre left the school. After many years, she grew up. Because of the extremely difficult life, she had to make a living on advertising for a career as a tutor. Not long after that, Jane Eyre was hired by the housekeeper. Jane went far to the farm in a very cold weather and Mrs. Fairfax was very kind, full of carefulness.

(1) (Entering the building, Jane is warmly welcomed)

Maid: Miss Eyre, we've been expecting you. Will you come this way, please.

Mrs. Fairfax: Ah! How do you do, my dear. I'm afraid you've had a tedious journey. You must be cold. Come and sit down by the fire.

In this conversation, Mrs. Fairfax was gentle and kind enough by using the hedges I'm afraid to protect Jane's face (the hearer) and avoid offending Jane. Although it was the first time that they greeted to each other, it still reflected the sincere concern of the speaker. It is polite and euphemistic. And this hedge has also played its important role here in maintaining a harmonious atmosphere between conversation participants.

Another conversation between Mr. Rochester and Jane shows the politeness and respect of the speaker. The speaker conveys his/her good temperament by using hedges in order to establish a good self-image. The dialogue as follows is a good example.

(2) "We must go in," said Mr. Rochester: "the weather changes. I could have sat with thee till morning, Jane."

"And so," thought I, "could I with you." I should have said so, perhaps, but a livid, vivid spark leap out of a cloud at which I was looking...

In this conversation, Mr. Rochester showed his sincere concern and carefulness to Jane. And Jane showed her shyness by thinking Could I with you. She used interrogative mood to express her feeling and it seemed that she doesn't want to be with Mr.

Rochester. But in fact, she was eager to stay with Mr. Rochester and willing to be accompanied by him. Here, Jane used this hedge to express her politeness and be euphemistic.

The third example happens between Mr. Lloyd and Jane. It shows the politeness and respect of the speaker to the hearer. The speaker conveys his/her good temperament by using hedges in order to establish a good self-image. The dialogue as follows is a good example.

(3) "If I had anywhere else to go, I should be glad to leave it, but I can never get away from Gateshead till I am a woman."

"Perhaps you may. Who knows? Have you any relations besides Mrs. Reed?"

"I think not, sir."

In this conversation, Mr. Lloyd showed his sincere concern and carefulness to Jane by using the hedge Perhaps. Mr. Lloyd hoped that Jane really had somewhere to go in order to get away from Gateshead. He used this hedge in order not to hurt Jane's little heart. And Jane showed her unwillingness of leaving for Mrs. Reed by using the hedge I think. It expresses her real feeling and it seems that she did not want to be with Mrs. Reed. And here, Mr. Lloyd got Jane's idea and there were no further questions about this topic. The hedges can not only express politeness and respect, but also maintain a better communication environment.

B. *Saving Face and Achieving the Purpose of Self-protection*

When speakers do not want to express their original intention or real idea clearly, they can use hedges to fuzzy boundaries or ranges so as to protect themselves and save their face.

When Mrs. Fairfax formally introduced Mr. Rochester to Jane, Mr. Rochester found that it was not the first time they met each other, so he wanted to learn more about Jane's birth, family, growing environment and so on. After asking if Jane could play the piano, he found that Jane answered in a cold way, which made Mr. Rochester feel that Jane was very independent and even unfriendly. Jane was Adele's tutor and taught her drawing. After drawing a few pictures, a conversation between Jane and Mr. Rochester came into being.

(4) Mr. Rochester: Did you copy them?

Jane Eyre: No, sir, they come out of my head.

Mr. Rochester: That head I see now on your shoulders?

Jane: Yes, sir.

Mr. Rochester: Has it other furniture of the same kind within?

Jane: I think it may have. Better I hope.

From the dialogue above, we can easily see that what made Mr. Rochester surprise was that even a humble, average-looking governess can make a difference in painting. He was also skeptical and confuse about Jane's creative ideas, so he was right. The words were something cold and direct and even contained some disrespect for Jane. Jane's answer I think is not humble in showing her attitude and saving her face. The hedges used here protect the speakers' face and achieve self-protection successfully.

Another example for saving the speaker's face happened between Jane and the nurse. It was sad that Jane's best friend had been dead because of the serious illness. The detail is the following dialogue as it succeeds in achieving self-protection.

"She is in Miss Temple's room," said the nurse.

"May I go up and speak to her?"

From the dialogue above, we can easily see that Jane used the hedge May I...to achieve a fuzzy test to the hearer and manage to beg the cooperation of the nurse. The words are fuzzy and polite in order to establish a harmonious communication environment. Also, the fuzzy word may give the hearer an enough private room to make a choice. Only in this way could the speaker protect his/her face, achieve self-protection successfully and finally maintain a harmonious relationship in communication.

Example 6 happened between Mrs. Fairfax and Jane. People often use hedges to express their feelings and save their

face in daily communication. The dialogue as follows is a good example.

(6) "I will go, if no better may be. But I don't like it. Shall you be there, Mrs. Fairfax?"

"No. I pleaded off, and he admitted my plea."

In this dialogue, Jane did not want to give trouble to Mr. Rochester, so she decided not to attend the party and discusses with Mrs. Fairfax. After discussion, Jane expressed her solution with a hedge may be. This hedge shows that Jane had no idea but to attend the party. For saving face and achieving self-protection, Jane added the hedge may be into her expression in order to get away from the embarrassment.

C. Making the Expressions More Polite and Euphemistic

According to Generosity Maxim, people usually obey the principle in order to make their expressions more euphemistic in a communication. In this way they can minimize benefits and maximize costs to themselves. The speaker uses hedges with some uncertain words to make the hearer comfortable and achieve a polite communication.

On a sunny morning, Jane Eyre taught drawing and she knew that Adele hoped to draw a portrait of Mr. Rochester because of the feeling of missing. Then Mr. Rochester knew that and played a joke to Jane on his appearance. Jane answered without hesitation.

(7) Jane Eyre: The beauty is of little consequence, something of that sort.

Mr. Rochester: Well, endure my surliness without being hurt.

In this conversation, Jane expressed her views directly on the beauty of the appearance. She thought that beauty was not important, or the like, using of that sort. Actually Jane expressed her view that appearance had never been important to her with the help of euphemisms. And Mr. Rochester also felt that the question might be offensive after listening to Jane's answer, so he also used the hedge well to release the awkward and disadvantageous atmosphere. These two euphemisms make the expression more appropriate. Here, the hedges are just like a lubricant, which is more conducive to the development of conversation.

Another example for making expressions more appropriate and euphemistic happened between Mrs. Lynn and the Dowager Ingram. It is sad that Jane's best friend was dead because of the serious illness. The detail is the following dialogue.

(8) "My dear boys, what are you thinking about?" exclaimed Mrs. Lynn.

"I cannot possibly countenance any such inconsistent proceeding," chimed in the Dowager Ingram.

"Indeed, mama, but you can and will," pronounced the haughty voice of Blanche, as she turned round on the piano-stool...

In this conversation, Mrs. Lynn proposed a question directly in a sarcastic tone because she did not like Jane and aimed to incite anyone else against the arrival of Jane Eyre. But the Dowager Ingram held the view which was inconsistent with Mrs. Lynn because actually she did not want to offend Jane directly. So she expressed her views with the help of euphemisms by using the hedge possibly. Blanche also felt that the question might be offensive after listening to the Dowager Ingram's answer, so he also used the hedge indeed to release the awkward and disadvantageous atmosphere.

The ninth example happened between Mrs. Fairfax and Jane. People often use hedges to make their expressions appropriate and easy to accept in daily communication. In this dialogue, Jane used I suppose to express her respect for the hearer.

(9) "Mrs. Fairfax, I suppose?" said I.

"Yes, you are right. Do sit down."

In this conversation, Jane used the hedge I suppose to bring up a tentative conversation. By using this hedge, she avoided the embarrassment caused by mistaken identity effectively and deftly. The hedge indicated that Jane was very polite and respectful to Mrs. Fairfax. As a result, the using of this hedge built a harmonious atmosphere between both the speaker and the hearer. In a word, hedges can make the expressions more appropriate and euphemistic to maintain a comfortable communication environment.

D. Making Words More Appropriate and Acceptable

Hedges can reflect the speaker's attitude and viewpoint. It is still a plot of a conversation about Mr. Rochester's portrait, in which Mr. Rochester hoped that such questions did not harm Jane. But he knew more about Jane as she was self-respect, always pursued the freedom and equality. She was a precious girl with self-respect, self-reliance and self-improvement. In this situation, the following dialogue occurs.

(10) Mr. Rochester: Do you believe that?

Jane Eyre: What, sir?

Mr. Rochester: That the shadows are as important as the light?

Jane Eyre: I believe that none of us is perfect. I believe none of us is without some fault to hide.

In this dialogue, Jane used two hedges I believe to show her attitude and opinion. It is very subjective and represents her understanding towards Mr. Rochester's question. But she added two I believe in her expressions to make the language more acceptable. It also reflects the valuable independent thought of Jane Eyre or even shapes a real Jane Eyre, a simple figure that thought "no one is perfect". The shadow of Mr. Rochester's marriage was removed. A good heart was hidden beneath his grim. In this way, the use of the hedges can make discourses more comprehensive and

acceptable.

Example 11 is also one for saving the speaker's face and it happened between Jane and the nurse. It was sad that Jane's best friend had been dead because of the serious illness.

(11) "She is in Miss Temple's room," said the nurse.

"May I go up and speak to her?"

"Oh no, child! It is not likely; and now it is time for you to come in; you'll catch the fever if you stop out when the dew is falling."

In this conversation, the nurse used *It is not likely* to give Jane a fuzzy reply instead of a direct answer in order not to tell the truth that Helen had been dead and avoid hurting Jane's little heart. The pragmatic function of this hedge is making the expression more appropriate and acceptable, i.e. making another irrelevant reason that divert Jane's attention successfully and make a more appropriate reply that Jane is easy to accept.

V. CONCLUSION

A. Main Findings

Hedges play an important role in human communication as a kind of fuzzy language. It is a common but essential phenomenon which attracts many linguists to pay more attention to. This paper analyzes hedges in the famous novel *Jane Eyre* in terms of pragmatics and describes how these hedges are used to fulfill the six maxims of politeness principle. Just like what is analyzed in the paper, hedges are able to maintain a better communication environment, save face and achieve the purpose of self-protection, make the expressions polite and euphemistic and make words more appropriate and acceptable, so that the speaker and the hearer will be willing to communicate with each other, and the conversation can be smooth.

B. Implications

Through analyzing the dialogues in *Jane Eyre* in detail, we can get the following implications. At first, hedges play an important role in our daily life. Both speakers and hearers can use different hedges to meet their communicative intention. In this way, the context where hedges are used is rather crucial. Speakers should pay more attention to linguistic environment, and meanwhile hearers should also understand what speakers' conversational implications are. What's more, when people use hedges in their utterances, they intend to imply something or make some information implicit and uncertain. Different kinds of hedges can produce different conversational effects and intentions in different contexts. The functions of hedges are to make the conversation smooth and successful. In conclusion, based on Politeness Principle, the paper analyzes how to use hedges to show the six maxims of Politeness Principle. The appropriate usage of hedges can produce a better communicative effect between speakers and hearers. Studying these hedges roundly and deeply not only has a great effect on the study of theories of semantics and pragmatics, but also has practical significance for the ways of using hedges appropriately.

C. Limitations and Suggestions for Further Researches

Although this paper has done many studies on the pragmatic functions of hedges in *Jane Eyre*, there are still some limitations. First of all, this paper is only the analysis of some dialogues in *Jane Eyre* and the examples are limited. Secondly, because of the author's limited knowledge, the analysis may be subjective and insufficient. Thirdly, the author does not have a deep understanding of the theoretical framework, which may lead to some mistakes in the analysis.

On account of the limitations of this paper, there are some suggestions for further researches. First of all, we should do lots of reviews on the previous studies in order to have an all-around knowledge of the related subjects, so that we could make a more accurate and adequate analysis. Secondly, we are supposed to pay attention to hedges in various types of material in order to have a deep understanding of pragmatic functions of hedges. Finally, we should actively explore the correlation between hedges and other achievements in linguistics in order to put relevant theories into practice.

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Mobile Assisted Language Learning in Saudi EFL Classrooms: Effectiveness, Perception, and Attitude

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Abstract—The utilization of mobiles in EFL classrooms offers valuable opportunities for creating an effective learning environment. To determine the role of such a technology, the present study investigates the effectiveness of using m-learning or MALL in EFL classrooms, and how the use of such an apparatus correlates with the learners' academic achievements. It also examines the perceptions and attitudes of EFL students towards applying MALL in the classroom as an educational tool. A hybrid design containing both quantitative and qualitative questions was employed for the purpose of collecting the data. A total number of 126 students from different Saudi universities have been surveyed. Then, the data were analyzed and tested using Pearson test of relationship as well as descriptive statistics. The findings exhibited a positive correlation between the hours of using mobiles for learning purposes and the students' academic performance. Furthermore, the participants perceived m-learning as a beneficial and assistant tool, and expressed positive attitudes concerning its implementation in the classroom.

Index Terms—English learning, MALL, ESL, EFL, CALL, English for specific purposes

I. INTRODUCTION

In the world that emerging technology devices are rapidly growing, a variety of technological solutions have been incorporated into instructive settings. The integration of such technologies undergoes a gradual process as educators need to comprehend the nature of the technological apparatuses and how they effectively enhance the learning process (Kukulska-Hulme & Shield, 2008). In this regard, English for specific purposes instruction has been positively influenced by the advantages of the technological aids and solutions. One of the early-established language teaching and learning technology was Computer-assisted language learning (CALL) which had a great impact on the pedagogical process as it supplies educators with the most recent and pertinent information (Moore & Calvert, 2000). CALL stands out in terms of providing the learners more independence from classrooms and allows them to progress and work at their own speeds (Rost, 2002). Such a technology influences the cultural practices and offers new and alluring learning contexts (Pachler et al., 2010).

However, regardless of CALL's prosperity, a new trend of technology has emerged in the last few years and attracted global attention. Mobile technology or Mobile learning (M-learning) or Mobile Assisted Language Learning (MALL) is a new area of practice and research in the field of foreign and second language instruction (Godwin-Jones, 2017). Kukulska-Hulme and Traxler (2005) defined MALL as a "learning method mediated by the assistance of small portable devices that can be adapted to the learner's immediate context" (p. 124). Geddes (2004), in the same vein, considered MALL as a learning method which posits no restrictions on time or place, thus, provides "a myriad of opportunities to support learning and performance both inside and outside the classroom" (Martin & Ertzberger, 2013, p. 26). O'Malley et al., (2005) described MALL from the stance of the learner as "any sort of learning that happens when the learner is not at a fixed, predetermined location, or learning that happens when the learner takes advantage of learning opportunities offered by mobile technologies" (p. 15). Therefore, to attain deep understanding of MALL, the given study aimed at determining the effectiveness of MALL in Saudi EFL classrooms as well as exploring its nature from EFL learners' perspective.

II. LITERATURE REVIEW

A. MALL: Characteristics, Advantages, and Disadvantages

Regardless of the hurdles to M-learning such as the financial cost, technical issues and considerations, and accessibility, the available evidence assumes that M-learning bears considerable advantages concerning education (El-Hussein & Cronje, 2010). Pachler, Bachmair, and Cook (2010) clearly indicated the key features of mobile devices which make them attractive from an educational standpoint, that is, "increasing portability, functional, multimedia convergence, ubiquity, personal ownership, social interactivity, context sensitivity, location awareness, connectivity, and personalization" (p. 12). Likewise, Huang and Lin (2012) and Zaki and Yunus (2015) have addressed different

characteristics of mobiles in EFL classrooms, namely, mobility, ubiquity, flexibility, interactivity, small equipment size, accessibility, and privacy. Lee and Chan (2007) attributed the observed prosperity and success of M-learning to many factors such as, among others, providing practices for learners through experiential learning, encouraging the communication process between teachers and students, offering authentic and reliable materials, and focusing on the individual necessities.

As mentioned earlier, the mediated learning by mobiles exhibits several disadvantages such as technical and ethical issues. Further disadvantages have also been highlighted by Miangah and Nizarat (2012). They stated that the small screen size, high cost, and untrusted data storage system are obstacles to adopt MALL as an educational approach. Additionally, Viberg and Gronlund (2013) considered the dependence on the Internet as a problematic characteristic for some EFL learners. Since the internet might suffer from unstablens connection, some students could end up with less knowledge and understanding of the subject.

B. The Effectiveness of MALL in Educational Contexts

The implementation of MALL to support language practice and enhance language learning has shown a wobbling status in the reviewed literature (Pachler et al., 2010; Pollara & Kee Broussard, 2011; Şad & Gökteş, 2013; Rezaei et al., 2014). Ozer and Kılıç (2018) declared that in order for MALL to be a beneficial tool in the classroom, the scope of the contextual features of educational institutions must be taken into consideration. In their study of vocabulary acquisition via MALL, Rezaei et al., (2014) concluded that M-Learning can be credited with promoting effective vocabulary learning, thus, helps the students to achieve high grades. Pollara and Kee Broussard (2011) analyzed the outcomes of M-learning tasks and asserted that m-learning has "instructional value and the potential to positively affect learning in a variety of contexts" (p. 23). Similarly, Loewen et al., (2019) investigated the significance of M-learning by observing the progress of nine participants who acquire and practice the targeted language by using Doulingo application. The findings showed a great improvement in the students' language proficiency and skills as well as high motivation and engagement to the lessons. Azar and Nasiri (2014) undertook an experimental study to elicit and identify the effectiveness of MALL enforcement in the EFL classroom. The result suggested that MALL demonstrates a strong efficiency in the classroom as the students in the experimental group were highly encouraged and outperformed the control group. The increase in learners' motivation is a supported result by many scholars including Petkov and Rogers (2011), Huang, Lin, and Cheng (2010). However, some drawbacks of using MALL in English classes have also been admitted in a number of studies. For example, Sung, Chang, and Liu (2016) found that utilizing mobile devices in educational contexts had a moderate impact on the learners' achievement. A further study conducted by Kuznekoff and Titsworth (2013) which was designed to discover the influence of using mobile phones during lectures on the students' achievement. The study revealed interesting outcomes, that is, the students who abandoned the use of mobile phones during the lecture wrote down 62% detailed notes more than the group who utilized mobiles. In this regard, Kibona and Mgaya, (2015) contended that mobiles or smartphone could bring negative results or progression on students' performance academically.

