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A Corpus-Based Study on the Most Frequently Used English Prepositions: A Conceptual Transfer Perspective

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Abstract—This corpus-based study aims to examine the frequencies of English preposition usages from the perspective of conceptual transfer. The authors have built up a corpus from third-year English – majored students' Academic writing tasks (HSAC) as their Ending-course assignments from Ho Chi Minh City University of Food Industry for two consecutive semesters in the academic year 2019 – 2020. This corpus was used as the source of data in analyzing the frequencies of prepositions in their essays. Two hundred and fifty pieces of writing were examined. The concordance output was used to determine the frequency of English preposition usage and types of errors via Sketch Engine Software. The findings showed a negative relationship between prepositional senses and their collocations with certain Vietnamese linguistic features. The study also revealed that negative conceptual transfer was recurrent and systematic. Based upon the findings, a conceptual framework for teaching and learning functional words like prepositions was drawn for language teachers and learners in a foreign language context.

Index Terms—corpus-based approach, English prepositions, conceptual transfer, mother tongue, foreign language

I. INTRODUCTION

Language learning for non-English-speaking countries is challenging and takes a lot of time. English learners in these countries encounter many difficulties in their learning process, even those who are gifted at learning foreign languages. Burns and Richards (2018) added cognitive difficulties in acquiring a new language besides lexical and grammar difficulties. Many studies on errors in foreign language teaching have shown that there are cognitively complicated phenomena, especially negative conceptual transfer. Despite many arguments among foreign language researchers about the factors affecting second language acquisition, most of them agree that negative L1 transfer lacks state data that needs further studying and investigating (Dulay et al., 1982; Jarvis & Pavlenko, 2008).

Although Ministry of Education and Training started to introduce English to all levels of Vietnamese educational system, starting in the 1990s, students still encountered many problems so far. The importance of nouns, verbs, and adjectives is overestimated by learners because they assume these words are crucial. They devoted more time to learning nouns, verbs, and adjectives than other elements of speech in order to actively learn English vocabulary. They also feel that prepositions are simple terms, and as a consequence, they push for 'the translation' from their mother language to English. This transfer phenomenon is so common that it is possible that they will have a detrimental impact on fluent native-like command of the English language for years to come. As a result, numerous prepositional mistakes have been committed by Vietnamese speakers. There are numerous distinct viewpoints on prepositional errors, and each of these approaches offers a different set of recommendations for dealing with the learner's mistakes.

Contrastive Analyses (CA) have been replaced by Error Analysis (EA) since the 1960s as a result of the CA hypothesis's deficiencies in finding the language errors. However, both of these perspectives do not give a clear-cut picture of the causes of errors. In CA hypothesis, Lado (1957) stated that language elements, which are the same or nearly the same as the target language, are proved to have no difficulties for learners, and those with the differences cause a lot of difficulties for learners. In EA theory, researchers can distinguish between errors and mistakes. An error is systematic, while a mistake is not. Both theories attempt to explain a typology of errors that are named as *omissive*, *additive* or *substitutes*; *word-order*; or *other errors* that occur at different levels of language such as phonological, lexical, and syntactic levels. As a result, these typologies are problematic since they analyze linguistic data alone, resulting in less reliable causes of errors.

One more perspective on viewing errors is called the Conceptual transfer perspective. The first empirical Cognitive linguistics study that Cognitive linguists have recently experimented with to examine the semantic nature is English prepositions. Tyler and Evans (2001) claim that that 'they [prepositions] are notoriously hard to learn and frequently subject to negative transfer.' Depending on their context, prepositional meanings may take on a variety of different

connotations, including those associated with time, location, manner, or even the abstract. The conventional approach to acquiring prepositions in a foreign language argues that rote memorization is the best method. Although it offers a number of benefits, this approach perceives prepositional meanings as unrelated to one another. The numerous applications of prepositions may be understood as connected in systematic ways, according to Cognitive Linguistics Perspective. That is also the most acceptable viewpoint to assist Vietnamese ESL students in comprehending the metaphorical uses of English prepositions in a clear and precise manner. In light of Cognitive Linguistics, this paper examines the most typical uses of English prepositions in the Vietnamese context from the perspective of conceptual transfer.

II. THEORETICAL BACKGROUND

We applied Jarvis (2011) and Odlin (2005) frameworks to investigate the conceptual transfer hypothesis in SLA from their empirical evidence. Based on these frameworks, we develop the conceptual transfer framework in relation to the English prepositional usages of Vietnamese learners of English (*See Figure. 1*)

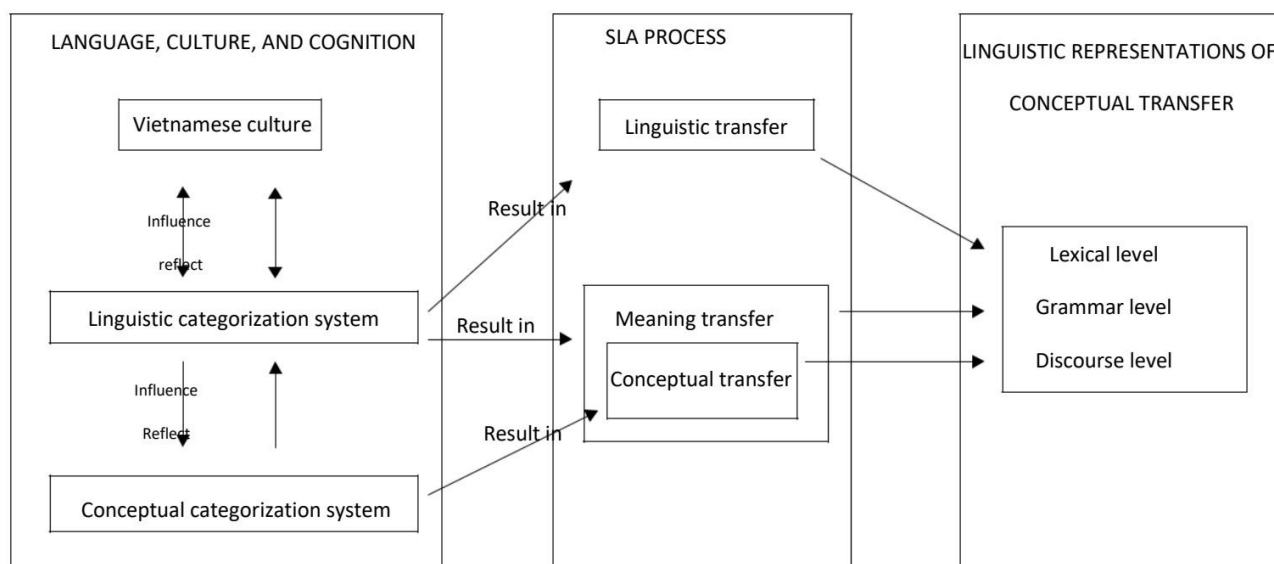


Figure 1. Conceptual transfer framework in Vietnamese context of learning English

A difference between linguistic and conceptual transfer is made in the transfer taxonomy. The former is mainly concerned with the mother tongue's and target language's linguistic forms and structures, while the latter is concerned with the many sorts of transfer that occur as a result of the mental conceptions that support those forms and structures. Linguistic transfer aims to explain 'transfer' by examining the similarities and differences between two languages' structural properties: the source and target languages — this kind of language transfer results in the linguistic representation of lexical level. Conceptual transfer, on the other hand, aims to understand another source of transfer by comparing the source and recipient languages' grammar and discourse levels and comparing conceptual categories.

When we discuss conceptual structures, we must apply our knowledge-based perspective to the language structures' concepts. In these circumstances, we must draw on our general knowledge of the world in order to investigate something (Keil, 1989; Murphy & Medin, 1985), since there is no one conceptual representation that corresponds to everything in the universe. Any concept must have an amalgam structure that satisfies three critical requirements: (i) *it must possess knowledge of categories that pertain to a particular type of thing or group of things*; (ii) *it must possess expertise with borderline or fuzzy prototypes*; and (iii) *it must possess knowledge or belief regarding the internal structure*. The conceptual structures have a strong resemblance to those of culture and cognition. Thought and language are two ways in which cognition manifests itself; certain conceptual representations are non-linguistic, as well (Jarvis & Pavlenko, 2008, p. 122). This point of view is also supported by Lakoff (1987), Ungerer and Schmid (1996), who asserted that cognition and culture are two sides of the same coin, respectively.

Inter-individual and inter-group differences are highlighted by cognitive representations whereas sociocultural and sociohistorical traits are emphasized by cultural elements. As a result, when we examine conceptual structures, we must consider "concepts" to be multimodal mental representations that include visual, auditory, perceptual, and kinaesthetic information, among other things (Barsalou, 2003). Consequently, social and political developments have a direct impact on our ability to communicate, and our conceptual knowledge is influenced by these developments as well. It's important to note that conceptual frameworks do not always have the same characteristics across members of the same community or speech group. For example, Vietnamese people employ the prepositional phrase "**ngoài vườn**" (viz., '**outside of the garden**') to express the idea of "**an item or animal in the garden.**" "**Outside of the garden**" or "**Not in the garden**" are translations of the English prepositional phrase if we use English – Vietnamese lexical equivalents.

Learners must understand a number of Vietnamese communities in order to comprehend a single Vietnamese sentence, each of which has its own culture and cognition of embodiment.

"Ideas" and "conceptual categories" are two concepts that must be explored in depth because they are closely related. According to Murphy (2002), both words adhere completely to the tradition of concept research. "Concepts" are often defined as "mental representations of classes of things," whereas "categories" are defined as "the actual classes of things themselves" (Murphy, 2002, p. 5). In order to distinguish between "concepts" and "categories", we can use the terms "central and peripheral category members" when referring to the "whole concept" and "prototypes and mental imagery" when referencing the "mental representations of particular category members" (Jarvis & Pavlenko, 2008, p. 113). Both "language-independent concepts" and "concepts mediated by language," as defined by an experience-based approach, are part of conceptual language development. Despite acknowledging the existence of a language-independent mind, Whorf (1956) focused his attention on linguistic thinking, namely "thought insofar as it is linguistic" (pp. 67-68). Vygotsky (1978, 1986) makes use of the phrase "language mediation," however we did not incorporate his views into the research because Vygotsky himself was not interested in CLI. The importance of his influential notion of "language mediation" for later research based on "linguistic logical entities," "cognitive psychology," and other concepts must be acknowledged.

An experienced process is used to develop language-independent presentations (or mental conceptions), rather than the use of verbal representation to convey information. In other words, language-mediated ideas are produced as a result of the evolution of language socialization, during which the learning of words and the acquisition of their categories have an impact on one another over an extended period of time. Murphy (2002) has synthesized his research on 'word meaning development' in the process, where 'word learning progresses creates changes in conceptual structure' (p. 402).

There have been numerous investigations into how different aspects of linguistic fields affect language transfer. The distinction between linguistic and conceptual transfer is one of the cross-language influence taxonomy dimensions (Jarvis & Pavlenko, 2008). Linguistic transfer is concerned with the relationships that exist between language forms and structures in two different languages (or languages and cultures). According to Nghi (2020), conceptual transfer, on the other hand, is the influence of a language's language-mediated conceptual categories on the language usage of a second or additional language. Phonetical transfer (Bleses et al., 2011; Burt & Dulay, 1978; Cambier-Langeveld & Turk, 1999; Chávez-Peón et al., 2012; Gordon et al., 2002), morphological transfer (Lidner & Johnston, 1992; Sagarra & Ellis, 2013), syntactical transfer (Biria & Ameri-Golestan, 2010; Paradis & Genesee, 1996; Yip & Matthews, 2000), semantic and pragmatic transfer (Allami & Naeimi, 2011; Bu, 2011; Golestani et al., 2009), and sociolinguistic transfer (Bayley, 2007; Behrens & Neeman, 2004; Meyerhoff, 2009) are some of the subfields of linguistic transfer research that have been studied.

These findings reinforced Oldin's hypothesis that "transfer can occur in all linguistic subsystems." A number of recent studies on conceptual transfer examined the similarities and differences in conceptual representations that corresponded to linguistic subcategories of the source and recipient languages, such as English vocabulary usage (Huiping & Yongbing, 2014; Iakovleva, 2012; Phúc et al., 2018; Zhang & Luo, 2017), number cases (Charters et al., 2012), concepts (Oldin, 2005), L2 writing (Omar, 2018), and language proficiency and age (Bagherian, 2012). This means that conceptual transfer is considered a hypothesis that L1 transfer in a person's use of specific target language items originates from their 'conceptual knowledge and thought patterns' (Jarvis, 2007, p. 44).

III. METHODOLOGY

The corpus HUFU Student Academic Corpus (HSAC) data were built up from writing tasks of HUFU English majored students in their End-course examination during two consecutive semesters in the academic year 2019 – 2020. Two hundred and fifty writings involving English prepositions in the corpus were examined to interpret the most common English prepositions in their writing articles submitted to the Research Methodology Subject (see Table 1).

TABLE 1.
HUFU STUDENT ACADEMIC CORPUS INFORMATION
COUNTS INFO

Tokens	2,185,327
Words	1,792,679
Sentences	98,774
Documents	250

We choose Cambridge Academic English Corpus (CAEC) to be the comparative data in our study. The CAEC is an Academic English corpus comprised of a sample of texts gathered from undergraduate and postgraduate students at a variety of US and UK universities. Academic English corpus materials include university lectures, seminars, presentations, essays, research articles, and university coursebooks. The topics are nearly the same or sub-types of the

topics in HSAC because these topics are very common with language teaching and English literature. It would be appropriate to discuss the features of Vietnamese learners’ (of English) conceptual transfer compared to the data of American learners. CAE has a total of 100,190,245 tokens, 85,683,246 words, 4,578,508 sentences, 1,951,384 paragraphs, and 154,457 documents.

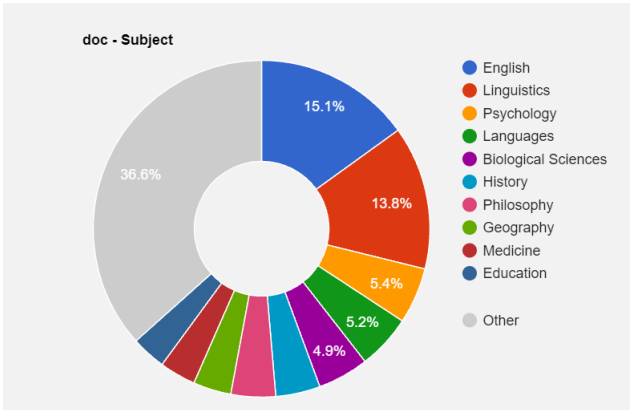


Figure 2. CAEC topics based on the subjects in the sub-corpora

IV. RESULTS AND DISCUSSION

We reported the frequency of occurrence of specific terms in conceptual transfer categories. With the help of Sketch Word Software, we calculated the normalized frequencies per 10,000 words of the English prepositions in both corpora. Table 2 presented the most common English prepositions written by Vietnamese students and native students.

TABLE 2
THE FREQUENTLY USED ENGLISH PREPOSITIONS IN HSAC AND CA CORPORA

HUFI Students Academic Corpus			Cambridge Academic Corpus		
Order	Prepositions	Normalized frequencies*	Order	Prepositions	Normalized frequencies
1	<i>of</i>	6.29	1	<i>of</i>	12.65
2	<i>in</i>	4.24	2	<i>in</i>	7.68
3	<i>to</i>	1.67	3	<i>to</i>	3.69
4	<i>for</i>	1.63	4	<i>for</i>	2.77
5	<i>on</i>	1.10	5	<i>as</i>	2.70
6	<i>with</i>	1.06	6	<i>with</i>	2.24
7	<i>as</i>	1.03	7	<i>by</i>	1.95
8	<i>from</i>	0.71	8	<i>on</i>	1.71
9	<i>by</i>	0.69	9	<i>from</i>	1.39
10	<i>at</i>	0.64	10	<i>at</i>	1.02
11	<i>about</i>	0.32	11	<i>between</i>	0.71
12	<i>through</i>	0.23	12	<i>into</i>	0.48
13	<i>between</i>	0.18	13	<i>about</i>	0.36
14	<i>into</i>	0.18	14	<i>through</i>	0.34
15	<i>after</i>	0.13	15	<i>within</i>	0.29
16	<i>like</i>	0.12	16	<i>after</i>	0.24
17	<i>during</i>	0.12	17	<i>over</i>	0.23
18	<i>without</i>	0.11	18	<i>during</i>	0.19
19	<i>over</i>	0.06	19	<i>before</i>	0.15
20	<i>among</i>	0.06	20	<i>like</i>	0.15
21	<i>before</i>	0.06	21	<i>since</i>	0.15
22	<i>since</i>	0.06	22	<i>without</i>	0.15
23	<i>whether</i>	0.05	23	<i>under</i>	0.12
24	<i>within</i>	0.04	24	<i>towards</i>	0.11
25	<i>around</i>	0.03	25	<i>against</i>	0.11
26	<i>above</i>	0.03	26	<i>upon</i>	0.09
27	<i>under</i>	0.03	27	<i>despite</i>	0.09
28	<i>towards</i>	0.02	28	<i>though</i>	0.08
29	<i>outside</i>	0.02	29	<i>whilst</i>	0.08
30	<i>besides</i>	0.02	30	<i>across</i>	0.07
31	<i>toward</i>	0.02	31	<i>around</i>	0.07
32	<i>despite</i>	0.02	32	<i>above</i>	0.06
33	<i>out</i>	0.02	33	<i>throughout</i>	0.06
34	<i>until</i>	0.02	34	<i>beyond</i>	0.06
35	<i>across</i>	0.02	35	<i>among</i>	0.06
36	<i>per</i>	0.02	36	<i>until</i>	0.06
37	<i>via</i>	0.02	37	<i>so</i>	0.06
38	<i>though</i>	0.02	38	<i>below</i>	0.04
39	<i>throughout</i>	0.02	39	<i>per</i>	0.04
40	<i>whereas</i>	0.01	40	<i>behind</i>	0.04

*Frequencies normalized per 10,000 words.

From data in Table 2, among the 40 English prepositions commonly used by Vietnamese students and European students and lecturers, only 4 English prepositions have the same normalized frequencies rate. They are *of* with 6.29 ~ 2.77, *in* with 4.24 ~ 7.68, *to* with 1.67 ~ 3.69, and *for* with 1.63 ~ 2.77. Even though Vietnamese learners have mostly used these four English prepositions like the native students, they have a difference in normalized frequencies. The HSAC's normalized frequencies are only half of CAEC's number. In fact, when we look further in the two language systems, Vietnamese and English, we realized that the numbers of English prepositions are much larger than Vietnamese prepositions. The Vietnamese prepositions are only approximately up to 22% in comparison with those in English language.

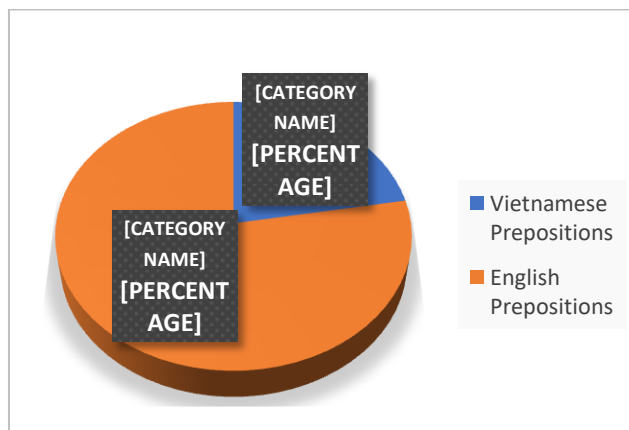


Figure 3. The comparison between Vietnamese and English prepositions

The difference was so enormous that Vietnamese learners of English get lost in their search for appropriate English prepositions when they need to use them in their English production. The results revealed that Vietnamese students use four English prepositions: 'OF', 'IN', 'TO', and 'FOR' with nearly half of the frequencies compared to native students. For the extended list of English prepositions in two corpora, Vietnamese students utilize just 85 of the most frequently used English prepositions, which is less than a quarter of the list of European students. Some of English prepositions are rarely used by Vietnamese students such as *alongside*, *albeit* (functions like *Preposition*), *unto* (same as "to" - old use), *underneath*, *notwithstanding*, *amid*, *cum* (used to join two nouns, like *bedroom-cum-study*), *qua*, *vis-à-vis*, *lest*, *outwith*, *circa*, *sans*, *ere*, *chez*, *betwixt*, *par*, *considering*, *concerning*, *astride*, *downstream*, *north*, *forth*, *afore*, etc.

When we set up the concordance with the VPS formula: [verb] + [10 most common prepositions], we calculated the distribution of observed prepositions in two corpora. Below are some of the results from our observations (see Table 3).

TABLE 3
THE CONCORDANCE WITH THE FORMULA OF VPS: [VERB] + [10 MOST COMMON PREPOSITIONS].

Order	Observed Prepositions	HUFU Student Academic Corpus			Cambridge Academic Corpus		
		VPS Nominalized frequencies	Numbers of distributions	Percentages	VPS Nominalized frequencies	Numbers of distributions	Percentages
1	<i>of</i>	5503	62912	8.75	5454	12645	43.13
2	<i>in</i>	4956	42521	11.66	3037	77119	3.94
3	<i>to</i>	37895	55143	68.72	51237	89413	57.30
4	<i>for</i>	1855	16321	11.37	1974	27691	7.13
5	<i>on</i>	1052	11058	9.51	509	17528	2.90
6	<i>with</i>	426	10577	4.03	548	22419	2.44
7	<i>as</i>	1437	13117	10.96	3794	32987	11.50
8	<i>from</i>	274	7059	3.88	554	13870	3.99
9	<i>by</i>	1694	6945	24.39	3459	19546	17.70
10	<i>at</i>	190	6433	2.95	430	10183	4.22

From the data in Table 3, only prepositions 'to', 'for', 'as' and 'from' remained at the same rates with each other in both corpora. It meant that conceptual presentations for the meaning of these four prepositions had reached the level of native speakers, and there was a very little L1 conceptual transfer for kinds of prepositions.

Certain verbs are more often used by Vietnamese learners, such as assist, use, take, study, feel, and teach, meet, speak, learn, make and do; whereas western students prefer to use the verbs such as work, spend, write, earn, thank, and come, explore, come, understand, dream, etc. From these data, we may hypothesize that the discrepancies in high frequency verbs across learner groups are due to differences in L1 conceptual category systems (see Figure 4 and 5)

	Details	Left context	KWIC	Right context
1	<input type="checkbox"/> doc#0 ulties. </s><s> From there, there are a few causes such as fear	of	being	wrong, shyness, anxiety and lack of confidence. </s><s>
2	<input type="checkbox"/> doc#0 eaching and learning in high schools. </s><s> The organization	of	teaching	and learning foreign languages has been greatly inve
3	<input type="checkbox"/> doc#0 rning foreign languages has been greatly invested with the goal	of	meeting	the English output standards of schools. </s><s> Beca
4	<input type="checkbox"/> doc#0 ol seniors, have been very familiar with English during 12 years	of	studying	at schools at all levels. </s><s> Despite having studie
5	<input type="checkbox"/> doc#0 tions for overcoming those obstacles. </s><s> The primary aim	of	speaking	instruction is to improve communicative performance.
6	<input type="checkbox"/> doc#0 ing?" </s><s> everyone has been learning since the beginning	of	learning	English. </s><s> In this article, the author will present
7	<input type="checkbox"/> doc#0 </s><s> In this article, the author will present the characteristics	of	speaking	skills, some difficulties students face when learning tc
8	<input type="checkbox"/> doc#0 lp improve speaking skills for students. </s><s> Characteristics	of	speaking	skills According to Mazouzi (2013) activities for learne
9	<input type="checkbox"/> doc#0 eration of the language system. </s><s> The first characteristic	of	speaking	activity is fluency, which is the main goal that teacher
10	<input type="checkbox"/> doc#0 hers take on the role of teachers and educators in the direction	of	teaching	communicative languages, assisting students in learni
11	<input type="checkbox"/> doc#0 ling of the language's syntax and vocabulary; (b) understanding	of	speaking	rules (e.g., how to start and terminate conversations,
12	<input type="checkbox"/> doc#0 achers must be responsible for (i) developing a student's sense	of	learning	, (ii) making students aware of their responsibilities as
13	<input type="checkbox"/> doc#0 ' wish to deliver something in class because they are frightened	of	making	mistakes and being chastised. </s><s> They are also a
14	<input type="checkbox"/> doc#0 s may experience sentiments of inferiority and dread as a result	of	learning	languages in class, according to the report. </s><s> TI

Figure 4. An example of the use of English preposition "OF" in HSAC

	Details	Left context	KWIC	Right context
1	<input type="checkbox"/> doc#0 ecial networks to achieve the same end. </s><s> Our former set		of	contributing factors can loosely be termed as points that create
2	<input type="checkbox"/> doc#0 a civic culture. </s><s> This means that there is an overall sense		of	trusting one's neighbour, and this feeds through to a general tru:
3	<input type="checkbox"/> doc#1 , 331) will subconsciously also begin to whisper. </s><s> The act		of	whispering itself takes on an uncanny quality, as if spreading co
4	<input type="checkbox"/> doc#1 automaton, or mechanistic elements surfacing in the protagonist		of	Die Automate, Hoffmann emphasises a grating repulsion at the s
5	<input type="checkbox"/> doc#1 ...' (DA 347). </s><s> Music, like laughter or grieving, is a means		of	expressing emotion, belonging solely to the human realm. </s><
6	<input type="checkbox"/> doc#1 thout (human) dancers, or, perhaps more grating, the integration		of	dancing automata and people; the merging of the categories of I
7	<input type="checkbox"/> doc#1 ales. </s><s> Antonie's admirer is seized with a sickening feeling		of	foreboding just before coming across a funeral at the church-ya
8	<input type="checkbox"/> doc#1 'kings of the subconscious mind, and sensible of the possibilities		of	exploiting this unchartered realm to supremely uncanny effect. <
9	<input type="checkbox"/> doc#1 f ourselves, and at the same time entirely alien, in our entire lack		of	understanding as to how our thoughts originate, differ (between
10	<input type="checkbox"/> doc#1 nigma of the psychic automaton, a comparison with the process		of	dreaming . </s><s> He observes that 'uns off im Traum eine frer
11	<input type="checkbox"/> doc#1 & the intermedial artist </s><s> If Jaquet-Droz' celebrated works		of	mechanised innovation of the 19th century (the Writer, Draftsma
12	<input type="checkbox"/> doc#2 ffer from standard approaches to speech recognition in their aim		of	training an ensemble of speech recognisers which perform optin
13	<input type="checkbox"/> doc#2 uous speech recognition (LVCSR). </s><s> Due to the expense		of	obtaining a large training database, real-life or found data is oft
14	<input type="checkbox"/> doc#2 m a single system, and it is necessary to consider the limitations		of	using a single system for recognition. </s><s> There are several
15	<input type="checkbox"/> doc#2 entary systems. </s><s> Next, chapter 11 discusses the problem		of	improved word error detection to improve the combination of cor

Figure 5. An example of the use of English preposition "OF" in CAEC

V. CONCLUSION

Conceptual categories for Vietnamese prepositions are frequently transferred in the interlanguage of English-majored students. L1 conceptual representations mainly occur at lexical and grammatical levels. From the comparative results between the two corpora, conceptual transfer errors are evident and systematic with the different rates of usage, specifically in the following:

- (1) Vietnamese English learners have less difficulty using four common English prepositions: "of," "in," "to," and "for";
- (2) Vietnamese learners of English made some inappropriate uses of English prepositions due to their lack of equivalent terms in their mother tongue;
- (3) Based on a comparison of two corpora, the frequencies of errors made by Vietnamese English-majored students are rather high and systematic, and L1 conceptual transfer counts for such errors.

