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Implementing Meta-cognitive Learning Strategies to Improve Intertextual Arabic Comprehension Competences: An Intervention Study Among Arabic-speaking Tenth Graders

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Abstract—Intertextual understanding is a complex cognitive process that involves linguistic and cognitive skills together with the application of appropriate learning strategies, in order to understand the implicit meaning of the text. To foster intertextual skills among the learner as a habit of thinking, the present study made use of meta-cognitive learning strategies, due to their pedagogical benefits demonstrated in previous studies. Based on experimental research, the aim of the study was to examine to what extent the use of meta-cognitive learning strategies (as opposed to traditional methods) will lead to improved intertextual skills among tenth graders, and how it affects the understanding of intertextual texts. An intervention group (n=27) and a control group (n=27) from the same school were instructed during twelve weeks: the intervention group was taught using meta-cognitive strategies, while the control group was taught using classic ones. The findings indicated a significant improvement in the general score of reading comprehension in the intervention group, that involved three of four intertextual skills. The study recommends the usage of meta-cognitive instruction strategies in reading comprehension lessons.

Index Terms—meta-cognitive learning strategies, intertextual competences, thinking development, teacher training

I. INTRODUCTION

Intertextual understanding involves the use of linguistic and cognitive skills, as well as the implementation of appropriate learning strategies for deciphering the meaning of old texts incorporated in a new one. Learning strategies are a sequence of cognitive processes that affect the information processing process to provide the student with the tools on how to learn, and solve problems (Tsuman & Abed-Elhak, 2016). Zohar & Peled (2008) pointed out that, these learning strategies are important activities that make the learning process more successful, efficient and enhances students' sense of ability and independence. Of all the learning strategies, meta-cognitive strategies are seen as one of the methods that serve the aforementioned purposes. Zohar and Barzilai (2013) refer to meta-cognitive learning strategies as activities and skills that the learner uses to plan, monitor and evaluate his learning process. It seems to be that, through the practice and implementation of meta-cognitive learning strategies, high school students will be able to cope with all the difficulties in understanding texts of all kinds, including intertextual texts. In Israel's Arabic-speaking high schools, intertextuality is an integral part of the new curriculum of Arabic language and literature (Ministry of education, 2013). This curriculum attributes great significance to students' ability of conducting a methodical and multi-dimensional comparison between two texts and identifying literary intertextual phenomena, like parody or allusion¹. However, the common teaching methodology of intertextuality in high schools is based on demonstration of the phenomena without developing the learners' ability to find linkages between texts. As a consequence, the students find it difficult to identify and analyze intertextuality on their own, and this issue continues to haunt them into their college studies, a difficulty that is reflected in their relatively low achievements in Arabic matriculation exams (Alecd- L ehman, 2006). Therefore, the goal of the current study was to examine the impact of an intervention program (which is based on meta-cognitive learning strategies) on the intertextual competences among 10th graders, and how it affected the understanding of intertextual texts.

¹ Parody: a literary work or music that copies the style of a serious genre in a way that is intentionally humorous. Allusion: is a brief and indirect reference to a person, place and thing. It is just a passing comment and the writer expects the reader to possess enough knowledge to spot the allusion and grasp its importance in a text (Naham, 2004).

II. THEORETICAL BASES

A. Meta-cognitive Strategies, and Their Positive Impact on Teaching-learning Processes

Meta-cognitive strategies are one of the major components of meta-cognition. According to Flavell (1979), meta-cognition, or “thinking about thinking”, refers to a human's awareness of his thinking process, its regulation and control. In education, meta-cognition is defined as how students monitor and control their learning processes (Jiang et al., 2016). Scholars identify three components of meta-cognition: meta-cognitive knowledge, meta-cognitive strategies (skills), and meta-cognitive experiences (Flavell et al., 2002; Zohar & Barzilai, 2013). Meta-cognitive knowledge refers to individual's knowledge about cognitive resources (e.g., competences, processes, and thinking strategies) in the context of executing a specific cognitive task, and different ways of solving thinking problems (Flavell, 1979). Meta-cognitive strategies (skills) are targeted actions taken by the learner to plan, guide and assess his thinking and learning process (Zohar & Barzilai, 2013)². Meta-cognitive experiences refer to feelings and judgements of the learner during the execution of his cognitive assignment (Flavell, et al., 2002). Literature pointed out the positive impact of meta-cognitive strategies in the teaching of all subjects, particularly through:

i) **Fostering meaningful learning.** Using of meta-cognitive learning strategies leads to an in-depth understanding by allowing learners to actively use the knowledge they had acquired during their learning in a new context (i.e., transference, Zohar, 2016) and support independent learning (Lihua, 2013).

ii) **Improving academic achievements.** Studies that focused on the relationship between meta-cognitive learning strategies and academic achievements consistently suggested that the later improve when more meta-cognitive strategies are involved in the learning process, and that learners with higher achievements (compared to lower-achieving learners) implement more meta-cognitive thinking strategies (Keselman, 2003; Lihua, 2013). It was further found that integrating meta-cognitive teaching strategies with co-teaching improves academic achievements among lower-achieving learners (Susantini et al., 2018).

iii) **Developing higher-order thinking skills.** Scholars agree that using of meta-cognitive learning strategies can contribute to the improvement of high-order thinking skills and promoting learning processes. Several studies have highlighted the positive impact of meta-cognitive strategies on improving high-order thinking skills in different disciplines, like science teaching (Susantini et al., 2018; Zohar & Peled, 2008), maths (Desoete & Roeyers, 2006), and reading comprehension (Leutner et al., 2007; Veenman & Beishuizen, 2004). Some studies focused more specifically on language. Lihua (2013) for instance found a positive relationship between the frequency of using meta-cognitive learning strategies and the improvement of English language skills in the three fields of language: reading comprehension, written expression and listening comprehension. Other researchers found that implementing meta-cognitive learning strategies while analyzing and studying texts in Arabic language, improves high-order thinking skills including identifying elements and linkages, deduction, comparison and evaluation (Mustafa, 2004; Tsuman & Abed-Elhak, 2016).

B. Application of Meta-cognitive Instruction in a Visible and Explicit Way

Zohar and Barzilai (2013) suggested a number of recommendations for the incorporation of meta-cognitive strategies during teaching in order to enable students play an active role in their learning and in constructing their knowledge. These strategies include:

i) **Using meta-cognitive incentives.** The use of symbols, questions or reminders encourage students to use meta-cognitive knowledge or skills when engaging in learning activities.

ii) **Meta-cognitive discussions.** Group discussions moderated by the teacher are thought to encourage the students to share their thinking processes with their peers and to make these processes a visible and central topic of discourse while engaging in various cognitive activities.

iii) **Reflective writing in a thought log.** This tool allows learners to describe, analyze and evaluate – in detail – the activities, thoughts, and deliberations in the context of a task. Through the thought log, teachers can follow their students' thinking processes for long periods and receive a great deal of information in an authentic learning context. Thought logs are effective both in improving learning processes and in developing student's meta-cognitive learning strategies such as control, self-assessment, transference, planning and goal setting, as well as problem-solving (Segev-Miller, 2004).

iv) **Modeling of think- aloud.** In this strategy, teachers demonstrate to their students how to apply meta-cognitive knowledge and skills in the context of task execution. In the modeling process, the teacher verbalizes his or her thinking process while performing a task or during problem solving, and then the students are asked to practice the same method (Leighton, 2017).

C. Defining Intertextuality According to Different Approaches

² Learning process guided by meta- cognitive strategies starts with a planning phase. It includes goal setting, choosing learning strategies and appropriate thinking competences, setting the order of strategies, identifying the expected difficulties, and raising possible solutions. The monitoring phase refers to individuals' awareness and examination of their thinking processes during the execution of the cognitive assignment. The evaluation is conducted post-learning and includes learners' reflection about their learning and thinking processes, as well as their insights (Zohar & Barzilai, 2013).

Intertextuality is a challenging concept to define, since it is perceived differently by scholars from different disciplines (history, literature, communication) (Allen, 2000). Literature suggests three main approaches to intertextuality. The first approach views intertextuality in the wider cultural context, looking at texts of all genres (written, painted or otherwise performed) as representing culture and as interrelated. According to this approach, the readers implement their previous experience when encountering new texts, connecting the new texts to old ones, and reading them from an intertextual perspective. Among the advocates of this approach are the Russian scholar Bakhtin (1989), the semiotic linguistic Kristeva (1980) and the literature researcher Barthes (1977). The second approach views intertextuality as a literary phenomenon, which exists between different literary texts. Intertextuality in literature is created through measures like parody or allusions. The main representatives of this approach are the semiotician Sebeok (1985) and the literature researchers Ben-Porat (1985) and Genette (1997). The third approach, more recently developed by Sarig (2002), overlooks the genre of texts and instead focuses on the different relationships between texts through a systematic model that includes four different types of relationships between old and new texts. The first type examines the relationship in terms of identifying the origin or genre of the old text in the new text. The second type focuses on identifying the presence (explicit or implicit) of the old text in the new text. The third type explores the relationship in terms of conversion (change), deducing the quality and type of processing of the old text in form and content as part of the transference to the new text. The processing can be light, medium or comprehensive, to the point of a complete change of form and content. The fourth type refers to the inter-text relationship in the thematic and idea level, deducing the implicit meaning behind the integration of the old text in the new text by comparing similar or different themes in both texts.

In the current study we relied on Sarig's (2002) model for two major reasons: First, because the model refers to texts of all genres (literary as well as other forms of art works). In the context of the study, the intervention group was asked to analyze intertextual texts and compare them with different types of art work, such as pantomime³, caricature⁴, and collage⁵, in order to deduce the common themes between them. Second, because the model defines four key skills of intertextuality, which were all incorporated into the present intervention program and were examined in the tests before and after intervention. These are high order thinking skills that teaching sought to strengthen among the intervention group during intertextual text analysis using meta-cognitive learning strategies, the latter known in the professional literature for their positive effects in cultivating high-order thinking skills.

In light of the major pedagogical benefits of meta-cognitive learning strategies, which have been demonstrated in previous literature, it was necessary to implement these strategies among high school students while analyzing intertextual texts in order to: (a) foster the learners' ability of linking and connecting text as a general tendency and a habit; (b) enable students to form intertextual connections and construct their meaning; and (c) encourage learners to present knowledge and share it with peers.

D. Research Question and Hypothesis

The study research question was: To what extent does the use of meta-cognitive learning strategies (as opposed to traditional methods) fosters intertextual competence among tenth graders? Based on previous literature, it was predicted that the intervention program would lead to improvement in the four key intertextual competences, defined here as follows: i) Identifying the source of the previous text incorporated in the new text; ii) Identifying the extent of presence of the old text in the new text; iii) Deducing the type of variation made in the transition from the old text to the new text; and iv) Deducing the implicit meaning behind incorporating the old text into the new text. Operatively speaking, improvement in these skills will thus lead to an improvement after intervention of the overall grade in reading comprehension that will be expressed in terms of higher scores in the intervention relative to the control group.

III. METHODOLOGY

A. Participants

Two 10th grade classes (16 years old) with a total of 54 Arabic-speaking students were recruited (as convenience sample) from two classes from the same high school in the Western Galilee region in Israel. Both classes belonged to the technological science reserve track. The first class (N=27) served as an intervention group while the second class (N=27) served as a control group.

B. Research Tools

Both groups were tested before and after the intervention with the aim of assessing the impact of the intervention program on their intertextual competences. Prior to the intervention, all participants filled a number of questionnaires related to individual background information, exam anxiety and attitudes toward Arabic language. Also, their academic

³Pantomime: a play or entertainment in which the performers express themselves mutely by gestures, often to the accompaniment of music (Naham, 2004).

⁴Caricature: a drawing or written or spoken description of someone that usually makes them look silly, in order to be funny and sometimes even to provoke criticism (Naham, 2004).

⁵Collage: a picture in which various materials, for example paper, cloth, or photographs, are stuck onto a larger surface. Similar to painting, the artistic expression is expressed through color, shape, composition, etc (Naham, 2004).

achievements in Arabic language were collected from school reports. Additionally, all students underwent a pre-intervention intertextuality test to assure comparability between the groups. Following the intervention, both groups performed a second intertextuality test to assess the program's impact on the students' competences.

1. Socio-demographic questionnaire: In this questionnaire, the participants were asked to provide information about their gender, religion, parents' education (i.e., the educational level of both parents), parents' occupation and parents' income. For example, "Parents' income: was rated as lower than average (1), average (2) and higher than average (3) (see details in Appendix A).

2. Test anxiety questionnaire: Test-anxiety was assessed using a questionnaire based on Spielberger (1980). The questionnaire was translated into Arabic using a reverse translation methodology from the Hebrew version developed by Zeidner and Nevo (1993). The questionnaire included 20 statements that refer to anxiety before or during an exam, such as for example: "I get anxious before tests, even when I am well prepared". The participants were asked to indicate their agreement with each statement on a 5-point Likert scale (1 = never; 5 = always). The variable "test anxiety" was calculated as the average score based on the participants' responses to all statements, with a higher value representing a higher level of anxiety score. The alpha Cronbach reliability of the questionnaire was of 0.85 (see details in Appendix B).

3. Attitude towards the Arabic language questionnaire: The questionnaire was based on a similar questionnaire of attitudes toward the Hebrew language as a foreign language by Alian and Abu-Husein (2015). The questionnaire was translated into Arabic using the reverse translation method by expert translators who are fluent in both languages, and in collaboration with an Arabic language education professional. All professionals agreed that the questionnaire was perfectly suited for its original purposes. The questionnaire was adapted to the purpose of the present study and examined attitudes toward the Arabic language using 18 statements such as for example: "I love studying Arabic", or "Knowing Arabic will make me a more educated person". Again here, the participants were asked to indicate their agreement with each statement on with a 5-point Likert scale (1 = totally opposed; 5 = totally agree). The variable "attitudes toward Arabic" was computed as the average score of the participants' responses to all statements, with a higher value representing more positive attitudes. The alpha Cronbach reliability of the questionnaire was of 0.803, (see details in Appendix C).

4. Academic achievements: Data about the participants' academic achievements were handed by the school and were used as base-point data, making sure the groups were comparable. These data included the average grade for the Arabic language at the end of their ninth grade (i.e., just prior to their enrollment in the study).

5. The intertextuality tests: Since the objective of the study was to assess the effects of intervention program on intertextuality competences, two versions of intertextuality tests were developed and validated, in order to avoid a situation where students would remember the answers in the post-test. The pre-intervention test consisted of reading and analyzing an argumentative text (of about 2305 words). The measures of the participants' intertextual competences constituted a base point for both groups. The post-intervention test consisted of reading and analyzing a narrative-symbolic text (of about 2146 words) aiming at assessing the participants' intertextual competences following the intervention.

Each of the tests included 26 closed-ended comprehension questions. Four were phrased based on the first level of reading comprehension, focusing on the identification of details (questions no. 1, 2, 3, 19), while the rest of the 22 questions were designed to examine the four intertextual competences: i) Identification of the origin of the old text in the new text (4 items: no. 7, 9, 12, 18); ii) Identifying the extent of presence of the old text in the new text (2 items: no. 5, 16); iii) Deducing the type of processing in transference from the old text to the new text (2 items: no. 11, 22); and iv) Deducing the implicit meaning behind the integration of the old text in the new text (14 items: no. 4, 6, 8, 10, 13, 14, 15, 17, 20, 21, 23, 24, 25, 26). (see details in Appendix D).

To ensure the validity of both tests (pre and post), the researcher consulted four Arabic language experts and made sure that all four intertextual skills were incorporated in both tests. The reliability of both tests was examined prior to the study in another pilot group (of about 33 participants from the 10th grade) for the purpose of the study, and tested in two different ways: first with a Cronbach alpha test of the two versions separately. It was found that the reliability value of the pre-test was equal to 0.76 while the reliability value of the post-test was 0.74. Both of these values indicated a medium reliability, with no recommendation to omit questions because this did not yield a higher reliability value. The second reliability test was conducted by creating two different versions from the general tests (pre and post) separately, each one with 13 questions. A Pearson correlation was calculated between the participants results in the two versions of the pre-test, and was found to be statistically significant ($r = 0.391$, $p < 0.05$), while Pearson's value of the post-test was found to be statistically significant ($r = 0.317$, $p < 0.05$), suggesting that both versions were comparable, and the reliability was reasonable-medium for both tests (pre and post).

6. The intervention program

Program's objectives	1-Improving intertextual skills among the intervention group through the application of research-based meta-cognitive learning strategies (Zohar and Barzilai, 2013). 2- Fostering students' awareness of their learning processes while applying meta-cognitive skills, such as planning, monitoring and regulating, when analyzing intertextual texts.
Who implemented the program?	The researcher herself implemented the intervention program in two 10 th grade classes. The first class served as an intervention group while the second was a control group.
Time frame	Two weekly hours for a period of 12 weeks, during reading comprehension lessons (a total of 24 lessons for each group).
Contents of the intervention	<p>1-The intervention content was adapted according to the curriculum of reading comprehension for both classes. After consulting with the Arabic language teachers of both classes, four texts of reading comprehension were selected from the curriculum that included the topic of intertextuality, in order to integrate and analyze them in the intervention program. Four lessons were devoted to each text.</p> <p>2-The literary genre of the texts: Two of the texts were argumentative, and the other two were narrative symbolic texts.</p> <p>3-Learning strategies for the intervention group: Students were asked to implement meta-cognitive learning strategies during the analysis of the four intertextual texts, according to the following stages: planning, monitoring, and evaluation. The planning stage included: 1- Using the thought log, students were asked to describe, analyze and evaluate - in detail- the activities, thoughts, and deliberations in the context of a task (deducing from the previous texts incorporated in the new text). Through the thought log, the researcher followed their students' thinking process over a long period and received a great deal of information in an authentic learning context.</p> <p>2- Meta-cognitive discussions (in pairs): The students were required to verbalize their thought processes to their peers, and to make them a visible and central topic of discourse while engaging in the cognitive activities. 3- Modeling of think-aloud: First, the researcher loudly verbalized her thinking processes while performing the task or problem solving, and then the students were asked to demonstrate their thinking processes to their peers.</p> <p>The monitoring stage included Meta-cognitive incentives. The students were assisted by questions, reminders and symbols when asked to engage in online tasks (an e-learning unit in groups) in the context of acquiring the four main intertextual skills when analyzing the texts. Students were also asked to compare the intertextual texts with other forms of art works, such as a collage, pantomime, and a folk song, in order to conclude the common themes.</p> <p>The Evaluation Stage included Meta-Cognitive Discussions (in group). Students were asked to reflect on their cognitive activities during the intervention program and discuss the following points: Their success in achieving the goals, their assessment of the use of meta-cognitive learning strategies, suggestions for improving cognitive activities, and the insights behind it.</p> <p>Learning Strategies for the Control Group: Different forms of frontal instruction were used when analyzing the four intertextual texts as follows: 1-Lectures: Based on presentations, the researcher explained the topic of intertextuality, including explanation and reference to the four main skills of intertextuality as well as and reference to another type of intertextuality from other forms of artworks, such as pantomime, collage, or folk song. 2- Discussion and dialogue during learning. 3- Providing tasks and questions individually to students for the four intertextual skills and comparing the intertextual texts with other forms of artworks. 4-An individual reflection on the intervention program using a questionnaire.</p>
Program structure for both groups	The program included the following stages: 1- Providing a general explanation of the program. 2- Completing various background questionnaires and performing the pre-intervention to measure the four intertextual skills. 3- Implementation of the intervention program by the researcher (2 hrs.) For three months. 4- Performing the post-intervention to examine the extent of the effect of the intervention plan on improving the intertextual skills.
The validity of the plan	The intervention program was reviewed by three Arabic language experts and one expert in thought development. The experts made some technical notes and agreed that the program was indeed adapted to all participants and suitable for the proposed objectives.

7. Data collection and analysis

After having obtained the approval from the Chief Scientist, the Mofet Institute's Ethics Committee, the school principal and the students' parents, the students in both groups were given a general explanation about the study. The research was conducted in the school according to a five stages schema. (i) Collecting general information by the researcher, through demographic questionnaire, test anxiety questionnaire, academic achievements in Arabic and the pre-intervention test in intertextuality (The students themselves filled out the paper questionnaires, for two lessons in the class). (ii) Analysis of background information and pre-intervention intertextuality test results. (iii) Implementation of the intervention program during 12 weeks. (iv) Post-intervention test. (5) Analysis of post-intervention tests and final data analysis.

The collected data were analyzed using SPSS software. The baseline measurements were compared between the two groups using *t*-tests for independent samples. The students' performances in the competency tests (pre and post) were analyzed using a 2 × 2 analysis of variance with group (intervention vs. control) as a between subjects factor and time (pre- vs. post intervention) as a within-subject factor.

IV. RESULTS

A. Background Data

Table 1 presents the descriptive statistics (means and standard deviations) for each of the background variables for the control and intervention groups. These include the variables: parents' education, socio-economic status, attitudes toward Arabic, exam's anxiety, academic achievements in Arabic. To examine the difference between the means of the two groups in the background data, *t*-tests for two independent samples were conducted on each measure. As shown in Table 1, no significant difference was observed between the two groups in any of the background measures (see *t*-values on the right).

TABLE 1
BACKGROUND DATA: COMPARISON BETWEEN GROUPS

	Control		Intervention		<i>t</i>
	M	SD	M	SD	
Parents' level of education	3.94	1.17	4.35	.81	-1.49
Parents' income	2.22	0.42	2.30	.47	-0.61
Attitudes toward Arabic	3.56	0.71	3.47	.77	-0.456
Exam's anxiety	2.36	0.68	2.25	.59	-0.642
Questionnaire					
Achievement in Arabic	89.78	6.23	90.33	5.32	0.352

B. The Performance Data in the Competency Pre-test

Table 2 presents the descriptive statistics (means and standard deviations) for each of the performance of the two groups (control and intervention) in the competency pre- test. These include four intertextual competences. To examine the difference between the means of the two groups in the performance in the competency pre-test, *t*-tests were performed for two independent samples in all dimensions. As shown in Table 2, the findings indicated no significant difference between the two groups in the performance in the competency pre-test (see *t*-values on the right).

TABLE 2
PERFORMANCE DATA IN THE COMPETENCY PRE- TEST: COMPARISON BETWEEN GROUPS

	Control		Intervention		<i>t</i>
	M	SD	M	SD	
Identifying source	2.59	0.89	2.22	0.75	-1.645
Identifying presence	0.89	0.85	0.67	0.62	-1.100
Deducing processing	0.89	0.75	1.11	0.89	0.991
Deducing meaning	7.67	1.49	8.26	1.56	1.426
Competency general score	15.56	2.26	15.89	2.01	0.573

C. Intertextual Performance

Table 3 presents the students' performance in the competency tests (pre- and post-intervention) first in terms of general score and then for each of the four intertextual skills. The 2×2 analysis of variance (with group: intervention vs control as a between subjects' factor, and time: pre- vs. post-intervention as a within-subject factor) conducted first on the general score showed highly significant main effect of group ($F(1, 52)=16.92, p = .00014, \eta^2 = .256$). This was due to the fact that in the average, the intervention group performed higher ($M = 18.56, SE = 0.42$) than the control group ($M = 16.09, SE = 0.42$). A significant time effect ($F(1, 52)=182.58, p = 0.0000, \eta^2 = .778$) was also found, due to an average higher score in the post-intervention ($M = 18.93, SE = 0.29$) than in the pre-intervention test ($M = 15.72, SE = 0.35$). As expected, a highly significant interaction ($F(1, 52)=80.68, p = .00000, \eta^2 = .608$) was observed between the two factors. As we can see in Table 2, and confirmed by the Bonferroni post-hoc tests, this effect was due to a much higher change in score of the intervention ($p = .00000$, average change =5.33) than in the control group ($p = .014$, average change =1.07).

TABLE 3
INTERTEXTUAL PERFORMANCES: COMPARISON BETWEEN GROUPS

	Control		Intervention		Interaction
	Pre	Post	Pre	Post	
	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	
General score	15.56 (2.26)	16.63 (3.12)	15.89 (2.01)	21.22 (1.89)	$F=80.68, p=.00001$
Identifying source	2.59 (0.89)	2.44 (0.97)	2.22 (0.75)	3.19 (0.74)	$F=10.27, p=.002$
Identifying presence	0.89 (0.85)	1.11 (0.64)	0.67 (0.62)	1.78 (0.51)	$F=14.86, p=.0003$
Deducing processing	0.89 (0.75)	1.19 (0.68)	1.11 (0.89)	1.67 (0.48)	$F=1.02, p=.32$
Deducing meaning	7.67 (1.49)	9.07 (1.90)	8.26 (1.56)	11.63 (1.39)	$F=22.03, p=.00002$

The ANOVA conducted on each one of the four skills showed significant interactions between the factors in all but one of the four intertextual skills (see *F* and *P* values in Table 2, right), due to a differing score improvement between the intervention and the control group. The decomposition of all significant interactions using Bonferroni post-hoc tests showed that score change between pre- and post-intervention testing was significant in the intervention (and not in the control) group in "Identifying source skill" ($p = .0015$) and in "Identifying presence skill" ($p = .0015$). In "Deducing meaning skill", a significant improvement was found in both intervention ($p = .00000$) and control ($p = .0001$) groups, although with a much larger effect size in intervention ($\eta^2 = .894$) than in the control group ($\eta^2 = .382$).

V. DISCUSSION AND CONCLUSION

The aim of the current study was to examine to extent to which a teaching intervention based on meta-cognitive learning strategies would, relative to a classical teaching strategy, lead to improvement in intertextual competences among 10th graders as manifested in the understanding of intertextual texts. For this purpose, an intervention and a control group of students were recruited from the same school and tested before and after the intervention to assess the impact of the program on the intertextual skills indices.

At the baseline, the finding indicated no significant difference between the two groups in terms of background data, as well as in the overall intertextual competence and specific skills. The significance of this result is that the two groups were similar and started from the same level. The statistical comparison of the scores of the two groups in the pre- and post-intervention tests revealed a significant improvement in the general score, attributed mainly to the intervention group as attested by the interaction between groups and testing time. The increased performance in the intervention group was found in all intertextual skills, although with a smaller (non-significant) effect in the "deducing processing" skill domain. A possible explanation for this very small/weak effect might be related to the complexity and difficulty of acquiring competence in this skill compared to others (Naham, 2004). In order to improve this skill, the students in the intervention group were asked to deduce the quality and type of change which is made in the form and the content in the transition from the previous text to the new text. Apparently, the students are not used to performing such complex learning activities, hence they experienced some difficulties in this task. Another alternative explanation for this weak effect might be related to the fact that this skill (although not the only one) was examined through two items only. Increasing the number of items for assessing this and other skills would probably create more variance and thus make the derived measure more sensitive. Nevertheless, the present finding has shown that meta-cognitive learning strategies could indeed be effective in improving this intertextual competence.

The findings reported here are consistent with findings reported in previous studies (e.g., Lihua, 2013; Mustafa, 2004; Tsuman & Abed-Elhak, 2016) where implementation of meta-cognitive learning strategies during reading comprehension texts (in English or in Arabic) analysis improved high-order thinking skills such as identification of elements and connections, deduction, comparison and assessment.

Furthermore, these findings are of significant importance because they highlights the characteristics of the meaningful learning process experienced by the intervention group (Ausubel's , 1978). During learning, the students were instructed to use meta-cognitive strategies; they formed the intertextual linkages themselves, constructed their meaning and adopted the rational that helped them connect new concepts to familiar ones, already in their consciousness and they are used to share it with their friends as a tendency and a thinking habit. It should be noted that students' experience of the learning process collaboratively with meta-cognitive learning strategies increased their motivation for learning and improved their general grade in the post-intervention test. This finding is also in agreement with observations by Susanitini et al. (2018) who suggested that the combination of meta-cognitive learning strategies with collaborative teaching promotes students' achievements.

Conclusion

Altogether, the findings described here confirmed the study research hypothesis related to all four intertextual skills, supporting thus the argument that intervention programs based on meta-cognitive teaching strategies improve intertextual competences. In light of these findings, it can be concluded that the use of meta-cognitive teaching strategies can contribute to educational practices. This observation should stimulate educators' efforts to increase awareness to the positive implications of implementing meta-cognitive teaching and learning strategies in regular classes and to encourage students to use these methods. The more students use meta-cognitive learning strategies, the more their autonomous learning capabilities will improve, as well as their reading comprehension and academic achievement in language classes. Furthermore, the exposure of Arabic language teachers to the positive implications of meta-cognitive teaching can promote their professional development. The findings presented here can also contribute to the development of teaching curricula that incorporate meta-cognitive teaching strategies in all aspects of teaching Arabic in particular and other languages in general. The present study exposes to a number of important limitations. Because the questionnaires data are based on self-report for demographic variables, test-anxiety and attitude toward Arabic, the related results might have been affected by biases such as social desirability. Since any bias of this kind is supposed to be a constant in both groups, it is unlikely that its effects explain the results differences between the groups. Also, but most importantly, only one convenience sample from the same school participated in this study. This choice might have affected the results due to the school climate, the students' personality and their chosen major. Hence, in order to better generalize these findings, future studies seeking to assess the effects of the implementation of meta-

cognitive learning strategies on intertextual reading comprehension should randomly select classes with different major disciplines and from different schools.

APPENDICES A. SOCIO-DEMOGRAPHIC QUESTIONNAIRE

This questionnaire refers to personal background data. The details are discreet and will be revealed only to the researcher.

Please answer the following questions:

Personal data (mark your answer):

1. **Gender:** (a) male (b) female
2. **Religion:** (a) Muslim (b) Christian (c) Druze
3. **Parents' education:**
 - a. **Father's education:** Elementary school (1); Middle school (2); High school (3); Diploma (4); BA (5); MA (6) and Higher degrees (7)
 - b. **Mother's education:** Elementary school (1); Middle school (2); High school (3); Diploma (4); BA (5); MA (6) and Higher degrees (7)
4. Parents' occupation: (a) Father: _____ (b) Mother: _____
5. Parents' marital status: (a) married (b) separated (c) divorced
6. Parents' income: Lower than average (1); Average (2) and Higher than average

APPENDIX B. TEST ANXIETY QUESTIONNAIRE

This questionnaire is used to assess exam anxiety. Here are some sentences that people sometimes use to describe themselves. Carefully read each sentence, and mark the option that usually describes you. There are no "correct" or "incorrect" answers. Choose an answer that usually describes how you feel before or during the test.

	<i>Sentences</i>	<i>Never</i>	<i>Rarely</i>	<i>Often</i>	<i>Sometimes</i>	<i>Always</i>
1	I feel relaxed and confident during a test.	1	2	3	4	5
2	When I am in a test, I feel restless and anxious.	1	2	3	4	5
3	I think about my grade throughout the test.	1	2	3	4	5
4	During tests, I find myself wondering if I will ever be able to complete my studies.	1	2	3	4	5
5	The harder I work during a test; I find it harder to organize the materials.	1	2	3	4	5
6	Thoughts about my failure disrupt my ability to focus on the questions.	1	2	3	4	5
7	I feel restless during important tests.	1	2	3	4	5
8	I get anxious before tests, even when I am well prepared.	1	2	3	4	5
9	I start feeling restless right before I get the test results.	1	2	3	4	5
10	I am very tense during tests.	1	2	3	4	5
11	I would like to be less bothered by tests.	1	2	3	4	5
12	I am so stressed during tests; I get stomach aches.	1	2	3	4	5
13	I feel like I fail myself during important tests.	1	2	3	4	5
14	I worry before important tests.	1	2	3	4	5
15	During tests, I find myself thinking about the possible implications of failing the test.	1	2	3	4	5
16	When I take an important test, I feel my heart pounding.	1	2	3	4	5
17	During tests, I find myself wondering if I am capable of studying.	1	2	3	4	5
18	The fear of failure disrupts my focus during tests.	1	2	3	4	5
19	I am very nervous during important tests.	1	2	3	4	5
20	During tests, I often think about my future professional prospects if I fail.	1	2	3	4	5

APPENDIX C. ATTITUDES TOWARD ARABIC LANGUAGE

In this questionnaire you will be asked about your attitude towards the Arabic language.

Carefully read each sentence, and mark the option that usually describes you. There are no "correct" or "incorrect" answers. Choose an answer that usually describes your attitude toward the Arabic language.

<i>Sentences</i>	<i>Totally disagree</i>	<i>Disagree</i>	<i>Agree to some extent</i>	<i>Agree</i>	<i>Totally agree</i>
1. I love studying Arabic	1	2	3	4	5
2. Arabic is an easy language	1	2	3	4	5
3. I love my Arabic teacher	1	2	3	4	5
4. It is fun to study Arabic	1	2	3	4	5
5. Arabic lessons are boring	1	2	3	4	5
6. Arabic sounds are nice	1	2	3	4	5
7. I study Arabic because it will help me get a good job	1	2	3	4	5
8. Arabic studies will help me in my academic studies	1	2	3	4	5
9. It is important to learn Arabic in Israel	1	2	3	4	5
10. There is no need to study Arabic, because it is useless in Israel	1	2	3	4	5
11. If I had an option, I would rather not to study Arabic	1	2	3	4	5
12. Arabic is an annoying language	1	2	3	4	5
13. I like hearing Arabic on the radio or on TV	1	2	3	4	5
14. Knowing Arabic will make me a more educated person	1	2	3	4	5
15. I would like to study Arabic in a higher degree	1	2	3	4	5
16. I enjoy Arabic lessons	1	2	3	4	5
17. Arabic is a difficult language	1	2	3	4	5
18. It is important for me to know Arabic	1	2	3	4	5

APPENDIX D. THE INTERTEXTUALITY TESTS

(attached are eight examples of the questions, four from each test (pre and post), which address the four intertextual skills as follows i) Identifying source (question no 1); ii) Identifying presence (question no 2; iii) Deducing processing (question no 3); iv) Deducing meaning (question no 4).

Reading Comprehension (pre -test): "Developing the Culture of Online Social Networks: Advantages and disadvantages".

This part consists of 26 questions. For Each question, choose the most appropriate answer based on the text. 3.8 points per question.

1) The literary genre of the text "Sinbad" is:

- a) a realistic folk tale
- b) a folk parable
- c) a folk fairy tale
- d) a popular song

2) The goal of putting the proverb/saying "if a beautician can treat the age defects of an old woman" in quotation marks (line 53) is to:

- a) present the colloquial source of the text
- b) present the implied meaning of the new text
- c) draw the reader's attention to the previous text
- d) show the explicit way of employing the previous text

3) It can be concluded that the type of processing (change) made in the phrase "if the beautician can treat the age defects of an old woman" (line 39) compared to the original text is at:

- a) The meaning level
- b) The linguistic level
- c) The syntactic level
- d) The grammatical level

4) The implicit meaning of employing a part of the Qur'anic verse "hide immoralities - what is apparent of them and what is concealed" (line 34) is:

- a) The eagerness of Internet users to post the good and bright moments
- b) The desire of Internet users not to post defects, both apparent or hidden
- c) The interest of Internet users to post both good and bad situations
- d) The eagerness of Internet users to hide defects and not publish them on social media

Reading Comprehension (post-test): "The forgotten cherries"

This part consists of 26 questions. For Each question, choose the most appropriate answer based on the text. 3.8 points per question.

1) It can be concluded that the following expression: " Let us all unite and not be divided" (lines 17-18) links the text to its:

- a) religious origin represented by Qur'anic verse that reads: " And hold firmly to the rope of Allah all together and do not become divided" (Aal-Imrann: 103).
- b) religious origin represented by Qur'anic verse that reads: "And whoever holds firmly to Allah has [indeed] been guided to a straight path"((Aal-Imrann: 101).
- c) literary origin represented by the poetic line : " He who is patient in the face of difficulties, the rope in his hands is not broken".
- d) religious origin represented by Hadith (speech) of the Prophet Muhammad: " And hold firmly to the rope of Allah all together and do not become divided".

2) The purpose of attaching some footnotes to the following expression: " Plant and do not eat, but plant in humiliation so that he will eat" line(53) is:

- a) to reveal the author's knowledge
- b) to clarify the implied meaning of the new text
- c) to show the explicit way of employing previous text
- d) to draw the reader's attention to the expression itself

3) It can be concluded that the type of processing (change) made in the phrase: " Apply the old man's advice, 'It's a wise decision" (line 25) compared to the original text is:

- a) The meaning level
- b) The linguistic level
- c) The syntactic level
- d) The grammatical level

4) The implicit meaning behind using of the following phrase: " Whoever causes injustice to others will receive the same" line (64) is:

- a) warning against the wicked, and showing that they will be rewarded in the same way
- b) warning against injustice and depriving people their rights
- c) warning against harming others and depriving them their rights
- d) encouraging people to help others because it will eventually pay off

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Mood in Language: A Lexico-syntactic Analysis of Nigeria Centre for Disease Control (NCDC) Covid-19 Sensitisation SMS

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Abstract—Using data from widely circulated SMSes from the Nigeria Centre for Disease Control (NCDC), this paper provides a lexical-syntactic analysis of language use by a government agency during the COVID-19 pandemic in Nigeria. The framework used for the analysis is dyadic, encompassing tenets from semantic theory (which deals extensively with lexical choices as well as the determination of the meanings attached to them) and Systemic Functional Grammar. The analysis reveals that a writer's selection of lexical items in a particular text is a reflection of his mood. This plays a significant and important role in the writer's arrangement of the lexical items into peculiar sentence patterns in the text. Mood which is a system at the deep structure of Systemic Functional Grammar determines, to a very large extent, the language a writer employs in a text. Repetition in NCDC COVID-19 sensitisation messages is used to emphasize the importance of such words. It is meant to further convince the general public that only self-efforts or actions can prevent the spread of COVID-19 as majority of the repeated words are action stimulated words (verbs).

Index Terms—mood, language, lexico-syntactic, NCDC sensitisation SMS

I. INTRODUCTION

Language is a multi-dimensional entity. It is not only the product of a culture but also a unifying factor in the integration of individuals within a given society. Abubakre (2011) observes that "Language cannot exist without a society and neither can a society exist without a language" (P.1). That shows language can't exist in a vacuum. Language displays creativity, flexibility and adaptability to changes at the vocabulary, idiomatic and interpretational levels. These attributes differentiate it from other forms of communication.

Language is not mere abstraction of sound or graphic symbols. It is a system of differences and distinctions which characterize human communication. The realizations of these abstractions are codes used to codify human intent in interactional situations. So, language is an activity, a practical consciousness which concretizes the abstractions of human thoughts and expressions in practical contexts which perpetually mould their meaning as communicated. With a view that meanings are born by interaction which are in turn context constrained, the linguistic form of a discourse exists for the speaker only in the context of ideology surrounding the discourse in question.

That is why Tunde-Awe (2014) claims that language is undoubtedly an instrument which gives vivid and clear expression to human thoughts" (p.485). This means much of the information that we gather comes from either spoken or written language. Ahar, Nartondo and Ben (2018) argue that "language is a basic requirement and an indispensable tool in the human society". Copi Capellini (2005) cited by Wangu (2013) highlights five functions of language in the society such as expressive, phatic, informational, aesthetic and directive. The expressive function of language explains the writer or speaker's feelings and attitudes while phatic function is used to keep communication lines open as well as to maintain social relationship by fostering cohesion with social group. The directive function of language aims at directing or influencing the behaviours or attitudes of others.

This above view is also shared by Lehtonen (2000) as he writes;

"Meanings are necessarily contextual. They are bound to inter subjective social relationship. Therefore, the signs of language are also not internally restricted and immutable units, but active elements of speech, whose meaning changes depending on the social intonations, assessments and connotations they condense within themselves in each social situation." (P. 38)

Lehtonen continues that since intonations, assessments and connotations mutate the heterogeneity and different interest in linguistic communities and discourse situations, a sign is not more than a neutral element of a given structure when it is dis-contextualized.

Therefore, if meanings are contents resulting from a communicative activity in a social situation, to study the structure of text independent of its content would ultimately end in undesirable subjectivity.

Instead of the above, necessary attention should be paid to the “connections of use” in which texts are posited and from where they obtain their meanings (Lehtonen, 2000). This will lead to an attempt at foregrounding the fact that language is a social event of interaction implemented in utterances. (Omotunde, 2014, P.14).

There is a symbiotic relationship between languages and mood because language is the outlet for the expression of mood. In other words, it is through language that mood can be observed and gauged. A writer employs language in his day to day interactions and what he writes at a particular time is an indicator of his mood.

Mood in grammar constitutes a system which applies mainly to independent clauses which describes the possible sequences of subject and predicator in a clause. It needs be stressed that the mood system is important to independent clauses because it describes the possible sequences of subject and predictor in a clause (Scot et al, 1976, P.190). Traditionally, mood as a concept in grammar subdivides into three – indicative, imperative and subjunctive.

Mood therefore, expresses writers’ attitude to his message. The writers convey their attitude towards what they write to their readers through a modal apparatus. (See Ajiboye, 2006, P.46, Osisanwo, 2006, P.1 and Ojo, 2006, P.92).

Short Message Service (SMS) is a system for sending short text messages, as from one cell phone to another or from a computer to a cell phone. (Dictionary.com, 14-10-2020). SMS messaging was used for the first time in December 1992 when Neil Papworth, a 22year old test engineer for Sema group in the UK (now Airwide Solutions), used a personal computer to send the text message “Merry Christmas” via the **vodafone network** to the phone of Richard Jarvis, who was at a party in Newbury.

Most early GSM mobile phone handsets did not support the ability to send text messages. The first SMS gateways for cellphone were network notification, usually to inform of voice mail messages.

Nokia was the first handset manufacturer whose total GSM phone line in 1993 supported use of sending SMS text messages. In 1997, it became the first manufacturer to produce a mobile phone with a full keyboard: the NOKIA 9000i communicator.

GSM became very popular because it offers improved speech quality, supports a wide range of services and through a uniform international standard, it enables subscribers to use one telephone number and a mobile unit anywhere in the world (Y’hello 2002) cited in Bankole and Ogunrinde (2017:80). GSM came into use in Nigeria in 2001 precisely; MTN was the first company to arrive in the country. People now have access to telephoning and sending messages on SMS. Most people usually try as much as possible to avoid exceeding a page, made up of one hundred and sixty (160) characters. This dictates the choice and the structures of words in NCDC COVID-19 sensitisation SMS.

The Novel **Coronavirus** originated from the Human seafood market at Wuhan, China where bats, snakes, raccoor dogs, palmcivets, and other animals are sold, and rapidly spread up to 109 countries. The zoonic source of SARS-COV-2 is not confirmed, however, sequence based analysis suggested bats as the key reservoir. Nigeria is one of the countries battling with COVID 19.

Nigeria Centre for Disease Control is Nigeria leading national public health institute. The NCDC is a Nigerian Federal Ministry of Health and is headquartered in Abuja, Nigeria.

The main goal of the agency is to protect public health and safety through the control and prevention of communicable diseases in Nigeria. The agency is also responsible for coordinating surveillance systems to collect, analysis and elucidate data gathered on diseases of importance to the Nigeria community. NCDC has been very active since the outbreak of COVID-19 in the country. Messages are sent to the general public via SMS and other social media platforms.

II. AIM AND OBJECTIVES

The aim of this paper is to examine the various devices used by NCDC to sensitize the public about the outbreak of COVID-19 and the precautionary measures via SMS. The selected messages are predominantly written in English language. It is the objective of the study to identify the devices used by NCDC to sensitize the general public about the dangers of COVID 19 and urge them to take responsibility.

The specific objectives of the paper are to;

- i. investigate the dominant structural and functional type of sentence in the NCDC sensitisation SMS and the reason behind the usage.
- ii. justify the persuasive strategies employed to convince the general public into action by NCDC COVID-19 through sensitisation SMS.
- iii. examine the importance of the linguistic and semantic devices employed in the codification of NCDC COVID 19 sensitisation SMS.
- iv. explain the role of context in the interpretation of NCDC COVID 19 sensitisation (SMS).
- v. identify how mood of the writer, to a large extent influences NCDC COVID-19 messages.

III. AN OVERVIEW OF SYSTEMIC FUNCTIONAL GRAMMAR

Systemic Functional Linguistics (henceforth SFL) was developed by Michael A.K. Halliday in the mid nineteen century. It was further developed by key figures in this field including Ruquiya Hasan, James, R. Martin, Christian, M.I. Matthiessen and David Butt.

Halliday's work is cited as the most important modern development of ideas within the 'London School' or Linguistics whose founding father was J.R. Firth (1890-1960). The exposition of the Halliday models of Systemic Linguistics, according to Butler (1985), spans the periods (a) early 1960's Scale and Category Grammar, (b) from 1964 to about 1971 - 'the semantically oriented Systemic Functional Grammar'. M.A.K. Halliday, the exponent of this grammatical model also owes same allegiance to his former teacher. J.R. Firth, a fact which has made some people to refer to the grammar as Neo-firthian Grammar. (See Halliday, 1966a).

Systemic Grammar in Halliday (1966a) cited in Osisanwo (2004, P.10) emphasizes five points which distinguish it from other grammars:

- a. Systemic grammar postulates four theoretical categories of unit, structure, class and system which are used to account for fundamental grammatical patterns of any human language.
- b. While unit and class apply to both surface and deep planes of grammar, structure operates only in surface grammar, while system operates only in deep grammar.
- c. It is a generative non-transformational grammar that operates at surface and deep planes. At the surface plane, the grammar deals with how any given system is ultimately realized in grammatical structures and their elements. At the deep plane, it accounts for how semantic features are organized into networks, with the entry conditions into any given network explicitly stated.
- d. Classes are defined by their role in structure. For instance, the class 'nominal group' is defined in its role as subject and complement of a clause.
- e. There are differences in delicacy of items of analysis. Some items of elements are more delicate than others.

The importance of the notion of delicacy lies in the fact that it draws attention of primary similarities first before directing attention to secondary differences. (See Osisanwo, 2004).

The study adopts the Halliday and Mathiessen's (2004) Systemic Functional Grammar (SFG) which sees language as "a system of network of meaning potential". Basically, SFL interprets language as being made up of systems, each having a set of features. It demonstrates that language can be used to realize certain goals and basic function of language is to communicate a message that can be understood correctly.

According to Onyemachi and Fakuade (2014), Systemic Functional Linguistics and cohesion are assumed to be suitable for this type of work. Halliday (1990) equally states that SFL is suitable for this type of investigation. They can be used to analyse any passage and relate it to its context in the discourse. SFL analysis involves any analysis of the grammatical choices made in the text and the functions these choices are meant to serve. SFL looks at texts as expressing three metafunctions which are ideational function which deals with how language is used to represent the world. The interpersonal function is concerned with how language reflects the attitude of the writer, while textual function on the other hand deals with how words and sentences are organized to make the text.

Our preoccupation in this study is the interpersonal and textual functions which involve communication between the participants and how they express their attitudes towards one another and the way they relate to other people as they interact. The textual function is concerned with the actual organisation of the text, and the channel one selects in communication. This is our main preoccupation in this research.

IV. METHODOLOGY

NCDC COVID 19 sensitisation SMSes belong to the scripted text. It is the use of language in written discourse. The data collection therefore involved the collection of twenty SMSes sent to MTN subscribers between April and August, 2020. NCDC used MTN network to send twenty-seven SMSes during the period of coverage. Twenty messages have been carefully selected because they deal with COVID 19 protocols while other SMS were just warning against falling victim to fraudsters via NCDC false recruitment and COVID 19 palliatives. Several similarities were found to exist among the 27 SMS to make them qualify for classification as belonging to the same register. Under the grammatical analysis, we shall consider the grammatical structures via sentence types, adverbial group types and tense system bringing out the dominant structures and their usage.

Also, under lexical analysis, we shall consider repetition, vocabulary and compounding, and content words classification. Firth believes that "effective action and good manners require appropriateness of language in situational contexts" (Osisanwo, 2003, P.70).

V. DATA ANALYSIS AND DISCUSSION

A. Mood Types Analysis

Traditionally, mood as a concept in grammar subdivides into three: indicative, imperative and subjunctive. All these types are present in COVID-19 sensitisation SMS of NCDC.

- a. **Indicative Mood** (The indicative mood refers to the statement of fact). Some examples are cited below:

- Self-Medication /can be/ very dangerous.
 $\begin{array}{ccc} S & P & A \end{array}$
- COVID-19/ is/ real.
 $\begin{array}{ccc} S & P & A \end{array}$
- Wearing a mask /helps protests /from the droplets that /carry /the COVID-19 Virus.
 $\begin{array}{ccccccc} S & P & A & P & A & P & A \end{array}$
- Treatment for COVID-19 /should be /under strict medical supervision
 $\begin{array}{ccc} S & P & A \end{array}$

- b. **Imperative Mood** (The imperative mood expresses a command)

Some examples are cited below:

- Take/ Responsibility
 $\begin{array}{cc} P & S \end{array}$
- Do not travel/ out of your state at this time.
 $\begin{array}{cc} P & S \end{array}$
- Wear a face mask, wash your hand with soap and water.
 $\begin{array}{ccccccc} S & P & P & P & C & P & A \end{array}$

- c. **Subjunctive Mood** (The subjunctive mood expresses a condition)

Examples are cited below:

- If you have cough and fever please stay at home and call you state hotline.
 $\begin{array}{ccccccccccccccc} A & S & P & C & C & P & P & A & P & CE & P & CE \end{array}$
- Until scientists find the certified drug for COVID-19, let us all Take Responsibility.
 $\begin{array}{ccccccccccccccc} A & S & P & CE & CE & P & C & C & P & S & P & CE \end{array}$
- A face mask can spread disease if not handled properly.
 $\begin{array}{ccccccc} S & P & C & A & P & CE & P \end{array}$
- As you go about work or business, wear a face mask.
 $\begin{array}{ccccccc} S & P & CE & P & S & P & CE \end{array}$

It should be stressed that emphasis in this paper shall be on the first two types (i.e. indicative and imperative) because our theoretical framework does not emphasise the third (i.e. the subjunctive).

The reason is not far fetched –the subjunctive mood relates only to independent clauses rather than independent clauses, which we are more concerned with here. (see Thompson,1996, P.41).

The above division ordinarily represents mood at the verbal level. Muir (1979) cited in Ojo (2006, P.95) believes that features of mood are related at clause rank; not at verb or sentence rank.