C. MALL: Perceptions and Attitudes

The perceptions and attitudes towards MALL in EFL classrooms have also been a matter of investigation. A number of empirical studies have emerged to determine teachers' and students' perspectives and attitudes of MALL (e.g., Saran et al., 2009; Hsu, 2013; Oz, 2015; Saidouni & Bahloul, 2016). Wu et al., (2012) performed a meta-analysis to examine MALL-related issues. They asserted that the majority of MALL studies revealed positive attitudes with regard to mobility (Şad & Gökteş, 2013), effortlessness of gathering and obtaining the data for different academic purposes (Sharples & Vavoula, 2009), the ability to learn outside the classroom realm (Saran et al., 2009), and at any place and time (Sabzian & Gilakjani, 2013). Hsu (2013) focused on examining MALL from cross-national EFL learners' perspective. Given that, the conclusion of Hsu's (2013) study was a hallmark in MALL's literature. That is, although the participants were selected from different nationalities, educational backgrounds, and experiences, all of them revealed positive attitudes and agreement concerning the application of MALL in the classroom. Other studies (Oz, 2015; Saidouni & Bahloul, 2016) adopted different perception's scales such as Uzunboylu and Ozdamli's (2011) scale to examine the perception of MALL among EFL teachers and learners. The findings suggested a high level of agreement to approve MALL as a pedagogical tool since it allows the educators to reach various educational resources.

As for Dashtestani (2013), who explored the teachers' stances of MALL application in classroom, the result was not quite positive. Most of the teachers did not demonstrate MALL in EFL classroom and expressed some contentions to use and develop MALL activities. Also, the study of Abidin et al., (2016) which concentrated on the ethical considerations of using mobiles in the classroom exposed that most of teachers conceived mobiles as to stimulate distraction and cheating in the classroom; a position supported by Froese's (2012) and Metruk (2020).

Therefore, in light of the above, we can consider M-Learning as a double-edged sword. It serves as a pedagogical tool if it is used appropriately to improve the students' knowledge of language and clarify unfamiliar or difficult information (Huang, Lin and Cheng, 2010), or as a source of distraction (Froese et al., 2012), and cheating (Metruk, 2020). Accordingly, and based on the rationale given in the preceding sections, this study will identify the role of M-learning in Saudi academic sittings by answering the following questions:

1. Is there a statistically significant relationship between the hours of using mobiles and educational applications in learning English and EFL learners' grade point average (GPA)?.
2. What are the EFL learners' perceptions and attitudes towards the use of MALL in classroom?

For the purpose of hypothesis testing, the following hypotheses were formulated:

H⁰: There is no a statistically significant relationship between the hours of using mobiles and educational applications in learning English and the EFL learners' grade point average (GPA).

H: There is a statistically significant relationship between the hours of using mobiles and educational applications in learning English and the EFL learners' grade point average (GPA).

III. METHODOLOGY

The present study adopts quantitative and qualitative data collection procedures. Below is a brief outline of the methodological framework within which the present study is conducted.

A. Participants

The participants of the present case study consisted of 126 students who majored in linguistics and translation department of English language at Qassim university (N= 56), King Abdul Aziz university (N=48), and Imam Mohamad bin Saud university (N=22). The students were chosen in a random manner in order to reach a wide number of learners from various classes and proficiency levels, thus, achieving better and deep insights of the matter under investigation. A mix of males and females whose age ranged from 18 to 27 years old have participated in the current study. In order to avoid any confounding variable, the number of males and females was controlled. The following tables (1-2) show the descriptive statistics of the subjects' sociodemographic information.

TABLE 1
DESCRIPTIVE STATISTICS FOR AGE (IN YEARS).

Age	Statistics
Max. Age	27
Min. Age	18
Mean	21
Total	126

TABLE 2
DESCRIPTIVE STATISTICS FOR GENDER

Gender	Frequency	Percent
Male	63	50%
Female	63	50%
Total	126	100

B. Data Collection Instrument

For the aims of this research, it has been decided to select an adopted scale and to add open-ended questions. The questionnaire consists of three parts. The first is concerned with the participants' sociodemographic information in terms of name, age, and gender. The second part included three main questions. One was a closed-ended question of a multiple-choices kind which investigates how many hours each participant uses the mobiles and educational application to study English. The students were asked to be as accurate as possible in selecting one choice out of ten (from one hour to ten hours per a week). The two others were of an open-ended type which requested the participant to mention the name of the university and their own grade point average (GPA) on a 5.0 scale. According to the Saudi grading system, Saudi universities may either have a GPA scale of 4.0 or 5.0. Therefore, the students were asked to specify their GPA type (4.0 or 5.0), then, the students' GPAs with a scale of 4.0 were transformed to 5.0.

The third part of the questionnaire included Mobile Learning Perception Scale (MLPS) adapted from Uzunboylu and Özdamlı (2011) and an open-ended question. The scale includes 26 statements to statistically measure the learners' perceptions of m-learning concerning three indicators (see table 3): Aim-Mobile Technologies Fit (A-MTF), Appropriateness of Branch (AB), and Forms of M-learning Application and Tools' Sufficient Adequacy of Communication (FMA and TSAC). The participants rated the statements on a 5-point Likert scale (ranging from 1. strongly agree to 5. strongly disagree). The Internal consistency of the scale was verified by the Cronbach's alpha value. The value of Cronbach's alpha for the whole scale developed by Uzunboylu and Özdamlı (2011) was .97 whereas in this study the reliability coefficient of the scale was .87 (see table 3). Field (2009) declares that if Cronbach's alpha value of the scale was higher than .70, the instrument is considered reliable and had good psychometric properties (Field, 2009).

TABLE 3
VARIABLES AND RELIABILITY

Dimension	Number of Items	
A-MTF—Aim-Mobile Technologies Fit	8	
AB—Appropriateness of Branch	9	
FMA and TSAC—Forms of M-learning Application and Tools' Sufficient Adequacy of Communication	9	
Total	26	Cronbach's Alpha = .87

The open-ended question was added to explore the advantages and disadvantages of using MALL in the classroom from the learners' point of view. Then, the questionnaire was circulated to the participants through e-mail and Telegram application. Robson (2011) recommended using electronic questionnaires since they assess the researcher to reach more audience in a short period of time and low cost.

C. Data Analysis

The data was statistically analyzed via Statistical Package for Social Sciences (SPSS). To assess the relationship between the academic performance and hours of using mobiles in learning English, the researcher used Pearson Correlation test of relationship. Also, descriptive analysis was performed to calculate the mean and the standard deviation of MLP scale's variables. To control any bias towards a certain type of gender, a number of 11 cases were removed from the dataset. In addition, the researcher has excluded the unrelated data (outliers) from each variable of the data. These procedures resulted in 19 cases being removed and yielded a final analysis sample of 126 students.

IV. FINDINGS

As indicated earlier, this study was set to address two main research questions. The first aims at exploring the relationship between the number of hours in using mobiles and mobiles' applications for studying and preparing for the class and the EFL students' grade point average (GPA). The second research question seeks to elicit and investigate the perception and attitude of EFL learners towards the use of mobiles (or MALL) as a pedagogical aid. To answer the research questions, a hybrid questionnaire was demonstrated to a random sample of Saudi EFL learners who enrolled in English language departments at some Saudi universities. The questionnaire consists of open-ended questions and an adopted questionnaire (MLP Scale) that contained 26 Likert Scale based statements. Therefore, this section presents the results of that statistical analysis of the given questionnaire.

A. Quantitative Analysis

1. Pearson Correlation

In terms of testing the null hypothesis that there is no relationship between students' hours of using mobiles and educational applications in learning English and their academic performance or GPA, a bootstrapped Pearson Correlation test was utilized. From this data set, the assumptions of Pearson Correlation were examined, and a preliminary analysis was performed to assess the normality and linearity of the data. However, since some assumptions are hardly to be satisfied, Larson (2015) recommended using bootstrapping or robust methods as a suitable amend.

TABLE 4
PEARSON CORRELATION

		GPA	Hours of Using Mobiles In Learning English
GPA	Correlation Coefficient	1.000	.801**
	Sig. (2-tailed)	.	.000
N		126	126
Bootstrap ^b	Bias	.000	-.001-
	95% Confidence Interval	Lower	.778
		Upper	.908

Table (4) above demonstrates that a total of 126 EFL students were surveyed about the hours they spend in using mobiles to learn English and their GPA. Based on the given analytical procedure, there was a strong positive significant relationship between students' hours of using mobiles and educational applications in learning English and their GPA with a criterion of significance 95% CI [.778, .908] and coefficient $r = .801$. The CI is seen to be narrow since it represents nearly one-point difference between the two values. The two asterisks of the r_s value indicate the strength of the relationship which is considered as a highly strong relationship as the r value reveals, therefore, we reject the null hypothesis.

2. Descriptive Statistics of EFL Learners' Perceptions and Attitudes Towards MALL

TABLE 5

Items and Item Descriptions	Mean	St. deviation
1. M-learning tools remove the limitation of time and space.	4.07	.99
2. Mobile applications create effective learning-teaching environments.	3.85	1.0
3. Applications such as Skype and Twitter provide opportunities to use authentic language without the limitation of time and space.	3.09	1.03
4. An effective learning environment could be provided by sending lecture notes, words and their pronunciations via M-learning tools such as e-mail, MMS or SMS.	3.67	1.14
5. M-learning is an effective method in exact transmission of knowledge in learning activities.	3.13	.98
6. Utilization of m-learning technologies increases my motivation.	4.01	.91
7. M-learning systems increase the quality of lessons.	3.90	.987
8. M-learning technologies can be used as a supplement to language learning and teaching at all levels of education.	3.43	1.098
Weighted Mean	3.64	

Descriptive Statistics of A-MTF

The dimension *A-MTF–Aim-Mobile Technologies Fit* seeks to assess the appropriateness of the traditional and m-learning goals (Zaminga et al., 2017). As shown in table (5), most of the learners have positively evaluated the items since the average score ($M= 3.64$) for the whole dimension was within the upper third of the normative distribution (3-4). Furthermore, the results for this factor show that the highest mean score ($M = 4.07$, $SD = .99$) was achieved by the first item (M-learning tools remove the limitation of time and space) while the fourth statement (Applications such as Skype and Twitter provide opportunities to use authentic language without the limitation of time and space) obtained the lowest mean score ($M = 3.09$, $SD = 1.03$).

TABLE 6

Items and Item Descriptions	Mean	St. deviation
9. M-learning applications facilitate language learning and teaching.	4.02	.95
10. M-learning applications serve a good method in the target language learning and teaching.	3.01	1.07
11. Thanks to mobile technologies, I can have a prompt access to the language teaching/ learning materials that I need.	3.56	.92
12. M-learning applications are reliable for personal use.	3.34	1.07
13. M-learning application is a good method for the interaction, which is necessary in language classes.	3.68	.87
14. I would like to supplement my classes in future with M- learning method.	2.80	1.8
15. M-learning applications provide a convenient environment to have discussions about language learning and teaching topics.	3.52	1.3
16. I stay motivated and frequently participate when the teacher uses M learning applications in language learning activities.	3.98	.88
17. M learning applications are convenient to share some useful language tasks with my colleagues.	3.90	.76
Weighted Mean	3.53	

Descriptive Statistics of Appropriateness of Branch (AB)

The statistics of the given dimension are concerned with describing and exploring the appropriateness of MALL materials with reference to the learning's objectives (Zaminga et al., 2017). However, table (6) above indicates that the highest average score ($M= 4.02$, $SD= .95$) was ascribed to statement no.9 (M-learning applications facilitate language learning and teaching) while the lowest mean score ($M= 2.80$, $SD= 1.8$) was allocated to statement no.14 (I would like to supplement my classes in future with M- learning method). Furthermore, the total mean ($M= 3.53$) for this indicator lies in the high-level interval [3.40 – 4.19] which suggests high appropriateness of MALL as a learning tool.

TABLE 7

Items and Item Descriptions	Mean	St. deviation
18. Language learning and teaching process should be supported with mobile-learning applications.	3.79	.84
19. M-learning applications can be used to supplement the traditional education.	4.00	.95
20. Mobile language learning applications can generate real-world, communicative tasks for language learners.	3.85	1.17
21. Teacher-student communication is facilitated by means of m-learning tools.	3.60	1.03
22. Communication is possible in chat programs by means of mobile technologies.	3.68	.97
23. Course materials can be sent to students via MMS.	3.04	.69
24. Students and peers' communication is facilitated by means of M-learning tools.	3.63	1.2
25. Learners can access the instructional websites with mobile technologies.	3.54	.90
26. Students can have more effective communication with mobile technologies than traditional methods.	4.02	1.3
Weighted Mean	3.68	

Descriptive Statistics of FMA and TSAC

Similar to the previous dimensions, the purpose of this dimension is to investigate how M-learning works in the educational settings and evaluate its role in enhancing the learning process from the perspective of the learner (Zaminga et al., 2017). Based on table (7) above, MALL's apparatuses support and reinforce the educational process as it is inferred by the total average ($M= 3.68$). In addition, the highest mean score was assigned to the last statement ($M= 4.02$, $SD= 1.3$) which is followed by the statement no. 19 (M-learning applications can be used to supplement the traditional education) with an average score ($M= 4.0$, $SD= .95$). The lowest mean ($M= 3.04$, $SD= .69$) score was allocated to statement no.23 (Course materials can be sent to students via MMS).

B. Qualitative Analysis

In addition to the M-Learning Perception Scale structured by Uzunboylu and Özdamlı (2011), an open-ended question was formulated to examine the advantages and disadvantages of using MALL as an educational instrument. A total of 58 learners responded to the question and justify their answers while the other participants did not provide any information. However, the given responses were revised, analyzed, and summarized by the researcher.

As the findings revealed, most of the responses were for the benefit of MALL. One of the learners (Hazem) stated that "I prefer MALL over the traditional method because it allows me to study at the time that I want". Others (Meznah, Amal, and Abdualrhman) emphasized the ability to effortlessly share the learning materials and aids such as the worksheets and lecture notes. Layla added, "as a translator, I use the mobile dictionary very often because I can easily find the words and terms". In addition, some students expressed their appreciation to the authentic material and content provided by MALL. One of the learners mentioned his experience in learning English via mobiles applications by saying "After 6 years in trying to learn English through the traditional methods, I learned English and how to speak English fluently after I used Cambly application. The application offers interesting content and good speaking activities".

Indeed, MALL in EFL classrooms suffers from a limited number of drawbacks. Some of the learners stated that using MALL as a learning apparatus may lead to various physical issues such as neck and back aches. Others admit that MALL prevents us as students to have more effective face-to-face interaction which is of important need. Manal clearly stated her resentment by saying "I admit the benefit of using technology in learning and teaching but I do not like its dominance, the role of the teacher becomes worthless which is a very bad result". Similarly, Ali affirmed that "Mobiles are expensive and not all students can afford them. Also, I support the traditional way of teaching since the required materials are affordable to all students".

C. Research Main Findings

The main findings of the present study can be summarized as follows:

- 1- Based on the result of Pearson Correlation, there is a strong and significant relationship between hours of using the mobile as a learning tool and the high GPA achievement. That is, the students who used mobiles and educational applications more often obtained a higher GPA than students who spent fewer hours on these applications.
- 2- The majority of the EFL learners expressed positive attitudes towards implementing and using mobiles in educational environments.

V. DISCUSSION

In the context of English language learning, the use of technology has proved a pivotal role in facilitating and enhancing the learning process. Therefore, and based on the present study's findings, the claim that using mobile would negatively affect the students' English proficiency is not supported by the evidence. As the analytical correlation revealed, there is a strong and significant relationship between the usage period of mobiles as an educational instrument and the achieved GPA by learners. Simply put, the students who used mobiles and educational applications more often obtained a higher GPA than students who spent fewer hours on these applications. Therefore, the present outcomes seem to be consistent with Hsu (2012), Rezaei et al., (2014) Loewen et al., (2019) findings.

The perceptions and attitudes of EFL learners have also been measured in the current investigation. A hybrid method (i.e., quantitative and qualitative) was applied to determine how EFL learners conceived MALL. An overwhelming majority of EFL learners assumed that MALL or m-learning has great potentials to effectively contribute to immersion classrooms. This can be attributed to the fact that mobile device "is becoming a mobigital virtual space where people can learn and teach digitally anywhere and anytime" (Şad & Göktaş, 2013, p. 1). Furthermore, the qualitative and quantitative data revealed that the most positive attitudes were credited to the aptitude of m-learning in 1) assigning no time and place restrictions in learning, 2) providing lessons with good quality and various authentic materials, 3) increasing students' motivation, 4) facilitating communication and knowledge transmission, 5) assisting the learner in finding the information. This implies that the use of mobile and educational applications in learning English provides students with a more in-depth understanding of the subject being taught. Also, the data proposed high motivation and engagement of the students to learn and practice the language when mobiles are used. The reason could be credited to the authentic contents and activities that are provided by m-devices. It is also proved that the use of authentic materials such as videos and mobile games in presenting the educational content assist learners in processing the information

(Rao, 2019). Therefore, the findings of the study approved the positive perception towards the use of MALL in EFL classrooms. Such a conclusion is corroborated by the work of Oz (2015) and Hsu (2013) and came against the studies of Dashtestani (2013) and Abidin et al (2016).

Furthermore, the qualitative data indicated some disagreements with M-learning. Some EFL learners admitted that fact that mobiles are not easily affordable, and not appropriate due to mobiles physical characteristics (i.e., small screen). This position is supported by previous studies such as Miangah and Nizarats' (2012) study. In addition, some students expressed their concerns about the use of mobiles in education as it may replace the role of the teacher. Such a misconception could impede the integration of technology in educational settings. It is crucial to understand the goal, nature, and limitations of technology when it is incorporated into education. Scholars such as Levy (2016) and Kassem (2018) emphasized balancing the use of technology to be not over or less used in the classroom. Others (Carlisle, 2014; Hedges; 2018) suggested using mobiles as a supplemental and secondary educational tool that is directed by the teacher and the lesson's objectives.