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Language and New Words and Phrases Related to Coronavirus Among Saudi Arabian Students: Awareness, Knowledge, and Use

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Abstract—This study investigates the awareness of Saudi Arabian students on the knowledge and use of new words and phrases that are related to coronavirus disease such as “self-isolation”, “self-quarantine”, “social distancing”, “confirmed cases”, “slowing down the rate” and “ahead to the curve”. These new lexes were transmitted directly to the ordinary people undertaking processes such as “wash your hands”, “stay home”, and “save lives” or words that worldly defined the disease as epidemic then pandemic with the ultimate use nowadays of vaccination. Besides, the paper aims at studying gender differences between Saudi males and females’ knowledge and use of the newly coined words and phrases. To find out how students have been affected by the disease on their knowledge and use of their language, the researchers designed a questionnaire consisting of 25 items estimating the students’ recognition of the impact of this phenomenon on language and the students’ awareness. The results reveal that the students’ awareness of knowledge and use of the new words and phrases varied as it was basically revealed in their response to the 25 items. It provides evidence that Saudi students have the ability to recognize the impact of coronavirus on their language.

Index Terms—coronavirus, new words and phrases, Saudi Arabian students, words related to covid-19

I. INTRODUCTION

On January 20, 2020, people around the world were looking at Wuhan, which had recently acquired much more attention. Now, with the official confirmation of the coronavirus as an epidemic, life has changed, and so has the ordinary man. People have shifted their speech events from focusing on everyday communication to coronavirus-related speech events (Li, 2020). Language changes, too, with linguistic features appearing as the result of the new global event that has had a significant influence on our lives and the way we communicate. The outbreak of the coronavirus epidemic has caused worldwide concern. The change has occurred not only in everyday language but also in the mass media and on networking sites as well. Within this short period of time, language expressions have been overwhelmingly centred around coronavirus (Lew & Kosem, 2020). Language is used to report and describe the development of newly coined words and expressions. It is real, then, to assert the fact that, due to the health crisis the world is experiencing, the coronavirus disease has cognitive and communicative dimensions which determine the words’ use in discourse (Haddad & Martínez, 2020).

Countries in the Arab world are not linguistically distant from this change the world has witnessed, as Saudi Arabian speakers have been linguistically involved; the new linguistic features related to coronavirus have become a part of their everyday lives as well. In addition, many social media portals have been designed to announce government health policies, with regular updates on the progress of the epidemic, providing people with specific information on how to prevent the spread of the virus and how to fight it. To the researchers, it is noteworthy that this was the first step for people to confront—gaining access to new technical words related to the Coronavirus, or COVID-19, as it was later named and extensively referred to.

On March 8, 2020, the Saudi government ordered the lockdown of every association, as well as governmental establishments such as schools, universities, and organizations, both public and private. Since then, language use has completely changed. Words and information relating to the virus were exposed first in foreign languages—English, for instance—and then they were spread thoroughly through relevant public services in Arabic. The news on social media and web networking sites fully exposed unfamiliar words, and then those words began to appear on official websites. This new lexis was transmitted directly to ordinary people. All these words were new to countries in the Arab world and to the people of Saudi Arabia in particular.

It is reasonable to assume that panic and anxiety are normal reactions of people exposed to an epidemic like COVID-19 (Zhang, 2020). To alleviate their anxiety, people were driven by the pandemic to social media (Wiederhold, 2020). Once the World Health Organization (henceforth: WHO) announced that the coronavirus epidemic was a pandemic, words and phrases associated with coronavirus have become increasingly familiar in the context of the current global

crisis—terms such as "self-isolation," "social distancing", confirmed cases" and "slowing down". Being affected by the pressure of using these words in Arabic, and estimating the knowledge of these newly coined expressions among the students, in particular, was the main aim of this study. The researchers have collected some of the new words and phrases related to the coronavirus pandemic appearing between March and September of 2020, as listed in the 2020 Oxford English Dictionary (henceforth: OED), which had formed a questionnaire to investigate students' knowledge and use of these phrases and whether they aligned with challenging English words or if they preferred the Arabic medium of interaction to increase individual awareness and cultural confidence.

A. Aim of the Study

Words and phrases that are associated with coronavirus have become increasingly familiar in the context of the current global crisis. These include "self-isolation," "social distancing," "slowing down", and "confirmed cases". Such words and phrases continually update to cope with the new linguistic development of the lexis. In this paper, the researchers attempted to investigate the most familiar common words and phrases that have recently become a part of the linguistic repertoire of the Arab world countries—specifically examining how frequently they have been used among university students in relation to the new health crises. Estimating students' knowledge and usage of these words and phrases, the researchers intend to examine the aim of the study. These words and phrases were collected from the period of March to September of 2020. As Russell (2020) states, "Before 2020, coronavirus was relatively rare outside medical and scientific discourse. While COVID-19 was only coined in February; both now dominate the global discourse". Additionally, the researchers sought to juxtapose the gender differences between men and women in the general knowledge and use of these newly coined expressions.

B. Importance of the Study

People's discourse has been changed drastically since the onset of the coronavirus pandemic. "... the pandemic will still change language, broadly construed – just not among adults" (McWholter 2020). Millions of people who speak lesser-known languages do not have a single source on the COVID-19 language yet. This research is designed to facilitate access to the neo-coined linguistic features—these words and phrases—among a Saudi Arabian context to examine the status of the speech Saudi Arabians have come to use following the lockdown of Wuhan, the centre of the virus outbreak, and the subsequent lockdown of the other countries around the world. It is significant because it will shed light on the linguistic features of the speech of the 2020 generation. In addition, it highlights the process of reviving lexical terms that were not used publicly before the pandemic. Due to this crisis, the world has experienced words that were once restricted to specific medical resources but are now a part of everyday interactions.

C. Limitation of the Study

The words and phrases the researchers introduced to the students are the most frequently used in Saudi Arabia. The results, then, will conform to this group of students and these items.

II. LITERATURE REVIEW

Many countries instituted lockdowns and self-isolation measures. Lockdowns varied in force. In Wuhan, citizens were banned from crossing borders; schools, universities, and non-essential shops were closed; public transport ground to a halt; and only one or two household members could go out to make purchases (Langton, 2020).

As coronavirus information has become widespread, people have exploded with fear because of the false information they receive from social media portals (Tan, 2020); whether the information is fake news or not, it often pays little attention to accuracy or credibility.

English has been used as a medium to reveal the effects of the use of the newly coined words and expressions by the public. People, social media portals, and health organizations have shed light on the importance of information about coronavirus by using the English language. To raise awareness among people in different areas around the world, countries started to use similar words and phrases to discuss the new forms of the illness in order to communicate with the public efficiently. Supported by the WHO, as they were in contact with the national authorities, English's use in these expressions has become prevalent across social media platforms. Coronavirus has led to an explosion of new words and phrases that have entered the linguistic repertoire of a large number of people in a short amount of time, which helps us make sense of the changes that have suddenly become part of our everyday lives (Piller, Zhang, & Li, 2020).

COVID-19 has opened a path for scholars to re-examine the role of language. New words and phrases—both in English and in other languages—have become part of people's everyday lives, according to Lawson (2020), who uncovers the changes languages have undertaken. Words and phrases such as "self-isolation," "social distancing," "hangers," and "flatten the curve" have been added to the OED in the three months between December 2019 and March 2020. Such words and phrases have become increasingly familiar in the context of the current global crisis and have shown linguistic developments. Before that—in the late spring and again in July—dictionary editors released special updates, citing a need to document the impact of the COVID-19 pandemic on the English language (as cited in Kreuz, 2020). Most coronavirus-related words are older, more obscure words and phrases that have now been catapulted into

common usage—specimens such as "reproduction number" and "social distance." They have also documented the creation of new word combinations based on previously existing vocabulary. The OED (2020) summarizes recent trends using English data in their article. This corpus was updated each month. "coronavirus," "COVID-19," and other words denoting the virus and the disease began to appear more frequently, of course, but the most striking change has been the considerable increase in the frequency of the words "coronavirus" and "COVID-19" themselves, (Paton, 2020). Before 2020, "coronavirus" was relatively rare outside the realm of medical and scientific discourse. "COVID-19" was only coined in February, when the WHO announced the official name of the virus. In April, however, the figures for both "COVID-19" and "coronavirus" were then being used at roughly the same frequency, as shown in the chart below:

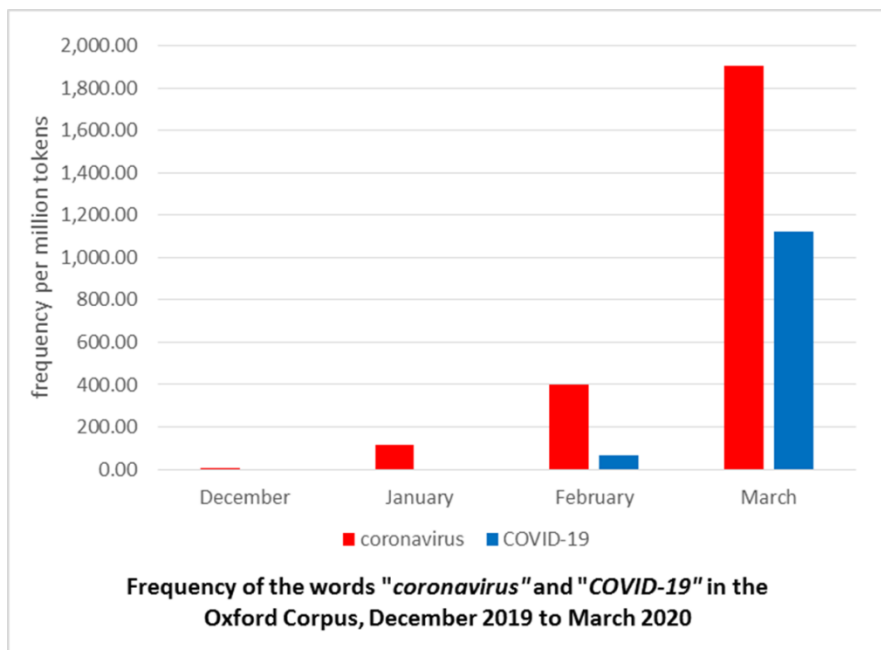


Chart (1) illustrates the extent to which the use of the word "coronavirus" has overwhelmingly increased (as cited in OED Team, 2020).

Robert Lawson, as cited in Ro (2020), claims that the speed of the linguistic change experienced with COVID-19 is unprecedented. He attributes this to multiple factors, such as the dizzying pace at which the virus has spread its dominance across media and other platforms that enable global interconnectivity. "Wash your hands" is not enough to combat this pandemic, and other expressions may also be added in the future. Before the pandemic, "COVID-19," "quarantine," "wash your hands," and "all of us are at risk" are statements that were either unknown or unlikely to have been taken seriously. The pandemic has led to many terms that are helpful when used in their everyday lives. In her 2020 article "Language in the time of the coronavirus crisis—UK case study," Scott claims that language has changed because of the coronavirus crisis, and so have some of the ways in which new usages are created. These changes include:

- *Framing* shapes all communication. It is commonly present in the imperatives issued by governments across the world to stay home and stay safe to protect health services.
- *Tricolons* refer to the use of triplets for rhetorical effect, but, in this case, the three elements do not form a natural category. "Stay at home" and "save lives" go hand in hand because isolation helps to prevent transmission. However, this does not go hand in hand with "protect and save the health service."
- *Metonymy*, a form of Newspeak, is a figure of speech that allows us to communicate one thing by referring to something closely associated with it. Newspeak refers to the control of language in order to control thought. For instance, staying "ahead of the curve" can be designed and established by slowing down the rate of transmission through "self-isolation."

III. METHODS

This study aims at investigating the issue of the new words and phrases that have become widespread following the outbreak of COVID-19. Furthermore, it investigates Saudi Arabian university students' knowledge and use of these words and phrases. It also seeks to juxtapose the gender differences between men and women in the general knowledge and use of these new words and phrases.

A. Data Collection

To achieve the goal of this study, a questionnaire consisting of 25 items was applied to estimate students' awareness, knowledge, and usage of the new words and phrases that have emerged due to the pandemic. The questionnaire, which was given to 50 students—15 male and 35 female—was divided into two sections. The first section concerns personal information such as the participant's age, gender, and level of education. The second section of the questionnaire consists of 25 items with the invitation to respond with one of the following options: strongly agree/SA (5), agree/A (4), disagree/D (3) strongly disagree/SD (2), and never (1), making up a five-point Likert-type scale. In order to ensure the validity of the questionnaire, three experts were requested to read it. Based on the feedback received from the experts, the items were modified and finalized. The data was analyzed by employing descriptive statistics to calculate and analyze the frequency and percentages to display the rates of use and knowledge, along with gender differences, among students who were voluntarily involved as participants in this study.

B. Data Analysis

The study is based on analyzing a select set of words and phrases such as "virus," "coronavirus," "epidemic," "pandemic," "new coronavirus," "flatten the curve," "stay at home," and "work from home," which have become familiar to many people since the global outbreak of coronavirus. As a result, the analysis involves how frequently students use the words and how familiar the coronavirus-related words and phrases are to the students. To seek and understand social phenomena naturally (Creswell, 2009), the researchers follow the approach of Milroy and Milroy (1985), as it is one of the best ways to study language changes. To specify how language passes from one state to another reflects the change in linguistic structure and social reality. The data was categorized into four dimensions according to the two main topics, and then a quantitative analysis was used, taking into consideration the gender differences.

IV. FINDINGS AND DISCUSSION

In this section, the researchers analyze the data according to the two main topics: awareness of (1) knowledge and (2) usage, considering gender differences.

A. Men and Women's Knowledge and Use of Coronavirus Words and Phrases

The data reflecting how familiar participants were with coronavirus words and phrases and how frequently the words and phrases have been used were divided into four dimensions, as highlighted below:

1. Male and Female Students' Knowledge of Coronavirus Words and Phrases

How familiar the coronavirus words and phrases are to male and female students can be seen with the illustration of the findings, uncovering the means and the standard deviation, as shown in Table 1.

TABLE 1
FEMALE STUDENTS' KNOWLEDGE OF CORONAVIRUS WORDS AND PHRASES

No.	Frequency and percentage	Strongly agree	agree/	Agree	Strongly disagree	Disagree	Never
1.	F	10	24	0	0	1	
	%	28.57143	68.57143	0	0	2.857143	
2.	F	0	17	7	8	3	
	%	0	48.57143	20	22.85714	8.571429	
3.	F	4	8	0	3	0	
	%	34.28571	42.85714	0	22.85714	0	
4.	F	8	15	0	12	0	
	%	22.85714	42.85714	0	34.28571	0	
5.	F	0	12	0	19	4	
	%	0	34.28571	0	54.28571	11.42857	
	F	14	17	0	0	4	
6.	%	40	48.57143	0	0	11.42857	

TABLE 2
MALE STUDENTS' KNOWLEDGE OF CORONAVIRUS WORDS AND PHRASES

No.	Frequency And percentage	Strongly agree/ agree	Agree	Strongly disagree	Disagree	Never
1.	F	10	4	0	0	1
	%	66.66667	26.66667	0	0	6.666667
2.	F	0	7	0	3	5
	%	0	46.66667	0	20	33.33333
3.	F	4	8	0	3	0
	%	34.28571	42.85714	0	22.85714	0
4.	F	5	6	4	0	0
	%	33.33333	40	26.66667	0	0
5.	F	0	4	4	0	7
	%	0	26.66667	26.66667	0	46.66667
6.	F	8	7	0	0	0
	%	53.33333	46.66667	0	0	0

The participants' familiarity with the coronavirus-related event can be seen in items 1 and 3. They positively agree (68.5% of female students agree and 66% of male students strongly agree, respectively), as seen in Tables 1 and 2. Interestingly, their responses to item 53% strongly agree with the male students, and 48.5% of the female students agree that "COVID-19" was first originated as a newly coined word in 2020, with only 11% of female students who showed a negative response. Despite the fact they did agree with it a new word, they did not know the exact time WHO announced the term "COVID-19" (Item 2); they disagree that the term "COVID-19" had been coined in February. The researchers believe that the participants had no idea about the time WHO announced the term because the lockdown in Saudi Arabia was announced in March of 2020. Earlier, they were not familiar with the term. In item 5, male and female respondents' attitude towards the differences between "epidemic" and "pandemic" is noticeably evident. To Abdul Rahim (2020), the term "pandemic" replaced "epidemic" with a frequency of "pandemic" 10 times greater than the total frequency of "epidemic".

2. Awareness of the Impact of COVID-19 on Language

With the announcement of COVID-19 as a pandemic, the Kingdom of Saudi Arabia went into a series of lockdowns. Insights about these issues showed people's shifting perceptions and concerns. It is abundantly clear that "coronavirus" has infected our vocabulary. People have grown increasingly aware of corresponding news (as seen in Item 12). 70% (i.e. 25% strongly agree and 45% agree) agree of female students and 66.6% of male students (i.e. 46.6% strongly agree and 20 % agree) that people have shifted their speech events from everyday communication to pandemic-related events, as words and phrases about the coronavirus have become the most frequently used. As shown in Tables 3 and 4, these results confirm that Saudi students have been linguistically involved and consciously aware of the speech events of the 2020s. Items 8, 9, and 10 all received positive responses. This gives insights that language is increasingly becoming a reflection of social activities.

TABLE 3
AWARENESS OF THE IMPACT OF COVID-19 ON LANGUAGE (FEMALE STUDENTS)

No.	Frequency And percentage	Strongly agree/ agree	Agree	Strongly disagree	Disagree	Never
7.	F	9	11	0	10	5
	%	25.71429	31.42857	0	28.57143	14.28571
8.	F	11	13	11	0	0
	%	31.42857	37.14286	31.42857	0	0
9	F	14	11	9	1	0
	%	40	31.42857	25.71429	2.857143	0
10	F	13	10	4	4	4
	%	37.14286	28.57143	11.42857	11.42857	11.42857
11	F	13	12	10	0	0
	%	37.14286	34.28571	28.57143	0	0
12	F	9	16	0	0	10
	%	25.71429	45.71429	0	0	28.57143

TABLE 4
AWARENESS OF THE IMPACT OF COVID-19 ON LANGUAGE (MALE STUDENTS)

No.	Frequency And percentage	Strongly agree/	Agree	Strongly disagree	Disagree	Never
7.	F	4	4	0	4	3
	%	26.66667	26.66667	0	26.66667	20
8.	F	8	3	0	4	0
	%	53.33333	20	0	26.66667	0
9	F	10	3	0	2	0
	%	66.66667	20	0	13.33333	0
10	F	9	2	0	3	1
	%	60	13.33333	0	20	6.66667
11	F	8	4	3	0	0
	%	53.33333	26.66667	20	0	0
12	F	7	3	0	5	0
	%	46.66667	20	0	33.33333	0

3. The Impact of Social Media and Networking Sites on the Knowledge and Use of Words and Phrases Related to the Coronavirus Disease

Social media and networking sites have positively affected knowledge and use of terms related to coronavirus. With the WHO announcement of the coronavirus as a pandemic, participants have agreed that, since then, they have started to follow social media to learn more and more about the new disease. 90% (51.4% strongly agree and 48.5% agree) positively responded that social media portals have been designed to spread government health organization policies. Additionally, the majority, too, ultimately agreed that they followed the information and policies introduced by the Saudi Health Organization to avoid fake news, as shown in item 13. This shows the awareness of the participants and how anxious they were about following the new coronavirus speech events; its frequency is much higher than before. The progress of the epidemic-related expressions and terms is regularly updated, providing people with specific information on preventing the spread of the virus and how to fight it. Whether or not they were following the updated news, men and women positively agreed to follow social media portals to find the new terms, as shown in item 14.

TABLE 5
THE IMPACT OF SOCIAL MEDIA AND NETWORKING SITES ON THE KNOWLEDGE AND USE OF WORDS AND PHRASES RELATED TO THE CORONAVIRUS DISEASE

No.	Frequency And percentage	Strongly agree/	Agree	Strongly disagree	Disagree	Never
Female students						
13	F	18	17	0	0	0
	%	51.42857	48.57143	0	0	0
14	F	22	13	0	0	0
	%	62.85714	37.14286	0	0	0
Male students						
	Frequency And percentage	Strongly agree/	Agree	Strongly disagree	Disagree	Never
13	F	10	5	0	0	0
	%	66.66667	33.33333	0	0	0
14	F	11	4	0	0	0
	%	73.33333	26.66667	0	0	0

4. Male and Female Students' Use of Coronavirus Words and Phrases

Saudi Arabian speakers have experienced an impact corresponding to the new linguistic uses of words and phrases related to coronavirus speech events. Words such as "self-quarantine" and "self-isolate" are used with new meanings due to COVID-19, as positively shown by participants (Items 15, 18, and 19).

TABLE 6
FEMALE STUDENTS' USE OF CORONAVIRUS WORDS AND PHRASES

No.	Frequency And percentage	Strongly agree	agree/	Agree	Strongly disagree	Disagree	Never
15.	F	10		10	7	8	0
	%	28.57143		28.57143	20	22.85714	0
16	F	7		9	0	8	11
	%	20		25.71429	0	22.85714	31.42857
17	F	10		15	0	10	0
	%	28.57143		42.85714	0	28.57143	0
18	F	8		17	0	10	0
	%	22.85714		48.57143	0	28.57143	0
19	F	10		12	0	4	8
	%	28.57143		34.28571	0	11.42857	22.85714
20	F	4		11	4	4	11
	%	11.42857		31.42857	11.42857	11.42857	31.42857

As shown in Table 6, the respondents positively responded to using confirmed cases to the newly infected persons. 25.7% of the female group confirmed using the words with their new meaning, in contrast to 22.8% who negatively responded to the new given usage of the word "confirmed". Male and female respondents both agreed that words and phrases such as "self-quarantine," "self-isolation," "social distancing," "slowing down the rate," "stay home," "wash your hands," and "save lives" have been widely used due to the spread of the pandemic (Items 20-25). They agreed that these terms have, indeed, become a part of their everyday speech. The researchers believe that the participants' knowledge about "self-quarantine," "self-isolate," and other words and phrases have increased the use of these items due to the increase in the number of cases of them being used with new meanings (Items 15-19). The use of words and phrases can be attributed to the fact that these words and phrases have become increasingly important to people's lives and speech. As Abdul Rahim (2020) asserts, words and phrases related to the pandemic have emerged, and the increase in the use of other equally interesting words and phrases reflects the changes that took place throughout the last few months.

B. Gender's Correlation to Knowledge and Use of Coronavirus Words and Phrases

As the world has witnessed, there has been a significant change in life due to the rapid spread of the coronavirus disease, reflected in people's use and knowledge of this new phenomenon's corresponding vocabulary. The way male and female respondents perceive this knowledge separately and the extent to which this disease has impacted language have been discussed below.

It has been noticed that there is a significant difference in knowledge between men and women. In item 2, female students gave negative responses. 44.85% of the female group asserted, they did not know the exact time "COVID-19" was announced by WHO, contrary to male students, where only 20% showed ignorance of the state. This suggested that said frequency of using the word was not high at the beginning of the spread of the disease. In item 5, female participants showed high knowledge of the difference between pandemic and epidemic. 54.2% of the female students disagree to acknowledge that the two words have the same related meaning. Contrary to this, men's response was neutral (46.6%). 26.6% confirmed their knowledge, and 26.6% showed their disagreement to be familiar with the new announcement made by the WHO, as shown in table 7.

TABLE 7
DIFFERENCE IN THE KNOWLEDGE OF THE TWO CONCEPTS, PANDEMIC AND EPIDEMIC, BETWEEN MALE AND FEMALE STUDENTS

Item No. 5	Frequency And percentage	Strongly agree	Agree	Strongly disagree	Disagree	Never
Female students	%	0	34.28571	0	54.28571	11.42857
Male students	%	0	26.66667	26.66667	0	46.66667

TABLE 8
DIFFERENCE IN AWARENESS BETWEEN MALE AND FEMALE STUDENTS

Item No. 9	Frequency And percentage	Strongly agree	Agree	Strongly disagree	Disagree	Never
Female students	%	40	31.428	25.7140	2.857	0
Male students	%	66.666	20.00	0	13.333	0

With the increase in numbers of confirmed cases, people have begun to have awareness about the news state, as shown in item 9 in Table 8. While the general majority (71.42% of women and 86.66% of men in total for 'agree' and 'strongly agree') agreed that people have shifted their speech events from everyday communication to pandemic-related events, 28.56% (i.e., 'strongly disagree' along with 'disagree') of female participants showed their non-awareness of the

emergence of this new phenomenon, which is a curious result. This may be accounted for by the fact that women use fewer words and phrases, so they become less frequent.

TABLE 9
DIFFERENCES IN THE IMPACT OF THE NEW WORDS AND PHRASES ON LANGUAGE

Item 16: You use "confirmed" for the newly infected person	Frequency And percentage	Strongly agree	Agree	Strongly disagree	Disagree	Never
Female students	%	20	25.71429	0	22.85714	31.42857
Male students	%	46.66667	33.33333	0	20	0

As shown in Table 9, even though female responses were lower than male responses in Item 16, most of the participants were able to recognize the impact of the new words and phrases on language. 79.99% of the male respondents replied positively to item 16, while female students faced considerable difficulty recognizing the mutual relationship between the words "confirmed" and "infected" concerning the coronavirus disease. 45.7% has shown positive knowledge, while 22.8% negatively responded, and 31.4% were neutral.

TABLE 10
DIFFERENCES IN THE USE OF WORDS AND PHRASES

Item 20: You use "Self-isolation" before the pandemic	Frequency And percentage	Strongly agree	Agree	Strongly disagree	Disagree	Never
Female students	%	11.42857	31.42857	11.42857	11.42857	31.42857
Male students	%	13.33333	13.33333	40	6.66667	26.66667

In Table 10, there was a significant difference between male and female responses. Female participants' ability to recognize "self-isolation" as was not used before the pandemic indicates their awareness. This phrase is a newly coined neologism, which appeared amidst the new event. 42.84% of women agreed that it is a new phrase, and 22.84% disagreed. On the other hand, 26.33% of men agreed, while 46% responded negatively to this phrase.

TABLE 11
DIFFERENCES IN THE USE OF WORDS AND PHRASES

Item 21: You use "social distancing" after the pandemic	Frequency And percentage	Strongly agree	Agree	Strongly disagree	Disagree	Never
Female students	%	28.57143	28.57143	11.42857	14.28571	17.14286
Male students	%	46.66667	53.33333	0	0	0

In Table 11, the highest score was 98.99% ('strongly agree' and 'agree') for men and 57.14% for women, which was low in score compared to the men's score. In determining the use of the phrase "social distancing" after the pandemic, the result indicates how frequently the phrase is used to male respondents as they responded positively while the female responses showed that they have been divided between 'agree' (57.14%), 'disagree' (25.26%), and 'neutral' (17.14%).

V. CONCLUSION

The results of this study provide evidence of the students' awareness, knowledge and use of words and phrases related to coronavirus. The results are corroborated with the objectives of this study. The researchers conclude that, due to the frequent use of these now-familiar words and phrases in the everyday speech of Saudi Arabians, this may have played a positive role in the students' responses regarding comprehension and awareness of the impact of this phenomenon on their language. The responses of both men and women show the profound effect that COVID-19 has had on the linguistic features of the language they use today.

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Speech Perception Performance of Native Speakers of Marathi: Effect of Filtered Speech Stimulus and Degree of Hearing Impairment

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Abstract—The study investigated the effect of filtered speech stimulus on speech perception performance of native speakers of Marathi as a function of degree of hearing impairment. Speech identification score (SIS) testing was performed to measure speech perception on three groups (Group I, Group II, and Group III consisted of participants with moderate, moderately-severe, and severe sensorineural hearing impairment respectively). Speech stimuli comprised eight word-lists with each list consisting of 25 words in Marathi. The first seven word-lists (first to seven) were filtered at 500 Hz, 1000 Hz, 1500 Hz, 2000 Hz, 2500 Hz, 3000 Hz, and 3500 Hz cut-off frequencies, respectively, while word list 8 was left unfiltered. Although, the SIS improved with increase in cut-off frequency, the improvement in SIS with increase in cut-off frequency of speech stimulus was noticed up to 3000 Hz, 2500 Hz, and 2000 Hz for participants of Group I, Group II, and Group III, respectively. In addition, the improvement in speech perception performance did not correspond to what would be anticipated with an increase in the cut-off frequency of speech stimulus for participants of Group II and Group III compared to participants of Group I. Although, there was a significant reduction in SIS as a function of the degree of hearing impairment for speech stimulus filtered at 1500 Hz, 2000 Hz, 2500 Hz, and 3000 Hz cut-off frequencies, there was no significant effect of degree of hearing impairment on SIS for speech stimulus filtered at 500 Hz and 1000 Hz cut-off frequencies.