To him:

the mood features are realized at clause rank, not at verb or sentence rank: the mood features are realized in fact, by particular arrangements of (some of) the elements of clause structure; and features of mood are not in a one-to-one relation with contextual clauses of sentence. (P.93)

He recognizes the first choice in the mood system as indicative and imperative. Clauses which contain a subject /s/ element are more indicative e.g.

- COVID-19 /is/ real
 $\begin{array}{cc} S & P \end{array}$
- Self-medication/can be /very dangerous.
 $\begin{array}{ccc} S & CE & P \end{array}$

The clauses which do not contain a subject element are called imperative e.g.

- Wear/ a face mask.
 $\begin{array}{cc} P & CE \end{array}$
- Wash/ your hands.
 $\begin{array}{cc} P & CE \end{array}$

From the functional perspective, the mood component of the clause has two essential constituents which are subject and finite. The component plays a vital role in carrying out the interpersonal function of the clause as exchange in English. The subject is a familiar term in traditional grammar, although it should be remembered that here it is being interpreted in functional elements of the verbal group. Eggins (1994, P.156) citing Halliday, (1985a, P.6) submits that the definition of the subject is that it realizes the thing by reference to which the proposition can be affirmed or denied. It provides the person or thing in whom is vested the successor failure of the proposition what is “held responsible”. (See Ojo, 2006, PP.92-107).

B. Syntactic Analysis

The fact that we have selected a written text gives us the ample opportunity to examine the text thoroughly for its grammatical features. There are various ways by which the grammatical analysis of the text can be carried out but we would prefer to go by the Systemic Linguistic Approach because of its suitability to text analysis.

To the exponents of Systemic Grammar, the description of grammar operates at surface and deep planes. There are also four categories for grammatical description which are UNIT, CLASS, STRUCTURE and SYSTEM (see Wale Osisanwo, 2003) with the category of unit goes the notions of rank and hierarchy. Under unit, we have sentence, clause, group, word and morpheme in a descending order of magnitude. These terms and concepts will be used in the analysis and discussion.

C. Grammatical Structure (Surface Plane)

The question here is what grammatical structures are found in the text to be peculiar to NCDC COVID-19 sensitisation (SMS)? In order to answer this question, we should examine the following features of surface grammar: Sentence types and adverbial group types.

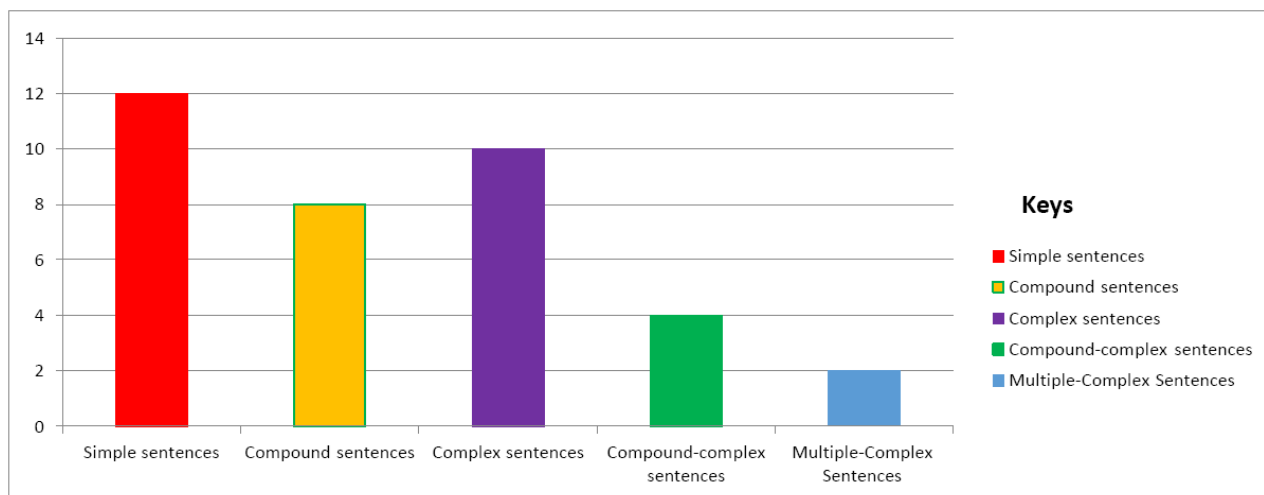
1. SENTENCE TYPES

The following structural sentence types exist in the English language; simple sentence; compound sentence, complex sentence, compound-complex sentence and multiple-complex sentence. They are exemplified and illustrated below:

- a. *Simple Sentences (one independent clause)*
 - ///Treatment for COVID 19 should be under strict medical supervision///
 - ///Do not travel out of your state at this time///
 - ///Please take responsibility for your health and for your loved ones///
- b. *Compound Sentences(Two independent clauses)*
 - ///Self-medication can be very dangerous /&/ may cause death///
 - ///Please take care /&/ protect your loved ones///
 - ///COVID 19 and malaria may have similar symptoms /but/ are caused by different agents///
- c. *Complex Sentences (one independent clause plus one dependent clause)*
 - ///Wearing a mask helps protects us from the droplets **//that carry the COVID-19 virus//**
 - ///Don't wait to be a victim **//before taking action//**
 - ///A face mask can spread disease **//if not handled properly//**
 - **///Until scientists find a certified drug for COVID-19,///** let us all take responsibility by avoiding large gatherings **//to reduce the risk of becoming infected//**
- d. *Compound-Complex Sentences (one independent clause, plus at least two dependent clauses)*
 - **///If you have cough and fever,///** please stay at home **//and//** call your state hotline///
- e. *Multiple-Complex Sentences (More than independent clauses at least one dependent clause).*
 - **///Wash your hands before and after wearing///, Do NOT share and ALWAYS wash before reusing///**
 - **///As you go about work or business,///** wear a face mask, **//** wash your hands with soap & water **//** stay at least 2 metres away from another person///

TABLE 1
BELOW SHOWS THE SUMMARY OF OUR FINDING WITH THE ANALYSIS OF THE TEXT WITH REGARD TO SENTENCE TYPES

Text Selections	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	%
Simple sentences	1	1	1	-	-	-	-	-	-	2	1	-	1	1	1	-	-	2	1	-	12	33
Compound sentences	1	-	1	1	-	-	-	-	1	1	2	-	-	-	-	-	-	-	1	-	8	23
Complex sentences	-	1	-	-	-	1	2	1	1	-	-	-	-	-	1	1	1	-	-	1	10	28
Compound-complex sentences	-	-	-	1	1	1	-	-	-	-	-	1	1	1	-	-	-	-	-	-	4	11
Multiple-Complex Sentences	-	-	-	-	-	-	-	1	-	-	-	1	-	-	-	-	-	-	-	-	2	06
Total	2	2	2	2	1	1	2	2	2	3	3	1	2	2	2	1	1	2	2	1	36	100



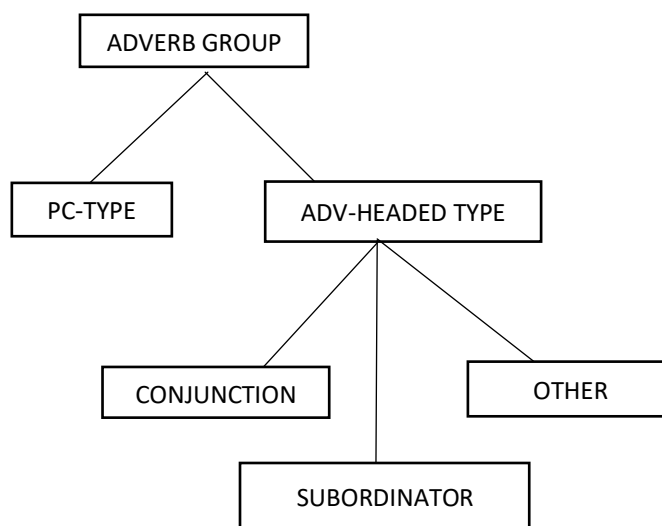
Bar Chart 1: A Bar Chart illustrating Statistics of Structural Sentence Types

Our findings show that a diminishing preponderance of simple sentences followed by compound sentences. As should be unexpected, NCDC COVID-19 sensitisation SMSes give room for long winding sentences which could be complex or compound. This negates the structure of other types of advertisements that use more simple sentences than other types.

Our findings reveal that NCDC COVID-19 sensitisation text messages capture more compound and complex sentences than simple sentences because of the rules of sending SMS by the service providers. The service providers charge SMS per page. Most users of Global System for Mobile Communication (GSM) usually try to avoid exceeding a page, made up of one hundred and sixty (160) characters per chargeable page of a message. NCDC accurately composed a page message to sensitize the general public with the aid of conjunctions. That is why statements such as “Be supportive & stop spread of fake news”, “wash your hands before & after wearing”, “do not share & always wash before reusing”, “please take care & protect your loved ones” etc, are common in the data. This finding agrees with (Dada and Ogunrinde, 2020, P.169) where they claimed that NCDC COVID-19 sensitisation advertisements on social media use simple sentence dominantly to make the messages easier to understand. Social Media messages are not charged per page. Users of social media are free to compose their messages as they like. They can even use pictures voluntarily as identified by (Dada and Ogunrinde, 2020, P.166). SMS can’t be really categorized as one of the social media platforms because it is unique and individualistic in nature.

2. ADVERBIAL GROUP TYPES

In English, there are two main adverbial group types: adverb-headed adverbial group and preposition plus a rank shifted nominal group type. The adverb-headed adverbial group can be conjunction such as “and”, “but”, “or” clause binders/subordinators such as “because”, “if”, “unless”, “although”, “while” and so on. Then, there are others such as fast, quickly, now and so on. We can represent this grouping of adverbials diagrammatically.



Here are typical sentences with some of these adverbials for us to identify and analyse.

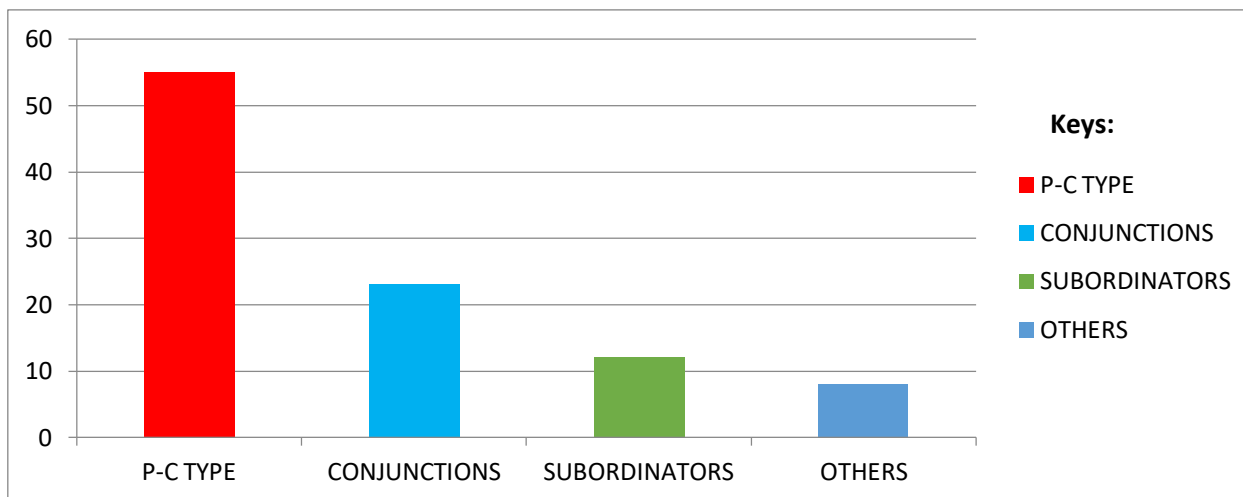
///COVID-19 and malaria may have similar symptoms but are caused by different agents. Stay 2 metres away from the next person and use a mask, wash your hand frequently with soap, take responsibility today. COVID 19 can spread from person to person///.

- 1) but = adv.-headed (conjunction)
- 2) from the next person = P-C type (prepend plus completion)
- 3) and = adv-headed (conjunction)
- 4) frequently = adv-headed (others)
- 5) today = adv-headed (others)
- 6) to person = P-C type (prepend plus completion).

The table below (table 2) shows our findings with regard to the adverbial group types in the text.

TABLE 2
A STATISTICAL CHART REPRESENTING THE FREQUENCY AND PERCENTAGE OF ADVERBIAL GROUP TYPES

Data Section	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	%
P-C TYPE	1	4	3	3	2	4	3	1	4	3	1	3	2	5	4	3	1	3	3	2	55	56
CONJUNCTIONS	1	1	4	2	-	-	-	2	1	1	2	1	1	-	1	2	1	1	1	1	23	24
SUBORDINATORS	-	-	-	1	1	1	1	1	1	-	1	1	1	1	1	1	-	-	-	-	12	12
OTHERS	-	-	-	-	-	-	1	2	-	1	-	-	-	-	1	1	1	1	-	-	8	8
TOTALS	2	5	7	6	3	5	5	6	6	5	4	5	4	6	7	7	3	5	4	3	98	100



Bar Chart 2: A Bar Chart illustrating the Statistics of Adverbial Group Types

From the findings, one can see the preponderance of the P-C type adjunct followed by conjunctions. In the first place, the frequent description of the COVID-19 pandemic and necessary actions, to be taken individually followed by the struggle across the whole world which necessitated the constant use of such adjuncts. Hence, we have such adjuncts as:

- by cleaning all surfaces frequently
- from person to person
- to protect yourself and others.
- for 14 days,
- from the droplets
- to reduce the risk
- to protect the rest
- by health authorities.

If we recall our findings under sentence types where compound sentences and compound complex sentences equally followed simple sentences with (56%) all together, we should not be surprised at the large number of conjunctions 24% found in the text. It is an evidence of anticipation and daily continuity of action. Hence, NCDC goes on joining the short simple sentences together through the use of “and” “&” “but” “while”, “or”. While there are other adverbs describing the various actions to take such as frequently, daily, properly, quickly, easily, and so on. Subordinators are hardly used. The few available ones were used to form simple complex sentences just to economize the space.

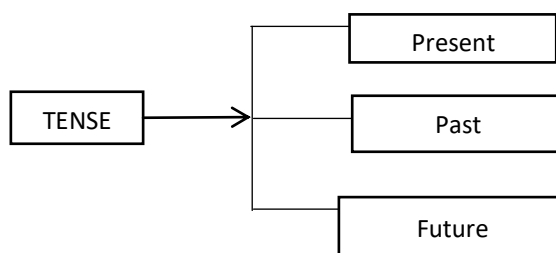
D. Grammatical Systems (Deep Plane)

There are many systems at the clause and group levels of English. Only one of them has been selected for use in this analysis.

TENSE SYSTEM

The tense system in English operates within the verbal group. Just as we have simple tense system as in /COVID-19 is real/, /treatment for COVID-19 should be under strict medical supervision/, so also do we have complex system such as /If you have cough and fever please stay at home and call your state hotline/.

There is no doubt that simple tenses are more than complex tense systems in NCDC COVID-19 sensitisation (SMS). Our choice has therefore been restricted to the next work thus;



Here are typical examples of tense for simple analysis:

- Wash your hands before and after wearing
- Find state number at <https://covid-19.ncdc.gov.ng/contact/>
- Do not travel out of your state at this time
- Please take responsibility for your health and your loved ones

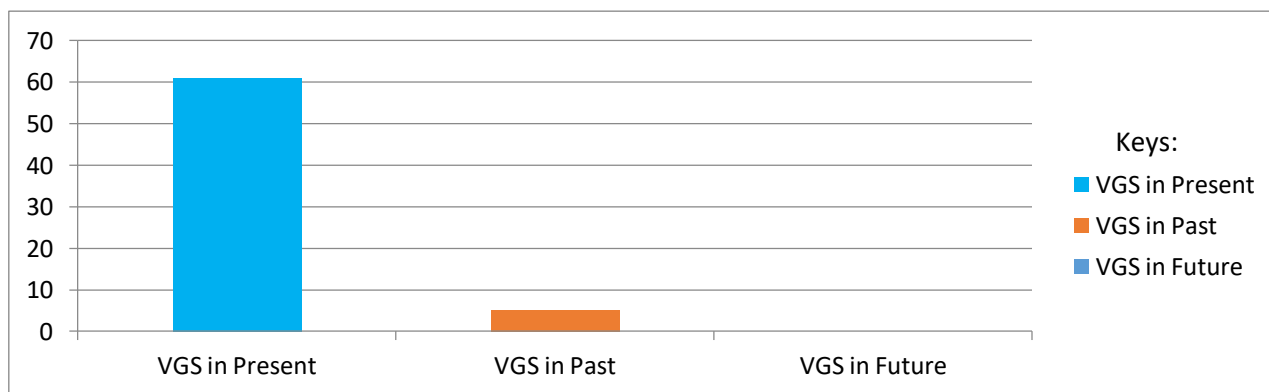
- COVID-19 and malaria are caused by different agents
- PCR test effectively detects COVID-19 in patients.

I. Wash = Present
 II. Find = Present
 III. Do not travel = Present
 IV. Take = Present
 V. Are caused = Past
 VI. Detects = Present

The summary of our findings under tense selection is shown in table 3 below:

TABLE 3
 A STATISTICAL CHART REPRESENTING THE FREQUENCY AND PERCENTAGE OF TENSE SYSTEM

Text	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	%
VGS in Present	2	3	3	3	2	2	3	4	4	4	5	4	4	4	3	2	2	2	3	2	61	92
VGS in Past	1	-	-	1	1	-	1	1	-	-	-	-	-	-	-	-	-	-	-	-	5	8
VGS in Future	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0	0
Total	3	3	3	4	3	2	3	5	4	4	5	4	4	4	3	2	2	2	3	2	66	100



Bar Chart 3: A Bar Chart illustrating the Statistics of Tense System

The findings show that verbal groups which selected the present tense amounted to 61 out of 66, that is 92%, while 6 verbal groupings that is 8% selected the past tense. This is interesting, because one would have expected to find more verbal groups in the future which eventually does not feature at all. The reason behind this finding is that COVID-19 pandemic prevention has to do with daily life activities. This is the reason why words like “today”, “always”, “immediately”, etc are used. Furthermore, the anticipatory nature of the pandemic being reported daily demands the use of an “anticipatory tense” which the present tense is. The action being reported and the action to be taken somehow continuing and is capable of changing from time to time. But the use of the present tense makes it easier to describe or report an action. It also brings a sense of immediacy to the events being reported.

Present tense form of the verb is not unconnected with liveliness and currentness of the disease.

E. Lexical Analysis

There are several ways by which one can carry out the lexical analysis of a text of this nature. The lexical density can be calculated. According to Ure (1971), lexical density is the proportional occurrence of lexical items to the total number of words used in a given text. This is one of the linguistically accepted ways by which registers can be differentiated. It is also possible to calculate the rate of collocation of the lexical items in a given text. Using either of these methods would lead us to the expected and obvious result of the overwhelming tilt towards the field of discourse. We shall limit our analysis to only content words.

1. THE WORD

Dada (2000, P.6) observes that the definition of a word remains one of the most controversial issues in the study of language. This is because the spoken word is different from the written word, and these two are different from grammatical words. Taking these three modes into cognizance, Hockett (1922) cited in Dada (2018, P.6) defines the word as “any segment of a sentence bounded by successive point at which pausing is possible”. It is composed of one or more morphemes.

Two classes of words namely content words and grammatical words are presented here.

2. THE CONTENT WORDS

Examples of content words are:

a) Nouns

Responsibility, mask, coronavirus, droplets, COVID-19, death, health, symptoms, victim, risk, hotline, metres, drug, disease, agents, gathering, spread.

b) Verbs

May cause, should be, are, becoming, take, take care, protect, stay, call, can, detects, wash, have, reduce, stop, do, etc.

c) Adjectives

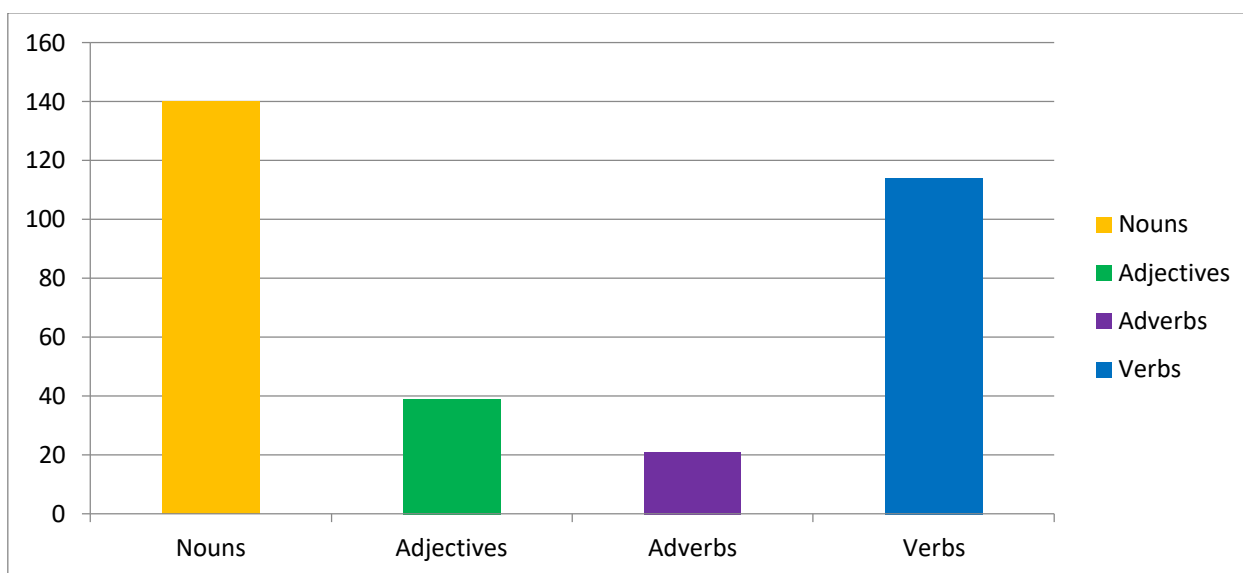
Medical, certified drug, loved ones, very dangerous, strict, chronic, health, different, large, supportive, quickly, who, confirmed coronavirus case,

d) Adverbs

Before, after, always, today, properly, effectively, frequently, easily, immediately, under running water, etc.

TABLE 4
A STATISTICAL CHART REPRESENTING THE FREQUENCY AND PERCENTAGE OF CONTENT WORD TYPES

Text	1	2	3	4	5	6	7	8	9	1	1	1	1	1	1	1	1	1	1	20	Total	%
Nouns	5	8	7	8	6	6	6	4	5	8	7	0	6	5	6	7	8	9	9	10	140	44
Adjectives	3	1	3	2	1	3	2	2	4	4	3	1	-	2	1	1	3	2	1	2	39	12
Adverbs	1	1	1	1	-	1	1	2	-	1	1	1	2	2	1	2	1	1	-	1	21	08
Verbs	6	5	5	8	8	5	8	10	6	6	7	5	5	7	5	6	3	4	3	4	114	36
Total																					314	100



Bar Chart 4: A Bar Chart illustrating the statistics of Content Word Types

The findings show that Nouns which capture 44% are the ‘commonest’ words in our text. This is vivid as the symptoms and steps to take must be mentioned clearly to stop the spread of COVID-19. This is why we have statements such as;

“Take responsibility” “Prevent coronavirus by cleaning all surfaces frequently”, “High contact surfaces include door handles, stair rails and tables.”

“returning travelers to Nigeria who experience coronavirus symptoms: fever, cough & difficulty breathing should please call NCDC immediately at 080097000010 & take responsibility.”

The use of noun in NCDC COVID-19 sensitisation messages is for naming and specificity.

We also discovered that verbs which take 36% of the content words in the text are used for defining actions, explicitness and clarity.

Adjectives and adverbs are occasionally used. Adjectives are used to qualify the nouns such as “fake news”, “certified drug”, “confirmed Corona virus”, etc. Adverbs are also used to describe the state of the action, for examples “frequently, always, properly, easily, immediately, etc”.

This research negates (Fashina, 1996, P.240) who affirms that “Adverbs and Adjectives are the key words of lexical choices used in advertisements”. He went further to describe them as “TRIGGER WORDS”. Our finding has revealed that Nouns and Verbs dominate other content words in health advertisements.

This happens because clarity of the message is very essential. The general publics have a lot of actions to take to prevent the spread of the disease. That is why the trade mark is tagged “Take Responsibility.” The outbreak of

COVID-19 does not need any further qualification or description because it was vivid to everyone the damaging effects. Actions are just needed to prevent the spread.

F. Repetition

Repetition is used to emphasize the importance of such words in the advertisements.

Examples:

- "Take responsibility" appears 13 times.
- "COVID-19 appears 15 times.
- "CORONA VIRUS" appears 6 times.
- "please" is repeated 7 times.
- "wash" is repeated 6 times.

Other words that are repeated frequently are treatment, disease, symptoms, fever, coughs, wash, spread, prevent, protect, avoid, person to person, stay, loved ones, etc. Majority of these repeated words are nouns and verbs. This justifies that the above finding that nouns and verbs are the dominantly used words in health advertisements.

Repetition in NCDC COVID-19 sensitisation messages is used to emphasize the importance of such words. It is meant to further convince the general public that only self-effort or action can prevent the spread of COVID-19 as majority of the repeated words are action stimulated words (verbs).

VI. DISCUSSION AND CONCLUSION

From the analysis, there is no doubt that a variety of language distinguished according to use, has been identified based on a subtle combination of linguistic levels and categories of variety differentiation. This variety of language that is NCDC COVID-19 sensitisation text messages had been distinguished at the level of syntax through sentence types and tense system. We have discovered that these text messages have a preponderance of simple sentences followed by compound and complex sentences. The high frequency of compound and complex sentences is further confirmed by the relatively high incidence of conjunctions which were used to communicate meaningfully in short words in order to economise space and reduce cost. Just as grammatical analysis was done at surface level, deep grammar was not left out. The tense system with dominant use of the present tense was also discovered.

At the lexical level, nominal and verbal group elements which are closely connected with COVID-19 sensitisation messages, have also been identified to show the tilt of the lexical density of the language variety. The frequent use of repetitive words was also discovered by further persuading the general public for self-actions.

The greatest benefit of the study is the pedagogical values of the analysis in classroom situations. In a situation where English is learnt as a second language, the various features identified could be used in real classroom teaching. They can be used as real life materials for presenting situational use of language. On the final note, there seems to be no end to what a resourceful teacher of language can make of the findings from this type of lexical-syntactic analysis.

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The Washback of the Ethiopian National English Examination (ENEE) for Grade 10 on Students' Practice: Debre Markos Secondary Schools on Focus

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Abstract—This study was intended to examine the washback of the General Secondary School English Exam on students' practice. The study was conducted at three secondary schools in Debre Markos Town. 270 Grades 9 and 10 students were included. Questionnaire, focus group discussion (FGD), exam paper analysis and classroom observation were employed. The questionnaire data were analysed with mean per cent and multiple regression analysis. Whereas, the FGD data and observation data collected with field notes were analysed qualitatively. The content of two years national exam was analysed with percentage. The result revealed students were found practising mainly grammar and technical aspects of writing and speaking disregarding using their textbook in their practice. The factors mediated were students' ambition for success in the exam, awareness of the exam and teachers' exam-oriented teaching. Therefore, the washback of the exam negatively affected the successful implementation of the communicative syllabi.

Index Terms—washback, domains of learning, mediating factors of washback, form-related practice, exam-fashioned practice

I. INTRODUCTION

In the teaching and learning process, tests (interchangeably used with 'exam') constitute a larger position. As Stiggins (1991) mentions almost half of the teachers' time is dedicated to assessing the students' progress and achievement of learning of a certain course and to determine the potentials of the learners to attend forthcoming academic programmes. Tests are administered regularly to attain such objectives in the educational system. Cheng and Curtis (2004) further state the paramount importance of tests and their long-standing roles in the education systems.

Though the data obtained from the test results have different intended functions in the education system, tests also produce unintended effects on the teaching-learning practice. Especially, tests whose score determines the prospects of students and the success of teachers in their teaching yield strong effect back to the different actors in the education system. This effect of tests as applied linguists agree is referred to as washback (Alderson and Wall, 1993).

Researchers like Alderson and Wall (1993) and others try to limit the influence of washback at the classroom level. However, writers such as Shohamy, Donista-Schmidt and Ferman (1996) extend the influence of washback of tests to different stakeholders outside the classroom in the education system.

As students are central in the teaching and learning practice, their practice is highly affected by the washback of tests. While mentioning the position of learners in the washback phenomenon, Hamp-Lyons (2000) notes, "Of all stakeholders in testing events, test takers surely have the highest stakes of all" (p.591). This implies that more than any other stakeholder, the influence of washback of tests is more pronounced on students practice. Tayeb, Ismail, Sallehudin, and Baksh (2014) similarly state that "In sum, learners are the final target around which all the factors are moving, reciprocally and centrifugally. In other words, the effects of washback on them interact with other educational factors" (p.87). This still emphasizes that students are the major stakeholders strongly influenced by the washback of the exam. The hypotheses developed by Alderson and Wall (1993) and the different models designed by researchers like Bailey (1996) based on Hughe's (1989) model indicate learners are the main actors affected by the washback phenomenon. From the 15 hypotheses of Alderson and Wall (1993), for instance, 10 of them (hypothesis 2, 5, 6, 8, 10, 11, 12, 13, 14 and 15) show that washback of tests either directly or indirectly affect learners practice. Hence, it is worth researching the washback of the tests on learners' practice as the area is less investigated (Yi-Ching, 2009; Shih, 2007).

A. Washback Affecting Domains of Learning

The domains of learning influenced by the washback of tests mainly are time management, the content of learning and material choice (Shih, 2007). When the tests that students taking are external and high stake ones, students tend to devote more time to exam related activities. Substantiating this, for instance, Ingulsrud's (1994) study on of Japanese University entrance exam points out that students' study time in the evening, weekend, and vacations was dedicated to exam preparation to score better in the exams. Buck (1988) also adds that from the total time students' budget for

learning, the majority of their time was dedicated to exam-related practices. This is due to the learners' and other stakeholders' such as parents' aspiration for students to join better educational programmes.

The other area of learning affected by the washback of the exam is the content of learning. As most researchers point out, students focus on exam-related contents of the language in their learning. Alderson and Wall (1993) in their hypotheses indicate how washback of tests affects the content of learning. Learners give priority to the language areas that are emphasized in the tests. Madaus (1988) vividly shows how content is affected by the washback of tests as, "It is testing, not the 'official' [sic] stated curriculum that is increasingly determining... what is learned, and how it is learned" (p.83). This indicates the power of tests in narrowing the curriculum if tests are not well managed. This was accentuated in the memorials quote of Spolsky (2005) stated, "Tests should be labelled just like dangerous drugs. Use with care" (p.V). This further strengthens the idea that tests affect students learning.

The other area of learning affected by the washback of tests is learning material choice. Instead of relying on the prescribed textbooks that are developed based on designed curricula, learners may prefer to use exam-related materials. This is because publishers tend to produce materials aligned with newly launched tests. In this regard, Shih (2007) and Spratt (2005) contend that teachers and students tend to use commercially produced exam-fashioned materials and previous years exam papers. Learners as Lam (1994) argues, become 'exam-slaves' as they heavily rely on using such materials. This limits students' learning capacity to the narrower aspects of a given curriculum.

B. Mediating Factors of Washback to Learning

Tests on their own do not yield a washback on the teaching and learning process. Rather, there may be different mediating factors for the tests to produce washback on the activities of the stakeholders involved in the system. The common factors that mediate washback on students' learning as researchers identify are the perceived importance of the tests, students' awareness of the content and format of tests, an imposition from teachers and other stakeholders (Shih, 2007; Wall, 1997 and Buck, 1988).

Students' perception of the importance of the exam in their life may contribute to the occurrence of washback. Most studies indicate that high stake tests produce washback more than low stake tests. This is because the high value is given to the scores students obtain from high stakes tests as important decisions are made up on students' prospect such as placement, admission, and graduation (Al-Jamal & Ghadi, 2008; Green, 2007; Shih, 2007; Stoneman, 2006).

External pressure like teachers' teaching to the test, parents and other stakeholders aspirations for students' score gain could also mediate washback to happen on students' learning (Cheng, 2005). Due to the prestige given to high score of students, these parties influence learners to make their practice to be exam-oriented. For instance, parents usually send their children to tutorial and cram sessions for exam preparation. Thus such impositions from such parties contribute to the occurrence of the washback phenomenon on students learning Ferman (2004).

Another mediating factor for the washback to happen on learning is students' awareness about the content and form of the tests. Students who have exposure to previous tests, gear their learning to the contents and forms of such tests Buck (1988). Bailey (1996) further states that students prefer to practise test-taking strategies and attend test preparation sessions even disregarding scheduled classes for the designed courses because of the great desire they have to succeed in the exams. Hence, the awareness students have about the contents and forms of exams contribute to the washback to take place in the students' practice.

C. Perspectives of Washback

Washback by its nature is not a single educational phenomenon. It constitutes complex dimensions to be described. As different researchers try to depict it, washback holds various dimensions. While describing the complex nature of washback, Cheng, Watanabe & Curtis (2004) note that washback in its very nature constitute a highly complex feature. To better understand washback, researchers tried to view the phenomenon from different dimensions concerning its effect on students' learning.

Washback can be described as negative or positive washback in terms of the direction of its effect on students practice. When tests deviate from the designed syllabus in content and form, students practice becomes narrowed to the specific aspects of the language. In this case, the washback becomes negative or harmful. This kind of washback of tests hampers the implementation of the syllabus. Whereas, when the washback of tests promotes learning the desired learning outcome, it is referred to as positive washback. This happens when the syllabi objectives and test objectives are aligned in the same direction (Cheng and Curtis, 2004).

In terms of its intensity on learners practice, washback could be described as either weak or strong (Cheng, 1997). In this dimension, when the washback of the exam prevails in every domain of learning, the washback is strong. That is to say, strong washback happens when the intensity of the effect of the exam dominates every activity of the students to be exam-oriented. Whereas, when the intensity of the effect of the exam is mild, its effect is reflected in some domains of learning. Such a form of washback is referred to as weak washback (Manjarres, 2005; Cheng, 1997).

Washback can also be described as either overt or covert upon its revelation on the practice of the learners. As Prodromou (1995) and Bailey (1996) try to note, when the students practise the language for the exam through exercising previous years test items, practising exam fashioned exercises from commercially produced materials, attend exam preparing or tutorial classes, the washback is an overtone. In this form of washback, exam form preparation is

manifested explicitly. However, cover washback happens when the learners practice the language for the exam in an implied manner.

II. THE PROBLEM AND ITS CONTEXT

The English language has been taught in Ethiopian schools starting from early grade to university level. It is also used as a medium of instruction starting from secondary school. Moreover, it is an official language in some governmental institutions and almost all non-government organizations.

In the educational system, the approach of language teaching has been aligned with the global trends of language teaching methodology. For instance, since the 1990s, Communicative Language Teaching (CLT) has been adopted and implemented in the teaching of the language. In this regard Tylor (1998) witnesses that the English language syllabi are designed with the orientation of CLT. The principles of CLT are reflected in the teacher training, material preparation and classroom instructions.

The implementation of CLT in the teaching and learning practice of the language is to develop students' communicative ability as the syllabi of Grades 9 and 10 clearly pointed out. In supporting this idea, the introduction of the Grade 9 English syllabus as Bailey states,

Grade 9 English for Ethiopia focuses on the development of listening, speaking, reading and writing skills for communication in a wide variety of contexts informal to formal. It also focuses on understanding and application of English grammar rules as well as the development of English vocabulary (2002: Viii).

In a very similar manner, the introduction for the Grade 10 English syllabus as Bailey still states,

Grade 10 English for Ethiopia focuses on the development of listening, speaking, reading and writing skills for communication in a wide variety of contexts informal to formal. It also focuses on understanding and application of English grammar rules as well as the development of English vocabulary (2002: Vii).

These syllabi are intended to develop the students' communicative skills by proportionally treating the macro and micro-skills. The skills are integratively treated in all the units of the textbook. For the teaching of the language, much attention is given like allotting more than five contact hours per week for the teaching which exceeds other subjects.

However, as different local studies revealed, there is great dissatisfaction with the student's language proficiency. Very recently, the country's educational Road Map (2018-30) is under implementation after carrying out a national survey conducted by senior experts in the field; namely, Tirussew, Amare, Jeilu, Tassew, Aklilu and Berhannu, (2018). In their study, they found out that students' poor language proficiency both in the primary and secondary schools was one of the serious challenges the country encountered in the educational system.

It is felt that along with efforts being made in the teaching of the language communicatively to develop students' proficiency, there seems less attention given for assessment practice. The washback of the nationally administered tests tend to affect the implementation of the communicatively designed English language syllabi. That is the washback of the tests in affecting the syllabi appears overlooked and like the global trend. That is to say, the washback of tests on learning in the Ethiopian context is under-researched.

Therefore, this study tries to explore the washback of the General Secondary School English Exam (GSSEE), which is offered nationally at the end of Grade 10 education, on students' practice. To meet this objective, the study raised the following questions.

- How does the washback of the GSSEE affect students' learning?
- Which domains of learning are affected by the washback of the exam?
- What factors mediate the washback of the exam to students' practice?
- What kind of washback the exam yields on students practice?

III. RESEARCH METHODOLOGY

The study employed a descriptive research design with a mixed-method approach of data collection and analysis.

A. The Study Site and Participants of the Study

The study was conducted at Debre Markos Town, in Amhara Regional State, Ethiopia. There are three government secondary schools in the town, namely, Menkoror, Tekle Haimanot, and JICA. From these schools, Tekle Haimanot Secondary School was selected randomly. Participants of the study were taken from Grades 9 and 10 students. From the total 920 students in Grades 9 and 10, with simple random sampling technique, nearly 30 per cent of them were included. That is 270 (140 from Grade 9 and 130 from Grade 10) students were selected for the survey. For Focus Group Discussion (FGD), 10 students (in two groups) were selected out of the 270 students.

B. Data Collection Instruments

To examine the complex nature of washback, three data collection instruments, namely, document analysis, questionnaire, Focus Group (FGD) and classroom observation were used.

Document analysis was made to exam the relationship between the contents of the textbook and the national exam. In this regard, two years (2017 and 2018) national English exam contents and Grades 9 and 10 English syllabi were analysed and compared.

Classroom observation was used to examine students' reactions to the different language areas practice while attending lessons and to assess the materials students hold in the classroom. For the classroom observation field notes were used.

Survey Questionnaire was used to assess students' perceived effect of the exam on their practice and to identify the factors that mediated the washback of the exam on their practice. The questionnaire items were adapted from Chen (2002) which was originally prepared for teachers' questionnaire. The questionnaire mainly included items related to domains of learning that are influenced by the washback of the exam. The second part of the questionnaire included items that elicit data about identifying mediating factors for washback occurrence on students' practice.

The FGD like that of the questionnaire was used to examine the students' perception about the washback of the exam on their practice and the mediating the washback to appear on their practice. The items were intended to assess the types of language areas students give attention to in their learning, the types of materials they prefer to use in their learning and to identify the factors that bring about washback to occur in their practice. The FGD items were translated to the local language, Amharic, for students easy understanding.

C. Data Collection Procedures and Analysis Techniques

The first classroom observation was conducted for two weeks in two sections (Grades 9 and 10). Each section was observed four days a week. 32 observations were made. Next, the questionnaire was administered followed by FGD. Finally, the documents were collected and analysed.

The collected data were analysed in different ways. The observation data and some part of the questionnaire data were analysed with mean per cent to determine the domains of learning affected by the washback of the exam. The remaining questionnaire data were analysed through multiple regression to determine the mediating factors for the washback to occur. The field notes and FGD data were sorted thematically and analysed qualitatively. The contents national exam was analysed in percentage and compared with the syllabi.

IV. DATA ANALYSIS

A. Document Analysis

The contents of the textbook are mainly focusing on treating the macro-skills (reading, listening, speaking and writing) and micro-skills (vocabulary and grammar). As Tylor (1998) confirms, the syllabi of English in these grade levels are designed with the orientation of communicative language teaching. Two years contents of the national exam were analysed as put in the following table.

TABLE I.
SUMMARY OF CONTENT ANALYSIS OF THE NATIONAL EXAM

No.	Language area	No of items	Per cent	Type of item Format	Remark
1	Reading	43	26.87	Multiple choice	
2	Listening	0	0	Multiple choice	
3	Speaking	11	6.87	Multiple choice	Dialogue completion
4	Writing	17	10.63	Multiple choice	Mechanics and word arrangement at the sentence level, word completion
5	Vocabulary	29	18.13	Multiple choice	
6	Grammar	60	37.50	Multiple choice	
	Total	160	100	Multiple choice	

As the analysis of the two years national exam content summary indicated, more attention was given to the micro-skills except for the reading skills. Top priority was given to grammar as the mean analysis shows that it covered 37.5 per cent of the total language areas. Reading comprehension constituted 26.87 per cent in the exam. It was followed by vocabulary which covered 18.13 per cent of the total number of items. However, the macro- skills received less or no attention. Even, the few items included from speaking and writing skills were not in their proper communicative form. Moreover, the format of the items was in a multiple-choice form which has less contribution for communicative skill development.

When we compare the content of the textbooks and the national exam, there is a total mismatch between them in content and form. Textbooks were developed communicatively focusing mainly on the macro-skills whereas, the exam mainly focused on the micro-skills with multiple-choice test item format. Therefore, the exam appeared to deviate from the textbook in content and form.

B. Questionnaire

The questionnaire items were analysed under two themes as follows. This part of the questionnaire was analyzed with mean to determine the domains of learning that were more affected by the washback of the exam as put in the following table.

TABLE II
MEAN RESULT OF STUDENTS' AGREEMENT ABOUT THE INFLUENCE OF THE EXAM ON THEIR PRACTICE

Variable	Mean	Standard Deviation
Time budgeting	4.13	.042
Content	4.46	0.72
Material choice	4.11	0.67

As the above Table 2 revealed, all the domains of learning were found affected by the washback of the exam as the mean result indicates to be above the average (2.5) on the five levels Likert Scale which ranges from 1(Never) to 5(very often). The mean results are more than 4(often) on the scale. Among the domains of learning, the content of learning was found highly affected by the washback of the exam as the mean result was 4.46. Next to the content of learning, students' material choice was found influenced by the washback of the exam as the mean result was found to be 4.11. In not much different level of influence, the learners time budgeting was found affected by the washback of the exam. Therefore, the washback of the exam influenced all domains of learning that they frequently geared their

The different predictors for the washback to happen on students' practice are determined with the regression analysis as follows.

TABLE III
REGRESSION COEFFICIENTS OF MEDIATING FACTORS

No	Factor	Beta Weight	Sig.
1	Grade level of students	.036	.234
2	Parents' educational background	.017	.321
3	Perceived teachers' teaching attitudes	.130	.003
4	Perceived external pressure in learning	.082	.001
5	Perceived ambition for success	.376	.000
6	Perceived importance of the exam	.102	.000
7	Perceived awareness of the exam	.360	.000

* $P < 0.005$

The multiple regression analysis as illustrated above identified the different predictors of washback of the exam to occur on students practice. The major factors that significantly contributed to the washback of the exam to occur on students' practice were students' ambition to succeed in the exam and their awareness about the exam content and form. To be specific, 37.6 per cent of the share of the washback of the exam to influence students' practice was due to students' ambition to be successful in the exam as the level of significance for the variability of the students practice to be exam-oriented was found to be $P < 0.005$. More equivalently, students' awareness of the exam accounted for 36 per cent of the students' practice to be exam-oriented as the level of significance of the variability was found to be $P < 0.005$. However, the grade level of students and parents' educational background did not contribute significantly for the washback to happen on students practice to be exam-oriented.

C. Focus Group Discussion

The discussion made with two groups of students was analysed into two parts. First, the domains of learning influenced by the washback of the exam were examined. Second, the mediating factors for the occurrence of the washback were identified.

Concerning the students' focus area of learning the language, almost all of the participants responded that they were focusing on some aspects of the language in their practice. They identified form-related language areas in which they were practising. They were grammar, vocabulary, dialogue completion and mechanics. *(All the responses of the participants quoted below were translated from the Amharic Language)*

For instance, S₁ from Grade 9 states that,

I give more attention, especially to grammar and vocabulary. Because these part are included in the national examination. But other skills for instance listening and speaking are not included in the exam. So, I am studying these skills more than others.

In a very similar manner, S₃ from Grade 10 reported in a way,

If you look at the national exam, it includes grammar, vocabulary, completing dialogue, and sometimes word order. I want to be successful in the exam and I am giving more emphasis to these skills. Even we are practising these language areas in tutorial classes and the summer season [vacation].

What is identified from these responses is that students were targeting their practice for the exam preparation as both of the respondents revealed they focused mainly on grammar, vocabulary and form-related aspects of speaking and writing. They openly claimed that these aspects of language appeared in the exam. This implies that the communicative syllabus was narrowed to specific and form related language areas as the respondents denied the macro skills in their practice for not appearing in the exam.

The respondents further indicated their inclination of using commercially produced books instead of relying on using the prescribed textbooks for the grade levels. They complain that their textbooks were not helping them prepare for the

exam. Some of the respondents even reported that they did not bring the textbooks to the classroom. They unanimously admitted that they used to study customized and exam-fashioned materials and even previous years exam papers.

Regarding the different factors that contributed to the washback to influence students to practice to be exam-oriented, from the discussions, the student's grade level and parents' educational backgrounds were not found determinant factors.

However, students' awareness about the exam, their ambition to be successful in the exam and teachers' focus area of teaching were found contributing to the washback of the exam to influence students' practice. Students had awareness about the focus area of the exam and what the format looked like. For instance, S₃ from Grade 9 notes,

I know that the exam includes reading comprehension, grammar, vocabulary and dialogue. All the items are in multiple-choice forms. So, I always study, grammar and dialogue completion exercise. I don't study reading activities.

Similarly, S₅ from Grade 10 reports,

We know the national exam contains more about grammar, vocabulary, mechanics, and dialogue. We like to learn more about these areas [of language] and we study them. Even though there is reading we don't study it.

As these responses of the students indicated, students had awareness of what the exam contains. Because of this, they were practising grammar, vocabulary, mechanics, and dialogue completion. Therefore, the student's awareness about the exam was found strong mediating factor for the washback to occur on students' practice.

The other contributing factor as the respondents put was their ambition to be successful in the exam. They had the ambition to gain a good score in the exam as the exam determines their prospect. All of the respondents generally agreed that they had great ambition to pass the exam and they used to make their practice exam-oriented. Hence, students' ambition to be successful in the exam contributed to the washback of the exam to influence students practice.

Moreover, respondents reported that teachers' focus area of teaching also made their practice to the limited areas of the language. They noted that they adjusted their practice to the language aspects their teachers emphasized to. To mention one instance, S₇ from Grade 10 reported,

Our teacher usually gives more emphasis on vocabulary, grammar, dialogue and mechanics in his teaching. He sometimes tells us where the national exam focuses. He does not give attention to teach speaking, writing and listening activities.

This response clearly illustrated that teachers imposed students to gear their focus of learning to exam related language skills. So, teachers' focus on teaching contributed to the washback of the exam to influence students practice.

Generally, the major mediating factors for the washback of the exam to influence students practice were found to be students' awareness of the exam, their ambition to be successful in the exam and teachers' practice of teaching to the exam.

D. Fieldnotes

The observed aspects of the classroom were students' reaction to the different classroom activities and materials available in the classroom.

There were two scenarios in the students' participation in the classroom. In the practice of reading comprehension and some writing activities, most of the students were found passive and even seemed independent observers. Teachers were seen complaining to students who were coming without doing homework in such types of activities. As a result, teachers used to move quickly to other activities. Listening activities were ignored in the classroom practices of teachers. As opposed to this, during the practices of vocabulary, grammar and technical aspects of speaking and writing, an unusual form of participation was observed. Especially, during grammar lessons, students were found fully participating. Even, they were seen asking questions. Thus, students' reacted differently to the practice of the language skills. That is, they were seen interested and participating better during the practice of form-related aspects of language.

Concerning materials available in the classroom, the researcher tried to observe what types of materials were available on students' desks. On some desks, there were no textbooks and during the classroom practices, teachers were even seen complaining about the students' negligence of not bring textbooks to the classroom. As opposed to this, especially in Grade 10, there were commercially produced exam-fashioned books and even previous years exam papers.

V. DISCUSSION OF RESULTS

The findings of the different data analysis were triangulated and discussed in a way to answer the research questions posed.

First, it was inquired to know how the washback of the GSSEE influenced students' practice. The findings obtained from the questionnaire, FGD and observation data analyses indicated that the washback of the exam influenced students to practice to deviate from attaining the objectives of the syllabi to develop students' communicative skills. As the findings from these data analyses indicated students were found gearing their practice to exam related language areas. This was because, the contents and forms of the national exam, as it is revealed on document analysis, mismatched with the syllabi of the English language teaching. That is, it was limited to the form-related language elements. Therefore, the washback of the exam influenced students to practice to be geared to the contents of the exam. This finding agrees with what Alderson and Wall (1993) have hypothesized that test influence what and how learners learn.

The second objective was intended to discover the domains of learning that are affected by the washback of the exam. To this end, the findings from the questionnaire, FGD and field note data analyses indicated that the different domains of learning were found affected to be exam-oriented. Students' focus of learning was tended entirely match with the contents of the exam (vocabulary, grammar and technical aspects of speaking and writing); their practice time was dedicated to learning these language areas and instead of using the communicatively prepared textbooks, their material choice was shifted to using exam-fashioned and customized materials and previous years exam paper. This implies that all the domains of learning were found influenced by the washback of the exam. This finding agrees with what Shih (2007) and Spratt (2005) found out. Learners were found 'exam- slaves' as Lane (1994) describes the phenomenon.

The factors that mediated for the washback to happen on students practice were identified thirdly. The findings from the questionnaire and FGD data analyses revealed that the major factors that mediated washback of the exam on students' learning were the students' ambition to be successful in the exam and their awareness about the content and form of the exam. Teachers' tendencies of teaching to the exam-related language areas also contributed to the washback of the exam to influence students practice. The finding goes in line with what Shih (2007), Cheng (2005), Wall (1997) and Buck (1988) have mentioned.