VI. CONCLUSION

To sum up, the current study examined the effectiveness, usefulness, perceptions, and attitudes of integrating MALL into EFL classes. The findings of the study suggested a positive influence of MALL in educational settings and revealed high acceptance by the learners to employ such an approach in English classes. It also corroborates the fact that if mobile learning or MALL is employed systematically and thoroughly, it may improve the students' English proficiency since it provides more innovative and flexible learning methods. For the limitation of the study, the reader should bear in mind that this study was based on Saudi's universities, thus, the findings may not be completely generalizable to other contexts. Future researches should investigate the use of mobiles as a pedagogical tool in different educational contexts and settings. Also, the researcher may run an experimental study using t-test instead of correlation in order to examine the academic performance of two groups.

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Research on Language-teaching Materials—An Evaluation of Extensive Reading Textbooks*

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Abstract—In second language teaching, materials play a unique role and the demand of developing language-teaching materials has been increasing. The textbook, an integral part of language-teaching materials, to some extent dominates the contents of teaching and learning and has a deep influence on curriculum. Textbooks for extensive reading apparently highlights this feature while some kind of series adopted in universities have several shortcomings in the representativeness of the articles and their variety of the categories, etc. which makes it hard to play an active role and have a positive impact in teaching and learning process. Some teachers ignore the development of this ability and the significant contribution they can make to evaluating and selecting textbooks. Thus, the author collects basic information from one series of textbooks and analyzes it systematically, and then shows overall comments with detailed suggestions on contents as: selecting more articles from representative writers; increasing articles about history and philosophy; selecting more current articles from magazines; adding more poems and attaching more detailed introductions about the authors and reference books to read. These suggestions will provide some implication for extensive reading textbook evaluation and selection, thereby, the selected textbooks can be at the good service for extensive reading teaching and teachers can get a self-development in the process.

Index Terms—materials, textbooks, material evaluation, evaluation of textbooks, extensive reading teaching

I. INTRODUCTION

Tomlinson (2011) defines materials as “anything which is used by teachers or learners to facilitate the learning of a language.” (p. 2) They can be in the familiar form of textbooks, dictionaries and newspapers and so on; they can also be the native speakers’ live talks, teachers’ instructions or learners’ discussions. (Tomlinson, 2011) According to his definition, language teachers’ instruction itself can be regarded as one kind of teaching material and they are the ones which get in touch with all kinds of other forms of material in teaching. Thus, teachers are endowed with another role in developing materials which should be instructional, experiential, elicitive and exploratory. (Tomlinson, 2001) They need to consider “what should be provided for the learners, how it should be provided and what can be done with it to promote language learning.” (Tomlinson, 2011, p.2-3)

A. Textbooks and Materials

Textbooks are one of the most frequently used materials in language teaching and learning. As is said above, they can provide information about the language; they can provide exposure to the language in use; they can stimulate language use and they can encourage learners to make discoveries about language use. (Tomlinson, 2001) According to Westbury (1990), textbooks can not only support teaching but also defines the curriculum. Researches on evaluating, selecting and adapting textbooks are urgent and necessary, which will not only bring beneficial effects on the course teaching, but also improve teachers’ self-development ability. Teachers are always the textbook users, who need to correct their wrong conception of following the textbooks without worrying about other elements including the needs of the students. Wang Qiang (2006) proposed that as a qualified teacher, he/she definitely needed to “develop an awareness as well as ability to evaluate textbooks available to them or chosen for them” (p. 294). The current situation is that language teachers don’t pay enough attention to evaluating and selecting the textbooks not only before using them, but also after using them; it hinders the function of textbooks to play in the teaching process, also directs both teachers and students into wrong direction to either depend too much on textbooks or debase them unfairly.

B. Extensive Reading Textbooks and English Teaching

Even though there’s no definitively acknowledged second language acquisition theory which can guide the whole process of material development, it means teachers as well as the researchers can’t find out the standard answer to the problems they encounter, they can do something to ensure that students are learning what they want and need to learn.

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In the authors' opinion, evaluating and selecting a good series of valuable textbooks is the most convenient and efficient way to facilitate the learning. Teachers' classroom explaining and a textbook's samples of language use should work together to guide students to discover the things beyond pure language learning; teachers' proper scaffolding with a good textbook's modeling can direct learners to reflect on the way they have just learned from reading passages, especially facing to some challenging tasks. Thus, teaching should not only transmit information, but also helps the students to discover things for themselves and helps them to do something; it should also predict, prevent, respond to and remedy the problems in the process of language learning and teaching. In a way, both the teachers and students need proper textbooks to realize the nature of teaching and learning, especially in extensive reading course.

Extensive reading textbooks are eagerly needed to evaluate and the articles there needed to be selected and arranged well since they must provide enough exposure of target language to students by reading. The large amount of reading in and after extensive reading class can definitely provide a good chance for students to acquire native language. Since the amount of reading passages is large, both teachers and students to some degree depend more on textbooks. Teachers can tailor-made some materials for their students, but the amount is not enough and it's time-consuming. Exactly, they need to get a lot of help from extensive reading textbooks. Thus, the extensive reading textbook is a double-edged sword, which can facilitate teaching and learning when arranged well on the one hand; on the contrary, they can destroy everything when ignoring the basic principles.

In order to improve undergraduate English majors' reading ability effectively and achieve the teaching goals for extensive reading, researches and buildings on textbooks are very important procedures. Several universities all around the country once use a series of extensive reading books—*Companion Readers* published by Foreign Language Teaching and Research Press—one of the most influential presses in China, in 2010. This paper aims to research on this series of extensive reading textbooks with statistical analysis to find out the detailed shortcomings, come up with suggestions to improve and then provide more reference for extensive reading teaching and textbook construction.

II. TEXTBOOK EVALUATION AND FEATURES OF GOOD TEXTBOOKS

Each series of textbooks are edited under different teaching theories and teaching principles. And textbook evaluation can also be specifically divided into several opposite pairs of types based on specification of objectives, principles and procedures, including ad hoc evaluation and systematic evaluation, on-the-page evaluation and in-the-use evaluation, external evaluation and internal evaluation (Wang Qiang, 2006). This paper does not aim to touch every aspect and analyze them in detail. The authors of this paper prefer to mix them together and absorb in the key points but to present them in the following ways, which can definitely stand out the author's own idea in English teaching and textbook evaluation. In the analysis of this series of books, the authors not only try to express their own ideas, but also take the common features of good textbooks into consideration. Wang Qiang (2006) listed several features of good textbooks based on Tomlinson's (1998): "Good textbooks should attract the students' curiosity, interest and attention; textbooks should help students feel at ease; textbooks should help students develop confidence; textbooks should meet students' needs; textbooks should expose students to language in authentic use; textbooks should provide students with opportunities to use the target language to achieve communicative purposes; textbooks should take into account that the positive effects of language teaching are usually delayed; textbooks should take into account that students differ in learning styles; textbooks should take into account that students differ in affective factors; textbooks should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left brain activities" (p. 297). These features are useful to know and be kept in mind when evaluating textbooks.

III. THE BASIC INFORMATION ABOUT THE SERIES OF TEXTBOOKS

A. The Source of the Articles

About the source of the articles based on the authors' nationality and the introduction provided in the series:

		Volume1	Volume2	Volume3	Volume4
Authors from English-speaking countries	British	5	10	5	8
	American	16	21	15	14
	Irish	1	1	3	1
	Canadian	0	1	0	1
	Australian	0	1	1	0
	New Zealand	0	1	0	0
Authors from Non-English-speaking countries	French	0	1	2	0
	Russian	0	1	1	1
	German	1	0	2	0
	Norwegian	0	1	0	1
	others	1	3	2	0
Only authors' names; hard to find exact information		22	9	9	7
No information and introduction about the authors		4	1	1	0

According to the table, there are four volumes with 175 passages in the series: the works written by the authors

from English-speaking countries are 105, accounting for 60.00% of the whole; it is the largest category; the second largest category is the 47 articles attached with only authors' names, no specific introduction, accounting for 26.86%; it's hard for the students to find exact information; the third one is the 17 articles written by the authors from non-English-speaking countries, accounting for 9.71%; the other 6 articles, accounting for 3.43%, are the ones without any information.

For the authors from English-speaking countries, most of them are Americans: 66 articles are chosen; the number is much larger than the others, even accounting for 37.71% of the whole; rank 2 is British writers; 28 articles are chosen, accounting for 16%; the third one is Irish writers, and there are 6 passages in the series; there are 2 Australian ones, two Canadian ones and 1 from New Zealand.

B. The Styles of the Articles

The author mixes the literary genres with the types of the articles in the table to highlight their overall stylistic features.

	Short stories	Argumentation	poetry	Expository Articles	Non-fictions	dramas	Science fictions
Volume1	47 (5fables)	0	0	1	0	2	0
Volume2	43 (1fable)	3	1	2	1	0	1
Volume3	29	4	0	6	0	1	1
Volume 4	22 (1fable)	9 (1forum) (1conversation)	0	0	0	2	0

According to Table 2, short stories appears most frequently and there are 141 articles chosen in the series, accounting for 80.57%; the second largest category is argumentation and 16 articles are in it, accounting for 9.14%; the third category is expository writing, 9 articles accounts for 5.14%; the fourth one is drama and 5 dramas account for 2.86%; there are 2 science fictions, only 1 poem and 1 non-fiction in the series, respectively accounting for a small percentage. Among the short stories, the editor arranged several fables on purpose to convey something more from another typical writing style. The only one poem in this series pays special attention to its content which contains some kind of argumentation in it. The only one non-fiction stands out its feature in the application of rhetoric devices as personification and irony.

IV. SHORTCOMINGS OF THIS SERIES OF EXTENSIVE READING TEXTBOOKS

Given the good features of textbooks and the specialty of extensive reading textbooks, the layout of the series of extensive reading textbooks is not fancy enough. In fact, it's hard to attract students' curiosity, interest or attention since all the articles are compiled one by one with a few black and white pictures before some of the articles to illustrate and margins to add notes, without any attractive presentations, even the simplest difference in colors. Even worse, students are always frightened to see so many articles in one volume, in which they didn't see the novelty or possibility of learning something new from the unusual topics or illustrations but also difficulty in keeping their patience and confidence of reading these long passages. Students may feel anxious, uncomfortable or tense when seeing so many articles and exercises crammed together in the series of textbooks. A large number of original reading passages in this series do make sure to expose students to authentic use, but some of them are alien to students' culture and irrelevant to students' needs. According to the author, challenging passages are hard to motivate students in the long run and both teachers and students can't ensure the learning exactly happens in the reading class, let alone enabling students to receive, process and retain information through reading and maximizing their learning potential. Even though more passages mean more choices for teachers and students, this series of books seldom takes students' similarities and differences in affective factors and learning styles into consideration. To some degree, teachers play the most important role in selecting the provided articles from the textbook to build students' confidence in reading and maintain their patience to follow their teachers' guidance to explore. The recycled instruction and frequent exposure to the instructed language features in communicative use in reading classroom are indispensable since few opportunities are provided to use target language to achieve communicative purposes in extensive reading classroom. Based on these points discussed above, evaluating and choosing a good series of extensive reading textbooks are vital and profitable for both students and reading teachers.

Extensive reading teaching should not only aim to let students learn language knowledge, enlarge their vocabulary, improve their ability of reading comprehension and language application, but also cultivates their cultural accomplishment and logic thinking ability to analyze and judge. Based on the analysis above, it's easy to find that the number of the articles in the series is large and it has a wide range of resources; but there's obvious gap in the number of articles as to the authors' nationality, more than half of the authors are from English-speaking countries. Even though the styles are various, the number of short stories is much larger than other types of articles. Generally speaking, the series of extensive reading textbooks have disadvantages in representativeness of its articles and lack of enough

attention to Chinese tradition and culture, which hinders their positive role and influence to be played in reading teaching process. Therefore, the articles selected in extensive reading textbooks should not only pay special attention to be standard and diversified in cultural knowledge. In terms of this standard and other good feature, this set of textbooks is not good enough in the following aspects:

First of all, the articles of the authors from English-speaking countries are not typical enough; that's to say, they are lack of the representatives to stand out different periods of English and American literature. There are some famous American writers' works selected in this set of textbooks, such as O'Henry, Hemingway, Virginia Woolf, Edgar Ellen Poe, D.H. Laurence and so on. Chinese students and teachers are familiar with them but not their works chosen in this set of textbooks because they are not their masterpieces. Some other works and their authors are unknown; indeed, a few of them are not accessible to get related information at all. Five of James Thurber's works are selected into this set of textbooks; in fact, James Thurber's not as famous as the great ones we've mentioned before. While few works from representative writers in British and America are chosen; they are universally acknowledged to be great authors by the scholars from home and abroad. For instance, the British master in literature William Shakespeare's dramas, Milton's poems, Swift's *Gulliver's Travels*, Samuel Richardson's *Clarissa*, or *The History of a Young Lady*, Lawrence Sterne's *The Life and Opinions of Tristram Shandy, Gentleman*; the poems written by Robert Burns, William Wordsworth, George Gordon Byron and Percy Bysshe Shelley, Emily Dickinson, Wallace Stevens, Hart Crane; American pioneer/initiator for psychoanalytic fictions, Nathaniel Hawthorne's masterpiece *The Scarlet Letter*; Mark Twain's *The Adventures of Huckleberry Finn*; Herman Melville's *Moby Dick*; Emerson's *Essays*; Thoreau's *Walden*; Whitman's *Leaves of the Grass*; James' *The Portrait of a Lady*; Faulkner's *As I Lay Dying*; Cormac McCarthy's *Blood Meridian* and so on. These works and authors should be taken into account.

Secondly, as for the articles from the non-English-speaking countries, the range of sources is not wide enough. The works selected in this set of textbooks are Japanese, Norwegian, Polish, Columbia, Mexico ones and so on; what lack in particular is Chinese great works which can stand out Chinese excellent tradition and culture. There are several successful translators who make much effort on translating good Chinese literature works into beautiful English, like Xu Yuanchong, who makes a great contribution to Chinese culture heritage. According to the author's opinion, his excellent translated works should be chosen in extensive textbooks which can not only boost the inheritance of Chinese culture but also can make students realize the fascination of language, which can inspire them to be determined to learn English well.

Thirdly, the range of the passage styles is narrow and their proportion is not proper. Most of the articles in this set of textbooks are fictions and they are presented in narrative form. While the number of other genres is relatively small, especially poetry, there's only one poem in the whole set. This can't show enough respect to the great achievement of English poetry in history and its contribution to English literature, exactly, it's not fair to treat it like this. In addition, in the limited number of argumentation articles, few of them are the latest articles which talk about the hot issues of the current society and it also lacks the magazine articles, which results in the lack of the spirit of times and the sensitivity to social problems. At the same time, the set of textbooks also lacks articles about history, philosophy and literary theory. Without these kinds of articles, students are hard to know more about English history and culture, to cultivate their theoretical qualities and analyzing ability.

Lastly, the length of articles is not reasonable. One of the articles is more than ninety pages, which prevents students from finishing reading it in or out of class.

In all, this set of extensive textbooks has a lot of disadvantages, including neglecting the representativeness, contemporary nature and readability of the articles even in its large number of the passages; ignoring the disproportion of different genres; lacking of accumulation of students' historical and cultural knowledge and developing of the students' ability of logical analysis and so on. These points are all obvious and needed to be improved.

V. SUGGESTIONS FOR IMPROVEMENT

In order to promote the quality and level of textbooks, provide the students with more suitable and better sample texts for English learning, this set of extensive reading textbooks can be promoted in the following aspects based on the shortcomings discussed before as well as good features of textbooks.

Firstly, select the authors and their works which can truly stand out the features of English countries. As the most widely used language in the world which has the widest range of application, excellent English works and articles can be found in every field. As we all know, the Noble Literature Prize has a very large impact on the matters in the world, especially in literature. Editors can prefer the authors and their works which win the Nobel Prize in Literature in particular. These articles in no doubt have the representativeness of English countries and the spirit of the exact times; they can not only help students to learn the native models of English application, but also vividly reflect the features of various literature styles. By reading these works and studying their authors, students can learn more native-like expressions, at the same time, they can get used to expressing their ideas in different writing styles.

Secondly, increase the number of the articles about history, philosophy and so on. It's proved that language is the carrier of culture. For English majors, they should not only learn English, exactly speaking, they are not supposed to learn single language knowledge, but to know western history and culture through language learning. Reading original historical and philosophical articles can not only enrich their learning contents, overcome the boring feeling of English

learning, but also can make students learn relative knowledge about history and literature and then increase their theoretical attainment in language.

Thirdly, add more poems in extensive reading textbooks. Actually, English poetry is famous for its various styles, its elegance, its refined nature and its rich affection. Reading these excellent poems can definitely help students appreciate the beauty of language truly; furthermore, it can purify their soul. As for the length of articles in textbooks for extensive reading, it's not supposed to be too long. The length of poems can be long and short, the words and sentence patterns in poems are not so complicated, so they are easy and suitable for classroom learning and teaching. Some poems are worth paying special attention to: they are sonnets written by Petrarch, Shakespeare, Milton, Browning and so on. Their sonnets are like beautiful music with diverse tones, strong ringing and splendid rhythms.

Fourthly, all kinds of articles from magazines and newspapers should be included in these textbooks. The articles in newspapers always embody the modern habit and trend of language application. English majors can benefit a lot from reading newspapers, including knowing contemporary western ideological trend and social conditions and learning to express in modern English more precisely and standardly. For example, some of the fashion comments and discussions about the hot issues published in *The Economics* not only keep pace with the times and the society, but also has close relationship with their lives and the society they live in. They are always their familiar topics and the problems they are concerned with. These kinds of articles can not only go off the smell of a certain time, but remain logic in their wording as well. Such kind of articles are easy to raise students' reading interest and they can also enhance students' logic thinking ability better.

Fifthly, choose some English version of Chinese literature works. Several excellent literary translators have devoted to translating great Chinese literature works into English in order to make Chinese culture get known and recognized by the western world. As for this field, one of the greatest translators, Mr. Xu Yuanchong, can't be neglected. He has made great contribution to the career of translation, especially to the translation of Chinese classic poetry. He has already translated lots of Chinese classic works, such as *the Analects of Confucius*, *the Books of Songs*, *the Songs of Chu*, *Poetry of the Tang and Song Dynasty*, *the Romance of West Chamber* and so on. His translated classic works not only have the beauty of rhythm, but convey the artistic conception and express the poetic flavor as well. Besides, some other authors' English masterpieces are worth reading and studying, like Mr. Lin Yutang's *My Country and My People*. If students can get access to read and study these great English works in extensive reading class, they can make a contrast between Chinese and English consciously to make clear about the differences between the two languages; they can also cultivate their ability of translating both in English and Chinese; they can build strong cultural confidence to our great nation.