Index Terms—filtered speech stimulus, degree of hearing impairment, cut-off frequency, speech identification score, Marathi

I. INTRODUCTION

Speech is one of the most important vehicles of human communication systems, and hearing is the building block upon which our complex communication system is designed. The perception of speech is most generally assessed in terms of an individual's auditory capability to recognize regular components of speech such as phonemes, words, and sentences (Winn, Won & Moon, 2016). There are several spectral and temporal variations in the speech which contribute to the perception of speech signals across languages (Avilala, Prabhu & Barman, 2010). Thus, speech perception is influenced by how psychophysical properties of speech, such as spectral and temporal features, are identified and distinguished, which is in turn influenced by a person's auditory capability (Win, Won & Moon, 2016). A systematic study is therefore required to determine the significance of spectral and/or temporal features of speech for speech perception. The significance of spectral or temporal features to speech perception can be explored by altering one parameter while leaving another unaltered. Thus, one can study the contribution of different spectral components of speech in speech perception by manipulating the spectral properties of speech, such as the use of filtered speech stimulus (Avilala, Prabhu & Barman, 2010). Similarly, the contribution of temporal components of speech in speech perception can be studied by manipulating the temporal characteristics of speech, such as time-compressed speech stimulus (Bhargavi, Prakash, Kumar & Sindhura, 2011).

Bornstein, Wilson & Cambron (1994) investigated the effect of filtered speech on speech identification performance of native speakers of English and observed that individuals with normal hearing obtained 70% SIS for speech stimuli

filtered at 1500 Hz cut-off frequency. The results of the studies on the English language cannot be generalized and applied to the Indian languages. Similarly, the research reports on the findings of one Indian language cannot be applied to another Indian language due to the differences in psychophysical characteristics of speech such as spectral energy across languages (Avilala, Prabhu & Barman, 2010; Kumar, Patil, Saxena, Bapuji & Chacko (2021). Subsequently, Avilala, Prabhu & Barman (2010) investigated the effect of filtered speech on speech identification performance of native speakers of Kannada (South Indian Dravidian language) and observed that individuals with normal hearing achieved 70% SIS for Kannada speech stimulus filtered at 1200 Hz cut-off frequency. Similarly, Kumar, Patil, Saxena, Bapuji & Chacko (2021) investigated the effect of spectrally modified speech on speech identification performance of native speakers of Marathi (Southern Indo-Aryan language) and reported that individuals with normal hearing achieved 90% SIS for Marathi speech stimulus filtered at 2500 Hz cut-off frequency. After conducting a retrospective analysis to compare with the findings of study on Kannada, it was observed that participants obtained 70% correct SIS for speech stimuli filtered at 1500 Hz cut-off frequency in Marathi compared to speech stimuli filtered at 1200 Hz in Kannada (Kumar, Patil, Saxena, Bapuji & Chacko, 2021). Because of the differences between Marathi and Kannada, the findings in one Indian language cannot be simply extrapolated and applied to other Indian languages.

Speech is a broadband signal with abundant spectral and temporal cues that are essential to the perception of speech signals (Turner, Souza & Forget, 1995; Fu, Shannon & Wang, 1998). The cochlea conducts an exquisite frequency analysis of a signal in normal hearing, breaking down its frequency components into a spatially distributed array of activity. A limited spectral resolution or little spectral information may be enough to understand speech in quiet listening environments (Shannon, Zeng, Kamath, Wygonski & Ekelid, 1995; Smith, Delgutte & Oxenham, 2002). Sensorineural hearing impairment occurs when the functioning of the cochlea is affected or when there is a dysfunction of the auditory nerve or higher centers in the auditory pathway. The auditory filters are often broader than normal, resulting in greater masking by background noises and echoes in reverberant environments and, in extreme conditions, even in silent anechoic environments (Summerfield, 1987). Consequently, a sensorineural hearing impairment encompasses not only the reduction in hearing sensitivity but also suprathreshold impairments such as poor spectral and temporal resolutions that degrade the perception of speech signals. Thus, reduction in the ability to resolve the frequency components of complex sounds (spectral resolution) and to process the temporal fine structure of sounds (temporal resolution) are some of the factors contributing to difficulty in understanding speech, especially under adverse listening conditions in individuals with sensorineural hearing impairment (Lorenzi, Gilbert, Carn, Garnier & Moore, 2006).

One of the most important aspects of hearing aid fitting for those with sensorineural hearing impairment is trying to match the acoustic signal to the residual auditory area in order to make as much of the speech signal is made audible as possible. Hence, the main goal of hearing aid fitting for individuals with hearing impairment is to provide audibility of a wide range of input levels from a broad frequency spectrum (Stelmachowicz, Pittman, Hoover & Lewis, 2004). However, while conventional hearing aids can offer satisfactory access in the low-to-mid frequencies of speech spectrum, they provide insufficient gain to the speech spectrum in the higher frequency range for those with severe hearing impairment and beyond (Boothroyd, 2008). Therefore, there is a tremendous need to understand the contribution of spectral energy to speech perception and to ascertain the effective cut-off frequency of speech needed for achieving maximum speech perception performance for individuals with sensorineural hearing impairment in their concerned language. The goal of this study was, therefore, to investigate the effect of filtered speech on speech perception performance of native speakers of Marathi as a function of the degree of hearing impairment. The findings of such studies would be valuable in developing better evaluation tools and management strategies for individuals with sensorineural hearing impairment.

II. MATERIALS AND METHODS

The study constituted an analytical research design with a purposive sampling technique. The SIS testing was performed as a measure of speech perception using a filtered speech test on native speakers of Marathi to assess the effect of filtered speech stimulus on speech perception performance as a function of the degree of hearing impairment.

A. Participants

A total of 60 individuals with post-lingual bilateral symmetrical sensorineural hearing impairment served as participants in the present study. The participants were in the age range between 38 and 55 years ($M=45.80$; $SD=\pm 5.64$). They were equally divided into three groups based on the degree of hearing impairment. Group I, Group II, and Group III consisted of participants with moderate, moderately-severe, severe sensorineural hearing impairment, respectively. All the participants had 'A' type tympanogram indicative of normal middle ear condition. All the participants were native speakers of Marathi (Southern Indo-Aryan language) belonging to different regions of Maharashtra, a state of west India.

B. Test Stimulus

The filtered speech test in Marathi developed by Kumar, Patil, Saxena, Bapuji & Chacko (2020) was applied as a stimulus to fulfill the aim of the study. The filtered speech test was established by adapting the conventional speech

identification test in Marathi developed by Kumar, Mohanty, Ujawane & Huzurbazar (2016). The filtered speech test consists of eight word-lists, each of which has 25 words in Marathi. The word lists 1, 2, 3, 4, 5, 6, and 7 filtered at cut-off frequencies of 500 Hz, 1000 Hz, 1500 Hz, 2000 Hz, 2500 Hz, 3000 Hz, and 3500 Hz respectively, while word list 8 was left unfiltered (Kumar, Patil, Saxena, Bapuji & Chacko, 2020).

C. Procedure

All of the investigations have been carried out in a double-room suite that was air-conditioned and had ambient noise levels that were within permissible limits. The audiological assessments such as pure-tone audiometry and tympanometry were performed in order to confirm that the participants were suitable for the study. The SIS testing was performed as a measure of speech perception on three groups of participants using eight word-lists. The stimulus was delivered by TDH-39 headphones through a laptop that was routed through a calibrated digital diagnostic audiometer. All the participants were tested monaurally at the most comfortable level using eight word-lists. The selection of ears for performing SIS testing was made on a random basis. An open-set response in the form of an oral response was obtained. In order to familiarize the participants with test procedure, ten practice items were presented at first.

D. Scoring

A score of 1 was assigned to each correct response, while a score of 0 was assigned to each incorrect response. The SIS (%) is calculated by dividing the number of words correctly repeated divided by the total number of words presented, and then multiplying the value by 100. The SIS (%) was then determined for each participant separately for each word list for further evaluation.

E. Statistical Analysis

The mean and standard deviation SIS (%) values were calculated for eight word-lists obtained by the participants of three groups. One-way repeated measures ANOVA with LSD posthoc analysis was performed to determine whether there was a significant difference in mean SIS (%) between eight word-lists for each group and three groups for each word list.

III. RESULTS

A. Results

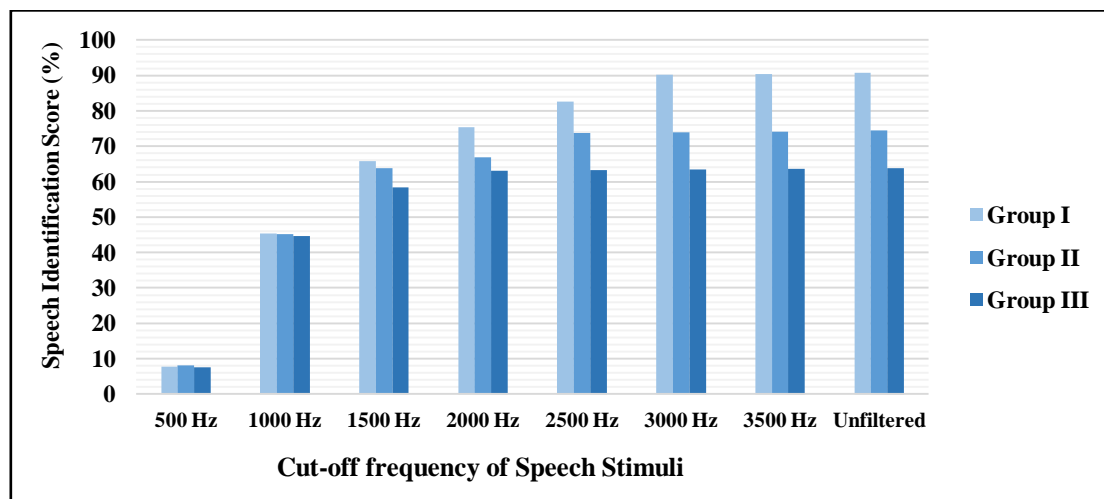


Figure 1. Comparison of mean SIS (%) between participants of three groups for each word list

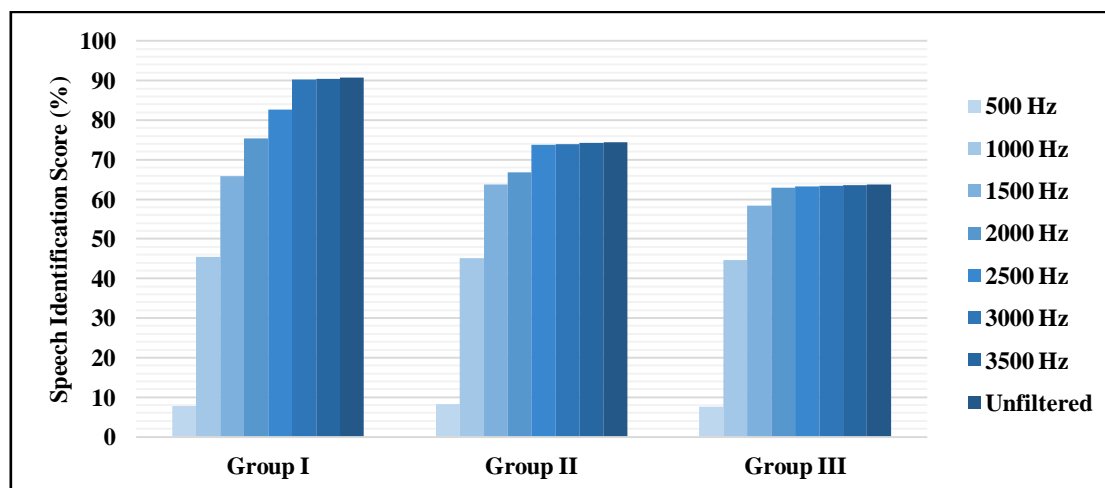


Figure 2. Comparison of mean SIS (%) between eight word-lists for participants of each group

Figures 1 and 2 show mean SIS (%) values between three groups for each word list and between eight word-lists for each group, respectively. One-way repeated measures of ANOVA revealed no statistically significant difference ($p > 0.05$) in mean SIS (%) between and within groups for speech stimulus filtered at 500 Hz and 1000 Hz cut-off frequencies. However, there was a statistically significant difference ($p < 0.05$) in mean SIS (%) between and within groups for speech stimulus filtered at 1500 Hz, 2000 Hz, 2500 Hz, 3000 Hz, 3500 Hz, and unfiltered speech stimulus (Table 1). Similarly, the difference in mean SIS (%) between and within eight word-lists for each group was statistically significant ($p < 0.05$) (Table 2).

TABLE 1

ONE-WAY ANOVA RESULTS SHOWING THE COMPARISON OF MEAN SIS (%) BETWEEN AND WITHIN GROUPS FOR EACH SPEECH STIMULUS

Stimuli	Groups	Sum of Squares	df	Mean Square	F	Sig.
500 Hz	Between Groups	3.733000	2	1.86700	0.1520	0.859
	Within Groups	699.2000	57	12.2670		
	Total	702.9330	59			
1000 Hz	Between Groups	6.933000	2	3.46700	0.0870	0.916
	Within Groups	2260.800	57	39.6630		
	Total	2267.733	59			
1500 Hz	Between Groups	615.4400	2	307.720	5.4250	0.067
	Within Groups	3403.200	60	56.7200		
	Total	4018.640	62			
2000 Hz	Between Groups	1658.133	2	829.067	16.882	0.000
	Within Groups	2799.200	57	49.1090		
	Total	4457.333	59			
2500 Hz	Between Groups	3774.400	2	1887.20	52.239	0.000
	Within Groups	2059.200	57	36.1260		
	Total	5833.600	59			
3000 Hz	Between Groups	7286.933	2	3643.46	137.353	0.000
	Within Groups	1512.000	57	26.5260		
	Total	8798.933	59			
3500 Hz	Between Groups	7286.933	2	3643.46	151.722	0.000
	Within Groups	1368.800	57	24.0140		
	Total	8655.733	59			
Unfiltered	Between Groups	7402.133	2	3701.06	164.916	0.000
	Within Groups	1279.200	57	22.4420		
	Total	8681.333	59			

TABLE 2

ONE-WAY ANOVA RESULTS SHOWING THE COMPARISON OF MEAN SIS (%) BETWEEN AND WITHIN SPEECH STIMULI FOR EACH GROUP

Groups	Speech Stimuli	Sum of Squares	df	Mean Square	F	Sig.
Group I	Between Stimuli	118391.600	7	16913.086	926.077	0.000
	Within Stimuli	2776.000	152	18.263000		
	Total	121167.600	159			
Group II	Between Stimuli	75167.600	7	10738.229	252.508	0.000
	Within Stimuli	6464.000	152	42.526000		
	Total	81631.600	159			
Group III	Between Stimuli	56709.660	7	8101.3800	213.531	0.000
	Within Stimuli	6070.400	160	37.940000		
	Total	62780.060	167			

The data were further subjected to LSD post-hoc multiple comparisons and the results were discussed under the following headings: Comparison of mean SIS (%) between three groups for each filtered speech stimulus; Comparison of mean SIS (%) between different filtered speech stimuli for participants with moderate sensorineural hearing impairment (Group I); Comparison of mean SIS (%) between different filtered speech stimuli for participants with moderately-severe sensorineural hearing impairment (Group II); Comparison of mean SIS (%) between different filtered speech stimuli for participants with severe sensorineural hearing impairment (Group III).

1. Comparison of Mean SIS (%) between Three Groups for Each Filtered Speech Stimulus and Unfiltered Speech Stimulus

LSD post-hoc multiple comparison revealed no significant difference ($p > 0.05$) in mean SIS (%) between participants with moderate hearing impairment (Group I) and moderately-severe hearing impairment (Group II), moderate hearing impairment (Group I) and severe hearing impairment (Group III), and moderately-severe hearing impairment (Group II) and severe hearing impairment (Group III) for speech stimuli filtered at 500 Hz and 1000 Hz cut-off frequencies. However, a statistically significant difference ($p < 0.05$) in mean SIS (%) was noticed between participants with moderate hearing impairment (Group I) and moderately-severe hearing impairment (Group II), moderate hearing impairment (Group I) and severe hearing impairment (Group III), and moderately-severe hearing impairment (Group II) and severe hearing impairment (Group III) for speech stimuli filtered at 1500 Hz, 2000 Hz, 2500 Hz, 3000 Hz, 3500 Hz cut-off frequencies, and unfiltered speech stimulus (Table 3).

TABLE 3
LSD POST-HOC MULTIPLE COMPARISON OF MEAN SIS (%) AMONG THREE GROUPS FOR EACH SPEECH STIMULUS

Stimuli	Groups		Mean Difference (I-J)	Standard Error	Sig.	95% CI	
	I	J				Lower	Upper
500 Hz	Group I	Group II	-0.400000	1.107550	0.719	-2.61783	1.817830
		Group III	0.200000	1.107550	0.857	-2.01783	2.417830
	Group II	Group III	0.600000	1.107550	0.590	-1.61783	2.817830
1000 Hz	Group I	Group II	0.200000	1.991561	0.920	-3.78803	4.188030
		Group III	0.800000	1.991561	0.689	-3.18803	4.788030
	Group II	Group III	0.600000	1.991561	0.764	-3.38803	4.588030
1500 Hz	Group I	Group II	2.000000*	2.324200	0.049	-2.64909	6.649090
		Group III	7.400000*	2.324200	0.002	2.750910	12.04909
	Group II	Group III	5.400000*	2.324200	0.024	0.750910	10.04909
2000 Hz	Group I	Group II	8.600000*	2.216050	0.000	4.162440	13.03756
		Group III	12.60000*	2.216050	0.000	8.162440	17.03756
	Group II	Group III	4.000000*	2.216050	0.046	-4.37560	8.437560
2500 Hz	Group I	Group II	8.800000*	1.900692	0.000	4.993930	12.60607
		Group III	19.40000*	1.900692	0.000	15.59393	23.20607
	Group II	Group III	10.60000*	1.900692	0.000	6.793930	14.40607
3000 Hz	Group I	Group II	16.20000*	1.628690	0.000	12.93860	19.46140
		Group III	26.80000*	1.628690	0.000	23.53860	30.06140
	Group II	Group III	10.60000*	1.628690	0.000	7.338600	13.86140
3500 Hz	Group I	Group II	16.20000*	1.549646	0.000	13.09689	19.30311
		Group III	26.80000*	1.549646	0.000	23.69689	29.90311
	Group II	Group III	10.60000*	1.549646	0.000	7.496890	13.70311
Unfiltered	Group I	Group II	16.40000*	1.498069	0.000	13.40017	19.39983
		Group III	27.00000*	1.498069	0.000	24.00017	29.99983
	Group II	Group III	10.60000*	1.498069	0.000	7.600170	13.59983

* The mean difference is significant at the 0.05 level

2. Comparison of Mean SIS (%) between Different Filtered Speech Stimuli for Participants with Moderate Sensorineural Hearing Impairment (Group I)

LSD post-hoc multiple comparison in participants with moderate sensorineural hearing impairment (Group I) showed significant difference in mean SIS (%) between speech stimulus filtered at 500 Hz cut-off frequency and speech stimuli filtered at 1000 Hz, 1500 Hz, 2000 Hz, 2500 Hz, 3000 Hz, 3500 Hz, and unfiltered speech stimulus; speech stimulus filtered at 1000 Hz cut-off frequency and speech stimuli filtered at 1500 Hz, 2000 Hz, 2500 Hz, 3000 Hz, 3500 Hz cut-off frequencies, and unfiltered speech stimulus; speech stimulus filtered at 1500 Hz cut-off frequency and speech stimuli filtered at 2000 Hz, 2500 Hz, 3000 Hz, 3500 Hz cut-off frequencies, and unfiltered speech stimulus; speech stimulus filtered at 2000 Hz cut-off frequency and speech stimuli filtered at 2500 Hz, 3000 Hz, 3500 Hz cut-off frequencies, and unfiltered speech stimulus; speech stimulus filtered at 2500 Hz cut-off frequency and speech stimuli filtered at 3000 Hz, 3500 Hz cut-off frequencies, and unfiltered speech stimulus. However, there was no significant difference SIS (%) between speech stimulus filtered at 3000 Hz cut-off frequency and speech stimulus filtered at 3500 Hz cut-off frequency, and unfiltered speech stimulus; speech stimulus filtered at 3500 Hz cut-off frequency and unfiltered speech stimulus (Table 4).

TABLE 4
LSD POST-HOC MULTIPLE COMPARISON OF MEAN SIS (%) AMONG DIFFERENT SPEECH STIMULI FOR GROUP I

Speech Stimuli		Mean Difference (I-J)	Standard Error	Sig.	95% Confidence Interval	
I	J				Lower	Upper
500 Hz	1000 Hz	-37.600000*	1.351413	0.000	-40.26998	-34.93002
	1500 Hz	-58.000000*	1.351413	0.000	-60.66998	-55.33002
	2000 Hz	-67.600000*	1.351413	0.000	-70.26998	-64.93002
	2500 Hz	-74.800000*	1.351413	0.000	-77.46998	-72.13002
	3000 Hz	-82.400000*	1.351413	0.000	-85.06998	-79.73002
	3500 Hz	-82.600000*	1.351413	0.000	-85.26998	-79.93002
	Unfiltered	-83.000000*	1.351413	0.000	-85.66998	-80.33002
1000 Hz	1500 Hz	-20.400000*	1.351413	0.000	-23.06998	-17.73002
	2000 Hz	-30.000000*	1.351413	0.000	-32.66998	-27.33002
	2500 Hz	-37.200000*	1.351413	0.000	-39.86998	-34.53002
	3000 Hz	-44.800000*	1.351413	0.000	-47.46998	-42.13002
	3500 Hz	-45.000000*	1.351413	0.000	-47.66998	-42.33002
	Unfiltered	-45.400000*	1.351413	0.000	-48.06998	-42.73002
1500 Hz	2000 Hz	-9.600000*	1.351413	0.000	-12.26998	-6.93002
	2500 Hz	-16.800000*	1.351413	0.000	-19.46998	-14.13002
	3000 Hz	-24.400000*	1.351413	0.000	-27.06998	-21.73002
	3500 Hz	-24.600000*	1.351413	0.000	-27.26998	-21.93002
	Unfiltered	-25.000000*	1.351413	0.000	-27.66998	-22.33002
2000 Hz	2500 Hz	-7.200000*	1.351413	0.000	-9.86998	-4.53002
	3000 Hz	-14.800000*	1.351413	0.000	-17.46998	-12.13002
	3500 Hz	-15.000000*	1.351413	0.000	-17.66998	-12.33002
	Unfiltered	-15.400000*	1.351413	0.000	-18.06998	-12.73002
2500 Hz	3000 Hz	-7.600000*	1.351413	0.000	-10.26998	-4.930020
	3500 Hz	-7.800000*	1.351413	0.000	-10.46998	-5.130020
	Unfiltered	-8.200000*	1.351413	0.000	-10.86998	-5.530020
3000 Hz	3500 Hz	-.2000000	1.351413	0.883	-2.869980	2.469980
3500 Hz	Unfiltered	-.6000000	1.351413	0.658	-3.269980	2.069980
	Unfiltered	-.4000000	1.351413	0.768	-3.069980	2.269980

* The mean difference is significant at the 0.05 level

3. Comparison of Mean SIS (%) between Different Filtered Speech Stimuli for Participants with Moderately-Severe Sensorineural Hearing Impairment (Group II)

LSD post-hoc multiple comparison for participants with moderately-severe sensorineural hearing impairment (Group II) showed significant difference in SIS (%) between speech stimulus filtered at 500 Hz cut-off frequency and speech stimuli filtered at 1000 Hz, 1500 Hz, 2000 Hz, 2500 Hz, 3000 Hz, 3500 Hz, and unfiltered speech stimulus; speech stimulus filtered at 1000 Hz cut-off frequency and speech stimuli filtered at 1500 Hz, 2000 Hz, 2500 Hz, 3000 Hz, 3500 Hz cut-off frequencies, and unfiltered speech stimulus; speech stimulus filtered at 1500 Hz cut-off frequency and speech stimuli filtered at 2000 Hz, 2500 Hz, 3000 Hz, 3500 Hz cut-off frequencies, and unfiltered speech stimulus; speech stimulus filtered at 2000 Hz cut-off frequency and speech stimuli filtered at 2500 Hz, 3000 Hz, 3500 Hz cut-off frequencies, and unfiltered speech stimulus. However, there was no significant difference in SIS (%) between speech stimulus filtered at 2500 Hz cut-off frequency and speech stimuli filtered at 3000 Hz, 3500 Hz cut-off frequency, and unfiltered speech stimulus; speech stimulus filtered at 3000 Hz cut-off frequency and speech stimuli filtered at 3500 Hz cut-off frequency, and unfiltered speech stimulus; speech stimulus filtered at 3500 Hz and unfiltered speech stimulus (Table 5).

TABLE 5
LSD POST-HOC MULTIPLE COMPARISON OF MEAN SIS (%) AMONG DIFFERENT SPEECH STIMULI FOR GROUP II

Speech Stimuli		Mean Difference (I-J)	Standard Error	Sig.	95% Confidence Interval	
I	J				Lower	Upper
500 Hz	1000 Hz	-37.000000*	2.062191	0.000	-41.07426	-32.92574
	1500 Hz	-55.600000*	2.062191	0.000	-59.67426	-51.52574
	2000 Hz	-58.600000*	2.062191	0.000	-62.67426	-54.52574
	2500 Hz	-65.600000*	2.062191	0.000	-69.67426	-61.52574
	3000 Hz	-65.800000*	2.062191	0.000	-69.87426	-61.72574
	3500 Hz	-66.000000*	2.062191	0.000	-70.07426	-61.92574
	Unfiltered	-66.200000*	2.062191	0.000	-70.27426	-62.12574
1000 Hz	1500 Hz	-18.600000*	2.062191	0.000	-22.67426	-14.52574
	2000 Hz	-21.600000*	2.062191	0.000	-25.67426	-17.52574
	2500 Hz	-28.600000*	2.062191	0.000	-32.67426	-24.52574
	3000 Hz	-28.800000*	2.062191	0.000	-32.87426	-24.72574
	3500 Hz	-29.000000*	2.062191	0.000	-33.07426	-24.92574
	Unfiltered	-29.200000*	2.062191	0.000	-33.27426	-25.12574
	1500 Hz	-3.000000	2.062191	0.148	-7.07426	1.074260
1500 Hz	2500 Hz	-10.000000*	2.062191	0.000	-14.07426	-5.925740
	3000 Hz	-10.200000*	2.062191	0.000	-14.27426	-6.125740
	3500 Hz	-10.400000*	2.062191	0.000	-14.47426	-6.325740
	Unfiltered	-10.600000*	2.062191	0.000	-14.67426	-6.525740
	2000 Hz	-7.000000*	2.062191	0.001	-11.07426	-2.925740
2000 Hz	3000 Hz	-7.200000*	2.062191	0.001	-11.27426	-3.125740
	3500 Hz	-7.400000*	2.062191	0.000	-11.47426	-3.325740
	Unfiltered	-7.600000*	2.062191	0.000	-11.67426	-3.525740
	2500 Hz	-2.000000	2.062191	0.923	-4.274260	3.874260
2500 Hz	3500 Hz	-4.000000	2.062191	0.846	-4.474260	3.674260
	Unfiltered	-6.000000	2.062191	0.771	-4.674260	3.474260
	3000 Hz	-2.000000	2.062191	0.923	-4.274260	3.874260
3000 Hz	Unfiltered	-4.000000	2.062191	0.846	-4.474260	3.674260
	3500 Hz	-2.000000	2.062191	0.923	-4.274260	3.874260

* The mean difference is significant at the 0.05 level

4. Comparison of Mean SIS (%) between Different Filtered Speech Stimuli for Participants with Severe Sensorineural Hearing Impairment (Group III)

LSD post-hoc multiple comparison for participants with severe sensorineural hearing impairment (Group III) showed significant difference in SIS (%) between speech stimulus filtered at 500 Hz cut-off frequency and speech stimuli filtered at 1000 Hz, 1500 Hz, 2000 Hz, 2500 Hz, 3000 Hz, 3500 Hz, and unfiltered speech stimulus; speech stimulus filtered at 1000 Hz cut-off frequency and speech stimuli filtered at 1500 Hz, 2000 Hz, 2500 Hz, 3000 Hz, 3500 Hz cut-off frequencies, and unfiltered speech stimulus; speech stimulus filtered at 1500 Hz cut-off frequency and speech stimuli filtered at 2000 Hz, 2500 Hz, 3000 Hz, 3500 Hz cut-off frequencies. However, there was no significant difference SIS (%) between speech stimulus filtered at 2000 Hz cut-off frequency and speech stimuli filtered at 2500 Hz, 3000 Hz, 3500 Hz, and unfiltered speech stimulus; speech stimulus filtered at 2500 Hz cut-off frequency and speech stimuli filtered at 3000 Hz, 3500 Hz cut-off frequencies, and unfiltered speech stimulus; speech stimulus filtered at 3000 Hz cut-off frequency and speech stimulus filtered at 3500 Hz cut-off frequency and unfiltered speech stimulus; speech stimulus filtered at 3500 Hz and unfiltered speech stimulus (Table 6).