Finally, the dimensions of washback that the exam yielded on students practice were determined. The findings from the different data analyses revealed that the exam yielded negative, strong and overt washback. To be specific, first, as the influence of the exam narrowed students' practice from the broader aspect of communicative language learning to the specific form-related language area, the exam yielded negative washback (Cheng and Curtis, 2004). Second, the intensity of the influence of the exam was found to override all domains of learning to be exam-oriented so that it produced strong washback (Manjarres, 2005; Cheng, 1997). Third, the students were found practising exam-related language areas using exam- fashioned materials vividly. As a result, this dimension of influence was found to be an overt washback (Bailey, 1996; Prodromou, 1995).

VI. CONCLUSION

The study was intended to examine the washback of the exam on students' practice. The washback of the exam negatively and overtly affected the implementation of the communicative language syllabi as it geared students practice to the narrowed and form-related aspects of the language. This happened due to the students' ambition to be successful in the exam, their awareness of the exam and the imposition students experienced from the teachers' practice.

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2. *Indus Foundation for Research and Social Welfare*, 9(11), 41-50, November 2019;
3. *Journal of Education and Practice*, 10 (22), 23-40, August 2019.
4. *Theories and Practice in Language Studies*, 10 (4), 372-378.
5. *International Journal of English Language and Literature Studies*, 9(2), 106-120.
6. *Theories and Practice in Language Studies*, 10 (6), 623-631

An Ethnographic Approach to Developing Intercultural Awareness: A Case Study of EFL Learners at Najran University

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Abstract—The teaching of culture in foreign language classrooms has gained widespread acceptance in today's globalized world. However, the teaching resources and curricula at present in use promote stereotypes and otherization by supplying pupils with a "us vs them" worldview and knowledge. As a result, learners with little or no intercultural experience are unable to effectively communicate in an intercultural environment. The aim of this study is to assist learners in becoming active cultural observers and interpreters, in improving their comprehension of others, in anticipating and dealing with misunderstandings, and in decentring themselves during intercultural encounters. It is a retrospective account of an experiment that explores why and how intercultural awareness can be developed through an ethnographic-based intercultural syllabus at Najran University in the Kingdom of Saudi Arabia. Thirty two male students participated in the experiment. A pre-and post-tests were used to determine whether or not participants improved their intercultural comprehension. The findings indicate that teaching culture through an ethnographic lens is feasible and worthy of developing learners' intercultural awareness and analytic attitude against culture and intercultural interactions.

Index Terms—ethnography, intercultural awareness, intercultural communication, native culture, target culture

I. INTRODUCTION

The majority of syllabi for teaching English as a foreign language has recently imposed a differing degree of importance on the advancement of students' cultural knowledge, mainly through the inclusion of correct information about British and American cultures. English has developed into a lingua franca in today's globalized world. It is no longer restricted to native speakers, but it remains common. This shift in the way English is conceptualized resulted in a difference in English language instruction expectations and perceptions. Indeed, English training is described in terms of intercultural learning, not linguistic learning. Its aim is no longer to instil native-like learners' abilities but rather to foster intercultural competence and understanding.

Intercultural communication includes the acquisition of a linguistic code and an understanding of the target language's culture. Linguistic knowledge is insufficient to foster intercultural ability on its own. The close link between language and culture is explained by Brown (1994) as 'complexed to the extent where you cannot distinguish the two without compromising either the meaning of language or culture' (p.165).

Tomalin (2008) claims that culture should be taught as a fifth skill alongside the traditional four (reading, writing, listening, and speaking) owing to the English language's global supremacy and globalization. He stresses the value of culture training in equipping students with the mindset and techniques required to adjust their English use to other cultures. Baker (2003, n.p.) adds, "If culture and language are inextricably intertwined and inseparable, we must strive to teach culture holistically, much as we do with other aspects of language."

According to Gao (2006, p. 59), language acquisition requires cultural literacy, and therefore language teaching entails cultural instruction. However, it is often debated if familiarity with an international culture is necessary to achieve intercultural objectives. And, more precisely, how is it handled by a foreign language teacher if it is? Gao (2006) emphasizes the value of foreign language teachers increasing students' cultural awareness while also assisting them in improving their intercultural communication skills in response to this topic. Additionally, Sowden (2007, p. 305) stresses the value of language teachers considering their own culture in the classroom, not just their students'.

The challenges, or inability, to conform to society derived from the uncertainty of the expression "history." As with language, the community is fluid and dynamic (Nieto, 2000), resulting in a multiplicity of cultural interpretations. According to a review of the literature on culture, it is viewed either humanistically or socially. The former views culture as a set of "attitudes and values, modes of thinking, behaving, and recalling" of native speakers; the latter views culture as a collection of "attitudes and values, modes of thought, acting and recalling" of native speakers (Nostrand,

1989, p. 51).

Different positions are seen in the different approaches to cultural education. The extensive analysis demonstrates that the topics most often addressed include history, geography, literature, the arts and faiths, values, traditions, and actions. They see the mother tongue as necessary, viable or acceptable, whereas learners feel that mother tongues are insufficient. As a result, the learner's culture and contact style are underestimated (Byram & Zarate, 1997), even though "the processes functioning during intercultural interaction are similar to those operating during intracultural communication" (Byram & Zarate, 1997). (Byram & Zarate, 1997). x) (Gudykunst, 1994). Interventions focused on facts have had no impact on the development of students' intercultural comprehension. Apart from that, they often instil biases in students (Byram & Feng, 2005) and are often described as detrimental, instilling a "us and them" mindset. Rather than that, as Byram and Zarate (1997) put it, "learners must see themselves as social actors communicating with other social actors in a manner distinct from that of native speakers" (p. 21). Therefore, a paradigm shift is needed away from approaches that view a nation primarily as reflecting its language and citizens and to policies that take into account the shades of culture, whether targeted or studying.

II. LITERATURE REVIEW

Millions of people who do not share the same first languages use English normally as a foreign language (Kirkpatrick, 2007, p.155). In fact, English is spoken by about 1.5 billion people worldwide, in addition to their mother tongues (Graddol, 1998). In her tripartite worldwide English model, Kachru (1985) defines and classifies the transmission shifts in English and functions in the world as an inner circle, an external circle, and an expanding circle. There are parallels in the inner circle to areas where native speakers, e.g. the UK and the United States, understand English (US). The external circle shows countries in which English is used as a second language, including India and Nigeria. This circle extends to countries like Saudi Arabia and Japan, where English is the foreign language.

This school of thought states that English "can not be attributed as a foreign language to every nation or society;" it must instead belong to those who use it" (McKay 2002, p. 1), as "their subjective interpretations" are expressed herein (Kachru & Nelson, 2006, p. 16). This allowed it more difficult to write about the cultures of what Kachru (1985) called "inner circle countries." This change in emphasis made it more difficult for students to study English as a foreign language (EFL). Teachers ought to recognise communities to be incorporated into their curricula from nations and countries. Many EFL curricula have historically taken their overarching cultural history from the United Kingdom or the United States. "All hypotheses will now be addressed in the field of foreign language education and learning" (McKay, 2002, p. 1). The EFL teaching spectrum can be expanded outside the inner circle to include classes. One alternative is to focus again on intercultural understanding and not on cultural understanding.

Regarding the relationship between cultural awareness and intercultural understanding, Baker (2015) points out that the former focuses on national cultures while the latter focuses on language-cultural interchanges which are "nuanced and adaptable" (p. 135). So, it could be calimed that cultural awareness assists to comprehend and perceive ways that influence one's beliefs, views, actions, preferences, and styles of communication. According to Tomalin and Stempleski (1993, p. 5), cultural awareness requires understanding of the influence of cultural practices on the usage of language and contact. This, therefore, implies understanding and recognition of other cultures .

According to this logic, the creation of cultural awareness needs to comprehend culturally-based actions and values. When it comes to English teaching, the focus can be on comprehensive programs that do not even have to be in British English or American English. English has been the focus of many other communities and communities due to the many different contexts in which it is used in comparison to the way it is spoken in the United States or the United Kingdom. Additionally, English's cultural meaning is context- and user-dependent (Baker, 2009). Thus, a rethinking of the contexts in which English is taught could displace the traditional national and monolingual focus on American and British languages and cultures in favour of, as Risager (2010) puts it, a transnational approach to English education.

Intercultural awareness is a term that applies to the know-how and the capacity to interact successfully in a number of socio-cultural contexts. In today's globalized environment, an understanding of how communities and traditionally defined differences affect contact (Shaules, 2007). Instead, the primary goal should not be tolerating, interpreting and comparing cultural customs in order to comprehend 'international views, beliefs and mindsets' (Byram & Zarate, 1997). This understanding should be the primary objective of foreign language teaching (Kramsch, 1996, p. 23). To summarise: intercultural awareness implies a step away from 'ethnocentrism' to 'ethno-relativism,' a capability to 'decentrate,' to see existence through a different context, to promote empathy and to appreciate the intercultural change process which occurs in people and cultures as a result of their interactions (Rantz & Horan, 2005, p. 211). As such, intercultural sensitivity relates to a careful understanding of the importance of culture in intercultural relations, in particular, if English is used internationally.

Many scholars concerned with the foreign language teaching profession (Corbett, 2003; Egan-Robertson & Bloome, 1998; Leung, 2005; Roberts et al., 2001, Byram and Feng 2005) promoted to teach ethnographic skills to foreign language learners. Byram and Feng (2005) in their all-inclusive review on intercultural education noted that "Culture teaching is moving toward an ethnographic perspective" (p. 911).

Ethnography includes learning and participating in a particular social context such that a group can be more visible about the position and experience of the environment and its inhabitants (Harklau, 2005). Ethnography is an approach

according to the literature to understand the "richness, ambiguity, interrelationship, connections and disjunctions" (Cohen, et.al., 2007:167). Ethnographical methods are well established in the literature for their utility in foreign language teaching. Ethnography is used in pedagogy to describe instructional methods, rather than doing ethnographic studies into the usage of teaching environments or languages outside the classroom. Following Corbett (2003), ethnographic methodology helps learners to learn how to communicate appropriately with individuals outside their cultural group and develop an analytical understanding of their system of meanings. The English stand as a lingua franca drives this technique. Today, English is no more preserved by native languages and is used in several ways in many spoken dialects, each with its own cultural background. As a result, efforts to mimic mother tongues are almost insignificant. English students today need to learn skills that enable them to successfully connect in intercultural environments, establish their own worldview, see differences as strengths and understand personal and social experiences (Sellami, 2000).

The approach of a student as an ethnographer to culture teaching is motivated by the principle of 'learning by observation' rather than 'description of persons,' to increase the intercultural awareness of the students as part of intercultural communication skill. The guiding principle of the method is, in addition to respecting other cultures and communication techniques, the learner has the potential for housing, consensus, mediation or adaptability. These abilities allow them to grasp both an insider and an outsider's foreign language and culture. However, it is also a matter of concern how ethnographic study methods can be replicated in classrooms in which the native language is not used as a way of improving intercultural consciousness among students. This research suggests a method of passing information in the teaching of culture from theory to the classroom to grow the intercultural experience of learners.

III. THE STUDY

Previous research into the teaching of Saudi English language teaching context has demonstrated concern that existing teaching methods do not encourage intercultural understanding of students and argued in support of more culturally focused approaches and of providing more intercultural teaching materials (Aldosari, 2013; Fageeh, 2011; Hazaea, 2018; Osman, 2015). This concern is not uncommon in the English Department at Najran University. Indeed, during some informal discussions the researchers had with staff members in the English Department, many teachers reported the neglect of culture oriented foreign language teaching. This study is an attempt to redress this gap by investigating the process of adopting an ethnography-based methodology practice in an English as a foreign language course.

IV. STUDY OBJECTIVES

This research aims to find ways that enable teachers to carry out ethnographic activities utilizing ethnographic methods. It is intended to incorporate more cultural approaches as a teaching methodology that encourages teachers to do ethnographic work. To help teachers and learners from Najran University in Saudi Arabia to move away from their traditionally information-oriented approaches and practices to intercultural experience-based education — to enhance the cultural comprehension of the target language and their cross-cultural knowledge and understanding. In a nutshell, it is motivated by the following objectives:

- To help English teachers and learners at Najran University in Saudi Arabia make a shift away from the traditional knowledge-oriented teaching approaches and methods currently in use towards intercultural experiential learning.
- To raise the learners' cultural awareness of the target language, and their cross-cultural awareness and understanding.

V. RESEARCH STUDY DESIGN AND PARTICIPANTS

The study looked at 32 Saudi males who have enrolled in the Department of English at Najran University for their fourth and fifth years. They were all aged between 18 to 20 years and were fluent in Arabic. Most of them have studied English for at least nine years. They are graded as high-intermediate in their language proficiency. Either of the two groups: the experimental (treatment) group or the evaluation group was assigned randomly (control).

Both participants received a pre-and post-test at baseline and 45 hours after practice. The preliminary examination is provided by means of a tale adapted from Hofstede et al' (2002, p. 47). Participants were responsible for identifying terms and sentences indicating cultural distinctions, understanding the cultural concepts, perceiving the condition culturally and having qualitative meaning.

The participants also completed a demographic survey (adapted from Robinson-Stuart & Nocon, 1996; see Appendix 1) designed via Likert-style items to evaluate the participants' intercultural awareness. The aim was to gain some insights into the learners' ability to explore the diversity and complexity of their own local and national cultural groupings and their understanding of the culture of English-speaking people which in turn will help to assess the impact of ethnographic technique on students' intercultural awareness.

After the intervention, a post-test was administered to both groups to measure the impact of the treatment. As in the pretest, the participants were presented with a culturally loaded story entitled '*Adam and the Napkin*' adapted from

Hofstede et al. (2002, p.48) and were required to spot culturally loaded words and phrases that reveal cultural differences with regard to a collectivist “insider” and an individualist “outsider” perspective. At this point, it should be noted that care was taken to ensure that any differences observed in the performance of the subjects in the two groups in the pretest and posttest were caused by the treatment itself.

For the first half of 2019/2020, the treatment lasted 14 weeks (3 hours a week). Students were trained to begin with an interpretation and understanding of a range of scenarios. The objective of this experiment was to determine the effect of cultural conditioning on their own lens. A variety of situations were backed up with verbal and written responses. When their preparation was finished, they were not introduced to the ethnographic interview technique. The ethnographic method of interviews was used in this research since experience of cultural similarities and distinctions was considered to be capable of some kind (Robinson-Stuart & Nocon, 1996). Participants were told to consider the interviewees and their own collectivities to preserve the historic focus of these interviews. Multi-level trials measure the efficiency of the tests.

VI. THE INTERVENTION

An experiment was deemed necessary to improve the efficiency and accuracy of the learners-as ethnographers process. The aim was to analyze the set of hypotheses it encompasses in order to ascertain the potential impact on the learners.

Using the learners-as ethnographers approach, a personalized intercultural syllabus, helpful tools, and methodology were developed using the guiding principles mentioned above. The experiment was divided into four stages. Classroom implementation was carried out by one of the English Department staff members.

The first move included lecturing the participants on ethnography. The lectures included an overview of the concepts underlying ethnographic research, including methods, tools, and result interpretation. The emphasis was mainly on adopting an ethnographic perspective, which emphasizes community as a way of life and being in the world. The goal was to provide them with insight into how they view aspects of others' everyday lives and cultural norms and enable them to reflect on their own via a method of decentring.

Throughout this phase, participants were exposed to the idea of culture and its multiple conceptualizations. Additionally, they acquired observation and examination skills through activities based on their own personal interactions, as well as detailed instructions for reflecting on those experiences.

The second move was to improve participants' comprehension of and sensitivity of their own cultural traditions and practices, as well as those of native speakers, in order to develop a deeper understanding of their own and others' perspectives. To that end, the team member in charge of implementing the project was instructed on how to plan and develop classroom-based lessons focused on specific intercultural topics. His ultimate purpose was to assist participants in shifting from a monocultural to an intercultural mindset (Bennett, Bennett & Allen, 2003).

The third move emphasized behaviors that necessitated reflection and discussion regarding cultural features that are often experienced during intercultural interaction, such as personal interactions, societal expectations, behavioral preferences, work beliefs, time and space trends, and cultural conflicts. Participants were asked to observe and comment about how these elements were portrayed in their own and indigenous cultures. The aim is to show how these features are explored during intercultural interactions. Most of the activities involve the following three steps.

- a. Problem Identification: Participants were shown images/short stories explaining social intercultural interactions and encouraged to identify cultural aspects they were unfamiliar with or desired to learn more about.
- b. Formulation of Theories: Participants were supposed to jot down pertinent questions and then develop hypotheses.
- c. Explanation/Interpretation: Participants were required to justify their conclusions in order to establish/test the validity of their/other classmates' theories.

The final stage required participants to choose one aspect of culture associated with English-speaking countries from the inner circle and create a mini-project based on it. This study aimed to assess whether or not the interpretative ideas shared in the learners' native culture have persisted or have been adopted into the target language culture's realms.

In light of the methodology discussed above, it is reasonable to conclude that the objective is dual: the first is to enable learners to become active cultural observers and interpreters. This eventually improves their intercultural competence and lets them disassociate themselves from both the indigenous and target communities. The second aim is to allow learners to reflect on their experiences with representatives of what Kachru (1985) referred to as the inner and outer circles.

VII. ANALYSIS AND DISCUSSION

Pre and post-tests are an effective tool in gauging the reach of the intervention in research. In this study, we used English passages similar to those that learners are regularly exposed to in their classes, but not seen before: Adaptations from Hofstede et al. (2002).

The results obtained from the pre-test, the post-test, and the gain scores for the control group are presented in Table 1.

TABLE 1
CONTROL GROUP PRE-TEST, POST-TEST, AND GAIN SCORES

Participants	Pre-test scores	Pre-test scores	Gain scores
Participant 01	9.5	10.5	+1
Participant 02	8.5	9	+1
Participant 03	9	10.5	+1.5
Participant 04	9	15	+6
Participant 05	10	9	+1
Participant 06	10.5	8	-2.5
Participant 07	10	11	+1
Participant 08	9	10.5	+1.5
Participant 09	9.5	12.5	+3
Participant 10	11	11.5	+0.5
Participant 11	13	12.5	-1.5
Participant 12	10.5	12	+1.5
Participant 13	7	9	+2
Participant 14	4.5	9	+4.5
Participant 15	15.5	14	-1.5
Participant 16	11	11.5	+1.5

Experimental Group Pre-Test and Post-Test Results

Table 2 presents the pre-test, post-test, and gain scores for the experimental group.

TABLE 2
EXPERIMENTAL GROUP PRE-TEST, POST-TEST, AND GAIN SCORES

Participants	Pre-test scores	Pre-test scores	Gain scores
Participants 01	10	13	+3
Participant 02	09.5	15.5	+6
Participant 03	09	17	+3
Participant 04	08	11	+3
Participant 05	14	14	/
Participant 06	10.5	14	+3.5
Participant 07	09.5	13	+3.5
Participant 08	05	9.5	+4.5
Participant 09	14.5	13.5	-1
Participant 10	06.5	13	+6.5
Participant 11	08	15	+7
Participant 12	11.5	15	+3.5
Participant 13	10.5	15.5	+5
Participant 14	06.5	15.5	+9
Participant 15	13	12	-1
Participant 16	10	14	+4

The experiments were administered using the parties as independent variable with pre-test outcomes as dependent variable to ensure that the two groups of participants chosen for this analysis were equal in their observational and analytical abilities about the community. In the pre-test scores between the two classes, there is no significant difference ($t = (1,30) = 0.07$; $p > 0.1$). This shows that before the research behavior, there were no significant differences in behaviors between the two classes.

The results were tested using a two-way, mixed ANOVA as a variable between topic and study (pre-post) with category (control/experimental) as the variable in question. The findings revealed a significant major impact of form ($F(1,30) = 30.9$, $p0.001$), a higher post test score ($M=12.2$) than pre-test ($M=9.8$), and a major community score ($F(1,30) = 30.9$, $p=0.07$). The interaction between the research community and the test style was nevertheless considerable ($F(1,30)=8.9$, $p0.006$), which implies that the principal impact for the test type could vary per participant group. As a result, several post hoc analyses with each category of participants were performed separately.

There is no statistically meaningful discrepancy ($p>0.05$) for the post-hoc study between pre-tests ($M = 9.84$) and post-tests ($M = 10.97$). Furthermore, the study community found that the experiment had a substantial influence on students and their learning outcome ($M=13.74$), substantially higher after evaluation ($M=9.75$), than before ($M=9.75$).

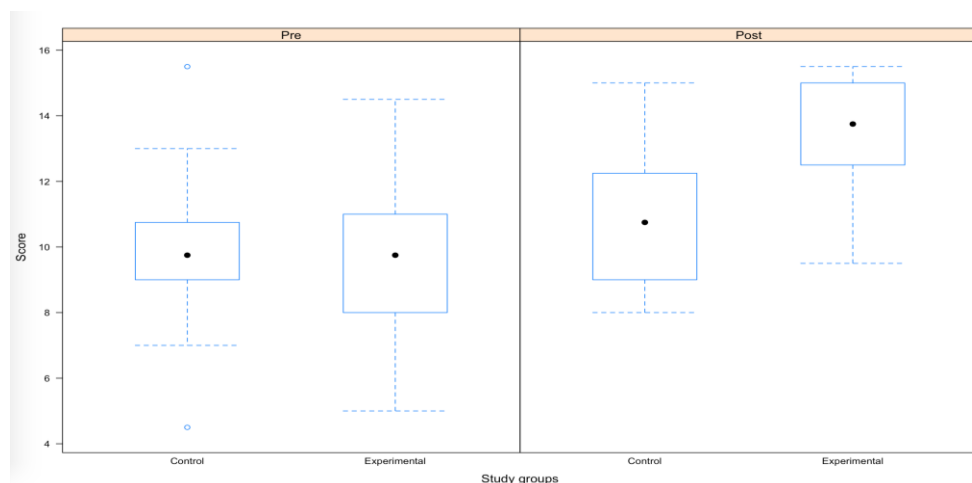


Figure 1. Bar graph comparing the mean scores for the two groups on each test type

As the data in the tables illustrate, there are substantial variations in pre- and post-test output between the research and control classes. The experimental group's use of ethnographic techniques to convey and focus on their local and foreign language cultures can help to explain these distinctions. Additionally, these strategies assisted in the acquisition of cultural resources, which facilitated the growth of mutual understanding between the two communities. The ethnographic approaches and practices used determine the degree to which this cultural awareness evolves.

According to previous studies, students' viewpoints widen as a result of their engagement in ethnographic interviews with target language speakers (Bateman, 2003; Roberts, Byram, Barro, Jordan, & Street, 2001; Robinson-Stuart & Nocon, 1996). This thesis followed the same logic as the preceding one. The frequency distribution of answers to Likert-style questions was used to analyze the attitude surveys.

Previous studies have found a positive effect on students' attitudes after participating in ethnographic interviewing of target language speakers (Bateman, 2003; Roberts, Byram, Barro, Jordan, & Street, 2001; Robinson-Stuart & Nocon, 1996). This study was based on the same premise. The attitude surveys were analysed using the frequency distribution of responses to Likert-style questions.

The first question in the survey concerned the reasons for the students' choice to study English at the university (see Figure 2). A majority (55% vs 53%) of the students answered "other" and reported that their choice was due to their low grade point average (GPA), meaning that the English major was their only option, studying English was of personal interest to 30% vs 34% of the students, finally, 15% vs 13% decided to study English because of family pressure in the pre and post tests respectively.

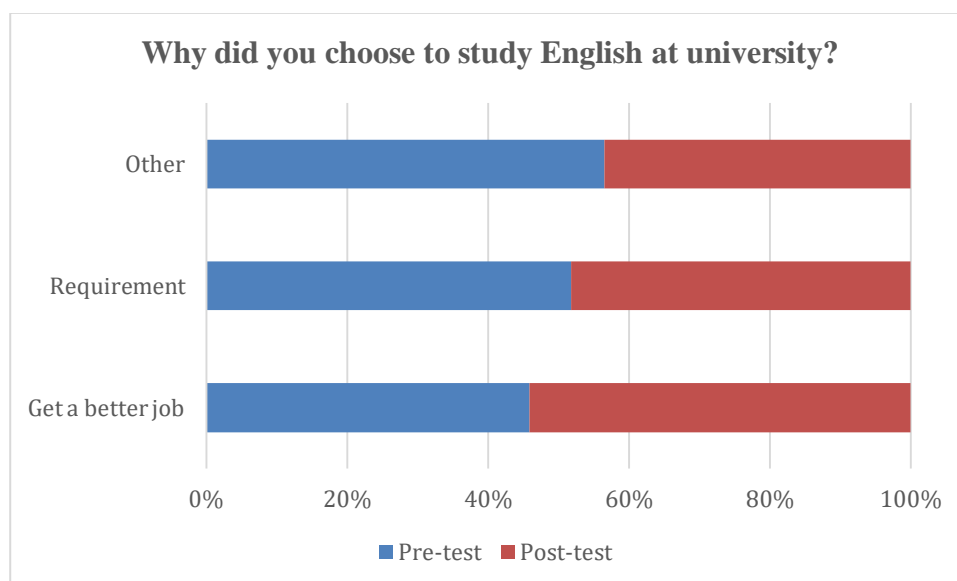


Figure 2. Why did you choose to study English at University?

As illustrated in Figure 3, students' answers to the second question, which enquired about their need to learn English, varied. Linking back to the students' responses to item 1, it can be seen that almost the same percentage (57% vs 57%) who answered "other" selected the first option, "job prospects", whereas 35% vs 33% viewed English as necessary for personal enrichment, and the remainder (18% vs 19%) responded "interest in travel" in the pre and post tests

respectively.

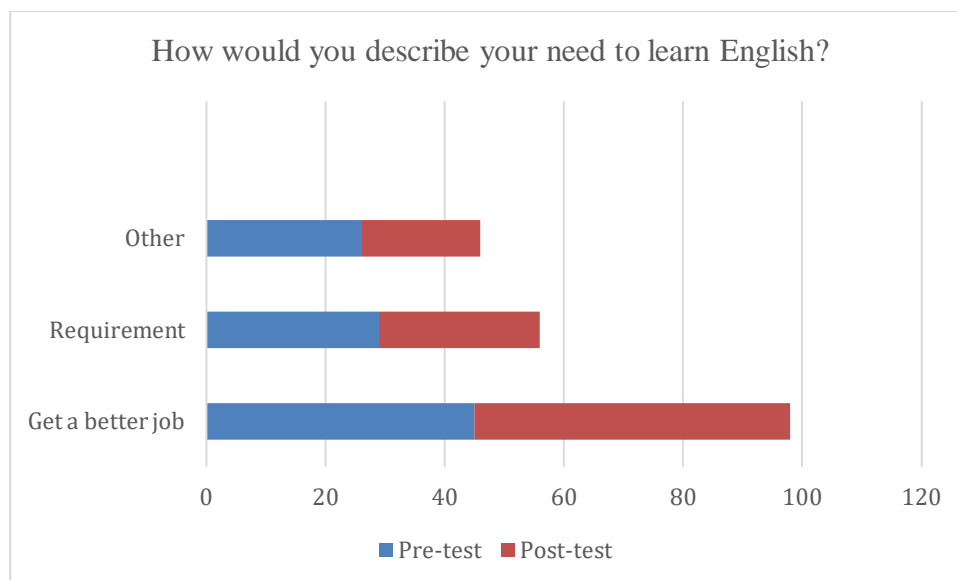


Figure 3. How would you describe your need to learn English?

The third question was about the goal of studying English. Most students (45% vs 53) opted for “get a better job”, and the rest were almost equally divided between “requirement” 29% vs 27 and “other” 26% vs 20 in the pre and post tests respectively (see Figure 4).

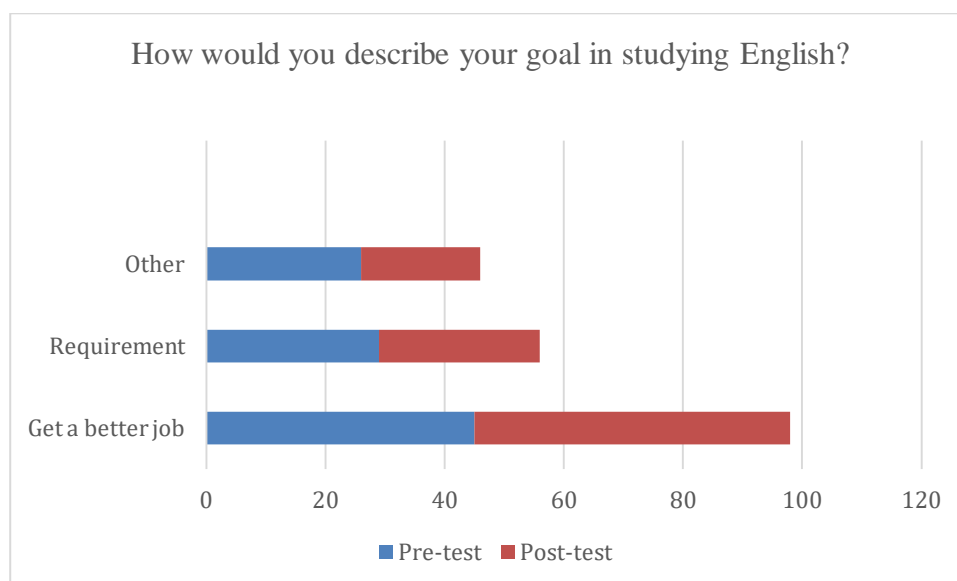


Figure 4. How would you describe your goal in studying English?

The fourth question concerned the number of native English-speaking friends the participants had. Of the 32, only 3 had native-speaker friends before as well as after the intervention.

In terms of the correlation between the pre and post surveys, it is worth noting some statistics regarding the pre- and post-test questions. A paired *t*-test showed no significant difference between the pre-intervention survey ($M = 5.1$) and the post-intervention survey ($M = 5.6$) ($t = -1.5066$, $df = 4$, $p = 0.2064$). The reason why the *p*-value is not significant is due to the small number of questions (five in total). Thus, it is suggested that the result instead be interpreted based on the mean difference. The post-intervention mean is higher than for the pre-intervention, which indicates that the participants presented more positive views after the intervention compared to those before the intervention.

VIII. CONCLUSION

The simple demographic profile of the participants allowed analysis of their attitudes toward English, which aided in the creation of appropriate teaching methods for the experimental study's treatment phase. These practices aimed to either change participants' predominately negative attitudes toward English learning or to discourage them from

forming negative attitudes toward English. This was prompted by the participants' answers to item 1, which showed that 55% claimed their low GPA precluded them from selecting a secondary subject other than English. As a consequence, they felt as if they were expected to learn it. This type of depressive conviction can result in class anxiety and negative attitudes.

Additionally, the above-mentioned approach of learners as ethnographers is an excellent way for teachers and students to continue improving intercultural comprehension. Participants showed an appreciation of how positioned social and cultural dynamics work in communication and how social experiences are facilitated and maintained toward the conclusion of the treatment period in terms of social and cultural use of English. Their intercultural awareness of possible sociocultural and sociolinguistic differences between their native and target language cultures is now being created. In summary, they gained knowledge and skills necessary to function as intercultural communicators. As a result, we can infer that they developed a self-critical outlook. They now have the opportunity to reconsider their preconceived notions and prejudices about their own and English communities.

The recommended solution emphasizes students' work, group work and pair work and students' work both written and verbal. It's a pattern-based strategy, not a factual approach. It extends beyond the educational role of cultural education. Its primary aim is to cultivate an ethnographic viewpoint in students and not to facilitate automation and imitation; in other words, to render learners' attentive cultural observers and actors.

The tests prove that the observation and interpretation of the research group are important and positive. The findings of this study would help overcome the deficiencies identified in previous intercultural research by Saudi English students (Aldosari, 2013; Fageeh, 2011; Hazaea, 2018; Osman, 2015). During the discovery period, ethnographic techniques such as those proposed in the intercultural program were used to encourage the experimental group to develop ethnographic abilities for the grasp of cultural standards, to reflect on its own society, to communicate cultural distinctions and to understand and explore culture as a target and its potential. In consequence, this paper seems to provide a theoretical framework of sound and sound.

APPENDIX. ONE PRE-POST SURVEY

Part A: Please provide the following information:

1. Gender: Male/ Female
2. Number of years living in an English-speaking country:
3. In your opinion, what is the level of your English? (Circle one)

Minimal	Poor	Fair	Good	Very good	Excellent
1	2	3	4	5	6

Part B

- I. Please answer each of the following questions by writing in the space provided the number of the answer which best describes your case:
 1. Why did you choose to study English?
 1. Prerequisite
 2. Family Pressure
 3. Personal Interest
 4. Fun
 5. Other (Describe)
 2. How would you describe your need to learn English? (you may use more than one.)
 1. Requirement
 2. Personal enrichment
 3. Interest in culture
 4. interest in English people
 5. Interest in travel
 6. Job prospects
 7. Other (Describe)
 3. How would describe your goal in your study of English?
 1. Requirement
 2. Get a better job
 4. Learn more about other people and cultures.
 5. Other (Describe)
 6. Do you have English/American (any native speakers of English) friends?
 1. (0)
 2. (1-5)
 3. (3-5)
 4. (10+)

- II. Please answer the following items by circling the number which most reflects your feeling about the following statements. The numbers correspond to the following scale:

Disagree strongly	Disagree moderately	Disagree slightly	Agree slightly	Agree moderately	Agree strongly
1	2	3	4	5	6

1.	English will help me make more English-speaking friends.						
2.	English will help me make more English friends.						
3.	A language requirement exposes students to a necessary subject.						
4.	Knowing English will allow me to help others who are not as lucky as I am.						
5.	Knowing English will increase my income potential.						

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A Linguistic and Stylistic Analysis of Ted Hughes's "Hawk Roosting"

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Abstract—The world of birds in Ted Hughes poems has always been the subject of a controversy and critical interest. His attempts to majestify their violence, and project their terrifying and brutal traits might tend to give the impression that the poet is the envoy of terror. However, a closer inspection indicates that the bird-of-prey-world is boldly a foil to project human concerns and moral behaviour. This study provides a linguistic and stylistic analysis of the poem "Hawk Roosting". Metonymically, the figure of the Hawk in the poem stands for birds of prey, and allegorically, it refers to political dictators in human history. The study, and for the first time, applies the concept of mind style, dramatic monologues and mask lyrics in its analysis to reflect the Hawk's strange psychology and worldview depending on the rhythmic form and stylistic features. Thus, the study shows how distinctive linguistic features—such as, the use of pronouns, simple present tense, polysemy, enjambment, and deviant constructions among others—relate to the mental representation of the Hawk's world. This view indicates that there would always be a Hawk to plague, or a dictator to rule, no matter where you are, or which time you live in.

Index Terms—Hawk, bird, prey, hooked head, creation, mind style, polysemy

I. INTRODUCTION

The poem "Hawk Roosting" refers to a bird of prey, which demonstrates its power of destruction, arrogance, superiority, and reveals its ability to suppress change. Implicitly, the poem is a satire of cruel tyrants of the world, who are devoid of mercy or humanity, and know nothing except violent killing. According to Shekhawat (2012), the Hawk represents "a tyrant who does not listen to the people around. This has allegorical significance in reference to human beings that unrestrained power in human beings, when twisted and deformed, leads only to tyranny and oppression" (p.2). In fact, the Hawk, "which is the poetic persona, is roosting in its natural habitat" (Inan & Nur Boland, 2017, p58). The demonstration of the physical superiority of the Hawk at the beginning of the poem is detailed with eyes, head, and feet, while it is sitting on top of a high tree illuminated by sun rays "ready to inspect and observe its prey conveniently" (p.58). The poet, presents the brutal traits of the Hawk by employing different poetic imagery, metaphor, rhetorical patterns, and other non-human features.

This study provides an analysis of the inner structure of the poem. It tries to reflect the Hawk's superpower, weird psychology, and mental perception of the world by analysing and looking into its linguistic and non-linguistic features. The poet follows dramatic monologues and mask lyrics to describe the mind style of the Hawk, thus this study tries, for the first time, to apply the notion of mind style to the analysis of the linguistic and stylistic features of the poem. It is worth mentioning that, Ted Hughes relies on the use of the first personal pronoun "I" to refer to the Hawk. Thereby, following Verdonk (2013), this study has incorporated the use of "he" instead of "it" and "who" instead of "which", throughout the interpretation of the poem.

II. LITERARY OVERVIEW

The task of interpreting poetry presents great challenges and is far more complex than other genres. This difference in complexity between poetry and other types of literature can be attributed to the fact that poetry does not "make direct reference to the world of phenomena, but provides a representation of it through its peculiar and unconventional uses of language, which invite, motivate, and sometimes even provoke readers to create an imaginary alternative world" (Verdonk, 2003, p. 12). Leech and Short (2007) suggest that the aim of the linguistic analyst turns round understanding the relationship between the linguistic form of text and its intrinsic function.

According to Culler (2002), the interpretation of poetry should preferably begin with an in-depth discussion of the poem's literary effect, and illustration of how certain linguistic features contribute towards developing this effect. Grounds for utilizing this particular analytical approach are given on the basis that poems may employ divergent linguistic structures, and on the way they may violate the expectations of linguistics. Nevertheless, a work of art may be interpreted in a variety of ways, depending on the schematic knowledge of the readers, their cognitive awareness, and the situation of reading. As there is an infinite number of potential readings, one should also accept that there is a limited number of ways for interpreting a text. Nonetheless; Verdonk (2013) considers different readings of the same text as minor variances.

A. *Dramatic Monologue and Mask Lyrics*

'Hawk Roosting' is a kind of dramatic monologue where the Hawk wears a mask and hides under the shadow of a ruthless dictator, or a deity practising appalling deeds. In fact, mask lyrics and dramatic monologues have been developed to be the central forms in British poetry in the Victorian era. In the nineteenth century, "interest in the creation of masks and the poetry based on it, is closely linked with the rising tendency to investigate the unconscious" (István, 2011, p.72). Poets used this genre "to give evidence of the illusory nature of the autonomous and unified Romantic subject" (Byron, 2003, p.3). Morrison and Motion (1982) state that in recent poetry, there is a noticeable renewed interest in narrative, or what can be called "constructing dialogicity in poems" (István, 2011, p.14). By this, István (2011) means that the poet constructs his/her poetry in the form of a mask to represent "both the social games that a poem reconstructs and the act of its subversion" (p.72). Goffman (1990), adds that "our activity is misrepresented because we use masks in the social games of defending our integrity" (p.72). According to Wilde (1991), mask in poetry means the creation of a real self rather than the genuine social self of the poet. In general, the mask in this study refers to a method of communication with the reader where the author, Ted Hughes, hides his protagonist behind a bird of prey, and as Verdonk (2013) states, "the poet has deliberately hidden behind a mask for rhetorical reasons" (P. 164).

Furthermore, both mask lyrics and dramatic monologues are forms of poetry where the constructions of masks, narrativization, and dramatization, play equally important roles. Rader (1976), distinguishes between these two types by considering "dramatic monologue proper, neither the speaker, nor the setting is symbolic: everything is literal and natural, but nothing is actual" (p. 139). The role of the reader is very much similar to that of the spectator in the theater, where he is invited to make a moral judgement of the protagonist. This position entails a double function, visions into the state of the reader, and the objectivity "which makes the moral judgement possible" (p. 68). Therefore, it is very important for the reader to understand the writer's intention to be able to build his moral judgement. However, the readers are "ignorant of the final outcome of the actor's act as it develops in relation to its dramatized object, our understanding of the actor himself, and his motives is always superior, as it is with real people" (p. 139). On the other hand, mask lyric addresses the reader directly, and both the setting and the speaker are created as symbolic. The speaker should be recognized from the poet himself, or the implied figure of the poet in the poem. According to Ráz (2011), mask lyrics and dramatic monologues refer to poems where the speaker is obviously built as a literal character. This character is a focal point, and is different from the author as in any piece of fiction. It determines the constituents of the text, more than the events do (p.68).

B. *Mind Style*

The concept of 'mind style' was developed by Roger Fowler (1977, p 103). He used the term as a reference to the way authors present their fictional world to the audience. He maintained that mind style is "any distinctive linguistic presentation of an individual mental self" (p. 103). More specifically, "mind style" refers, not to the textual object, but to the method through which that object is perceived, "apprehended, or conceptualized" (Leech and Short, 2007, p.187). The crux of the mind style theory lies in the ability of the reader to elucidate the behaviour of character in terms of underlying states of mind (Zunshine, 2010, p. 179). Within fiction, this term has been utilized to depict how any distinctive linguistic representation may exhibit conceptualization of reality in a particular mind. It includes consistent occurrences of specific linguistic patterns accounting for the perception of a distinct worldview during the textual reading. Semino (2007) states that this term has been used in the expression of the character's abilities, limitations, personal and cognitive habits, or any values and beliefs, which may arise from them (p.18). She further adds that metaphor plays an integral role in the projection of the character's mind style or conceptualization of reality (p. 8).

Furthermore, mind style is concerned with the construction and expression in the language of conceptualizing reality in a particular mind. The basis of this definition rests on two central assumptions. The first claims that a person's reality is deeply informed by perceptual and cognitive processes, which may vary on an individual basis (Eyoel, 2013, p. 2). The diverse ways, in which different individuals perceive the world are thus, represented through their differing conceptualizations of similar experience. The second, however, considers language as a central part of the process through which individuals gain an understanding of the world around them (p. 2). In essence, texts produced by authors are highly reflective of the way they perceive and conceptualize reality (p.3).

Palmer (2004) adopts a broad definition of 'mind' that includes dispositions, beliefs, perception, emotions, and cognition (p.5). Further, he considers that through the analysis of mind style one is capable of capturing the feelings, dispositions and peculiarity of a character's world view (p.5). Differently, Leech and Short (2007) claim that it is observed through formal language construction, such as lexis and grammar. It includes consistent occurrences of specific linguistic patterns accounting for the perception of a distinct worldview during the textual reading.

A number of researchers have suggested that the study of fiction from the mind style perspective has the potential to depict both the worldview and mentality of fictional character. Such an approach to study fiction is particularly recommended for works that portray a peculiar kind of mental functioning as in Ted Hughes's "Hawk Roosting". The idea of mind style is particularly suited to analyse this work due to its ability to reflect the inner world of the Hawk. The study of the Hawk's psychology by applying "mind style" concept, can include forms that are distinctly poetic; such as, rhythm, sound and symbolism. A wide range of these forms are shared with prose (rhetoric, tropes, schemes, syntax, etc.), which show how these forms work either together and/or in complementary ways to deliver a poetic expression of

the Hawk's psychology. This study incorporates the application of 'mask lyrics', 'dramatic monologue', and 'mind style' concept among other linguistic features, to analyse the poem "Hawk Roosting".

III. ANALYSIS AND DISCUSSION

The poem Hawk Roosting can rightfully be considered a dramatic monologue and a mask lyric. The speaker, who is the Hawk, is clearly constructed as a literary character that is "different from the author" (István, 2011, p.14). It is considered "as a combination of a beast fable, in the Aesopean tradition, and a dramatic monologue. The power of this text is rooted in its ambivalence" (p. 14). On the one hand, we can see the figure of the Hawk representing itself as a bird of prey, and on the other, as a political allegorical figure of a dictator with a threatening voice. In addition, contrary to a narrative text, the core of a mask lyric is not the temporality of the story, but rather the character. The Hawk is the domineering character, who stands in defiance of all norms. That is to say his "character is the determining constituent of the text; this is the Archimedean point" (p. 14). In that sense, the term mask refers to a method "in constructing a literary character as an actor ... which is,..., not narrated" (István, 2015, p. 70).

A. Personification and Metaphor

It is important to note the absence of the poet within the created scenes. According to Verdonk (2013), this was a deliberate act by the poet for rhetorical reasons to leave the readers with a moral or emotional reaction "to the Hawk's self-revelatory monologue" (p.164). In fact, the mask is an example of personification, whereby the Hawk is presented with human qualities to shift the responsibility of his unpleasant actions to a personified animal (Verdonk, 2013, p.164). Thus, it is notable that this personification was not created by linguistic tools, but by the readers' schema, i.e. previous knowledge and mental representation of the Hawk's image vested with human qualities (p. 117).

The depiction of this poem as a dramatic monologue is evident from its beginning, whereby the Hawk starts with the pronoun "I". This pronoun serves the purpose of consolidating the Hawk's identity as a person with a highly superior self-ego. He demonstrates his power to rule by stating, "I sit in the top of the wood, my eyes closed". This line serves as a metaphor to demonstrate that the Hawk occupies the highest place in the "wood", similar to a king within his palace. Therefore, a likeness is made between the Hawk and the personality of an egotistical dictator. This line also depicts the Hawk's overconfident behaviour, whereby he does not feel endangered by any predator or creature when he sits with his "eyes closed", or refers to a metaphor of his position of absolute power. He can even afford to be off his guard and close his eyes. The concept of conceit can be seen to be prevalent throughout the poem. The succeeding lines of the first stanza describe the Hawk as a ferocious beast with the sole purpose of hunting and killing his prey. This lends authenticity to the Hawk's position as a powerful bird of prey that serves the purpose of personifying him in the form of a merciless killer.

A thematic reinforcement of the concept of death is personified by the Hawk who sends it as he pleases. "I kill where I please because it is all mine". It is noticeable that the poet interprets the words of the Bible "whatsoever is under the whole heaven is mine" (Bible, 41.111), making the bird repeat similar words, and assume the role of God. Hughes's mask is that of a prophet, who tries to prove a false fact, and that of a historian who cannot see the end of a narrative. The use of the word "please" refers to the intrinsic human nature of wanting to own things, and this word is used to personify the spirit of the Hawk who does as he pleases and owns everything. The Hawk's fascist nature further becomes evident through the use of the statement "no sophistry". As mentioned in the stanza, the brutal manner by which the Hawk tears off heads indicates that the Hawk does not abide by any set rules, and considers himself above moral and social mores.

The arrogant nature of the Hawk is represented through the use of metaphors, and other figurative language. Metaphorically, the Hawk in this poem stands as a symbol of oppression, superiority, and arrogance. This was confirmed by Hughes in an interview published in London Magazine, January 1971, in which he stated that "poem of mine, usually cited for violence, is the one about the Hawk Roosting, this drowsy Hawk sitting in a wood and talking to itself. That bird is accused of being a fascist ... the symbol of some horrible genocidal dictator".

Furthermore, anthropomorphism was heavily used throughout the poem, with the Hawk demonstrating human attributes and feelings. The poem starts with a metonymy indicating that the Hawk considers all other creatures as subservient to him: "I sit in the top of the wood, my eyes closed". This king rests with his "eyes closed" in an indication that he does not care about the consequences of his actions, looking down on the world like a deity. This concept is further developed by the use of metaphors that depict the Hawk's consideration of himself as a God who holds the creation in his feet, and it "took the whole of Creation to produce my foot and each feather". These lines serve the purpose of conveying the Hawk's deep sense of superiority which can particularly be noted in the use of the uppercase letter "C" in the word "Creation" to refer to the work of powerful God or deity that holds the "Creation in [his] foot". The concept of God in that sense is a perfect illustration of Darwinism, and the capitalization of the word "Creation" consolidates this finding. According to Shekhawat, (2012) "Creation here refers to God (as the word is capitalized) and by his flying up, he can revolve around Creation" (p.2). In the lines that follow the Hawk asserts triumphantly this metaphysical conceit: "I hold Creation in my foot/Or fly up, and revolve it slowly". This God is so powerful that He will not only 'hold creation in [his] foot' [but] kills where and when he wishes. The reader can see that the sense of superiority is pushed to the highest level.

The last stanza incorporates the use of metonymy where the Hawk maintains that the natural features of the world exist only to provide him with limitless advantages. This supernatural power “has permitted no change” to take place and will keep everything at a standstill eternally. In addition, Hughes employed the use of metaphorical tools to convey the Hawk’s arrogant beliefs that even the sun is beneath him, and lives in his shadow. These metaphorical tools can be seen in the likening of the Hawk’s wings to a shield that can eclipse the sun’s rays as he pleases. The consistent use of metonymy and personification within this poem is thus a deep reflection of the Hawk’s mind style as a merciless killer dispensing death to lesser beings at will.

B. Rhetorical Patterns

One of the prominent technical patterns used by Hughes to grab the reader’s attention is the use of the first personal pronoun “I” and its related forms “my, me, and mine” to reflect on the Hawk’s mental and psychological mind style. These pronouns serve as the opening and ending lines of the poem, and occur 21 times, thus standing as the most dominant rhetorical pattern. It is obvious that if the orator assumes the pronoun “I”, then the addressee assumes the “you” pronoun. However, it is notable that the usage of the pronoun “you” cannot be seen throughout the poem, so there is only one addressor in the form of the Hawk speaking to his addressee, who are the readers. It can also be seen that the frequent repetition of the possessive pronoun “my” stands as a reflection of the selfish and controlling nature of the Hawk. The narrator/persona tries to assert himself and his recognized position among other elements of nature, so the use of the first personal pronoun indicates that nature and everything around him are advantages to the Hawk. These lines are also noteworthy due to their use of irony, where the Hawk ignores the concrete reality of nature as an uncontrollable and unpredictable force.

The next rhetorical pattern is the extensive use of the simple present tense, which makes it “sound like a kind of conceited self-focused commentary.... It is as if time stands still” (Verdonk, 2013, p.167). It refers to a habit or a state of the Hawk without reference to a specific time. It also reflects the role of language in meaning-making. The whole poem is in the present tense, and apart from the verbs in the last three lines, all other verbs are in simple present tense such as “rehearse, fly, revolve and assert”. The grammatical category of this tense does not always signify present time (Quirk et al, 1985, p. 175). The following examples show the frequent usages of this tense, “sits, rehearse, kills, are, are locked, hold, revolve, fly, kill, assert”. They all signify his habitual behaviour, which implies a rejection of time; so, nothing has changed since creation, and he will not permit any change. The use of the past tense twice in the third and six stanzas, “It took the whole of Creation / To produce my foot, my each feather” [stanza 3]; “Nothing has changed since I began” [stanza 6] refers to an action with present results and consequently reflects the mystical process of the creation of the Hawk. Similarly, the use of the word “Creation” in lines 10 and 22, refers first to a present and continuous process, and to the eternity of the Hawk. Nevertheless, the poet uses the present perfect tense, and the present continuous tense to refer to future actions as in the following examples: “Nothing has changed”, “My eye has permitted no change, and “I am going to keep things like this” (Hughes, 1995 p. 52).