In addition, complete the introduction about the authors and other related information; the recommended booklist for reading should also be attached to the articles. The brief bibliography about the authors and simple introduction to the writing style can help students to get more background information to the creating of the work to understand it clearly and master its stylistic features. Some passages are lack of this part, which hinders both the teacher and students to read more. The recommended books and articles can show correct direction and method to students to their extensive reading after class.

VI. CONCLUSION

In all, the extensive reading textbooks should not only think highly of its representativeness and diversity to articles, but also pay attention to the contemporary nature and readability. The good textbooks with reputation are definitely beneficial to improving students' ability of learning and they can also cultivate their healthy mind and elegant feelings. As Cheng Xiaotang (2011) concluded, "the significance of materials evaluation is self-evident" (p.111). For language teachers, what they can do is to take students' needs and the basic principles of evaluating materials into consideration and either try to evaluate existing materials to choose the most suitable ones for their students or evaluate the chosen ones to adapt them to better suit their students' needs and the needs of teaching. (Cheng Xiaotang, 2011) Teachers can behave better in this field and develop their ability quickly since they can realize the value of doing this undertaking, which will definitely bring benefits to language teaching and learning.

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An Analysis of English News Reports from the Perspective of Graduation

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Abstract—As we all know, News is the main way to convey information, so the news reports should be fair, objective and neutral. Any newspaper and magazine serve the specific classes and groups, thus its reports necessarily reflect certain attitudes and positions. Based on Martin's Appraisal Theory, this paper analyzes ten news reports from China Daily from the perspective of Graduation. Graduation is a sub-system of Appraisal Theory. Its function is to adjust the attitude and the intensity of intervention, focusing on the typicality of the category. This article aims to reveal the ideology hidden behind objective words and the function of naturalizing value positions, which can help readers to improve their critical reading consciousness.

Index Terms—appraisal theory, graduation, stance, China daily

I. INTRODUCTION

In our daily life, we know everything from the news. In recent years, news has been the focus of the research. The characteristics of news reports are to speak with facts and report on objective things. And the content reflected in the news must convey the facts. However, the facts are not the news itself. The news reported is formed by the reporter's subjective reflection of objective facts. Moreover, any news report necessarily reflects the particular ideology. To some extent, although news reports require objectivity and fairness, there are few news reports which are absolutely objective. Therefore, when we read the news, we need to have critical thinking and find hidden meaning behind objective words rather than simply accept the information showed by the author. In the process of reading, we should try to comprehend the information standing in the position of the author. This paper will analyze ten pieces of news from China Daily from the perspective of graduation. Through analysis, the paper will help readers understand the intention of reporters better.

II. LITERATURE REVIEW

This part begins with an introduction of studies on Appraisal Theory abroad and at home. And then there is a description of the study of news report.

A. Studies on Appraisal Theory

There are a lot of researches about Appraisal Theory, which are mainly divided into the study of the theory itself and the application of the theory. In this part, the origin, the history and the development of Appraisal Theory will be reviewed in detail.

1. Studies on appraisal theory abroad

As a newborn theory, Appraisal Theory derives from Halliday's representative linguistic framework Systemic-Functional Grammar. Halliday (1994) stated in his book that people daily communication contained ideational, interpersonal and textual meaning. And the well-known interpersonal meaning is the origin of Appraisal Theory.

The birth of Appraisal Theory should date back to the early 1990s during a research project entitled Write It Right, which studied language level of students aged from eleven to eighteen. With the research going on, Martin and other researchers gradually shifted their attention from the study of narrative texts to the appraisal of literary criticism, media, history, science and technology. Since then, Martin has focused on the study of Appraisal Theory.

In 1992, *English Text System and Structure* was shaped and published by Martin, which firstly introduced the basic information of Appraisal Theory.

In 2000, Martin gave birth to a book named *Beyond Exchange: Appraisal System in English*. The early publications about Appraisal Theory have made a remarkable influence on people who devoted themselves to linguistic study. In the research, deeply influenced by Halliday's Systemic-Functional Grammar and driven by the spirit of innovation, Martin desired to combine the Systemic-Functional Grammar with discourse analysis organically. However, with the deepening of the research, Martin found that interpersonal function within Systemic-Functional Grammar was about the interaction between tone and modality in clause instead of the speaker's feeling. Therefore, in order to make up for the shortcomings, Martin, White and other scholars made great sacrifices and studied constantly. Eventually, *The Language of Evaluation: Appraisal in English* was generated as the complement of the shortcomings in 2005, which marked the climax of the Appraisal Theory. Martin's Appraisal Theory is consistent with Halliday's Systemic-Functional Grammar. It merely levels the interpersonal meaning in the communication process up to a different layer and appraises the

discourse by the speakers' judgment and appreciation (Zhu Yongsheng, YanShiqing, 2011).

2. Studies on appraisal theory at home

Appraisal Theory has developed fast in China since it was first introduced by Wang Zhenhua. Wang Zhenhua (2001) published the article *Appraisal Theory and its operation*, introducing the background of the theory and explaining its theoretical framework and the specific operation.

In discourse analysis, Li Zhanzi (2004) generalized the application of Appraisal theory in analyzing commercial, historical and autobiographical discourse and also studied the interpersonal aspect of attitudes, the classification of interpersonal and ideational meaning, and discussed the relationship between Appraisal Theory and genres. Tang Liping (2009) studied the rhetorical categories and discourse strategies of the academic reviews by applying the Appraisal analysis and she also began to adopt the Appraisal Theory to explore the social construction function.

In the field of second language teaching and learning, Chen Shufang (2002) adopted the Appraisal theory in the vocabulary acquisition and believed the application of Appraisal Theory will help students solve many problems in vocabulary studying.

In media language research, Liu Shizhu (2004) and Han Jinlong (2004) discussed Appraisal Theory and its functions in news discourse and proposed the evaluative reading.

In the field of literary translation, Shan Huifang and Ding Suping (2006) analyzed the typical fairy tale *the Ugly Duckling* from the perspective of Appraisal Theory and found that it held great explanatory power in the literary work.

Therefore, the range of application of Appraisal theory has been expanded. It has been applied to different genres by researchers abroad and at home, which provided a new way of discourse analysis from a different perspective. Until now, few attempts have been made to apply Appraisal Theory to the analysis of official statement, so the paper provides a new view to the analysis of official statement, which will also help the readers have a deeper understanding of official statement.

B. *The Study of News Report*

Appraisal Theory is a new development of interpersonal function of Systemic-Functional Grammar, which focuses on language expressions closely related to values. And it is conducive to reveal the ideology. There are some researchers abroad and at home who study the news discourses using Appraisal Theory. White (1998) tried to seek out the rhetorical potential of the news stories, showing the different systematic favoring and disfavoring of values of reporter voices and writer voices. Wang Zhenhua (2001) distinguished the attitude of the objective news between English and Chinese from the perspective of attitude resource. He pointed out that although objective news emphasized objectivity and fairness, the news writers should try to show their attitudes, positions, and opinions in a hidden way. Zheng Qun and Zhai Xia (2010), from the perspective of attitude, engagement and graduation resource, analyzed the news about the earthquake in Yushu reported in China Daily and New York Times. They concluded that the stance of the reporter was showed by three subsystems. Korner (2000) used Appraisal Theory to analyze the court trial words. Qian Hao (2008) examined the attitude meaning of discourse from the perspective of graduation, and proposed three parameters of attitude value-semantic, syntactic and context parameters.

Appraisal Theory has been a new perspective in news report. Therefore, the author will reveal the hidden meaning of news in terms of graduation system.

III. THEORETICAL FRAMEWORK

A. *Introduction of Appraisal Theory*

The Appraisal Theory is a theoretical system created by Martin, White and others in the 1990s, which derives from Halliday's Systemic-Functional Grammar and further complements the interpersonal function. There are three subsystems of Appraisal Theory, which are listed as Attitude system, Engagement system and Graduation system. Attitude system is a concentrated expression of the speaker's emotion, which involves the real reaction of people's emotions, the judgment of behavior and the evaluation of the aesthetic phenomenon. Accordingly, Attitude system includes Affect resource, Judgment resource and Appreciation resource. Engagement system deals with how the writers and readers share the same texts. Specifically, engagement involves ways like "quoting, reporting, acknowledging a possibility, denying, countering, affirming and so on" (Martin & White, 2005, p 36). And it can be further divided into mono-gloss and hetero-gloss according to the different choices of speech strategies applied in different opinions. Graduation system refers to the power of the discourse, so it runs through the entire discourse. Force resource and Focus resource are included in this system. The former evaluates how powerful or reliable the discourse is, and the latter evaluates how clear or fuzzy the discourse is.

B. *Subsystems of Appraisal Theory*

There are three subsystems in the theory. They will be explained respectively in detail in this part.

1. Attitude system

As a central part of Appraisal Theory, attitude refers to people's reaction towards a heap of things in the mental process, such as behavior, text, phenomenon and so on. This system is divided into three sub-categories: affect resource, judgement resource and appreciation resource. Attitude system evaluates emotions and behavior of the character, and

the value of things. What's more, whether it is the positive evaluation or negative evaluation, both of them can be identified according to the behavior of the participant under this system.

2. Engagement system

Engagement System is another part of Appraisal Theory. It is a system in which language resources are made up of a discourse or the source of speaker's voice. Mono-gloss and Hetero-gloss are used to express ideas, clarify opinions and positions. Mono-gloss with the character of speaking to oneself merely provides a kind of speaking position and does not acknowledge the existence of other positions. Hetero-gloss with the character of interlocutory, clearly indicates the possibility of another opinion, so Martin divides it into two sub-categories: contraction and expansion.

3. Graduation system

Graduation with the literal meaning of grading, is not limited to a particular area, but the entire Appraisal Theory system. Martin and White (2005) also believed that graduation was the center of the overall system. Graduation consists of two parts: force and focus. Force is about the degree of evaluation of the intensity and quality. Focus is about sharpening and softening of words which are applied in the most category. Both of them have a certain subsystem. In the fourth part the graduation will be explained in detail.

IV. THE APPLICATION OF GRADUATION

A. Force

The force includes both intensification and quantification. Quality and process are in the category of intensification and the number, volume and span of entities are judged in the quantitative category. Intensification can be achieved through isolation, infusion, repetition (Martin & White, 2005). Isolation is to up-scale or down-scale strength. For example, a bit, somewhat, relatively and so on, while infusion shows the function through the semantic of words, for example, contended, happy, joyous and so on. Repetition refers to repeating the same lexical locution or listing a group of locution that are semantically similar to one another. For example, we laughed and laughed and laughed (Martin & White, 2005).

1. Intensification

Assessments of degree of intensity can operate over qualities (*slightly* foolish, *extremely* foolish), over processes (This *slightly* hindered us, This *great* hindered us), or over the verbal modalities of likelihood, inclination and obligation (it's *just* possible that, it's *very* possible that). We employ the term "intensification" to refer to this scaling of qualities and processes. (Martin & White, 2008). The followings will show the application of theory in news.

a. Chinese courts have been ordered to offer *more efficient* legal services for litigants, with the nation's top court listing *clearer* responsibilities for court presidents and chief judges to prevent abuse of power in handling cases. On Wednesday, the Supreme People's Court, China's top court, issued a guideline on judicial reform for the next five years that said courts nationwide should make *better* use of technologies, including big data and artificial intelligence, to serve litigants...(China Daily, 2019/02/27)

The example uses the words "more efficient" "clearer" "better" which use comparative degree to show the intensification of quality. And they show the up-scale intensity by means of isolation, which can convey the hidden meaning of the news. Courts will be more efficient and fair using more technologies. This kind of expression can convey the positivity to readers and make the judgement more fair, as well as serve litigants in a better way.

b. "...On the basis of the latest progress, the two sides are expected to continue their work into the next stage, in accordance with the instructions of the two countries' top leaders, according to Xinhua. State Councilor Wang Yi said Sino-US trade negotiations have once again made *concrete* progress and provided *positive* prospects for bilateral relations and the global economy. Wang, also minister of foreign affairs, made the remark at an event on Monday, according to a statement issued by the ministry." (China Daily, 2019/02/26)

The example uses two words "concrete" "positive" which shows the intensification of quality. They embody the infusion of intensification and can express the attitude of the reporter. At the same time, they express the improvement of the relationship between China and the US on the basis of the latest progress. Besides, it is beneficial to the global economy. This kind of positive trend of relationship suits for the topic of peace. To a large extent, this expression can strike a chord between the author and readers.

c. ".....Following the top leaders' meeting, economic and trade teams of both sides have intensified negotiations, following a clear schedule and road map, according to earlier media reports. At meetings between US and Chinese officials last week in Beijing, the two sides "earnestly implemented" the consensus reached by the two heads of state during their Argentina meeting, and had in-depth communication on topics of mutual concern, according to a statement released by the Chinese side." (China Daily, 2019/02/22)

In the news, the word "earnestly" shows the intensification of quality. It shows the infusion of intensification. The sentence also expresses that both China and the US are eager to cooperate with the other. And they have an agreement on trade and economy. At the same time, the words embody the isolation of intensification to show their mood of being eager to implement the consensus. This usage of graduation expresses clearly that the relationship between them has made greater progress. Readers can make a good impression of the US and look forward to the world's peace.

d. Gary Hufbauer, a nonresident senior fellow of the Peterson Institute for International Economics, said the Chinese economic slowdown is partially due to the trade war, but more importantly, other factors, including a slowing world

economy. "However, an escalation of the trade war will hit the US stock market hard, and that will contribute to a slowdown in the US economy," Hufbauer said. "President Trump needs a strong economy to stand a chance for re-election in 2020. His repeated suggestions that the US has the upper hand are wrong." (China Daily, 2019/01/23)

The example uses the word "repeated", which shows the intensification of the process. It modifies the noun "suggestion" and shows the isolation of intensification. His suggestion is that the US should not have the upper hand. In other words, the US should be friendly with China. They should cooperate with each other, which benefits the growth of the economy for both sides and the world. Cooperation is the only way to get better and makes contribution to people all around the world. Besides, the word can be easy to attract the readers and make them agree with the author.

e. "...Beijing and Washington have agreed to suspend any increase in tariffs after a meeting between President Xi Jinping and Trump on the sidelines of the G20 Summit in Buenos Aires, Argentina, on Dec 1. Days after the Argentina meeting, China's Ministry of Commerce had said that in 90 days, economic and trade teams of both sides would actively push forward the consultation following a clear schedule and road map."(China Daily, 2019/01/29)

The example uses the word "actively", which shows the intensification of the process. It modifies the verb "push forward" and shows the isolation of intensification. The news clearly expresses the idea that both China and the US will send a positive signal to their people and the international community, promote the sound development of bilateral ties and provide impetus to the steady growth of the global economy. And the better relationship between them is people's hope all around the world.

2. Quantification

Quantification is concerning the grade of amount and extent. It refers to the imprecise measuring of number, for example, a few miles, many miles and imprecise measuring of the presence or mass of entities according to such features as their size, weight, distribution or proximity, for instance, small amount, large amount, nearby mountain, distant mountain. (Martin & White, 2008). The following is some news from China Daily.

a. ...The People's Republic of China and the United States formally established ties on Jan 1, 1979. Over the past four decades, the progress of China-US ties is nothing but staggering, far exceeding most people's expectations. Bilateral trade grew from a negligible \$2.5 billion in the late 1970s to over \$580 billion in 2017, while the stock of two-way investment rose from practically nil to more than \$230 billion. (China Daily, 2019/02/07)

The example uses the quantification. The news uses data to show the great improvement of the relationship between China and the US. The number from \$2.5 billion to \$580 billion shows the significant improvement. There is no doubt that new global challenges keep coming up and the world needs China and the United States to work together. What is more, people need the steady and peaceful community to have a higher quality of life. The number can convince the readers to be in keeping with the author. And peaceful coexistence is our common expectation.

b. HANGZHOU - Chinese e-commerce giant Alibaba created about 40.82 million jobs last year via its expansive retail ecosystem, up 10.9 percent year-on-year, a recent report showed. The company's various e-commerce platforms, including Taobao and Tmall, provided about 15.58 million jobs for online retailers in 2018, according to a report from Renmin University of China. Apparel and textiles, daily necessities and home appliances were the top three retail items that offered the most jobs. Alibaba's booming online retail service also helped boost demand for professionals in upstream and downstream sectors like R&D, design, manufacturing and logistics, totaling about 25.24 million jobs. In a bid to help disadvantaged groups find jobs, the company provided training programs through its learning platform "Taobao University."(China Daily, 2019/02/28)

The example uses the quantification. The news uses some data to show the influence of Alibaba. With the development of the technology, there are many people who go shopping on the Internet. Without doubt, it is easier for us to buy something. And it can help us save more time. At the same time, it makes that the express delivery industry has emerged increasingly. To some extent, it can decrease the rate of unemployment and help disadvantaged groups find jobs. As the data shows, it provides us with many jobs and the amount of the job shows an upward tendency. Alibaba have played an important role in stabilizing and boosting employment. The reporter uses the number, which can show the readers the improvement of the phenomenon in a clearer way. It can help readers to understand the news quickly.

c. KUNMING - Yunnan, a border province in Southwest China, saw its foreign trade rise 35.8 percent year-on-year to 19.9 billion yuan (\$3 billion) in January, said Kunming Customs Thursday. Trade with countries involved in the Belt and Road Initiative accounted for about 70 percent of the total, with the value increasing by 18.7 percent to 13.9 billion yuan, the customs said. Exports of machinery and electrical equipment surged 87.1 percent to 2.8 billion yuan, while exports of agricultural products jumped 49.5 percent to 2.3 billion yuan. Despite robust growth in the broader trade, Yunnan witnessed a decline in imports of crude oil and natural gas. The province imported 812,000 metric tons of crude oil and 315,000 tons of natural gas in January, down 8.7 percent and 2 percent, respectively.(China Daily, 2019/02/28)

The example uses the quantification. Some data means that the border province in southwest China has a great amount of trade with foreign countries. The export of electrical equipment and agricultural products shows an upgrade trend. Therefore we can know that we have produced more advanced machines and we have made great progress in the agriculture. And in the last sentence, the import of the oil has a downgrade tendency. The phenomenon shows that we can satisfy our need by ourselves. There is no doubt that our country has great promotion than before. The characteristic of the news is to show the change of economy of our country. It can easily persuade readers by means of data.