TABLE 6
LSD POST-HOC MULTIPLE COMPARISON OF MEAN SIS (%) AMONG DIFFERENT SPEECH STIMULI FOR GROUP III

Speech Stimuli		Mean Difference (I-J)	Standard Error	Sig.	95% Confidence Interval	
I	J				Lower	Upper
500 Hz	1000 Hz	-37.00000*	1.900877	0.000	-40.75404	-33.24596
	1500 Hz	-50.80000*	1.900877	0.000	-54.55404	-47.04596
	2000 Hz	-55.40000*	1.900877	0.000	-59.15404	-51.64596
	2500 Hz	-55.60000*	1.900877	0.000	-59.35404	-51.84596
	3000 Hz	-55.80000*	1.900877	0.000	-59.55404	-52.04596
	3500 Hz	-56.00000*	1.900877	0.000	-59.75404	-52.24596
	Unfiltered	-56.20000*	1.900877	0.000	-59.95404	-52.44596
1000 Hz	1500 Hz	-13.80000*	1.900877	0.000	-17.55404	-10.04596
	2000 Hz	-18.40000*	1.900877	0.000	-22.15404	-14.64596
	2500 Hz	-18.60000*	1.900877	0.000	-22.35404	-14.84596
	3000 Hz	-18.80000*	1.900877	0.000	-22.55404	-15.04596
	3500 Hz	-19.00000*	1.900877	0.000	-22.75404	-15.24596
	Unfiltered	-19.20000*	1.900877	0.000	-22.95404	-15.44596
	1500 Hz	-4.60000*	1.900877	0.017	-8.35404	-0.84596
1500 Hz	2500 Hz	-4.80000*	1.900877	0.013	-8.55404	-1.04596
	3000 Hz	-5.00000*	1.900877	0.009	-8.75404	-1.24596
	3500 Hz	-5.20000*	1.900877	0.007	-8.95404	-1.44596
	Unfiltered	-5.40000*	1.900877	0.005	-9.15404	-1.64596
	2000 Hz	-2.00000	1.900877	0.916	-3.95404	3.55404
2000 Hz	3000 Hz	-4.00000	1.900877	0.834	-4.15404	3.35404
	3500 Hz	-6.00000	1.900877	0.753	-4.35404	3.15404
	Unfiltered	-8.00000	1.900877	0.674	-4.55404	2.95404
	2500 Hz	-2.00000	1.900877	0.916	-3.95404	3.55404
2500 Hz	3500 Hz	-4.00000	1.900877	0.834	-4.15404	3.35404
	Unfiltered	-6.00000	1.900877	0.753	-4.35404	3.15404
	3000 Hz	-2.00000	1.900877	0.916	-3.95404	3.55404
3000 Hz	Unfiltered	-4.00000	1.900877	0.834	-4.15404	3.35404
	3500 Hz	-2.00000	1.900877	0.916	-3.95404	3.55404
3500 Hz	Unfiltered	-2.00000	1.900877	0.916	-3.95404	3.55404

*The mean difference is significant at the 0.05 level

IV. DISCUSSION

The ultimate goal of fitting hearing aids for individuals with sensorineural hearing impairment is to provide appropriate amplification across wide range of frequencies in order to make as much of the speech signal audible as possible (Stelmachowicz, Pittman, Hoover & Lewis, 2004). However, according to studies, individuals who are provided audibility at frequencies where their hearing thresholds are severe and/or sloping do not demonstrate any improvement in speech perception due to the limited ability to utilize the amplified signal in that frequency region (Hogan & Turner, 1998; Ching, Dillon, Katsch & Byrne, 2001). On the other hand, few studies have reported that individuals with sloping sensorineural hearing loss have demonstrated improvements in speech understanding, especially in noisy environments when they are provided with high frequency amplification (Turner & Henry, 2002; Mackersie, Crocker & Davis, 2004). While most of the studies appear to support the general notion that high-frequency amplification may not always be beneficial, some studies reported otherwise. Therefore, a clearly established rule must be precluded that would distinguish individuals with hearing impairment who are likely to benefit from high-frequency amplification from those who are unlikely to benefit (Yadav, Kumar, Annapurna & Vinila, 2011). The present study was therefore aimed to determine the ability of an individual to derive maximum speech perception performance as a function of filtered speech stimulus with respect to degree of hearing impairment.

The results revealed that there was a significant effect of filtered speech stimulus on speech perception performance. The SIS significantly improved with increase in cut-off frequency of speech stimulus up to 3000 Hz, 2500 Hz, and 2000 Hz for participants moderate hearing impairment (Group I), moderately-severe hearing impairment (Group II), and severe hearing impairment (Group III) respectively and remained consistent at higher cut-off frequencies. The participants of Group I, Group II, and Group III achieved maximum SIS of 90.4%, 74.2%, and 63.6% for speech stimulus filtered at 3000 Hz, 2500 Hz, and 2000 Hz cut-off frequencies respectively. A loss of hearing sensitivity that increases with an increase in frequency is the most frequent type of sensorineural hearing impairment (Turner, Gantz, Lowder & Gfeller, 2005). The improvement in speech perception with additional high-frequency information does not approximate what would have been expected based on the increase in audible high frequency information when hearing loss in the high frequency region (about 2500 Hz and above) is more than 60 to 80 dB (Pavlovic, 1984; Hogan & Turner, 1998; Ching, Psarros, Hill, Dillon & Incerti, 2001). The lack of improvement in speech perception with added high frequency information has been attributed to the presence of non-functioning inner hair cells in the high frequency region of the cochlea known as dead regions (Moore, Glasberg & Baer, 1997; Vickers, Baer & Moore, 2001; Baer, Moore & Kluk, 2002). This limits the ability of an individual to access the speech spectrum in the higher frequency region. Hence, the participants with moderately severe and severe hearing impairment could extract spectral

information only up to 2500 Hz and 2000 Hz, respectively, as compared to participants with moderate hearing impairment who could extract spectral information up to 3000 Hz.

There was no significant effect of degree of hearing impairment on speech perception performance for speech stimulus filtered at 500 Hz and 1000 Hz cut-off frequencies. Although, the amount of speech information that can be extracted from an audible signal decrease as the degree of hearing impairment increases, the deterioration is less severe at lower frequencies than at higher frequencies (Ching, Psarros, Hill, Dillon & Incerti, 2001). This is because, the frequency resolution is relatively preserved in lower frequencies compared to higher frequencies, even when the degree of hearing loss is greater. This phenomenon is attributed to the physiology of the cochlea. It is a well-known fact that the apical end of the cochlea where lower frequencies are represented is broader and contains a greater number of rows of hair cells than the basal turn (von Bekesy, 1960; see Zemlin, 1998). This could be the reason that despite differences in the levels of residual hearing, the participants of three groups did not demonstrate significant difference in speech perception performance for speech stimulus filtered at 500 Hz and 1000 Hz cut-off frequencies. This is consistent with the research evidence that the degradation is less severe at the lower frequencies than at the higher frequencies although the amount of speech information that can be extracted from an audible signal decrease with increased hearing loss. On an average, an individual with a 100-dB hearing loss at 500 Hz can extract about half the information available to a normal-hearing individual from the same amount of audible signal (Ching, Psarros, Hill, Dillon & Incerti, 2001).

There was a significant effect of degree of hearing impairment on speech perception performance for speech stimuli filtered at 1500 Hz, 2000 Hz, 2500 Hz, 3000 Hz cut-off frequencies. The SIS significantly reduced as a function of the degree of hearing impairment for speech stimuli filtered at 1500 Hz, 2000 Hz, 2500 Hz, and 3000 Hz. In a typical sensorineural hearing impairment, the damage occurs primarily to the hair cells present in the cochlea. When the hearing impairment is less than severe, the outer hair cells are generally damaged and presumed to have sufficient existing inner hair cells and to accompany neural connections to allow amplified sounds to transmit speech information to the central auditory system (Turner, Gantz, Lowder & Gfeller, 2005). This could be the reason that the participants with moderate hearing impairment achieved mean SIS that was falling within the normal range. While the participants with moderately-severe and severe hearing impairment did not achieve SIS in the normal range, the participants with moderately-severe hearing impairment achieved significantly higher SIS as compared to participants with severe hearing impairment. As the degree of hearing loss increases, the damage to the hair cells affects not just the more vulnerable outer hair cells, but also the inner hair cells that are responsible to transmit signals to the central auditory system. Hence, the transmission pattern of basilar membrane vibrations in the cochlea to the central auditory system is problematic due to damaged inner hair cells in spite of having an intact auditory nerve (Turner, Gantz, Lowder & Gfeller, 2005). This could be the possible reason that the participants with moderately severe and severe hearing impairment demonstrated significantly lower SIS as compared to participants with moderate hearing impairment.

In summary, individuals with a severe degree and/or sloping type of hearing impairment are limited in their ability to access a wider range of speech spectrum. Consequently, they experience greater difficulties in perceiving speech sounds whose spectral energy is predominantly dominated in the higher frequency region. Besides, studies have reported negative consequences for speech perception among individuals who have difficulties in perceiving high-frequency speech information (Stelmachowicz et al. 2001; McCreery et al. 2013). The high frequency speech identification tests that are specifically designed to assess individuals who have difficulties in perceiving high frequency speech sounds would therefore be sensitive to identify their perceptual difficulties (Kumar, Varudhini & Ravichandran, 2016). Furthermore, due to the technical issue of integrating high power and high bandwidth in the same transducer, the output bandwidth of conventional hearing aids is insufficient to produce consistently audible high-frequency speech information. Therefore, audiologists must attempt trials using hearing aids with frequency lowering strategies that are intended to restore high-frequency speech cues that would otherwise be unavailable to individuals with sensorineural hearing impairment (Simpson, Hersbach & McDermott, 2005).

V. CONCLUSIONS

We investigated the effect of filtered speech stimulus on speech perception performance of native speakers of Marathi as a function of the degree of hearing impairment. While speech perception performance improved with an increase in cut-off frequency of speech stimulus, the improvement in speech perception did not correspond with what would be expected with an increase in cut-off frequency of speech stimulus for participants with moderately-severe and severe hearing impairment relative to participants with moderate hearing impairment. The reduction in hearing sensitivity as well as limited ability to access the broader speech spectrum might have reduced the audibility of acoustic cues among participants with moderately-severe and severe hearing impairment. On the other hand, the participants with moderate hearing impairment achieved SIS in the normal range due to less reduction in hearing sensitivity as well as greater ability to access the broader speech spectrum might have increased audibility of relevant acoustic cues. The findings of the present study highlight the need to include high frequency speech identification tests as part of speech perception assessment and attempt trials using hearing aids with frequency lowering strategies in the management of individuals with a greater degree of sensorineural hearing impairment.

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Reading Yeats's 'A Prayer for My Daughter' in Light of Lev Vygotsky's Sociocultural Theory of Learning

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Abstract—In this research paper, the authors discuss W. B. Yeats's poem 'A Prayer for My Daughter' through the sociocultural theory of the Russian psychologist Lev Vygotsky. The Vygotskian approach in the fields of education and psychology emphasises the interdependence of social and cognitive processes in child development and education. Utilising a few of the main concepts of the Vygotskian sociological framework such as mediation, scaffolding, the zone of proximal development, and internalization, the paper critically examines Yeats's 'A Prayer', with the objective of shedding new light on its meaning and interpretation. The paper argues that there are notable parallels and similarities between the main concepts in Vygotsky's theory and the implicit notions and precepts of child learning and development inherent in Yeats's poem, which provides a common ground between the theorist and the poet.

Index Terms—Yeats, 'A Prayer', Vygotsky, sociocultural theory, zone of proximal development

I. INTRODUCTION

Sociocultural theory has gained popularity in recent years, particularly in educational settings. The main argument of this paper is that there are parallels between the notions of child education embedded in Yeats's 'A prayer for My Daughter' (henceforward 'A Prayer') and child education concepts postulated in Vygotsky's sociocultural theory of learning which was originally systematized in Russia in the 1920s and 1930s. Shah and Rashid (2017) argue on his death in 1934, Vygotsky's work was not released for 20 years, but it became accessible to the Western world in the 1960s. From a Vygotskian perspective, human cognitive activities take place in cultural contexts; the individual's relationships to others define his/her subjective life inside society. Besides focusing on social interaction with other individuals who may be peers or individuals more advanced than the child, Vygotsky's views are also pertinent to the interaction that may occur between parents and children. Though Vygotsky focused on the development of children from birth through adolescence, some of his central concepts have also been extended and applied to adult learning as well. Similarly, Yeats's poem traces the development of his daughter from infancy through childhood and young adulthood. Among the principal concepts of Vygotsky's theory are: 'mediation', 'scaffolding', 'the zone of proximal development', and 'internalization'. Similar counterparts or equivalents of these concepts can be found throughout Yeats's 'A Prayer' though in an implied, suggested or indirect form.

II. DISCUSSION

'A Prayer for my Daughter' (written in 1919 and published in 1921) reflects, among other things, Yeats's complicated views on child education, a theme that has been largely neglected by the studies dealing with this poem. The first stanza of the poem underlines the contrast between the peaceful sleep of Yeats's innocent and beautiful daughter and the raging and violent storm outside: 'Once more the storm is howling, and half hid/Under this cradlehood and coverlid/My child sleeps on' (Yeats, p.1-3). The overall poem reflects Yeats's conception of a happy life which he grounds in a close connection between the internal and the external world. This linking of the outer and the inner world is reminiscent of Vygotsky's view of the interconnection between the outside and the inside elements of a child's development. An important concept in Vygotsky's theory is mediation, which is the way in which humans establish a relationship between their mental representations and the outside world. In Vygotsky's theory, children's development is viewed as the outcome of adult mediation through which adults engage children in a certain activity and, in consequence, promote the development in children of a new skill, and teach them new tools of thinking, problem-

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solving, and self-regulation. As a result, children outgrow their current leading activity and move on to a new one (Vygotsky, 1978). Mediation, whether symbolic/material (tools, or signs) or human/psychological (adults, peers) enables the child to resolve a problem or achieve a target by (Kozulin, 1988) 'transforming the natural human abilities and skills into higher mental functions' (xxv). Mediation, then, is instrumental in the context of social activities leading to certain patterns of behavior which relate every individual both to the community and to himself/herself.

The outside perils and turbulent conditions depicted in the opening section of the poem are gradually linked to an internal, cherished state of stillness and tranquility. In the third stanza, Yeats draws some historical allusions to warn his daughter about the perils of being beautiful. Playing a role similar to that of mediator in Vygotsky's theory, Yeats warns his child and readers in general that excess beauty in women sometimes brings disasters, and some of these women will have a difficult time choosing the right life partner, and would (Yeats 'A Prayer for My Daughter'), 'never find a friend' (p.24). He exemplifies this argument with several references to Greek mythology. For instance, Helen, who was a woman of incomparable and exquisite beauty, was made so vain by her beauty that she found her life with her husband Menelaus to be unsatisfactory and consequently paved the way for a destructive and prolonged war. Similarly, the goddess of love and beauty Aphrodite, driven by instinct, got married to the lame god Hephaestus and had an illicit affair with another god. Yeats claims that some women, blessed with the 'Horn of Plenty' (natural gifts), choose to have a 'crazy salad' [an inferior spouse] with their meat'' and as a result lose their chance of having a happy life (p.30-32). Yeats hopes that his daughter will have beauty, but not enough to make her vain: 'May she be granted beauty and yet not/Beauty to make a stranger's eye distraught, /Or hers before a looking-glass' (Yeats's, p.17-19). Yeats is obviously drawing upon his long experience with his first love Maud Gonne, considered to be excessively beautiful but nevertheless lost kindness and intimacy and failed to choose the right husband. Yeats wants his daughter to learn from historical/cultural examples and consequently avoid repeating the same errors of judgement committed by some impulsive, opinionated and arrogant women. From a Vygotskian viewpoint, mediation, whether cultural or human, functions as a way of helping the learner in achieving a task. Accordingly, Yeats here serves as the human mediator between the learner and the knowledge to be acquired, while history and myth become the cultural mediation which can provide another source of guidance or protection.

The harmonization between the inner and the outer dimensions of human existence is further achieved in the fifth stanza where the virtue of courtesy is viewed as the essence of happiness and good life and the bridge that connects the external and internal dimensions of life: 'In courtesy I'd have her chiefly learned' (Yeats's, p.33). In this stanza, we see a clear move from the 'howling' wind and the 'frenzied drum' of external forces to the inner tranquility of human courtesy. More specifically, the poet-speaker is here making a clear interaction between his young daughter and her male peers: 'Hearts are not had as a gift but hearts are earned' (Yeats's, p.34). Through this communion, Yeats wants his daughter to continue the process of learning to be compassionate and kind. He maintains that many times, men who believed they loved beautiful women and thought they were loved by them faced disappointment, compared to those who found love in the modest and courteous women. He adds that kind and courteous women attract hearts more than beautiful women do. So, he wants his daughter to be an agreeable young woman rather than an arrogant beauty. Moreover, the poet-speaker is again playing the role of mediator by imploring his daughter to learn to be courteous as a strategy of helping her improve and upgrade her development along an arduous process that requires the mediation of a more experienced person. Apparently, this act of learning is not a solitary activity but rather a kind of interactive engagement in which peers, in addition to parents, can participate in an interactive learning process. This brings to mind Vygotsky, who actually placed strong emphasis on this kind of peer or small group activities, arguing that the roots of higher mental processes lie in the interaction between peers. Vygotsky (1978) states that the child should be assisted by an adult guidance or more capable peers collaboration in achieving a task he/she could not do alone. Hence, the Vygotskian notion that the specific developmental structures and processes revealed by individuals should be traced to their interactions with others (ibid: p.30).

Cross-cultural tropes such as the tree and the linnet are also invoked to create further interconnection between the child and her surroundings: 'May she become a flourishing hidden tree/That all her thoughts may like the linnet be' (Yeats's, p.41-42). Through depicting these tropes and symbols drawn from nature, Yeats hopes that his daughter's thoughts will be like the linnet's song, a 'glad kindness' (Yeats's, p.40) dispensed freely for making people happy and firm like a 'green laurel /Rooted in one dear perpetual place' (Yeats's, p.47-48). The linnet is here pictured as a symbol of freedom, innocence, and self-delights, while the laurel is presented as an emblem of constancy and immortality. Keeping his daughter's future in mind, the poet posits the linnet's cheerful and magnanimous song against the 'howling' of the storm and the prophetic 'frenzied drum' of future misfortunes, expressing thereby a genuine tenderness towards her. He wishes that her life should be like the linnet's, clustered around happy and pure thoughts and pleads that her soul should flourish and reach self-fulfillment like a flourishing tree.

Actually, the symbolic laurel image has elicited different critical interpretations. Adopting a harshly critical reaction of a feminist reader, Oates (1983; italics in the original) writes sarcastically: 'This celebrated poet would have his daughter an object of nature for others' --which is to say male-- delectation. ... The poet's daughter is to be brainless and voiceless, *rooted*'. By contrast, in her article on 'A Prayer for My Daughter', Vanita (2015) elaborates on the laurel trope and notes: 'The laurel is a symbol of creativity and knowledge, hence the crowning of poets with laurel wreaths. Also ... the laurel stands for healing, rejuvenation and immortality'(p.119). My view is that Yeats would like his

daughter to live like a laurel tree deeply rooted in a particular place, that is, to be entrenched in the inherent tradition in order to preserve a highly cherished lifestyle of stability and constancy, a motif that also recurs in the concluding stanza as we shall see later. Expressed in Vygotskian terms, Yeats wishes to expand his daughter's current zone of development to what she can or what he would like her to achieve in the future, i.e. her potential level of development.

Yeats's comparison of his daughter to a tree requires a bit of elaboration, given his repeated depiction of her as 'a flourishing hidden tree' (Yeats, p.41), a 'green laurel' (Yeats, p.47), and 'the spreading laurel tree' (Yeats, p.80). Obviously, a botanical metaphor is used here to mark the growth, development, and maturity of the child. In this context, it is interesting to note that Vygotsky draws attention to a common tradition among nineteenth century psychologists who often represented the child's development in the metaphor of a growing tree. He writes, (Vygotsky, 1978): 'Karl Stumpf, a prominent German psychologist in the early years of the twentieth century ... compared the study of children to the study of botany' (p.143). Vygotsky's remark may as well lead us to speculate on the likelihood that the tree metaphor used to describe the growth of children was a common practice in both scientific and literary representations of the child in the era in which Yeats wrote his poem and that he himself was perhaps familiar with this tradition in his times.

The linnet metaphor also has some symbolic significance in exploring the relationship between the two factors in human development: nature and culture. Surveying the linnet metaphor in English poetry, Vanita (2015) notes that 'the linnet, a spontaneous songster, represents the superiority of nature to art' as indicated in Wordsworth's poem 'The Tables Turned':

Books! 'tis a dull and endless strife:
How sweet his music! on my life,
Come, hear the woodland linnet,
There's more of wisdom in it. (qtd. in Vanita, 2015, p. 79)

As for Wordsworth, so too for Yeats, the linnet, in its self-sufficient gladness, seems to mark a similar view of the superiority of nature to culture. Having said that, it is also equally true to argue that there is enough evidence in the poem which suggests the overall superiority of culture to nature, as indicated first, by the trope of the heart: 'Hearts are not had as a gift but hearts are earned/ By those that are not entirely beautiful' (Yeats, p.34-35) and second, by the rhetorical question: 'How but in custom and in ceremony/Are innocence and beauty born?' (Yeats, p.77-78). In the heart metaphor, Yeats seems to be exploring the role of both one's cultural background and personal activity in achieving cherished objectives, and evidently, with special importance given to the former. For Yeats, love is not inspired by mere physical beauty; rather, it is earned by good efforts, 'by those who are not entirely beautiful' but who are courteous, compassionate and helpful. Therefore, for the purpose of winning a heart, Yeats's daughter is in need for feminine innocence and human courtesy, for love cannot come unconditionally and freely. In other words, the daughter should not depend on her natural gifts but on her ability and her efforts to actively engage in and creatively interact with her culture and society, a view that is paralleled in Vygotsky's theory of child development.

The nature/culture dichotomy which features prominently in Yeats's 'A Prayer' is further paralleled by a similar reference to it in one of Vygotsky's works. In their 'Introduction' to Vygotsky's *Mind in society*, Cole and Scribner (1978) maintain that 'Vygotsky was the first modern psychologist to suggest the mechanisms by which culture becomes a part of each person's nature'. However, they also point out that for Vygotsky, (Cole and Scribner, 1978) argue that 'the mechanism of individual developmental change is rooted in society and culture'. (p.39). In the metaphor of the linnet and the tree, the child's development is not described as the outcome of a natural growth of thoughts individually originated from the foliage of a tree but rather as the song of a linnet interlinked to the boughs of a tree in a combinative/contiguous rather than inherent/organic relationship. In other words, her development is predominantly the outcome of cultural rather than natural development. Moreover, both Yeats and Vygotsky see this binary relationship as complementary and inextricable. At the same time that culture is influencing the individual, the individual is also creating culture.

In his article 'The Problem of the Cultural Development of the Child', Vygotsky (1994) envisions two main lines of psychological development: the natural and the cultural. Recognizing the inextricable relationship between nature and culture in child development, Vygotsky observes:

We must, therefore, distinguish the main lines in the development of the child's behaviour. First, there is the line of natural development of behaviour which is closely bound up with the processes of general organic growth and the maturation of the child. Second, there is the line of cultural improvement of the psychological functions, the working out of new methods of reasoning, the mastering of the cultural methods of behaviour. (Vygotsky, p.57).

In other words, a combination of cultural influences and genetics creates one's personality by first interacting with the social traditions and the surrounding culture, and second by developing his or her own personal aptitude in the future. Furthermore, Vygotsky (1994) outlines his conception of the type of interrelation between the two lines: 'Usually the two lines of psychological development (the natural and the cultural) merge into each other in such a way that it is difficult to distinguish them' (p.63). He goes on to explain the impact of the cultural factor on the natural factor: 'Culture, generally speaking, does not produce anything new apart from that which is given by nature. But it transforms nature to suit the ends of man' (p.67). Thus, although culture cannot produce anything new by itself, it can re-direct

nature for some specific purposes, as long as it conforms to the laws of nature. As Vygotsky (1994) illustrates: 'We can transform outward nature and make it serve our ends only in conformance with the laws of nature' (p.73). Accordingly, there is a mutual confluence or convergence of the two factors which take part in the development of the child, namely the biological/natural and the social/cultural. Put more simply, the natural and the cultural factors are simultaneously intertwined in a competitive and complementary relationship that ultimately affects the processes of human learning and cognition, with culture gaining ascendance over nature in the end but without replacing it.

As a matter of fact, contemporary writings on Vygotsky have not given adequate attention to natural factors in the child's cognitive development. As (Moll, 1994, p.96) rightly observes: 'An adequate representation of Vygotsky's theory should, therefore, ground the social construction of cognition in a fundamental recognition of natural and biological possibility', (p.96). By the same token, Yeats's representation of child development as a whole has also been largely ignored by previous researchers and scholars and the mutual relationship between nature and culture in 'A Prayer' has consequently not received due attention either. By contrast, the analogous nature vs. art dichotomy in Yeats's poems particularly 'Sailing to Byzantium' has been covered by the bulk of Yeats's scholarship.

In his writings, (Vygotsky, 1978) tends to view the cultural development of the child as a twofold process, first on the social level (interpsychological) and then on the individual level (intrapsychological). For Vygotsky, development occurs as a child learns general concepts and principles that can be applied to new tasks and problems. Through interaction within the sociocultural environment, the child acquires new skills which are later developed into more sophisticated mental processes or higher cognitive functions. According to (Vygotsky, 1978), this intervention would help the child move towards his/her zone of proximal development which is 'the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance or in collaboration with more capable peers' (p.18). Put more simply, Vygotsky's notion of the zone of proximal development is the difference between what a person can do independently and what he/she can do with the help or guidance of an expert or a more experienced person. The same concept suggests that there is a big difference in the development of the child when he/she is acting alone and when he/she is performing in the company of a more knowledgeable other.

That said, it can be stated that Vygotsky's conception of the cognitive and emotional development of the child as primarily determined by the values of the surrounding culture mediated by the guidance and help of an experienced adult seems to be analogous to the basic precepts implicitly suggested in Yeats's vision of child development. Yeats's undeclared idea of child development includes almost all of the basic constituents of Vygotsky's theory such as mediation, scaffolding, zone of proximal development, and internalization. As in Vygotsky's theory, child development in Yeats's 'A Prayer' is also viewed as the emergence of new knowledge and skills that were not in existence in previous stages but which can be accomplished and ultimately internalized through the guidance and support of a more experienced other. Like Vygotsky, Yeats appears to have recognized the congruent and complementary roles of nature and culture in child education and, like him too, he seems to have ultimately prioritized the role of culture in the interaction between the two sides of this perennial binary.

Closely connected with the zone of proximal development is the concept of scaffolding which has become popular not only in cognitive psychology but also in teaching in general. In Vygotsky's theory, the scaffolding metaphor is used to refer to the tentative supporting role of tutors, teachers and parents in the learning process of children similar to the way scaffolds are temporarily used to construct buildings. Scaffolding enables a child or novice to solve a problem, carry out a task or achieve a goal which is beyond their unassisted efforts. Through instructional scaffolding, the learners can accomplish certain tasks or acquire new skills they would not be able to achieve on their own. In this process, a dynamic relationship is established between the tutor and the learner as he/she acquires more capability in the task at hand.