The use of the present perfect tense, and the present continuous tense indicates an action that happened at an unspecified time before now, continuing to the present. The future does not exist for the Hawk because he will keep things as they are, and permit no change. So, the exact time is not important for him since he does not reflect on his own practices to improve them, nor will he permit anything to happen against his wish, so the cycle of nature will serve him as such, maybe, forever.

The use of deviant constructions and collocations, which are not permissible in communicative situations, adds certain rhetorical effects to the poem. By making choices, which are not permissible in terms of the accepted code, the poet “extends, or transcends the normal communicative resources of his tongue” (Freeman, 1970, p.122). Formality and abstraction of the language are used to describe the malevolent creature as single-mindedly violent, through descriptors, such as: “inaction”, “falsifying”, “rehearse”, “inspection”, “tearing off”, “revolve” and “permitted”. Therefore, it can be said that the Hawk expresses himself in concise short sentences to make the language authoritative and direct like his actions. He uses words that reflect the cruel nature of the bird. For example, in the first line he says “I sit on the top of the wood”, the poet uses the word “sit” instead of “perch” to personify the bird like a ruling power. The use of “My feet are locked” in the third stanza instead of my claws personifies the Hawk and creates an image in the mind of the reader about the relationship between the human and the Hawk. Thus, the animate elements “feet” are given deviant inanimate features in an indication of the strength of the feet or maybe personification of a human being.

Similarly, the verb “locked” confers a mechanical aspect; a typical verb used in such a context might be “seized” or “caught”, but not “locked”. Although the use of “locked” seems odd and deviant, it gives the reader the impression that the Hawk has extreme stability, and that there is no force on earth that can remove him against his will. Likewise, in “it took the whole Creation to produce my foot, my each feather”, it is expected to find after the verb “produce” something material and man-made. It requires a complement, which is inanimate, such as “goods” or “articles”, but not “produce a foot” or “a feather”. The deviation in this collocation reflects the snobbery and vanity of that creature, which believes that the noble end of creation is only to produce his foot. It draws the readers’ attention to the strength and magnitude of the foot. If we take the next line “Now I hold Creation in my foot”, we find that the verb “hold” is transitive, which requires a complement, and we usually expect a concrete noun such as “to hold a flower” or a “book”, but not an abstract noun as “creation”. The deviation arises here from a violation of selection restrictions elaborating the idea of the strong foot.

The last example of deviation to look at is “the convenience of the high trees... are of advantage to me”. When we read this sentence, we find that the trees’ conveniences are underestimated of their recognized worth because the normal use is “the high trees are convenient to me”. The deviant usage is demonstrated by applying the word “convenience” to trees because humans do not usually think of themselves as convenient. In “My manners are tearing off heads the allotment of death”, an odd collocation has been found, instead of a complement to the word “manners” such as “my manners are good” or “sophisticated”. The use of the verbal phrase “tearing off” lies outside the normal range of selection. The use of this verb, which refers to a violent action in an inappropriate context or sequence, creates a collective clash between “manners” and “tearing off heads”, and “the allotment of death”.

The deviation here arises from introducing infirmity where there would normally be diversity. In “the allotment of death”, we see a deviant usage of “allot”. We allot a physical thing, but not death. Death is assumed to be more or less arbitrary, so the concept of a calculated death is rather odd. It reflects the self-centeredness of the Hawk, which dominates everything around him, even death itself is within his control. Furthermore, if we return back to the first stanza, it is found that the poet uses the sentence “No arguments assert my right” to reflect the notion of the Hawk’s absolute mastery over nature. Usually, it is the humans, who assert themselves, and the use of the word “argument” as a subject of this verb is not typical and represents a kind of personification.

If the poet could violate the communicative resources of his tongue by deviation, polysemy is the fourth used rhetorical pattern that could convey more than one meaning in the same sentence. Most of the sentences in the final stanza suggest a figurative meaning in addition to their literal meaning. The sentence “no argument asserts my right, / the sun is behind me” could have the literal meaning of “behind” as an adverb of place, and the meaning is that the Hawk is in front of the sun, and the sun is behind him. Nonetheless, we find hidden meanings indicating that the Hawk sees the sun as supporting him, and of course if the sun is behind him, his prey cannot easily see him. It can also mean that the Hawk is greater than the sun itself, or maybe the sun lives in his shadow as if he eclipsed it. This becomes clear when we interpret the meaning of “behind” as “to be left behind”, i.e., not making so much success. The second sentence, “nothing has changed since I began” also has two meanings, a literal meaning which is since I was born, suggesting a timeless being, or since I began to exist, and a figurative meaning which is “since I became the master of this universe”. The last sentence here “my eye has permitted no change” suggests two interpretations. The first is that nothing has ever changed since that time, or an interpretation which reflects the Hawk’s self-assurance that its eyes are not ready to accept seeing any kind of change or recognize it: I am the only master of this universe, and I shall try to keep the status quo as it is.

Most of the sentences of the poem are statements. These instances refer to the Hawk’s despotic nature that does not accept another opinion or argument. Nonetheless, there are no question forms in the poem; only one exclamation form (line 5), and two phrases which end with a dash. We can also see five patterns of negative clauses and phrases (lines 2, 15, 20, 22, and 23). These instances of negation strengthen the domination of the Hawk over everything.

Enjambment and other embedding clauses are the last rhetorical patterns that will be discussed. The structure of the poem is generally regular. It is written in six regular quatrains, each consisting of four lines of almost similar length. It creates a feeling of tight control, which reflects the theme of the perfect balance of the Hawk. According to Verdonk (2013), the rhyme and meter in the poem are free which reflects the nature of the Hawk, therefore, we can see “3 to 6 stresses and 6 to 11 syllables per line” (Verdonk, 2013, p. 170). He also adds that there are eight instances of enjambment which break free of the stanza to run across the line break. This confirms the idea of the continued presence of the Hawk who is not a subject to death, and who disregards the natural rules, as indicated by the sign of the arrow in the example below:

- “2. Inaction, no falsifying dream →
- 3. Between my hooked head and hooked feet: →
- 4. Or in sleep rehearse perfect kills and eat.
- 6. The air’s buoyancy and the sun’s ray→
- 7. Are of advantage to me;
- 10. It took the whole of Creation →
- 11. To produce my foot, my each feather:
- 12. Now I hold Creation in my foot→
- 13. Or fly up, and revolve it all slowly -
- 16. My manners are tearing off head - →
- 17. The allotment of death.
- 18. For the one path of my flight is direct →
- 19. Through the bones of the living.
- 20. No arguments assert my right: →
- 21. The sun is behind me” (Hughes 1995: 52).

The syntax and semantics of the poem run-on to the next line; whereas, the “metrical line-boundary tells [us] to pause” (Verdonk, 2013, p.170). It increases the readers’ expectations about what to read in the next line. For example, in the first instance of enjambment, there is a stress on the fact that the Hawk does not allow anything to come between the brutal nature his deadly weapons. The second example of enjambment (line 6) emphasizes the obedience of nature

to the Hawk's existential needs. Similarly, enjambment in the next lines reflects the Hawk's fierce nature, and his control over creation; therefore, he continues his path "through the bones of the living" that is supported by the sun. It is noticeable that the structure of the language affects the verse boundaries, and most of the lines are made up of short sentences which reinforce the Hawk's dogmatic state of mind.

Specifically, each line in the last stanza ends up with a full stop which suggests the Hawk's certainty. In applying mind style concept, it is found that Hughes succeeded in capturing the Hawk's state of mind, beliefs, feelings and emotions. In addition to that, the poet exploits the device of embedding clauses; so, the text appears to be one complete unit. The dependent and encamped clauses begin with a relative pronoun or subordinate conjunction containing a subject and a verb. Whereas, independent clauses stand alone as a sentence that tends to express a complete thought. This may be a simple sentence, when there is no dependent clause in the same sentence as an independent clause. Table (2) shows a description of the sentence structure where (A) refers to dependent clauses, and (B) to independent clauses.

TABLE 1
DESCRIPTION OF THE SENTENCE STRUCTURE

Exponent	Line No.	Sentence structure
I sit in the top of the wood, my eyes closed	1	B, A
Inaction, no falsifying dream	2,3	A & A
Between my hooked head and hooked feet		
Or in sleep rehearse perfect kills and eat.	4	A &
The convenience of the high trees!	5	A
The air's buoyancy and the sun's ray Are of advantage to me;	6,7	A&A
And the earth's face upward for my inspection.	8	A
My feet are locked upon the rough bark.	9	B
It took the whole of Creation To produce my foot, my each feather:	10,11	A & A
Now I hold creation in my foot	12	A
Or fly up, and revolve it slowly-	13	A &A
I kill where I please because it is all mine.	14	B & A
There is no sophistry in my body:	15	A
My manners are tearing off heads-	16	A
The allotment of death.	17	A
For the one path of my flight is direct	18	A
Through the bones of the living	19	A
No arguments assert my right:	20	B
The sun is behind me	21	B
Nothing has changed since I began.	22	B&A
My eye has permitted no change.	23	B
I am going to keep things like this.	24	B

It is found that the majority of the clauses are (A) clauses, and there are eight (B) clauses, which occur in lines 1, 9, 14, 20, 21, 22, 23 and 24. This gives a fair reason to say that the whole text expresses a continuation of an idea or a description of something without interruption or delay. While examining the structure of the clauses, it is found that most of them are in the affirmative form. The use of affirmative clauses indicates that the poet conveys his information, and makes statements all through the poem. However, the readers can hardly come across an interrogative or imperative clause which is usually used in descriptive or narrative texts to convey information about something or describe it.

Nonetheless, criticism has been raised against the poem. For example, Smith, (1982, pp. 155-156) considers that the whole world of the poem is described in ruthlessly egocentric terms. He further considers Hughes's behaviour in recommending the Hawk's violent behaviour to his readers as disturbing. In fact, the whole text is charged with this idea, and the stylistic devices used represent the perfect shape of the Hawk, and his independence.

IV. CONCLUSION

The analysis of "Hawk Roosting", a poem that has both aroused considerable controversy and gained substantial admiration for its language artistry (Verdonke, 2013; Cureton, 2017; István, 2015), has not been an easy task. The Hawk stands as a manifestation of cruel tyrants of the world, who knows nothing, but only killing. It is also the symbol of the powerful, ruthless, natural force, devoid of any mercy, or humanity. Therefore, the poem could associate the Hawk with God-like images in the action of "Creation", and parallel his behaviour to an egoistical dictator. Moreover, the poem has mocked this through the implication of a thoroughly misguided pride or 'hubris' of man.

Thus, the Hawk does not have any feeling of remorse, and has no qualms about his unspeakable actions. The artistic glance into the Hawk's mind demands the readers' cognitive knowledge and active participation to create the optimal scenario. The use of figurative language and other linguistic features have played an essential role in the projection of the Hawk's mind style and the conceptualization of reality. The frequent and consistent occurrences of particular rhetorical patterns helped to perceive Hawk's strangely thrilling, and yet frightening nature. The schema enables us to

understand the unstated theme lying behind the Hawk's soliloquy, which indicates that no matter where you are, or which time you live in, there would always be a Hawk to plague or a dictator to rule.

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A Study on *The Horse Whisperer* From the Perspective of Trauma Theory

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Abstract—In *The Horse Whisperer*, Nicolas Evans explains, by in-depth discussion about issues like marital relations, family education, initiation process and trauma recovery, how the protagonists get cured and finally walk out of darkness and trauma, and how they become confident in that the future of their life will be brighter and brighter. Of all the literature reviews conducted around this book, few are from the perspective of trauma theory. It is under this context that this paper conducts its study.

Index Terms—*The Horse Whisperer*, trauma theory, trauma influence, trauma recover

I. INTRODUCTION

A. Trauma Theory in Literature Criticism

The term trauma theory was first put forward by Cathy Caruth. In 1996, Caruth published her famous book *Unclaimed Experience: Trauma Narrative, and History*. It was in this book that Caruth redefined the word trauma in this way: “trauma describes an overwhelming experience of sudden or catastrophic events in which the response to the event occurs in the often delayed, uncontrolled, repetitive appearances of hallucination and other intrusive phenomena” (Caruth, 1995, p.33). Over time, the study about trauma has experienced four stages. It was during the last stage that domestic affairs became a more and more popular topic, not only in the field of literature creation, but also in the very field of trauma study. More importantly, the study of trauma was extended from psychology to culture, and greatly influenced the development of such fields as sociology, literature, history and so on. Anne Whitehead pointed out in her *Trauma Fiction* that “the rise of trauma theory has provided novelists new ways of conceptualizing trauma and has shifted attention away from the question of what is remembered of the past to how and why it is remembered” (Whitehead, 2004, p.23).

At the fourth stage of the trauma theory, an outstanding contributor, Judith Lewis Herman, emerged, whose new perspective was the fundamental theoretical basis of this paper. In 1996, Herman published her second research book, *Trauma and Recovery: The Aftermath of Violence—From Domestic Abuse to Political Terror*. Herman pointed out that trauma treatment and recovery have to go through three stages. The first stage includes the savor of a sense of security, whether through medical cure, psychological assistance or relaxation activity, or the use of all these three methods. The second stage is the process of active confrontation with the trauma, based on the newly regained feeling of safety. The third stage is a new change in the victim's life attitude, represented by the gradual conquering of the trauma and less-repeated memory of the past. Herman not only focused her study on the recovery of the victims, but also delved into the fields of domestic violence and incest, and probed into the social reasons behind it. Herman's theory was quickly borrowed into the field of literature criticism, and more critics began to conduct their literal studies from the perspective of domestic violence and child abuse, based on Herman's trauma theory.

Ann Kaplan (2005) noted that literary narration is an effective way for the transformation and recovery of the trauma, and if the pains of trauma are manifolds, it can be cured through artistic transformation. In *The Horse Whisperer*, there are many psychological descriptions and analysis, especially about the influence of family crisis on the life of the children. It is acceptable to conclude that nearly all the family members are suffering from trauma. There are many internal reasons behind those crises. There are also the social problems which cause insecurity for the victims. So it is both the writers' and the critics' responsibility to use the trauma theory to tackle these social and individual predicaments, and to find a way for the victims to shake off their life burdens, for themselves, and for the readers as well.

B. Literature Review

Numerous readers and critics presented a great variety of reviews and understandings from many different perspectives. These interpretations varied from feminism, civilization contrast, philology to morality. Criticisms about *The Horse Whisperer* fall into the following categories.

One category focused on the issue of morality. In this regard, discussions can be subdivided into two sides. One side is in strong support of the courageous pursuit of true love by Annie and Tom. Many critics even compared it with another popular novel *The Bridges of Madison County*. They insisted that the rapid development of industrial society severely damaged the relationships between couples, and people had the right to take another chance. Another side criticized the degradation of moral responsibilities of the main characters, insisting that the writer's main intention is to

protect the traditional social responsibility for family and society. While it was a person's individual right to pursue their true love out of their own will, one also had a moral and social responsibility to bear. They also conveyed the idea that it was universally acknowledged that the collective social and moral responsibility was more important than personal benefit.

Another category of study focused their attention on the perspective of ecological writing and eco-criticism. Critics held that Nicolas Evans delivered rich ecological connotation in this book, and it was of vital importance to call out for the readers to live in harmony with the nature and society, since our environmental crisis had become so serious.

Still others took the story as one of rich philosophy. These critics all agreed that even though *The Horse Whisperer* was a popular novel written by a British writer about the west world, it conveyed a prevailing life philosophy originated from the east, especially from the oriental Buddhism. They held that the life philosophies in the western world turned out to be incompetent in guiding their people to live a balanced life, and they had to turn to the oriental wisdom to find an answer. Buddhism wisdom was neither too free nor too constraining in helping people deal with society and nature, and the ultimate purpose of this philosophy was to pursue the inner purity and tranquility. In the novel, the role of Annie Graves stands for those in the western world struggling aimlessly in their life, while the role of Tom Booker represents a figure of oriental wisdom, with no worldly burdens of any kind. This might explain why Nicholas Evans used Seng-t'san's poem from "On Trust in the Heart" as the preface of his book.

Existing reviews on this novel are mainly focused on morality, ecology and life philosophy between west and east. Although there are critics reviewing the book from other perspectives other than those mentioned above, none are from the perspective of trauma theory. With the rapid development of the trauma theory, critics began to use this theory to review literature works, and to focus their attention on the basic units of our society: family and family members. Based on the study of all the literature reviews, this paper holds that it is of significance to review this novel from trauma theory, thus presenting a new angle of understanding of the author's writing purpose.

II. CAUSES OF TRAUMA IN CHILDHOOD

Of all the characters in the novel, it was commonly acknowledged that the life of Annie Graves and Tom Booker were the most sufficiently depicted, and they were regarded as the representatives of the author's two main opposite lines. Nicolas Evans went back all the way to the protagonists' childhood period and laid out a whole picture of their life trails. Even though he did not take out a whole paragraph to specifically describe the traumatic experiences of the protagonists sequentially, he did mention their terrible childhood encounters from time to time and thus led his readers to dig deeper into the underlying causes of the bizarre behaviors in their adulthood.

A. *Annie's Trauma Caused by the Absence of Love*

Trauma can be caused by many reasons, including physical reasons like physical violence, spousal abuse, and emotional reasons like isolation, death of beloved ones, and failed marriages. Cathy Caruth noted that trauma "seems to be much more than pathology or the simple illness of a wounded psyche" (Caruth, 1995, p.4). Of all the causes for individual traumas, family concerns are the "shaping force in the development of individual character" (Cohen, 2009, p.117). Annie Graves' childhood was filled with many different kinds of terrible family concerns, and the function of the family was totally astray in her case.

Annie's trauma was caused by the death of beloved ones, and the threat of loss of beloved ones. In *Trauma and Recovery*, Herman stated out that "traumatic events generally involve threats to life or bodily integrity... they confront human beings with the extremities of helplessness and terror, and evoke the response of catastrophe" (Herman, 2015, p.33). In the novel, Annie Graves was at first a happy carefree girl with nothing to worry about, just like all the other girls in her age. Her father Matthew Graves was a diplomat, and he kept a perfect relationship with his daughter and son. However, the sudden death of Matthew Graves at the end of Christmas season became a nightmare in Annie's life, which became the first and foremost reason for Annie's traumatic tour. Another threat appeared just when Annie thought that her life went on to the right track. When Annie got married with Robert MacLean, she was confronted with another tragedy in her life, that is, she was not able to give birth to another baby. The inability of conception became a barrier between Annie and her husband. Even though Annie and her husband had never discussed their joint failure to produce another baby, it "had seeped silently into every crevice of their relationship" (Evans, 1995, p.71). The third threat was the loss of Grace's left leg. It was due to this very reason that Annie finally decided to walk out of her way to resolve all the problems. As a career woman, Annie had never retreated from any challenges in her life. This attitude of refusal to retreat and admit failure was the most outstanding label of Annie's life. The accident that took away one of her daughter's legs not only rendered her helpless, but also destroyed the integrity of her daughter's body, which, to Annie, stood for perfection of family. For over thirty years, Annie had herself been tormented by the absence of wholeness in her life, and attributed all her miserable past to this reason. In her eyes, her daughter and family were not only a part of her life, but also a fairy castle in her dream, which allowed no imperfection at all.

Annie's trauma was also caused by the maltreatment from her family. According to Wikipedia, "domestic violence takes a number of forms, including physical, verbal, emotional, economic religious, reproductive and sexual abuse". Annie had suffered from many different kinds of domestic violence after the death of her father, and her life changed overnight since then. Her mother left Annie in the care of her grandparents in strange, wet and cold England. Then,

there came the cruel maltreatment of her grandmother and the apathy of her grandfather. Annie was tagged as vulgar and slovenly by her grandmother, and was always beaten by her for the slightest disobedience of her request. What's worse, Annie had no one to turn to when she was in the greatest need of help and protection. The only one who could protect her was her grandfather, who, to Annie's disappointment, sided with his cruel wife. The dysfunctional role of family in Annie's childhood became another source of her traumatic experiences. This "decline in family responsibility, of family disorganization, rather than of social changes outside of family's control" (Harris, 2002, p.52), left an indelible damage on the protagonist's adult life. It was this life philosophy formed at this period of time that became the reason for the tragedies in her later life.

There were also other minor causes on the list. For example, Annie's husband and daughter failed to notice the difference in her temperance after she took the editorship of a failing magazine, and they chose to isolate her in an unconscious partnership with each other. The competition in the workplace was too fierce and inhumane that Annie had to be on the alert all the time. Even if she was the one who saved the magazine, her boss would still prefer to fire her when she was away from the job for too long time.

These reasons together contributed to her abnormal behaviors, which became more and more severe after Annie entered her forties. Annie had always been threatened by a sense of fright and powerlessness, which agonized her for most of her life time.

B. Tom's Trauma Caused by Disconnection

While many critics took Tom as a model for morality, integrity and wisdom, this paper stood in good stead that Tom was himself a victim needed to be cured as well. The reason lied in that Tom's trauma was disguised under the camouflage of his profession as a horse whisperer. Different from the sorrows of Annie Graves, Tom was confronted with dislocations and marriage failures, and these setbacks became the underlying reasons behind his evasive behaviors.

One of the reasons was the dislocation of his family ranch. Herman pointed out that "a secure sense of connection with caring people is the foundation of personality development. When this connection is shattered, the traumatized person loses her basic sense of self" (Herman, 2015, p.52). Tom loved the ranch and his family deeply. His father and grandfather even taught him a gentle way of training horses. The wisdom was not only suitable for training horses, but also a wise life philosophy. His grandfather even made an analogy between dancing and riding, and said that "it's about trust and consent" (Evans, 1995, p.104). However, the loss of the ranch land turned Tom rootless and adrift. The abrupt disappearance of connection and communication between family members forced young Tom to turn to horses for companionship.

Another trauma was caused by the failures in Tom's pursuit of love. Tom had been lonely all the time. During the time he was away from home, Tom lived a life mixed with normality and abnormality. The normal part was that he worked hard from one ranch to another to help people train horses, and cured horses with people problems without charge. He behaved himself politely. Behind these appearances, there was another "Tom" living inside himself. This Tom was cold, indifferent, and reduced in moral standards. When he trained horses on the ranch, he ridiculed about the horse owners and their looks, and he made advantage of his charm in horse training to sleep with women of all kinds. The distorted lifestyle contributed to the fact that the traumas had changed him into a totally reduced character.

Deep in his heart, Tom was eager to be loved, just like everybody else. However, he got traumatized again by love itself. It was the love of incompatibility. Judith Herman pointed out that for the traumatized people, "their capacity for intimacy is compromised by intense and contradictory need and fear" (Herman, 2015, p.40). His reduced life was a disguise of his inner needs for care and love. The more women he slept with, the more he became uncertain about this world. Because what he got from these love affairs was just betrayal and deception. Marriage and women had already left a deep scar on his mind, which worsened his understanding of love and marriage. On the other hand, the farther he got way, the more he was eager to a happy marriage of his own.

The first love appeared at the worst time when Tom tried to escape from where he lived. Diane, Tom's sister-in-law, was once a girl of tall and powerful figure, a typical wife for a rancher. However, this was the time when Tom "was not ready to settle down and was anyway so seldom around" (Evans, 1995, p.214). As a result, Diane married to Tom's brother, Frank, and that marked the end of his calf love after the family tragedy. Tom's second love came up when he decided to go to the University of Chicago. To his great surprise, Tom immediately captured that "this young woman, with her inappropriate footwear and religion, was sure as well no rancher's wife" (Evans, 1995, p.141). The difference between urban and rural life was too much for the couple to deal with. After the marriage, the contradiction gap between Tom and Rachel got wider and wider, and finally, they had to divorce.

It can be concluded that Tom was a combination of normality and abnormality. His trauma was a mild one, which seemed to be normal for most families, and which could be easily neglected by the family members. The absence of parental care and the incapacity of pursuit for love were the two main reasons behind Tom's distorted character. The absence of parental care, in particular, led to the communicational inability and distrust in society for Tom. Fortunately, Tom buried his sorrows in his work of curing horses, from which he learned the secret methods of coping with nature and society, and gradually regained confidence in himself and society. It was this technique that made Tom a rescuer for Annie Graves and many other victims.

III. EXPRESSIONS OF TRAUMA IN ADULTHOOD

As an effective strategy of coping with trauma, avoidance is a typical symptom of PTSD cluster. Sarah Trotta described this phenomenon in this way: “when we experienced a traumatic event, we may try to avoid anything that reminds us of the circumstances, such as places, people, pictures or other things that might bring the memories and feelings back into minds” (Trotta, 1993, p.56). However, this avoidance could not linger there all the time if the victims hoped to be cured. In this chapter, this paper would focus on the presentations of the trauma in the characters’ adulthood life to show the influence of childhood trauma, and how these presentations of trauma would deteriorate the victim’s family life.

A. *Annie’s Trauma in the Disguise of Fight*

As an avoidance strategy of dealing with her trauma, Annie chose to fight back. This behavior of fight explained everything Annie did after the death of her father. Judith Herman argued that the abused child’s existential task is a formidable question and they had to find a way to preserve hope and meaning, and that task was “often camouflaged by the abused children’s persistent attempts to be good” (Herman, 2015, p.105).

Annie’s fight took the form of seemingly mischievous protest, especially when she was maltreated by her grandmother. To take revenge, Annie reduced herself to mute contempt, stole cigarettes and smoked them. Her personality began to get distorted at this time, and she even thought that it was unwise to “love, for those you loved would only die and leave you” (Evans, 1995, p.279). When she was admitted by college, Annie’s first choice was not to continue her study, but to take a voluntary job in Africa. This choice was a demonstration of Annie’s flight behavior. It was this trip that brought Annie and Robert together for the first time. In Africa, Annie confided her secret with Robert, which laid a preliminary ground for the possibility of Annie’s future recovery.

Another protest was that Annie intentionally chose to keep a distance from Robert initially, even though he was the right type for her. When Annie met Robert for the first time and even though they talked a lot with each other and met regularly, they became friends instead, not lovers. Even though Annie lost her virginity to a beautiful Senegalese man, it was with Robert that Annie “for the first time felt that she was no longer a girl but a woman” (Evans, 1995, p.47). This unconscious intention revealed that Annie was in an unbalanced state, eager for love but afraid of being in one at the same time. This unbalance was a proof that the victims of trauma had great difficulty in getting themselves involved in a normal relationship with people around them, especially when it came to the choice of life’s most important partner.

Another evidence of Annie’s fight could be found in her merciless handling of her jobs and colleagues. In order to excel herself in everything she did, Annie performed triumphantly in all the jobs she had taken. At the same time, her mercilessness was also exposed to the public clearly, about which, Annie thought otherwise. In order to protect herself from her friends’ contempt, Annie quitted from the magazine and went to northeastern England to work as a reporter for a petty newspaper. This degrading behavior in the choice of job proved that Annie did not take her reputation seriously. On the positive side, Annie would devote all her time and energy to her job, even at the price of worsening her family relationships. This devotion, or to be precise, fight, devastated the relationship between her and her family. It was during this period of absence of communication that her daughter lost her leg, which shattered Annie’s world totally. As to her colleagues, Annie would fire or blood-let them without thinking about the possible outcomes, which accords to the fact that “the traumatized person startles easily, reacts irritably to small provocations, and sleeps poorly” (Herman, 2015, p.35). Annie also kept an intense relationship with her husband and daughter. This intensity of relationship was caused by her inner fear of loss. To achieve this goal, Annie made all the decisions in her family, but not aware of the fact that she was doing it, because, as Judith noted, “the traumatized person may experience intense emotion but without clear memory of the event, or may remember everything in detail without emotion. She may find herself in a constant state of vigilance and irritability without knowing why. Traumatic symptoms have a tendency to become disconnected from their source and to take on a life of their own” (Herman, 2015, p.5). Annie ran the house errands all at her own will, and would become very hostile when things went wrong. This escalation and deterioration of family relationship caused disastrous consequences. When the accident happened, alienation became silent confrontation between mother and daughter. Her strategy of fight would bring her nothing but more loss if she chose to continue with her fight mechanism.

It would be sufficient to conclude that Annie’s fight exacerbated her life situations over and over again. After years of fight, the trauma still traumatized her, especially when she witnessed the near death of the horse and the loss of her daughter’s leg. The sense of guilt haunted Annie ever since then. “The sense of guilt became especially severe when the survivors witness other’s suffering or death. It creates a severe burden of conscience” (Herman, 2015, p.54). It was out of this realization that Annie took the responsibility on herself to find a “horse whisperer” for the horse and her daughter as well. What surprised her was that, the pilgrimage to the west turned out to be a pilgrimage of recovery for her too.

B. *Tom’s Trauma in the Disguise of Flight*

Tom fled repeatedly away from his home to seek for the best land for his soul. However, it turned out that there was no such a place on this planet before you come to a compromise with your own heart. Tom’s escapes from the ranch, refusal of marriage, and his preference for animal companionship are three main signs of his flight intendency. In *Trauma and Recovery*, Herman explained this flight strategy: “Traumatic events call into question basic human relationships. They breach the relationship of family, friendship, love and community” (Herman, 2015, p.51).

One noticeable flight was that Tom repeatedly escaped away from his ranch home. Whitehead believed that the

traumatic incident “is not fully acknowledged at the time that it occurs and only becomes an event at some later point of intense emotional crisis” (Whitehead, 2004, p.6). The first was when the family was forced to sell their former ranch and moved to a new one. This displacement marked the start of Tom’s loss of sense of belongingness. When the family litigation lasted, Tom quit from school and chose to be with the horses instead. Even though not a philosopher, Tom expressed his biggest wish at the young age of 12, “If only you could make now last forever” (Evans, 1995, p.137). This situation continued to get worse, and Tom chose to work from one ranch to another to cure horses maltreated by farm hands, without charge.

The second flight happened when Tom failed in his first marriage. Tom thought that the city was too crowded for him, while Rachael thought that the countryside was too much space for her. After the divorce, “the first Tom Booker horse clinic was held in Elko, Nevada the following spring” (Evans, 1995, p.144). Tom embarked on his second flight trip again. This time, it went on for twenty years, four times than that of the first one, and it seemed that Tom would not recover from this trauma again.

The third flight came when Tom’s love with Annie was challenged by tradition and morality. Tom incurably fell in love with Annie, even though his sister-in-law reminded him again and again that Annie was actually a wife and mother, and he might get hurt again. Then, the arrival of Robert, who was representative of the urban civilization, brought Tom back to reality again. He decided to take a vacation to force himself to forget Annie and prevent himself from making another mistake. When Grace discovered the affair and rode away into the mountains to commit suicide, Tom was sandwiched by his love for Annie and his responsibility for society. He offered his own life as he always believed what a wild stallion would do when defeated in the fight for mares.

Another form of flight was shown in that Tom was always in a state of detachment. He always preferred to choose a life of solitude, with few friends or workmates. Under this circumstance, “terror, rage and pain dissolve, (and) events continue to register in awareness, but it is as though these events have been disconnected from their ordinary meanings”(Herman,2015,p.43). Tom stubbornly chose to be the master of his own life, paying no respect to the kind advice from his friends and relatives. When everyone in the town advised that Tom should not take in the horse, he went against and accepted Annie, Grace and Pilgrim. What’s more, he even suggested that they could live in the very place he and his wife lived in before the divorce. All these showed that Tom would spare not a chance to demonstrate his stance whenever he could. Besides, Tom would show his temperance of indifference occasionally. He joked about other’s bad luck indifferently. He did not try to teach the horse owners the techniques, and it seemed that what he cared about was just the horses. The indifference was actually a camouflage that Tom was himself once been treated in this way before.

Still another sign of detachment was that Tom preferred to live in isolation. He only had a few friends around and refused to get into close relationship with others. “The features of post-traumatic stress disorder that become most exaggerated in chronically traumatized people are avoidance and intrusion. When the victim has been reduced to a goal of simple survival, psychological constriction becomes an essential form of adaptation” (Herman, 2015, p.87). Simplicity became Tom’s sole life standard. After the divorce, he decided to live in the small cottage alone, far from his brother’s family and life. He would retreat early into his own room after the day’s work. He had his friends, but none were close; he dated girls, but none were intimate. Even his mother noticed the fact that “he had grown quieter, and he spoke now only when he had something to say” (Evans, 1995, p.139).

A third flight was shown in that Tom remained disconnected from his surroundings spiritually. This was exceedingly obvious in that Tom lived a lonely life even if he came back and lived on the ranch together with the whole family. When Tom decided to stay on the ranch, he talked more with the three children, and preferred the one with the same temperance with him. Tom tried to own the least of things, and would not give up his old memories. When he was persuaded to live back at the main house, he felt that “the room was large and seemed more so because there was so little in it, and the bed was the one his parents had slept in”(Evans, 1995, p.272). This showed that Tom’s mind was always stuck in the past memories and he still could not make a compromise with things happened twenty five years ago.

Both the fight and the flight mechanisms were in fact a disguise of the protagonists’ childhood trauma. These mechanisms made it difficult for the victims to get into normal relationship with people around them, especially in that they could not live in peaceful coexistence with their family members and colleagues. Behind these flights, there were outcries for pilgrimage and independence. Judith pointed out these outcries in this way: “many abused children cling to the hope that growing up will bring escape and freedom. But the personality formed in an environment of coercive control is not well adapted for adult life” (Herman, 2015, p.110). In order to get back onto the right track, the victims were advised to confront their fight or flight with bravery, and seek recovery with an active attitude.

IV. WAYS TO RECOVER FROM TRAUMA

Judith argued that “the core experiences of psychological trauma are disempowerment and disconnection from others. Recovery, therefore, is based upon the empowerment of the survivors and the creation of new connections” (Herman, 2015, p.133). The whole process of recovery consisted of three stages. The first stage is to reestablish the sense of security to create a new atmosphere. The second is the process in which the victims finish his remembering, or re-experience the traumatic event again, and the third stage is to get reconnected with people and society. Successful completion of these three stages would ease the victims of their traumatic past and provide them with the courage to

“confront the possibility that something else like it may happen again, (and) a trauma survivor is one who has successfully worked through and make peace with his or her traumatic memories”(Tal,1996,p.145).

A. *Foundation for the Recovery from Trauma*

The first primary foundation in the recovery is to develop healthy surroundings, and no action shall be taken before the accomplishment of this stage. Establishing a safe environment requires “not only the mobilization of caring people but also the development of a plan for future protection” (Herman, 2015, p.164.). “Social action offers the survivor a source of power that draws upon her own initiative, energy, and resourcefulness but magnifies these qualities far beyond her own capacities” (Herman, 2015, p.207). Annie kept her family name after she got married, because “professionally she had always used her maiden name”. Annie believed that Robert was the only man that she would like to marry, because “what she’d wanted from him was actually what she had lost in her father: stability, security and unquestioning love”. All the details pointed to the sheer fact that Annie’s father was the pillar of her life, and this fatherly love sailed her through the life’s ups and downs. It was this positive force that enabled Annie to seek remedy and take up the responsibility of parenting. This was the same for Tom Booker. He was taught to be a man of understanding and respect, and Tom knew this “in the same way he understood the difference between colors or smells”. These family traditions and parental love laid a solid foundation in the rebuilding of the protagonists’ character and temperance, and provided the protagonists with faith and confidence that love was never gone, even if it was somewhere else for some time.

Another foundation for the establishment of safety appeared when the protagonists were put in a new and safe inter-personal environment, which functioned as the platform where the recovery took place. “The traumatized needs a safe refuge. Finding and securing that refuge is the immediate task of crisis intervention” (Herman, 2015, p.162). In the novel, it was obvious that the western Montana ranch functioned as the natural place of recovery, which brought the victims away from the places where they were being tortured. It was also obvious that the engaging inter-personal relationships were a major source of security for the protagonists. The fierce and cruel competition in the workplace made Annie work all the time to maintain her place in the business, and insomnia became a constant problem for her. Her life was crowded with lawsuits, telephones, and conferences, gradually eating away at the narrower room she had with her husband and daughter. However, the pilgrim to the west not only offered her a soothing environment of beautiful natural sceneries and the long lost horse-riding, but also cut her away from her restless life in the city. Tom hoped to pursue the feeling of safety that he wanted badly by the way of flight, but failed unfortunately. What he encountered on his travels of flights were women who came to his clinic longing for enlightenment and comfort, the same thing which Tom needed badly as well. The busier his clinic business became, the lonelier Tom would become.

Besides, the genuine and kind care and apathy from others also attributed to the establishment of the environment. On her way to west Montana, when the ranch couple sent her *The Pilgrim’s Progress* by John Bunyan and thought that “it seemed appropriate” (Evans,1995,p.185), Annie was shocked and brought back to reality that she herself was a victim too. When Tom came back to the ranch, Diane became a guardian angel for him like a mother, even if her “over-protection” made Tom feel upset. When Diane realized that Tom was falling in love with Annie, she repeatedly reminded Tom of Annie’s marital status, and directly asked Annie to hurt Tom no more. The journey of Annie to west Montana, the return of Tom to the home ranch, and the care and love from the ranch neighbors, all offered a safe and common environment for the two wounded soul to heal. It was based on this establishment of soothing environment that the second stage of recovery began to evolve.

A third foundation is the stage of remembrance and mourning. When the safe and secure environment is in place, the victims of trauma will gradually become relaxed and less alert, and when the right time comes, they will confide their traumatic experience with those they trust. Judith Herman explained this process as follows: “In the second stage of recovery, the survivor tells the story of the trauma. She tells it completely, in depth and in detail” (Herman 175), and “reconstructing of the trauma story begins with a review of the patient’s life before the trauma and the circumstances that led up to the event” (Herman, 2015, p.176). Annie had always refused to think of her past when she grew up, and she tried her best to be good to cover up any possible trail of the past misery. This fear of loss prompted Annie to take a last fight again, because it suddenly occurred to Annie that “perhaps that this need she felt to keep Pilgrim alive, to find someone who could calm his troubled heart, was not about Grace at all. Perhaps it was about herself” (Evans, 1995, p. 124). This sudden realization unfolded her heart and Annie was prepared to “reconstruct her story”.

In this regard, Tom’s realization was forced into actual action with the unexpected help from Annie. Annie played a double role at the same time. On one hand, she was a victim and hoped to seek comfort and relief from Tom, while on the other hand, she became the one who could deliver Tom out of his flight. It was the same technique that Tom used to cure traumatized horses, and he was totally surprised that someone would use the same technique on him. At this point of the recovery process, both Tom and Annie were ready to remember and mourn, and they both became therapists for each other.

According to Judith Herman, the descent into mourning is the most necessary task in the stages of recovery, and the patient will resist mourning out of pride, not fear. “Survivors of chronic childhood trauma face the task of grieving not only for what was lost, but also for what was never theirs to lose ”(Herman, 2015, p.193). When all the other persons left the ranch, and there were only Tom and Annie in the mountains, Annie began to remember and mourn her life’s horrors and secrets.

Tom’s remembrance and mourning took a different form, that is, Tom was kind of self-taught. In his search for the

remedy of the horse, Tom read about a technique of curing pain with pain itself. When he mastered the essence of this technique, he knew that Annie would soon leave him. This farewell enlightened him to find the answer for the question that he had been thinking about all his life, which was need itself. It was this deliberation that helped Tom in the successful cure of the horse. While training horses, Tom revealed this secret of getting even with one's life to Annie, which seemed that he was actually talking to himself.

It was only until this moment that victims would come to a compromise with their past traumas, and began to form new cognitive concepts on the world. From the above analysis, it could be concluded that even though Tom and Annie suffered from different traumas and took different disguises for protection, they both completed their recovery stage of remembering and mourning by active participation and in-depth reflection. The establishment of safe environment and the bravery in confronting and accepting their pains survived them their disasters and led them onto a new path in life.

B. Reconnections in the Recovery from Trauma

When safe environment was established and the traumatized ones had processed their remembrance and mourning, the victims would come to the third stage of recovery. At this stage, they were faced with the task of creating a brand-new future. In this stage, the victims must develop new self, new relationships, and find a new, sustaining faith. "In accomplishing this work, the survivor reclaims her world" (Herman, 2015, p.196). Since the trauma had severely affected the personality of the victims, this stage of recovery would make them feel that they were entering into a new world, just like "the feelings a refugee had when they fled into a new country" (Herman, 2015, p.198). They had to build a new life out of an environment of total self-control, and this sudden freedom would make them feel shocked and uncertain at the same time. Also, at the third stage of recovery, the tormented victims recognized that they had been a victim and understood the effects of victimization. They would become more conscious and would make wiser decisions than what they did before the recovery. But now, they were ready to incorporate the lessons of their traumatic past into their new life, and took concrete steps to enhance their sense of power and control.

One reconnection in the recovery was that the victim successfully got reconciled with himself or herself again. Before the reconciliation, the victims were always under the impression that they were not the master of their life. The simple statement, "I know I have myself", could be seen as the final emblem of complete recovery. The victims would be desperate to become the person they wanted to. When Annie's view of her life changed, she realized that she had to return to her favorite profession and get back to normal life. There was many an instance about Annie's endeavors to get back to reality. First, in a physical sense, Annie resumed her habit of horse riding for the first time in almost thirty years. Even though her thighs ached badly to make their complaints known, Annie "relished the pain like a keepsake". Most of the victims would try their best to avoid the reappearance of past memories. In order to live a normal life, they refused to do the things that they loved most when they were young. The slightest mentioning of it would stir things up and they would burst into abnormal behaviors. The horse riding was the sweetest game that Annie used to do before her father's death. Her re-acceptance of horse riding again reflected her willingness to have a change in her life.

Another reconciliation was shown in Annie's quest for a new career in her life. Annie was happy about "her work on a new piece", even though the style and content of the piece was quite unlike the things she used to write. Judith Herman illustrated this point when she detailed on the reconnection theory: "Whereas in the past survivors imagined that ordinary life would be boring, now they are bored with the life of a victim and ready to find ordinary life interesting" (Herman, 2015, p.203). Before Annie took the post of editorship, she worked as a celebrated journalist, with which she was satisfied. At that time, Annie had prided herself that she and Grace were closer than almost any mother and daughter she could think of. Initially, Annie thought that the executive life would guarantee that she and Grace had what she proudly called "quality time". But in fact, "from her present perspective, its main quality seemed to Annie to be oppression" even though she "had at first refused to acknowledge the toll it was taking at home". When Annie finally made her declaration in a clear way to her husband that "she was tired of all the power games and the politics, (and) she wanted to get back to writing, to what she was good at", Annie pulled herself out of the fountain of her misery.

The last and most important reconciliation with herself was shown in that Annie, for the first time, tried to search for a new faith in her life. This pursuit of spiritual faith was an obvious and strong testimony of the victim's success of recovery. Judith Herman talked about this reestablishment of faith when she studied the missions that victims tried to find after the recovery. As a result of the trauma, a significant minority would feel called upon to engage in a wider world. Therefore, Annie began to read *The Pilgrim's Progress*. Annie even went to the church with the Booker family. Her psychological growth changed first from rejection to doubt, and then from acceptance to agreement. The rejection and doubt reflected her disconnection with both her inner and outer worlds, and the acceptance and agreement reflected her reconnection with herself. Her life's misfortune also disappeared with this regain of social value, and Annie resumed her normal family life, which was best proved by the birth of her second baby. Until this moment, there would be no difficulty at all in understanding the four famous words "in case you forget".

The same reconciliation also happened in Tom's recovery. The desperation to seek shelter directed Tom to turn to animals for companionship. When he shared his remembering and mourning with Annie, Tom also started to take on a new outlook on his life. His reasonable quietness came into light when he decided to give it a try to cure Pilgrim, because "it had occurred to him that If he took the horse on, he might be doing it not to help the horse but to help her, (and) he never did that" (Evans, 1995, p.211). This decision was totally against what he had always boasted of on his clinic tours, "I help horses who've got people problems" (Evans, 1995, p.153). Another evidence of quietness appeared

when he was awakened to the fact that he actually fell in love with the woman who came for his help. This newly-regained sense of affection made him feel that “he was returning from some distant land of exile and that there, and only there, he could be whole again” (Evans, 1995, p.412).

Tom’s reconciliation with himself was also reflected in his candid confrontation with his present status of life. When Tom resumed the usual life pattern, he took a candid attitude towards things around him, and this attitude also influenced people around him. Tom’s decision to start all over again was a strong proof of his forgiving himself, which was also a proof of the fact that he finally admitted the damage of the trauma and decided to accept it. “As survivors had let go of those aspects of themselves that were formed by the traumatic environment, they also became more forgiving of themselves. They are more willing to acknowledge the damage done to their character when they no longer feel that such damage must be permanent” (Herman, 2015, p.203). With this realization in mind, Tom told Annie about the loss of their first ranch and the difficulties they encountered when they moved to a new one. Tom’s acknowledgment of damage was demonstrated in his new-gained hope for life. This new hope proved to the fact that Tom would not believe that the trauma would be permanent and follow him wherever he went. Another evidence of this hope was that Tom even began to bring hope to others. He encouraged Annie to face her problems by saying things like “where there is pain, there’s still feeling and where there’s feeling, there’s hope” (Evans, 1995, p.309).

Reconnection and reconciliation with oneself offered a source of compassion, respect and courage for the traumatized. This compassion and respect would then offer a sense of renewed pride for the victims, which would encourage them to get more accustomed to their new life patterns. At this stage, Tom and Annie identified the positive aspects of the trauma, and they began to enjoy increased sense of power and build new hopes in life. This awareness was actually a change of perspectives and a desire for better future and better life. This awareness “provides a balance, even as she rejoices in her strengths” (Herman, 2015, p.204).

C. *Reconnection with Society*

Victim’s reconstruction of connection is the primary mission of the recovery. This reconstruction is divided into two aspects: reconnection with oneself, and reconnection with society. While the protagonists’ connection was constructed and they accomplished their reconciliation with themselves, the reconnection with society became a more and more natural life style for them too. “The survivor has gained some capacity for appropriate trust, (and) she can once again feel trust in others when that trust is warranted. She can withhold her trust when it is not warranted, and she knows how to distinguish these two situations” (Herman, 2015, p.205). At this point, the survivors also regained their ability to feel the power of autonomy. They could maintain their own viewpoints and own boundaries while paying due respect to the viewpoints and boundaries of other people. Most importantly, the survivors would begin to take more initiatives and be always ready to create a new identity.

Annie’s primary defense system was based on her fight in every aspect of her life, and this fight mechanism ruined her life and distorted her personality. However, after her active participation in the process of remembrance and mourning, Annie gradually reconnected herself with both herself and society. Not only did Annie begin to enjoy the commutes from where she lived to the ranch, she also started to spend long time to watch Tom train horses. She resumed her usual habits of jogging and horse riding. She even agreed to help with the ranch work, even though she thought that they would just “get in the way”. When the recovery work of the horse began to show promising signs, Annie even thought about holding a thank-you banquet to entertain the Booker family. Second, Annie began to think more for her colleagues than for herself. When her boss told her that he would lay one of her colleagues off, she suddenly had a suicidal clarity that she knew what her choice would be. Another choice Annie made showed that she began to build trust in others. Annie allowed Diane to pick up Grace when the physical therapy finished, and she agreed to let Grace take the fights all by herself. Most importantly, Annie began to contemplate on the “real meaning” of life, and the differences between the life in the city and the life they had found here in the rural west.

Annie also began to accept her identity in the Mclean family. This acceptance of family identity not only proved that Annie admitted her gender in the family, but also took up her responsibility as wife and mother. For instance, when Annie gave birth to her second baby, she preferred to use the old cradle, which “had sheltered the cranial formation of several more or less distinguished lawyers” (Evans, 1995, p.473). Last but not least, Annie’s attitude toward people around her changed dramatically after the pilgrimage. When the coil failed to function a year earlier than its recommended life and the doctor suggested that Annie should sue, she just simply laughed, and “the sensation was so alien (that) it had shocked her” (Evans, 1995, p.474). Before this incident, Annie would love to make a lawsuit against those who would fall short of her expectation. In the delicate and fragile relationship with her husband, Annie employed a more candid and respectful attitude. She frankly told him everything between she and Tom, and felt guilty about what had happened.

Tom’s reconnection was primarily demonstrated in his social actions. “Social action offers the survivor a source of power that draws upon her own initiative, energy, and resourcefulness but that magnifies these qualities far beyond her own capacities” (Herman, 2015, p.207). Consciously or unconsciously, Tom was embodied with a magic power in his interaction with horses, which embodied him with an insight into the delicate relationships between animals and human beings. Tom applied this insight into the revelation of the much more complex interpersonal relationships, and saved more souls than he could even imagine. This wisdom was actually the reason behind the popularity and success of his horse training clinics. Not only did Tom answer the calls of his generations, he also passed this wisdom down to the

next generation. Joy was a spitting image of Tom in the novel, both in looks and in temperance. Tom “liked to watch the boy around horses, (and) he had an easy, confident way with them” (Evans, 1995, p.201). In Joy’s eyes, there was the same contained calm that was Tom’s. Moreover, just like Tom, Joy never forced him on the horses but instead let them come and offer themselves and then he would accept them with an ease. “He would play with them, but if they ever got unsure he’d back off and leave them be” (Evans, 1995, p.291). There were many other instances of such in the novel, and the list goes on and on.

Another major influence of Tom’s social action could be seen from the changes he brought on Annie’s family. One of the changes was that Annie got pregnant again and gave birth to a baby boy. Babies stand for hope. Besides, they named the boy Matthew, in remembrance of Annie’s father. Only until this moment did Annie get even with her childhood traumas and get reconciled with the fact of her father’s sudden death. Another change was shown in the maturity of Grace’s temperance. Being through so many and being the sole witness of Tom’s sacrifice of his life, Grace became an adult overnight and seemed to take stock and decide to survive like Pilgrim. Last but not the least, Tom’s social action of helping people around him turned out to be a success when people showed up on his funeral and paid their respect. The congregation of the victims at Tom’s funeral ceremony proved that people acknowledged Tom’s wisdom and they would also pass this wisdom down to their next generation. “In this sense of reciprocal connection, the survivor can transcend the boundaries of her particular time and space” (Herman, 2015, p.208). At the same time, “although giving to others is the essence of survivor mission, those who practice it recognize that they do so for their own healing” (Herman, 2015, p.209).