B. Focus

According to Martin & White, the focus resource is “scaled by reference to the degree to which they match some supposed core or exemplary instance of a semantic category” (Martin & White, 2005, p. 137). It is possible to up-scale or sharpen the specification so that prototypicality is indicated, for example, a *real* father, a *true* friend or to down-scale, or soften the specification so as to characterize an instance as having only marginal membership in the category, for instance, they *sort of* play jazz, they are *kind of* crazy, it was an apology *of sorts*. The followings are corresponding examples.

1. Earlier on Thursday, Trump tweeted, “China's representatives and I are trying to do a complete deal, leaving NOTHING unresolved on the table. All of the many problems are being discussed and will be hopefully resolved.”

“No final deal will be made until my friend President Xi and I meet in the near future to discuss and agree on *some of* the long-standing and more difficult points,” he wrote on he wrote on his Twitter account. “We haven't set up a meeting yet,” Trump told reporters, according to a White House transcript. “I think we're working on seeing where everybody is, and then we'll meet to discuss some final issues.” Trump added that “both countries would like to see a positive result”. (China Daily, 2019/02/02)

The example uses the focus. The word “some of” shows the soften tone, which can be accepted by others. There are some difficult points to be resolved between them. And they will be discussed and hopefully solved in the future. It shows a positive result which can appeal to readers to agree on the idea easily. At the same time, it can convey the positiveness to us.

2. China should be prepared to fight a protracted and tough battle against financial risks, said a senior official of the country's top banking and insurance regulator. “We have made progressive achievements in preventing and defusing financial risks, but many potential risks are not *fully* eliminated yet and our previous accomplishments in risk mitigation still need to be consolidated,” Wang Zhaoxing, vice-chairman of the China Banking and Insurance Regulatory Commission, said at a news conference on Monday. (China Daily, 2019/02/26)

The example uses focus. The word is “fully” used to up-scale or sharpen the specification so that prototypicality is indicated. It also shows the extent and means that at present, we still have some potential risks which are not eliminated. Although we have made great progressive achievements in preventing financial risks, we must fight against the potential risks.

V. CONCLUSION

The use of the graduation is extremely common in news reports. As a sub-system of Appraisal Theory, the graduation mainly plays a crucial role in the discourse, which is to naturalize the author's attitude and position, and at the same time naturalize the readers' position, aiming at constructing readers. To some extent, it can help to reveal the deeper meaning of the news. However, the author mainly analyses the news discourse using Graduation resource without the consideration of Attitude resource and Engagement resource. In terms of research methods, most of the previous studies use small-scale corpus for analysis, so we should enlarge corpus to improve the reliability. What's more, there are large research spaces for topics such as discourse usage patterns and genre differences. Therefore, we should take further study in the future.

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An Empirical Study on the Impact of Pre-interpreting Preparation on Business Interpreting under Gile's Efforts Model

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Abstract—With Gile's Efforts Model as the theoretical foundation, this study aims at analyzing the effect of pre-interpreting preparation on business interpreting between English and Chinese, particularly focusing on the following two questions: 1. Does pre-interpreting preparation affect the quality of students' business interpreting output? If so, how it affects the various factors of interpreting output quality? 2. Will the pre-interpreting effect change with the different language levels? To answer these two questions, we carried out an experimental study by testing sample students' interpretation on a selected business interview without any preparation and with adequate preparation respectively. With the data collected, we made both quantitative and qualitative analysis. Based on the analysis, the following conclusions are reached: First, pre-interpreting preparation has a positive effect on the overall quality of business interpreting output. Second, in business scenarios, pre-interpreting preparation have different degrees of impact on the factors of interpretation quality. Specifically, it has a relatively large impact on the accuracy of terminology and the logical coherence of the target-language speech, while exerting a minimal impact on the voice quality. Third, pre-interpreting preparation has a greater influence on the interpreting output of the intermediate language level group than it has on the advanced language level group. It is hoped that this study could provide some new perspectives and offer some help to the teaching of business English interpreting.

Index Terms— Gile's efforts model, pre-interpreting preparation, interpretation quality

I. INTRODUCTION

With the ever-increasing economic globalization, communication between business people from different language background has become closer than ever before. Consequently, the demand for business interpreting services is also increasing, which has been attracting more and more interpreters to join in. However, since interpreting is an instant, dynamic and complex cross-cultural communication behavior (Wang Jinbo & Wang Yan, 2006), and it involves professional knowledge of different business fields, the number of qualified interpreters in the industry is far from enough. There is still a huge gap in the demand and supply of high-end interpreting talents. Under such circumstances, many translating and interpreting departments of higher education institutions in China offer business interpreting courses.

Relevant research in cognitive psychology shows that human brain's capacity to process information is limited. When multiple tasks are carried out simultaneously, we must allocate our attention accordingly. If one's total capacity is less than required, or the allocation of capacity is not appropriate, there will be a situation of cognitive overload and the task will not be able to proceed smoothly. Based on this theory, Gile (1995) proposes a cognitive load model in interpreting process. According to the model, consecutive interpreting (CI) can be modeled as a process consisting of four "efforts", namely "listening and analysis effort", "short-term memory effort", "speech production effort", and "coordination effort". In order for interpreting to proceed smoothly, the cognitive load of interpreting should be less than the total available processing capacity of the interpreter. In addition, Gile also puts forward that an interpreter's listening comprehension capacity depends on one's language knowledge, extra-language knowledge and analysis. Language knowledge refers to the bilingual capacity of interpreters, such as listening, speaking, reading, and writing. Extra-language knowledge includes common knowledge, professional knowledge, context awareness and cross-cultural awareness etc. (Gao Weihong, Li Jinshong, 2013). Both language knowledge and extra-language knowledge require long-term practice and accumulation on the interpreters' part. But some extra-language knowledge, such as subject knowledge, background knowledge, terms, access to source speech, information about speaker, etc., can also be obtained through short-term preparation. And such a preparing process can be regarded as pre-interpreting preparation.

Whether pre-interpreting preparation can improve the quality of interpreting output has been answered in the affirmative by some scholars (Zhang Jiliang, 2003; Liu Heping, 2007), but till now, few studies use Gile's Effort Model to conduct experimental research in discussing the impact of pre-interpreting preparation on the specific factors of

quality of interpretation in business context. Therefore, this study attempts to use Gile's Efforts Model as theoretical framework to explore the influence of pre-interpreting preparation on the different factors of interpreting quality, so as to offer some practical suggestions on the teaching of business interpreting.

II. PRE-INTERPRETING PREPARATION

Seleskovitch (1978) believes that complete and accurate interpretation depends largely on the interpreter's grasp of the subject knowledge and context. In many interpreting cases, the subject knowledge of interpreting is new to the interpreter, which establishes the necessity of pre-interpreting preparation. Gile (2009) claims that in many occasions where interpretation services are offered, the interpreter is not a professional in that field, so preparation before interpretation is of great importance. Stoll (2009) holds that pre-interpreting preparation can effectively reduce the cognitive load and improve interpreting output. In order to explore the relationship between pre-interpreting preparation and interpreting output quality, Liu Heping (2007) selected 20 undergraduates and 6 graduate students to conduct an interpreting experiment. The results show that pre-interpreting preparation improved the interpreting output greatly. Zhang Jiliang (2003) believes adequate preparation is very important for interpreters. Even senior interpreters with adequate pre-interpreting preparations will have a better interpreting output. Xu Ran (2018) proposes that interpreters' access to subject knowledge is mainly achieved through terms. He finds that most student interpreters can quickly improve terminology accuracy in interpretation with the help of Sketch Engine platform (a corpus assisting tool). Zhong Huimin (2016) also puts forward that subject familiarity has significantly improved the accuracy of terms and core concept in interpreting process.

Literature shows that pre-interpreting preparation has positive influence on the interpreting output. Then, on what aspects shall interpreters focus on when doing preparation? Zhang Jiliang (2003) suggests that pre-interpreting preparation should include terminology, subject knowledge, information about speakers and listeners, and psychological preparation. Interpreters are also expected to familiarize themselves with interpretation tools, interpretation venues and equipment. According to the preparation time, preparation for interpretation can be divided into long-term preparation and short-term preparation. Long-term preparation includes listening practice, learning of knowledge in various fields, and accumulation of interpretation skills from long-time perspective, while short-term preparation mainly includes preparation on subject knowledge, terminology, speakers and target audience, interpretation equipment, etc. (Li Wei, 2009). Both long-term preparation and short-term preparation are important to the interpreting performance. It is worth noting that this study focuses on short-term preparation. In the interpretation experiment, information on the subject knowledge, professional terminology, speaker and target listener, and interpretation tools are provided to the tested student interpreters to prepare before doing business interpreting test.

III. GILE'S EFFORTS MODEL

A. *The Development of Efforts Model*

Interpreting process includes a series of cognitive activities, such as listening, memorizing, note-reading, analyzing and speech production. Therefore, interpreting research involves many concepts in the fields of cognitive psychology and psycholinguistics, like attention and information processing capacity. These concepts have become an important theoretical basis for interpreting research. Since the 1970s, western scholars in interpreting field have begun to study interpreting from the cognitive perspective, especially the information processing model in the interpreting process. Gerver (1976) proposes that interpreting is a complex information processing process, including information acquisition, storage, extraction, transformation and expression. From the perspective of cognitive linguistics, Moser defines interpreting as "a multi-process activity composed of information analysis, storage mechanism, transformation, expression and expression supervision mechanism" (Moser, 1997, p.177). Lambert (1989) believes that the information processing mode in interpreting needs a special mechanism to store and process information simultaneously.

In the 1970s, Daniel Gile, a well-known interpreting researcher and professor at Ecole Supérieur d'Interprètes et de Traducteur of Université Sorbonne Nouvelle-Paris 3 (ESIT) put forward the Effort Models for Simultaneous Interpreting (SI) and Consecutive Interpreting (CI) on the basis of cognitive psychology. After continuous study and improvement, the model gradually developed and became matured. According to Gile, the original purpose of the model is not to describe the interpreting process, but to analyze some of the problems frequently encountered in interpreting and the solutions to them. The Effort model has an important influence on the subsequent research in the interpreting field. It is worth noting that this study focuses on the efforts model for CI.

B. *Two Phases of Efforts Model for CI*

Phase 1: the listening and note-taking phase. In this phrase, the following tasks are included:

Listening and analysis (L) is the first step in the interpreting process. If there is any difficulty in listening comprehension, the subsequent short-term memory and interpreting output will be inevitably influenced. In most cases, if the source language is not the native language of the interpreter, the chances of losing or misunderstanding important information will be greater, resulting in a decline in interpretation quality. In addition, speakers from different countries, even if they use the same language, will have differences in pronunciation, intonation and lexical choice, which will

also affect listening comprehension, then the interpreting effect. Gile proposes “comprehension=knowledge for the language + extra-linguistic knowledge + analysis” (Gile, 1995, p.80). Therefore, interpreters should improve their bilingual ability and expand their knowledge in various fields, so as to reduce the listening comprehension load in interpreting process.

Note-taking (N). Notes can help interpreters recall what they have just heard and guide the interpreter to complete the memory activity. However, note-taking can only play an auxiliary role in short-memory activity and cannot replace brain memory. The interpreter should know how much notes are appropriate because too few notes cannot help the interpreter to complete the memory while too many notes take too much attention and inevitably affect other tasks in the interpreting process. Therefore, the interpreter should develop his/her own note-taking strategy in practice, striving to reduce the time and load of taking notes.

Short-term memory (M). Short-term memory is crucial in the entire communication process. Whether the source speech information can be effectively stored in the interpreter's mind is the key to achieving high-quality interpreting output. Factors like strong accent of the speaker, the heavy information density of the speech, the unusual language structure and unfair topic of the source speech will increase the short-term memory load, thus affecting the interpreting output negatively.

Coordination (C). In the process of CI, listening and analyzing, note-taking, memorizing and speech production need to be carried out simultaneously. However, the interpreter's cognitive supply is limited, which requires the interpreter to allocate his/her attention appropriately according to their capacity and actual interpreting situation, so as to maximize their cognitive ability and successfully complete the interpreting task. At the same time, the coordination itself also requires the effort of the interpreter.

Interpreting in the first phase is described by Gile with this equation: $CI=L+N+M+C$ (Gile, 1995).

Phase 2: the speech production phase. In this phase, the following tasks are included:

Remembering (Rem). Remembering at this stage is to recall the successive parts of the original speech from long-term memory to form a logical and continuous language segment. Therefore, high-quality interpreting is by no means a mechanical translation of the source language word by word, but on the basis of correct and complete understanding the source speech.

Note-Reading (Read). Reading of notes refers to the mental processing of the notes taken in the first stage, with the purpose of stimulating the memory and helping the interpreter to form a complete language segment right before the target language production.

Production (P). Production is the final step in the interpreting process, which means that the interpreter delivers the information expressed by the speaker in the target language.

The second stage is described by Gile with this equation: $CI=Rem+Read+P$ (Gile, 1995).

C. Operational Requirements

According to Gile(1995), operational processing capacity requirements during CI can be represented as follows:

$$TR=LR+NR+MR+CR$$

TR represents Total processing capacity requirements

LR represents capacity requirements for L

NR represents capacity requirements for N

MR represents capacity requirements for M

CR represents capacity requirements for C

R represents requirements

According to this equation, the total processing capacity required for interpreting activities is equal to the sum of the processing capacity required for each activity. And only when the following conditions are met can the interpreting activities proceed smoothly.

$TR < AR$ Total processing capacity requirements < Total available capacity

$LR < LA$ Capacity requirements for L < capacity available for L

$NR < NA$ Capacity requirements for N < capacity available for N

$MR < MA$ Capacity requirements for M < capacity available for M

$CR < CA$ represents capacity requirements for C < represents capacity available for C

A represents available

These inequalities mean that the total capacity requirements should not exceed the interpreter's total available processing capacity. If this condition is not met, a situation of saturation arises. Another condition is that processing capacity available for each Effort should be sufficient to complete the task it is engaged in.

IV. GILE'S EFFORT MODEL AND PRE-INTERPRETING PREPARATION

How to combine the Effort model with pre-interpreting preparation to improve the interpreting output has been studied by scholars at home and abroad. Cao Chengbi (2008) applies Efforts model and relevance theory to explore the relationship between pre-interpreting preparation and prediction strategy in simultaneous interpreting and proves that preparation has a positive impact on the prediction strategy. Based on Gile's efforts model, Shen Ying (2012) studies

how pre-interpreting preparation, sight interpretation and on-site reading enhanced simultaneous interpreting. Tan Yanping (2009) proposes that the preparation of subject knowledge helps to improve the interpreter's ability to understand, short-term memory, and note-taking efficiency, thereby enhance the quality of interpreting output. Based on Efforts Model, Sun Mu (2017) makes a case study with his interpreting project to explain how pre-interpreting preparation helps his performance in the interpreting project.

Previous studies have shown that pre-interpreting preparation can improve the quality of interpreting. However, few studies have explored to what extent it affects the specific factors of the quality of business interpreting output from an empirical point of view and what practical significance does this have for business interpreting teaching. These issues will be the focus in our study. Moreover, as we all know, a typical interpreting class is composed of students at different language levels. Therefore, in order to offer more applicable suggestions on business interpreting teaching, we also want to know whether the effects of preparations on interpreting output change with the different language levels. Therefore, the main questions we are trying to answer through this study are as follows:

1. Does pre-interpreting preparation affect the quality of students' business interpreting output? If so, how it affects the various factors of interpreting output quality?
2. Will the pre-interpreting effect change with the different language levels?

V. RESEARCH DESIGN

A. Tests and Testing Materials

The tested students of this experimental study are senior students majoring in English at a Chinese university. They have taken comprehensive interpretation course for a year. We selected 36 students and divided them into advanced level group and intermediate level group based on their language ability. Those whose final score for the course "Comprehensive Interpretation" is between 85-95 belong to advanced level group, while intermediate level group includes students whose final score for this course is between 75-85. Among a total of 36 subjects were tested, 18 are in the advanced level group and 18 in the intermediate level group.

The testing material in the experiment is a typical business interpreting material-- an Interview with the Vice Governor of the People's Bank of China on issues related to the establishment of the Shanghai Headquarters by the People's Bank of China. The questions of the interview are in English, and the answers are in Chinese. The tested students are required to do interpretation from Chinese into English or vice versa. This material is selected from the Business Interpretation Unit of *A Foundation Coursebook of Interpreting Between English and Chinese* written by a well-known Chinese Professor in interpretation field (Zhong Weihe) and published by Higher Education Press in China. We use the recorded audio of the interview attached to the textbook as our source speech. In order to meet the experimental requirements, the test materials are divided into two parts. Part I is for test 1 (interpretation without preparation), and Part II is for test 2 (interpretation with preparation). Since the two parts are about the same topic in the same interview, the difficulty of the two parts of the material is considered to be equivalent.

TABLE I.
COMPARISON OF TWO PARTS OF INTERPRETING MATERIALS

Comparison factors	Part I	Part II
Chinese characters	525	541
English words	185	196
Audio length	3'48"	4'05"
Number of terms	14	16
Long sentences in English	4	5
Long sentences in Chinese	7	7
Clarity of the source speech	clear	clear

Note: Long sentence in English refers to sentence with 20 or more words.
Long sentence in Chinese refers to sentence with 30 or more Chinese characters.

B. Experimental Procedure

Due to the COVID-19 epidemic, the experiment was conducted on line. This experiment included two tests, namely test 1 and test 2. Test 1 was to test students' interpretation without any preparation, which used Part 1 of the testing material. Test 2 was to test students' interpretation with adequate preparation, which used Part 2 of the testing material. The two tests were conducted within one week. Before Test 1, the students were asked to fill out a questionnaire about their listening habits, prior knowledge in finance field, psychological state about the interpreting test. Afterwards, the audio of Part 1 was sent to the students. There was a pause of 30 seconds between segments for the students to interpret. The tested students were required to record their interpreting with the help of some apps, which didn't pose any burden in the process of interpreting. When the interpreting was finished, the tested students were asked to send their recorded interpretation to the researchers immediately, without any edition. After that, the students needed to fill out a

post-interpreting questionnaire about their performance in the unprepared interpreting test.