As Vygotsky's theory is substantially concerned with child learning and development, so is Yeats's 'A Prayer'. Viewed from a sociocultural perspective, the poem seems to be a monologic speech about child development wherein the poet-speaker seems to be playing the role of an active teacher, mentor, or guardian rather than that of a passive well-wisher. This role is further complicated by the fact that the knowledge that the educator/poet wants to impart to his child is grounded in the poet's own personal love experience as above mentioned. Apparently playing the role of educator or guide, the speaker intends to introduce the child/learner to new concepts and understandings and to help her walk through this new knowledge until she appropriates it. In stanza seven, Yeats considers the 'drought' that his mind is suffering from as being a result of the forces of hate that rage through his personal life and perhaps the whole community. However, Yeats maintains that if the mind is hate-free, it survives such assaults. For the speaker, a mind that has gone dry can revive like a tree that revives from its roots even after its branches have withered. Apparently, Yeats is keen on conveying the same message to his daughter whom he believes would be able to expand her current horizon to move to a more advanced level of developmental and intellectual expectations. Referring to his daughter, Yeats claims that destructive forces cannot destroy those who do not hate, no matter how fragile they are, for their minds are clear, calm and free. Just as the storm outside cannot tear the linnet from the sturdy trees, turmoil and perils cannot affect the life of a strong woman:

If there's no hatred in a mind
Assault and battery of the wind

Can never tear the linnet from the leaf. (Yeats's, p.54-56)

Instructional scaffolding is here provided by the parent to enable his daughter to increase her current knowledge to a higher level of understanding. At her tender age, the child is not expected to fully appreciate the mature and sophisticated viewpoint of the experienced father. Nevertheless, the currently immature child can eventually complete this task which she cannot achieve without the guidance of the expert father. Obviously, the father's scaffolding comes into play to facilitate the progress of the child and improve her current knowledge progressively forward toward a final, cherished goal. By providing individualized support through imparting his personal experience, the father intends to move the daughter towards a new understanding of hatred so that she can avoid falling a victim to this kind of destructive human practice.

In the eighth stanza, Yeats continues to talk about intellectual hatred and to warn against the worst kind of hatred: 'An intellectual hatred is the worst/So let her think opinions are accursed' (Yeats's, p.57-58). Here, the poet provides further help and guidance to his daughter, imploring her to shun reckless passion and wild feelings that he considers the weakness of beautiful women. In his opinion, hatred, especially intellectual hatred, destroys people and makes them do cruel things. Evidently, the speaker is drawing upon his own experience to reflect on his emotional state when the woman he loved rejected him to marry another man. As previous commentators have remarked, Yeats implicitly refers to Maud Gonne and criticizes her primarily for 'her opinionated mind', stating that too strong an opinion is a harmful thing in a woman. Though Gonne was one of the loveliest women and was born to a high and refined family, her wild thoughts dominated her nature and led her to exchange 'the horn of plenty' (Yeats) with a mere wind bag (her current husband). Grounding his advice in his personal knowledge, itself part of traditional wisdom and public culture, Yeats wants his daughter to experience neither his disappointment nor Gonne's hatred, hoping that his daughter would consider strong opinions as accursed or doomed:

Have I not seen the loveliest woman born
Out of the mouth of Plenty's horn,
Because of her opinionated mind
Barter that horn and every good
By quiet natures understood

For an old bellows full of angry wind? (Yeats's, p.59-64)

In the ninth stanza, Yeats continues to talk about self-contented women, asserting that traditionally rooted women are incorruptible and can feel perfectly happy. Again, he considers hatred to be the cause of all evil and prays that his daughter be left out of that evil. He also believes that a soul free from hatred will preserve its innocence and purity:

Considering that, all hatred driven hence,
The soul recovers radical innocence
And learns at last that it is self-delighting,
Self-appeasing, self-affrighting,

And that its own sweet will is Heaven's will. (Yeats's, p.65-69)

Once hatred is driven out, the soul could recover its primal innocence and purity. According to the poet, the hatred-free woman can be happy and can make other people happy and comfortable, despite all the storms of misfortune that may beset her life. In the new restored or rejuvenated state, she can act as a stronghold for the people around her and, even more, her will would be that of Heaven. The point here is that if the heart is void of all detestation and if the mind is clear and transparent, the soul will be reinstated to its original form of virtue and transparency and will ultimately learn that it is 'self-delighting, /Self-appeasing, self-affrighting.' (Yeats's, p.67-68) and will be identified with that of Heaven. Having achieved this goal, no external force or opinion can prevent her from leading a life of sustainable blessing:

She can, though every face should scowl
And every windy quarter howl
Or every bellows burst, be happy still. (Yeats's, p.70-72)

Speaking from a Vygotskian angle, it can be said that once the child has learnt some skills from the more knowledgeable adult through such processes as mediation, scaffolding, and the zone of proximal development, the next step for the child is to internalize these skills. Internalization, therefore, is the process through which learners appropriate social tools of mediation and cultural artifacts and utilize them to upgrade and regulate their cognitive activity. Vygotsky also states that internalization as a concept recognizes that human minds owe their existence to and are inextricably intertwined with social, historical, cultural, and material processes. He (1978) further proposes that any function in the child's cultural development appears twice, or on two planes. First it appears on the social plane, and then on the psychological plane. First it appears between people as an inter-psychological category, and then within the child as an intra-psychological category.

Internalization further signifies that social interaction creates zones of proximal development to promote skills that initially work effectively only within collaborative activities, but are gradually internalized as self-regulatory processes. Vygotsky centered child development in the sociocultural domain where the child develops in the company of parent, mentor, or teacher and then he/she becomes independent or self-regulatory. Yeats's representation of his daughter's social and cognitive development appears to be running parallel to Vygotsky's model of internalization. Initially, she is

supposed to be learning certain behavioural skills or human principles/precepts (such as courtesy and avoidance of hatred) from her father's invocation but ultimately, she is expected to incorporate these skills into her own cognitive development and become capable to act on her own.

The concluding stanza of the poem brings together all the essential processes of learning and development explicitly outlined in Vygotsky's theory (mediation, scaffolding, the zone of proximal development, internalization) and implicitly embedded in Yeats's unstated theoretical educational framework. Of particular significance in this stanza is the concept of internalization. Yeats wants his daughter's bridegroom to bring her to a house where 'custom' and 'ceremony' will lend their life constancy, stability, and well-being: 'And may her bridegroom bring her to a house/ Where all's accustomed, ceremonious' (Yeats, p.73-74). As in Vygotsky's theoretical formulation, so in Yeats's poem, skills or concepts would be found first in the interaction between the expert and the novice and later in the novice's independent activity. In this stanza, it is clear that the novice daughter initially lacks the knowledge or the expertise of the bridegroom for facing future problems on her own. Yeats foresees that as a married woman, his daughter would only develop through embracing what he calls custom and ceremony, a goal that can be better achieved with the help and support of her husband, who is presumably more experienced or knowledgeable than her. A clear sign of the imagined bride's cognitive development is her realization that 'arrogance and hatred are the wares/Peddled in the thoroughfares' (Yeats, p.75-76), that is, arrogance and hatred are the traits of the vulgar masses, and traditional manners and courtesies are the character traits of refined and cultured people. By this realization, the would-be bride can be said to have internalized the concepts that she has learned from her society and culture with the help of first, her father and second, her bridegroom. Emphasizing the role of the social milieu and peers, Vygotsky writes:

Learning awakens a variety of internal developmental processes that are able to operate only when the child is interacting with people in his environment and with his peers.... Learning is not development; however, properly organized learning results in mental development and sets in motion a variety of developmental processes that would be impossible apart from learning. (Vygotsky, 1978, p. 139)

Assuming that what Vygotsky says about child and peer learning is applicable to adult learning, the imaginary wife in the final stanza is expected to learn from her husband and the surrounding cultural and social milieu. However, this prospect has been faced with strong opposition by feminist critics such as (Oates, 1983) and (Maddox, 1999) for its alleged patriarchal depiction of the daughter being handed over to a protective husband in a conservative or aristocratic family. Even (Toker, 1999), who otherwise disagrees with these feminist critiques, concurs with their approach: 'The only place in the poem that is, indeed, a clear expression of an obsolete patriarchal attitude is the culture-bound belatedly Victorian reference to the bridegroom who is expected to prepare a ready-made form of well-being for the bride' (p.103). Generally speaking, feminists use the term 'patriarchy' to describe the power relationship between men and women and to highlight the issue of women's subordination by giving absolute priority to men and limiting women's human rights. In feminist discourse, patriarchy is considered responsible for the inferior status of women in society (Lerner, 1986). Thus, patriarchy tries to make certain that men always have the dominant roles and women always have the subordinate ones (Millet, 1977).

Looking at the issue in light of Vygotsky's sociocultural theory, I do not find Yeats's idea of a bridegroom ushering his bride into a refined and aristocratic home (p.73-74) necessarily patriarchal. Rather, it suggests a father who is genuinely concerned about his daughter's ultimate intellectual and emotional independence. In Vygotskian terms, the role of the husband will be that of a more knowledgeable guide who would help a presumably less experienced young wife to learn new skills and to interact with her cultural surroundings in a more positive manner. Yeats's treatment of this issue appears to be culture-bound, for he is drawing upon the then current culture which would instate the husband as the responsible and respectable head of the family and whose job is protecting the wife from some evil social practices. The husband's role in this situation is not one of sheer dominance as much as it is one of deep benevolence. It is therefore more likely that the planting of the self in a specific cultural tradition will be done by the self rather than the other. By and large, Yeats does not seem to be ready to accept everything found in the culture. His renunciation of 'opinion' or 'intellectual hatred' and arrogance reflects his opposition to some social malpractices sponsored by a dominant culture that suppresses individuality instead of promoting its growth. Consequently, the husband-wife relationship should not be seen from the perspective of a dominant male, considering himself superior to a subordinate female as some feminist critiques would represent it.

For Yeats, the instabilities of the outside world are to be compensated for by 'rootedness in 'custom' and 'ceremony': 'How but in custom and ceremony/Are innocence and beauty born?' (Yeats, p.77-78). The speaker-poet wonders how innocence, courtesy, and spiritual/moral beauty can ever grow without being deeply ingrained in society's cultural traditions and social values. Thus, it becomes evident that the role of the husband-to-be is to usher his wife into a house rich with cultural norms and traditional values that are capable of preserving a life of happiness and constancy and free of hatred or arrogance. Like a laurel tree with which she was earlier compared, the wife will be rooted in spiritual values and sound cultural traditions: 'Ceremony's a name for the rich horn, /And custom for the spreading laurel tree' (Yeats, p.79-80). In this ritualistic atmosphere of custom and ceremony, real beauty and innocence can take place and flourish like a laurel tree and Yeats's daughter, Anne (she never got married but became a successful stage designer) can lead a happy life and no external tribulations or opinions can deter her from happiness.

To recapitulate, in 'A Prayer', the child's behaviour is determined by her family values and expectations as well as her cultural and social background. In the educational choices of the father, there are some kinds of behaviour which are desired and approved as they are bolstered by society's moral norms or mores such as courtesy, and others which cannot be reinforced such as arrogance and hatred. Apparently, both the psychologist and the poet couch their concepts in material rather than religious terminology, a fact that indicates yet another point of similarity between their ideologies or worldviews. For both, the mechanism of individual developmental change is rooted in society and culture, and so, psychological functioning becomes regulated by the voluntary control of the person concerned. In light of this assertion, it can be concluded that Yeats does not want his daughter to be dependent on him or any other mentor or helper and that what he aspires to is intellectual and emotional independence for his daughter. Ultimately, he wants her to grow into a decent, independent, and self-regulated individual.

III. CONCLUSION

This research has tried to establish some similarities between Vygotsky's theory and Yeats's poem in terms of their view of the interrelationship between the child's social, cultural development on one hand and his/her cognitive development on the other. As the theory envisions a better learning opportunities for the child based on the norms and values of society with the help of a more knowledgeable other, the poem expects the daughter to resort to society's well-established traditions in order to grow and develop along the higher levels of cognitive knowledge. Both Yeats and Vygotsky see a concomitantly competitive and complementary relationship between nature and culture, and both of them tend to prioritize culture in the overall human developmental process. Similar to Vygotsky's concepts of mediation, scaffolding, zone of proximal development, and internalization, Yeats's representation of his child's development seems to follow analogous strategies but in an implicit manner. Both the scientist and the poet conceive similar stages of human learning and development as an infant, a child, and a young adult. Each of them also views the act of learning as a social process and recognizes the role played by interacting with peers, culture, society, or with a more advanced other, including parents. Thus, for both the psychologist and the poet, learning is the outcome of the convergence of individual cognition with culturally created values and mediational artifacts.

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Intentionality of Poetic Discourse

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Abstract—This paper provides a new conception of analysing poetic text in terms of speech act theory proceeding from Searle's concept of intentionality, from Dijk's view on literary speech act based on the intention of the author and from Merilai's understanding of pragmapoetics. We argue that the author's intention in the poetic discourse comes in two varieties: the referential and the aesthetic ones. The referential intention is the author's attitude towards the text content. The aesthetic intention is the author's attitude towards the language form, through which the content is expressed. Thus, two kinds of speech acts are performed simultaneously: 1) referential, based on the referential intention, involving an illocution and being fictional, as the sincerity rule is violated; 2) aesthetic, based on the aesthetic intention. The latter is a specific subtype of expressive illocution as the author's illocutionary goal is to express a positive emotional-evaluative attitude solely toward the language form, while the perlocutionary goal is to influence the reader's aesthetic feelings regarding this form. These kinds of intention are reflected at both the level of the utterance and the whole text. Thus two communication levels are taken into consideration: the vertical and horizontal ones. The poetic texts of "New objectivity", a literary movement in German Weimar Republic in 1918–1933 have been used to observe these regularities.

Index Terms—aesthetic intention, aesthetic speech act, New objectivity, poetic discourse, pragmapoetics

I. INTRODUCTION

Since the ancient times, poetry has been one of the most appealing objects of linguistic analysis. Developing the traditional views on the poetic speech in stylistics and poetics, linguistics approbates new approaches, primarily the cognitive and the pragmatic ones.

The characteristic features of a poetic text, namely: aesthetics, emotiveness, fictionality, self-reference, iconicity, musicality, content capacity, nonlinearity and multiple interpretations are today considered in terms of cognitive approach with an emphasis on their mental base and the mechanisms of text production by the author as well as its perception by the interpreter. This contributes to the successful development of cognitive poetics.

The methods of linguistic pragmatics have turned to be not that simple to apply, so this has become a challenge for poetics in terms of the polarity of the research objects, namely: ordinary and literary speech. Nevertheless, there are steady processes of integration of these disciplines. In this regard, it is the cognitive methodology that provides new opportunities.

This paper deals with the theoretical issues concerning the integration of linguistic pragmatics, in particular the theory of speech acts, and linguistic poetics – the theory of poetic speech, based on the cognitive approach that considers the author's intention.

We present a concept of speech act analysis of the poetic text, based on the distinction between the two types of author's intention – the referential and the aesthetic ones.

We have developed this concept on the New Objectivity poetry texts (Neue Sachlichkeit) – a literary movement in German Weimar Republic in 1918–1933. We have analyzed the poetic texts by Joachim Ringelnatz (1883–1934), Erich Kästner (1899–1974) and Mascha Kaléko (1907–1975) – the representatives of the so-called utility poetry (Gebrauchsliteratur), the value of which is seen in its easiness of perception and its usefulness for everyday life. Their poetic language is notable for its realism, simplicity, accuracy, laconicism, tradition of metrics and stanzas, lack of pathos and sensuality (Hillebrand 2011, p. 4). The New Objectivity aesthetics can be characterized by pragmatism, objectivity, documentarity, reportage style (Pankau, 2010, p. 8), which results in a relevant unambiguity and enables the speech act analysis.

After a short analytical review of the speech act analysis of literary discourse, we consider two types of intentions of the author of a poetic text – the referential and the aesthetic ones. Then we dwell on two speech act types in poetic discourse – the referential and the aesthetic ones, based on the two corresponding types of the author's intention. The closing section highlights the specifics of the felicity conditions of the aesthetic speech act.

II. HISTORY OF SPEECH ACT ANALYSIS OF LITERARY DISCOURSE

Speaking about the history of the speech analysis of literary discourse, it is worth noting that it has not become widespread in linguistics. This is due to the opposite methodological attitudes of the corresponding linguistic disciplines – pragmatics and poetics.

While pragmatics deals with everyday communication, poetics focuses on the interpretation of literary texts. Both studying the language, these disciplines emphasize its various functions: pragmatics is interested in the communicative function of the language, while poetics focuses on the aesthetic/poetic function, as defined by Roman Jakobson (1981). Different functions of language in real-life communication and in poetry determine the difference in the correlations of content and form: in real-life communication it is the content that prevails, while in poetry it is form.

Nevertheless, despite the different methodological approaches, pragmatics and linguistic poetics have been demonstrating certain integrative processes since 1970s.

We can distinguish three main stages of pragmatics and poetics integration.

The 1970s introduced the analysis of the dialogues of fiction characters as samples of ordinary speech based on R. Ohman's concept of "hypothetical", "mimetic" or "quasi-speech-act" in the literary text (Ohman, 1971a, p. 254; 1971b, p. 17). Imitating the speech acts of the characters, the author shifts the reader's attention to the locutionary acts themselves, since the language of the stylized colloquial speech accurately reflects the features of live speech.

In the 1980-1990s pragmatic linguists of the Federal Republic of Germany unfold a polemic about the possibility of using fiction dialogues for speech act analysis. This polemic resulted in a very significant conclusion that there are two types (levels, aspects) of communication in literary discourse: internal/horizontal (communication of characters with each other) and external/vertical (communication between the author and the reader) (Betten, 1986, p. 8).

At the same time, in the 1980s the focus of attention shifted from the literary text to the process of literary communication. The concept of the author's intention was formulated and came into the fore (Dijk, 1980; Searle 1979).

J. R. Searle emphasized the necessity to develop a theory that would allow for analyzing serious speech acts of the author of the literary text performed through pretended illocutions (1979, p. 75).

Within an integrated theory of literature and discourse, T. van Dijk (1979) described the features of written communication in terms of cognitive processes that define the understanding/interpretation of discourse. He referred to literary speech acts as "impressive" or "ritual", as they are based on the author's intention to change the attitude of the hearer with respect to the context in the socio-cultural interaction (Dijk, 1980, p. 9). He states that "the pragmatic analysis of literature is just beginning" (Dijk, 1980, p. 16).

Finally, in the XXI century an Estonian scholar Arne Merilai (2007) develops Jakobson's concept of self-reference and introduces the term "pragmatic poetics".

Merilai (2007) analyses poetic texts and reduces the six Jakobson's functions of language to two ones: emotive and referential, while conative functions are viewed as belonging to referential, and poetic, phatic and metalingual – to self-referential (p. 382). He considers the self-referential function in the poetic text as primary one:

The most essential property of the art of poetry is certainly its posing the self-referential function as primary, while the mimetic activity or the referential function recedes to a secondary position. Literature boosts linguistic self-referentiality that is relatively covert in ordinary speech, and turns the seemingly or actually referring utterances into an aim in itself, e.g. often shifting the attention from the content of the expression to the linguistic nature of the expressions themselves (Merilai, 2007, p. 383).

Merilai (2007) concludes that poetic utterances as a specific way of language usage realise not one but two speech acts: a referential and a self-referential one. These speech acts correspond to the two contexts of the poetic text: 1) the narrow context, or the aspect of the content and reference; 2) the broad context, or the aspect of the expression and self-reference. While the narrow context involves an implied author, fiction, internal content and form, imagined reference and virtual/non-virtual speech acts; the broad context provides a real author, actuality, external/expressive content and form, self-referentiality as well as actual or "self-defeating" speech acts (Merilai, 2007, p. 386). Therefore, in single utterances there are two levels of perception, of meaning and force:

So, the actual content of a poem is not, or is not only, its particular content (as a string of the propositions or their summary), but rather the way this content is linguistically presented, its form and style. Expression itself becomes a content (Merilai, 2007, p. 389).

The theory of two contexts finds a successful explanation for the combination of fictional and communicative principles in the poetic text. Fictionality concerns the narrow context; it does not have to coincide with reality, while communication deals with the broad context as it is oriented to the prospect of the author communicating with the reader through the text as a work of art.

Developing the model of the two contexts of literary perception, we must admit that the analysis of the context is text-centred. However, modern pragmatics with its cognitive and discursive approach is subject-centred. Subject-centred analysis of the pragmatics of poetic discourse is possible in terms of intentional approach.

In addition to the two types of context in the linguistic pragmatic analysis of poetic discourse, we should take into account two types of communication inherent to the narrow context: the horizontal and the vertical ones. Otherwise, the analysis of conversational discourse (within the subject-centred approach) and the interpretation of the text (which can be subject-centred or text-centred) can be confused.

Thus, the presented concept of poetic text analysis from the perspective of speech act theory elaborates on Dijk's thesis on literary speech act resting on the author's intention, on Merilai's pragmatic poetics and on Searle's intentionality concept.

III. TWO KINDS OF AUTHOR'S INTENTION IN THE POETIC DISCOURSE

We argue that there are two kinds of author's intention in the poetic discourse.

The notion of intention belongs to cognitive psychology. Searle (1983) defines it as follows:

Intentionality is that property of many mental states and events by which they are directed at or about or of objects and states of affairs in the world (p. 1).

Searle (1983) gives examples of intentional states: belief, hope, desire, love, hate, liking, disliking, doubting, wondering whether, joy, pride, sorrow, guilt, wishing, wanting etc. (p. 1f.). He compares pain and hope. Pain is non-intentional because an utterance about it only describes it. On the contrary, expressing hope implies the necessity of clarifying the focus of these states: What does the person hope for? Indeed, one cannot hope unless one is aware what to hope for. In other words, the state of intention always involves a certain object.

According to Lapp (1992), depending on the leading mental component, intentions fall into the following categories: 1) cognitive (knowledge, ignorance, doubt, assumption, faith, confidence, rational assessment), 2) volitive (hope, desire, intention) and 3) affective (emotional assessment, attitude towards the addressee, emotions) (p. 137).

Considering the intentional approach in the poetic text analysis, we suggest to consider another subtype among affective intentions – the aesthetic intention, which is the author's mental direction at the created word form with a positive emotional-evaluative attitude towards it.

The key point in this definition is the phrase "verbal form". It is the form, not the content, that evokes the author's positive emotional and evaluative attitude – excitement, delight, joy etc., although his or her attitude to the content can be extremely negative. The author tries to convey the beauty of the verbal form to the reader of the text. The author seems to say to the reader: "Look what a harmonious text, what beautiful combinations of words and patterns of meanings!" If he/she considers the poem complete, then he/she is obviously pleased with the way the content is expressed (whatever it may be) while another subject (reader or critic) may not like the text, created by the author's aesthetic intention.

Searle (1983) distinguished two levels of intention. He wrote:

We need to have a clear distinction between representation and communication. Characteristically a man who makes a statement both intends to represent some fact or state of affairs and intends to communicate this representation to his hearers. But his representing intention is not the same as his communication intention. <...> There are, therefore, two aspects of meaning intentions, the intention to present and the intention to communicate. <...> representation is prior to communication and representing intentions are prior to communication intentions. <...> One can intend to represent without intending to communicate, but one cannot intend to communicate without intending to represent (p.165f.).

The first order intention (intention to present, or representing intention) represents how mental states are directed at objects and states of affairs in the world. The second order intention (intention to communicate, or communication intention) suggests the speaker's wish to render his or her representing intention to the addressee and trigger a certain reaction, i.e. perform a speech act.

The representing intention can exist without the communication intention, but the former is a prerequisite for the emergence of the latter. With the communication intention, the subject enters speech communication and becomes the speaker – the addresser.

The aesthetic intention of the author of a poetic text can exist only at the representational level – when the author writes a piece not for publication. However, as soon as he/she decides to publish the poems or speak with them to the audience, that is the text receives the addressee, the author becomes the addresser and his or her aesthetic intention turns from representing to communicative, resulting in the poetic discourse.

So, as we have previously concluded, in a poetic text, the author can express:

- a) content, by correlating words with the states of affairs in the external world, i.e. making reference *per se*;
- b) his or her attitude toward this content, i.e. the referential intention;
- c) his or her attitude toward the language form, through which the content is expressed, referring utterances to themselves or making self-reference, that is the aesthetic intention (Bezugla, 2020, p. 23).

IV. TWO SPEECH ACT TYPES IN THE POETIC DISCOURSE

Two types of author's intention cause two corresponding types of speech acts performed by the author through a poetic utterance/text.

This brought us to the conclusion that two kinds of speech acts are performed simultaneously:

- 1) referential speech act, based on the reference *per se* and the referential intention, involving an illocution and being fictional, as the sincerity rule is violated;

2) aesthetic (self-referential) speech act, based on the self-reference and the aesthetic intention (Bezugla, 2020, p. 24).

Let us consider a miniature text “About murder and deathblow” by Erich Kästner (2004, p. 26):

Erich Kästner
VON MORD UND TOTSCHLAG
Denkt ans fünfte Gebot:
Schlagt eure Zeit nicht tot!

With the help of this text the author realizes his volitive intention and the directive speech act – a piece of advice.

The content of the advice is expressed in the implicature, the trigger of which is the phraseological phrase *die Zeit totschiagen*. Its inner form comes to life due to the expression *das fünfte Gebot*, which activates in the reader's mind the presuppositional knowledge of the content of the fifth commandment of Jesus Christ: +> „Du sollst nicht töten!“ („Thou shalt not kill!“) +> *Zeitverschwenden ist ein Verstoß gegen das fünfte Gebot (Wasting time means breaking the fifth commandment)*. Hence, the author advises the reader not to waste his time: +> *Verschwendet nicht eure Zeit!*

This stylistic device, as well as rhyme, metrics and stanza express the author's aesthetic intention, it is due to them that the aesthetic speech act is realised.

Thus, the poetic text demonstrates two speech acts – the referential directive and the aesthetic speech acts, which are based on the corresponding author's intentions – the referential and the aesthetic ones, and two text illocutions – a piece of advice and delight from the words expressing this advice.

This is an example of a transient analysis at the level of vertical communication between the author and the reader.

Speech act analysis can be also carried out at the level of horizontal communication between characters (if they are present in the text). Horizontal communication is subordinate to the vertical one, since the author uses it to convey a certain meaning. The analysis reaches the interdiscursive level, drawing on the conversational discourse integrated into the poetic discourse. An example here is the poetic text “A Little Difference” by Masha Kal ěko (2012, p. 665):

Mascha Kal ěko
DER KLEINE UNTERSCHIED
Es sprach zum Mister Goodwill
ein deutscher Emigrant:
„Gewiß, es bleibt dasselbe,
sag ich nun land statt Land,
sag ich für Heimat homeland
und poem für Gedicht.
Gewiss, ich bin sehr happy:
Doch glücklich bin ich nicht.“

The German emigrant performs the assertive speech acts – statements, conveying the implicature that he is unhappy in emigration: +> *Weil ich nicht in meiner Heimat bin*. But at the level of vertical communication, the author conveys a different implicature to the reader: +> *Der Unterschied zwischen happy und glücklich ist in Wirklichkeit sehr groß denn glücklich kann man nur im Heimatland sein (The difference between the words glücklich and happy is really great, since you can only be happy in your home country)*.

The aesthetic speech act demonstrates that the author tries to convey this idea to the reader in an original poetic form, using poetic means and attracting the reader's attention to them. If the author had not realised the aesthetic speech act, he would have simply expressed this idea in prose.

The aesthetic intention involves two sublevels in vertical communication of the poetic discourse – the content and the aesthetic ones. The substantial vertical communication (as well as horizontal) is based on reference *per se* and the author's referential intention. The aesthetic communication rests on self-reference and the author's aesthetic intention.

Aesthetic communication is clearly manifested in the verses where the author emphasizes the poetic form. For example, J. Ringelnatz's “Poem in Bi-language” (1928, p. 99) is at first glance nonsense:

Joachim Ringelnatz
GEDICHT IN BI-SPRACHE
Ibich habibebi dibich,
Lobittebi, sobi liebib.
Habist aubich dubi mibich
Liebib? Neibin, vebirgibib.
Nabih obidebir febirn,
Gobitt seibi dibir gubit.
Meibin Hebirz habit gebirn
Abin dibir gebirubiht.