There was no final ending in the process of curing trauma, and the job of recovery was never complete. The influence of the traumatic incident would continue to happen again some other time in the victim’s life. It would be great indeed if the survivor turned his attention from recovery to ordinary life. “The best resolution is the survivor’s restored capacity to take pleasure in her life and to engage fully in relationships with others. She has become more interested in the present and the future than in the past, more apt to approach the world with praise and awe than with fear” (Herman, 2015, p.212). To get saved was one thing, and to survive, was another.

V. CONCLUSION

By presenting a detailed description of the character’s awkward encounters in the form of a westward pilgrimage, this paper tried to show the readers how childhood family tragedies could affect one’s life in almost every aspect and over a rather long period of time, and how much efforts it would take for the traumatized to shake off these psychological burdens and get back onto the right track. Thanks to the skillful writing techniques of the author, readers get to get hold of the equanimity, tenacity and optimism in the protagonists when the disaster befell on them out of the blue. The aim of this paper was to show that, for the victims of a trauma, and also for all the people facing the same problem, what they needed most is the interpersonal communication based upon trust, respect and love, which is in great short of supply in today’s industrial society. When the pilgrimage came to its end, all the characters in the novel were transformed into new ones out of their old past, and they became more confident, sensible and responsible in their life. The reason lies in the very fact that they all made a choice for themselves and for the public as well, which, in a broader sense, was also the choice of the society.

This paper also managed to point out that the best way to achieve peaceful coexistence with oneself and society was to get rid of evasive strategies and establish new connections. No matter how varied the causes of the traumas would be, a strong sense of survival, a pursuit of morality, and a renewed perspective of values should be the most fundamental concerns of the modern society in the process of traumatic recovery. Society, as a whole, should take its due responsibility to curb the potential occurrence of domestic violence and nurture the core values of family integration in a much broader sense. Also, the stages after the preliminary recovery should not be neglected either, and there were still many other choices for the survivors to make in their future life. The novel took every opportunity to promote this life philosophy that people should spare no efforts to take in the true values whenever they could to help themselves get a better understanding of life. Nicolas Evans proposed clear suggestions for the general public that these life philosophies were of great help in the solution of their own problems, and in their reconnecting with the society as well.

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A Study of Tactics of Cultivating Senior High Students' Critical Thinking Skills of English Writing Based on the Production-oriented Approach

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Abstract—As an embodiment of the comprehensive language competence, writing is also an effective way of promoting students' critical thinking ability, and the writing process involves not only language usage but critical analysis as well. In traditional English classes, however, the cultivation of critical thinking skills is sometimes overlooked and the teaching of English writing pays more attention to the usage of grammar or lexical knowledge, in other words. A lot of students just write for high scores by applying flowery language without logicity or internal essay structure, and writing teaching is always one of the difficulties in English classes. In this case, in order to enhance senior high school students' English writing ability, arouse their English writing interests and train their critical thinking skills in the meantime, in this paper, the author sets the production-oriented approach as the theoretical basis, applying it to English writing classes and discussing feasible teaching strategies from three aspects: preparation for English writing production, process of English writing production and assessment of English writing production, aiming at providing a guidance or some new ideas for English writing teaching in Chinese senior high schools.

Index Terms—English writing, senior high, production-oriented approach, critical thinking

I. INTRODUCTION

In current English classes, when teaching writing, a lot of teachers focus on explaining grammar and language points. Most of them prefer to use one of the typical English teaching methods named TBLT(Task-Based Language Teaching method) to teach writing, combing reading with writing and setting a writing task before reading. As time of the class is limited, students often finish writing after class. However, there is no motivating stage for students to know clearly about what their present English writing levels are or what they can do to improve their writing skills, let alone training critical thinking skills. And there is a time difference between input and output in these classes, so that the writing task and other teaching procedures are sometimes disjointed easily. Also, from some teachers' point of view, writing is only a stage for writing independently and they ignore the importance of discussions and thinking deeply during the process. Students feel it difficult to write in English and don't know how to construct writing structures correctly and logically or how to analyze the writing topics critically. Their real writing abilities can not meet the requirement of the curriculum standard. Wen Qiufang and her team proposed the production-oriented approach(POA) based on their research of the current situation of traditional English classes in China, which integrates learning and using together and aims at balance input and output when teaching English. One of the biggest differences among POA and other teaching methods is that according to POA, students are supposed to try to do the output task; and after they find difficulties in output, the teacher provides proper input for them to tackle those difficulties, and finally they are asked to finish another output task. Up to now, POA is broadly used in almost all levels of education in China, which mainly concentrates on language classes, such as Chinese class and English class. In this paper, the author applies production-oriented approach to finding out teaching tactics of senior high English writing, aiming at cultivating students' critical thinking skills through English writing classes on the strength of the main teaching process in POA: Motivating, Enabling and Assessing (Wen Qiufang, 2017).

II. THEORETICAL FRAMEWORK: PRODUCTION-ORIENTED APPROACH

In 2013, Wen Qiufang et al. proposed the output-driven hypothesis, which developed into output-driven+input-enabled hypothesis (Wen Qiufang, 2014), which laid the groundwork of POA study. After a great deal of practice research, based on Swain's output hypothesis (Swain, 1985) and Lantolf's opinion of language acquisition from the sociocultural perspective (Lantolf, 2000), the framework of production-oriented approach was firstly built in 2015. POA is mostly used in higher education and has recently been applied in secondary education, which emphasizes that input is the primary driving force of foreign language studying and output is both the basic motivation and final objective of foreign language learning, and the process of input aims at facilitating students finishing output tasks instead of

obtaining knowledge only. According to Wen Qiufang, the framework of POA consists of three main parts: teaching principles, teaching hypothesis and teaching process.

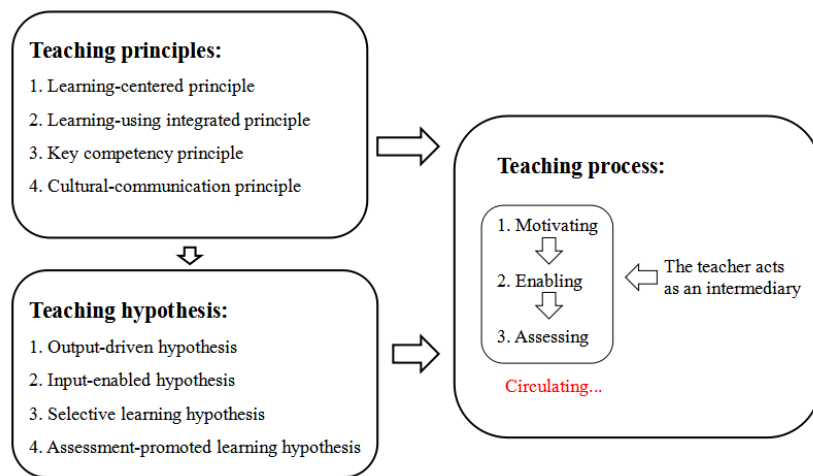


Figure 1 The theoretical framework of POA (Wen Qiufang, 2017)

A. Teaching Principles of POA

Learning-centered principle: Teaching in classroom should facilitate the occurrence of effective learning, aiming at achieving teaching objectives.

Learning-using integrated principle: Learning (input) means listening and reading, and using(output) means speaking, writing and translating. Input and output study should be combined together and all the language teaching activities should be closely related to each other, so that students can learn how to use English properly and correctly in their daily life.

Key competency principle: Key competency refers to learning ability, cooperative ability and transfer ability. Learning ability means the ability of acquiring new knowledge and new skills independently. Cooperative ability means the ability of cooperating with each other and seeking common ground while reserving differences. And transfer ability means the ability of knowing how to solve problems by applying the known knowledge.

Cultural-communication principle: The teacher needs to know how to handle the relationship between the culture of the target language and the culture of learners' native language correctly, and leads students to understand different cultures better and cultivate their cross-cultural awareness.

B. Teaching Hypothesis of POA

Output-driven hypothesis: Output-driven hypothesis highlights that output is the main driven force and objective of language learning, and there should be an output-input-output process in language teaching classes. In the first output stage, students will face some troubles and be aware of their shortcomings; in the input stage, teachers can give them input tasks in time, so as to arouse students' learning interests and increase teaching efficiency.

Input-enabled hypothesis: Input-enabled hypothesis deems that better teaching result will be obtained if the teacher provides appropriate input after output-driven stage, and input should serve the output objectives.

Selective learning hypothesis: selective learning means selecting targeted input materials and patterns to meet students' needs of output. The teacher should choose useful teaching materials based on students' output demands to instruct them to process new knowledge elaborately, in order to promote students' all-round development.

Assessment-promoted learning hypothesis: Assessment-promoted hypothesis emphasizes that in language teaching classes, assessments can be helpful to students' learning. Here, assessments include immediate assessment and delayed assessment, and these assessments will reflect teaching and studying problems so that teachers can make improvements timely.

C. Teaching Process of POA

And on the basis of teaching hypothesis, the teaching process of POA can be divided into 3 steps: Motivating, Enabling, Assessing. Together with each other, these three steps form a loop, and the teacher acts as an intermediary.

Motivating: Different from traditional warming-up activities which aim at arousing students' studying interests, in this stage, targeted activities are arranged for students to be conscious of the gap between what they have known and what they don't know and their deficiencies, so that they will be eager to learn new things to cover their shortages.

Enabling: In this stage, the teacher will provide appropriate learning materials for students and lead them to study selectively. Output tasks will be finished by students under the guidance of the teacher.

Assessing: This stage consists of immediate assessment and delayed assessment. Immediate assessment means that the teacher needs to make output assessments timely during the teaching process. Delayed assessment means that the

teacher should make assessments after students finish after-school output tasks and homework.

III. ENGLISH WRITING TEACHING AND THE CULTIVATION OF CRITICAL THINKING SKILLS

A. *A Brief Introduction of Critical Thinking Skills*

According to the High School English Curriculum Standard (2017 Edition), the key competency in English refers to language ability, thinking quality, cultural character and learning ability (MOE, 2018). And thinking quality is initially put forward as one of the main English teaching aims in the curriculum standard, which means the ability of logical, critical and creative thinking and critical thinking is the most important part in English learning. As language is the external embodiment of our mind, we need to exert our mind when learning new language, and the application of language can also promote the development of our thinking skills. Sun Youzhong (2019) claims that language should be applied to develop students' higher thinking ability, hence, language teaching classes should not only aim at cultivating students' communicative capability in English, but also aim at cultivating their competence in acquiring knowledge, analyzing problems and solving them. He highlights the necessity of training students' critical thinking skills in English classes and the interrelationship of language ability and critical thinking ability, advancing the TERRIFIC teaching principle(TERRIFIC refers to target, evaluate, routinize, reflect, inquire, fulfill, integrate, content) to lead English teachers to make critical teaching designs. As a kind of thinking competency, critical thinking can stem from Socrates' art of midwifery, which means that leading students find out correct answers individually after incessant discussions and debates, and was initially proposed by Dewey as reflectively thinking, who believed that it was an embodiment of reflective thinking skills (Dewey, 1933). In 1987, Ennis Halpern who concerned much on skills training named it as rational reflective thinking, focusing on its rational characteristic (Ennis, 1987). As a breakthrough in 1990, Facione divided critical thinking into two aspects: cognitive skills and affective dispositions. And in the Delphi report in the same year, critical thinking skill was defined as a kind of purposeful and self-regulating judgment, which can promote the explanation, interpretation, evaluation, analysis and inference of evidence and conception(the Delphi Report, 1990).

B. *The Relationship between English Writing Teaching and the Cultivation of Critical Thinking Skills*

In Sun Youzhong's point of view, critical thinking LSRW activities (LSRW refers to listening, speaking, reading and writing) should be set to integrate language studying with critical thinking training (Sun Youzhong, 2019). English writing a cognitive process of reasoning, proofing, judging and arguing, and English writing training is inseparable from the cultivation of critical thinking skills. In other words, the latter can promote forming students' logicity of English writing, while the former can examine whether their critical thinking skills are improved or not. Character is the carrier of language, which is the carrier of thoughts. English writing is one of the high-intensive thinking activities. Our brains are working the whole time from we plan to write what and how to write to finish writing, so that we shouldn't overlook the necessity of critical thinking when we write.

In a lot of English writing classes in China, however, many English teachers only pay much attention to students' application of words, phrases and grammar, but ignore the importance of critical thinking. In this case, a lot of Chinese students just recite model essays and apply them mechanically, which loses the initial idea of English writing teaching in the curriculum standard. According to the High School English Curriculum Standard (2017 Edition), senior high stated English writing types in China consist of narration, exposition, argumentation etc.. The topics of these writing types vary from one to another, which are closely related to hot topics or current news in the domestic and overseas. But it is reported that so many students don't understand the writing materials very well and they haven't accumulated enough knowledge or sources. As a result, they don't know how to express their opinions or which evidence can underpin their viewpoints, and finally deviate from the core theme. Another main problem is that affected by the traditional exam-oriented education in China, lots of students fall into the habit of estimating their English proficiency by scores only. Recitation and imitation become the popular ways for them when facing English writing courses or tests. And yet there is no extra time for them to think independently or critically about the deep implication of the writing materials or the internal structure of essays they have wrote. Moreover, some still apply their Chinese thinking habits to expressing opinions and just translate them into English, which is totally false and will do harm to their development of English thinking habits.

IV. THE APPLICATION OF PRODUCTION-ORIENTED APPROACH IN ENGLISH WRITING CLASSES

A. *Preparation for English Writing Production*

Before the English writing class, the teacher needs to make full preparation so as to control the output-input-output process. Firstly, teaching materials and writing topics that can motivate students, arousing their interests and meeting their mental needs should be chosen, and the teacher must make sure that what he/ she chooses should be of speculation and extensibility. Next, after choosing teaching materials and writing topics, the teacher should carefully make the teaching design and organize output and input English writing tasks. In terms of the actual teaching content and in consideration of the differentiation of students' language ability and thinking quality, targeted tasks should be arranged which can help improve their grasp and understanding of new knowledge points. As for teaching aims, the teacher must combine cultivating language competence and training critical thinking skills together, setting macro teaching

objectives as a guidance of the whole class and dividing them into several micro hierarchical teaching objectives which will be penetrated into each teaching step and achieved one by one. And Bloom's taxonomy of educational objectives can be applied to make micro hierarchical teaching objectives of an English writing class, which has been widely used in critical reading and listening classes and has brought notable results. In Bloom's opinion, the process of cognition is composed of two main parts: primary cognition and advanced cognition (Bloom, 1956). And each part consists of three procedures: primary cognition- Remembering, Understanding and Applying; advanced cognition: Analyzing, evaluating and creating (Bloom, 1956). And learners' critical thinking skills will be improved accompanied by Bloom's Taxonomy from primary cognition to advanced cognition, from Remembering to Creating. Furthermore, in order to cultivate critical thinking skills in English writing classes, the specific assessing criteria of writing should be based on the critical thinking competency standard, which refers to truth-seeking, open-mindedness, analyticity, systematicity, self-confidence, inquisitiveness and maturity (The Delphi Report, 1990), as mostly students' problems in English writing can be attributed to their weak capability of interpreting, analyzing, inferring, evaluating, explaining and self-regulating. Whether the arguments in what we write clear or not will generally depend on the breadth and depth of our minds, and only internal logicity of our thoughts will ensure the consistency of our arguments.

B. Process of English Writing Production

Writing is one of the most important outputs in English studying and the process of English writing production involves two main aspects: Motivating and Enabling. During this process, the teacher only acts as a guide, an intermediary or scaffolding, and he/ she should consider each student's present level of English and their cognitive development, while students are the center of the class to find out and ponder the questions deeply. In the Motivating stage, the teacher should provide a communicative scene for students and introduce the topic to them, some discourses related to the topic are presented to the whole class and students are asked to read them quickly. Subsequently, critical questions of each discourse are set and students are led to think about their answers independently. On the basis of this, classroom discussions or debates can be arranged for motivating, and each student should be given the chance to express their own ideas and others can make comments on his/ her oral presentation. After this stage, students will find their drawbacks in some respects, for instance, his/ her vocabulary is limited, or the answer is illogical or deviates from the core theme etc.. And in this circumstance they will arouse learning interests and be aware of learning from others' strong points to offset their weakness. And after that, the learning objectives (macro objectives) and what tasks they need to finish in this class will be presented to them so that they can know more clearly about what they are going to learn and what aims they will achieve after the class. For example, firstly, they should make judgement independently before writing; then, they need to conclude their ideas based on the truth; next, self-inspection is arranged for making sure whether the process of inference between facts and opinions is correct or not; lastly, they should make accurate decisions on the strength of the inference and begin to write. Following the four steps can students know how to organize their thoughts and write an essay logically. In the Enabling stage, the teacher introduces the output writing task in detail and has students understand what they should do in each writing step of the task. They need to gather evidence, express ideas and explain their arguments from different perspectives. Meanwhile, the teacher guides them to integrate and distinguish useful materials they have found and learn selectively, so as to make them think independently about the writing topic and offer them more chances to discover and analyze those problems. It is worth noting that no matter what materials they choose or whether suitable or not their choices are, the teacher must provide examinations in time, making sure that students' writing process is monitored stealthily. Then students are supposed to write based on what they have found and their own thoughts about the topic, in this way can students apply their learning outcomes to the output writing task.

C. Assessment of English Writing Production

In traditional English writing classes, quantitative assessment is widely applied, which however is so rigid that students can hardly obtain a sense of achievement after writing. Appropriate and timely assessments and feedback are valid for motivating students to relearn and rethink about what they have acquired. According to production-oriented approach, various assessments are used in different stages of writing. Initially, from the microscopic angle, immediate assessment and delayed assessment can merge together. As for immediate assessment, during the writing class, the teacher should provide feedback in time for students, finding out their syntactic or grammatical problems in language usage and asking them to make modifications, so as to lead them to accomplish the output writing task of high-quality. Also, after students finish the writing task, some representatives are supposed to show their essays to all the class, and other students should assess his/ her presentations on the basis of the English writing assessment standard (origins from the critical thinking standard) which the teacher has prepared before the class. Meanwhile, during the process of peer response, the teacher can offer help and support to them to some extent. According to delayed assessment, as the time of the class is limited, students should revise their drafts after class based on suggestions given by their teacher and classmates and hand the final edition to the teacher. Then the teacher makes delayed assessments and collects those common problems in writing from his/ her students' essays for further teaching in the next class. And from the macroscopic angle, formative assessment and summative assessment should be mixed together so that the teacher can make accurate evaluations and analysis about students' overall competency of knowledge application. During the formative assessment, the teacher should inspect every student's whole process of Motivating and Enabling, and

provide timely guidance and correction for students' writing shortcomings and their attitudes towards writing English essays. And at the end of the term, summative assessment can be used to examine whether students can skillfully use what they have learned in English writing classes or not. And if permitting, some scales such as CCTST (California Critical Thinking Skills Test) and CCTDI (Critical Thinking Disposition Inventory) should also be applied to assess students' changes in critical thinking scientifically.

V. CONCLUSION

POA has its obvious advantages in English writing classes, because in POA class, guided by the output-input-output process, students will obtain much driven force and realize their drawbacks in writing, so that they can learn what and how to write more purposefully. During the process, the teacher usually plays a role of an intermediary and provides corresponding "scaffolding" for them, in this way can they study selectively and enhance their learning efficiency, and remain independent and critical thinking to some extent at the same time. In the Motivating stage, different from the traditional Warming-up stage, the teacher firstly presents the communicative scene, the writing topic and the first writing task to students who will try their best to finish the task before learning, so as to provoke their thinking of the topic. After being aware of their writing defects, students will be more interested in what they are going to study and it is time for the teacher to explain the teaching aims they will achieve and the second output task they will finish at the end of the class. In the Enabling stage, students are the center of the class and are supposed to study selectively surrounding the writing topic, while the teacher offers proper "scaffolding" to them and points out problems that they need to make corrections. Discussions or debates should be set to trigger collision of thoughts. And in the Assessing stage, various assessments will be used in different writing steps. In general, the application of POA in English writing classes aiming at cultivating critical thinking skills still has a long way to go, which remains to promote further.

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Water as a Symbol of “Shāntih” in T. S. Eliot’s *The Waste Land*: An Upanishadic Reading

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Abstract—This paper tries to explore *jīvātmas*’ (souls’ or individual selves’) spiritual journey from bondage to liberation for “Shāntih” (Peace), especially represented by the symbol of water in T. S. Eliot’s poem *The Waste Land* from the viewpoint of the principal Upanishads. The ultimate goal of life is to attain “Shāntih,” Brahman, or *moksha* (liberation). This is symbolized through the search for water in the poem. Thus, the search for water is the search for “Shāntih.” The poem is influenced by the fundamental concept of the Upanishads that it is impossible to attain *moksha* without breaking the ignorance or the materialistic thinking that we are body and mind, made especially for sexual pleasures. We need to follow the eternal teachings of the Brihadāranyaka Upanishad—give charity or donation (“Datta”), be kind (“Dayadhvam”), and control yourself (“Dāmyata”)—to achieve liberation from different kinds of sufferings as expressed in the poem. Eliot suggests that the knowledge and implementation of these spiritual values could help humanity to be free from the bondage of mundane desires, which are the causes of sufferings. Thus, this paper tries to analyze the poem from the viewpoint of the principal Upanishads to widen the horizon of knowledge for the benefit of humankind and to understand Eliot scholarship by crossing the boundaries of the Western culture.

Index Terms—bondage, ignorance, knowledge, liberation, Upanishad

I. INTRODUCTION

T. S. Eliot’s poem *The Waste Land* (1922) meditates on the eternal values of life. He uses the terms “water” and “river” as major symbols to represent *jīvātmas*’ (individual selves’ or souls’) spiritual or cosmic journey from materiality to spirituality (the Reality, the Essence), from bondage to liberation, or from misery to happiness for “Shāntih” (Peace). Impermanence, flux/change, universal and endless suffering, and transitoriness are the attributes of bondage, which trap human beings in the tyrannical cycle of time as in the cycle of life and death. Eternal Peace, freedom, and happiness are the attributes of *moksha* (liberation). Craving for worldly pleasure, delusion, carnal desires, egoism, sensuality, and sexuality trap human beings in materiality.

Actually, bondage and materiality are interconnected. Similarly, spirituality and liberation are interconnected. The realization of the Reality (Ātmā and Brahman) and the attainment of “Shāntih” are the goals of spirituality from the viewpoint of the Upanishads. *The Waste Land* is really dry, barren, and waste due to the lack of water. Metaphorically, the modern people living in the wasteland are spiritually hollow and corrupt. They have no faith in Brahman/God and spiritual values. Now, they need water, i.e., spiritual Peace. So, they are searching for water. Thus, the search for water is the search for “Shāntih” in Eliot’s four poems under *The Waste Land*. His literary characters try to free themselves from the entanglements of universal bondage and gross materiality through the universal teachings of the Brihadāranyaka Upanishad of the Hindu philosophy.

II. OBJECTIVES

The objective of this paper is to explore in Eliot’s *The Waste Land* the theme of bondage and liberation in terms of the ten principal Upanishads: Īshāvāsyā, Kena, Katha, Prashna, Mundaka, Māndūkya, Taittirīya, Shvetāshvatara, Chhāndogya, and Brihadāranyaka. Similarly, the objective of this paper is to explore how universal bondage or suffering could be ended and how “Shāntih” or liberation could be attained through asceticism, renunciation, dispassion, generosity, kindness, and self-control as suggested by Eliot (1967) through *The Waste Land*, which consists of a group of five poems: “The Burial of the Dead,” “A Game of Chess,” “The Fire Sermon,” “Death by Water,” and “What the Thunder Said.”

III. SIGNIFICANCE

The significance of this paper lies in its academic intellectuality in using the ideas of the Upanishads to explore the spiritual journey motif as found in Eliot’s *The Waste Land*. Human beings are trapped in different sorts of bondage and ignorance from the beginning of the creation. Philosophers and poets have been trying to alleviate human beings’ suffering from such bondage and ignorance for their liberation. Eliot seems to be both a poet and philosopher, attempting to find the solutions for the eternal problems of human beings’ bondage in terms of the Upanishadic reflections. The main bondage is to die and be born endlessly. Its main cause is ignorance.

Thus, ignorance is a problem: knowledge is its solution. Meditation on the Reality, on the briefness of human life, and on the futility of the worldly pursuits and vanities with the help of spiritual knowledge by observing the eternal virtues of righteousness is one Upanishadic method or means to solve the problem. In this context, this paper tries to explore the need of spiritual journey in order to go from materiality to spirituality for attaining "Shāntih" in the context of Eliot's deep meditation on the predicament of the eternal suffering of human beings.

IV. THEORETICAL GROUNDING OF THE STUDY: THE SPIRITUAL JOURNEY MOTIF

From the viewpoint of Hume (2012), "The Upanishads are the first recorded attempts of the Hindus at systematic philosophizing" (p. 17). They are also called Vedānta (the ending parts of the four Vedas). They are about Ātmā, Brahma, and liberation. They guide us as to how we can be free from all sorts of human sufferings. Bhatta (2015) remarks that the Upanishads were not created by any persons. Even Brahma (the Universal Self, the Essence, or the Ground of all existence) or God did not create them. So, the Upanishads are called *apaurusheya*, not created by any persons, Brahma, or God either (pp. 21-23). Actually, they came out of the exhalation of Brahma (Bṛihadāranyaka 2:4:10, 4:5:12). Therefore, there is no author of the Upanishads. They existed in the oral form since time immemorial. Nearly 5000 years ago, they were recorded in the written form.

According to the principal Upanishads, which are used as the methodological tools for this study, the causes of human suffering are craving and delusion. The cause of craving and delusion is the ignorance of one's divine spiritual nature. The cause of ignorance is the lack of spiritual knowledge. When we realize the transitoriness and meaninglessness of all worldly phenomena in contrast to the immortal existence of our Self, we become free from ignorance and bondage. Then we wake up from our dreaming state of sleep. The practice of the eternal virtues or values such as generosity, mercy, and self-restraint is desirable as prequalification to become free from bondage (the cycle of life and death) and suffering. We need to proceed on the spiritual journey till we attain *moksha* (permanent liberation from the material existence and all sorts of sufferings). Only then we can attain permanent "Shāntih." For this purpose, as Radhakrishnan (2012) remarks, spirituality inspires human beings to give up the materialistic viewpoint because this viewpoint holds only a transient value for individual selves (p. 797-98).

All the references to the Upanishads used throughout this article are taken from Radhakrishnan's book *The Principal Upanishads*, 2012. Similarly, all the in-text citations of Eliot mentioned in this article are from his book *The Complete Poems and Plays: 1909-1950*.

V. WATER: A SYMBOL OF SPIRITUAL JOURNEY FROM BONDAGE TO LIBERATION FOR "SHĀNTIH"

Eliot shows individual selves' spiritual journey from bondage to liberation or from materiality to spirituality (the Essence) for attaining "Shāntih" by using the symbols of water and river in his poem *The Waste Land*. The inhabitants of *The Waste Land* suffer from the lack of spiritual water. They are subject to the anxiety of transitoriness, impermanence, fleeting life, psychological pain, craving, illusion, bondage, and the cycle of death and rebirth (reincarnation, metempsychosis, transmigration of a *jīvātma*). So, they make an attempt to be free from their bondage and materiality (worldly life and mundane experience, thought, or belief) through the knowledge of spirituality. Though they know that asceticism, renunciation, dispassion, self-reflexivity, and the observance of the three cardinal virtues of life such as generosity, kindness, and self-discipline are the means to attain the spiritual ends, they fail to abide by them.

Eliot's *The Waste Land* is influenced by the eternal themes of the Upanishads regarding the concepts of bondage and liberation. The Katha Upanishad expresses that all the worldly or material pleasures are transitory. The pleasures are futile and insignificant. Life is brief. Even the great length of life is insufficient to enjoy the pleasures. The transitory pleasures weaken the power of the mind and senses. Human beings are never satisfied with wealth. They are subject to decay and death (1:1:26-28). They are born, get old, and die repeatedly as a corn is born out of its seed and vice versa in its regular cycle of nature (1:1:6). The Chhāndogya Upanishad expresses that this body is mortal, engulfed by death but the Self is immortal without a body (8:12:1).

Similarly, the Mundaka Upanishad expresses that our life and the world are temporary like the cobweb of a spider (1:1:7). They are fleeting like the sparks of fire—*visphulingāh* (2:1:1). The fruits of the deeds done with a motive or self-interest cannot bestow eternal satisfaction and happiness because the fruits are impermanent. Brahma cannot be achieved through the deeds performed with a hope of results (1:2:12). In fact, there is no liberation without the knowledge of the Reality and the abandonment of attachment and unequal feeling towards others. The Reality is that every human being himself or herself is nothing other than Brahma (the Cosmic Self). These Upanishadic ideas find their treatment in *The Waste Land*, which will be analyzed below in proper contexts.

The Waste Land draws on Eliot's spiritual autobiography. It echoes his marital problems, anxieties, failures, temptations, and low self-esteem. Drabble writes, "Eliot was formally separated from his first wife (whose ill health, both physical and mental, had caused him much stress and misery) in 1932-3; she died in 1947" (2008, p. 322) in a mental institution. Despite being autobiographical, the poem is truly universal at its essence because it also echoes the spiritually philosophical thoughts of the principal Upanishads including the Bṛihadāranyaka one.

Mackean argues that Eliot's long poem *The Waste Land* has five sections, which "are structured on a system of fragmented discontinuity, reflecting the discordant experience of modern secular man" (2005, p. 39). In them, Eliot's

"reliance on allusion to cosmopolitan mythology [especially the Upanishadic mythology] and the liberal use of foreign words [especially the Sanskrit words]" are noticeable. They present the "predicament of man searching for salvation [*moksha* in terms of the Upanishads]" (2005, pp. 38-39). The inhabitants of *The Waste Land* are bound to the eternal cycle of life and death. The eternal cycle of bondage turns the land to an eternal wasteland, which could be fertile only with the observance of the eternal principles of the Upanishads.

Eliot's *The Waste Land* presents the modern world as fragmented, disconnected, and incoherent due to the devastating result of World War I, the rise of the scientific materialism, and the loss of the age-old spiritual, moral, and human values. Towards the end of the poem, he presents a hope of order and resolution with the *mantras* of the Brihadāranyaka Upanishad: "Datta. Dayadhvam. Dāmyata. / Shāntih shāntih shāntih" ("What the Thunder Said," p. 50) though "London bridge is falling down, falling down" (p. 50). "Datta" means to give; "Dayadhvam" means to show mercy; and "Dāmyata" means to control one's body and mind. The ironical thing is that everyone desires Peace and happiness but no one is ready to observe religious and spiritual practices for achieving that Peace. Peace and happiness follow not from materiality, miserliness, insensitiveness, blind surrender to desires, sexual freedom, and secularism but from spirituality, charity, piety, kindness, self-discipline, righteousness, and cosmopolitanism. In other words, one can attain "Shāntih" not through miserliness, violence, and self-indulgence or licentiousness but through generosity, mercy, and self-control.

The Waste Land presents a paradoxical picture of death-in-life. Death and life are polar opposites. Though modern people are materialistically rich and psychically sighted and strong, they are spiritually poor, dead, blind, and impotent. This is hinted by Eliot's invocation of the Cumaean Sibyl myth in the initial epigraph of *The Waste Land* (p. 37). He warns the inhabitants of the wasteland to be far from materiality. Sri (1985) remarks that the Cumaean Sibyl was "the famous ancient Greek prophetess, whom Apollo granted a life of as many years as she had grains of dust in her hand. She forgot to ask, however, for eternal youth and so shrank away to nothing. She hung in a jar and when asked, 'What do you want?' She replied, 'I want to die'" (p. 23). Nevertheless, she could not die according to her desire until she exhausted the fruits of her *karma*.

The Waste Land is waste both physically and spiritually. The wastelanders are suffering from the lack of rain or water. So, they need water. Water is Brahma as declared by Chhāndogya Upanishad (7:10:2). When one attains Brahma, he or she gets eternal "Shāntih" or *moksha*. Thus, water is a metaphor for Peace or liberation. Besides, water is a metaphor for rebirth and regeneration of the forgotten spiritual and moral values of life. Since modern people have forgotten such values of life, they are unrestful. As a result, now they need "Shantih" symbolized by water here. Only water can change the wasteland into a fertile one. Water has a purifying power. It can purify both body and mind. It is nectar for the whole creatures because it gives life. It is one of the five elements such as sky, air, fire, water, and earth created by Brahma (Taittiriya 2:1:3).

Symbolically, water revives people to life from their spiritual death. But in *The Waste Land*, time is without liberating water: "A heap of broken images, where the sun beats, / And the dead tree gives no shelter, the cricket no relief, / And the dry stone no sound of water" ("The Burial of the Dead," p. 38). Here, water represents the human, moral, and spiritual values of life which are to be followed to get "Shāntih." But the modern people of the wasteland lack these values. More importantly, they have forgotten Brahma, their original source of life. Eliot suggests this message with the phrase, "no sound of water." This further suggests that they have no memory of being Brahma any longer now; they have forgotten this truth of their divine origin. This forgetfulness of one's divine nature causes human suffering.

Due to the lack of water, the land of *The Waste Land* is waste, barren, or infertile. The wastelanders want water but do not get it because they are not interested in using the means to get the water. They are not ready to follow the spiritual and moral values of life, which are necessary to make the rain of spiritual water fall down. Therefore, it is ironical since their desire and means do not match. The values of life are generosity, compassion, and self-control. These values bring Peace, which brings all round prosperity and happiness. Without perpetual Peace and eternal happiness, it is impossible to attain liberation. Towards the end of the poem, Eliot collects the disembodied fragments of the past to remove sufferings: "These fragments I have shored against my ruins" ("What the Thunder Said," p. 51). This suggests that he remembers the forgotten or lost spiritual and moral values of life. Here, moral values imply not only moral conventions but also conscious decisions taken with right knowledge and conscience.

Until and unless the modern people of the wasteland are eager to follow the ancient spiritual values, the situation seems to be pessimistic. They cannot undergo metamorphosis without the revival of those values that are found in the Brihadāranyaka Upanishad. Now they have the knowledge of science but not of spirituality. In reality, the knowledge of science is not a real knowledge in the sense that it cannot truly liberate human beings from universal bondage from the viewpoint of the Upanishads. The knowledge of the science is only information about the physical life and the materialistic world. The knowledge of Ātmā and Brahma is alone a real knowledge. Bellour argues that modern people have the wrong belief that rationality and "science could sweep away all human problems and misery and elevate the individual above the world" (2016, p. 425). This type of thinking is related to the *aparā vidyā* (lower knowledge related to the material life and the physical world), which is quite different from the *parā vidyā* (higher knowledge concerning Ātmā and Brahma) from the viewpoint of the Mundaka Upanishad (1:1:5).

The interest for spiritual quest is necessary to revive the dead life, to remember the forgotten Self, and to restore the lost eternal values stored in the unconscious. The wastelanders have desperate sadness; so they find even the spring season unsympathetic and uninteresting and cannot welcome the rain of the spring. The spring season seems to be dull because the mood of the wastelanders is dull: "April is the cruellest month, breeding / Lilacs out of the dead land, mixing / Memory and desire, stirring / Dull roots with spring rain" ("The Burial of the Dead," p. 37). The cruellest month suggests the spiritual death of the modern people. The memory of the past, which could be both happy and sad, and the desire for the future, which could be a fantasy, indicate the intermixture of pain and pleasure, which come and go repeatedly like the cycle of winter and spring in the natural world.

The contradictory themes of human existence such as life and death, bondage and liberation are found in the five vignettes of *The Waste Land*. "The Burial of the Dead" refers to the burial of the vegetation gods, who are resurrected after their death. In simple words, they get new lives after death resulted from the loss of their physical and mental vigor. The death and resurrection suggests the universal and eternal cycle of life and death and the beginning and ending of worldly objects and phenomena. According to the Katha Upanishad, the processes of creation and destruction are eternal and natural just as the corn grows, gets old, decays, dies, and is born again out of its seed (1:1:6).

In Eliot's *The Waste Land*, there is a description of modern love affair, which is bewitching in the beginning but turns out to be disastrous, tragic, or sordid among "a heap of broken images" (p. 38). The love affair is just an infatuation. It offers neither fulfillment in love nor liberation from the bondage of life. Madame Sosostris warns the modern dwellers of *The Waste Land*, who have lost their spiritual contact with water, to fear death by water because she says, "I see crowds of people, walking round in a ring [of birth and death]" (p. 39). She has witnessed the death of the drowned Phoenician Sailor, the doom of Belladonna, the wound of the man with three staves (the Fisher King), and the death of the foolish one-eyed merchant (pp. 38-39, 52).

On one hand, the wastelanders wish liberation but on the other hand they fear it because it demands a rigorous ordeal of enlightenment which is just opposite to hedonism. According to the Upanishads, liberation is impossible without spiritual knowledge and detachment/dispassion (*vairāgya*). It is not so easy to gain knowledge unless we are free from the illusion that all of us are separate and different from Brahma. However, it is very difficult to be free from the illusion, such as the illusion that we can get happiness through attachment, e.g. the sentimental attachment to the opposite sex. Due to this attachment or passion for pleasure, *The Waste Land* has become a sexual wasteland.

Sweet showers of rain are denied to the wastelanders even in Eliot's "A Game of Chess" (pp. 39-42). The poem presents the theme of the crisis of fidelity, marital sanctity, and sexual purity. The game of chess has sexual connotations. Here the game symbolically suggests sexual perversity, sexual intrigues, and the moves made in the seduction of women at night. The game of chess is found in Middleton's *Women beware Women* (Eliot, 1967, Notes on "The Waste Land," p. 51). The game is symbolic of the wicked play with sexual desires and emotions. Sexual perversity causes sterility. There (in "A Game of Chess") is a beautiful seducing description of the parlor of a lady, perhaps "Belladonna" as described by Eliot in "The Burial of the Dead" (p. 38), who has extra marital relationship, in a mock-heroic style. "The glass held up by standards wrought with fruited vines" ("A Game of Chess," p. 39) and "the glitter of her jewels" (p. 39) suggest artificiality. The atmosphere inside the room is suffocating and stupefying, suffused with "the fattening" of "the prolonged candle flames" (p. 40), which is deadening the fresh air blowing in from the window. Here the trivial triumphs the substantial.

Belladonna's perfume arouses neither libido nor orgasm. It rather worsens her nerves; so she complains, "My nerves are bad to-night" (p. 40). As her husband arrives at home, she and her spouse think of an escape from the insidious horror and desire for a closed car in case it rains. The irony here is that the lovers will escape from the suffused room only to the more confined space of a car in which they will be sheltered from the reinvigorating water of rain and think of the dull intercourse (a game of chess). Here their emotional disturbance is primarily caused by their failure to take the advantage of water, the source of "health," "strength," "happiness," and "great delight" (Pannikar, 1997, p. 19). The problem of rape is an age-old one. In the myths of the past, such as in the myth of "Philomela" ("A Game of Chess," p. 40), Philomela changes herself into a swallow after being raped and subsequently pursued by the cruel Tereus (*Oxford Dictionary*). Rape has become a major problem of the modern society. We can solve this problem of rape by following the lessons of the Brihadāranyaka Upanishad.

In "The Fire Sermon," Eliot shows that modern people do not really want the purifying rain of spirituality. Its reason is that spirituality deprives people of wantonness, sexual promiscuity, and perversity. As a result, the world is on the fire of sterile passion; the river of Thames is polluted; and "the canal" is "dull" (p. 43) due to the dirty activities performed by the lustful people and the waste material deposited by the industrialists. Only the person who can resist all lust and desire can achieve real Peace, happiness, and freedom, which is denied to the wastelanders. "The Fire Sermon" and "The Game of Chess" move around the themes of the inconsistent nature of human beings, obsessive desire, and the struggle of dealing with passion as people try to live their lives. Both poems suggest that desire is fire, which destroys physical, emotional, and spiritual lives. In this connection, citing the Dhammapada, Weeraperuma (2006) writes:

There is no fire akin to lust,
There is no seizer akin to anger,
There is no net akin to delusion,
There is no river akin to craving. (p. 23)

According to the Shvetāshvatara Upanishad, the river represents the flow of life of human beings (1:5). Prashna and Mundaka Upanishads assert that all the rivers (individual selves, souls) finally flow into the ocean, i.e., the Universal Self or Brahma (6:5; 3:8). Therefore, the river or water represents individual selves' spiritual journey from the mundane world to the spiritual one of eternity (Timeless Brahma) or liberation.

"The Fire Sermon" suggests that in the past, the rivers of London were full and pure. Now, they are being contaminated and gradually drying out, and, as a result, turning every place into the wasteland. Therefore, "the nymphs are departed" (p. 42). This reminds us of Arnold's poem "The Dover Beach" (1851) which describes how the sea was once full and now how it is receding by turning its beaches into desert. Now, the river of Thames has been an entertaining place for brief liaisons. It has become a popular rendezvous for love makers. Now, it is made dirty with orgies of lust by the holidaying crowd of merrymakers. The river bears "empty bottles, sandwich papers, / silk handkerchiefs, cardboard boxes, cigarette ends / Or other testimony of summer nights" (p. 42). "White bodies naked on the low damp ground" (p. 43) are seen here and there. This makes Tiresias unhappy and he finds himself deserted even by the modern nymphs. Lonely, he weeps and sings a sorrowful song by the bank of Leman.

Thames looks like the sexual commercial place of a brothel house. The river witnesses Elizabeth and Leicester's debased romances. Tiresias, despite being blind and yet gifted with spiritual enlightenment, observes the indifferent, unemotional, and sordid sexual intercourse between a typist girl and a clerk. She has lost her virginity due to her foolish sensual desire. Though being her regular lover, the clerk "assaults [rapes] her at once" ("The Fire Sermon," p. 44). She is not actually happy with her lover's sexual activities. So, she reflects ironically, "Well now that's done: and I'm glad it's over" (p. 44). Mrs. Potter and her illegal sexual partner Mr. Sweeney are licentious. Mrs. Porter and her daughter "wash their feet in soda water" (p. 43) to attract sexual customers instead of washing feet as part of the holy ritual at the bank of Thames. Water is simply water for them, not a holy thing that could purify the soul. In this way, the shameful, gross, and illicit sexual activities of prostitution, adultery, fornication, or rape take place near the river: Twit twit twit / Jug jug jug jug jug jug / So rudely forc'd (p. 43).

In England including London through which Thames flows, neither the married couples nor the unmarried lovers and beloveds can make pure love for each other. Sex is merely a routine, a dull activity. Even consensual love is not satisfactory. "Life is psychologically inert, spiritually dead and sexually defunct" (Pandey, 1992, p. 116). In such a crisis, Tiresias, the narrator, thinks of "asceticism" of both—St. Augustine's "Sermon on the Mount" and "Buddha's Fire Sermon" (Eliot, 1997, Notes on "The Waste Land," p. 53)—as a spiritual treatment for the worldly disease of lust. Asceticism inspires to avoid lust. Lust traps in bondage while austerity liberates from it. The internal renunciation of lust, anger, and avarice is better than the external renunciation of one's life style. The internal renunciation alone can bring a long lasting Peace and happiness. Eliot seems to have been disturbed by sexual obsessions more than usual in *The Waste Land*. So, he surrenders to the idea of asceticism and renunciation.

The ideas of both the Christian and Buddhist asceticism and renunciation are rooted in the Upanishads. With reference to the above discussion, the Katha Upanishad stresses on the necessity of observing austerity (*tapa*) and celibacy (*brahmacharya*), only by which Brahma can be attained (1:2:15). Similarly, the Brihadāranyaka Upanishad inspires us to observe self-control (*dama*) (5:2: 3) to obtain Peace and happiness. Austerity, self-control, knowledge of the Vedas, and adherence to truth are the special means to realize Brahma, who is the ultimate Reality and the Essence of the universe (Kena 4:8). The laborious practitioners who are free from all types of defect can attain Brahma by truth, austerity, right knowledge, and celibacy (Mundaka 3:1:5). In fact, it is difficult to attain liberation but once one attains it, he or she never comes back to this world after death. Liberation is like the black hole from which no object comes back once it goes into it. The Katha Upanishad declares that only they, not others, who always see the Self inside themselves, can achieve Peace (2:2:13). Eliot gives much importance to the attainment of Peace for the sake of liberation from all kinds of bondage and sufferings at the end of *The Waste Land*.

As suggested in "The Fire Sermon" above, they who are slaves to purely physical emotion such as lust can never meditate on Brahma or the still point, and, hence, they can never be liberated from the wheel of life and death. Actually, one should first be liberated from one's own mental defects such as pride, ego, greed, selfishness, self-centeredness, anger, arrogance, bitterness, hatred, violence (physical, psychological, and emotional), and one's blindness to the needs and hurts of others. This type of liberation is inward liberation. Not lustful but unconditional and unselfish love for all is a need of the hour, as suggested in "The Fire Sermon."

In "Death by Water," Eliot presents an ironical picture of modern human beings. In the past, people revered water, which was a symbol of reinvigoration, rejuvenation, and liberation. They were not afraid of dying by water, which was also a symbol of spirituality, austerity, and chastity. But now, they fear "death by water" (p. 46). According to the Hindu philosophy, those who die being in touch of the water of "Ganga" ("What the Thunder Said," p. 49) at the time of death achieve liberation. In "Death by Water," Phlebas drowns and dies by water "entering the whirlpool" (p. 46) but does not attain liberation because he had no faith in the purifying power of water, i.e., spirituality. He lived a material life until his death. "The whirlpool" is a symbol of the wheel of life and death and circularity of time. According to the Shvetāshvatara Upanishad, five sense objects (*pañcāvarṭām*) are the whirlpools and by being tied to them, a *jīva* (individual creature) moves on the wheel of life and death (1:5) unless he or she attains spiritual knowledge.

Therefore, Eliot makes us cautious of the wheel and the vanities of life: "O you who turn the wheel and look to windward, / Consider Phlebas, who was once handsome and tall as you" ("Death by Water," p. 47). This reminds us of

Dryden's (1682) great mock-epic satire "Mac Flecknoe," which presents a grim reality of life: "All human things are subject to decay, / And, when Fate summons, monarchs must obey" (stanza 1). To this effect, the Shvetāshvatara Upanishad describes the world as the wheel composed of different worldly qualities such as vice and virtue with ignorance in its (of the world) center, which trap human beings in the cycle of life and death (1.4). The Katha Upanishad (1:1.6, 1:1:26-28) confirms the vanities and briefness of life similar to those that are described above in the analysis of "Death by Water."

The theme of fear of death in "Death by Water" can be linked to Eliot's intense revelation of death accompanied by the sense of life's changeability and impermanence. Everything, without exception, is transient, evanescent, and inconstant as represented by the "shadow" in "The Burial of the Dead":

There is shadow under this red rock,
(Come in under the shadow of this red rock),
And I will show you something different from either
Your shadow at morning striding behind you
Or your shadow at evening rising to meet you;
I will show you fear in a handful of dust. (p. 38)

This extract suggests that all of the conditioned existence is short-lived. Here the poet longs for a resolution to his fear of death. The rock stands for God in Christianity. The phrase "a handful of dust" stands for death. At first, the poet is afraid of death. After a musing on it, he comes to accept its inevitability in life. Concerning death, the Brihadāranyaka Upanishad expresses that shadow or external darkness is the representative of the god of death (2:1:12). Actually, shadow or darkness stands for the ignorance, which is indwelling our heart. In Christian and Hindu philosophies, life is likened to a pot of clay. As the pot is fragile, so is the life. It can break any time. It has no guarantee of reliability and durability. Clay is symbolic of death. Only death is true in the world. In this regard, the Chhāndogya Upanishad declares that clay alone is the truth—"mr̥itīkā iti eva satyam" (6:1:4). Here, the clay also represents Brahma, i.e., the Absolute Truth or the First Cause of the creation of the universe (Chhāndogya 6:1:4).

In line of the argument presented above, the shadow and the red rock (the rock is red due to bright sunlight) are the representatives of a *jīvātmā* (individual self, soul) and *Paramātmā* (the Supreme Self) respectively from the viewpoint of the Katha Upanishad, which expresses that shadow (*chhāyā*) and sunlight (*dhūpa*) reside in the intellect-like cave of the heart (1:3:1). A *jīvātmā*, like the shadow, is less lighted—knowing little, and Brahma, like the sunlight, is fully lighted—knowing everything. However, the little light of the shadow is a part of the sunlight itself. There is no existence of the shadow without the presence of the sunlight. The shadow comes into existence with the light of the sun. Similar to this analogy, the little knowledge of a *jīvātmā* is not different from the knowledge of *Paramātmā*. What a *jīvātmā* knows is the knowledge revealed to it by *Paramātmā*.

Eliot's "What the Thunder Said" means what the Creator (Prajāpati or Brahmā) spoke through the thunder to his three groups of disciples: men, gods, and demons. In *The Waste Land*, people are dead and dying because of the lack of water or the loss of human, moral, and spiritual virtues: "He who was living is now dead / We who were living are now dying / With a little patience" (p. 47). The narrator of "What the Thunder Said" wants to solve the crisis of water (spirituality), and, hence, he reaches the chapel, a symbol of the final destination of life, even by facing extreme heat through the dry, sandy, and stony desert without water. Disappointingly, "There is the empty chapel" with "dry bones" (p. 49), but no water. At this disappointing situation, he hears "a flash of lightning . . . with a damp gust / Bringing rain" (p. 49). The sunken "Ganga" and "limp leaves" wait for rain while the black clouds gather "far distant, over Himavant [the Himalayan Mountains]" (p. 49). The jungle animals gather together and wait for rain in silence when the thunder (*stanayitnu*) speaks: "DA" ("Datta"), "DA" ("Dayadhvam") and "DA" ("Dāmyata") (pp. 48-49) meant for the human beings to be generous, kind, and self-controlled respectively.