To avoid fatigue and strong test effects, test 2 was conducted five days later. For test 2, we carefully selected some materials for the students to prepare before interpreting. These materials offered information on the background of the interview, subject relevant knowledge, professional terminology and interpreting tools. The background interview part provided detailed information about the interviewer and the interviewee. The background knowledge part comprised of four Chinese-English bilingual passages, respectively introducing PBC Shanghai headquarter, American Central Banking System, PBC's role in China's Banking System and financial market, and major functions of PBC. The professional terminology part included 26 relevant terms. Considering that there are 10 pages of preparation materials and the students basically had no professional knowledge in the financial field, the students were given three days to read the preparation materials intensively to have a full understanding of the material. Then we had test 2. The interpreting procedure and requirements were the same with that of test 1. After the test, students were invited to fill out a post-interpreting questionnaire and write a personal log about the experiment, focusing on comparing their performance in test 1 and test 2.

C. Grading and Data Analysis Methods

When grading, we referred to the quality factors of interpreting output summarized in the study of Kurz (2001, 2002). Taking the features of business interpreting and the goal of this study into consideration, we graded the students interpreting output in both test 1 and test 2 according to the following factors: information integrity (50%), terminology (10%), fluency (15%), logical coherence (10%), grammatical correctness (10%), and voice (5%). In order to reduce the subjectivity in grading, we invited two graders to do the grading task. One was a vice-professor who has been teaching interpreting course for 10 years, and the other one was a senior interpreter with 7 years of interpreting experience in business field. To make sure the grading was not influenced by the experiment, the graders were not informed about anything of the experiment and the purpose of the grading.

In terms of data analysis, we adopted both quantitative and qualitative methods. The students' grades on each factor of the interpreting quality for both test 1 and test 2 were used for quantitative analysis with the help of SPSS and Stata. And the information collected in the questionnaire survey and log was used for qualitative analysis.

VI. RESULTS

Altogether, we received a total of 72 groups of data, 36 for test 1 (unprepared interpreting test), 36 for test 2 (prepared interpreting test). Each group of data includes six scores, namely total score, score on information integrity, score on terminology, score on voice, score on grammatical correctness, score on coherence and score on fluency. In order to understand whether pre-interpreting preparation affects the quality of interpreting, the SPSS inter-subject effect test was conducted to obtain the following results.

TABLE II.
THE INFLUENCE OF PRE-INTERPRETING PREPARATION ON VARIOUS FACTORS OF INTERPRETATION QUALITY

Source	SS	DF	F	Sig.	Remaining	Total		
TS	1250.00	1	29.78	.000	2937.78	70	4187.78	71
II	260.68	1	26.02	.000	701.19	70	961.88	71
T	68.06	1	64.62	.000	73.72	70	141.78	71
V	1.13	1	5.30	.024	14.86	70	15.99	71
GC	7.35	1	13.35	.000	38.53	70	45.88	71
LC	12.50	1	19.84	.000	44.11	70	56.61	71
FI	13.35	1	8.38	.005	111.53	70	124.88	71

Confidence Interval (CI)=99%

Note: TS=Total Score, II=Information Integrity, T=Terminology, V=Voice, GC = Grammatical Correctness, LC = Logical Coherence, FI =Fluency.
Total Score = Information Integrity*50% + Terminology*10% + Fluency*15% + Coherence*10% + Grammatical Correctness*10% + Voice*5%.

From the significance level of TS (total score), it can be seen that whether there is preparation before interpreting has a significant effect on the overall quality of interpreting output. From the value of Sig of F, it can be concluded that the preparation before interpreting has significant effect on the Factors of II (information integrity), T (terminology), GC (grammatical correctness), and LC (logical coherence) and FI (fluency). The table also shows that the Sig of F of V (voice)=0.024>0.01, in the case of CI=99%, which means that preparation does not have significant effect on the voice.

Then, we used Stata's T test to compare the impact degree of pre-interpreting preparation on various factors of interpretation quality. The results are as follows:

TABLE III.
INDEPENDENT-SAMPLES T-TEST: THE EFFECT OF PREPARATION BEFORE TRANSLATION ON THE FACTORS OF INTERPRETATION QUALITY

Source	Test 1	Test 2	Mean1	Mean2	dif	St_Err	t_value	p_value
II by prep: 0 1	36	36	37.306	41.111	-3.805	0.746	-5.1	.000***
T by prep: 0 1	36	36	5.583	7.528	-1.944	0.242	-8.05	.000***
FI by prep: 0 1	36	36	10.528	11.389	-0.861	0.297	-2.9	.005***
LC by prep: 0 1	36	36	7.222	8.056	-0.834	0.187	-4.45	.000***
GC by prep: 0 1	36	36	7.139	7.778	-0.639	0.175	-3.65	.001***
V by prep: 0 1	36	36	3.611	3.861	-0.25	0.109	-2.3	.025**
TS by prep: 0 1	36	36	71.389	79.722	-8.334	1.527	-5.45	.000***

*** p<0.01, ** p<0.05, * p<0.1

Note: Test 1 refers to test without pre-interpreting preparation, Test 2 refers to test with pre-interpreting preparation.

From table III, we can see that all p values in the table are less than 0.05, indicating that the impact of preparation on the various factors of interpreting quality is significant. Since the scores of various factors of interpreting quality account for different proportion in the total score, when comparing the dif values, it is necessary to divide them by the proportion of each factor in the total score. The relationship between the dif values of the six interpreting factors are as follows: Terminology > Logical Coherence > Information Integrity > Grammatical Correctness > Fluency > Voice. This shows that score on terminology is most affected by preparation, followed by score on Coherence and Information Integrity, while score on voice is least affected.

Afterwards, we conducted paired samples tests on students in the same language level group to see whether preparations had different effects on them.

TABLE IV.
PAIRED SAMPLES TESTS: THE IMPACT OF PRE-INTERPRETING PREPARATION ON THE QUALITY OF INTERPRETING OUTPUT WITHIN THE SAME LANGUAGE LEVEL GROUP

Variable pair	Mean	SD	t	Sig.(2-tailed)
A+N	-7.1944	3.2455	-9.405	.000
A+P				
I+N	-9.4722	4.0383	-9.951	.000
I+P				

Confidence Interval (CI)=99%

Note: A=Advanced group, I= Intermediate group, N=no preparation, P=preparation.

Table IV reflects the impact of the pre-interpreting preparation on the quality of interpretation within the same language level group. Among them A+P and I+P are respectively the base groups in the paired groups. In the A+N and A+P paired group, the pre-interpreting preparation has a significant effect on the advanced level group (p<0.05). In the I+N and I+P paired group, the pre-interpreting preparation also has a significant effect on the intermediate level group (p<0.05). However, comparing the mean value of the two paired groups, the absolute value of the mean value of the advanced paired group is less than the absolute value of the mean value of the intermediate paired group (|-7.1944|<|-9.4722|), indicating that the pre-interpreting preparation has a greater impact on the intermediate level group.

At the same time, we also adopted paired samples test to observe whether the language level will affect the quality of interpreting output. The results are as follows:

TABLE V.
PAIRED SAMPLES TESTS: THE EFFECT OF LANGUAGE LEVEL ON INTERPRETING OUTPUT QUALITY WITH THE SAME PRE-INTERPRETING PREPARATION

Variable pair	Mean	SD	t	Sig. (2-tailed)
P+A	9.1667	5.1192	6.711	.000
P+I				
N+A	11.444	4.668	9.634	.000
N+I				

Confidence Interval (CI)=99%

Note: A=Advanced group, I= Intermediate group, N=no preparation, P=preparation.

Table V describes the influence of language level on the overall quality of interpreting output. Among them P+A and N+A are respectively the base groups in the paired groups. In the P+A and P+I paired group language level has a

significant effect on the group with preparation ($p < 0.05$). In the N+A and N+I paired group language level also has a significant effect on the group without preparation ($p < 0.05$). However, the mean value of the group with preparation is less than the mean value of the group without preparation ($9.1667 < 11.444$), indicating different language level has different impact on the quality of interpretation output. In other words, pre-interpreting preparation can, to a certain extent, narrow the gap in interpreting output quality brought by language level.

It can be seen from the above analysis that both language level and pre-interpreting preparation affect the interpreting output quality. Therefore, it is necessary to verify whether the pre-interpreting preparation and language level have an interactive effect on interpreting output quality. The results are as follows:

TABLE VI.
MAIN EFFECT AND INTERACTION EFFECT OF THE TWO VARIABLES OF PRE-INTERPRETING PREPARATION AND LANGUAGE LEVEL ON THE TOTAL SCORE OF INTERPRETING OUTPUT

Variable source	SS	DF	F	Sig.
Main effect				
PP	1250	1	84.767	.000
LL	1911.681	1	129.638	.000
Interaction effect				
PP * LL	23.347	1	1.583	.213
Remaining	1002.75	68		
Total	4187.778	71		
Confidence Interval (CI)=99%				

Note: PP=Pre-interpreting Preparation, LL=Language Level.

Table VI further proves that both pre-interpreting and language level have significant effects on the overall interpretation performance, but the interaction effect is not significant. According to Hatch & Farhady (1982), in ANOVA, if the interaction effect is not significant, then we can make a stronger and more confident claim on the main effect (Huang Zidong, 1998), which are pre-interpreting preparation (PP) and language level (LL) in this case. Accordingly, Table VI again verifies that pre-interpreting preparation and language proficiency are important for the performance of interpreters, and also confirms the statistical results in Tables IV and V.

VII. DISCUSSION

A. Pre-interpreting Preparation Effect on the Interpretation Quality

Our experimental research results show that pre-interpreting preparation has a significant impact on the quality of interpreting output, and there is a positive correlation between the two. According to Gile, CI can be modelled as a process consisting of the four Efforts model, namely "listening and analysis effort", "short-term memory effort", "speech production effort", and "coordination effort" (Gile, 1995, p.149). In order for interpreting to proceed smoothly, the cognitive load of interpreting should be less than the total available processing capacity of the interpreter. Therefore, from the perspective of the interpreter, reducing the cognitive load of each activity in interpreting will help to improve the quality of interpreting output. And full preparation before interpreting provides an effective tool to realize this.

Reducing Listening and Understanding Effort.

There are many factors that affect the interpreters' listening and comprehension, such as the speed of the source speech, the density of information, the length of the segment, terminological expressions, cultural differences, pronunciation of the speaker etc. If the interpreter is fully prepared before interpreting, he or she can effectively reduce the load on listening and understanding. In the second test of our experiment (interpreting with preparation), we prepared four bilingual passages on the subject and 26 relevant terms for the students to prepare. As for how the pre-interpreting preparation facilitates listening and comprehension in the interpreting process, tested student 5 reported this way: "After reading the background material, I feel that the listening is not so strenuous, especially for English-to-Chinese interpreting. The background materials include many keywords of the source speech. These key words can help me to anticipate the next part in listening, which effectively relieves the listening load." Tested student 8 pointed out that "the preparation materials provide professional terminology and related background knowledge. With a better understanding of the terms, I put less efforts on listening and comprehension, leaving more time for target speech production and achieving a better performance in interpreting." From their feedback, it can be seen that pre-interpreting preparation helps to reduce the cognitive load of listening comprehension, so that interpreters can focus more on short-term memory and target speech production to achieve high-quality interpreting output.

Reducing Short-term Memory.

Interpreting activities have extremely high demands on the interpreter's short memory ability. If the interpreter is fully prepared before interpreting, he or she will have a better understanding of the source speech while listening. With a better understanding, the information tends to stay longer in the interpreter's mind, which consequently reduce the load of short-term memory and enables interpreters to allocate more attention to analyze information and organize the

notes. In return, an orderly and logical note will help interpreters better recall the speech segment just heard. As a result, the integrity and logic of the interpreting output will be improved. Test student No.34 mentioned in her post-interpreting log that “pre-interpreting preparation made me more attentive in the interpreting process. Compared with my first test (interpreting without preparation), the notes are more concise, because with a better understanding, I needn’t write down every word of the long sentences. The efficiency of taking notes was raised a lot.”

Reducing Speech Production Load.

According to Gile's definition of the two phases of the CI process, the speech production is based on the listening comprehension, note-taking, short-term memory and coordination. As mentioned above, adequate pre-interpreting preparation can effectively improve the interpreter's listening comprehension, optimize the effect of notes, and strengthen short-term memory, thereby reduce the interpreter's cognitive load in these aspects, and allocate more attention to the output of the target speech. The interpreter will have more time to consider the lexical choice, the syntactical structure of the sentence, and the logic of the target language speech. Tested student No.11 reported that “understanding the background knowledge before interpreting will better activate the related vocabulary in the process of producing the target speech and the sentences are more coherent.”

Reducing Coordination Load.

Gile (1995) pointed out that "coordination" refers to the interpreters' mental operation of managing his/her processing capacity, specifically assigning the right amount of attention to the activities involved in interpreting. Coordination itself is also a load, consuming interpreters' attention. During the interpreting process, if the interpreter is too stressed, it will inevitably affect the interpreter's attention distribution. Adequate pre-interpreting preparation can reduce the psychological burden on interpreters and boost their confidence. Especially when they encounter difficulties in interpreting, a well-prepared interpreter is more likely to maintain calmness and distribute their attention reasonably, which helps the interpreters to play their best. In our experiments, we conducted a questionnaire survey on the interpreter's state of mind right before interpreting test. According to the data, for test 1 (without pre-interpreting preparation), 92% of the tested students were nervous and 3% were very nervous, while for test 2 (with pre-interpreting preparation) only 30% of the students tested were nervous, and 50% were a little nervous. The above survey results indicate that preparation before interpreting can effectively reduce the psychological pressure on interpreters. According to the post-interpreting feedback, more than half of the participants mentioned the positive impact of the pressure relief on the quality of interpreting output. Tested student No.18 said, "Because of the lack of knowledge in the financial area, without any preparation, I was very anxious in the interpreting process. My mind went blank twice when producing target language speech. I had difficulty in recalling what I have just heard, even though I was pretty sure I understood the source speech segment while listening." Test student number 26 reflected that “without preparation, many terms were new to me. Every time I heard those new terms, I got stuck and directed most of my attention on them, which resulted in the loss of the whole sentence.”

B. Pre-interpreting Preparation Effect on Various Quality Factors

Judging from the experimental data, the pre-interpreting preparation has a relatively large degree of impact on the terminology and logic coherence of the target speech, and the least impact on the voice quality.

As far as professional terminology is concerned, this might be related to the features of business English interpretation. Business speech contains a large number of business English terms. Take the interpreting materials in the experiment as an example, Part I and part II contain altogether 30 financial terms. These terms are highly specialized and increase the difficulty of interpreting. However, the accuracy of terms is very important to the quality interpreting output. Due to the immediacy of interpreting, interpreters have no time to consult the data to confirm the interpretation of terms. Therefore, preparation of professional terminology before interpreting will effectively improve the accuracy of professional terminology. For example, in this experiment, both Part I and Part II of the test material include the term "inter-bank lending market". Without preparation, only 8% of students interpreted this term accurately. Then, we include this term in our term list for the tested students to prepare before test 2 starts. In the test 2, the accuracy of the term reached 97%. The tested student No.22 recorded his experiences in the post-interpreting log: “For unprepared interpreting, professional terminology is the most difficult point for me. The loss of one professional terminology will lead to the loss of the entire sentence. With preparation, my interpretation of the terms is more accurate.” Tested student No.36 reported that "To me, the greatest benefits of preparation before interpreting is to solve terminology problems and reduce most of my uncertainty in interpreting process."

As far as the logical coherence of the interpreting output is concerned, in the process of interpreting, the interpreter needs to take logical analysis in processing the information heard and producing a logical target language speech. For example, when taking notes, if the notes are clear in logic and highly structured, it can reduce the burden of information processing and help to improve the logic coherence of the interpretation output. In the speech production phrase, prepared interpreters will have more attention to adjust the syntactic structure, integrate the logic analysis into language conversion, remove the redundant information, and add logical connectors. thus, the prepared interpreter will effectively improve the logical coherence of the interpreting output. Tested student No.12 reported that “Without preparation, my notes are messy, which can hardly be recognized and understood by myself. After an adequate preparation, my notes are more organized and recognizable. And the logical relationship between sentences is easier to identify.”

Voice quality in our study mainly includes pronunciation, intonation, and interpreters’ control over voice. Data

shows that pre-interpreting preparation has the least effect on it. That's mainly because the pronunciation and intonation of an interpreter are developed in long term, which are impossible to be enhanced during short period of time. However, the study found that pre-interpreting preparation helps interpreters to improve their control over the voice. Grader 1 mentioned in the interview that "when grading the interpreting work in Test 1 (unprepared interpreting test), I noticed that the voices of a few students were trembling slightly, probably because of nervousness. For the second test (prepared interpreting test), there was basically no such situation." Student No.19 reported that "When I did the first interpreting (unprepared interpreting), my voice became weaker and weaker when encountering long sentences. With an adequate preparation, this situation rarely occurred in the second interpreting." In general, pre-interpreting preparation has relatively small effect on the interpreter's pronunciation and intonation, but it can help the interpreter reduce the pressure, enhance the interpreter's confidence and strengthen their control of the voice.

C. *The Change of Pre-interpreting Preparation Effect with Different Language Levels*

In order to study this question, we divided the tested students into advanced level group and intermediate level group according to their language ability. Experimental data shows that preparation before interpreting has a greater impact on the interpreting output of the intermediate level group than that of the advanced level group.

Advanced level students are better at associating and anticipating in the interpreting process. In the case of unprepared interpreting, when they miss certain word or phrase, they can possibly add the information based on their understanding. Therefore, the target language speech is relatively complete, and there will be much less interpreting jam because of an unknown term or a difficult word. However, in the same situation, students at intermediate level are more likely to lose the entire sentence. In the case of interpreting with preparation, students of both groups are fully prepared with background knowledge and key terms. For intermediate level students, the possibility of missing the key information will be reduced dramatically. As a result, the completeness and fluency of the interpreting output will be much better than those without preparation. At the same time, compared with the unprepared interpreting, the change of advanced level students' performance is relatively small. However, we also found that even though the intermediate level students improved their interpreting output to a greater extent with the help of pre-interpreting preparation, their interpreting output in Test 2 is still not as good as that of the high level of students. That is to say, short-term preparation before interpreting can improve the quality of interpreting, but students still need to constantly enrich their language knowledge and improve their language ability, so as to achieve high-quality interpreting output.