This is nothing but a word play – inside each syllable, the author adds the syllable *bi*, encoding the message *Ich habe dich, / Lotte, so lieb. / Hast auch du mich / Lieb? Nein, vergib. / Nah oder fern, / Gott sei dir gut. / Mein Herz hat gern /*

An dir geruht. This resembles a counting rhyme where the content is nothing but the material for the word form. Both the author's and the reader's focus falls on this word play, which is the aesthetic speech act.

Therefore, the conversation of the lyrical I with Lotte – the declaration of love, the question, the negative answer, the apology, the wishes and the statement (referential speech acts) – are not taken seriously.

This shows that the author's referential and aesthetic intentions can be expressed at both the level of the utterance and the whole text.

V. FELICITY CONDITIONS OF AESTHETIC SPEECH ACTS

Defining the essence of any type of speech act involves considering the felicity conditions (Searle, 1969, p. 57 ff.). Therefore, we should dwell on the specifics of the felicity conditions for the aesthetic speech act.

The input and output condition of the aesthetic speech act is that the addresser and the addressee speak the same language, act consciously, voluntarily, not forcibly and not under threat, have no physical or mental obstacles, are in their right mind and sober memory, are not playing a role or sleeping.

It is impossible to engage in verbal creativity without speaking a certain language, being in an unconscious state, having mental disorders, being in the state of strong alcohol intoxication, imitating creativity on stage, in delirium or in a dream.

However, it should be noted here that inspiration is considered as an altered state of mind, which has led to the development of methods of composing poetry in an altered mental state (so-called psychedelic poetry). Some poets achieve this state under the influence of alcohol or drugs. However, these aspects of creative activity require special psycholinguistic studies.

In addition, this condition does not include jokes, which do not involve the realisation of the aesthetic speech act, as the incongruence in the verbal form can cause a positive emotional assessment and become the object of the aesthetic intention, as in "Poem in Bi-language" by J. Ringelnatz.

The addressee of the aesthetic speech act (the potential reader of the text) is a multiple, inhomogeneous addressee who is remote in time and space, and meets these conditions.

The preparatory condition in aesthetic speech acts is that both the author and the addressee must need poetry and be able to get aesthetic pleasure from it. N. Alefirenko and I. Chumak-Zhun (2008) found a good term for this category of people – *Homo poeticus* (p. 69). By realizing the aesthetic speech act, the *Homo poeticus* author tries to convey to the reader the beauty of word form. Nevertheless, if the reader is not a *Homo poeticus*, that is, does not see (or does not want to see) the word aesthetics, such speech act is considered "self-defeating".

The condition of propositional content stipulates that an aesthetic speech act can have any proposition, as well as a set of interrelated propositions at the text level. This means that the object of the aesthetic intention can be a mental projection of any verbal form.

The sincerity condition in aesthetic speech acts suggests that the author should really feel a positive emotional and evaluative attitude to the created verbal form and not falsify it.

The essential condition determines the communicative and intentional specifics of the illocution, that is, the speaker's illocutionary goal.

Aesthetic speech acts also have the aesthetic intention, which correlates with the emotive illocution. Aesthetic speech acts belong to the expressive type or emotive illocutionary type in particular.

We also distinguish the perlocution condition which determines the perlocutionary goal of the addresser associated with the illocution drawing from Cohen's associated and non-associated perlocutions (1973, p. 496 ff.).

The perlocutionary goal of the author of a poetic utterance is to influence the reader's aesthetic feelings regarding the word form.

Unlike the aesthetic speech act, the referential speech act in the poetic discourse is specific only in the sincerity condition: the author's sincerity is conditional, that is, he/she does not have to actually feel certain feelings or have certain views, while the described events and facts are true.

The inconsistency of word and reality is the basis of the poetic discourse fictionality. Therefore, poetics uses the term "lyrical I" – fictional double of the author-poet who may completely coincide with his/her personality, and may be completely different from it (Lamping, 1993, p. 61). M. Kaléko's poems "A Little Difference" and Erich Kästner's "Murder and Death Strike" are examples of the lyrical I's coincidence with the author's self. J. Ringelnatz's "Poem in Bi-language" reflects the lyrical I's fictional humorous conversation with his beloved.

VI. CONCLUSIONS

The intentional approach allows to identify the specifics of the analysis of the poetic discourse in terms of the speech act theory.

In the poetic discourse, we should consider two types of the author's intention and two types of speech acts, which are simultaneously realised in the poetic utterance and/or text, namely:

- a) referential and aesthetic author's intentions,
- b) corresponding referential and aesthetic (self-referential) speech acts.

Two communication levels of the text are taken into consideration: the vertical and the horizontal ones.

The author's aesthetic intention enables communication with the reader of a poetic text, hence the poetic discourse.

Within the intentional approach to speech act analysis of the poetic discourse, pragmatic poetics becomes a cognitive discipline. Cognitive pragmatic poetics explores the ontology of poetic utterances as a specific way of language usage and concerns the activity of the human mind during the literary communication.

Speech act analysis in cognitive pragmatic poetics perspective is promising as it provides the view into the nature of pragmatic features of the poetic discourse of individual authors, as well as literary movements and genres.

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Motivational Factors and Intended Efforts in Learning East Asian Languages Among Thai Undergraduate Students

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Abstract—The objective of the current study was to investigate undergraduate students' motivation in learning three East Asian languages (Chinese, Japanese, and Korean), with intended effort used as a measure of motivation, based on Dörnyei's L2MSS theory (2005) and five other predictors. The study's participants were 95 undergraduate students, recruited by convenient random sampling on a voluntary basis, eight of whom volunteered to participate in interviews. Descriptive data and Pearson correlations were used to identify language learning motivations and the relationship between predictors and the intended effort, while a qualitative content analysis was used to support quantitative findings. The results revealed that the participants showed high levels of motivation in learning East Asian languages. A strong linear relationship was found between L2 learning experience, with all languages studied, and the ideal L2 self component. Moreover, the factor of intended effort had a positive relationship with instrumentality-promotion ($r = .651, p = .000$), international posture ($r = .275, p = .003$), and cultural/community interest ($r = .426, p = .000$) in Chinese learners, cultural/community interest ($r = .433, p = .015$) in Japanese learners, and international posture ($r = .446, p = .015$) in Korean learners. Nonetheless, instrumentality-prevention and intended effort were negatively related in Japanese learners ($r = -.420, p = .019$). The study recommends a comprehensive study be undertaken to investigate the role of L2 learning experience and its importance in L2 learning.

Index Terms—language learning motivation, L2 motivational self system, intended effort, eastern languages

I. INTRODUCTION

Motivation has always been claimed as the source for individuals to choose what to do, how long they will stick with something, and how hard they will apply themselves when they do it (Dörnyei, 2005). Motivation determines the direction and intensity of human activity. In the field of second language acquisition (SLA), motivation has been recognised as one of the main factors that facilitate L2 acquisition. Dörnyei (2005) argued that no matter how good the curriculum and teachers are, if learners are not motivated, they are less likely to achieve satisfactory learning outcomes (p. 65).

To date, research on second language motivation has been based primarily on English as a second language or a foreign language (FL), leaving a large number of other languages missing from the field of study (Boo et al., 2015; Dörnyei & Al-Hoorie 2017; Ushioda & Dörnyei, 2017; Ushioda, 2017). Indeed, with the rise of global English, most of the 21st-century literature on second language acquisition (SLA) motivation seems to focus on the learning of English, which many today see as an essential educational skill alongside reading, writing, and math. However, it would be misleading for educators and governments to determine the choice and use of other languages based solely on research into the motivations for learning English (Ushioda & Dörnyei, 2017).

A recent reviewed article (Boo et al., 2015) has shown that many early studies of L2 motivation have been criticised for focusing on a single unique Canadian context, and among the research conducted into motivation from 2005 to 2014, the overwhelming majority (i.e., 72.67%) of the empirical surveys were devoted to learning English as a second language. Furthermore, as synthesised by Mendoza and Phung (2019), only around 27% of the studies were related to a language other than English (LOTE), alone or together with English. When it comes to the geographic distribution of the research and the nationalities of the research participants, there were three main locations to note — Japan, the United States, and China. Once again, East Asia dominated among the participants, who were Chinese and Japanese, leaving Southeast Asia, especially in Thailand, little known. Due to this huge “language bias”, guest editors Dörnyei and Ushioda were committed to exploring the uncharted field of language learning motivation for LOTEs and other such possible language biases in a special issue of *The Modern Language Journal* published in 2017.

In effect, for all those concerned with promoting, supporting, and enhancing language learning outside of global English, learning about the motivations for studying LOTEs may be a vitally important issue (Ushioda & Dörnyei, 2017). In the midst of this situation, the present study, based on the conceptual framework of L2 Motivational Self

System (L2MSS) theory plus five other predictors, aims to closely examine the motivational profiles of learners of LOTEs, namely Chinese, Japanese, and Korean.

In line with the objectives, two research questions are addressed as follows:

- (1) What are the motivational profiles of LOTEs (Chinese, Japanese, and Korean) learners?
- (2) What are the relationships between eight motivational predictors and intended effort on learning LOTEs?

II. LITERATURE REVIEW

A. Motivation

Gardner (1985), the pioneer in defining L2 motivation, pointed out that L2 motivation refers to the willingness to learn a second language, to work toward a goal, and to derive satisfaction from the learning process. To be exact, motivation is conceptualised in three parts, which are “motivational intensity, desire to learn the language, and an attitude towards the act of learning the language” (p. 25).

For a long time, research on motivation focused on the dichotomy distinction between integrative and instrumental motivation, which are the key parts in Gardner’s “socio-educational (SE) model of second language acquisition” (1985). Even in the last decade, Gardner’s theory has dominated L2 motivation research. However, it wasn’t until the 1990s that researchers commented on and critically debated Gardner’s theory, questioning the relevance of Gardner’s theory to contexts other than Canada. For example, outside of the Canadian context, the concept of integration was ineffective when the concept narrowed its sense in many learning environments (Dörnyei et al., 2006). Moreover, the theory was not supported in the contexts like China, Hungary, and Japan where English was considered as a foreign language rather than second language (Csiz é & Kormos, 2009). In these contexts, English was learned as a tool for academic purposes or self-improvement but was less commonly used as a medium of communication in everyday life (Dörnyei, 2005, 2009). Therefore, Gardner’s “integrative motivation” in the social-psychosocial stage shows limitations.

B. L2 Motivational Self System

After considering the limitations of the traditional motivational system and incorporating various aspects of mainstream psychological motivation theory, Dörnyei (2005) proposed the L2 Motivational Self System (L2MSS). During the formation and development of the L2MSS, the theory of the possible self (Markus & Nurius, 1986) and self-discrepancy (Higgins, 1987) gave a lot of support to the main components of the L2MSS — ideal L2 self and ought-to L2 self. In particular, the concept of the ideal self and the ought-to L2 self contributed significantly. Ideal L2 self is defined as “the L2-specific facet of one’s ‘ideal self’” (Dörnyei, 2009, p.29). It reflects an L2 learner’s ideal self-image, one’s aspirations for the future. Ought-to L2 self refers to “the L2-specific aspect of one’s ought-to self” (Papi, 2010, p. 469). It reflects the attributes that one believes he/she should or ought to have under self-responsibility and external expectations (e.g., parents, teachers, friends, etc.). At the same time, considering that the motivation of some learners to learn an L2 does not come from future self-guides but is influenced by the classroom learning environment and previous learning experiences, Dörnyei (2005) proposed a third component of the L2MSS — L2 learning experience, which relates the “situated, ‘executive’ motives related to the immediate learning environment and experience” (Dörnyei, 2009, p.29), such as successful learning experiences, teachers’ influences, and the impact of curricula.

In English motivation studies, ideal L2 self was considered as the strongest motivator in L2 learning, regardless of age or geographic location (e.g., Csiz é & Kormos, 2009; Ryan, 2009; Taguchi, 2013; Taguchi et al., 2009). At the same time, the ought-to L2 self was the least contributing motivator for language learning (e.g., Csiz é & Kormos, 2009; Papi, 2010; Taguchi et al., 2009). Lastly, L2 learning experience was another strong predictor of motivation to learn a language (e.g., Lamb, 2012; Papi, 2010; Ryan, 2009).

In LOTEs motivation studies, the situation is quite different from English motivation with different results across studies. Based on the L2MSS theoretical framework, the strongest motivational predictor in Europe was the ideal L2 self within the groups of 16- to 17-year-old learners of English and German in Hungary (Csiz é & Luk ács, 2010), and for Grade 8 Hong Kong students (ages 13-15) studying English and Mandarin (Dörnyei & Chan, 2013). However, in a Chinese context, ought-to L2 self was the stronger motivational predictor for L3 Japanese while for L2 English it was ideal L2 self (Wang & Zheng, 2019). The last predictor — L2 learning experience, which was highly related to global English, has been the least examined in relevant studies and has even been omitted from the questionnaires of some studies (e.g., Csiz é & Dörnyei, 2005). Yet, Huang (2019) found a significant role for learning experience in both English and eight LOTEs of Taiwanese learners.

C. Criterion Measure and Other Possible Predictors

This study adopted “intended effort” as a criterion measure in order to examine the level of effort that learners intend to put into learning LOTEs, since several studies (Csiz é & Kormos, 2009; Ryan, 2009; Taguchi et al., 2009) have shown that this variable was significantly related to all three components of the L2MSS in different contexts (e.g., Iran, Hungary, Japan, and Saudi Arabia). A high value of intended effort implies a high intensity of motivation.

In addition to the main predictors in the L2MSS, other factors have been shown in the literature of past studies to be important factors in language learning motivation.

Instrumentality was distinguished by Dörnyei (2005) into two types: *instrumentality-promotion* and *instrumentality-prevention*. The former regulates positive outcomes, i.e., goals and hopefully achievements in professional and personal language success, while the latter controls negative outcomes, associated with the responsibilities and obligations that individuals perceive themselves to have towards others. Thus, instrumentality can be considered an important factor and the two types have been demonstrated in several studies (e.g., Huang, 2019; Zheng et al., 2019).

The *international posture* constructed by Yashima (2009) was found to be an important predictor in motivating students. International posture refers to a gesture that associates oneself with the international community rather than with a particular language group. In a study by Islam et al. (2013), it was found that students with international posture showed relatively strong motivation. Similarly, this kind of posture was found in a study by Teo et al. (2019).

Family influence is also an important factor in motivating language learning, for example, the family background had an impact on motivating Thai students to learn English and Chinese (Siridetkoon & Dewaele, 2018); parents provided positive roles to English learning and negative roles to German learning (Csizér & Lukács, 2010); and it was found in Japan, China, and Iran that family influences affected learners' English motivation behavior (Taguchi et al., 2009).

The last important factor is *cultural/community interest*. Literally and obviously, it refers to the learner's interest in the community and associated culture in which the target language is being learned. The presence of this variable was strongly proved in Huang's (2019) Taiwanese study.

D. LOTES in Thailand

Since Chinese, Japanese, and Korean are, to varying degrees, related to various aspects of Thailand's economy and national wellbeing, including the labour market, tourism, culture, investment, the following section describes why these languages were targeted in the current study.

Firstly, Chinese language has been incorporated into all levels of education and various educational institutions in Thailand for more than four decades. According to the Hanban office (Hanban Thailand Office, 2015), Thailand has the highest number of Chinese language learners in Asia. Moreover, in terms of tourism in Thailand, Chinese tourists topped the list in 2018 (Ministry of Tourism and Sports, 2019), and Thailand has been cited as the most popular destination for Chinese people (World Travel Online, 2017). Therefore, Thailand is committed to training Chinese language talents for the development and construction of the country.

When it comes to Japanese, the number of Japanese companies and factories in Thailand has increased along with the close economic ties between Japan and Thailand. Japan has been the largest foreign investor in Thailand for four consecutive years (2015-2019), followed by Singapore and China (Thailand Board of Investment, 2019). Due to Japan's strong economic presence in Thailand, students who are proficient in Japanese are preferred by future employers in related industries in today's competitive job market.

Over the past decade, Thailand has also benefited from the growing number of tourists from South Korea. And Korea also ranked third only after China and Malaysia in terms of tourism statistics in 2018 (Ministry of Tourism and Sports, 2019). In addition, with the rise of the Korean wave in other Asian countries, Korean culture has also been successfully introduced into the Thai market, especially K-drama and K-music (Ainslie, 2016). In fact, Korean language study is the third most popular choice for Thai students after Chinese and Japanese (Thandee, 2008). Therefore, Korean language is also one of the most popular languages of choice among students in Thailand.

III. MATERIALS AND METHODS

To fulfil the two research questions of (1) the motivational profiles of LOTES (Chinese, Japanese, and Korean) learners, and (2) the relationships between eight motivational predictors and intended effort on learning LOTES, the current study employs a mixed-method design with questionnaires and interviews. The following section explains the methodology employed in this study.

A. Instruments

Three versions of the questionnaires were used in this study (motivation to learn Chinese, Japanese, and Korean respectively), each of which was parallel in content. The questionnaire consisted of two parts. The first part contained items about background information. The second part consisted of nine subscales measuring each of the nine constructs, with each subscale consisting of four items on a six-level Likert scale. The six-level Likert scales ranged from "1 (Strongly Disagree)" to "6 (Strongly Agree)".

The questionnaires used in this study adopted items from well-established motivational questionnaires used in related studies with sufficient validity and reliability (i.e., Papi, 2010; Taguchi et al., 2009; Yashima, 2009). A total of nine constructs were chosen for this study, as every single construct had been shown to be an important motivational predictor in previous related studies (e.g., Csizér & Kormos, 2009; Csizér & Lukács, 2010; Huang, 2019; Islam et al., 2013; Ryan, 2009; Siridetkoon & Dewaele, 2018; Taguchi et al., 2009; Teo et al., 2019; Zheng et al., 2019). Some items were removed and modified due to their similarity in meaning to other items and the time limit for completion. Since all undergraduate students were LOTE learners with Thai as their first language, all items were translated into Thai. A test of the reliability of the translation was performed to ensure that the content of the Thai questions was identical to the

original English version. The question items were validated by three experts to ensure content validity. A Cronbach's Alpha reliability analysis was run to check the reliability of each subscale and the overall alpha was .836 (as shown in Table 1).

TABLE 1
RELIABILITY ANALYSIS OF THE SUBSCALES

Variable	No. of Items	Cronbach's Alpha
Intended effort	4	.826
Ideal L2 self	4	.887
Ought-to L2 self	4	.900
L2 learning experience	4	.879
Instrumentality-promotion	4	.884
Instrumentality-prevention	4	.791
International posture	4	.771
Family influence	4	.743
Cultural/community interest	4	.847
Total	36	.836

Interviews were employed in this study to mitigate the biases and weaknesses created by a single questionnaire and also increase the credibility and validity of the research instrument. If the participants were willing to participate in the interview after the authors' request, they filled in the contact information in the questionnaire. Considering the difficulties of conducting research in person during the current Covid-19 pandemic, interviews were conducted in Thai via a call on Line application after completion of the questionnaire for those who provided contact information.

B. Participants

The participants were made up of a total of 95 undergraduate students, who were enrolled in one or more elective courses studying Chinese, Japanese, or Korean language. The participants were recruited through a convenient sampling technique on a voluntary basis. Moreover, a total of eight participants were willing to participate in a further interview session, which lasted for 15 minutes per interviewee.

C. Data Collection

Once the research project was IRB cleared, and permission to collect data at the research site was granted by the college's administrator, the lecturers of each language were contacted. It is noteworthy that the data collection process was undertaken during the suspension of onsite learning activities, the researchers, therefore, collected data via online channels, with the permission of each respective language lecturer. A phone interview was conducted through Line application with the participants who agreed to participate in the interview session.

D. Data Analysis

Descriptive statistics and a Pearson's correlation were used to analyse data from the questionnaires. Regarding the qualitative data, a content analysis was employed to obtain the key terms and to complement the quantitative findings.

IV. RESULTS

This section reports the findings of this study, both quantitative and qualitative. Quantitative findings are presented through descriptive data and a Pearson's correlation, while qualitative findings are presented in the form of transcriptions of interviews with respondents.

A. Quantitative Results from Eastern Languages

In order to identify the motivational characteristics of undergraduate students studying Chinese, Japanese, and Korean, the descriptive statistics of the criterion measure and motivational predictors among participants are shown in Table 2.

TABLE 2
DESCRIPTIVE STATISTICS AMONG CHINESE, JAPANESE, AND KOREAN LEARNERS (N=95)

Constructs	Chinese Learners (n=35)		Japanese Learners (n=31)		Korean Learners (n=29)	
	M	SD	M	SD	M	SD
Intended effort	4.76	0.99	4.17	0.94	5.14	0.59
Ideal L2 self	4.24	1.31	3.82	0.91	4.74	1.21
Ought-to L2 self	3.31	1.51	2.38	0.95	2.00	1.03
L2 learning experience	4.90	1.03	4.50	0.79	5.06	0.84
Instrumentality-promotion	4.82	1.05	4.10	1.02	4.44	1.28
Instrumentality-prevention	3.07	1.26	2.38	1.13	2.14	0.79
International posture	4.86	1.05	4.71	0.92	5.19	0.73
Family influence	3.26	1.26	2.66	0.84	2.29	0.91
Cultural/community interest	4.71	0.18	5.33	0.87	5.40	0.71

The questionnaires were administered through a Likert scale of one to six (strongly disagree to strongly agree). The

intended effort values of three eastern languages all rated above 4, indicating a high motivation intensity in learning the three languages. Among eight predictors, L2 learning experience scored the highest among Chinese learners ($M=4.90$, $SD=1.03$), while culture/community interest scored the highest among Japanese learners ($M=5.33$, $SD=0.87$) and Korean learners ($M=5.40$, $SD=0.71$). All language learners showed commonalities in ought-to L2 self, instrumentality-prevention, and family influence, which scored under 4 and the lowest among the eight predictors. Additionally, ideal L2 self, L2 learning experience, instrumentality-promotion, international posture, and culture/community interest all had strong influence on learners' motivation in learning all three languages.

A Pearson's correlation analysis revealed the relationships between the intended learning effort with other variables as follows. For Chinese learners, the intended effort showed a positive relationship with ideal L2 self ($r = .680$, $p = .000$), L2 learning experience ($r = .863$, $p = .000$), instrumentality-promotion ($r = .651$, $p = .000$), international posture ($r = .275$, $p = .003$), and culture/community interest ($r = .426$, $p = .000$). For Japanese learners, it showed a positive relationship with ideal L2 self ($r = .390$, $p = .030$), L2 learning experience ($r = .546$, $p = .001$), culture/community interest ($r = .433$, $p = .015$), but negative relationship with instrumentality-prevention ($r = -.420$, $p = .019$). For Korean learners, the intended effort showed a positive relationship with ideal L2 self ($r = .655$, $p = .000$), L2 learning experience ($r = .715$, $p = .000$), and international posture ($r = .446$, $p = .015$).

TABLE 3
CORRELATIONS BETWEEN CRITERION MEASURE AND PREDICTORS AMONG CHINESE, JAPANESE, AND KOREAN LEARNERS

Intended effort	Chinese ($n=35$)		Japanese ($n=31$)		Korean ($n=29$)	
	Pearson Correlation	Sig.	Pearson Correlation	Sig.	Pearson Correlation	Sig.
Ideal L2 self	.680**	.000	.390*	.030	.655**	.000
Ought-to L2 self	.264	.126	-.228	.216	-.052	.791
L2 learning experience	.863**	.000	.546**	.001	.715**	.000
Instrumentality-promotion	.651**	.000	-.019	.919	.139	.472
Instrumentality-prevention	.300	.080	-.420*	.019	-.109	.573
International posture	.275*	.003	.209	.258	.446*	.015
Family influence	-.274	.092	-.312	.087	-.103	.594
Cultural/community interest	.426*	.000	.433*	.015	.346	.066

** $p < 0.01$; * $p < .05$ (2-tailed).

B. Supportive Findings from Interviews about Motivation for Learning Chinese

By analysing the participants' interview transcription, the results showed that Chinese learners were motivated by their ideal L2 self, L2 learning experience, instrumentality-promotion, family influence, and cultural/community interests.

Regarding ideal L2 self, one participant expressed his motivation for learning Chinese as being a result of his Chinese family background and his personal desire to have a Chinese girlfriend.

I like learning Chinese because many companies come from China. Nowadays, the Chinese economy is growing. China is developing into number one, so I think if I learn Chinese, I will have the opportunity to work in a Chinese company and thus be able to meet more Chinese girls. (CS1)

Apart from personal desire, two of the three participants expressed a desire for multilingualism and emphasised its importance for future work. For example,

I feel it is important because I want to use the language for my future career. Learning many languages is very important. (CS2)

As the strongest predictor in Chinese learners' motivational profiles, L2 learning experience was found in the answers of all respondents. One respondent thought the Chinese language was interesting and the teacher had a good personality, as he stated:

Because it is easy to understand and the teacher is kind. (CS1)

Similarly, another respondent explained:

I find the class interesting, maybe because of the atmosphere and also the teacher. (CS3)

A student who had experience studying in China also expressed that:

As I keep learning, I feel that it is a very interesting language, both written and spoken. And I went on exchange in China for six and a half months, too. I felt that the whole culture and everything are interesting. (CS2)

Instrumentality-promotion was also found in two respondents' profiles. One had the desire to study abroad and the other hoped to find a job to achieve her life goal by learning Chinese.

And now it will be my goal in life. I want to be successful in my life goal. As I have set aside, I want to have a house, I want to be able to care for my parents. [...] Yeah. Because as I said, Chinese is a useful language that I can use to build my career in the future. And if I can, then I will have a high salary. With a high salary, my life goal can be achieved. (CS2)

One participant indicated that she chose to learn Chinese due to advice from a family member, which reflected a family influence.

Oh, actually, I wanted to learn Japanese, but my grandfather suggested me to learn Chinese first if I will learn Japanese. Because Chinese is the foundation of the Japanese language, so I am now learning Chinese. (CS2)

Finally, two respondents mentioned their interest in Chinese culture, including celebrities, singers, and TV series. For example:

Oh, I like stars, performers, singers and that kind of thing. I can also say I like TV series, listening to the songs to see what is sung, and then I can understand them without reading the subtitles. (CS3)

In short, the interview data supported the quantitative findings that students who were enrolled in Chinese courses were motivated by personal desire, job considerations, classroom experience, personal improvement, and cultural interests. However, the qualitative data also revealed family members as a motivational source for one student, which was not significant in the quantitative data set.

C. Supportive Findings from Interviews about Motivation for Learning Japanese

Among the two interviewed Japanese language learners, their motivation came mainly from cultural/community interest, L2 learning experience, and instrumentality-promotion.

When asked why they studied Japanese, both respondents referred to traveling as a reason.

Oh, I like Japan anyway. So, I thought that if I could learn Japanese, I would be able to communicate, or something like that. And I've also travelled to Japan. (JS1)

In addition to traveling, another student also mentioned the idea of studying in Japan for further education and their interest in Japanese culture.

That is, with the thought that maybe I will study further in Japan and because of the culture ... and travel, something like that, because I've been there once but using English and it was not very convenient, like they don't speak English very fluently there. (JS2)

One student noted that the familiarity with the Japanese language made him feel that the study time went by fast.

...If I were to choose a third language, I would choose to study Japanese because I like it the most and then I am familiar with it. Because I have watched Japanese shows, cartoons, and so on, it makes me familiar with Japanese and makes the learning time goes faster. (JS1)

Regarding the instrumentality-promotion, this respondent also stated that Japanese was a good skill and advantageous for future jobs.

If it happens as if there is a job offer back then, if I can speak Japanese, it is a good add-on for me. (JS1)

In summary, the interview data supported the quantitative findings that students who were enrolled in Japanese courses were motivated by personal goals, familiarity with the target language, and cultural interests (such as travel and cartoons). Nonetheless, the interview data showed that the students also considered professional skill improvement as a motivational source, which differed from the quantitative data.

D. Supportive Findings from Interviews about Motivation for Learning Korean

After interviewing three respondents, five motivational predictors were found among them, covering ideal L2 self, ought-to L2 self, L2 learning experience, instrumentality-promotion, and cultural/community interest.