This can be made much clearer by a mythological story of the Brihadāranyaka Upanishad. Accordingly, the Creator speaks the same word "Da" to the three groups of His sons—gods, men, and demons (Asuras), who were learning from Him as celibate disciples—at the end of His teaching. The gods understand that "DA" is meant for them to control themselves. The men understand that "DA" is meant for them to give charity or donation to others. Finally, the demons understand that "DA" is meant for them to sympathize others. The Creator agrees with their different understandings. Even now, the divine voice of the thunder repeats "DA, DA, and DA" to remind us to subdue our senses ("Dāmyata"), to be merciful ("Dayadhvam"), and to give charity ("Datta") to others. In this way, the three groups of disciples—gods, men, and demons—learn the triad lessons of self-control (*dama*), donation or giving (*dāna*), and compassion or kindness (*dayā*) from the Creator (Brihadāranyaka 5:2:1-3). These cardinal lessons given by the Creator are the means of spiritual progress to attain "Shāntih." In fact, Hinduism, Buddhism, and Christianity—they all stress on the need of generosity/charity/donation, mercy/kindness/compassion/non-violence, and self-control/self-subduence/self-discipline.

Commenting on the essence of giving charity (*dāna*), Pāea asserts, "The ethical Hinduism of the Upanishads conceives life as a form of 'being,' not of 'having'. . . Human value is not a function of 'I am what I have' but of 'I am what I give' (2007, p. 109). Only by controlling one's excessive desires, one can achieve the "harmony between the intellectual and emotional sides" (Bellour, 2016, p. 433) to bring about "Shāntih". Therefore, Eliot concludes in "What the Thunder Said" that only by the practice of "Datta. Dayadhvam. Dāmyata," one can achieve "Shāntih shāntih shāntih" (p. 50). For Shāntih (Peace) is another name of Brahma or God (Īshāvasya, Shānti-Pāth; Māndukya 7). When one

restores his or her lost faith in Brahma/God and spiritual values, he or she restores "Shāntih." Sadly, there is the crisis of such a spiritual faith in *The Wasteland* that metaphorically means that every place of the world is the wasteland where people have lost their connection with (the Non-dual) Brahma or the Divine Cosmic Power that alone rules the universe.

Eliot wants the rain of "Shāntih" to fall down as benediction at the end of *The Waste Land*. In the religious ceremonies of Hindus, a priest offers divine blessings upon devotees by sprinkling holy water upon their heads with the Upanishadic holy *mantra*, *Om shāntih! shāntih!! shāntih!!!*, for their Peace, happiness, health, and prosperity. Thus, there is a close connection between water and Peace in the religious and spiritual ceremonies of Hindus. After exploring Eliot's *The Waste Land*, we find Tiresias (a pilgrim, also the narrator of the story) acting like the Seer or Witness of the Brihadāranyaka Upanishad in "What the Thunder Said." We find Buddha and St. Augustine in "The Fire Sermon" urging humanity unanimously to practice the eternal spiritual virtues of self-control (*dama*), renunciation (*tyāga*), and asceticism (*tapasyā*) for getting Peace, which brings happiness and liberation at the end. Buddha is world-famous for his contribution to Peace, patience, compassion, non-violence, and humanity.

Thus, this paper explores Eliot's poem *The Waste Land* from the perspective of the ten principal Upanishads of the Hindu philosophy. Life is on a spiritual or cosmic journey for achieving "Shāntih," happiness, and liberation since its existence on this earth. Generosity, kindness, and self-discipline are important virtues of life, which help us to go from untruth to truth, from darkness to light, and from death to immortality as expressed in the Brihadāranyaka Upanishad (5.2.1-3, 1.3.28). Eliot depicts the same truth in his poem *The Waste Land* through the symbol of "water" and the river "Ganga" flowing from "Himavant" (the abode of ancient sages).

VI. CONCLUSION

Individual selves' spiritual journey from bondage to liberation, with an analogy to water, is found in Eliot's *The Waste Land*. The modern people living in the highly materialistic world are spiritually dry and empty. That is, they have no faith in Brahma/God and spiritual values. As a result, they are suffering from fear, doubt, pain, restlessness, deception, and unfair sex. Also, they are struggling against pessimism/hopelessness and materiality. They need the spiritual water of "Shanti" to cope with their difficulties. At the end of the poem, the people wait hopefully for the rainfall of generosity, compassion, and self-control followed by Peace, which can really end physical, natural, and spiritual troubles. The rain can befall if they attempt to transcend their material life. They can get the water of "Shāntih" (Peace, Brahma) and end their suffering if they become generous, kind, and self-controlled with the practice of asceticism, renunciation, and dispassion as expressed in *The Waste Land* and the Brihadāranyaka Upanishad. "Shanti" (the attainment of Brahma or the Universal Self) brings about the end of the universal bondage of the repeating cycle of life, death and rebirth. "Shanti" follows when one restores his or her faith in Brahma/God and spiritual values of life.

The modern people of the wasteland of the world know this kind of theoretical knowledge concerning spirituality but the theoretical knowledge is not really useful if it is not used practically in the daily life. Certainly, theoretical knowledge is important and practical knowledge is still more important than that. Still further interpretation of Eliot's poetry from the viewpoint of the principal Upanishads is necessary to widen the horizon of knowledge and to understand Eliot scholarship in the Upanishadic way. This could help to renew his spiritual philosophy by crossing the boundaries of the Western culture.

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An Analysis of the Textual Features of Legal Discourse From the Perspective of Thematic Progression: Based on *Criminal Procedure Law of the People's Republic of China**

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Abstract—This study is devoted to analyze the textual features of *Criminal Procedure Law of the People's Republic of China* from the perspective of Thematic Progression. From the data analysis, we can see that, the mode of “TP with a Constant Theme” occupies a large proportion, followed by the mode of “Simple Linear TP” and “TP with Derived T'S”. The use of “TP with a Constant Theme” can make the legislative discourse full of strong legal logic, clarity, consistency and mandatory. Through TP with a Constant Theme, the whole discourse has a continuous flow of information and the clauses are connected closely and tightly. The structure of “Simple Linear TP” has highlighted the information focus of the rheme in each clause. It also reflects the “People-oriented” spirit in the Law. The mode of “TP with Derived T'S” is a type of hierarchical progression that the themes of the latter clauses are derived from the themes or rhemes of the former clauses. The application of this mode to the legislative text for the further constant explanation for certain problem reflects the accuracy and inclusiveness of the legal language. And the choice of thematic structure makes the law enforcement officers have clear defined principles to adopt and obey. It also reflects the elites, formality, compulsion and rigidity of the Law.

Index Terms—theme–rheme, thematic progression, legislative discourse, textual features

I. INTRODUCTION

The law is the essential superstructure of a country. Its formulation, interpretation and implementation must rely on the language as its basic means. The legislators reflect the country's will of the power through the legal discourse. The power refers to the specific management of the main organization over the management of the objects in the process of achieving certain organizational goals. The power embodied in the law is the so-called “legal authoritativeness”, which is the basic nature of the legal discourse. Therefore, whether the law can be carried out correctly and whether the language can be appropriately applied have become the current issues to be solved. Starting from the perspective of thematic progression, the paper tries to summarize the features of constructing the legal discourse and reveal its involving legal authoritativeness through making analysis on *Criminal Procedure Law of the People's Republic of China*.

II. SIGNIFICANCE OF THE STUDY

The following significances of the present study will present. On the one hand, it helps people to get a brief understanding of the features of the Chinese legislative expressions, to make the attempt to identify and analyze the authoritativeness of the Law from a linguistic view in the present study. Through this study, we get to know that *Criminal Procedure Law of the People's Republic of China*, as a legislative text, relies greatly on the devices of language. The appropriate choices of thematic structure, are the essential factors in constructing the legislative texts. The reasonable use of thematic structure to build up the legislative texts can enable it to fully reflect the solemn, regulation rigidity and the mandatoriness of the Law. Meanwhile, it can make people read and understand the legislative text effectively, seizing the authority of the Law, and thus correct their behavior within the scope of the Law.

On the other hand, the present research is helpful to promote the effective of the China's legislative expression. The legislative language as the social vehicle with serious purpose has the typical influence on the other legal written texts because the authoritativeness of the law exists in all the types of legal documents as the internal function, no

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matter what legislative texts, judicial discourses and courtroom utterances. Therefore, how to make the legislative language much slanderer and rigorous has become one of the important issues in the field of law. From the angle, the present study may be useful for the research of the legislative text.

III. LITERATURE REVIEW

This section includes three parts. The first two parts review the development of Theme-Rheme theory and classification of Theme. The third part reviews the development of Thematic Progression.

A. The Development of Theme-rheme Theory

The system of Theme and Rheme is the important part of discourse analysis in Functional Grammar. The two terms are put forward by the Prague School of the linguist, K. Boost. V. Mathesius. He (1939) proposes that the perspective of the functional sentence consists of two communicative units: a Theme, or that which is known or at least obvious in the given situation, and from which the speaker precedes and a Rheme representing that which the speaker states about. He uses the terms like Theme and Rheme to describe the word order phenomena in Czech and other Slavic languages.

The concept of Theme-Rheme is supplemented in Firbas' Communicative Dynamism (CD). In his point of view, Theme is interpreted along relational-semantic lines, i.e. what the message is about, but it is also addressed as the foundation-laying element of the interpretative arrangement carrying the lowest degree of communication (Firbas, J. 1966).

Later, the representatives of Systemic Functional Linguistics, M.A.K. Halliday (1994, 2004) and Thompson Geoffrey (2004) make a detailed description and discussion based on this view. They propose that theme should be defined from the view of the function, that is, to divide the clauses according to the semantics. Halliday and Thompson hold the view that any sentence and utterance can be divided into theme and rheme from the perspective of communicative function. Theme is the starting point of the departure of the message. Halliday (2004) points that theme is always in front of rheme, which is determined by its function of starting point.

Halliday holds that "as a general guide, Theme can be identified as that element which comes in first position in clause...this is not how the category of Theme is defined. The definition is functional..."(Halliday, 1994, p.38).

There are some Chinese scholars concerned about the research on Theme-Rheme as well. Jiang (2008, p.137-146) reviews the notion of Theme in Systemic Functional Grammar through the detailed examination of the definitions given by Halliday in the past decades, and argues that: a) Theme and given information are two different notions, although they are often realized by the same element in unmarked situations; b) Theme has been kept apart from what the message is about, i.e. the notion of correlation; and c) it's not appropriate to simply equate Theme with the initial position of a clause. Cheng (2005) pointed out "The significance of thematic structure¹ in construing the textual meaning is not confined to the clause structure. Thematic structure also plays a significant role in text construction above the clause level".

In summary, theme reflects the function of information because it is the starting point of information transmission. The structure of theme and rheme constructs the way of transmitting the information of the discourse. Therefore, we can get an understanding of the distribution of the center information in the discourse by the structure of theme and rheme.

B. Classification of Theme

Halliday (2004, p.79) divides theme from the different angles. We can summarize it into the following form.

TABLE 1
CLASSIFICATION OF THEME

	classification		
Metafunction	Topical Theme	Interpersonal Theme	Textual Theme
Structure	Simple Theme	Multiple Theme	Clause Theme
Speaker's will	Unmarked Theme		Marked Theme

Halliday (2004) cut theme into "simple theme", "multiple theme" and "clause theme". All these themes are the starting point of the information and the beginning of the clauses. The single theme refers to the theme that reflects the only metafunction (such as the ideational function, the interpersonal function or the textual function) no matter whether the theme is composed by one word or more. According to Halliday's point of view, the main forms of the single theme are noun phrases, adverb phrases and prepositional phrases. The single theme is often composed by the experiential elements of the ideational function in the transitive system such the participant, the circumstance and the process, which are often called the experiential theme.

The multiple theme (Halliday 2004, p.81) refers to the theme composed by a variety of functional elements, including two or more phrases that reflect different semantic function of the theme: the ideational function, the interpersonal function and the textual function. Since the multiple theme includes many elements, there is a problem related to the functional structure of arranging them. Halliday (1994, 2004) has proposed a sequence of "textual theme –

¹ Thematic structure has different connotations in the field of functional linguistics. However, it involves theme-rheme and thematic progression in this study.

interpersonal theme – ideational theme” and pointed out that the significance of the theme can be expressed until the first ideational element of the clause appears while the following is the rheme. The multiple theme is usually composed by the following structure: (1) textual theme + ideational theme; (2) interpersonal theme + ideational theme; (3) textual theme + interpersonal theme + ideational theme. Textual theme includes continuative elements such as *yes, no, oh, well, now* and structural elements such as *therefore, in other words and so far*. Interpersonal theme includes modal elements such as *certainly, surely, unfortunately and generally speaking*, finite elements in the interrogative sentence, and vocative. Besides, each clause should have only one ideational theme, such as the participant or the circumstance. However, in the actual speech act, a number of multiple themes lack of certain elements while one is essential, that is the ideational theme which constitutes the core of theme.

When a clause includes two or more clauses, the first clause appears in the whole clause is called the clause theme. Halliday (1994) points that the called “clause theme” usually contains only the ideational theme. As a result, it is the single theme in nature.

Halliday (1994, 2004) also makes a distinction between the “marked theme” and the “unmarked theme”. If it is in the position of the subject of a clause, the theme is called “unmarked theme”, while if it is not the subject of a clause, the theme is called “marked theme”. Generally speaking, in the declarative sentence, if the theme and the subject are the same, the theme is unmarked, if not, the theme is marked. In yes-no interrogative sentence, the theme constructed by the operator and the theme is unmarked, while it is marked if the theme contains only the subject. In the imperative sentence, the unmarked theme is formed by any of the verb or the emphatic component, the negative component together with the verb, or the single “let’s”. Otherwise, the theme is marked. As the selection of the theme is based on the speaker, the choice of the “unmarked theme” and the “marked theme” reflects the speaker’s purpose and intention in using the language.

In the above, we have discussed the identity characteristics of theme. We know that theme is a unit based on the speaker’s will and the choice of theme represents the speaker’s intention on discourse. Thompson Geoffrey (2004) considers that there are mainly four functions of choosing theme in discourse: (1) to continue or expand the passage by using unmarked theme (the former is reflected by using the theme of the first clause as the theme of the following clause and the latter is reflected by using the rheme of the first clause as the theme of the following clause); (2) to identify the change of the topics by using the marked theme; (3) to reflect the integrity of the content by changing the form of theme; (4) to show the importance of the starting point of clauses by using a certain element as the theme repeatedly.

From the above we can see that the choice of theme in discourse is inseparably to the structure and content of the whole discourse. Sometimes a theme can be repeatedly used while sometimes the rheme in the previous clause can be used as the theme of the following clause. This kind of phenomena showing the internal relation of themes is called “Thematic Progression” (Danes F., 1974). We will discuss it in the following section.

C. Thematic Progression

In most discourses there is more than one clause and there is some relation or change among Theme and Rheme in successive clauses. And the process of selecting and changing utterance themes by the speaker/writer of the discourse is defined by Danes F. (1974) as Thematic Progression: “The choice and ordering of utterance themes, their mutual concatenation and hierarchy, as well as their relationship to hyper-themes of the superior text unit, to the whole text and to the situation” (1974).

And Danes, F. (1974) has ever pointed that rhyme plays an important role from the aspect of narrative value as it conveys new information. But from the view of discourse structure, the important element is theme. It makes theme to become the important structural means of discourse that theme loads less information. Therefore, the whole discourse can be regarded as a sequence of themes. Thematic structure of discourse actually refers to the connection and the convergence of themes, their relationships, possessive levels and relations between the whole discourse and the context. Danes, F. (1974) called these complex relationships as “Pattern of Thematic Progression”. He proposes five types of Thematic Progression: Simple Linear TP², TP with a Constant Theme, TP with Derived T’S, Exposition of a Split Rheme and TP with Crossing-mode.

In the following part, we will mainly take about the five patterns of Thematic Progression of Danes, F. (1974).

(1) In the discourse, most of the themes are unmarked. So it makes most of clauses maintain a high degree of information consistency at the starting point. Compared with other elements, the theme in front of the clause is more likely the known information, which makes the center information be of the higher transparency among the clauses and thus highlights the direction of textual message. Danes, F. (1974) calls it “Simple Linear TP”, expressed by “T1+R1→T2(=T1)+R2→T3(=T1)+R3”³. The pattern has the same theme but the different rheme. Textual message lying on the centered theme makes the rheme radical.

(2) Opposite to the above pattern, the known information is put in the position of rheme and the new information is put in the position of theme in order to achieve a particular effect of the expression. This is a kind of pattern with the theme centralized, the so called “Exposition of a Split Rheme”. It is contrary to the conventional rule of putting the

² Thematic Progression is abbreviated as TP in this study.

³ Theme is abbreviated as T and Rheme is abbreviated as R in this study.

focus of new information at the end of the clauses so that the value of information is highlighted. Despite the flow of information is relatively fixed, it achieves the pragmatic function and a strong sense of the textual rhythm. This kind of Thematic Progression is performed as “ $T1+R1 \rightarrow T2+R2(=R1) \rightarrow T3+R3(=R1)$ ”.

(3) Sometimes we see that the rheme (or a part of the rheme) of the previous clause is the same as the theme of the following clause. As a result, the whole discourse has a continuous flow of information. The information of the rheme in the first clause becomes the known information in the second clause and the new information in the second clause becomes the known information in the third clause. Usually this kind of Thematic Progression is called “TP with a Constant Theme”, of which the logic is strong. Therefore, the pattern is often seen in the reasoning discourse, in which the chain of information has a coherent sense. Thematic Progression can be expressed as: “ $T1+R1 \rightarrow T2(=R1)+R2 \rightarrow T3(=R2)+R3$ ”.

(4) TP with Derived T'S is a type of hierarchical progression. In other words, the themes of the following clauses are derived from the previous theme or rheme, as is the further expansion and extension of the former. Such progression appears mostly in the explanatory text and the political essays so as to make a further explanation of a problem. The intensity of the information's flowing lies between the type of “Exposition of a Split Rheme” and the type of “TP with a Constant Theme”. The extension of the information is restrained by the theme and rheme of the previous clause. Thematic Progression can be expressed as: “ $T1+R1 (R2+R3...) \rightarrow T2+R2 \rightarrow T3+R3$ ”.

(5) TP with Crossing-pattern is a type of progression that the theme of the previous clause becomes the rheme of the following clause. It is described as “ $T2+R2(=T1) \rightarrow T1+R1$ ”. This kind of pattern is not seen usually because it requires that the starting points of discourse can not be so many. Otherwise, the starting point of information in the previous clause can not be the focus of the rheme in the following clause. In other words, it is not easy to make the theme in the previous clause and the rheme in the following clause intertwined.

To sum up, Theme functions achieve the coherence such as “the maintenance or progression of what the text is about ‘at that point’ and specifying or changing the framework for the interpretation of the following clause” (Danes, F. 1974). Therefore, Thematic Progression ensures the fluent flow of a text, it plays a significant role in forming the unified whole of the meaning.

IV. METHODOLOGY

The present study aims to show how the authority of China's legislative discourses is achieved from the perspective of functional linguistics. More specifically, it uses the theory of systemic functional linguistics to construct the analytical framework. It is a quantitative and qualitative study.

Here we select thematic structure, one of the theories of discourse analysis in systemic functional linguistics as the theory direction, in addition, use the combination of quantitative and qualitative methods to make analysis on *the Criminal Procedure Law of the People's Republic of China*. Firstly, thematic structure constitutes the main part of syntactic and semantic structure. It reflects how the information passed by the legislators is transmitted by the distribution of information in the discourse. If we can make a correct division of the theme and rheme in the legislative discourse, we can identify what the legislators starting point are and what information the legislators intend to pass. With the model, we can roughly understand what the legislative discourses want to express. Secondly, the information is the message passed from the speakers to the recipients. Usually the theme carries the given information while the rheme carries the new information (certainly there are other situations such as the theme carries the new information while the rheme carries the given information.) From the above we can see that the information of legislative discourse with thematic structure as its carrier is reflected by certain flow of information. With the above theory, the present study uses the methods of qualitative and quantitative to make a statistics of the distribution of Thematic Progression in *Criminal Procedure Law of the People's Republic of China*. The study of Forensic Linguistics should be based on the quantitative method. The pure qualitative method is usually used in the theoretical elaboration of forensic linguistics. The qualitative method is the summary or the premium of the quantitative method. The law should base on the fact and so does the qualitative analysis. Therefore, the qualitative analysis is always combined with the quantitative analysis in the field of forensic linguistics. The researches in forensic linguistics such as the one of relation between law and language and the methods, belong to the qualitative analysis because these researches are built up on the basis of the quantitative analysis, but not the direct quantitative analysis. Therefore, the paper adopts the method of the combination of the quantitative analysis and the qualitative analysis. According to the statistical data, we make an empirical analysis in order to sum up the effective textual features of legislative discourse, hoping make some contributions to the legislative work.

V. DATA

The data for analysis in the paper is *Criminal Procedure Law of the People's Republic of China*. Since it is promulgated, the Law⁴ has been revised several times, added by some additional new regulations, so it is dynamic.

The Criminal Procedure Law of the People's Republic of China was adopted and promulgated at the second meeting of the Fifth National People's Congress on July 1, 1979, and came into effect on January 1, 1980. The criminal

⁴ The Law refers to *Criminal Procedure Law of the People's Republic of China* in this study.

procedure law is a procedural law, which guarantees the correct execution of the criminal law from the judicial aspect. *The Criminal Procedure Law* was revised for the first time in March 1996, and the second overhaul was carried out in 2011. The new law will be officially implemented on January 1, 2013. (According to the third revision of the Decision on Amending the Criminal Procedure Law of the People's Republic of China at the sixth meeting of the Standing Committee of the 13th National People's Congress on October 26, 2018).

In the paper, we select the publication, the third revision of the Decision on Amending the Criminal Procedure Law of the People's Republic of China. The reasons for such a choice are as follows: (1). This Law is enacted according to the *Constitution* and for ensuring accurate enforcement of the *Criminal Law of the People's Republic of China*, in addition, for protecting the people, safeguarding State and public security, punishing crimes and maintaining socialist public order. It is believed to the accurate enforcement of the *Criminal Law of the People's Republic of China*. (2). The Law belongs to the procedure law which regulates the detailed rules in the course of enforcement. It is the one to ensure correct and timely ascertainment of facts about punishment of criminals, the crimes, and the protection of the innocent against being investigated for criminal responsibility as well. So it carries the mission of ensuring the authority of the Criminal Law to be reflected accurately. (3). The discourse of the Law can promote the people's consciousness of law, fight vigorously against criminal acts in order to protect the socialist legal system and the citizens' rights, and importantly to ensure smooth progress of the socialist development cause. Consequently, the discourse of the *Criminal Procedure Law of the People's Republic of China* can facilitate the analysis of the authoritativeness of law, reflect the legislative power and highlight its compulsion. In the paper we adopt the English version of the Law published by the China Legal Publishing House in 2019. The editors offer the professional deep-processing for the book, adopting the accurate terminologies according to the contemporary authoritative dictionary and making the accurate translation. It has the authoritative validation. Therefore we have decided to use the publication as the data of the present study.

VI. RESULTS AND DISCUSSION

As the above theory, the use of thematic structure and its functional knowledge, combined with the mode of thinking, can arrange the information from the perspective of maintaining the coherence and consistency of the discourse, through which the discourse can be made fluently, highlighting the main idea. Using thematic structure of connecting or separating certain information can prominent or cover certain message in order to achieve the satisfying effects. Therefore, we can get a clear understanding of the macro-structure and the information distribution of the discourse through the analysis of Thematic Progression. Since the discourse is varied, of different subjects, topics, length and genres, it seems a wide space for people to choose the composition to act as the theme. However, the choice is constrained by this or that. In the following we will take about the legislative discourse from the perspective of Thematic Progression.

第七十九条 期间以时、日、月计算。

期间开始的时和日不算在期间以内。

法定期间不包括路途上的时间。上诉状或者其

他文件在期满前已经交邮的，不算过期。

(《中华人民共和国刑事诉讼法》第一编第六章第七十九条)

English version:

“Article 79 : Time periods shall be calculated by the hour, the day and the month.

The hour and day from which a time period begins shall not be counted as within the time period.

A legally prescribed time period shall not include travelling time.”

(Article 79, Chapter 6, part I of the *Criminal Procedure Law of the People's Republic of China*)

Article 79 is selected from “*Criminal Procedure Law of the People's Republic of China*”. Now we will make an analysis on it. Firstly we line up the themes and rhemes of each clause.

T1 time period

T2 the hour and day (calculated)

T3 a legally prescribed time period (counted)

We can see that, through the three themes, the discourse focuses on the time provision in the criminal procedure. From T1 to T3 it gives a clearly time division from the general to the specific. And the last two themes are introduced through the former rhemes. It belongs to the “TP with a Constant Theme”, expressed as: “T1+R1→T2(=R1)+R2→T3(=R2)+R3”. Through the mode the whole discourse has a continuous flow of information and the clauses are connected closely and tightly. Now let us see another Article.

第五十一条 人民法院、人民检察院和公安机关

对于有下列情形之一的犯罪嫌疑人、被告人，可

以取保候审或者监视居住：

(一) 可能判处管制、拘役或者独立适用附加刑的；

(二) 可能判处有期徒刑以上刑罚，采取取保候审、

监视居住不致发生社会危险性的。

取保候审、监视居住由公安机关执行。

(《中华人民共和国刑事诉讼法》第一编第五章第五十一条)

English version:

“Article 51: The People’s Courts, the People’s Procuratorates and the public security organs may allow criminal suspects or defendants under any of the following conditions to obtain a guarantor pending trial or subject them to residential surveillance: (1) They may be sentenced to public surveillance, criminal detention or simply imposed with supplementary punishments; or (2) They may be imposed with a punishment of fixed-term imprisonment at least and would not endanger society if they are allowed to obtain a guarantor pending trial or are placed under residential surveillance.”

(Article 51, Chapter 5, part I of the *Criminal Procedure Law of the People's Republic of China*)

In Article 51, the theme is “The People’s Courts, the People’s Procuratorates and the public security organs” which is unmarked, followed by two clauses served as its rhemes. The mode makes most of clauses maintain a high degree of information consistency at the starting point. Compared with other elements, the theme in front of the clause is more likely the known information, (that is, the units of exercising the following rights) which makes the center information be of the higher transparency among the clauses and thus highlights the direction of the textual message. This belongs to the mode of “Simple Linear TP”, expressed by “T1+ R1→T2(=T1)+R2→T3(=T1)+R3”. The radical rhemes shows the specific objective details in the criminal procedure and thus gives the legal personnel a clear instruction. We have made statistics on the distribution of Thematic Progression of 170 Articles which have more than one clause as the following.

TABLE 2
DISTRIBUTION OF THEMATIC PROGRESSION IN THE LAW

Clause	Number	Classification	Number	Ratio
	170	Simple Linear TP	49	28.8%
		Exposition of a Split Rheme	20	11.8%
		TP with a Constant Theme	5	31.2%
		TP with Crossing-pattern	8	4.7%
		TP with Derived T'S	40	23.5%

From the table 2, we can see that, the mode of “TP with a Constant Theme” occupies a large proportion, followed by the mode of “Simple Linear TP” and “TP with Derived T’S”. The use of the mode of “TP with a Constant Theme” can make the discourse full of the strong logic, as we know. The former rheme taking the new information has become the latter theme which is usually taking the known information. And the latter theme is followed by its rheme loading the new information. As the flow of structure continues, the new information and the known information are connected tightly, that is, taking a chain of coherent sense of information. In the Law, this kind of mode makes it effective that the causal relationship has been reflected. The structure shows the strong legal logic, clarity, consistency and mandatory of the legislative discourse. The use of “Simple Linear TP” has highlighted the information focus of the rheme in each clause. In the legislative discourse, one theme takes the same known information, followed by the different rhemes taking more than one piece of new information, that is, the different specific objective conditions met in the carry-out of the criminal procedure. The structure of “Simple Linear TP” elaborates the details of the objective conditions in the procedure, making the theme and the rheme much more closely in the logic. What is more, it reflects the “People-oriented” spirit in *Criminal Procedure Law of the People's Republic of China*. The mode of “TP with Derived T’S” is a type of hierarchical progression that the themes of the latter clauses are derived from the themes or rhemes of the former clauses. It is an extension of the former theme and rheme. The intensity of the flow of information in the mode lies between the type of “Exposition of a Split Rheme” and the type of “TP with a Constant Theme”. The expansion of information is restricted by the former theme or rheme, so it is a finite extension. What the Law deals with is the complex human relationships in the society. It is bound to involve a variety of the objective conditions in the community. Therefore, the Law has the characteristics of diversity and complexity. The application of “TP with Derived T’S” to the legislative text for the further constant explanation for certain problem reflects the accuracy and inclusiveness of the legal language. In other words, the structure used in *Criminal Procedure Law of the People's Republic of China* makes it more clear, explicit and concentrative.

All in all, thematic structure, as the method of analyzing the textual features of the legislative text, is full of complexity and diversity. It is also a strong operability and practicability. In the *Criminal Procedure Law of the People's Republic of China*, we can see, after the statistical analysis, that thematic structure reflects the detailed consideration on the objective condition in the actual circumstances and these objective details have been listed specifically in the Law. The choice of theme and rheme makes the law enforcement officers have clear defined principles to adopt and obey. It also reflects the elites, formality, compulsion and rigidity of the Law. However, the organization of the discourse is not the only type that we mentioned above. What the theme and the rheme load are the new information and the known information. But how does the information connect and alternate with each other? In the future study we will take about the information structure in *Criminal Procedure Law of the People's Republic of China* by the information theory.

VII. CONCLUSION

In summary, we have taken examples to analyze the textual features of *Criminal Procedure Law of the People's Republic of China*, by using the discourse analysis theory in systemic functional grammar – Theme-Rheme and Thematic Progression.

To study thematic structure is not only to get an understanding of what component composing the semantic structure, but also to know and master the distribution of the information passed by the legislators using the tool of language. If we can divide the theme and rheme of each clause correctly in the legislative text, we can understand what the starting point for the legislators to pass.

In *Criminal Procedure Law of the People's Republic of China*, the appropriate use of theme structure has fully reflected the elites, authority and accuracy of the legislative discourse. Thus, it ensures the correct implementation of the *Criminal Law of People's Republic of China*, punishing crimes, protecting the people, ensuring the national security and the public safety, and maintaining the socialist social order.

Criminal Procedure Law of People's Republic of China, as one type of the China's legislative discourse and the procedural law, is institutionally endowed with the summit authoritativeness. The present paper tries to identify and make an analysis on the textual features of the legal discourse from the perspective of Thematic Progression.

VIII. LIMITATION OF THE STUDY

There are mainly three aspects of the limitations lying in this research. Firstly, the author tries to make a comprehensive analysis, but the research and analysis have not been carried out profoundly and thoroughly owing to the author's limited specialized knowledge about the law. Secondly, the linguistic devices used in the present research are only the author's observation. The study is restricted to *Criminal Procedure Law of the People's Republic of China*, the only data of the analysis. There are more necessary analysis data requiring being studied for a more comprehensive study of the legislative discourses such as *Criminal Law of the People's Republic of China*, *Constitution of the People's Republic of China* and *Treaty*, which are expected to be taken into account to explore more linguistic characteristics for a deeper understanding of the authoritativeness of law. So the present study is not so detailed and comprehensive. Thirdly, we do not go further to integrate all the discrete findings of the analysis to have a discussion thoroughly the complex level—the culture background and the genre, even the most abstract level, that is, legal ideology. So the study needs further exploring.

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A Study on the Relationship Between Reflective-impulsive Cognitive Styles and Oral Proficiency of EFL Learners

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Abstract—With the focus of language teaching from teachers to students, the personal factors of language learners have become the focus of research. In 1964, Kagan and his colleagues proposed a reflective-impulsive cognitive style(R-I), a pair of opposing cognitive style that can be measured by Matching Familiar Figures Test (MFFT). Kagan believes that in dealing with cognitive tasks, holding a slow but accurate style is a reflective cognitive style, and holding a fast but inaccurate style is impulsive cognitive style. What's more, different cognitive styles of learners affect language learning. For English learners, oral English is connected with the output of language, and students' oral ability is an important part of pragmatic competence. The researcher uses MFFT20, combined with observation, interview, oral test to evaluate the oral performance and ability of 80 high school students in a middle school in Chongqing. By analyzing the correlation between the reflective-impulsive cognitive styles and oral English ability, the following results are obtained. First, reflective cognitive style and impulsive cognitive style account for the same proportion of students. And reflective-impulsive cognitive style affects the oral ability of English learners. Second, students with different cognitive styles have great differences in oral performance. Third, generally speaking, English learners with reflective cognitive style perform better in oral accuracy than English students with impulsive cognitive style, while English learners with impulsive cognitive style perform better in oral fluency than students with reflective style.

Index Terms—reflective-impulsive cognitive style, oral ability, accuracy, fluency

I. INTRODUCTION

A. Purpose of the Study

Learners with different cognitive styles often have different interests, personalities, emotions, motivations, so they adopt different learning strategies to study. People, in the process of analyzing information, often choose the way that they think the most suitable for them to deal with information. This study is to explore the relationships between the oral performance and reflective-impulsive cognitive style of English learners. Not only to explore the characteristics of reflective-impulsive cognitive style of English learners in oral performance, but also to explore the different cognitive styles of different learners. And then teachers adopt corresponding teaching strategies, through teaching students in accordance with their aptitude, to improve student's oral English and overcome the shortcomings of student's oral English.

B. Significance of the Study

By recognizing the different cognitive styles of different English learners, it's known that student's performance in English learning will also be different. According to their differences based on their aptitude, teachers will as far as possible improve their oral ability. In addition, this study can also help teachers realize the advantages and disadvantages of reflective-impulsive cognitive style learners in oral English, not only to the students themselves. It also helps students learn from each other. Of course, because there is little research on reflective-impulsive cognitive styles, this study has enriched related research about it.

C. Organization

This study consists of five parts, the first part is about the general introduction, the purpose and the significance of this paper. The second part is a literature review on cognitive style, reflective-impulsive cognitive style, oral ability and the theoretical basis which includes the theory of constructivism and input and output theory. The third part introduces the experimental design and methods. The fourth part is about the teaching cases and the result analysis. The last part is about the conclusion, some limitations and future suggestions.

II. LITERATURE REVIEW

A. Studies on Cognitive Styles

Cognitive style is a psychological concept. The term was first put forward by Allport in 1937, and after that more and

more different kinds of cognitive styles were researched and those styles became more and more important in the field of education. Messick (1984) divided the styles into 19 kinds. Riding (1991) divided it into more than 30 kinds. Style is the description of individual differences, referring to the individual in cognition, personality and other aspects of consistent external expression (Yang Zhilian, Guo Liping, 2001). Hu Binwu (1996) believes that cognitive style is a kind of learning style and learning tendency with distinct personality that learners show in long-term learning activities. This learning style refers to the methods, strategies, steps adopted by learners to complete their learning tasks. This learning tendency refers to learners' preference for motivation, attitude, emotion, experience, persistence and learning environment, learning content. Cheng Xiaotang (2002) believes that it refers to the way learners identify, process, store, extract information in the cognitive process and the starting point when learners solve problems, and sometimes become learning styles. Cognitive style is closely related to second language acquisition. And it can be divided into different types, with its own characteristics. Then according to different types of learners, teachers will also teach students according to their learning characteristics and cognitive styles.

B. Reflective-impulsive Cognitive Styles

1. Definition and characteristics

Reflective-impulsive cognitive style, also known as conceptual tempo, was proposed by Kagan et al. in 1964. It refers to differences in the aspect of speed which individuals make decisions under uncertain conditions. And it generally can be divided into two different types, one is to make a quick decision after a brief examination of various possibilities, and the general error rate is relatively high, which is known as impulsive type. The other type is to think in detail before reaction, taking a certain amount of time to carefully consider all the possibilities, and the accuracy is relatively high, known as the reflective type (Huang Shilan, 2010). H. Douglas Brown (2007) also says that psychological studies have been conducted to make either a quick or gambling (impulsive) guess at an answer to a problem or a slower, more calculated (reflective) decision. In the process of foreign language learning, impulsive students may take quick steps, while reflective students may stay a little longer at some stages, but the step from one stage to another is larger.

2. Studies on reflective-impulsive cognitive styles

There is little research on reflective-impulsive cognitive style in the field of education. Li Zhe (2000) thinks that learners' cognitive style is closely related to their ability to solve problems. Impulsive cognitive style students answer questions quickly, while students with reflective cognitive style should analyze the details carefully and choose a sure answer after evaluating. But actually there is no difference in the nature of ability. Wang Lifei (1998) thinks that cognitive style has important enlightenment to foreign language teaching. Reflective and impulsive are two personality tendencies of human beings and a pair of learning styles in the category of cognition. The two cognitive styles have their own advantages. Reflective cognitive style promotes language accuracy, while impulsive style facilitates fluency. In contrast, students with impulsive cognitive style speak enthusiastically and dare to express their views and opinions in class. In addition, impulsive students show the characteristics of learning in a small increase, and it often goes up and down. While, to reflective one, learning stages are increased by a large amount and the stable period is longer.

C. Studies on Oral Proficiency

Based on the database, most of the researches on oral English ability are related to oral accuracy and fluency. When analyzing the evaluation criteria of oral ability, Wang Haihua and Yang Zai (2019) took the accuracy and fluency of spoken language as the standard, defined the accuracy as the degree of conformity of the second language output, and defined the fluency as the ability to speak continuously at a normal speed.

D. Theoretical Foundation

1. Constructive Theory

According to constructive theory, students should play a main role in the process of oral communication, actively explore and discover the meaning of constructing knowledge, connect the content of oral expression with their own experience and social reality. Meanwhile, students should think carefully, and improve their ability of analyzing and answering questions. Paying attention to students' cognitive styles equals paying attention to students' main position in class, which can focus on individual efforts, and encourage students to learn independently in various ways. The vivid eye for students' cognitive styles not only affirms the status of teachers, attaching importance to the role of teachers' guidance and promotion, but also fully embodies constructive learning theory and teaching theory. Constructivism emphasizes "cooperative learning", and the oral practice advocates group cooperative activities and also attaches importance to the key role of "cooperative learning" in meaning construction.

2. Language Input-Output Hypothesis

Crashen (Krashen), a famous American linguist, holds that human language acquisition is not unconditional. In the process of human acquisition of language, the input of comprehensible language is primary. Besides, the difficulty of knowledge is slightly higher than that of learners themselves, but it can not be too high, that is the "i+1" principle. In the input stage before starting oral English teaching, Hammer advocates that the learning motivation and interest of students should be stimulated. And he emphasizes the importance of real context. In the process of oral teaching, teachers selectively organize students to carry out some interesting activities that accord with the students' existing level, and the topics of oral English reflect the situational authenticity. In oral teaching, both the stages of learning and

application reflect the guidance of the language input hypothesis. Teachers and students communicate with each other in oral English, and at the same time, they achieve the purpose of using language. Those students can remember what they have learned and use language flexibly.

III. METHODOLOGY

A. Questions

This paper studies the relationships between reflective-impulsive cognitive style and the oral ability of English learners, and will answer the following questions:

- 1, What are the reflective and impulsive cognitive styles and the differences between them?
- 2, Is reflective-impulsive Cognitive Style Related to Oral English Ability? What kind of relationships?

B. Subjects

This study selects 80 high school students in a middle school in Chongqing. First, the 80 students are tested in using match familiar figures tests in order to judge the cognitive style of the 80 students and then to observe and interview the students' performance in the oral English class, mainly the accuracy and fluency of oral English. This research combines with interviews about students and teachers will be analyzed. Finally, the 80 students are given an oral test to analyze the relationships between reflective-impulsive cognitive style and students' oral ability, and then the results provide further guidance for teachers' oral teaching.

C. Instruments

1. MFFT20

Matching familiar figure test is a special test of the reflective-impulsive cognitive style. MFFT20 is to let students identify 20 pictures, finding the most similar one. In the matching process, it can detect whether students are slow while accurate or fast but inaccurate to find the picture. And corresponding to this, the researcher can recognize who belong to the group with the reflective cognitive style or impulsive cognitive style.

2. Observation

According to the existing information—the cognitive styles of 80 students, it observes the performance of these students in oral English class. And it is necessary to make a record about students' performance. In oral English class, the accuracy and fluency of different styles of students are different, so it can explain the relationship between cognitive styles and students' oral ability.

3. Interview

The process of further perfecting and supplementing the experiment is by interviewing students and teachers. Researchers can interview students to understand their ideas about their own cognitive style and the judgment of their oral ability. Researchers can interview the teacher to see if the teacher understands the students and whether they are taught according to their cognitive style and learning characteristics.

4. Oral test

The oral test is to measure the students' oral English scores of different cognitive styles, to some extent, and it can also reflect the influence of cognitive style.

IV. RESULTS AND DISCUSSION

A. Performance in MFFT20 Test

According to MFFT20 test, the researcher can know that 48 students belong to the group of reflective cognitive style, and 32 students belong to the group of impulsive cognitive style. It seems that there is not much difference in proportion between the two styles.

B. Relationship between Reflective Cognitive Styles and Oral Proficiency

Forty-eight reflective cognitive-style students raised their hands to answer questions 10 times in class. And those students who answered the questions slowly thought for a long time. But only 16 errors occurred at the knowledge level such as grammar.

C. Relationship between Impulsive Cognitive Styles and Oral Proficiency

The total number of hands raised by 32 impulsive cognitive style students in class is 36, and the students who answered the questions could express their views fluently. But the number of errors about the knowledge such as grammar reached 50.

D. The Process of Interview

For students, the following three questions are raised: 1, Do you think spoken English plays an important role in English? 2, Will you raise your hand to answer the questions in oral English class? 3, When you answer the question, you answer it directly or after careful thinking? According to the students' answers, combined with the MFFT20 test, the classification of students' cognitive styles can be identified accurately. And the students' interests in learning oral

English and their learning situation also can be better analyzed.

For teachers, the following three questions are put forward: What do you think of the students' overall oral English performance? How many students answer questions positively in class? At present, what teaching methods do you adopt to teach oral English? By asking above questions, researchers know more about students' oral English level. Combined with teachers' answers, the research can also understand the relationship between teachers' teaching style and students' learning.

E. Performance in Oral Test

Next chart shows the student's scores of reflective-impulsive cognitive style in different grades.

scores	Reflective CS	Impulsive CS
<60	4	2
60~70	7	4
70~80	15	11
80~90	17	13
90~100	5	2
	48	32

From this chart, there are no apparent differences in the oral scores. And just as mentioned above, the cognitive styles influence the speed of answering questions and the grammar of the expressions. But generally speaking, the cognitive styles of students don't have the strong influence on oral scores.

F. Teaching Cases

Case 1

The teacher conducts a 40-minute oral English teaching class, and the topic of this class is "What is your dream?".

First of all, the researcher has a brief interview with the teacher after this class. The main content of this interview is the preparation part of the teacher before class and the reflection part after class (which can not be presented in the teaching video). Before class, the teacher spends a lot of time in preparing interesting topics which students want to attend. According to the needs of students, the theme of "dream" can not only attract students' interest, but also help students express their ideas freely. After setting the theme, the teacher predicts the students' oral performance and assumes some possible problems that may happen in the process of this class, based on the understanding of students. For example, the topic meets the interests of most students, but how to teach a small number of students who don't interested in this topic? The teacher's answer is to adopt to the principle of cooperation, and the positive students help those students with low interest to express themselves. The possible problem is that the topic is relatively simple, so students have less to express. And the class time of talking about "dream" is less than 40 minutes. In response to this problem, the teacher's answer is that another dream-related topic has been prepared. When people pursuit dreams, they will certainly encounter a lot of difficulties, only perseverance can help them to succeed. This is the teacher's preparation.

According to the teaching video record, teachers and students are generally very positive during this oral teaching class. A teacher attracts students' attention through a video and leads to topics---dreams. Before watching the video, the teacher asks the students a question, "Think about your dream when watching this video." After watching this video, the teacher first organizes the students to discuss about their dreams in groups. Then the teacher asks the students questions and the students answer the questions voluntarily. From the record, we can see that the degree of enthusiasm of students to answer questions is very high. Some students raise their hands quickly, and some students raise their hands relatively slowly, but most students answer questions. The students' answers are different, but they all have ideas. Under this topic discussion, another topic---the struggle and the persistence also is discussed. The teacher asks, "In the process of realizing your dream, when you encounter problems, what methods will you take to solve it?" Most students say they will persist and will not give up easily. The teacher affirms the student's answer and then mentions the benefits of persistence. "Persistence can not only bring success, but also be a good quality of a person and be a person's spiritual wealth." After class, the researcher learns from the students and the students can benefit a lot from this class.

Finally, the teacher will reflect the problems after class, as well as the parts that need to be improved. Combined with the preparation of the lesson, the experience will be summed up by the teacher. "Students are actively involved in class, and oral expression is fluent and accurate," the teacher said. "Overall, the performance of students is good. But there are also some problems, such as unreasonable class schedule, a small number of students participation is not high. These are the things I need to improve in the future, and I will improve my teaching ability."

Case 2

This is an oral class about the cultural differences between China and the United States. The goal of this class is that students can express their ideas and views on the cultural differences between China and the United States in complete sentences.

In the process of teaching, the teacher first guides students to express the food culture of China and the United States separately, and then has logically classified the information points which are put forward by students. Meanwhile the teacher guides students to compare those information between the two counties. The teacher will make a demonstration

before the student expresses, then the students can speak freely. Before this class, the teacher clearly knows that students are familiar with Chinese food culture, while for American culture, students only know some simple and well-known food culture. Class begins, the teacher first puts forward a question to the students, that is, "what Chinese food culture do you know?" The students answer positively, and there are following answers: we use chopsticks to eat; when we eat, the elders sit in the position which stands for status; when we eat, we can't talk; Don't eat until your elders say you can, etc. Then the teacher asks another question, "What American culture do you know?" Students have the following answers: people eat with forks and knives, with forks in their left hand and knives in their right hand; everyone eats with a pot alone; when eating, people can speak and discuss. The teacher affirms the students' answers and adds other points based on their answers. The teacher mentions that the differences between Chinese and American cultures are made up of many reasons. First of all, the historical origin. China is an ancient country with 5000 years of cultural heritage. Traditional Confucian culture has a profound influence on food culture. The United States is a young federal republic with a history of more than 200 years. It is multi-ethnic, multicultural, democratic, free, independent and equal. Secondly, there are great differences in social atmosphere. China emphasizes the collectivism and the hierarchy, and the United States emphasizes the individualism and equality. Finally, economic development. Since the reform and opening up, with the development of economy and the deepening of cultural exchanges between China and the West, China's diet is getting better and better, and the variety of dishes also represents a relatively rich standard of living. But the United States is a developed country, the education level is high. So Americans are easily satisfied, and do not pursue too many dishes." In this class, the students are actively involved in the discussion. Because students have different cognitive styles, their performance is also different. The students with reflective cognitive styles think longer than the students with impulsive cognitive style. At the same time, students who think in a long time make fewer mistakes than students who think in a short time. At the end of the class, the teacher gives the feedback, "The effect of this class is very good, because the topic is close to real life. Students actively express their views."

The two teaching cases show the differences between the students of two different cognitive styles in the aspect of answering questions. And the teachers also make improvement measures according to the characteristics of students with different cognitive styles. For example, the cooperative principle teaching method is adopted to let students discuss with each other, so as to achieve better teaching effects.

V. CONCLUSION

A. Major Finding

First of all, 80 students are judged as reflective-type cognitive style or impulsive cognitive style by MFFT20. The student number of reflective cognitive style is 48, and impulsive cognitive style is 32. But both styles have its advantages and disadvantages, without judging it good or bad.

Secondly, cognitive style will have an impact on student's oral English, and reflective-impulsive cognitive style is related to students' oral English ability.

Finally, students with reflective cognitive styles think about questions for a long time, so the fluency of student's English is not high but the accuracy of answering questions is high. Students with impulsive cognitive style can quickly and fluently answer questions and express ideas, but the error rate is high, that is, low accuracy.

B. Implication

Reflective-impulsive cognitive style is closely related to students' oral ability, so both teachers and students should make good use of learning characteristics in order to achieve the best teaching effect and learning effect. For teachers, they should understand the cognitive styles of students, and then make teaching design according to the styles of students. For students, understanding their own cognitive style can achieve twice the result with half the effort.

C. Limitation

There is still insufficient theoretical guidance for this study, especially foreign literature. In addition, the research content is not rich enough, only talking about the enlightenment to the teaching and no deep excavation. Finally, the practical significance of the research is not enough.

D. Suggestions for Further Research

The relationships between reflective-impulsive cognitive styles and other aspects of English ability can be studied in order to carry out teaching design concretely and pertinently. Visiting more domestic and foreign literature helps laying a good foundation for study. Enriching the research content and using more perfect research approaches make the research process more detailed and clear.

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Language and Manipulation: A Critical Discourse Analysis of All Progressive Congress (APC) and People's Democratic Party's (PDP) War of Words

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Abstract—This paper examines the crucial role language plays in manipulating the act of discourse comprehension as a means of constructing mental models meant to effect mind control against the people's best interests. To achieve this, the study utilises the rich resources of critical discourse analysis (CDA) precisely, the socio-cognitive framework, to analyse media political discourse within the Nigerian context. A number of discourses that hinge on the APC and PDP's war of words over the issue of corruption extracted from the online editions of Nigerian newspapers constitute the data used for the study. The result of the data analysis indicates that Nigerian politicians consciously indulge in positive self-presentation and negative-other presentation by making use of the ideological square in the portrayal of self for the sole purpose of imposing their ideological designs on the entire populace in order to gain political dominance. Through the ideological square, each of the political parties aims at emphasizing the positive sides of its actions and the negative aspects of the other party while de-emphasizing its negative activities and the positive sides of the other through the use of manipulative language. Such manipulative use of language disables the people's critical thinking for the manipulators' benefit.

Index Terms—manipulation, critical discourse analysis, ideological square, positive self

I. INTRODUCTION

Critical Discourse Analysis (CDA) as a theory captures the use of language to manipulate, subjugate and create inequality within a social system through mind control and the creation of ideologies that serve the interest of the elite and political class. CDA distinguishes itself from other approaches to discourse analysis by virtue of its focus on “the relations between discourse, power, dominance, social inequality and the position of the discourse analyst in such relationships” (Nicole, 2020, p. 1079). It is an integrative method of discourse study developed through a union of divergent theories. Its establishment is strongly rooted in the perception that ‘text and talk’ are key players in initiation and legitimisation of ‘inequality, injustice, and oppression’ within the social order (www.grim.com). It utilises different approaches to show how these societal ills are perpetrated by creating awareness on the manipulative aspect of language use in society, and canvasses specifically for positive adjustments through its conclusions (www.grim.com).