D. *Implications to the Teaching of Business Interpreting*

This study has some important implications for business interpreting teaching. First of all, it is not enough to teach students interpreting skills only in business interpreting class. Business interpreting involves multiple fields of business, such as human resources, logistics, marketing, insurance, finance, etc. These business fields are highly professional and have many professional terms. Therefore, teachers should pay attention to the input of business knowledge and guide students to accumulate business professional terminology. Since students learn business terminology mainly from native-language materials, teachers should guide students to use these terms correctly in interpreting.

Secondly, business interpreting teachers should focus on cultivating students' habit of preparation before interpreting. Business interpreting courses are often based on business topics. Before studying each unit, teachers can require students to prepare for the interpreting independently in the aspects of the background knowledge, professional terminology, speaker, and interpreting environment, so as to help students form the habit of pre-interpreting preparation. Gradually, what students learned in each short-term preparation will become long-term memory, which will surely bring about positive effect to the interpreting output.

Thirdly, the experimental results show that students' bilingual ability is one of the key factors affecting students' interpreting. Therefore, teachers should focus on improving students' bilingual competence in teaching, particularly their English listening and speaking.

VIII. CONCLUSION

This study explores the impact of pre-interpreting preparation on interpreting quality. Based on the analysis, the following conclusions are reached. Firstly, pre-interpreting preparation has a positive effect on the overall quality of business interpreting output. Secondly, in business scenarios, pre-interpreting preparation have different degrees of impact on the factors of interpretation quality. Specifically, it has a relatively large impact on the accuracy of terminology and the logical coherence of the target-language speech, while exerting a minimal impact on the voice quality factor. Thirdly, pre-interpreting preparation has a greater influence on the interpreting output of the intermediate language level group than it has on that of the advanced language level group.

In this study, we designed an experiment to conduct an empirical research on business interpreting. Altogether, 36 English majors from the same Chinese university participated in the experiment. The size needs to be expanded. And the single background of the participants could also be thought as one limitation of the study. In the future, in order to provide more convincing results and applicable suggestions on the preparation for business interpreting, we will further the study by including more participants with diverse educational backgrounds.

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A Study on Affective Barriers in Intercultural Communication and Related Strategies

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Abstract—Intercultural communication acts a pivotal part in international activities and there are many barriers involved in it. If the communicators are short of the understanding of the barriers in the process of intercultural communication, especially the affective barriers, the whole interaction will be affected; even worse, there will be some serious conflicts. Thus, this paper will study the affective barriers in intercultural communication, analyze the possible causes of the barriers, and put forward some effective strategies to help communicators enhance their cross-cultural competence.

Index Terms—intercultural communication, affective barriers, strategies

I. INTRODUCTION

With the economic globalization advancing, more and more countries in the world are involved, which has particularly increased the need for effective international communication. There are some common barriers in the process of intercultural communication, like verbal barriers and nonverbal barriers. However, in reality, there still exists another more practical problem, even for those with some intercultural experience, that is, the affective barriers, which are deeply entrenched in people's attitudes and values.

According to Starosta (2007), the way human behave is dictated by the way they perceive the world, and a person's culture has a strong impact on the perception process, therefore, if someone is quite confused about the new culture and even refuses to get to know the new ways or habits in that culture, some misunderstandings based on the different perceptions probably happen between the communicators with diverse cultural backgrounds. Different from other barriers, affective barriers are caused by people's different perceptions about the same thing, including ethnocentrism, stereotyping, prejudice, racism and anxiety with uncertainty (Yan, 2009). Compared with other intercultural barriers, the affective barriers are deep rooted in thinking and more difficult to overcome, worthy of more research.

II. AFFECTIVE BARRIERS IN INTERCULTURAL COMMUNICATION

A. *Ethnocentrism*

Ethnocentrism is the belief that one's own cultural background, including ways of analyzing problems, values, beliefs, language, etc. is superior (Wang, 2008). Thus, people are habituated to believing that all the rules and experiences from their own culture are appropriate and correct. They take it for granted that their cultural behaviors and thoughts are the standard. Naturally, according to them, the different behaviors and ideas from other cultures are inappropriate and even wrong by instinct. The following is a case about it.

Ms. Liu, an excellent Chinese assistant, was sent to work in an American company. She worked very hard and followed the boss's orders with few personal ideas as she had always done in China. However, she was often asked questions by the boss about some issues of the work itself, and she felt quite confused. At the same time, the boss was not satisfied with her working attitude since she could not give expected suggestions. (Li, 2002)

In traditional Chinese culture, in some organizations, following orders without too many additional personal ideas is common for some work. Therefore, Ms. Liu felt uncomfortable when she was asked many questions about the job tasks. Her reactions reflected a typical ethnocentric attitude. When she was in a completely new culture, she didn't try to understand the new ways in that culture. The boss also shared the same attitude, which led to the misunderstanding between each other.

Another case is that a Chinese student Lin Ling went to America to attend a training. She found some teachers there dressed casually and often to sit on the desks when having classes. The teachers just gave lectures for a little time while asked the students to discuss and make reports more. Lin Ling was unaccustomed to such teaching method. Besides, her American classmates didn't seem to respect the teachers so much in that they called the teacher's name directly and argued with the teacher straightly in class. When she gave a speech, her classmates often asked her questions and argued with her, which always embarrassed her. So, she felt that American classmates were hostile to her. (Li, 2010)

Lin Ling could not adjust to the American teaching method and even had the wrong feeling of her classmates' hostility because in different cultures, there are different ways to teach and to show respect. Evidently, Lin Ling used her own cultural ways as the standard to measure and judge other culture, which formed her ethnocentric attitude towards the new culture.

In fact, more cultural differences than cultural similarities exist among different countries, but people tend to use their own ways as the criterion, so they are not able to accept others' ways easily. Further, some of them even have little respect for the other cultures, let alone cooperate with people from other cultures. For example, in the COVID-19 pandemic, people have extremely contrasting understandings of wearing the facial masks. In China, wearing the masks is to protect oneself from the infection. However, in some cultures, it is widely accepted that only the sick people wear masks. Some conflicts may be caused by the different even contradicting understandings of the same issue.

B. Stereotyping

Stereotyping is another major affective barrier in intercultural communication. It is the overgeneralized and oversimplified beliefs people use to categorize a group of people (Starosta, 2007). It is the product of lazy and limited perceptions of some people, who are always prone to fit people into the fixed patterns according to their previous experience. Such people often base their behavior toward outgroup members on stereotype-related expectancies (Gudykunst, 2007). Stereotyping permits people to overlook the differences within people in a particular group, and they fail to take into the individual characteristics account.

There are mainly five dimensions of stereotypes: direction, intensity, specificity, consensus and accuracy (Starosta, 2007). The direction of stereotypes means the stereotype is either positive or negative, and the positive ones as "the Chinese are good at math" or the negative ones as "the Chinese cannot be a strong leader". The intensity of stereotypes means how rooted the stereotype is in the speaker's and receiver's minds. Some stereotypes are held strongly while others are held loosely. The specificity of a stereotype indicates whether it is vague or concrete. More concrete stereotype is easier to rebut than the vague one in that the general statement may have more than one understanding. The consensus of stereotypes relates to whether the stereotype is widespread within a community. Some stereotypes may come to mind easily even with a faint reference. The accuracy of a stereotype tells how accurate the stereotype describes about the certain group.

There are many categories of stereotypes, including race, country, region, religion, gender, age, occupation, social class, even physical characteristics. The following is a case.

Mr. Brown, the manager of a company, was talking with Mr. Black, the manager of another company, for the cooperation of an international project. They had a pleasant and smooth communication and intended to sign the agreement in ten days. Soon after, Mr. Brown discovered that Black was from Pakistan. Since he thought that Pakistanis were not trustworthy, he decided to cancel the cooperation. (Cao, 2019)

Apparently, Mr. Brown had a negative judgment about Pakistanis based on his previous perception. He overgeneralized and failed to specify Black's own characteristics, which was a typical stereotype, pitifully leading to the lost of a potential client.

People have grown up with their own cultural and educational backgrounds, and the perceptions in the childhood and later phases of life have left a preliminary impression on some of them to gradually form a fixed pattern. Once with the mindset, when meeting the stereotyped group in the process of communication, they tend to unconsciously look for these set features without thinking twice, which further deepens the previous stereotype. For instance, for some Chinese businessmen, they regard westerners are so serious and rigid that they won't make changes easily in negotiation. For some western businessmen, they think the Chinese regard friendship so importantly that they often ignore business rules. In the business field, stereotyping is also quite harmful.

C. Prejudice and Racism

When certain stereotypes against a group of people are consistent, there will be prejudice, which refers to the irrational dislike, suspicion, or hatred of a particular group, race, religion, or sexual orientation. According to Starosta(2007), there are five common forms of prejudice: verbal abuse, physical avoidance, discrimination, physical contact and massacre. Verbal abuse can be in the way of name labeling and even ethnic jokes. For example, in the following conversation: how do you know the Asians move in? When the Mexicans start getting car insurance. This impolite joke reflects two prejudices: one is that Asian people are bad drivers and the other indicates Mexicans are impoverished. What's more, when some people dislike the other group of people, physical avoidance often occurs with the form of isolation. Another one is discrimination, which can be the way of a refusal to give equal opportunities to the members in other groups in the fields of political rights, education, employment, entertainment, etc. Massacre, as the catastrophic way, is the genocidal slaughter, which is closely connected with racism, which is the policy, practice, belief, or attitude against individuals just based on their race. It is a very negative, unfair and biased attitude towards a certain group of people. This year, the whole world is haunted by the COVID-19 pandemic. The following is a relevant example.

A Singaporean student was walking on the street of London with the masks on his face, and suddenly he was attacked by four British people, who kicked and punched him, resulting in fracture. The boy said that he just couldn't understand why these people would be so impulse and unreasonable.

Obviously, in the case, the attackers hold prejudice against Asians with masks. In fact, wearing the masks has been a very accessible and effective way to protect oneself from the infection so far. However, these people just think from their own perspective, insist on their prejudice and further impose physical bullying on the boy, a reflection of their superiority, which is unfair and exasperating.

D. *Anxiety and Uncertainty*

In the process of communication, people may feel nervous because they have no idea about what other people think and do not know how to cope with others. Thus, sometimes they focus so much on their own feelings that they forget to concentrate on the message itself. Besides, in the intercultural contact, people are likely to have more stress and anxiety since they are in a group to which they do not belong. When they are not sure what to say and what to do, they would hesitate to give expected responses, which will give rise to some misunderstandings in intercultural communication.

Here is a typical case. Sun Jun, from China, and Charles Thomson, from New Zealand, were discussing an international engineering project. It was the first time Sun Jun talked with a foreigner. When Charles put forward his ideas, Sun Jun felt a bit of nervous and anxious, so he just kept nodding his head and said “Um”, “Yes” and “Uh huh”. When Charles finished his statement and asked Sun’s opinion, Sun replied: “I don’t think that project will work.” Feeling angry, Charles asked, “Then why did you pretend to agree with me all the time?” (Pang, 2010)

In the case, it is because he focused so much on his own negative feelings that Sun Jun failed to respond and behave appropriately. At last, Charles felt disrespectful and irritated.

III. POSSIBLE REASONS OF AFFECTIVE BARRIERS

Firstly, the lack of the intercultural awareness and related knowledge is one of the reasons of these affective barriers. Although human beings are physically similar, the responses to the same things are quite contrasting. Without the necessary intercultural awareness, people tend to overlook the crucial cultural differences. Moreover, without the related cultural knowledge, communicators with different backgrounds may be prone to misjudge others and some misunderstandings are inevitable.

Among so many cultural differences, understanding the difference in cultural values can help us deeply know and even appreciate a new culture. If we could understand how values vary among different countries, we are more likely to interpret the behaviors in a new culture. For example, individualism is the source of western culture, which holds that a person is supposed to think or judge independently and the individual can do whatever they want, so their freedom and rights are paramount. For these people from such cultures, they are taught to value themselves, even in building friendships with others. Therefore, English speakers are always assertive in communicating with others and can express their views and feelings quite directly. On the other hand, Eastern people think highly of collectivism, which emphasizes the views and the needs of the group more than the individual. In collective culture, people are taught to consider both the group interest and the individual interest, however, with the group benefit as the priority if the two contradict with each other. That’s why the easterners are fairly modest and implicit in speaking. (Yu, 2009) Thus, with different consideration in the value system, different cultures have its own ways to do things in daily life, such as ways of eating, dressing, making friends, and knowing what is right, what is wrong, what is useful and what to strive for and even what to die for, etc. For most time, the varying customs in different cultures are neither right nor wrong, therefore what we need to do is trying to respect the new culture first, and then learn and understand that culture we are not familiar with as much as possible.

Secondly, easily influenced by others can be another major reason for ethnocentrism, stereotyping, prejudice and racism. Some perceptions could be started in the children’s early socialization, and gradually cultivated in their interactions with other people, especially when they are not able to think independently. For instance, children could be affected by their parents’ behaviors, manners and words, such as: “we don’t associate with people like that”. When they have more contact with people in society, they may naturally put people into different groups, resulting in the deepening of some negative perceptions. When meeting some people from quite different cultural backgrounds and further having conflicts, some of them will not be open-minded and even be very violent.

Thirdly, some people like to label and categorize other cultures for the sake of superiority to gain psychological benefit, even economic benefit for themselves. They are prone to attribute problems to another group of people. With such negative thought, to solve the problem itself is becoming increasingly difficult and gradually the problem will be more and more severe to far be beyond them.

IV. STRATEGIES OF EFFECTIVE INTERCULTURAL COMMUNICATION

In spite of the affective barriers discussed above intertwined in the intercultural communication, we can still have efficient and successful interaction with more efforts. Hence, in this part, several feasible strategies will be proposed to improve the intercultural communication ability.

A. *More Learning of Target Culture*

More understanding of the target culture can facilitate intercultural communication and overcome certain affective barriers. Mastering relevant knowledge about the target culture can definitely boost self-confidence since the communicators clearly know how to behave and how to express is more natural and appropriate, which will to some extent reduce uncertainty in the process of cross-cultural communication. Moreover, they will be motivated to engage in more such communication, so the negative feelings of anxiety, uncertainty, tension and even fear of failure will be gradually alleviated. If possible, people can be well-prepared before attending some intercultural activities.

In addition, with the accumulation of relevant cultural knowledge, people's cultural sensitivity will also be promoted and they will no longer overlook the differences among cultures; instead, they will try to respect and even appreciate the new culture. In fact, some people's understanding of another group is only based on the ideas in the long past, or just from the partial understanding of some developed regions or remote areas of that culture; however, the world is always changing, understanding from some people is still not comprehensive. So, the consistent learning is inevitable for a good intercultural communicator.

B. Cultivation of Empathy

The consciousness of empathy in the process of cross-cultural interaction should be developed. Empathy refers to the ability to think from others' standpoints, which is an effective skill for cross-cultural communication. With empathy, they can consciously get rid of their own cultural shackles and try to respect, feel and understand the new cultural customs. After knowing the cultural differences, not to assume the new culture is totally strange even wrong for the first place, but to adopt a tolerant attitude of the new ways of doing things, is a necessary step for a better communication. To enhance the relationship with the people of the new cultural backgrounds, we are supposed to make efforts to put ourselves in the others' shoes.

Empathy could be practised by first becoming a good and patient listener, who can think from one's own and others' cultural points of view. Next, it is crucial to control criticism of the new culture and adopt a neutral attitude towards it. Trying to be empathetic is not to suggest that one has to accept the new culture, but he will have a better understanding of the new culture when viewing it from others' cultural perspective.

C. Development of Independent Thinking

The cultivation of the independent thinking matters a lot for a better understanding of a new culture, which means that people can think, analyze and judge something by themselves instead of coming to a conclusion based on hearsay. Forming the ability of independent thinking is particularly important in avoiding the tendency of stereotyping and prejudice. People can make a comprehensive judgment by finding out more information and taking part in more practical intercultural interactions. People also need to search the information from the multiple perspectives. In addition, independent thinking requires people to have a lot of patience. When people intuitively start to bias against others, they should first wait a little bit, spend some time for full analysis and finally make a judgment. Another way of developing the independent thinking is as the saying goes, circumstances alter cases. To judge the people with different cultural backgrounds, the intercultural communicators should try to analyze the specific problem based on the related situations instead of just relying on the previous perceptions.

D. More Practice of Interaction

With the aim of conducting a better intercultural communication, learning the relevant knowledge about the target culture is not enough, having more real interaction and enhancing practical exchange is very significant to overcome the affective barriers. Having more interaction practice enables people to open themselves to others and to have more opportunities to be closer to the new culture. In this active interaction process, people exchange their own cultural ideas, even some completely different ways, with the possible result of partial or full understanding with each other, which definitely helps to change the previous negative opinion towards certain group of people. At the same time, through active interaction, people can get more chances to have the face-to-face contact with others, more convenient for them to remove the negative stereotyping since people have the opportunity to recognize the individuality. Moreover, in this active process, it is possible to foster empathy mentioned above to at least alleviate the wrong perception in that people could find out more similarities and the positive sides which were the negative side thought before. When they learn more about each other, the racism may gradually decrease even fade away.

All in all, a good intercultural communicator should cultivate the flexible and broadminded manner to accommodate multiculturalism instead of ethnocentrism, even develop the intercultural personalities.

V. CONCLUSION

The world we are living in is becoming smaller and smaller since technology is rapidly shortening the distance between the people in different countries. People can communicate in the ways they could never dream of years before thanks to the widespread globalization. So our neighbors are becoming those who speak different languages and have different values and lifestyles. Besides, the goal of language learning is not only to learn the language itself, but also to understand and even effectively communicate with people from other cultures. However, it is not very easy, but if we attach great importance to intercultural barriers, like the affective barriers, and try to adopt feasible and effective strategies, it is possible to minimize and even remove some negative deep-rooted conceptions, to facilitate a better intercultural communication and to avoid the bad consequences the conflicts may lead to.

Since change is inevitable for everything, we should see things in the light of their development and get rid of the rigid old view. For a better future, opposition between cultures should be replaced by respect and cooperation with each other to gain the mutual benefits for two or more sides.