The first two predictors were present in the responses of one individual. She expressed that learning Korean would enable her to better communicate and connect with foreign students in this language.

If I learn it, I understand it and I can talk to other people. And I can do other things, like in class, the teacher said there is something like a party between Thai and foreign students. And if I have the foundation, when I go to deal with Koreans, I can use Korean to communicate and there will be more connections. (KS1)

However, she also reported that she encountered obstacles in learning Korean and when the two conflicted, she may have to give up her Korean course. This was also aligned with the quantitative results that it made the motivation decrease when the ought-to L2 self increased.

...But if it's specific to me, it would be my advisor who doesn't let me choose to study. Yeah. Actually, I have the right to choose which class to take as an elective, right? ... But when all my credits were completed, I asked to learn more, something like this. But my advisor in my faculty doesn't seem to want me to learn ... I think this is the greatest obstacle. Because if the teacher wants me to work, I mean the advisor wants me to work, or something like that, then I have to withdraw from studying Korean if there is a time conflict or something like that. (KS1)

In terms of L2 learning experience, one respondent indicated that their teacher played a role in motivating them to learn Korean.

It's fun because the teacher is a part of what makes learning Korean interesting. And because of the kindness and patience of the teacher, I feel that I can keep learning. (KS3)

Similar to Chinese learners and Japanese learners, instrumentality-promotion also emerged among two Korean learners, one indicating that Korean language could support her future work, and the other indicating that Korean language was helpful in achieving her special goal.

It's like I know Thai and I know English. But if I know Korean, it will help support me on another side as well. [...] Yeah. Like (it's important) in work. I think it would be better if I know than if I don't. (KS3)

... Another thing is that I want to study abroad, and I am looking at many places, such as China, Taiwan, or the European side. Then Korea was one of them. Because I watched YouTube, and there was a senior who is a Thai and got a scholarship from the Korean government. Although it's not specifically related to the Korean language, he was able to study there. (KS1)

Last but not least, all three respondents cited an interest in culture, including a fondness for TV shows, movies, singers, and travel. For instance:

Because I have special interests. The first is that I am inspired by Korean dramas, and I want to travel to Korea. Like, I want to learn the culture so that when traveling I would be able to communicate with them and read, and so on. (KS3)

In other words, the interview data supported the quantitative findings that students who were enrolled in Korean courses were motivated by learning experience, social interaction, and career development. Although it was not quantitatively significant, students also showed a preference for Korean language due to cultural factors. It is also noteworthy to mention that past learning experience was not a motivational source for the students.

V. DISCUSSION

The results showed that L2 learning experience was the strongest predictor of motivation across all language groups highlighted in this study. According to these results, L2 learning experience (classroom learning experiences, the roles of teachers, and learning experience of a previously targeted language country) was more likely to increase motivation than the ideal L2 self component. This finding is consistent with those of Papi (2010) and Huang (2019). As Dörnyei (2009) stated, some students' initial motivation does not come from the pursuit of an ideal self-image, but rather from an enjoyable learning experience during the learning process. Language experiences can contribute to students' positive language achievements. The indirect effect of enjoying the support of teachers and students in English language achievement was achieved through enjoying English language learning (Jin & Zhang, 2018). In a similar vein, L2 learning experience was found to have the strongest relationship with student achievement (Subekti, 2018).

This result may be related to the fact that these students were voluntarily choosing these languages as electives and that most of them have been studying these languages for less than a year, which is why most of their motivation came from their learning experiences in the classroom. Therefore, the influence of learning conditions, environment, and learners' learning experiences on motivation should be properly considered in teaching.

Closely following L2 learning experience, ideal L2 self played the second most important role for Chinese and Korean learners. This is similar to You and Dörnyei's (2014) study, where ideal L2 self ranked second, after attitude to L2 learning. Meanwhile, cultural and community interest was also shown to be highly correlated with intended effort for Chinese and Japanese learners in the present study, which is analogous to other studies, such as group two of Hungarian students learning English in Csizér & Dörnyei's study (2005) and Japanese students learning English (Taguchi et al., 2009). Although the correlation between cultural/community interest and intended effort among Korean language learners was not significant, all three interviewees expressed some interest in Korean culture. Many times, they mentioned wanting to watch TV programs or listen to song lyrics in the target language without translating the subtitles, which affirms the stimulating effect of cultural/community interest on language learning. This is insightful for educators and could lead them to add some cultural elements of the target country to the classroom learning in order to increase students' interest.

Instrumentality-promotion and instrumentality-prevention showed strong relationships among Chinese students and Korean students, respectively. It is worth noting that the former had a positive correlation while the latter had a negative correlation. This suggests that individuals were willing to invest time and effort in learning Chinese in order to achieve their goals in terms of language for professional or personal achievement, and conversely, external responsibilities and obligations were given to demotivate students to study Japanese in order to avoid certain negative outcomes such as failing an exam. This is probably why Japanese learners had the lowest intended effort among the three language learners. Accordingly, it can be argued that it is important for teachers to increase students' sense of achievement in the learning process.

The role of international posture in students' language learning should not be underestimated either, as it appeared in the results examining Chinese and Korean learners. In line with Islam et al.'s (2013) study, students with international posture showed stronger motivation. Moreover, some students mentioned their multilingual posture, expressing a desire to learn multiple languages, in order to improve their vocational skills. This supported the findings in Zheng et al. (2019) that the multilingual posture was salient for self-motivated learners' Spanish learning.

Ought-to L2 self and family influence showed no significant relationship with intended effort in any language group. The current findings were in line with Csizér & Kormos (2009), who found the role of ought-to L2 self was marginal and weak in students' language learning. According to the interview data, only one student mentioned stress that came from external sources. The rest of them all expressed that their family and people around them all supported their choice in learning eastern languages, which made sense as these two variables did not affect students' effort in learning LOTEs.

VI. CONCLUSION

This study examined the motivational characteristics of undergraduate students learning Chinese, Japanese, and Korean by applying motivational predictors from Dörnyei's L2MSS, instrumentality-promotion, instrumentality-prevention, international posture, family influence, and cultural/community interest, with intended effort as a measure of motivation. The correlations between these motivational predictors and intended effort were also

investigated. The results revealed that the students showed high levels of motivation in learning East Asian languages. A strong linear relationship was found between L2 learning experience with all languages studied, followed by the ideal L2 self component. In addition, students' intended effort had a positive relationship with instrumentality-promotion, international posture, and cultural/community interest in Chinese learners; cultural/community interest in Japanese learners, and international posture in Korean learners. However, instrumentality-prevention and intended effort were found to be negatively related for Japanese learners.

It has to be said that there were some limitations to this study. Firstly, the sample of this study was small and unbalanced between the number of language groups. Secondly, there was a gender imbalance, with female students predominating among all language learners. Furthermore, the majority of all language groups enrolled in the respective class for less than one year in length and the results cannot be applied to learners who have been studying for a longer period of time. Therefore, the findings cannot be generalised to all Chinese, Japanese, and Korean motivational-intended efforts. Since there were participants who had been learning the language for a long time and who mentioned in the interviews that their motivation was different at the beginning than it is now, more research is needed to investigate whether students' motivation could progress if they take more courses, or are enrolled on courses for a longer time. Such studies could inform as to whether the long-time learners have different motivational-intended learning effort levels, and how they differ from that of short-time learners. In addition, the role of L2 learning experience needs to be further examined in other languages.

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Applying Web-Based Technology in Developing Student Worksheets on Writing Local Culture Content Drama Script

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Abstract—The purposes of this study were to identify the students' and teacher's needs for student worksheets for teaching local culture content drama scripts writing based on the verses of Sultan Abdul Muluk (SAM), to design a prototype of the worksheets, to obtain expert validation of the prototype, to determine the worksheets' practicality, and to examine the effectiveness of the developed worksheets. The research procedures were based on Plomp's model and Tessmer's modified model of Research & Development. Data were collected employing multiple techniques. To obtain information on the student and teacher needs, questionnaires were administered and an interview was conducted. To ascertain the validity of the worksheets, an expert validation was carried out. To determine practicality of the worksheets, a small group evaluation was conducted, and questionnaires were administered. To examine the effectiveness of the worksheets, field tests of script writing were carried out. Results of the need analysis revealed that all students and teachers needed elearning-based student worksheets on drama scripts writing based on SAM verses. Based on expert validation, the developed worksheet was categorized as valid. Based on the small group evaluation, the worksheet was considered practical. Results of the field tests indicated that the worksheet was effective. The implication is that the worksheet is of great importance and, therefore, will likely become a major instructional material for teaching drama script writing based on SAM verses.

Index Terms—elearning, worksheets, cultural, drama, writing

I. INTRODUCTION

One of the skills that must be mastered by the 8th year students in Indonesia is the skill of writing drama scripts. This is stated in one of the basic competencies in the Indonesian language subject under the Curriculum 2013 which is currently being implemented throughout the Archipelago. The ability to write drama scripts is needed because it can contribute to the student appreciation for drama arts. One way to improve one's appreciation for drama is through enhancing their ability to produce drama scripts. In fact, the eighth graders were still unable to write drama scripts with local content. The possible contributing factor is the particular intrinsic difficulty of writing this script type, i.e., the required use of archaic language and inclusion of *bermas* (a series of formulaic introductory expressions).

From an initial survey conducted with twenty students, 80% of them found it difficult to write drama scripts. One of the reasons for this difficulty was the absence of teaching materials that contained detailed steps for writing a drama script. A hundred percent of the students needed teaching materials that contained how to write drama scripts based on SAM verses completed with systematic writing practices. As many as 90% of students stated that it was very necessary to include elements of local culture, especially SAM verses. All students felt the need to preserve Dulmuluk's performing art. They considered writing Dulmuluk drama script is an opportunity that may not be missed. They would have felt proud if they had had the opportunity to write the script after completing a sufficient training. The students hoped that their scripts were selected for classroom drama performance.

Based on the interview on teaching drama script, the teacher divided students into various tasks in order to perform plays on stage. Some were assigned to act out as players, directors, and performers; others were in charge of costumes, make-up, and so on. Thus, the teacher did not ask all students to write a drama script. Thus, from the teacher's experience it can be concluded that not all students had the ability to write drama scripts well. The teacher only invited students who were considered capable of writing drama scripts in order to perform it in the classroom.

The teacher also stated that there were not many teaching materials related to drama scripts writing. Moreover, the teaching materials for drama scripts writing concerning local culture such as the verses of Sultan Abdul Muluk (henceforth abbreviated as SAM) were not available yet. What was available has been just general drama scripts writing which was not based on SAM verses. The teacher explained that the Dulmuluk's performing art needed to be preserved. Students needed to know about the Dulmuluk performing art. Therefore, Dulmuluk drama scripts are needed because a drama script is one of the keys to a successful drama performance (Udomisor & Tosin, 2013). The teacher also mentioned his expectation for a more concise drama writing material, step-by-step drama-script-writing instructions followed by examples, exercises, and drama script writing assessment rubric. Further, the teacher wanted online worksheets that were easily accessible at any time.

Concerning the worksheet, from the researcher's observations of the worksheets in circulation, it was found that the student worksheets gave no emphasis on learning process. The worksheets contained mainly material summaries. The material presented did not cover structured steps on how to form concepts and to achieve the final learning competency, namely writing a drama script. In addition, the existing worksheets are still in a printed form. This caused learning to be less effective and efficient despite today's online era.

From the results of teacher need assessment, it was known that the teacher suggested six important points. First, student worksheets should be digitalized in order that learning is conducted online. Second, the material provided should match better with the learning objectives. Third, the future worksheets should cover material on SAM verses such as who wrote, when they were written and the brief contents of the verses, and model of local cultural drama scripts. Fourth, the desired worksheets should give an emphasis on individual writing skill. Fifth, the worksheets should come with an assessment rubric and appropriate ways of evaluating drama scripts. Sixth, the worksheets should use language that can easily be understood by students.

In response to the curriculum demand, the absence of appropriate worksheets and the student and teacher need for such worksheet, a collaborative research-and-development study was conducted. The purpose was to create a student worksheets design (prototype) on the basis of students' and teacher's needs, to obtain a valid set of student worksheets based on an expert validation, to describe the practicality of the worksheets according to a small group evaluation, and to examine the effectiveness of the worksheets based on a field test.

II. LITERATURE REVIEW

In this section, three issues, i.e., elearning, student worksheet, and drama writing with local culture will be discussed.

A. *Elearning in Current Education*

Nowadays, the use of networks and information technology in the learning process is increasing rapidly, it can even be said that there is almost no learning process without the presence of technology and information (Anisimova et al., 2021; Belazoui et al., 2021; Padgett et al., 2021).

Language learning is no exception. It is inevitably affected by the use of information technology as evidenced by the implementation of online learning (Jurkovič, 2019; Thoms, 2020). Technological development offers practical benefits to anyone to get information through data on various computers in the world as long as they are connected to the internet network (Wen & Wu, 2017; Zhang & Dong, 2021).

Especially in the Covid-19 pandemic era, due to the closure of schools and colleges almost all academic learning activities across the world have been carried out online by applying educational technology (Hussein et al., 2020; Jesuiya & Priyadarshani, 2020; Krelová et al., 2021; Lock & Redmond, 2021). Elearning-based instruction, which makes use of ICT, can overcome learning difficulties caused by distance, geographic location, and time constraints (Mohan et al., 2015; Ali & Algane, 2020). The use of online and communication technology positively can also influence the writing process. When the writing process is conducted online, there is a greater probability that students carry out writing assignments more enthusiastically and more efficiently (Boran et al., 2015; Shaaban, 2020).

The results of this study indicate students' positive perception about the usefulness of elearning. Elearning saves time and money. With online learning learners can access content anywhere and anytime. Elearning is also cost-effective; companies save a substantial amount on the travel and accommodation costs of both learners and instructors, as well as the venue and materials (Kultawanich et al., 2015; Nobles & Paganucci, 2015).

The use of elearning provides opportunities for students to perform multimedia writing activities (Thowfeek & Salam, 2014). The procedure that can be done to implement elearning is to develop website that meets instructional needs.

B. *Online Student Worksheet*

One type of instructional material that can help students in learning process is student worksheets. Various studies in both science and humanities show that students' abilities in various fields can improve through the use of student worksheets (Ayva, 2012; Kolomuç et al., 2012; Ulaş et al., 2012).

Student worksheet is a practical and useful teaching material in the learning process (Choo et al., 2011). Student worksheet is one type of teaching materials in which there are concrete steps that students must take in order to achieve learning goals (Yıldırım et al., 2011). In addition, student worksheets have an important role in improving students'

critical thinking. Student worksheets can be used in language learning and can cover various topics and work on various skills (Kasap, 2016; Majlesi, 2014). Student worksheets can enhance students' short story writing skills. Student worksheets can also improve students' interest and competency in drama script writing.

C. Local Culture-Based Drama Script Writing

According to the regulation issued by the Ministry of Education and Culture of Republic of Indonesia No. 58 Attachment III, teachers play an active role in promoting culture at schools (Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Nomor 58 Tahun 2014 Tentang Kurikulum 2013 Sekolah Menengah Pertama/Madrasah Tsanawiyah [The Education and Culture Ministry Regulation No. 58/ 2014 on Curriculum 2013 for Primary Schools], n.d.). They should provide an appropriate condition for interactive and inspirative learning and integrate local culture into classroom instruction. The purpose of such integration is to preserve local culture amidst the tremendous impact of globalization.

One way of integrating local culture is by incorporating local culture-based drama script writing into the Indonesian language and literature instruction. Local culture may perform a strategic function in character and identity building. Therefore, the inclusion of local culture should be conducted in the teaching of drama script writing. Through writing drama scripts, it is possible to build characters more comprehensively and optimally.

The process of drama script writing requires students to understand humans with the conflicts they experience. The problems of humans with humans, humans with nature, and humans with rulers can be explored through writing drama scripts. Drama scripts used as a source of character building for students are drama scripts that are compiled based on local culture.

There have been dozens of studies related to learning to write drama scripts in the last decade in Indonesia. These studies generally show that Indonesian students are weak in their ability to write drama scripts. Their weakness is that they find it difficult to describe place, situation, and characters as an introductory part of drama script. In addition, they find it difficult to develop dialogues based on the plots. The most daunting task faced by the students is constructing a script which retains the dynamics of text structure, i.e., setting development, conflict raising, climax attainment, and conflict resolution.

The drama script referred to in this research is one based on SAM verses. SAM verses are rhyming poems written by Raja Ali Haji in 1847 (Sham, 1993). This type of poem in Palembang area underwent a metamorphosis and became a performing art. The performing arts are known as '*Dulmuluk* performing art' or just *Dulmuluk*. The *Dulmuluk* has its own typical style and, consequently, the drama script should accommodate that style. This stylistic feature takes the form of *bermas*, i.e., the introductory part of performance where characters walk in line onto the stage singing and dancing with a typical music accompaniment. To perform the *Dulmuluk*, of course, a typical style-bound *Dulmuluk* drama script is highly necessary and, therefore, the ability of students to write local cultural drama scripts is crucial.

III. METHODOLOGY

A. Research Design

This study is of research and development type which produces an output or product. The product developed in this study is elearning-based worksheets for drama scripts writing with local cultural content. This study integrated and modified two learning material development models, namely the Plomp's (Plomp & Nieveen, 2013) learning material development model and the Tessmer's (Tessmer, 2015) modified development model. The modified steps consist of preliminary research, design and development of the prototype, and evaluation. The evaluation stage includes three stages, namely expert review, small group evaluation, and field test.

The major activity in the preliminary research is need analysis. This analysis is an initial stage of this study in the form of a survey to analyze the needs of students and teachers. The aim was to explore the necessity of student worksheets for the online teaching and learning of local cultural drama scripts writing.

The design stage was carried out by selecting the learning model adopted, the work steps taken, compiling a competency map, setting up the learning objectives, providing assignments, and developing the assessment criteria. The researcher then compiled a development design that included paper based and computer based. The paper-based design included an outline of the content of the material, a description of the material, a story board, and evaluation tools. The computer-based design included elearning programming in the form of a website to display worksheets. Meanwhile, the website address is www.lkpdelearning.com and the program developer was Mr. Saleh Irwandi who worked at PT Abbauf Mulia Konsultan Teknologi in Palembang, Indonesia.

The first stage of evaluation is expert validation. Expert validation was conducted by experts by giving their opinions to assess the validity of the worksheets being developed. Validation of the student worksheet covers three aspects, namely validity of content, accuracy of language, and suitability of media.

Validation of content eligibility was carried out by Prof. Dr. Mulyadi Eko Purnomo, a lecturer in language education master's study program, Faculty of Teacher Training and Education, Universitas Sriwijaya. The learning media aspect was validated by Mr. Novri Hadinata, a lecturer in The Faculty of Computer Science, University of Bina Dharma in Palembang. Validation of language accuracy was carried out by Sri Indrawati, Ph.D., a lecturer in Department of Language Education study program, Faculty of Teacher Training and Education, Sriwijaya University.

The second stage of evaluation is small group evaluation. A small group evaluation was carried out to see the practicality of the student worksheets. The third stage of formative evaluation is field tests. Field test was administered to see the effectiveness of the worksheets. The research design applied in the field tests stage was the one group pretest-posttest design experiment with a group of students. The research design is illustrated as follows.

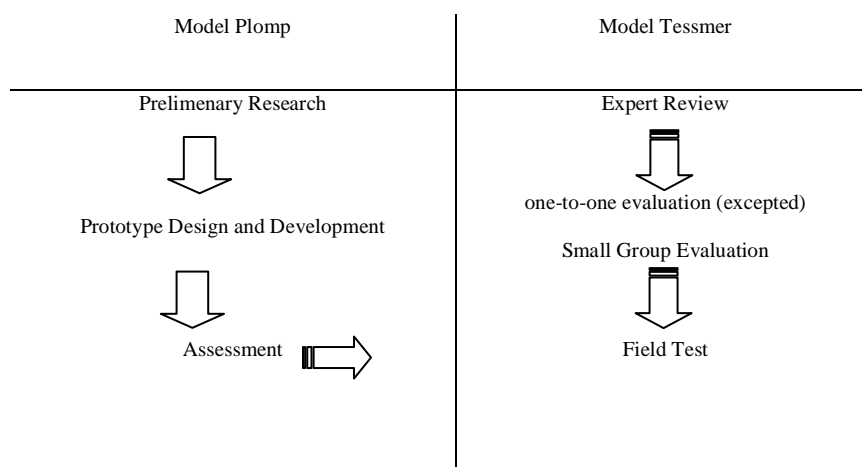


Figure. 1. The modified research procedure

B. Techniques of Data Collection

To obtain data related to the needs of students and teachers, questionnaires were administered and an interview was conducted. The questionnaire items dealt with students' experience in writing drama scripts, their expectations for teaching materials, and their views on local culture, especially one in the form of SAM verses. Interview was conducted with a teacher. The questionnaire comprised statements related to the teaching materials used by the teacher, the need for supporting teaching materials, and the weaknesses of the teaching materials used so far. Meanwhile, the interview included the main questions related to the teaching materials used by the teacher so far, the advantages of teaching materials, and their weaknesses.

To obtain data from expert validation, assessment sheets were used. The assessment components include content, instructional media, and language use. There are 11 components related to worksheet content, and a rating scale of 1 to 5 was used. The assessment components covered (1) clarity of learning objectives, (2) suitability of content with learning objectives and basic competencies, (3) suitability of content with the exercises and the objectives, (4) suitability of examples with explanations, (5) accuracy of content organization, (6) novelty of the material, (6) validity of content (7) depth of material, (8) accuracy of references, (9) availability of motivation and attractiveness (10) suitability of content with student cognitive development, (11) validity of content.

The assessment component relates to the validity of instructional media including 11 components using 1 to 5 rating scale. The assessment components comprised (1) choice of font size and type, (2) presentation of graphics (tables, diagrams, graphs, (3) choice of visuals (pictures, photos, and sketches), (4) choice of colors (5) selection of illustrations (6) choice of icons, (7) consistency in using fonts, (8) overall attractiveness (9) interactivenss, (10) use of navigation (11) overall lay-out. The questionnaire given to the experts is divided into two sections. The first section contains an assessment table in the form of numbers on 1 to 5 rating scale. The second section contains a column of suggestions and comments on the developed worksheets from the experts.

The assessment related to language appropriateness included 10 components using 1 to 5 rating scale. They are: (1) spelling and punctuation accuracy, (2) editorial clarity and readability, (3) accuracy of examples and illustrations, (4) suitability of language styles with the target students, (5) grammatical accuracy, (6) accuracy of word choice, (7) clarity of language of instruction, (8) language properness, (9) cohesion between sentences, and (10) coherence between paragraphs.

In order to obtain data from small group evaluation, questionnaire technique was employed. The small group evaluation was carried out to capture the following: (1) whether the material provided is in accordance with the learning objectives; (2) whether the worksheets have sufficient information about the material provided; (3) whether the examples discussed in the student worksheets are sufficient; and (4) whether there was suitability between the material and exercises in the worksheets. In the questionnaire, a comment column was also provided so that students gave their opinions regarding the four questions.

To collect data from the field test, a writing-performance test was administered. In this test, the student participants were asked to write a drama script based on SAM verses. The test was conducted twice, i.e., before using the student worksheets (pretest) and after using the worksheets (posttest).

C. Techniques of Data Analysis

The data obtained from student need survey were tabulated in percentage. The data gained from interviews were described according to the questions asked. It is necessary to note that result of the student and teacher need analysis is presented earlier in the background section to highlight the significance of the study.

To determine the validity and practicality of the developed worksheets, the assessment criteria as seen in Table 1 was used. Average scores obtained from the 5-point scale assessment were converted to percentage score in the following four-interval categories table.

TABLE 1
CATEGORIES OF ASSESSMENT RESULT

No	1—5 Rating Scale	Percentage Score	Category
1	$4.3 \leq AR \leq 5.0$	$86 \leq AR \leq 100$	Extremely valid/practical
2	$3.5 \leq AR < 4.3$	$70 \leq AR < 86$	Valid/practical
3	$2.8 \leq AR < 3.5$	$56 \leq AR < 70$	Slightly valid/practical
4	$1.0 \leq AR < 2.8$	$00 \leq AR < 56$	Invalid/impractical

Adapted from Wiyono (Wiyono, 2015)

To determine whether there was a significant difference between the mean scores of pre- and posttests, the t-test statistical analysis was conducted using SPSS 21 software. In this case, the paired sample t-test was employed. When the t-test proves a significant difference between the two mean scores, then it is assumed that there is a significant increase in students' ability to write drama script based on SAM verses attributed to the use of the developed worksheets.

D. Research Subjects

The current research involved a teacher who teaches the Indonesian language subject to grade VIII students at Lifeskill Teknologi Informatika Indo Global Mandiri Senior High School in Palembang, Indonesia. Twenty students participated in the need analysis and field tests, where nine of them were recruited for a small group evaluation. The 9 students represent low, medium, and high groups. Determination of low, medium, and high was based on their report card scores.

IV. RESULTS AND DISCUSSION

A. Prototype of the Worksheet

This worksheet was designed using a web-enhanced course model, which is a model for using the internet to support the improvement of the quality of learning in class. The researchers used Macromedia Dreamweaver 8, Mozilla Firefox, 00webshot, and PHP programs. The menus contained in the elearning-based worksheets consist of: (1) homepage, (2) about the program, (3) objectives, (4) instructions, (5) material, (6) exercises, (7) assessment criteria, (8) collections manuscripts, (9) references, (10) bibliography, (11) glossaries, and (12) authors.

In this elearning-based worksheet design, there are four basic competencies contained in four exercises. These exercises are (1) practice in identifying the elements of drama, (2) practice in reviewing the structure and language rules of drama texts, (3) practice in interpreting verses read through both heuristic and hermeneutic techniques, and (4) practice in writing a drama script based on a verse.

There were five learning objectives that students had to achieve in this student worksheet, namely, (1) students are able to mention the elements of drama through reading local cultural drama scripts carefully, (2) students are able to examine drama structures through reading local cultural drama scripts carefully, (3) students are able to mention the linguistic rules of the local cultural drama text through reading the drama script correctly, (4) students are able to interpret SAM verses through heuristic and hermeneutic reading thoroughly, and (5) students are able to write drama scripts based on SAM verses through practicing activities giving attention to structure and rules of language.



Figure 2. elearning-based worksheet's cover look

To be able to use this student worksheet there are several things that must be fulfilled by students, among others (1) availability of sufficient computer and internet facilities; (2) students' ability to operate computers well; (3) students' engagement in the learning process; and (4) the teacher's role as a guide, mediator, motivator, and facilitator.

B. Expert Validation

The following chart displays results of the expert validation on the validity of the developed worksheets.

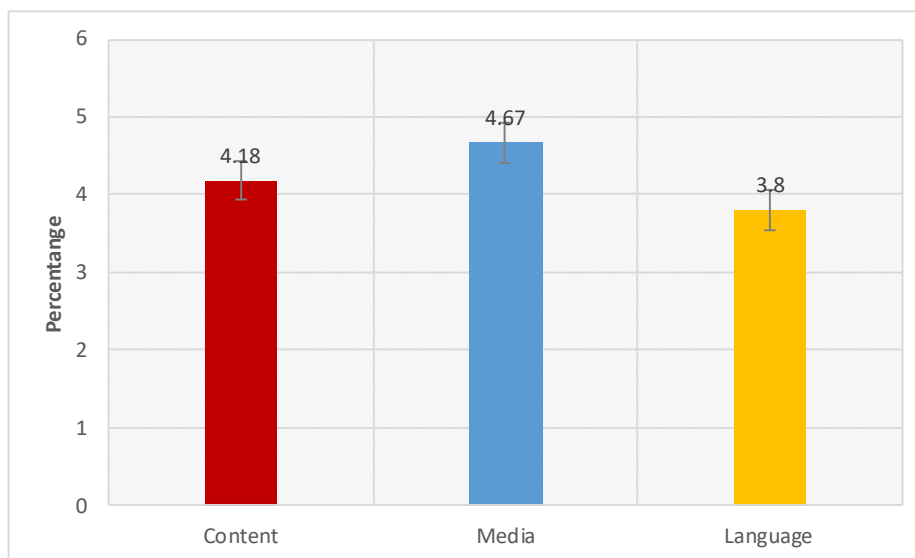


Figure 3. Expert validation results

Results of content validation provided the following information. Of the 11 assessment components, clarity of the formulation of learning objectives obtained score 4, suitability of material with learning objectives and basic competencies received score 4, suitability of exercises with the objectives and the material received score 4, systematicity of material presentation (coherence, logics, straightforwardness) obtained score 4, novelty of the material achieved score 5, depth of the material obtained score 4, accuracy of the references reached score 4, provision of motivation and attractiveness (colors and images) obtained score 5, and suitability with student intellectual development reached 4, validity of the material substance, examples of text and exercises obtained score 4, and suitability of examples with explanations obtained score 4. The total score of content validation was 46 with an average score of 4.18.