CDA in Fairclough's (1993) view is an offshoot of discourse analysis, which systematically investigates the opaque relationships that exist between discursive practices and socio-cultural structures with the purpose of establishing how discursive practices, events and texts emerge and are ideologically shaped by power and power struggles as manifested in language. “CDA not only focuses on language and language use, but also on the linguistic characteristics of social and cultural processes. CDA follows a critical approach to social problems in its endeavour to make explicit power relationships which are frequently hidden” (hdl.handle.net). One of the major concerns of CDA is to make transparent the network of opacity that connects discourse practices and structures whose comprehension would have otherwise eluded a layperson (Sheyholislami, 2001). It arrives at conclusions, which are of utmost utilitarian value within a number of contexts in human existence (Fairclough and Wodak, 1997). In CDA, social cognition is of utmost importance as it bridges the gap between discourse and society. van Dijk (1993) argues:

In order to relate discourse and society, and hence discourse and the reproduction of dominance and inequality, we need to examine in detail the role of social representations in the minds of social actors. More specifically, we hope to show that social cognition is the necessary theoretical (and empirical)

interface, if not the missing link, between discourse and dominance. In our opinion, neglect of such social cognitions has been one of the major theoretical shortcomings of most work in critical linguistics and discourse analysis (p. 252).

CDA is problem-oriented; it addresses social problems especially as it concerns the role discourse plays in the production and re-production of power abuse and dominance (van Dijk 2001, p. 96). Being critical in its approach involves the role the analyst plays in trying to lay bare the unequal power relationship in the society as rooted in discourse (Rogers 2004, p. 3). A critical discourse analyst tends to raise the consciousness of language users to the nuances of language use, which conceal the full import of the manipulative tendencies embedded in discursive structures. This is necessary because such manipulative tendencies are often enshrouded in ambivalent use of language for the benefit of the manipulator as evident in political discourse where politicians struggle to dominate the polity at all costs. Nigerian politicians are not left out in such struggle and are always trying to outdo one another in controlling the mind of the people. Each political party wants to increase its popularity with the voters by castigating opposition parties and presenting itself as the credible machinery through which the people will be saved.

The ideological differences that characterise the two dominant political parties in Nigeria - All Progressive Congress (APC) and People's Democratic Party (PDP) - have thrown the parties into verbal conflicts virtually over every subject of national concern, but prominent among such contentious topics is the issue of corruption. Corruption has in historical and contemporary times proved to be the bane of Nigerian society and has given both past and present administrations a lot of concern. It is viewed as the "single greatest obstacle preventing Nigeria from achieving its enormous potential" (Page 2018, p. 1). Of all the social ills that rock Nigeria as a country, corruption ranks highest and the trend has even sky-rocketed in recent times. It has actually proved resistant to all the strategies mapped out by successive administrations to suppress its tenacity. According to Transparency International in the 2018 Corruption Perception Index, Nigeria is the 144th least corrupt country out of the 175 countries rated. This shows that the war against corruption declared by President Muhammad Buhari is yet to make significant positive impact.

It is therefore not surprising that the two parties that have been in charge of the Nigerian affairs for the past two decades either as the ruling or the opposition party are accusing and counter-accusing each other of being corrupt at different levels and on various accounts; each trying to outdo the other in the verbal tirade. In doing that, each of the parties tries to present self as the saint while the other is painted in black as the devil that oils the wheel of corruption in the country and expect Nigerians to view the situation in the same way.

Language and Manipulation

Language as a means of communication is liable to human appropriation for different purposes. What man does with language is innumerable ranging from the transactional activities to the interactional concerns depending on the situation at hand (Brown & Yule, 1983). The manipulative power of language manifests at the level of discourse. The term, discourse is viewed

by structuralists as a unit of language that extends beyond the sentence level while the functionalists see it as language use and as such is interested in both the spoken and written forms of Language. Discourse can be used for manipulative purposes in different spheres of life especially in the political arena. Manipulation as a concept has both positive and negative connotations. On the positive side, it is seen as persuasion where people are meant to process what they are being told and make decisions based on personal assessment. The negative aspect implies domination.

According to van Dijk, "manipulation implies the exercise of a form of *illegitimate* influence by means of discourse: manipulators make others believe or do things that are in the interest of the manipulator, and against the best interests of the manipulated" (www.scribd.com). It is an established fact that language and thought are intertwined to the extent that language controls the human cognitive process giving room for the act of manipulation to take place. According to Akwanya (2005) "Thought, of course, never lets itself be seen, and language is one of the ways in which it may be analysed, through the analysis of discourse, because of the bonding with thought whereby language transmutes into discourse" (p. 8). It is the powerful groups and individuals in the society that exercise mind control and consequently manipulates the less powerful. Being in a position of power can come in different forms; by virtue of one's profession, position in government, physical strength, and financial status among others. The political class is the major disciples of the game of mind control within a given society as they have access to the media through which they sell their ideologies to the masses.

In this paper, we explore the extent to which language is exploited as a tool of manipulation by politicians in Nigeria to impose their preferred mental models on the people and by extension advance their sectarian interests. We seek to characterize these discourse practices and structures and the underlying manipulative tendencies of the social actors (in this context, the APC and PDP) from the theoretical prism of CDA. We intend to address the research problem, which centres on the manipulative use of language by political actors for advancing self-serving interests and its adverse effect on the common good of the people. The central objective is to account for the manipulative strategies of the political actors and the need for the populace to develop critical thinking that would predispose them to probe beneath the veil of hidden agenda implicit in political communication.

In the next sections, we shall carry out a review of related literature, examine CDA and how we intend to enlist its theoretical resources as framework in analysing the data elicited from the online editions of selected newspapers.

II. LITERATURE REVIEW

Critical Discourse analysis is a multifaceted approach to the study of discourse and yields itself to multiplicity of applications in different fields of study. In this section, samples of such applications will be reviewed in order to properly situate the present study. van Dijk (2006) explores manipulation as a key notion in critical discourse analysis. He accounts for manipulation in terms of social power abuse through a tripartite approach that comprises discourse, cognition and society. The three are inter-related and significantly influence ideological formation and advancement for the interest of key political actors. This he illustrates through the “analysis of a speech made by Tony Blair in the House of commons justifying the part played by the UK in the US led war against Iraq in 2003” and noted that there was conscious use of ideological polarisation typified in positive self-presentation and negative other- presentation (www.scribd.com).

Rotimi (2007) examines language, ideology and power relations in Nigerian newspaper headlines with the aim of ascertaining the ideological foundations of their construction. The study discovers that the headlines were ideologically driven, showcasing a bi-directional division along the line of those whose interests are protected and those at the receiving end of the ideologies propagated. This reveals the fact that newspaper headlines are tools in the hands of the editors who manipulate them to capture and sustain the interest of readers on issues of national concern.

Albert & Salem (2013) investigate the viability of utilising critical discourse analysis as a tool for theory advancement in social media. The work dwells much on the tenets of different approaches in CDA that border on the analysis of social issues and established a relationship between the Realist Principle in social media and Relational Approach in CDA. The argument being that since social media is a discursive structure that epitomises social issues, there is the need to align aspects of CDA in the study of information systems. This could be useful in the study of some phenomenon within social media such as social movements, cyber bullying and online sexual predation among others.

Ines (2014) carries out a critical discourse analysis of self-presentation as entailed in the cognitive processes associated with ‘we’. The thrust of the work is the exploration of the relationship that exist between discursive structures and self-presentation through two newspaper articles co-authored by two heads of state, President Barack Obama and Nicholas Sarkozy dealing with the events in Libya. The analysis was carried out using CDA together with the process of transitivity as enunciated by Halliday’s Systemic Functional Linguistics (SFL). The result indicates that the transitivity patterning and the cognitive process disclose a preponderance of positive self-presentation, where ‘we’, that is the writers, are presented as ‘one coherent and dissidence-free group’ that share common understanding of the issue at stake (Ines 2014, p.557).

Ehineni (2014) utilises the resources of critical Discourse Analysis to assess the ideological undertones in the use of the modals by the Nigerian Politicians in the process of manifesto presentations. The data used for the study were the manifestos of two Nigerian politicians; “Dr. Olusegun Mimiko of the Labour Party (LP) and Barrister Rotimi Akeredolu of the Action Congress of Nigeria” (CAN). Both were the 2012 gubernatorial candidates in Ondo state. It was established that the modal auxiliary verbs such as ‘will’, ‘shall’, ‘must’, ‘can’ were utilised by the politicians in making promises while seeking the peoples’ support. Beyond that, the modals are used by the politicians as tools for manipulation and ideological advancement (www.peopleandpolitics.com.ng).

Ugwuona (2015) examines Boko Haram as a discourse topic in Nigerian print media in the light of Critical Discourse Analysis. She drew the data from prominent Nigerian newspapers precisely, Daily sun, Newswatch and The Nation. The analysis lays bare the manipulative use of language inherent in the choice of words made by the commentators. They take different stand points as it concerns the menace of Boko Haram activities in Nigeria. Ugwuona (2015) opines that commentators within the Nigeria print media should desist from any form of manipulation of language that tends to support the terrorist group and embrace language that fosters peace and unity for the sustenance of national stability.

Ogunmuyiwa (2015) carries out a critical discourse analysis of corruption in presidential speeches using two presidential speeches of Umaru Musa Yar’Adua and Goodluck Jonathan as data. The framework adopted for the study is Halliday’s Systems of Transitivity together with Fairclough’s approach to CDA. The result of the analysis indicates that the Presidents used language in such a way that exonerate them from corruption and bring to light their commitment to fight corruption.

Yasemi & Aghagolzadeh (2015) use van Dijk’s framework to carry out a critical discourse analysis of ‘Face to Face’, a book written by Chris Redstone and Gille Cumingham with the aim of unveiling its integral constituents and the ideological perceptions represented therein. The result indicates that discursive elements such as power and cognitive models together with social structures as presented in the text combine to portray the ideological stand of the western societies rooted in capitalist system and racism.

Richard & Nwuzig (2017) study the legal discourse within the confines of Critical Discourse Analysis with the intention of unraveling unequal power relationship exhibited in courtroom proceedings among the participants. The study made use of audio-recorded and personal observations of the legal transactions in a courtroom. The asymmetry in the power relationship discovered thereof indicates that the judge enjoys the greatest power followed by the examiners while the witnesses are mere passive participants in the process whose minds are to an extent controlled by the examiners. All these are evident through the use of language in the courtroom.

Awotayo (2018) studies the ‘change’ slogan in Nigerian political discourse within the framework of Critical Discourse Analysis. Wodak’s Discourse Historical Approach was used to analyse selected presidential speeches and

religious speeches of Muhammadu Buhari and Rev. Father Ejike Mbaka respectively. The 'change' slogan was discussed from the two contextual backgrounds and it was discovered that it is an ambiguous linguistic manipulation that serves ideological goals and as such requires an in-depth analysis to fathom the manipulative tendencies embedded in the slogan.

Suileman-shika (2019) uses Fairclough's approach to critical discourse analysis to study the morale-boosting songs and chants of soldiers in 14 Brigade Bracks, Ohafia in Abia state, Nigeria. The study analyses a number of songs and chants used by the soldiers. It discovers that the wordings are derived from a three-dimensional element emanating from the use of corrupt forms of words, subject matter and the injection of verbs and adverbs from the vernacular together with economy in the use of words for the soldiers' entertainment. The songs equally transcend the means of entertainment for the soldiers and coalesce into a unifying factor that affirms their conquest over fear of death and death by fear.

The studies reviewed show that Critical Discourse Analysis has the capability of accounting for varied forms of discourse from different points of view depending on the approach a writer chooses to adopt. Some writers have actually carried out studies on media political discourse in Nigeria using the crucible of CDA, but none has examined the focal point of the present paper which is; the manipulative use of language entailed in PDP and APC's war of words in Nigeria over the issue of corruption.

III. THEORETICAL FRAMEWORK

The theoretical framework adopted for this study is Critical Discourse Analysis (CDA). CDA is not primarily a linguistic theory but a multidisciplinary framework that combines approaches from different fields of study that have interest in human behaviour as well as cognitive processes such as sociology, anthropology, psychology and linguistics to mention but these. According to Amoussou and Allagbe, (2018) "method of analysis in CDA is highly dependent on the nature of the social problem under investigation and the disciplinary background of the analyst" (p. 14). Thus, a number of scholars has propounded some principles considered as the bedrock of CDA from varying perspectives. Prominent among them are the works of van Dijk (1993), Fairclough (1995), Fairclough & Wodak (1997), Wodak & Meyer (2001), Hammersley (1997), Jorgenson & Phillips (2000), Pennycook (1994), Weiss & Wodak (2003)" among others (brisjast.com).

In view of the multi-faceted nature of CDA, there are a number of approaches within the theory; Fairclough's socio-cultural approach, van Dijk's socio-cognitive approach and Wodak's discourse-historical approach. Each of the approaches has its peculiarities and distinguishing attributes. For the purpose of the present study, van Dijk's socio-cognitive approach is to be used. The socio-cognitive framework utilises a tripartite structure or what he termed the 'triangulation frame' comprising discourse, cognition and society (van Dijk 2006, p. 360). He defends the relevance of the three components and established their relationship by maintaining that 'discourse analytical approach' is necessitated by the fact that manipulation occurs through 'text and talk'. Going further, he states that the manipulated are humans whose cognitive processes are played on for manipulation to take place, hence the cognitive account. Finally, the social aspect takes care of the fact that manipulation takes place through 'talk in interaction' and implies power and power abuse (van Dijk, 2006, p. 360). This approach conceptualises discourse as a social praxis that stems from ideologies as well as levels of power relationships integrated in discourse. He accounts for social power in terms of mind control. Ideologically, mind control can be achieved in discourse through the strategy of positive self-presentation and negative other-presentation (van Dijk, 2006, p. 131).

This study uses van Dijk's (1993) concept of the ideological square as a major tool for the data analysis. The *ideological square* consists of the semantic macro strategies advanced by van Dijk which makes explicit the features for positive self-presentation and negative other-presentation. The ideological square emphasises the positive 'Us' and deemphasises the positive 'Them'; correspondingly, it emphasises the negative 'Them' and deemphasises the negative 'Us' (paulslals.org.uk). Positive self-presentation and negative other-presentation are two relative strategies (van Dijk, 1993). These two strategies are interested on participants as social groups rather than individuals (van Dijk, 2009). Ideology is a strong determinant in the organisation of discourse "in terms of social representation of us versus them; that is, what we are, what we typically do, what our aims and values are in relation to them, and what they are, what they typically do, what their aims and values are in relation to us" (Ines 2014, p. 540). The analysis of ideological square is made up of these four moves:

- i. Express/emphasise information that is 'positive' about us.
- ii. Express/emphasise information that is 'negative' about them.
- iii. Suppress/de-emphasise information that is 'negative' about us.
- iv. Suppress/de-emphasise information that is 'positive' about them (mafiadoc.com).

IV. DATA

This study makes use of the data generated from online editions of Nigerian Newspapers. In this section we bring together a number of speech acts that showcase the APC and PDP's war of words. The data is presented in the form of

adjacency pairs showcasing accusations and counter accusations of corrupt practices among the two political parties under study.

A. Extract

(4.1a) “It is disheartening that instead of President Buhari to seek ways to recover the over N14tn looted by APC leaders and the cabal in the presidency, Mr. President is seeking to inflict more pains on distraught Nigerians by imposing new taxes on them in the coming year” ... “The PDP Presidential Campaign Organisation condemns as punitive, the plans by the President Buhari to impose on Nigerians who are already overburdened, impoverished and pauperized by his incompetent, insensitive, uncaring, vindictive and corrupt administration.” (www.vanguardngr.com)

(4.1b) “The national chairman of the APC, Adams Oshiomole, said that the party’s three years in power had remedied the 16 wasteful years of the PDP” (PDP, APC trade words over looting, mismanagement December 23, 2018 Success Nwogu and Umar Muhammed – <http://punchng.com/pdp-apc-tradewordsover-looting-mismanagement>)

B. Extract

(4.2a) “The PDP National Publicity Secretary, Kola Ologbodiyan ...challenged the APC to address the cases of the N21billion allegedly found in the residence of Daura among others. They should respond to humongous allegations of President Buhari’s ally, the sacked DSS DG, Daura’s N21billion cash and other sundry items including PVCs allegedly found in his house. They should tell Nigerians how the Finance Minister, Mrs. Kemi Adeosun escaped National Service and forged exemption certificate to cover up. Yet Mr. Integrity did not find anything wrong with that...” (sunnewsonline.com).

(4.2b i) ‘It is truly amazing that the party of a failed government which held the country prostrate for 16years, stole, wasted and misappropriated our abundant resources will have the audacity to make comments on the current administration that within three years is clearing the rot left after the PDP’s misrule.’ - Acting National Publicity Secretary, Yekini Nabena (sunnewsonline.com).

(4.2b ii) “Instead of apologizing profusely for their gang rape of the nation, the PDP seeks to present itself before Nigerians in 2019 to seek a return to their stealing. The PDP should understand that Nigerians cannot forget in a hurry how the country was destroyed by the PDP’s gang of pen robbers.” (sunnewsonline.com)

(4.2b iii) “The PDP should explain to Nigerians under which administration a governor who was set free in many courts in Nigeria on charges of corruption and money laundering but was tried and jailed in the United Kingdom” (sunnewsonline.com).

(4.2b iv) “Is it not ironic that the PDP preaches about corruption in the oil sector when it in act oversaw record pillage, maladministration and disrepair of the oil sector when it held sway” (sunnewsonline.com).

(4.2b v) “How many millions of dollars did he say was not remitted to the nation’s coffers on regular basis? The PDP may also explain the fuel subsidy scandals and how billions of the country’s funds went into private pockets; the massive seizures of properties and cash from public officers who served in the PDP Government” (sunnewsonline.com).

(4.2b vi) “In 2015, Nigerians voted massively for the establishment of a truly progressive government to check the shocking level of impunity, corruption, disregard for the rule of law and other deplorable undemocratic practices which previously defined our national life. The APC assures all Nigerians that the President hold sacred this collective trust. Despite spirited efforts to discredit ongoing anti-corruption efforts, the war against graft is being won. An often-overlooked major achievement of the anti-corruption war is that President Buhari has brought the issue of corruption to the heart of national consciousness. Under President Buhari, the country has never had it so good. Yearly remittances by the Joint Admissions and Matriculations Board (JAMB) have been in billions of Naira, over and above what PDP governments remitted in 16 years; increasing yearly revenue from the Customs Service; within three years and despite low oil prices, execution of massive road and rail infrastructure our foreign reserves have grown to over \$47 billion – about \$4 billion more than that of South Africa.” (<http://www.sunnewsonline.com/apc-pdp-fight-alleged-corruption/>)

C. Extract 4.3

(4.3 a) “And the corruption that they put on our neck, we have shed all the corrupt party leaders to the APC and I can say it. So, the PDP is free of corruption; APC is the mother of corruption for the past 16 years” said Kunle Okunlola, the House of Representatives candidate for the PDP for Ikeja Federal Constituency (www.newsbreak.ng).

D. Extract 4.4

(4.4ai) While the state’s Director of Media and Publicity of the Atiku/Obi PDP Presidential Campaign Council, Lere Olayinka, accused the APC of plotting massive vote buying for the Saturday Presidential and National Assembly elections, alleging that a sum of N112.5bn has been earmarked to buy projected 15 million votes at N7,500 per vote, APC’s Director of Media for the state’s Buhari/Osinbajo campaign council, Tai Akogun, has described the allegations as cruel and irresponsible, declaring that President Mohammadu Buhari was not only a man of integrity, who would never buy votes but also has performed creditably well to be given a second term by Nigerians on a platter of gold” (dailypost.ng).

(4.4aii) ‘The PDP said, “Their plots are in two folds. While they are forging ahead with their clandestine plot to compromise the Independent National Electoral Commission (INEC) and rig the elections by getting the electoral

commission to produce two sets of result sheets (Form EC8A) for some selected polling units across the country, they are also plotting massive vote buying. Urging Nigerians to reject vote buying, the security to be fair and its party agents to protect their votes, the PDP also alleged that security agents have been instructed to provide cover for all APC stalwarts to be assigned with the responsibility of ascertaining voters' compliance and making payments to voters who complied" (dailypost.ng).

(4.4bi) 'Reacting to PDP's allegations, Akogun said: "Everybody knows Buhari as a man of integrity, by this time four years ago, we were already hearing about raising huge funds for former President Jonathan's campaign, where contractors are raising huge funds, but now you can't hear of any contractors doing that, is this kind of President the one that would waste N112 billion for campaign?" (dailypost.ng).

(4.4bii) "Fayemi as our governor is not a frivolous person; he is not a kind of person that will use such money to buy votes. This is a cruel and irresponsible allegation, the PDP is only crying foul because they know they are losing the coming polls. They know that 14,000 Ekiti youth who benefitted immensely from N-power and those who also benefitted from Tradermona will vote massively for Buhari. In Ekiti alone, the railway line that Buhari has built, the federal secretariat almost at completion at the new Iyin Road and the housing scheme in agric Olope, all in Ado Ekiti is our own N112 billion which will attract votes for Buhari. We challenge the PDP to show us what former president Goodluck Jonathan did for Ekiti in his time. Buhari doesn't need to buy votes because he has performed creditably well." (2019 election: APC, PDP in war of words over vote buying, rigging allegations by Ani Emmanuel, February 12, 2019 (dailypost.ng)

E. Extract 4.5

(5a) "... the presidential candidate of the PDP, Alhaji Abubakar, called out President Buhari over certain allegations of corrupt practices which the president allegedly condones in his government" (nigeriastandardnewspaper.com).

(4.5bi) "Whilst we have repeatedly addressed each and every of the instances cited by him to show the transparent nature of the government, it is shocking that the presidential candidate of the main opposition has refused to issue a personal statement up till this minute clarifying in details his record of crass corruption and abuse of office" (nigeriastandardnewspaper.com).

(4.5bii) "Others include diverting \$125million from a public development trust fund into his personal business according to a probe ordered by former president Olusegun Obasanjo, and an indictment by a senate subcommittee investigating the PTDF that he abused his office by aiding and abetting the diversion of public funds in the sum of \$145million as loans to his friends. This report was subject to full blown investigation by the EFCC which actually recommended his prosecution in a court of law (www.vanguardngr.com).

V. DATA ANALYSIS

van Dijk's socio-cognitive framework not only outlines the relationship that exist within discourse, cognition and society, but goes further to expose the gimmicks employed by the elite, particularly politicians in manipulating the mental models of the target group, which in the present case is the Nigerian masses. The constituents of the mental models are both personal and shared beliefs, which play significant roles in discourse cognition as it carries both personal and shared beliefs, but manipulators' target is always to gain "control of the shared social representations of groups of people because these social beliefs in turn control what people do and say in many situations and over a relatively long period" (repository.essex.ac.uk)). This analysis pays distinctive attention to the strategies that politicians utilise in influencing the socially-shared beliefs in their bid to impose the "preferred models" by intentionally emphasising certain information rather than others that may lead to a distorted understanding of issues at hand.

The strategies used to encourage the formation and advancement of such preferred models is to discursively stress those attributes of the models that are consistent with the manipulator's interest, that is, details of their good deeds while concealing those properties that are inconsistent with their interest especially their unpopular deeds (van Dijk, 2006, p. 367). This is done through self-presentation and the use of the ideological square; 'us' versus 'they' representing the ideological polarisation of the in-group and out-group as exemplified in the data elicited. The two political parties under study, APC and PDP, used self-presentation as well as ideological polarisation in their bid to gain popularity with the masses.

Self-presentation and the Ideological Square

The crux of the data elicited is the issue of corruption in Nigeria. Each of the political parties acknowledges that enormous corrupt practices are ongoing nationwide, but made use of positive self-presentation as evident from the data to absolve themselves of such vile tendencies. The parties and their allies present themselves as saints emphasising their good acts through their choice of words as evident in the speech acts made in (4.1b), (4.4bi), (4.4bii), (4.2bvi) where APC faithfully present the party as a messiah, a truly progressive government, that came to deliver the nation from the shocking level of impunity, which the past administration plunged the nation into, and its few years in power has actually performed the miracle of restoring the wasteful years of the past administration. The presidential candidate, Muhammadu Buhari was portrayed as a man of integrity who was at the helm of affairs of a transparent government and whose performance would earn a second term on a platter of gold. Dr. Fayemi, the Governor of Ekiti State under same APC was described as not being frivolous and therefore could not engage in corrupt practices such as vote buying.

His good works were then enumerated to include empowering the people through the N-power program and the 'Tradermon' among others that would earn him the support of the voters. PDP, on the other hand, was not left out in the mind control game as one of its supporters made it clear that PDP was free from corruption in (4.3a) above.

The use of the ideological square is evident in the data as each of the political parties engages in discursive group polarization which entails; express/emphasise information that is 'positive' about us, express/emphasise information that is 'negative' about them, suppress/de-emphasise information that is 'negative' about us and suppress/de-emphasise information that is 'positive' about them (Jamie, 2007, p. 209). The four moves are characterised by the use of positive words, statements, metaphors and selection of topics that emphasise 'our' positive side and the superiority of 'our' position in relation to 'Theirs' while what is positive about 'Them' is de-emphasised. Consequently, what is negative about 'Us' should be made vague likewise the positive about 'Them'.

These four moves are recurrent in the data, which appear as adjacency pairs where one party will lay an allegation against the other and the other will refute it and take recourse to counter allegation. In (4.1a), the PDP portrays the APC-led federal government in Nigeria as a corrupt, insensitive, uncaring, vindictive, administration that has overburdened, impoverished and pauperized Nigerians. APC retaliated by referring to the 16 years of PDP government as wasteful years. The trend continues in (4.2a) where PDP refers to President Buhari ironically as 'Mr. integrity' and urges him to respond to corrupt cases of money laundering and certificate forgery trailing his administration. APC responded in (4.2bi-vi) by reeling out many cases of corruption involving PDP especially during the past administration using negative metaphors that invoke repugnant imageries. PDP was portrayed as 'gang of pen robbers' that 'gang-raped the nation' through many instances of corrupt practices. As if that was not enough, they described the PDP presidential candidate as 'one of the notorious cases of money laundering in the world' in (4.5ai). PDP equally asserted that they have shed all their corrupt leaders to APC maintaining that APC is the mother of corruption.

Throughout the political discourse from which the data was elicited there is a recurrent pattern of positive self-presentation and negative other-presentation. The in-group will always present itself as a saint while the out-group is the devil that oils the wheel of corruption in the nation, all in the bid to manipulate and get more voters. With such trend, realities are distorted and the people are fed with biased information for purpose of imposing the politician's preferred mental models on them.

VI. DISCUSSION OF FINDINGS

In line with van Dijk's socio-cognitive approach to CDA, there are different discursive strategies as revealed by the data through which the politicians impose preferred mental models on the people for manipulative purposes. These strategies as yielded by the data are self-presentation, ideological polarisation, the use of metaphors, and pronouns.

(a) Self-presentation

In-groups engage in positive self-presentation as evident from the data. Each of the parties under study showcased the positive aspects of their interest in explicit terms that leave the reader with positive mental models of the parties with the intention of getting wider support within the polity. Instances of such self-presentations are as follows:

(i) Under President Buhari, the country has never had it so good...." (*Yekini Nabena APC Acting National Publicity Secretary*)

(ii) "Fayemi as our governor is not a frivolous person... *Yekini Nabena*

(iii) President Mohammadu Buhari was not only a man of integrity, who would never buy votes but also has performed creditably well to be given a second term by Nigerians on a platter of gold...." (*dailypost.ng*)

(iv) Within three years and despite low oil prices, execution of massive road and rail infrastructure, our foreign reserves have grown to over \$47 billion – about \$4 billion more than that of South Africa... *Festus Keyamo* (*sunnewsonline.com*.)

(v) PDP is free of corruption... *Kunle Okunlola (the House of Representatives candidate for the PDP for Ikeja Federal Constituency)*

(b) Ideological Polarisation - us versus them

The two political parties made use of the ideological square; 'us' versus 'them' representing the ideological polarisation of the in-group and out-group as a discursive strategy in the political discourse under study. Here, self or the in-group is presented positively while the out-group is given a negative presentation. Hence, 'we' and all that concerns 'us' are good while 'them' and all they stand for are bad. As noted earlier, the ideological polarisation is characterised by the use of positive words, statements, metaphors and selection of topics that emphasise 'our' positive side and the superiority of 'our' position in relation to 'theirs' while what is positive about 'them' is de-emphasised. Consequently, what is negative about 'Us' should be made vague likewise the positive about 'Them'. This manipulative tendency is made manifest in the adjacency pairs that depict accusations and denials and then counter accusations in the war of words as evident in the data elicited. Instances of such are:

(i) "It is disheartening that instead of President Buhari to seek ways to recover the over N14tn looted by APC leaders and the cabal in the presidency, Mr. President is seeking to inflict more pains on distraught Nigerians by imposing new taxes on them in the coming year" ...PDP Presidential Campaign Organisation (*www.vanguardngr.com*).

(ii) "... the party's three years in power had remedied the 16 wasteful years of the PDP". The national chairman of the APC, Adams Oshiomole

(iii) "...We challenge the APC to address the cases of the N21billion allegedly found in the residence of DSS, DG in Daura among others... The PDP National Publicity Secretary, Kola Ologbodiyan.

(iv) 'It is truly amazing that the party of a failed government which held the country prostrate for 16years, stole, wasted and misappropriated our abundant resources will have the audacity to make comments on the current administration that within three years is clearing the rot left after the PDP's misrule.'" - Acting National Publicity Secretary, Yekini Nabena (sunnewsonline.com).

(v) "Their plots are in two folds. While they are forging ahead with their clandestine plot to compromise the Independent National Electoral Commission (INEC) and rig the elections by getting the electoral commission to produce two sets of result sheets (Form EC8A) for some selected polling units across the country, they are also plotting massive vote buying. Urging Nigerians to reject vote buying, the security to be fair and its party agents to protect their votes, the PDP also alleged that security agents have been instructed to provide cover for all APC stalwarts to be assigned with the responsibility of ascertaining voters' compliance and making payments to voters who complied"- Lere Olayikan, Director of Media and Publicity of the Atiku/Obi PDP Presidential Campaign Council (dailypost.ng).

(vi) "Everybody knows Buhari as a man of integrity, by this time four years ago, we were already hearing about raising huge funds for former President Jonathan's campaign, where contractors are raising huge funds, but now you can't hear of any contractors doing that, is this kind of President the one that would waste N112 billion for campaign?" (dailypost.ng).

(vii) "... the presidential candidate of the PDP, Alhaji Abubakar, called out President Buhari over certain allegations of corrupt practices which the president allegedly condones in his government" (www.vanguardngr.com).

(viii) "it is shocking that the presidential candidate of the main opposition has refused to issue a personal statement up till this minute clarifying in details his record of crass corruption and abuse of office... the U.S. congress in a report featured Atiku as one of the four notorious cases of money laundering in the world" (www.vanguardngr.com).

(c) *Metaphors*

The politicians equally made use of metaphors such as, 'gang-rape', 'gang of pen robbers' and 'mother of corruption' to generate loathsome and awful imageries about the out-group with the intention of destroying whatever good image the people may have about them (out-group). In doing that each of the parties is claiming superiority over the other with the aim of securing more votes during elections. This can be seen in the extracts below:

[1] "Instead of apologising profusely for their *gang rape* of the nation, the PDP seeks to present itself before Nigerians in 2019 to seek a return to their stealing. The PDP should understand that Nigerians cannot forget in a hurry how the country was destroyed by the PDP's *gang of pen robbers*" (thedefenderngr.com).

[2] "APC is the *mother of corruption* for the past 16 years" (https://punchng.com).

(d) *Pronouns*

The two political parties made use of pronouns in their manipulative venture; members of the in-group use *us*, *our*, *ours*, *we* to represent themselves while *they*, *their*, *theirs*, *them* are used for the out-group. In the data, the use of the pronouns listed above is in line with the ideological square; *us*, *our*, *ours*, *we* are portrayed in good light while *they*, *their*, *theirs*, *them* have nothing good to offer. All the cases of corruption are always perpetrated by 'they' and not 'we' as can be seen in *i-iii* below.

(i) "They should respond to humongous allegations of President Buhari's ally, the sacked DSS DG, Daura's N21billion cash and other sundry items including PVCs allegedly found in his house" (sunnewsonline.com).

(ii) "They should tell Nigerians how the Finance Minister, Mrs. Kemi Adeosun escaped National Service and forged exemption certificate to cover up" (sunnewsonline.com).

(iii) "*Their* plots are in two folds. While *they* are forging ahead with *their* clandestine plot to compromise the Independent National Electoral Commission (INEC) and rig the elections by getting the electoral commission to produce two sets of result sheets (Form EC8A) for some selected polling units across the country, *they* are also plotting massive vote buying" (dailypost.ng).

VII. CONCLUSIONS

In this paper, we have examined language as a tool of manipulation as evident in the discursive practices of key actors of the mainstream political parties in Nigeria that is, All Progressive Congress (APC) and People's Democratic Party (PDP). By enlisting the theoretical resources of van Dijk's (1993) socio-cognitive perspective of Critical Discourse Analysis (CDA), we sought to characterise the discourse relations of APC and PDP. The value of the socio-cognitive framework of CDA derives not only from the fact that it is multidimensional subsuming social, cognitive, and discursive-semiotic phenomena, as Agbedo (2019) avers; it equally lends itself well to the critical goals of this study in that it goes beyond the façade of manipulative discourses to illuminate the mechanisms deployed by politicians to manipulate recipients' models, and demystify their deceptive discourses by deciphering their manifest and latent ideologies. Going by the results of the data analysis, it became obvious that the key actors from both sides of the political divide engaged one another in war of words over the contentious issue of corruption in Nigeria.

In the course of examining the "relationship between language and context, discourse and power, and the social, cultural, and political ideologies found in different types of discourse", it was revealed that the politicians consciously indulge in positive self-presentation and negative-other presentation by making use of the ideological square in the

portrayal of self for the sole purpose of imposing their ideological designs on the entire populace for the sole purpose of advancing their peculiar sectarian interests(digitalcommons.hamline.edu). In this connection, self-presentation, ideological polarization, metaphors, and pronouns sufficed as premium discursive strategies. For van Dijk (1998, p. 2003), “these strategies and moves at various levels of discourse are hardly surprising because they implement the usual ideological square of discursive group polarization” one finds in all ideological discourse (www.scribd.com).

By exploring the relevance of socio-cognitive framework of CDA in the study of politicians’ war of words as an aspect of political communication in the Nigerian media political discourse, we sought to prove a number of points; first, that the discursive component of the theory deals with the “many structures of ideological polarization between ‘Us’ and ‘Them’; secondly, that such discourse structures are interpreted and explained in terms of underlying socially-shared prejudices and ideologies and the ways they influence the mental models of individual language users; thirdly, that such discourses and their underlying cognitions are socially and politically functional in the (re)production of class domination and inequality by the dominant” political elite group against members of the Nigerian electorate, who are controlled by powerful ruling elite that have unfettered access to public discourse (journal.euser.org).

The unfolding scenario imposes urgent requirement on the Nigerian populace to develop critical thinking and see through the shenanigans of the manipulative dispositions of the politicians with a view to countering their deceptive inclinations and making informed choices in the course of exercising their electoral franchise.

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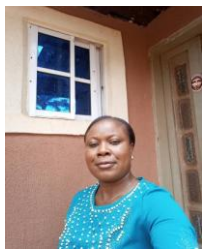


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A Study of Modern Chinese Typological Characteristics From the Perspective of Linguistic Typology

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Abstract—Based on Greenberg (1965), Dixon (2014), Liu (2017) and Lu and Jin (2015), this article analyzes and interprets the modern Chinese typological characteristics from the perspective of linguistic typology such as the language types, word order type, syntactic type, type of argument configuration, tense-aspect type and so on.

Index Terms—linguistic typology, typological characteristics, modern Chinese

I. INTRODUCTION

Language typology mainly analyzes linguistic characteristics by large samples in cross-languages in order to explore the implicational universals. The research methods of linguistic typology are mainly to investigate, classify and explain the implicational universals. The purpose of language typology is to explain what implicational universals there are among different language types, what rule systems are behind these implicational universals, and whether these rule systems are applicable to all languages in the world. In this sense, linguistic typology is to pursue and explain the universals, so as to establish a language system with hierarchy, explanatory power and rules. What is a type? A type is a classification of things, and thus a language type is a classification of languages. Why do we divide languages? What are the implications of language classification for language research? There are more than 5000 languages in the world. The classification of languages is for better understanding of languages and explaining certain language phenomena. Since it is a classification, there must be a different classification criteria or perspective. Based on Greenberg (1965), Dixon (2014), Liu (2017) and Lu and Jin (2015), it analyzes and interprets the modern Chinese typological characteristics from the perspective of linguistic typology such as the language types, word order type, syntactic type, type of argument configuration, tense-aspect type and so on.

II. TYPOLOGICAL CHARACTERISTICS OF LANGUAGE FAMILY

The branch of linguistics that studies the genealogy of languages and the laws of language differentiation is historical comparative linguistics. According to the historical comparative linguistics researches, it is generally believed language can be divided into a dozen or two dozen languages according to their relationship in the world, there are Sino-Tibetan Family, Indo-European Family, Austroasiatic Family, Austronesian Family, Altaic Family, Bantu Family, Semitic-Hamitic Family and Uralic Family and so on. In addition to the first ten language families, there are more than one hundred small language families scattered around the world, and there are many indigenous languages and primitive tribes that have not been fully understood and recognized by language researchers. Historical linguistics groups all languages from a common original mother tongue into the same family, which is also divided into language families, language branches, languages, dialects, native languages, etc. The subdivision of language families can also be divided into sub-language families, language group, language branch, dialect and sub-dialect.

In terms of speakers, Sino-Tibetan is the second largest language family after Indo-European. It includes Mandarin, the language spoken by the largest number of people in the world. The Sino-Tibetan family is generally divided into four language branches, namely, the Chinese, the Tibeto-Burman, the Dong and the Miao and Yao languages. The Chinese language branch includes languages used by the Han nationality in China. Modern Chinese belongs to the Chinese language family and is the language of the modern Han nationality, including Pu Tong Hua (Mandarin) and different dialects. The Chinese language has ten dialect regions, such as the northern dialect region, the Wu dialect region, the Guangdong dialect region, the Hakka dialect region, the Hunan dialect region, the Gan dialect region, the northern Fujian dialect region, the southern Fujian dialect region, Jin dialect area, Pinghua dialect area. A tonal language usually composed of monophonic words. Words consist of syllables, each of which has a tone. Chinese has four tones, Thai has five, and Cantonese has nine. Many languages belong to isolated languages using function words and word

order to express syntactic forms. The characteristics of modern Chinese are clearly different from those of the Indo-European languages. In the aspect of pronunciation, there are no consonants, vowels are dominant in syllables, and there are many syllables composed of compound sounds, and the syllables have tones. In terms of vocabulary, the two-syllable words are dominant, and the root compound method is widely used in word formation. In terms of grammar, word order and function words are the main syntactic means, and there is no one-to-one correspondence between the morphology and the sentences. There are also a large number of quantifiers, which are obviously different from the Indo-European languages. Chinese characters are also an important characteristic. The world's oldest writing, apart from Chinese, is the Cuneiform of Mesopotamia and the Hieroglyph of ancient Egypt, but only the Chinese characters have survived. Chinese characters are mainly monosyllabic and have a lot of homophone morphemes. Chinese is the language with the largest population in the world, and there are ten dialect regions at the same time. Although the same morpheme and the same word have different phonetic sounds in different speech regions, their written forms and meanings are the same, which has become a unified communication tool for different dialect regions.

III. TYPOLOGICAL CHARACTERISTICS OF MORPHOLOGY

Traditional typology has laid a foundation for the development of language typology. Therefore, when it comes to the types of languages, it is necessary to mention the classification of languages by traditional typology. Traditional typology is classified according to lexical morphology, so they are also called morphological types. In the traditional typology, there are four types of language: inflected language, adhered language, isolated language and multimodal synthetic language. In most cases, Chinese is a typical isolated language, especially ancient Chinese, which expresses syntactic changes through function words and word order. A word is a form. However, there are also flexion forms or adhesive forms in Chinese (Jin Lixin, 2011, p.15). There are also internal inflections in Chinese, which express different syntactic meanings through internal inflections. The word “Hao (好)” has two pronunciations. It is pronounced as an adjective when pronounced as “good”. It is pronounced as a verb in castration as “hobby”. In Chinese, there are not only internal flexion forms, but also adhesive forms. “Le”, “Zhe” and “Guo” have gradually faded from ancient verbs and evolved into modern Chinese tense-aspect markers, such as “Le” is the perfect aspect, “Zhe” is the continuous aspect, and “Guo” is the perfective aspect.

And “Number” in the form of a tag, such as “Men(们)” is generally used in can be said after the plural pronouns and noun, such as “Wo/Ni/Ta/Ren(我/你/他/人)” and “Wo/Ni/Ta/Ren Men(我/你/他/人们)”, but it is very limited in which it refers to group concept. Lu put forward the concept of affix according to Modern Chinese syntactic characteristics (1979). Because there are not many real affixes in Chinese, they are not completely evolved in semantics, and sometimes appear in the form of root, such as “Zi(子)”, which can be the root “Zi nv (子女 children)” or the quasi-affix “桌子(table)”. “Tou(头)” can be the root “Tou nao (头脑 brain)” or the quasi-affix “Ling tou(领头 leader)” and so on. At the same time, class affixes in Chinese have another feature, which has the function of standard part of speech. For example, “Zi(子)” and “Tou(头)” are used in nouns; “Ke(可)” is used in adjectives, such as “Ke ai(可爱 cute)”; “Ran(然)” is used as an adverb, such as “Jing ran(竟然 unexpectedly)”; “Hua(化)” is used as a verb, such as “Mei hua(美化 Beautify)”, etc. Although there are inflectional forms and adhesive forms in Chinese, some forms are still in the process of evolution, and the number is still very limited. Compared with the characteristics of isolates, Chinese is still a typical isolated language.

IV. TYPOLOGICAL CHARACTERISTIC OF WORD ORDER

After the publication of *Some universals of grammar with particular reference to the order of meaning Elements* by Greenberg, there was a extensive concern of the academic circles, which marked the beginning of the contemporary language typology, and was the history of language typology epochal character. According to the word order between Subject, Verb and Object, Greenberg (1965) roughly divides world languages into six types: SVO, SOV, VSO, VOS, OSV and OVS (p. 25).

According to the diachronic evolution, Shi Yuzhi (2015) believed that the evolution of Chinese word order changed from SVO to a SVO-SOV mixed word order type language. According to ancient Chinese syntactic characteristics such as passive sentences, comparative sentences, tool phrases, word denoting time, adverb phrases, it is considered that ancient Chinese is SVO order (p. 638). And the change of the word order of the southeast dialects is the result of the internal evolution, which is mainly caused by the imbalance of the dynamic and complementary structure in the regional development. Language contact is the external reason, which is mainly caused by the word order change of Northwest dialects caused by the surrounding SOV languages, and it also has some grammatical features of typical SOV language. Finally, in essence, many southern dialects retain more grammatical features of SVO language, while northern dialects gradually deviate from the typical typological features of SVO language due to the influence of the dynamic complement structure. According to the research results of international historical linguistics, human language word order generally evolved from SOV to SVO. Northwest Chinese and Mandarin Chinese provide important adverse examples, in which it evolved into from SVO to SOV under high intensity language exposure, and this adverse development must be compatible with the internal structure of the language. From the synchronic perspective, SVO

languages often do not have a rich morphological marking system, but mainly rely on analytical means to represent various grammatical categories, and make full use of word order instead of form to identify subject and object. SOV type languages often have a complex morphological marking system, and tend to use morphological means to represent various grammatical categories. They usually use nominative and accusative markers to mark the basic elements of sentences. At the same time, the verbs at the end of sentences in SOV language are often followed by action-related components, such as tense, negative words, energy verbs, etc., which can often become the morphological markers of verbs through the weakening of pronunciation. The structure language has abundant morphological markers of verbs. Whether Chinese is VO word order or OV word order, there is no agreement in the past. Dai (1976) thought it was OV word order. However, Xu (2004) demonstrated that ancient Chinese used to be a mixed language, and the word order of ancient Chinese was not homogenous, the dominant word order was VO, the OV word order also existed, such as the dominant word order in Oracle is VO, the two word orders VO and OV exist simultaneously. Jin and Yu (2012) believe that Chinese belongs to OV-VO mixed language. Hashimoto Mantaro (1985) believed that the word order of the whole Chinese region from the south to the north of China presented a state of gradual transition from VO to OV. Modern northern Mandarin is mostly influenced by the OV word order of the Altaic language. Jin (2016) believes that the syntactic arrangement of the two coexisting components of Mandarin VO-OV is influenced by northern dialects, while the spoken language of northern progeny is influenced by Altaic family and the mandarin of previous dynasties. Mongolia, Japan and Korea are all OV word order, and there must be a certain influence of national language contact in the communication of the past dynasties.

It is precisely because of the mixed nature of Chinese word order that Chinese also shows a mixed state in the word order of syntactic position, comparative structure, positional adverb, relative clause, functional marker and noun, want verb and tense auxiliary verb related to attached words (Jin and Yu, 2012).

V. TYPOLOGICAL CHARACTERISTICS OF CASE CONFIGURATION

According to the characteristics of linguistic case configuration, Dixon (1994) divides the world languages into nominative-accusative languages, absolutive-ergative languages, and split-ergative languages. Every language has transitive verbs and intransitive verbs. The transitive verb involves two arguments, labeled A and O; An intransitive verb involves an argument, marked S. How to distinguish the three arguments? Some languages distinguish by syntactic morphology, such as affixes, prepositions, postpositions, case markers, corpusses, pronouns, etc., and some languages distinguish by word order. Chinese verbs belong to nomination-accusative system, and some verbs also belong to absolutive-ergative system (Jin and Wang, 2014). In the Chinese argumentative system, the argumentative system is very similar to the argumentative system, but the difference between them is that the argumentative can move forward when the argumentative system does not appear, while the argumentative syntactic position cannot be moved. And the accusative is preceded and postponed to the verb.

(1) a. 张三打碎了杯子。 b. 杯子打碎了。

(2) a. 中国队打败了美国队。 b. 美国队打败了。

According to the above classification system, we can know that “杯子” and “美国队” are absolutive, and the absolutive can move forward when “张三” and “中国队” do not appear.

(3) a. 张三打了李四。 b. *李四打了。

(4) a. 张三照顾了李四。 b. *李四照顾了。

In the above example, the position of the subject and object is fixed, and the position of the object cannot be moved forward. However, according to the syntactic features of Chinese existential sentences, this paper holds that Chinese belongs to a split case system.

(5) a. 台上坐着主席团 b. 主席团坐在台上

(6) a. 村口蹲着一个人 b. 一个人蹲在村口

According to Dixon's subject splitting sentence, it can be seen that in Chinese existential sentences (5) - (6), “主席团” “一个人” and relative to existential verbs “坐着” “蹲着” still have certain control, so the syntactic function of existential subjects and the agent in intransitive existential verbs is consistent.

(7) a. 黑板上写着几个字。 b. 几个字写在黑板上。

(8) a. 衣服上绣着一朵花。 b. 一朵花绣在衣服上。

In (7) - (8), even if viewed in isolation, if the above sentence is to fill in the missing semantic component, it can only be the agent component. If combined with the context, we can accurately identify the agent. But in existential sentences, none of these agents can be present, otherwise it would not be existential.

(9) 黑板上我写了几个字。

(10) 衣服上我绣了一朵花。

From the perspective of subject fluidity and subject splitting, the former and the latter have the same essence, that is, the position of the subject of the intransitive verb can be preceded and postponed, which not only is the absolutive but also is the ergative. In essence, Chinese existential sentences have the feature of splitting case. As can be seen from the above, Chinese belongs to the nominative-accusative, absolutive-ergative, and split-ergative mixed system.

VI. TYPOLOGICAL CHARACTERISTICS OF TENSE-ASPECT TYPES

Human language has the need to express time and motion state. These needs are expressed in different language forms, but different languages have different means to express time and motion state. Lu and Jin (2015) elaborated and demonstrated the types and categories of tense and aspect from the perspective of typology (p.156). Tense refers to the time point when an event takes place relative to a certain reference time, and the expression of time point can be observed through the set time axis. The line segment representing the time axis is composed of countless time points, and different languages have different perceptual sensitivity to time or observation perspectives. Some languages, such as Lithuanian and Kurykh in India, are chronologically divided into past, present and future tense. Some languages, such as Myanmar and Manipur in India, are morphologically divided into two tenses: past and non-past, present and non-present, future and non-future. Some languages have multiple tenses, such as Kenya's Haya and Armenian. In some languages, there is no division of time in Turkish.

The logical classification of "tense" is just an ideal system. In fact, "tense" cannot be neatly divided, and "tense" has no obvious boundary in many languages. Lu and Jin can regard Chinese as a future/non-future type of language only because the degree of grammaticalization of temporal adverbs indicating future is lower than that of future type languages. Although these temporal adverbs can appear in non-future cases, they are not mandatory markers of non-future tense (2015, p.206). Chinese commonly used, for example, "Le(了)", "Zhe(着)" and "Guo(过)" are tense-aspect markers, "Le(了)" and "Guo(过)" express the past tense, "Zhe(着)" expresses the present tense, which is visible that it has no future time auxiliary in Chinese, whether or not to speak Chinese will be the future/than the binary language in the future, but a typical/the future in the future, not in the future when using the same kind of mandatory labeling, which is not the case in Chinese. Therefore, whether Chinese can be regarded as the past, present and future trinomial language, but Chinese does not have mandatory trinomial grammatical markers like the trinomial language. It argues that because Chinese is a typical independent language, unlike the inflectional or cohesive languages in the Indo-European family with obvious or mandatory syntactic markers, the division of Chinese tenses does not have an obvious boundary. However, according to the diachronic evolution of time auxiliary verbs, "Le(了)", "Zhe(着)" and "Guo(过)" are all tense auxiliary verbs formed from the constant blurry of common action verbs, among which "Le(了)" and "Guo(过)" represent the past tense. At the same time, in Cantonese and Min dialects, "You(有)" and "Meiyou(没有)" are markers that have evolved from possessive verbs into the present perfect. Therefore, whether the diachronic evolution process of "Le(了)", "Zhe(着)" and "Guo(过)", "You(有)" and "Meiyou(没有)" can determine whether Chinese belongs to the dichotomous language of "Present" or "Non-present", but this view needs to be further verified.