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A Survey of the Use of English Vocabulary Mnemonic Strategies by Non-English Majors

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Abstract—Vocabulary can be regarded as an absolutely necessary part of language learning. Since the late 1970s, there have been a great lot of researches by native English learners on English vocabulary mnemonic strategies. Recently, many experts who are in the field of second language acquisition have been studying and researching all kinds of mnemonic strategies. But few researches focus on the study of the use of mnemonic strategies by non-English majors. Therefore, this investigation study focuses on the use of mnemonic strategies and the relevance between the strategies and the vocabulary grades. This study will investigate some subjects by means of a questionnaire survey to collect explicit data. And by analyzing the relevance between the strategies and the grades, this study can provide some effective suggestions about vocabulary learning. According to the research, the strategy used most frequently is repetition strategy. Because of the influence of traditional language learning theory, most students choose to use repetition strategy. And we can get that students should try more strategies to memorize words and teachers also should introduce more strategies to students.

Index Terms—mnemonic strategies, non-English majors, vocabulary acquisition

I. INTRODUCTION

Vocabulary plays an elementary role in second language learning and many scholars gradually recognize the importance of vocabulary acquisition and have been devoting to researching it.

A. Background of Research

Recently, many experts and scholars give explicit descriptions and detailed researches to English vocabulary mnemonic strategies. Nation (1990) and other experts discuss the various mnemonic strategies. Luppescu and Day (1993) studies the relationship between reading, dictionary usage and words memory. In addition, many scholars have discussed the effects of various mnemonic strategies, most of whom support the repetition and keyword methods. But few researches focus on the use of English vocabulary mnemonic strategies by non-English majors.

B. Purpose of Research

Enlarging vocabulary is the main task of English learning for non-English majors. While, during the process of learning English, the main problem is ineffective vocabulary memorization and remembering words occupies most of the time. Thus, this study is to seek the English vocabulary mnemonic strategies used by non-English majors, and analyse the correlation between these strategies and vocabulary grades so that the effective suggestions can be provided for non-English learners to help them learn English more happily, easily and efficiently. And this investigation study chooses fifty non-English majors as subjects to take part in.

II. THEORY

There are many scholars at home and abroad who have studied the mnemonic strategies. Mnemonic strategies can be related to the information processing system of human beings.

A. Memory

Memory researches have had a long history in psychology. German psychologist, in 1885, Ebbinghaus who is the first expert to research the relationship between memory and forgetting uses nonsense syllables to do an early scientific research on memory. Carroll (2000) refers to the information processing system, which consists of three structural components: sensory memory, working memory and permanent memory. And according to Baddeley's view (2003), working memory is important for a wide range of complex cognitive activities. And he puts forward a forth subsystem, episodic buffer on basis of the former theories.

B. Mnemonic Strategies

As for mnemonic strategies, Oxford (1990) points out that mnemonic strategies are the methods of linking new information to existing knowledge.

There are many experts who have classified mnemonic strategies into various groups. Craik and Lockhart (1975) proposes level-of-processing mode which provides a theory for the classification of memory strategies. Then according

to this theory, Lv wenpeng (2001) puts forward shallow coding method which includes pronunciation, repetition, homonyms and familiar words, etc, and deep coding method which includes association, context and flexible, etc.

Schmitt (1997) divides mnemonic strategies into nine types: illustration method, semantic association method, experience association method, semantic chart, key words method, grouping, reading aloud repeatedly, image imagination, semantic network, etc.

Meanwhile, many scholars have investigated mnemonic strategies. Ma Guanghui (1997) chooses 12 non-English majors as subjects and her investigation shows that there are significant differences between the students with high scores and the students with low scores in mechanical strategy. Lawson & Hogben (1998) groups these strategies into four types and the report of their investigation indicates that the keyword-trained students have a significant advantage. Wang Wenyu (1998) has an investigation, according to which he concludes that planning strategy and flexible strategy have the greatest correlation with the students' vocabulary scores. Wu Jianmin and Yao Meilin (2000) choose 143 junior school students as subjects and they concludes that the most of the students use planning strategy and repetition strategy frequently.

This study adopts eight variables: planning strategy, vocabulary chart strategy, repetition strategy, association strategy, vocabulary construction strategy, context strategy, flexible strategy and key words strategy.

Wen qiufang (1996), O'Malley and Chamot (1990), Ronald and McCarthy (1990) and Atkinson and Shiffrin (1968) have introduced planning strategy, association strategy, context strategy and key word strategy.

In brief, association strategy is a learning strategy that associates with related things, or in the direction of special guidance, sets up a constant connection between people and knowledge, so that to deepen the memory of the learners, and associates knowledge. Therefore, the memory of the words by association is to find the commonness between the new words and the words that have been learned in the way of association under the guidance of the teachers and to deepen the memory of the new words from sound, form, and meaning. This will not only help the students learn new words, but also review the old words at the same time so that students can remember words more firmly.

And word construction strategy is used to help students connect new formation with the formation they have known under the word formation rules, so as to achieve the goal of long-term memory. The development of modern English vocabulary is mainly based on word formation. The affixes and compound methods account for a large proportion. The root is the basis of derivatives, and affixes can play a decisive role in the lexical meaning and grammatical attributes of derived words. It can be said that affixes and roots are the most important keys to expand the vocabulary. Apparently, word construction analysis strategy is helpful for students to remember words.

Flexible strategy is to use the newly learned words consciously in conversation and writing, and to do vocabulary exercises with these new words, or to talk about these words with others in order to deepen the memory. At present, this is a memory strategy universally recognized by scholars. They think using new words consciously in conversation and writing can deepen their memory and on the other hand deepen their understanding of the meanings and usages of words. Therefore, the flexible strategy is a way to understand to memorize, rather than to memorize mechanically.

III. SURVEY PROCEDURE

The procedure of this survey includes three parts: subjects, instrument, and data collection and analysis of results.

A. Research Subject

There are fifty non-English majors taking part in this study. Their average age is 21.7. They have been learning English for seven or eight years, so they have formed a set of stable and unique way of remembering words. That is the reason why they are chosen as research subjects.

B. Research Instrument

The research instruments include a questionnaire which is designed to describe above mnemonic strategies and the students' different situations and a vocabulary test. The contents of questionnaires include two parts: personal data and the strategies. The first part takes the form of filling in the blanks and the second part adopts the form of choice. In that part, "1" means "It's completely out of my condition"; "2" is "Basically it is not in my case"; "3" is "Sometimes it is in line with my condition, sometimes it dose not agree with my situation"; "4" means "Basically it conforms to my situation"; and "5" means "Completely it is in line with my situation". The questions of the questionnaire are based on the related literature and observation in the process of learning.

The vocabulary test is to examine students' vocabulary and the mastery degree of vocabulary. The test asks students to translate or paraphrase according to the given English words. Nation (1990) believes that this method had many advantages. It is not only convenient, but what it requires is exactly what they listen to, read, speak and write in normal time. These are the reasons why this study chooses this method. There are forty words in this test and all of them are from those words that non-English major students must master according to College English Syllabus, which are suitable for this test.

C. Data Collection and Analysis of Result

Fifty students finish the questionnaire and the test. Then, the SPSS is used to analyze data. This study involves eight

variables, among which seven are composed of two or more than two questionnaires, and the internal unity reached statistical requirements. Tab.I shows the names of these variables, number of items and contents of questionnaire.

TABLE I.
DESCRIPTION OF VARIABLES

Names numbers	The Simple Description
Planning strategy(2)	Plan and manage the whole process of memory, such as choosing the words to memorize, choosing the appropriate memory methods, and reviewing regularly.
Vocabulary chart strategy(3)	Use self-made word list to help memorize words.
Repetition strategy(3)	Read and write again and again.
Association strategy(3)	Help to memorize new words through associative words, such as associative homophones, synonyms and antonyms.
Word construction analysis strategy(2)	Memorize words by using phonetics and lexicology knowledge, such as analyzing roots, affixes, etc.
Context Strategy(2)	Use context to memorize words.
Flexible strategy(2)	Use words that have just been learned in conversation and writing to deepen memory
Key words strategy(1)	Select a key word from mother tongue that is similar to the target word that will be learned, and establish a close connection between the target word and the key word, so that the target word is immediately associated with the key word when the learner hears or sees it.

1. The use of vocabulary mnemonic strategies

In the process of memorizing words, students adopt a series of methods to enhance memory. (see Tab II).

TABLE II.
THE MEAN AND STANDARD DEVIATION OF MEMORY STRATEGIES

Strategy	Mean	Standard deviation
Planning strategy	2.71	0.57
Vocabulary chart strategy	2.54	0.73
Repetition strategy	3.69	0.63
Association strategy	3.22	0.65
Word construction analysis strategy	3.15	0.69
Context Strategy	2.81	0.77
Flexible strategy	2.75	0.72
Key words strategy	2.86	0.74

The most frequently used strategy is repetition strategy, followed by association strategy and word construction analysis strategy, and the lowest is vocabulary chart strategy, planning strategy, context strategy, key words strategy and flexible strategy.

Some western scholars advocate learning words naturally through extensive reading, and do not encourage students to recite words. However, the students generally used the mechanical memory method of repetition strategy. There are two reasons: first, because these students are influenced by the traditional Chinese language learning theory and practice. Recitation has been a widely used method of learning language since ancient time. Recitation still plays an important role in modern Chinese language teaching, and it affects the foreign language teaching. When learning a foreign language, reciting words, reciting sentences and reciting texts are great learning tasks for students, and which are also teachers' important assessment of the students' knowledge. Therefore, repeating is the most commonly used method for students. Second, these students are restricted by the specific learning environment, and it is difficult to acquire words naturally. It is found that in order to remember a new word successfully, the students have to meet it at least seven times. While, other scholars point out that students can remember a new word naturally after meeting it sixteen times. It is obvious that in order to acquire a new word naturally, there must be a learning environment that can provide opportunities to do extensive reading, so that students can often meet the same word in a certain amount of times and then they can remember it naturally. However, at present, there is no environment to expose to English extensively in China. And there are not so many English reading materials. Most students, especially non-English majors, do not have the conditions to read all kinds of English books and periodicals at all. For these students, English textbooks are almost the only materials they read. Therefore, it is not suitable for Chinese non-English majors to learn a lot of words by reading and listening more and more naturally. Most of them take the "recite" to memorize new words when they encounter them in the textbook.

The other two strategies are association strategy and word construction analysis strategy. The use of these two strategies is closely related to college English teaching. At present, all kinds of college English textbooks put the knowledge of word construction and the contrast of synonyms and antonyms into after-school exercises. Many college English teachers also make the distinctions between various synonyms and antonyms the key points of the vocabulary explanation, and impart various word formation knowledge in the teaching process. Therefore, classroom teaching has a certain impact on vocabulary mnemonic strategies of non-English majors.

The survey also shows that non-English majors are still more limited in memorizing words, and lack systematic

planning and management of their vocabulary learning. In addition, students are less likely to use flexible strategies in vocabulary memory because the main channel for students' English learning is to read the contents of the textbook. As for the key word strategy, it should be the relatively common strategy for non-English majors, because it has close connection with their mother tongue. While the most English teachers do not advocate their students to use this strategy because they are afraid that by using this way, their students cannot acquire English vocabulary correctly and directly and even misunderstand them.

2. Correlation between Memory Strategies and Vocabulary Test Scores

The grades of vocabulary of students are quite different (see Tab III).

TABLE III.
VOCABULARY GRADES

Fractional segment	30-40	40-50	50-60	60-70	70-80	80-90	90-100
Number of people	2	6	3	14	13	11	1

In order to understand the relationship between their performance in test and the strategies they use, the correlation coefficient between each strategy and test results is calculated. The strategies with significant correlation are planning strategy, flexible strategy, word construction analysis strategy and vocabulary chart strategy (see Tab IV).

TABLE IV.
THE CORRELATION COEFFICIENT OF MNEMONIC STRATEGY
AND VOCABULARY GRADES

Mnemonic strategy	Flexible strategy	Planning strategy	Word construction analysis strategy	Vocabulary chart strategy
Vocabulary grades	0.63	0.69	0.55	0.41

Repetition strategy, association strategy, key words strategy and context strategy don't show significant correlation. It is obvious that flexible strategy and planning strategy have a certain influence on the memory effect of words. The students use flexible strategy, which means they use new words consciously in conversation and writing. On the one hand, using flexible strategy can help consolidate these new words, and on the other hand, it can also deepen the comprehension of the meanings and usages of words. This is not a mechanical consolidation of memory, but a deepening of memory on the basis of understanding. So memory effect is much better. The planning strategy in this survey includes the choice of words, the selection of memory methods, the test of the words which have been learned and the periodic review. To a large extent, the use of management methods determines the effectiveness of the learning methods. Therefore, although the choice of memory method and self test can not directly affect the process of memory, it has great effect on memory.

IV. SUGGESTIONS ON THE IMPROVEMENT OF THE ABILITY TO MEMORIZE ENGLISH VOCABULARY

The study shows that Chinese students adopt a series of strategies in the process of English vocabulary acquisition, such as planning strategy, vocabulary chart strategy, repetition strategy, association strategy, context strategy and flexible strategy etc. There is a significant correlation between these students' vocabulary test scores and the adopted mnemonic strategies. Among them, the correlation of planning strategy and flexible strategy are the most significant. Although western scholars strongly advocate the theory of natural acquisition, this study shows that most Chinese students have adopted repetition strategy in learning words, which is caused by the Chinese language learning habit. Therefore, the theory of natural acquisition is not suitable for Chinese students.

In addition, the findings of this survey also have implications for vocabulary memorizing. They point out that adopting a series of mnemonic methods is very helpful for memory effect. Students should first plan and manage their own memory process consciously. Second, in the process of memorizing words, they need to use various methods to complement each other for the best results. After remembering the words, students should use and practice them more and more and review regularly. And the task of remembering words can not be completely given to students, so that the vocabulary memory always stays at a spontaneous stage. On the contrary, teachers should help students enlarge vocabulary and improve their English by teaching the knowledge of lexicology and creating more opportunities for students to practice and use words.

V. CONCLUSION

Based on the previous study, some conclusion can be drawn. Through questionnaire, it is concluded that the repetition strategy is used generally. And by analyzing the correlation between mnemonic strategies and vocabulary grades, the planning strategy and flexible have a certain influence on the vocabulary mnemonic strategies. Every strategy has advantages and disadvantages, and all strategies are suitable for students. And as for the study, there are some merits and defects, which will be illustrated.

A. Implication

In the traditional pattern, the main task of teachers is to teach the knowledge of language which is required by syllabus in a boring way and the main task of students is to accept the knowledge of language passively. Therefore, most students feel that learning English is very boring and tiring. Recently, the Ministry of Education has decided to implement the education of all-around development. Under the modern educational system, the old way is obsolete. Students should use strategies to help manage their study, and try various ways to improve their memory efficiency. On the other hand, teachers ought to realize the importance of mnemonic strategies on students' vocabulary memorizing. Because some students don't know other strategies apart from repetition strategy, teachers can provide various mnemonic strategies to help them remember vocabulary happily and easily and to arouse students' enthusiasm. Teachers also can encourage them to take part in learning actively. In addition, teachers should have the ability to combine the cultivation of autonomous learning with the current teaching tasks. In this way, we not only cultivate students' autonomous learning ability, but improve the learning efficiency.

B. Limitations and Suggestions

Although the questionnaire is on the basis of an elaborate design and hard work, there are still some mistakes and shortcomings to be improved in the future study.

First, the number of respondents is only fifty, it is not comprehensive enough. That is to say, this figure cannot be representative of the whole non-English majors. Second, the data from the questionnaire just respond to the feelings of the respondents at that moment, and it cannot guarantee the authentic use of mnemonic strategies in the process of learning in the normal time. At that time, they may believe that they used those strategies. But they may not use them in their real process of vocabulary memorizing. This factor may influence the reliability and validity of the test results. Therefore, there are some improvements to be made in the future study.

And as for the suggestions, because there are limitations and disadvantages in this study, recommendation and proposals should be taken into consideration. In the first place, the interview method and case study method should be added, from which the data got is closer to the actual and authentic situation, so that the reliability and validity of the research can be guaranteed. Second, the number of the participants should be enlarged. In the future study, there should be more participants from different majors, different grades, different universities. Thus, the data can be more comprehensive and representative.

APPENDIX A

非英语专业学生词汇记忆策略调查问卷

1. 完全不符合我的情况
2. 基本不符合我的情况
3. 有时符合我的情况, 有时不符合我的情况
4. 基本符合我的情况
5. 完全符合我的情况

一、个人资料

姓名: _____ 性别: _____ 专业: _____

二、调查问卷

1. 对于要记忆的单词会制定计划, 比如记忆单词的时间, 记忆单词的数量等。 1.2.3.4.5
2. 将记忆的单词记在袖珍笔记本上随身携带, 有时间就记。 1.2.3.4.5
3. 通过背诵词汇表来记忆单词。 1.2.3.4.5
4. 制作单词卡片或单词表来记单词。 1.2.3.4.5
5. 利用英汉对照的单词表来记忆单词。 1.2.3.4.5
6. 通过反复拼写朗读的方式记忆单词。 1.2.3.4.5
7. 通过一遍遍反复抄写来记忆单词。 1.2.3.4.5
8. 我反复复习与回想学过的单词。 1.2.3.4.5
9. 记单词时, 我会联想到其同义词、反义词、同音词、同形来组合记。 1.2.3.4.5
10. 我记单词时将其不同语法形式的变体联系起来组合在一起。如联想到单词的名词、动词、形容词、副词 等形式。 1.2.3.4.5
11. 我记单词时联想所反映的情景或画面。 1.2.3.4.5
12. 我记单词时通过构词法(如前缀、后缀、词根等)来记忆单词。 1.2.3.4.5
13. 将拼写与读音结合起来分析与记忆单词。 1.2.3.4.5
14. 我记单词时, 将单词放到具体的句子或语篇的上下文语境中来加深记忆效果。 1.2.3.4.5
15. 当我记一个单词时, 通过用这个单词造句来加深记忆与理解。 1.2.3.4.5
16. 将单词放入短语、固定搭配或情境中去记忆单词。 1.2.3.4.5

17. 将已学会的单词运用到口语中来加强记忆。 1.2.3.4.5
18. 我通过使用关键词的方法来记忆单词。比如我在记 coconut 时,就联想它是一种水果可以解渴。因此 coconut 与“口渴了拿它”记在一起。“口渴了拿它”就是关键词。 1.2.3.4.5

APPENDIX B

一. Translation

abandon aboard absolute absolutely balloon bargain ceremony edge lane layer
loyalty mate muscle normal persist sulphur sword ultimate vertical run out of

二. Paraphrase

sack multiply limitation come to life liter lump hire frog fulfil without
doubt discourage couple convince breed surgery resist retreat ridge laundry
keep down

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