Tense category is the reflection of time with verb as the core in cognitive graph. Different languages also have different degrees of perception of the tense. Based on the expression of the tense category in world languages, sums up two forms: "temporal process tense" and "eventual boundary tense" (Lu and Jin 2015, p.174). The temporal process can be divided into present entity and non-present entity, which are internally divided into the proceeding entity (the action is still continuous) and the completion entity (the action has ended). According to the category characteristics of "Le(了)", "Zhe(着)" and "Guo(过)", we can know that Chinese belongs to the temporal process tense.

- (11) a. 我吃了一个苹果。(吃完了一个苹果)
- b. 我吃了一个苹果, 但是没有吃完。
- (12) a. 前面坐着位老人。
- b. 墙上挂着一幅画。
- (13) a. 我去过北京。
- b. 我当过老师。

Example (11a) indicates that the action has been completed; in (11b), the action occurred but did not complete; Examples (12a) and (13b) simply mean that the event has been implemented and the action is continuous, not complete, as an existential event that is not over. It can be seen that "Le(了)" does not completely correspond to the end of the behavior, or judge whether the event is complete or incomplete, bounded or unbounded according to the tense markers. It can only judge that the event has become a reality. In Example (13), "Guo(过)" indicates that the event has been realized and is the present entity. Therefore, according to the tense features of "Le(了)", "Zhe(着)" and "Guo(过)", we can only judge the present entity and non-present entity of time, and we can know that Chinese belongs to temporal process tense rather than eventual boundary tense.

VII. CONCLUSION

It classifies and summarizes language types from typological perspectives, such as language family, word order type, morphological type, argument configuration type, tense type, etc., and takes modern Chinese as an example to describe the characteristics of Chinese under different language types. Chinese belongs to Sino-Tibetan language family. At the same time, Chinese belongs to isolated language and is a typical SVO-SOV mixed word order. In case configuration, Chinese belongs to nominative - accusative, absolutive - ergative and split case system. From the perspective of tense

and aspect, Chinese belongs to the dichotomous system.

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A Study on What English Teachers Should Do in the English Classroom

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Abstract—It has long been taken for granted that what should be done in the English classroom largely consists of the presentation of knowledge and language practice. However, this is a questionable assumption. The learning of language knowledge and skills can take place both in and outside the classroom. Language learning taking place in the classroom should not be confined to presentation and practice. The paper argues that whatever can be achieved by students themselves outside the classroom should not be done in the class and that classroom learning should make full use of the presence of the teacher and peer students. Interactive activities are preferable whenever possible.

Index Terms—the English classroom, English learning and teaching, classroom interaction

I. INTRODUCTION

Whether English learners can be successful in English learning much depends on them both inside and outside the class to obtain the amount of language input, depending on their understanding of the language system operating mode and extent, depends on whether they have to practice. And the actual use of language. Obtain the language output language learning practice and use the language, which can be realized in the classroom, can also be outside the classroom to achieve some language knowledge and skills of learning can be achieved through books and other media, Some of them should be realized through language practice activities characterized by interpersonal interaction. Some of them can be completed by learners alone, while some of them can be completed with the help of teachers or other learners

Although there are many ways and channels for English learners to learn English, for most English learners, classroom is still the most important place for them to learn language knowledge and develop language skills. Many researchers have discussed the importance of classroom teaching to language learning from both theoretical and practical perspectives. Shu Dingfang (2011) believed, “From the perspective of teachers, Classroom is the most important place to carry out and achieve teaching objectives, and it is also the place to cultivate students' interest in learning, systematically impart language knowledge, train students' learning strategies, and test students' learning effectiveness; For learners, classroom is an important place for them to get in touch with and participate in real language communication activities, solve learning difficulties and show learning achievements. ” Therefore, while discussing the macro issues of foreign language teaching reform, it is still necessary to seriously study classroom teaching, especially what actually happens in the classroom.

Many teachers believe that in English classroom teaching, the most important teaching behavior of teachers should be to explain knowledge and guide students to practice the language. However, some studies show that the teaching strategy of letting students drill sentence patterns repeatedly is not popular with students. At the same time, a considerable number of students dislike teachers' explanation of language knowledge such as text and grammar (Yang Bin & Xu Lile, 2003).

If the study of language knowledge is indeed one of the important links of language learning, then whether the language knowledge can only be learned through the teacher's explanation? What knowledge must be explained in class by the teacher to the students to understand? Can language knowledge be acquired by students outside the classroom? According to the survey conducted by Huang Guojun and Xia Jimei (2013), due to the use of the Internet, students no longer limit their knowledge learning to teachers and textbooks. Teachers are no longer the authority of knowledge, and the limited knowledge content prepared by them may be verified and even expanded by the real-time retrieval network of students at any time.

The role of practice in language learning is indisputable, but what is the difference between practice in class and practice outside class? What drills must be done in class? What exercises can be done outside class? This paper discusses the above questions in an attempt to answer the seemingly simple but never well-answered question of what to do in an English classroom.

II. PROBLEMS IN ENGLISH CLASSROOM TEACHING

In the past 20 years, English teaching in colleges and universities (teaching and learning of college English, English teaching for English majors, English teaching in higher vocational colleges) has been undergoing reform and

adjustment. These reforms include the reform of the macro level, such as formulating and revising the syllabus or curriculum requirements, also including the reform of meso and micro level, such as the curriculum reform of the teaching mode reform, such as grading points class teaching type teaching) and the reform of teaching methods and means, such as emphasis on combination of input and output and emphasis on language skills training reform. However, all these reforms are implemented and eventually reflected in the actual classroom teaching. It is regrettable that the existing research focuses more on the macro and meso level issues, but not enough on the micro issues, especially in terms of what should be done in the English classroom and what is actually done, the existing research has not been very well explored.

Classroom teaching plays an important role in foreign language learning. Classroom is a place for students to accept high quality of language input and carry on the practice of language (shu dingfang, 2014). Many experts have put forward some suggestions on the contents and methods of classroom teaching. Dai Weidong and Zhang Xuemei (2007) believed teachers should constantly change teaching methods according to the actual needs, actively promote the interaction between teachers and students, adopt heuristic teaching, pay attention to the cultivation of students' practical ability and language application ability. But yes, in order to achieve classroom interaction and pay attention to the cultivation of students' actual language ability, what should be done in the classroom? For this problem, many teachers just stay in the understanding level, failed to put it into practice in class.

The research of Bi Xuefei (2013) shows that in English class, both teachers and students expect students to participate more actively in class discussion activities and improve class participation. Students are expected to work more actively and closely together to complete learning tasks, and teachers are expected to provide more equal learning opportunities for each student in the classroom. But it's actually not the case. According to the investigation of Dai Weidong and Zhang Xuemei (2007), the lack of emphasis on practice in English classroom teaching is not conducive to the implementation of the training and improvement of basic skills; The interaction between teachers and students in class needs to be further improved. In the arrangement of teaching emphasis, the teaching of knowledge points is more important than the cultivation of students' ability. According to the survey of Zhang Xuemei (2006), the general arrangement and main contents of classroom teaching are still relatively traditional, and most of the teachers' teaching focuses on text, vocabulary, exercises and after-class exercises.

Many teachers have reformed traditional teaching methods to varying degrees. No longer use some isolated sentences to indoctrinate students with grammar rules. Instead, students should be guided to recognize and discover grammatical rules in combination with contextual discourse, and then briefly summarize and consolidate them (Yang Bin, Xu Lile, 2003). But even with this tendency for reform, the reality is still grim. Huang Guojun and Xia Jimei (2013) point out that the teacher worked hard on the stage to teach the text, the words, the examples, the knowledge and the arguments, however, the students did not listen to the teacher carefully. Why are the students still unwilling to listen when the teacher explains so carefully? This does not rule out the reasons for the improper learning attitude of students, but it also cannot rule out other reasons, such as the content that teachers explain is not what students want to learn, or the explanation itself is not an effective way to learn knowledge.

In addition to explanation, many teachers believe that memorization and recitation are still effective ways to learn English. Gong Xianghong (2011) suggested that in comprehensive English classroom teaching, in addition to role-play, discussion, debate, speech, translation, report and other methods, language output can also adopt recitation and translation and overall dictation. By reciting words, sentence patterns and texts, students can learn many incisive idioms and fixed collocations, etc. In oral communication, they can quickly recall fluent English words, phrases, sentences or complete segments, and integrate them into their oral English in a very effective way. We cannot say that reciting words, grammar and texts has no effect on English learning, but its effect is very limited, and it is not conducive to mobilizing students' enthusiasm for learning.

In the following, we will analyze the possible problems in classroom teaching based on the comments of an observation class (Comprehensive English Course for English Majors). The following is an excerpt of the comments:

In this lesson, the teaching objective is clear, and the teaching focus is prominent. The design of teaching links is reasonable, and the teaching activities are connected naturally with a sense of hierarchy. In the teaching, the teacher has shown the skilled teaching skills and classroom grasp ability; the teacher uses the language naturally, the words are accurate and clear, and the students are easy to understand. It's supposed to be a very good class, but it can also have fatal flaws.

First, a clear teaching objective does not mean that the teaching objective is correct. Knowing what you are doing does not mean that what you are doing is right or should be done. Shu Dingfang (2013) pointed out that a considerable number of teachers pay attention to one or the other in the setting of teaching objectives, or go to extremes: either too much emphasis on the expansion of subject knowledge, without considering the explanation of language knowledge and ability training; They also put too much emphasis on the explanation of language knowledge or the training of language skills, and do not care about the expansion of the subject content knowledge in the teaching materials.

Reasonable design of teaching links, natural connection of teaching activities and sense of hierarchy are based on the evaluation of specific teaching content. If the teaching content is unreasonable, then the reasonable teaching link and teaching activities are of no avail. For example, some college English teachers practice language items that they should have mastered in middle school, such as How about doing something? Why not do something? But neglects the new

content worthy of students' attention or mastery, such as What's the big deal and talk somebody into doing something (Shu Dingfang, 2010).

Third, excellent teaching skills and classroom grasp ability are not equal to what students need; teachers' use natural, accurate and clear words is worthy of recognition, but this does not mean that what the teachers say is what students want to hear most. Nor does that mean the teachers explained the content which needs to be explained. In fact, many times, teachers relish talk content is not very necessary, or even counterproductive. For example, Shu Dingfang (2011) points out that if teachers do not compare stop doing something with stop to do something, students may not be wrong, but after teachers mention it or overpractice it, students may get confused.

The key reason why the above excellent classroom teaching case may have fatal shortcomings is that what teachers do in class may not be what the class should do. If there are things that should not be done in class, then even though these things are done well, it is not worthy of affirmation. We should first determine whether something should be done or not, and then discuss how to do it and how to do it better.

III. WHAT SHOULD WE DO IN ENGLISH CLASS?

We have discussed some prominent problems in English classroom teaching, focusing on some things that are common in class but seem to be unpopular with students. To understand what English classes all are about, let's take a look at the main differences between classroom and extracurricular learning.

TABLE 1
THE MAIN DIFFERENCES BETWEEN CLASSROOM AND EXTRACURRICULAR LEARNING

classroom learning	extracurricular learning
(1) Teachers are present (2) Other learners are around (3) Learn the same content (4) Time is fixed and limited	(1) No teacher is present (2) There are usually no other learners around (3) Learning different content (4) Time is relatively flexible and sufficient

It can be seen that the characteristics of classroom learning are that a group of learners learn roughly the same content under the guidance of the teacher, and the learning time is relatively fixed and limited. The characteristics of extra-curricular learning are that learners study alone according to their own learning needs and conditions (time, space) without teachers or other learners around. The most prominent difference between classroom learning and extracurricular learning is whether there are teachers and other learners around. According to this difference, we can assume that classroom teaching should give full play to the role of teachers and students around.

Based on this, we can draw a logical conclusion that time limited classroom learning should try to play the role of the teacher and the surrounding learners. In other words, the things to be done in class should mainly be the things that students cannot or do poorly when there is no teacher present and no other learners around. In fact, this logical inference is also consistent with the basic principles of teaching. Wilson (1996, quoted from Bi Xuefei, 2013) defined learning environment from the perspective of constructivism as a place where learners can cooperate and support each other when using various tools and information resources to pursue learning goals and solve problems. The learning environment is what we call the classroom. From this definition, it can be seen that the core elements of the classroom are mutual cooperation and support. Obviously, mutual cooperation and mutual support refer to the cooperation and support between teachers and students, students and students.

The above inference can also be confirmed by the law of language acquisition. Shu Dingfang (2011) pointed out that in addition to systematically impart language knowledge, classroom teaching can provide students with an environment that is close to the real use of language and promote language learning. Obviously, an environment that is close to the real use and promotion of language learning cannot be created by only one student, but by a group of learners. This group includes the surrounding learners and teachers.

Since English class is a place for mutual cooperation and support, it is necessary for students to actively participate in classroom learning activities. Teachers should provide necessary support to students and students should also provide support to each other. Unfortunately, this is not the case in reality. According to Sun Yunmei (2010)'s survey of college comprehensive English classroom environment, all teachers and students have a low perception of the two factors of class participation and teacher support, which indicates that students do not participate in class at a high level and teachers do not provide enough support to students.

If we accept the above inference, then we can make a further inference: What students can do by themselves outside class should not be done in class. So what are the things that students can't do outside class? Before answering this question, let's take a look at some of the common teaching activities in the current classroom.

From the current situation, the common teaching activities in English classroom are:

(1) teaching activities based on the content of the text, such as: students look for relevant details from the text, answer questions about the content of the text; To check the students' understanding of the text for the purpose of asking questions and answers.

(2) teaching activities based on the genre and structure of the article, such as: to understand the genre and structure of the article; Discuss paragraph sentences and vocabulary that play a transitional role in the passage.

(3) teaching activities aimed at training language skills, such as: fast reading skills, prediction, writing, listening and speaking.

(4) teaching activities aimed at language knowledge, such as explaining long and difficult sentences in texts and learning important language points (vocabulary and sentences) in texts.

(5) written exercises aimed at consolidating language knowledge, such as filling in blanks, sentence rewriting, translation exercise.

(6) explaining the answers to the exercises.

In these activities, teachers mainly play the role of knowledge explainer and answer provider. Some teachers spend a lot of time in class explaining the meaning and usage of words or explaining the meaning of sentences and paragraphs in texts. Some teachers spend a lot of time analyzing the structure, writing style, etc. In the link of understanding the meaning of the text, the teacher mainly provides the answer to the question, but does not really guide the student to overcome the obstacle in understanding.

Among the above learning activities, which activities can only be completed with the help of the teacher or the joint participation of other learners? Theoretically speaking, the above activities can be completed by the learners themselves, or they can be completed only with the support and cooperation of teachers and other learners. However, different learning activities depend on teachers and other learners to different degrees. For example, training verbal skills would be difficult to do alone if there were no other people around. If there is no teacher or other students, the discussion on the content of the text can not be completed by a student. In comparison, learning the vocabulary in the text, seeking relevant information in the text, understanding the meaning of the text, understanding the structure of the text and other learning activities are less dependent on the teacher and other learners. In other words, with some time and some learning materials, learners can basically complete these activities by themselves.

According to the above analysis, what should be done in English class? In the author's opinion, the things that should be done in English class include:

First, when there is no teacher present or no other learners around, students themselves can not complete the activities, such as classroom discussion, oral expression training activities.

Second, with the guidance of teachers or the help of other students, they can complete activities with better results, such as understanding long and difficult sentences and understanding the hidden meaning of the text. These activities, if completed by students alone, may be difficult or even impossible to complete.

Third, study and discuss the relevant content that students themselves are not aware of, such as the special way of writing the text, the special meaning of the language (such as the puns and metaphors used in the title of the text).

The above activities are all realized through teacher-student interaction and student-student interaction with the active participation of students. So, how do we interact in the classroom?

IV. INTERACTION-BASED ENGLISH CLASSROOM TEACHING

Suppose we have identified what should be done in class, and then we have to consider who will do it and in what form. According to the author's observation and experience, the things to be done in class should be completed in the interaction between teachers and students. Whether it is learning language knowledge or training language skills, it should be done as much as possible in the form of teacher-student interaction. Shu Dingfang (2010) pointed out that teaching listening and speaking in listening and speaking class should be justified. But we still find that teachers spend too much time making students listen, do exercises, and even check the answers. We know that the cultivation of students' listening and speaking ability is far from enough to rely only on listening and speaking in class. Classroom teaching should be demonstration, help students solve difficulties, cultivate students' learning strategies, and let students show learning results. However, what we see is mainly the simple repetition and display of the content of the textbook, which is to complete the teaching task.

Yu Shulin et al. (2012) reported that in reading and writing classes, teachers are generally responsible for lecturing and expounding the content of the textbook. The teacher's explanation takes up most of the class time, and the rest of the time is used to finish the reading task, and the students have no autonomy. The literacy class was dull, and the cooperation was not very good. There is basically no interaction between teachers and students, feeling very boring, most of the students are in a coma or half coma state.

In fact, the effect of interaction on language learning has been widely demonstrated by second language acquisition researchers (Hall & Walsh, 2002; Mackey, 2007; Gass & Mackey, 2007; Ortega, 2009; Wang Chuming, 2008, 2010; Dai Yuncai & Wang Tongshun, 2012). Interaction also plays an important role in teaching English as a foreign language. Ren Qingmei (2014) found in her research that teachers and students, as common practitioners and constructors of classroom activities, have distinctive personalized differences in beliefs, knowledge, attitudes and other aspects. These differences can be expressed on the level of teaching and learning behavior through teacher-student interaction, thus exerting influence on effective classroom teaching. Liu Hongmei (2008) proved through action research that classroom teaching interaction can encourage students to actively participate in classroom teaching activities and improve their learning initiative and interest.

Teachers' efforts to interact with students and exchange thoughts and feelings with students can not only improve students' participation in the class, but also provide students with the opportunity to use the language. The basis of class

interaction is topic. Classroom teaching activities revolve around a topic, which is conducive to improving the coherence of classroom teaching activities, helping students to focus their attention, and deepen their understanding of what they have learned. Here are three examples of classroom interaction:

Case 1: After the teacher showed the students a picture, guides the student to observe and describe the contents of the images, and do simple discussion with students on the image content. What is particularly noteworthy is that the teachers pay attention to the rhythm of the questions, asking questions and not rush to answer, but to give students some time to think about and some necessary hints at the same time.

Case 2: When learning about the topic of "learning", the teacher asked the students: How Do you like learning? Do you really enjoy learning? Do you sometimes feel bored when studying on campus? How do you get rid of the boredom when you study? Students answer the questions according to their own actual situation and personal experience. The class atmosphere is active, and students have a high degree of participation.

Case 3: After learning a text about a terminally ill patient, the teacher organized a group discussion. The students worked in groups of 4 or 3 to discuss the following questions: What would you do if you were his wife? What would you do if you were his doctor? What would you do if you were his nurse? What would you do if you were his kids? Students in different capacities discussed how they treated the terminally ill patient. Such discussion can not only promote students to further understand the content of the text, but also create opportunities for students to express their true thoughts, feelings and attitudes.

In fact, many English teachers are not unfamiliar with the concept of interaction and can accept this concept of classroom teaching. However, the interaction in English class is still not ideal. Some teachers try to interact with students, but the interaction of their own words is not strong enough, resulting in students cannot respond effectively. The situations in which teachers ask themselves become more and more. For example, a teacher asks a question: What is creativity? Creativity is to make something new from something common in our daily life. This kind of situation is not uncommon in observation class and competition class. In the 20-minute public class, the teacher almost always spoke, and the students only managed to say a few words in group discussion, and some even had no chance to speak at all. In order to save time, the teacher simply spoke for the students (Shu Dingfang, 2010).

In one observation class, the teacher directly told the students that the text can be divided into three parts and told the students which paragraphs belong to which part, and then asked the students to tell the general idea of each part. Dividing the article into several parts may help to grasp the structure of the article and better understand the article. However, which parts of an article can be divided into can be subjective to some extent. In the case mentioned above, the teacher can ask the students themselves to say which parts of the text can be divided into and which paragraphs belong to which part. Students may have different answers, but it helps to inspire students to think. If the teacher tells the student directly, it may not only impose the teacher's subjective judgment on the student, but also it is not conducive to the student's positive thinking and active learning. After introducing the text, a teacher first introduced the narrative type of writing and the basic elements of the text before discussing the content of the text. Besides, the teacher gave the answers to the three questions about who when and where directly, instead of asking students to say. Only when asking what question did the teacher ask the students what happened? The classroom interaction is very low, and the student participation is not high.

How to achieve classroom interaction, the author put forward the following suggestions:

First, teachers should deeply understand the meaning of classroom interaction and cultivate the consciousness of classroom interaction. In principle, most of the time in the classroom, you should see interaction between teachers and students or between students and students.

Secondly, interactive classroom teaching activities should be designed in combination with teaching objectives and contents, such as sharing knowledge and experience, discussing opinions, solving problems, and expressing opinions and attitudes.

Thirdly, teaching activities should focus on topics and content, but not on language knowledge. That is to say, in most cases, classroom communication, discussion and other interactive activities should be carried out around a topic and related content, rather than around some language knowledge or language forms.

Fourthly, teachers should learn to use classroom discourse that helps to promote interaction. There are obvious differences between interactive discourse and monologue and explanatory discourse. In interactive discourse, word rotation is frequent and other people are encouraged to participate, usually in spoken language.

V. CONCLUSION

We all know that it's hard to reach any consensus about what exactly should be done in an English class. However, this seemingly old problem, should have drawn great attention of academic circles. If the current English education is still unsatisfactory in many ways, the efficiency of classroom teaching is one of the reasons behind. In order to study the efficiency of classroom teaching, we first need to discuss what English teachers are doing and what they should do in the classroom. Obviously, these problems cannot be solved by such a small article. We hope that colleagues in the English education circle will pay close attention to these problems and put forward some constructive suggestions for the reform of English education and teaching.

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The Binary Road of George Farquhar in *The Beaux' Stratagem*

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Abstract—*The Beaux' Stratagem* is a phenomenal play in all measures. Since its first performance on stage in 1707, it has proved that its magnetic appeal to audiences of different periods has never lost its charm. It ever continues providing gusts of laughter and a profound debate of everlasting sensitive issues on stage. This study endeavors to unravel the factors behind its magnetic appeal, at the same to shed light upon the comic devices standing behind its unprecedented success. *The Beaux' Stratagem* was written at a time when the early attraction of wit, risqué language, rakish behavior of gallants, and exposure of female frailties have been worn out and lost their magnitude. At the dawn of the 18th Century, the theater-goers were fed up with the Comedy of Manners, Farce, and Intrigues, and looking for something different. More possibly, Farquhar made out that the audience wanted to feel rather than to think; thus he curbed a natural bent toward wit and tried to engage a more sentimental side in his plays. However, the *Beaux' Stratagem* did not completely split with the traditions common during the declining period; it blended them with the new overriding vogues of sentimental and exemplary comedy. As a result, Farquhar's play came out as an amazing hybrid, coupling the two norms into one design, and producing a dramatic admixture that sounds more typical and better than the ones encountered in the plays of his predecessors and contemporaries.

Index Terms—comedy of manners, sentimental comedies, George Farquhar, exemplary characters, Moralism
Jeremy Collier

I. INTRODUCTION

Farquhar's play *The Beaux' Stratagem*, has been a huge success since its first performance in 1707 on the Theatre Royal in London. It was performed more than six hundred times in the 18th Century, and has remained a favorite dramatic piece of entertainment up to the 21st Century (Kenny, 1988). Many theatric and academic groups have performed the play in its original text or with some modification, but mainly the spirit of Farquhar remains intact. Among critics, the play keeps hovering between high estimation of its comic spirit, and some adverse ideas related to its plot. In all measures, the events in *The Beaux' Stratagem* are neatly contrived, yet with some notable setbacks. Like an old tale, its plot relies heavily on coincidences (Hume, 1976; Bevis, 1997; Canfield, 2001). For instance, it is a mere coincidence that Archer is in the house at the time of robbery. It is also a sheer coincidence that Archer strikes out of the blue upon the name Mackshane Foigard, and this forces Foigard to tell the secret he shares with Gipse, planning to rob the house of Bountifuls'. Another coincidence is employed at the end of the play. Lord Aimwell dies unexpectedly, and his younger poor brother Aimwell inherits the title and estate of his deceased brother and happily marries Dorinda. It is also coincidental that Gibbet steals the papers of Mr. Sullen and then those papers fall into the hands of Archer. This coincidental theft grants Mrs. Sullen divorce and gives her the power of law to get her money back from her boorish husband. With such setback marked in its plot, adverse criticism comes to an end.

At large, the play always draws warm reception from theater-goers, and most critics acknowledge its sure-fire comic devices and witty characters, and the innovation and literary contribution of Farquhar to English Comedy. With its creative particulars, it set an early premise for the approaching changes in the dramatic conventions and trends of the 18th Century comedies. More importantly, it formed a gateway to move into the world of sentimentalism, or a sure passageway between what used to be exuberant though fading, and what would eventually prevail. (See Wilson, 1965, Dobree, 1966) Farquhar is actually a transitional playwright trading in both the Comedy of Manners and the Sentimental or Exemplary Comedy. He wrote *The Beaux' Stratagem* in 1707, seven years after Congreve's most popular play, *The Way of the World* performed. Farquhar's play comes out as an admixture of Congreve's temper and the increasing vogue of sentimentalism in English comedies. He neither splits completely with the traditions of Restoration comedies nor entirely adheres to the new traditions. His brilliant blending of the two genres encourages critics to see Farquhar a peculiar playwright, having a foot in both, the ending world of comedies of manners, intrigue and farce, and another foot in the rising vogue of sentimental or exemplary comedy. John Wilson (1965) comments,

The Beaux' Stratagem is invariably successful because it is made up of sure-fire comic devices and characters, and because it has a mildly sentimental ending. As the last writer of Restoration intrigue comedy and one of the first of the new eighteenth-century sentimental dramatists, Farquhar was a transitional poet with a foot in both worlds. His comedies are

neither satiric nor witty, but they are wellplotted, genuinely amusing, genial, and humorous.
(p.146)

In the light of Wilson's and others', it could be said that Farquhar's work is a fusion of both the Restoration dramatic traditions and the newly rising sentimental vogue. Many critics commend his peculiarity and notable distance from the playwrights who came before and after *The Beaux' Stratagem*. Dobree (1966), for instance, marks the uniqueness of Farquhar as follows,

Farquhar, it is true, commented upon manners, but such criticism was only a side issue with him. He was more intent upon lively action and the telling of a roguish tale. It is all fun and frolic with him, a question of disguise and counterfeits, the gaining of fortunes, and even burglarious entries. This is the real spirit of Farquhar, a huge gust of laughter... Life was a disgusting and painful thing to him, and the only remedy was to treat it as a game, not the delicate intellectual game of Etherege, but a good Elizabethan romp (p.162).

Archer and Strauss (1959), ardent admirers of Farquhar, launch thorough comparisons between Farquhar and his contemporaries and predecessors. To Archer and Strauss, Farquhar has a sweeter, cleaner, healthier mind than Congreve and Wycherley. They see Farquhar "more humane, and more inclined to display greater moral standards than most of his contemporaries. Beside moral standards, his dialogue is more natural than others" (p.24). To them, natural humor takes the priority over wit or cynical retorts customarily seen in Restoration comedies. And as noted, wit should either naturally come off, or it should not be forced. In other words, if wit comes not naturally as it should, it had better not come off at all. Farquhar reduced wit within something like the limits of nature, subordinating it to humor, and giving it, at the same time, an accent, all his own, of unforced buoyant gaiety.

II. FARQUHAR AND RESTORATION COMEDIES

In truth, Farquhar's plays were written at a time when the early attraction of wit, risqué language, rakish behavior of gallants, and exposure of female frailties have been worn out and lost their magnitude, and beginning to give way to a more sentimental and moralized comedies (Hughes, 1997; Evans, 2003; Markley, 2008). More possibly Farquhar made out that the audience of theater had a change of heart, and no more interested in what a traditional comedy of manners and intrigues offer. For such convictions, Farquhar curbed the natural bent toward wit and tried to engage a more sentimental side instead. As implied above, *The Beaux' Stratagem* neither completely overlooks the declining traditions and vogues common in the plays of his elders, nor entirely adopts the rising traditions of the 18th Century. Farquhar makes use of the common traditions of Restoration comedy, albeit with some alteration, and concurrently introduces innovative devices that anticipate the upcoming changes in English Comedy. In *The Beaux' Stratagem*, Farquhar employs the same character types customarily seen in the comedies of his predecessors, Etherege, Wycherley, and Congreve, yet he brilliantly modifies and further develops those types to be more amusing and appealing to the audience of his time. In comparison, the character types, Farquhar employs, sound more typical and better examples than those encountered in other Restoration plays, as evident in the following sections:

A. Country Squire

Farquhar introduces one of the best examples of a country squire, a character type, most often surfaces in earlier comedies of manners and intrigues. Mr. Sullen, the country squire, is attributed with memorable traits like others, yet greatly modified to look more genial and more humorous. Like Sir Willful in Congreve's *The Way of the World*, or Sir Jasper and Pinchwife in Wycherley's *The Country Wife*, Mr. Sullen is fond of drinking, the trade mark of most country squires. His wife, Kate, describes his penchant as follows:

He came home this morning at his usual hour of four, wakened me out of a sweet dream of something else, by tumbling over the tea-table, which he broke all to pieces; after his man and he had rolled about the room, like a sick passenger in a storm, he comes flounce into bed, dead as a salmon into a fishmonger's basket. (*The Beaux' Stratagem*, II.I.71-77)

In addition to drinking, blockheadedness and sluggishness are other attributes of Squire Sullen. Boniface, the landlord of the inn where the main characters reside, once gives a better insight of this country squire: [Mr. Sullen] *says little, thinks less, and does nothing at all*. Boniface adds, *But he's a man of a great estate, and values nobody* (*The Beaux' Stratagem*, I.i.99-101). Though alcoholic, boorish, and unthinking, he is a man of pleasure; *he plays whisk [cards] and smokes his pipe eight and forty hours together sometimes* (*The Beaux' Stratagem* II.i.103-105). This card player and voracious pipe smoker is actually an unconfident depressed soul. He spends long hours with low company as Boniface explains once to Sir Charles:

Freeman: *Is Mr. Sullen's family a-bed, think 'e?*

Boniface: *All but the squire himself, as the saying is-he is in the house.*

Freeman: *What company has he?*

Boniface: *Why, sir, there's the constable, Mr. Gauge the excise man, the hunchbacked barber, and two or three other gentlemen.*

(*The Beaux' Stratagem* V.i.8-19)

Unlike other squires, Squire Sullen has a tendency to act and behave like city people do in relation to his wife and to the concept of honor. He is excessively indifferent, neglecting completely whatever his wife does. Nevertheless, like most hypocrites in the Beau Monde community he cares only for the appearance of honor. Like Sir Jasper Fidget, the cuckold, in *The Country Wife*, Squire Sullen pays the least care to the flirting of his wife, provided her extramarital affair is kept concealed, and his public image remains untarnished. On the occasion of finding Count Bellair courting Kate, he raves at the Count and his wife, yet the reason behind his rage is not foreign to his early counterparts':

Look' ee, madam, don't think that my anger proceeds from any concern I have for your honor, but for my own, and if you contrive any way of being a whore without making me a cuckold, do it and welcome. (The Beaux' Stratagem IV. I. 436-440)

Like a city cuckold, Mr. Sullen is willing to tolerate her flirting only if she keeps it away from others' notice. Kate, his wife, perhaps goes by the recommendation of Lady Fidget's advice: *Who for business from his wife will run / Takes the best care to have her business done (The Country Wife, II. I. 619-620)*. Like Lady Fidget, Kate has a reason to do so. For being battered and neglected, Mrs. Sullen revenges her indignation by debauchery and flirting, however with no avail since Mr. Sullen gives a blind eye to what she does in private. He is a country squire for sure, yet acts and behaves like a newly initiated city gentleman infected by the social diseases of the Beau Monde.

B. Gay Couple/ Serious Couple

In addition to the country squire, the play provides one of the most hilarious examples of a gay couple together with a serious couple (Smith, 1971). On one hand, Archer, who assumes the livery of a servant to Lord Aimwell, and Mrs. Sullen, a comely London Lady and unhappily married to Squire Sullen, are a grand example of a gay couple. Their humorous repartees are largely witty, genial, and sometimes risqué as is the common repartee of traditional gay couples if not better. On the other hand, Aimwell, a Londoner who comes to Lichfield and poses as his elder brother Lord Aimwell, together with Dorinda, a wealthy heiress, represent the serious couple. These two soon grow earnest in their pursuit of decent marriage, more probably like Mirabell and Millamant in Congreve's *The Way of the World*. Furthermore, while Aimwell, the protagonist, acts like a rake at least when he first meets Dorinda, he displays attributes different from those of typical Restoration rakes. Unlike most gay and witty rakes, Aimwell is graver than Mirabell, yet less witty, less rakish, and obviously more sentimental than his counterpart. Nevertheless, his exclamations on coming out of an affected fit breach the outward manifestation of sentimentalism in his character: Aimwell utters,

Where am I? Sure I have passed the gulf of silent death. And now I land on Elysian shore-- Behold the goddess of those happy plains. Fair Proserpine: let me adore thy bright divinity. (Kneels to Dorinda and kisses her hand). (The Beaux' Stratagem, IV.1.185-190).

Aimwell affectedly continues his rant entreating Dorinda, the lady he desires to take as a wife, and further carries his rant to excessive lengths: *How could thy Orpheus keep his words and not look back upon thee? No treasure by thyself could sure have bribed him to look one minute off thee. (The Beaux' Stratagem, IV.1.191-195)*

C. Label Names

Like other playwrights of the comedy of manners and intrigues, Farquhar retains the same tendency of giving label names to his characters. Archer and Aimwell are given typical label names. Both names suggest fortune hunters, hunters of women, Cupid and love. These two names are also closely connected to the title of the play. Beaux can allude to bow, and stratagem is related to love, in that Cupid is known for planning stratagem, whereas Aimwell is in the habit of aiming only at the right target. Other characters are given label names too. Mr. Sullen's name suggests gloomy, morose, and dismal person with disagreeable moods. Lady Bountiful's given name suggests generosity and openhandedness. She is an old civil, country gentlewoman, often volunteers to cure her neighbors of all distemper, yet she is foolishly fond of her son, Mr. Sullen. Sir Charles Freeman is a London gentleman, coming to free his sister from her brute husband, and the connection between his given name and his conduct is quite perceptible. The same can be said about the given names of Gibbet, a highwayman, and his associates Hounslow and Bagshot. Clearly each given name has something to do with the nature and profession of its bearer, as is the case in other Restoration comedies. To name for instance Mr. Horner, Lady Squeamish, Lady Fidget, and Sir Pinchwife in Wycherley's *The Country Wife*; Mirabell, Millamant, Lady Wishfort, Sir Willful, Mr. Fainall, and Foible, in Congreve's *The Way of the World*; and Mr. Medley Sir. Fopling, Lady Woodvill and Loveit in Etherege's *The Man of Mode*. All these are label names given to specific characters with a related conduct.

III. INNOVATION AND NOVELTY OF FARQUHAR

Though Farquhar retains some traditions of the Comedy of Manners and Intrigues, he sounds more innovative in *The Beaux' Stratagem*. The innovation of Farquhar can be detected a. in the setting of his play, b. the new purpose of comedy he adopts, c. the role assigned to low characters, d. the blending of high and low worlds, e. the alteration he makes in the portrayal of chief characters, and f. the bold discussion of marriage and divorce. The following sections illuminate Farquhar's innovation and literary contribution:

A. Locale of Events

Farquhar's first notable split with the common traditions of contemporary playwrights lies in the locale he gives to his play. He moves out the locale of events from the traditional harbor of Restoration comedies, the city, to the country. He sets *The Beaux' Stratagem* in the country rather than the city drawing rooms, the city parks, or malls, the traditional locales of typical Restoration comedies. All the events in Farquhar's play take place at a country inn and a close-by country house. The two major characters, Aimwell and his friend Archer are taken from the city, London, and brought to Lichfield, the heartland of the country, looking for a wealthy heiress in the country to fill their empty coffer.

B. Purpose of Comedy

The second notable split lies in the purpose of his comedy. As common, the beginning of the 18th Century witnessed a growing shift in tone toward Restoration comedies (See Hume, 1976; Hughes, 1996 & 1997; Cordner, 2000; Gosse, 2004). The new shift received some impetus from the increasing criticism of many moralists and even from some playwrights themselves. Jeremy Collier, the self-appointed paragon of morality, launched a severe attack on the whole enterprise of theater (Rose, 1966; Kaneko, 1997). Long before Collier, the playwright Shadwell took aim at the Comedy of Wit, particularly its immorality. Shadwell vocally resented the publicity of obscenity, sexual explicitness, vices, and risqué language of Restoration comedies, and often called for a moral reform in drama (Armistead, 1984; McMillan, 1997; Nicoll, 1965). In addition to Collier's and Shadwell's, the attitude of women had a hand in the campaign against the immorality of Restoration comedies. Women, actually formed the great bulk of theater goers, and their response to plays was highly considered by authors and producers. To the end of the 17th Century, women's response grew more critical of the themes of libertine seduction, cuckolding, infidelity, frailty of females, rakish behavior of male characters, and the coarse language of comedies. Such attitudes pressured playwrights to modify the tone, language, and trends in their plays. Many playwrights devise dramatic situations and language that suit women's specifications in particular (Nicoll, 1965; Dobree, 1966; Bevis, 1997). On top of the aforementioned factors, one may assume that theater goers in general were fed up with what became a boring stereotype, repeatedly showed on stage for three decades though in different forms and guises. Having or not having a wit, the used-to-be a favorite theme, was no more a point of attraction or a source of laughter. The reminiscent schemes played by a rake upon a helpless woman were no more appealing as before. The audience had a change of heart and anxious to see something novel on stage. In response to the growing criticism, the purpose of comedy took a new turn in the 18th Century: it is no more for entertainment sake only; comedies, supposedly, became a medium of instructions too, not only to amuse but to instruct and give lessons. Such trends formed a major shift in the purpose of comedy.

Farquhar picked the clue. He soon felt the shift in tone and insightfully responded. His play *The Beaux' Stratagem* renders a different purpose, perhaps responding to the growing debate on the purpose of comedy by critics, influential moralists, and theater-goers. While other playwrights continued playing up burlesque and mockery and playing down instruction, Farquhar modified his theatric presentation to mesh with the new temper. He embraced the idea that the sole purpose of comedy should not be only entertainment, but also instruction. Both should go hand in hand in a comic presentation. His inclinations to instruct while entertaining soon found their way to the comedies of his contemporaries and also to the comedies of Sentimental Age in which the blending of instruction and entertainment became customary.

Equally important, one may infer that Farquhar's moving the comedy setting out of the city into the country is apparently done for an instructional purpose. More likely, his move is meant to provide a more realistic image of the country and its people, an image often distorted by Restoration playwrights. Both William Archer and Louis A. Strauss (1959) in their introduction to the edition of *The Beaux' Stratagem* commend Farquhar's skills for brilliantly portraying,

the life of the inn, the market place, and the manor house. He showed us the squire, the justice, the highwayman, the innkeeper, the recruiting office, the country bell, the chambermaid, and half a score of excellent rustic types. (p. 24)

The portrayal of the country in *The Beaux' Stratagem* is different from what the audience was accustomed to see before. The country is neither entirely fascinating nor completely disdainful. Like the city, it comprises the virtuous and the vicious, the intelligent and the blockhead, the witty and the dull, the brute and the kindhearted. In *The Beaux' Stratagem*, some citified characters express disdain and contempt toward the country and its people, yet others express a graceful attitude. For example, Mrs. Sullen mocks the idea of *leaping of ditches, and clambering over stiles*; and she thinks when *a man would enslave his wife, he hurries her into the country* (*The Beaux' Stratagem*, II.1.33-34). Nevertheless, her unpleasant assessment of the country can be taken as merely an individual case, especially if we know that Kate Sullen is a London lady whose fate has recently thrown her into the lap of a vicious country squire. Mr. Sullen, a boorish and rude country squire, displays the ignoble norms of some country people. Opposed to Sullen, some country individuals are decent enough to offset the contemptible attitude held by city people toward the country and its people. Dorinda, is a country lady, yet she is fresh and intelligent. Like the city lady, Harriet, in Etherege's play *The Man of Mode*, and Millamant in Congreve's *The Way of the World*, Dorinda is so compassionate and possesses no less charm and far more wit and worldly wisdom than her counterparts. Lady Bountiful, a country lady too, is earnestly philanthropic and ready to kindly and generously serve her neighbors. At large, Farquhar seems more "*sensitive to the charms of simple country life than his contemporaries do*" (Stone, 1975, p. 349). His presentation of both sides is meant to rectify the common attitude wrongly publicized on stage by other playwrights.

C. Role of Low Characters

The role of low characters is modified too in *The Beaux' Stratagem*. The low characters, country boobies and servants, are assigned more important roles than that given before to their counterparts, such as those given to Sir Willful, in *The Way of the World*, or to Pinchwife and Sir Jasper in *The Country Wife*. The introduction of low, yet important characters, is another notable contribution. Farquhar employs and develops bewitching personalities of new types. Both Mr. Bonniface, the country innkeeper, and his daughter Cherry, a great favorite to audiences, give expression to the genial side among low characters. Both are insightful, witty, and cheerful. Their vivid presentation is quite appealing not only to theatre goers, but also to several 18th Century playwrights. Following the footsteps of Farquhar, Goldsmith later used the idea of an innkeeper and his daughter to complicate the case of a mistaken identity in his renowned play *She Stoops to Conquer* (Jeffares, 2002). Gibbet, another low character, is portrayed as an entertaining rogue whose witty remarks and gay retorts add an amusing flavor to the play. When Archer claps a pistol to his breast and says, *Come, rogue, if you have a short prayer, say it*, Gibbet wittily retorts, *Sir, I have no prayer at all; the government has provided a chaplain to say prayers for us on these occasions* (*The Beaux' Stratagem*. V.iii.184-188). Another instance of freshness and high spirit can be detected in Gibbet's remark to Bonniface about Cherry,

Look 'ee, my dear Bonny—Cherry 'is the goddess I adore,' as the song goes; but it is a maxim that men and never have it in their power to hang one another; for if they should, the Lord have mercy on them both! (*The Beaux' Stratagem*. V. I. 187-191)

D. Blending of High and Low Worlds

Farquhar's innovation excels in blending the two worlds, the high and low. The two are brilliantly combined and then made complementary to each other in several manners. First, the high and low worlds are linked through Archer, in that he poses as Aimwell's servant, though a real gallant and rake. With such a guise, he is able to move freely in both worlds. Secondly, the two worlds ironically complement each other in another manner. When Aimwell, together with his fake servant Archer, comes to the inn and asks Bonniface to keep his horse saddled for he may leave at a minute's warning, his command confuses the host and his daughter. Cherry immediately concludes, *Ay, ten to one, father, he's a highwayman* (*The Beaux' Stratagem* I.i.344). Indeed, Archer and Aimwell are highwaymen, yet of a more refined type. Their approach is different, yet the goal is the same. Still, the blending does not stop there. The attempted breaking and robbery of the house occur at the time Archer is attempting to rob Mrs. Sullen of her virtue:

Mrs. Sullen: *I hope you did not come to rob me?*

Archer: *Indeed, I did, but I would have taken nothing but what you might ha' spared.* (*The Beaux' Stratagem*. V.ii.110-113)

In additions, the combining of the two worlds surfaces in other events. Archer and Aimwell, the high people, have a reserve fund of two hundred pounds to use to find a wife in France if he fails in Lichfield. Similarly, Gibbet, the real highwayman, has spared two hundred pounds to save his life at the session. *Yes, sir, I can command four hundred but I must reserve two of them to save my life at the session*, Gibbet says to Archer (*The Beaux' Stratagem*. V.iii.197-198).

E. Portrayal of Chief Characters

Another notable innovation of Farquhar can be seen in the portrayals of Aimwell and Dorinda, the main characters. They are portrayed as more sentimental in nature, less rakish in behavior, and to some extent exemplary in conduct. They are depicted as role models to be admired and imitated, and not to be ridiculed. In all measures, they are different from the stereotypes seen in other plays. The heroine Dorinda, though genuinely in love and serious in her pursuit for marriage, expresses serious fear of disillusionment in marriage. She draws upon some discouraging experiences of married couples. She reasons out, as does a rational person, before she decides. Her reflection on the unhappy marriage of Mrs. Sullen, her sister-in-law Kate, discourages her of hurrying heedlessly into matrimony. Bewildered by what she sees, Dorinda expresses serious inhibitions before Aimwell: *But first, my lord, one word, I have a frightful example of a hasty marriage in my own family; when I reflect on it, it shocks me* (*The Beaux' Stratagem* V.iv.8-10). Her frankness and genuine compassion make it more probable the reform of the rake, her lover. Aimwell, who hides his roguish identity, proposes to Dorinda as Lord Aimwell and his proposal wins her liking, though. Yet under the compunction of his sincere love for Dorinda, he decides to confess. His conscience is over stricken at the thought of marrying under false pretenses, and thus confesses to Dorinda his being fraud, falsely bearing his brother's title, and scheming to marry her for money, not love. Luckily, his honesty pays off. It touches Dorinda's sensitive heart, and she takes him a husband in spite of his empty coffers.

F. Themes of Marriage and Divorce

The Beaux' Stratagem might be the first play to throw into a serious debate the question of marriage and more importantly the question of divorce. Such a peculiar debate can count as another expression of a growing shift in the purpose of English comedy. Through sensitive characters, Aimwell and Dorinda, the theme of marriage and love is, at all rate, treated more earnestly. The serious pursuit of marriage is indicated in Dorinda's suggestion that Aimwell should know her better before they get married, despite the passionate love they share:

I should not cast a look upon the multitude if you were absent. But my lord, I'm a woman; colours, concealments may hide a thousand faults in me – therefore know me better first. I

hardly dare affirm I know myself in anything except my love (The Beaux' Stratagem V.iv.16-21).

Marriage to Farquhar renders a religious overture. It is no more a trap to be avoided at all cost, as most Restoration rakes are accustomed to do. Instead, it is a heavenly ordained knot; however, this knot might be dissolved in case it contracts two individuals with different tempers and minds. In line with this, Mrs. Sullen, on one hand, ponders more often on what should be there to invigorate the holy wedlock and keep it intact, and on the other hand she ponders on what should make it dissolvable,

*Wedlock we ordained by heaven's decree. But such as heaven ordained, it first to be –
Concurring tempers in the man and wife, as mutual helps to draw the load of life (The Beaux' Stratagem. IV.i.505-508).*

The same ideas can be detected in the words of Sir Charles Freeman when trying to relieve his sister from the constraint of her husband. Freeman underscores that the absence of mutual understanding and unison of minds may give a legitimate excuse for married couple to dissolve marriage, regardless of the unreasonable yokes the society imposes on married people in tabooing divorce, as evident in Freeman's words to Mr. Guts: *You and your wife, Mr. Guts, may be one flesh, because you are nothing else, but rational creatures have minds that must be united (The Beaux' Stratagem V.i.64-66)*. In other words, without mutual understanding and unison of minds, marriage should be dissolved. As some critics observe, Farquhar is the first playwright to call for a better understanding of divorce and divorcees. To them, Farquhar's inclinations reach boldly beyond all precedent in Restoration comedy by bringing the concrete discussion of divorce upon the stage (Bruce, 1974; Stone, 1975). The thought of divorce, which was tabooed in Farquhar's society, is openly debated via the exchange of Mrs. Sullen and Dorinda. Mrs. Sullen often complains of the taboo the society holds against divorce, despite the absence of what keeps marriage alive. To her, the boorishness, heavy drinking, and neglect of her husband can be taken as reasonable and legitimate grounds for divorce. In Act IV, Mrs. Sullen calls for a better understanding of married people compelled to untie the matrimony knot, as evident in her exchange with Dorinda:

Dorinda: *But how can you shake off the yoke? Your divisions don't come within the reach of the law for a divorce.*

Mrs. Sullen: *Law! What law can search into the remote abyss of nature? What evidence can prove the unaccountable disaffections of wedlock? Can a jury sum up the endless aversions that are rooted in our souls, or can a bench give judgment upon antipathies? (The Beaux' Stratagem IV.i.488-495).*

The call of Mrs. Sullen for better understanding of divorcees has its echo in the concluding speech of Archer. While the group celebrating the wedding of Aimwell and Dorinda, and concurrently the divorce of Mrs. Sullen and her husband, Archer thoughtfully ponders:

'T would be hard to guess which of these parties is the better pleased, the couple joined or the couple parted, the one rejoicing in hopes of an untasted happiness, and the other in their deliverance from an experienced misery (The Beaux' Stratagem. V. iv. 330-334).

At large, the debate over marriage and divorce is meant to educate and calls for a serious review of the shackles the Law puts before people when applying for divorce. Debating openly the idea of divorce was something unprecedented in the 18th Century English comedy.

IV. CONCLUSION

To conclude, one may say that *The Beaux' Stratagem* draws warm reception from theater-goers and critics. Its sure-fire comic devices, witty characters and profound insight give grand expressions to Farquhar's literary contribution to the English comedy, and sustain the play's lasting appeal to audiences. With its innovative particulars, the play sets an early premise for what was felt as a new twist in the dramatic conventions and trends of English comedy. By and large, the play forms a gateway to move into the world of sentimentalism, and constructs a notable bridge between what would be fading and what would be eventually rising. It was a time when the Comedy of Manners, Farce, Intrigues were losing charm, and the Sentimental or Exemplary Comedy was gaining momentum by most concerned parties, moralists, women, and other theater-goers. Farquhar picked the clue and brilliantly responded and produced his masterpiece. With his unrivalled theatric presentation, Farquhar would remain a remarkable playwright whose phenomenal play *The Beaux' Stratagem* provides a lasting entertainment to audiences of all ages.

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