There were several suggestions given by the material validator in the comment's column provided. First, information about the character's personality should be made clearer by adding various sources. Second, examples of heuristic and hermeneutic interpretations should be enriched by adding more examples, and the three examples of turning verse into dialogue should be clarified in detail. With regard to media utilized in the worksheet, results of the media expert's validation gave the following information. Of the 11 assessment components, choice of font type and size got score 4, presentation of graphics (tables, diagrams and graphs) scored 5, choice of visuals (pictures, photos, and sketches) obtained score 5, choice of color scored 4, use of illustrations obtained a score of 4, choice of icons got a score of 4,

consistency in using font gained score 5, overall attractiveness scored 5, interactiveness scored 5, use of navigation scored 5, and the overall lay-out scored 5. Thus, the total score of media validation was 51 with an average score of 4.67.

The media validator provided three pieces of suggestion in the comment's space provided. Firstly, the "Forgot password" menu should be added by integrating it to the user's email address. Secondly, instructions for using the product should be placed in front of the start page, and thirdly, in the "Admin" menu, a search menu should be added to enable users to find student data.

Concerning language use, results of the language expert validation showed the following. Of the 10 components of the assessment, spelling and punctuation accuracy obtained score 3, editorial clarity and readability obtained score 4, accuracy of examples and illustrations obtained score 4, appropriateness of language styles with the target students scored 4, grammatical accuracy gained score 4, the accuracy of word choice got score 3, clarity of language of instructions scored 4, language properness (how proper the words/expressions are used) scored 5, cohesion scored 3, and coherence between paragraphs scored 4. Thus, the total language evaluation score was 38 with an average score of 3.8.

According to the language validator's comments, this worksheet was very useful in the learning process of drama scripts writing. It was hoped that this worksheet was able to raise the effectiveness of learning. The worksheet was written in clear and accurate language. However, the language validator suggested that accuracy in the use of grammar, spelling, choice of words be improved to achieve the targeted effectiveness.

Those three types of expert validations averaged 4.21. Consulting it to the referred categories table of assessment result, it equals to 84.2, falling to the range of valid.

C. Small Group Evaluation

Results of the questionnaire showed that as many as 89% of the students agreed that the material was in concordance with the learning objectives, 78% of the students thought that there was sufficient information related to the material provided, 67% of the students believed that there were sufficient examples, and 78% of the students agreed that the exercises matched with the material. The average score of those four components was 78%, which falls to the category of practical for use. Thus, it can be said that the elearning-based worksheets showed an agreement between the material and learning objectives. The elearning-based worksheets had sufficient information, material examples, and exercises to help students write drama scripts.

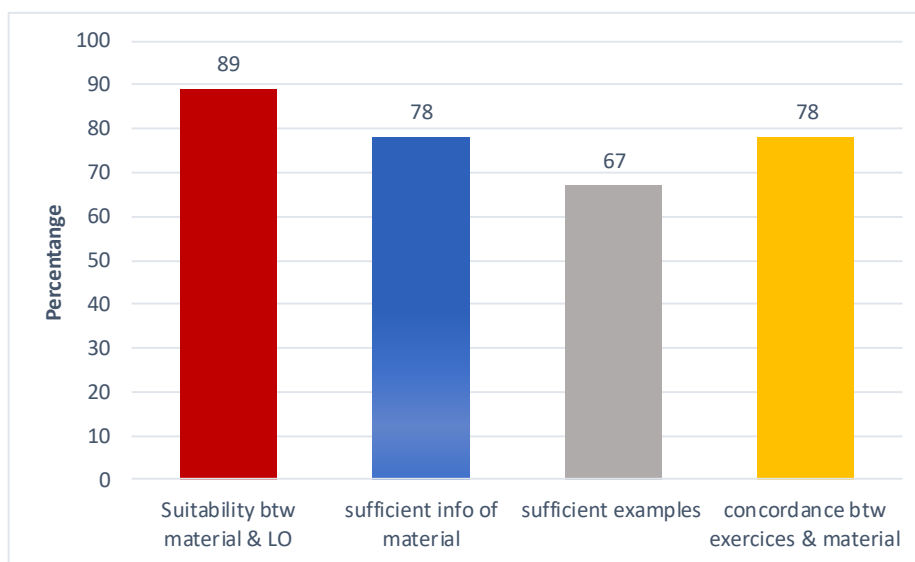


Figure 4. Small group evaluation results

Overall, the developed elearning-based worksheets were in line with the learning objectives. The learning objectives were that students are able to mention the elements of drama, are able to examine the structure and language rules of drama text, are able to interpret the verses read applying heuristic and hermeneutic techniques, and are able to write drama scripts based on SAM verses.

The developed elearning-based worksheets provided material that was easy to understand. The readability of the material was attributed to the use of effective sentences. The practicality of the elearning-based worksheets was made possible with the steps of writing drama scripts both in heuristic and hermeneutic aspects as well as writing complete scripts based on the assessment rubric. With readability of the material contained in the worksheets, students could easily do all exercises. Nevertheless, the developed elearning-based worksheets had drawbacks. Students thought they lacked practice in interpreting activities both heuristically and hermeneutically. There were only 2 examples of exercises provided in the worksheets. Therefore, it was necessary to add exercises that include interpretation of SAM

verses.

D. Field Tests

Results of the field testing to determine the effectiveness of the worksheet have shown the following information. The highest score of the pretest was 70, while the highest score of the posttest was 87. The average score of the pretest was 65.70, while the average score of the posttest was 80.35. The posttest average score increased by 14.65. The standard deviation obtained from the pretest was 4.41, whereas the standard deviation obtained from the posttest was 4.25. The ability of students' drama scripts writing improved after the use of the developed worksheets. In addition, the pretest scores have shown greater variation compared to those of the posttest scores. This can be interpreted that the students' scores on the posttest were more homogeneous. Homogeneity could be attributed to the students' ability to write better drama scripts.

Furthermore, to determine whether the improvement of students' drama script writing ability before and after the use of the worksheet was significant, the t-test statistical analysis was carried out. Results of the paired sample t-test calculations using the SPSS software can be seen in the following table.

TABLE 2
SUMMARY OF THE PAIRED SAMPLE T-TEST

SUMMARY OF THE PAIRED SAMPLE T-TEST								
	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Posttest-Pretest	14.65	6.43	1.44	11.64	17.66	10.19	9	.00

As can be seen from Table 2, from the pretest to posttest the average score increased by 14.65, the standard deviation = 6.43, and the sig value (2-tailed) = 0.00. This means there was a significant difference in average scores of students' drama script writing ability between before and after use of the elearning-based worksheets developed by the researchers. This was based on the fact that the sig value (2-tailed) = 0.00 was smaller than the alpha value = 0.05. Thus, it can be concluded that the developed elearning-based worksheets were effective to be used as a learning support for teaching local cultural content drama scripts writing.

The elearning-based worksheet for teaching drama scripts based on SAM verses are ones that are used as a complement to and support for textbooks in use. This worksheet was developed based on results of the analysis of teachers' and students' needs. The student worksheet was designed systematically. The most important thing is that the student worksheet contained practice after practice in interpreting verse both in heuristic and hermeneutic steps. These two steps were keys to the future effectiveness of this developed worksheet.

The worksheets were also equipped with examples and steps to interpret verses, steps to write a drama script based on the verse, assessment rubric, and of course developed on the basis of the competencies that students must achieve. The development of the skill of writing drama scripts, especially ones based on SAM verses, whose language is very archaic, take time and a lot of effort. This long process required students' and teachers' patience. Careful planning and preparation were also needed.

Moreover, this student worksheet can be used by students with or without the teacher's presence or guidance. First, the worksheets were designed in a concrete and detailed manner, assisted by examples and organized in language that is easy for students to understand. Various studies on student worksheets also have revealed the importance of worksheets which provide examples of expected skills and training about the skills.

Student worksheets developed based on elearning can help students do their learning activities anytime and anywhere. Thus, activities to understand material related to SAM verses, steps as well as practice after practice can be done without being limited by space and time. Students experienced interacting with verses, understood theories and practice according to their respective abilities and desires.

V. CONCLUSION

Results of the identification of the student and teacher needs at Lifeskill Teknologi Informatika Indo Global Mandiri Senior High School in Palembang showed that both the students and the teacher needed a support in the form of elearning-based worksheets to learn to write drama scripts based on SAM verses. This need was due to the unavailability of worksheets to facilitate the learning process of writing drama scripts based on the verses. On the basis of the need analysis, this student worksheet was developed through preparation and exploration, to create the prototype of the student worksheet. The worksheet was further developed into the final version, through evaluation to determine their validity, practicality, and effectiveness. The worksheet was declared by the validation experts as valid in terms of the content, language, and learning media. Thus, the worksheet was considered feasible for use in learning to write SAM-based drama scripts. Furthermore, the worksheet was categorized as practical based on the results of the small group evaluation. Through experiments with the one-group pretest-posttest design it was concluded that the worksheet developed was effective. The effectiveness of this student worksheet was made possible by the strengths of the student worksheet itself. Firstly, the worksheet uses language that is easy for students to understand. Secondly the worksheet was developed in line with the basic competencies and learning objectives to be achieved. Thirdly, the worksheet was

equipped with examples of how to write a drama script part by part. Fourth, the worksheet was equipped with practice after practice accompanied by assessment rubric so as to help the students and the teacher in the assessment process. Finally, the worksheet was equipped with instructions for each section to assist students to do the writing practices.

Based on the research results, a major suggestion can be made. Teachers, especially the Indonesian language subject teachers, can use the developed worksheets because they have gone through a series of scientific inquiries (expert validation, field tryout, and tests of effectiveness). Tryout and tests of the developed worksheets were administered to students on a limited basis, i.e., students at Lifeskill Teknologi Informatika Indo Global Mandiri Senior High School in Palembang, Indonesia. Therefore, development of this student worksheet needs to be implemented on a wider scale to other groups of students with characteristics and needs probably different from those involved in the current study. By so doing, this developed worksheet is expected to be more reliable due to adequate supporting data. One obvious weakness of this study is that the field tryout was not conducted in an experimental design that involves control groups. Consequently, threat of bias may still remain. The current study tried out the developed worksheet to a single group of students (class) through one group pretest-posttest design experiment.

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Domestic Violence and Sexual Exploitation in Paula Hawkins' *The Girl on the Train*

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Abstract—Paula Hawkins accentuates the need to prevent one of the biggest social problems, the frequent murder of maids. Her novel, *The Girl on the Train*, reminds us of the cold-blooded murders of housemaids, school and college girls, and working women. The murdered women's dead bodies are thrown in the waterways and gutters. For decades, these kinds of disgruntled problems have been diffused through the media. Society is stuck with such criminal cases. Many debates and discussions on the nature and cause of female suppression have been conducted to educate women through the women's development cell in various private and government organisations. Hawkins' portrayal of women as mothers, guides, wives, friends, and maids paves the way for the reader to understand the perceptions of women and their helplessness. This paper brings out the complications encountered by modern women with special reference to Hawkins' novel *The Girl on the Train*.

Index Terms—domestic violence, illegal relationship, sexual exploitation, subjugation of women

I. INTRODUCTION

Paula Hawkins believes that women must understand masculine society and conduct research into men's attitudes toward women. In fact, a woman has no protection in today's evil society as explained in her novel, *The Girl on the Train*. She insists that all women should understand masculine society. She researches men's attitudes toward women. She witnesses domestic abuse against Rachel, sexual exploitation of Megan, the maid, and Tom's betrayal of Anna Boyd.

Paula Hawkins, a zimbabwe-born British writer wrote *The Girl on the Train* (2015). It tamps down the evils of a migrating society. It came as a film starring Emily Blunt in 2016. She became popular in the literary world, as the novel was a best-selling psychological thriller. The novel has been divided into three parts: Morning, Afternoon, and Evening. She portrays sexual exploitation, alcoholism among men and women, and Domestic Violence as social issues. She rebukes the veiling social problem of missing maids from the working class. The novel throws light on the life of the eighteen-year-old married syrupy girl, Megan, who is impregnated and condemned by the aristocrats and criminal men in society.

II. LITERATURE REVIEW

Abbey De Fulviis wrote about *Black Female Writers Who Changed Feminist Theory: CR Highlights Influential Figures Who've Addressed the Intersections of Race and Feminism* (2020). It is expressed about the works of Angela Davis, Alice Walker, Bell Hooks, Audre Lorde, Toni Morrison, Chimamanda Ngozi Adichie and Roxane Gay. Angela Davis is expressive about gender inequality rather than race and class in *Woman, Race, and Class*. Bell Hooks' work *Ain't I A Woman?* is about the evolution of the history of black womanhood and her focus is on gender, race and class. A similar concept is portrayed in Alice Walker's *In Search of Our Mothers Garden: Womanist Prose*. She highlights slavery, black male sexism and the feminist movement. Indian English Writers like Kamala Das, Anita Nair and Susan Viswanathan have a significant place. Kamala Markendaya and Anita Desai frequently use the spirit of the Indian culture and traditional values, and the works of Nayanthara Sahgal and Rama Mehta also contain the theme of feminism. Chitra Banerjee Divakaruni, Suniti Namjoshi and Anuradha Marwah Roy are popular Indian writers writing on women's day-to-day lives. After the 1990s, women writers are recognized for their realistic writings. Kamala Das' *My Story*, is a famous work that expresses a woman's feelings and unfulfilled expectations. Dr. L. Swati Vandana in her article *Portrayal of Women in Kamala Das' My Story* (2020) writes that Kamala Das "clearly defines her struggle in her married life and the experiences she had at such young age." Godela Sunita puts forth in her article *Feminist Perspective and Identical Problems in the Novels of Anita Nair* (2021) that Anita Nair is expressive about the domestic violence and the lamentations of the protagonists who are under the patriarchal households. She highlights through her diction that

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Anita Nair's *Ladies Coupe* (2001) is a constant supportive description of womanism. Almost all her women characters are subject to the sufferings of domestic violence and patriarchy. Putri Utami reflects in the article *Love Affair Reflected in Paula Hawkins' The Girl on the Train: A Psychoanalytic Study* (2015), on the Psychological conditions of the three women Rachel, Megan and Anna.

III. INTERNATIONAL CRISIS - DOMESTIC VIOLENCE AND SEXUAL EXPLOITATION

A woman, as a victim, is severely attacked by her husband and relatives in the domestic environment. Women are generally very weak to do heavy work compared to men. Hence they need support from men. In the meantime, they are used as sexual objects. They are treated as prostitutes in the city's main business places, and they are also harassed and teased for their physical appearance in workplaces, as portrayed in the media. When they come out of it, the support of men is not available to women. They have to do their work for themselves.

The entire world is facing domestic violence and sexual exploitation against women. People should quickly know the way to dilute it. This social, as well as an international crisis, has been portrayed in ancient literature too. Homer's *Iliad* and *Odyssey*, Kalidasa's *Shakuntala*, Valmiki's *The Ramayana*, and Veda Vyas' *The Mahabharata* expose the problems faced by women in patriarchy.

IV. HAWKINS' THREE WOMEN

Rachel Watson, Megan, and Anna Boyd are the three women whose lives are condemned by patriarchal society. Rachel Watson is the protagonist who tangibly reveals the cause of her intoxication and separation from her husband. Her loneliness torments her during her train journeys. She lives with frustration for not having a child. She ignores her health through heavy drinking. She tamely sees a Nigerian lady with her six-month-old baby. She is excited by touching the baby's skin. Rachel and her colleagues are working in the private sector to lead their lives without the support of their aggravated husbands. They cannot even easily hide their love and expectations from their husbands. The story uncovers the last six months of these characters' lives.

Megan is a silent scapegoat working as a nanny to a baby. As a nanny, she sings a rhyme as "one for sorrow, two for joy" for the baby to sleep and calm down. She feels that a woman cannot have sleep before reaching the graveyard. Anna, Rachel and Megan are the three. They are probably working hard to protect baby Evie. At the beginning of the novel, Megan and Anna protect the baby. At the end of the novel, Rachel and Anna give protection to the baby. Later, she sings the same rhyme to her unborn baby, Libby. She wants to support her family economically. To seek individuality, and freedom from the familial burden, she decides to take up a job to support her husband, Scott. But she never expected that she would become a mistress to Tom Watson, her house owner, and carries his child, and be murdered by him.

Anna Boyd is one among the multitudes of innocent wives who believe their husbands. She, as the innocent wife of Tom Watson, lives with delirious familial feelings. She has a baby which is looked after by Megan. She thinks that her husband loves and works for her and her child. Though she lives a happy life, the interference of Rachel is often a threat to her secured life. However, she plans to execute her husband Tom with the help of Rachel to avenge the cause of Megan's death, which proves her to be a brave woman.

V. DOMESTIC VIOLENCE IN HAWKINS' *THE GIRL ON THE TRAIN*

Paula Hawkins and other women writers frequently swot up about the predicament of women in their writings. *The Girl on the Train* brings forth gender issues through sexual exploitation and domestic violence. Hawkins has shaped her male characters as beasts and her married and divorced women as innocent characters in the domestic environment. They are surviving in real society under different names and in various countries. Among them, Rachel is remarkable for her faith in her husband.

The exempted character, Tom Watson forgets his past six months' life. He is a hypocrite and baffles the innocent women like Megan, Anna, and Rachel in his life. He underhandedly deceives bashfully for the relation of three women. Hawkins directly sees the sadist men in society. She voluntarily created the same kind of barbaric man who never hesitates to do torturing women in houses. She also diplomatically swindles women by identifying their weaknesses. The patriarch weaves to control the women in a family. Tom pretends as a hagiarchy to his family members. He never shows mercy on women. He is teasing Rachel, Megan and Anna before the guests, including pubs and parties. He also creates misunderstanding and kindles jealousy among them. Consequently, they become prey to his plans and start hating each other. Likewise, Tom has his heavy hand on Rachel, and at one point of time, tries to butcher her.

Tom Jones (1749) is one of the novels of Henry Fielding. Tom Jones has unstoppable sexual desires. He is portrayed as a womanizer. The sexual desires of Tom Watson compare to Tom Jones. This novel is about human nature and the history of the bastard protagonist, Tom Jones. He is brought up by Allworthy and his family members. He has an illegal relationship with Molly, a local beauty, second daughter of a gamekeeper, Black George. The people do not allow her to come out of her houses against her illegal pregnancy. They throw stones at her. She also fights against them. Tom does not marry her. He then loves his neighbouring squire's lovely daughter Sophia Western. In the meantime, he is attracted by the beauty of Mrs. Waters. After that, he gets into a sexual relationship with lady Ballaston. Finally, He gets married

to the rich lady Sophia. Tom does not think about Molly who was impregnated by him and was ashamed by the people of her locality. (Henry Fielding, 1749) the problem does not only come to unmarried women but also to married women. Tom Jones has used unmarried women as sexual objects. He has gone to many places for living a luxurious life. Notwithstanding, in this story, he does not beat any woman like Tom Watson in *The Girl on the Train*.

Hawkins portrays the anguish of patriarchy through Tom Watson and the suffering of women characters Megan, Rachel and Anna in her novellike John Osborne's *Look Back in Anger*, (1950). Jimmy and Alison are husband and wife. (*Look Back in Anger-Wikipedia*, 2021). This novel reflects the patriarchal anguish character, Jimmy Porter and the sufferer, Alison. Alison is compared to Megan. Alison and Megan are pregnant women. They are tormented through male predomination. Alison does not bear the domestic violence and the angry of Jimmy. Alison goes out of his house. Megan is sexually exploited and killed by her house owner. The patriarchy never hesitates to beat women in their houses. The beaten women got to suffer from the wounds. They cannot sleep well. The whole night, they are lamented to think about the failed life and irresponsible husbands.

Naturally, women are more sensitive than men. Rachel, the swanky protagonist, is frustrated and loses her peace. Tom reminds Rachel about her behaviour before the guests: She then voluntarily accepts the grievances. She remembers only her blood-stained hands and face and her damaged mobiles. In the meantime, her friend Cathy calls her many times to come out of her room. Gaskill, an authority in the investigation department, suspects Rachel because Megan has been missed since the last day night. For that, Gaskill waits to inquire Rachel about Megan. He interrogates Rachel and his teams have collected some information about Rachel who has been drinking and wandering in the street where Watson is living with his family. She suddenly hears the shocking news about Megan. She never anticipates the cruel death of her friend, Megan. She is also suspected for the death of the maid, Megan.

Tom and Anna also complain about Rachel's frequent visits to their house. They feel that Rachel is not a normal woman who gives disturbance to all. From that, Gaskill admonishes Rachel. Rachel is asked to report about the previous night's incident. At the same time, Anna mistakenly believes that her husband loves only her and their child. Scott, Megan's husband, wrongly suspects Rachel, who knows nothing about Megan's disappearance. He even beats Rachel in a room in her house. Thereafter, Rachel does not like to meet Scott for his cruel behaviour.

While Anna happens to see the dead body of Megan, she suspects Rachel that she may be the cause for Megan's death. Later, she finds the mobile phone in her husband's laptop bag, and she immediately opens it to verify the message from Megan before her murder. She is shocked to see this and hides the mobile phone in the dark, at the entrance of her house as soon as her husband arrives.

VI. THE FORSAKEN INFERTILE ALCOHOLIC WOMAN - RACHEL

At the beginning of the novel, Rachel recalls her past happy moments while living with her husband during the train trip to London. It comes to her memory when she looks at her old happy house. When the train stops at a station, she searches for her ex-husband and his new wife, Anna Boyd. They happily celebrate together their child, Edie's birthday. She thinks that Anna supplants her happiness, her husband, and her house. Now she loses her job. However, she wants to see Anna's baby. On her visit to see the baby, she was insulted there, and this incident made her treat Anna as her enemy. Rachel is unable to tolerate the insult, she shouts, "fuck you, Anna Boyd" (Paula Hawkins, 2015, p. 48). The next day, in the morning, alcoholic Rachel recollects that she is "exhausted" (p. 48). Her head is "thick with sleep" (p. 48). When she drinks, she "hardly sleeps at all" (p. 48). She passes "out cold for an hour or two", and then she wakes. She also says that she is not only "sick with fear" (p. 48) but also "sick with" (p. 48) herself. If she has "a day when she doesn't drink, that night" (p. 48).

A woman is generally abominated for meeting a drunken woman in a commonplace. Superfluous modern women are frequently addicted to alcohol and generally have the habit of attending many parties. Rachel, the protagonist, becomes an alcoholic to forget her loneliness. She longs to rejoin her husband to get a baby and to gain her recognition. She declares to her friend that "I wanted to see my husband" (p.115).

Modern societies abound with the domestic tortures of women. It was stagnated in magazines, stories, and newspapers. Gretchen E. Ely and others talk about abhorred violence against women in abeyance in their work, *Domestic Violence: A Literature Review Reflecting an International Crisis* (2007). They say that women also want to dismiss the following constant reasons for women's abuse ordered by patriarchy such as abundant drinking, abusive violence, and dependence on torsional male, tort from an unknown man to woman, and excessive jealousy. They bear the report of the Palestinian women that the manhood is always justifying in beating his wife and enormously using her as a sexual object. It is being a challenging task for every woman exposed in *Patriarchal Perspective of Beliefs about Wife-Beating among Palestinian Men from the West Bank and the Gaza Strip* Published in Journal of Family Issues (M. M. Haj-Yahia, 1998). They also support women's backpedaling from men who are torturing emotionally and beating physically. The dead women are being hanged in ceiling fan. They are irritated by their husband in her husband houses in the United States. Marilyn Fernandez expresses in *Domestic Violence by Extended Family Members in India: Interplay of Gender and Generation* in 1997 about women's torments from private and public beatings, verbal abuses in public places, continuous abortions by the illegal sexual relationship, gender discrimination, lack of education, acid throwing and stoning, forced prostitution and disrespect in working place and becoming non-payment labourer.

Sozzled Rachel misses identifying spurious Tom's disguised attitude towards the squalor of women. Every day,

Rachel merely spies on her old house during the train ride. She suddenly sputters about a couple happily hugging and kissing each other at a few distances from Tom's house. By staring at this, she unwillingly exposes her past memories to recognise them. Finally, she comes to know that the frequent meeting was held between Megan and Kamal, a therapist. She nicknames them "Jess" and "Jason." She does not stash it. She stood before the three women's statues with a bottle of wine and wobbled like a mentally depressed woman. She feels guilty for having taken alcohol heavily.

She then has a meeting with Scott and Kamal to get a hint about the disappearance of Megan. Finally, the police find Megan's dead body. At the same time, Tom, Anna, and their child come and get off the car. Scott is crying while he is identifying that corpse as his wife. He immediately turns against Rachel. Rachel spooks to face him and feels shame for her inability. She immediately looks at Tom, Anna, and their child. The closing sound of the car door recalls that Friday night's incidents. Rachel saw the same Tom's car in split-second timing in the railroad tunnel. Tom brutally hit and bloodied Rachel who also got his "foot punch the base" (p.484) of her spine. She is unable to even sprawl onto the meadows. At the same time, her mobile has flowed from her hands. She has risen to her knees and taken a breath. Afterwards, Tom brought Megan into his car. The appearance of Megan was weak.

In *The Mahabharata*, an Indian epic, Draupadi has been a good wife to Pandavas, a queen in Hasthinapur, and a handmaid to the Virata kingdom. She meets many problems in Virata's kingdom by Keechaka, one of the major characters. He remembers Tom Watson in *The Girl on the Train*. Draupadi becomes Sudeshna's maid. Keechaka is a brother of Sudeshna. He is a powerful minister in the Mytsyathesa of Virata. He gives protection to Mytsyathesa. Keechaka wants to have a relationship with Draupadi. For that, he compels his sister to convey his interest to Draupadi. They think that she is their maid. They can control her. Unfortunately, Draupadi does not accept their demand or order. She reveals that she is a married woman. She warns Keechaka to give respect to the married woman. Women commonly never forget the other's compliments and irritations. They remind these like Draupadi who does not forget the shameful words of Karna, Duryodhana and Keechaka. The isolated Rachel also reminds the irrespective words of Tom Watson. She then feels that she is "not beautiful and worthless". She drank a bit and then she became "lonelier". She finally lost her job, with full frustration of not having the role as a wife and mother (p.134).

Tom returns to his house. He finds out that his wife and ex-wife are talking about Tom's involvement in Megan's murder. He does not accept his crime soon enough. He fetches Edie to begin threatening them. Anna then moves in with Tom and gets her child back from him. Anna hesitates to help Rachel who is stopping the outrage of Watson. After the argy-bargy, he is arraigned for the crime. He suddenly beats Rachel and drags the wounded Rachel around the house. He then verbally abuses her. At this juncture, Rachel tries to protect Anna and her child. However, she is tangled up by Tom, she says that Tom slightly presses her throat and attempts to kill her. A. Lily Greenan. A affords the fact of modern society in her *Violence Against Women: A Literature Review Commissioned by the National Group to Address Violence Against Women published in 2004*. It is also remarked women's fights against the various discriminations among age, class, race, religion, sexuality, or ability across the world.

VII. SEXUAL EXPLOITATION

Social reformers have taken the continuous raping and murdering of women around the world as their cause. They try to control it by their writings. Abhinay Bhatt's *Delhi Gang-Rape Case: Bus with Tinted Windows. Driver with a Record*, (2012) speaks about the protection of women from the criminals of the big cities. The media always warn the young generation to lead their lives in right direction. The death sentences were also given against the rapists like Akshay Thakur, Mukesh Singh, Pawan Gupta, and Vinay Sharma for having executed the gang rape against the criminals and murder of a 23-year-old student in New Delhi. The world consistently encourages the government's timely taken action against criminals on women's issues.

Deya Bhattacharya commanded the female protagonist in different novels like *My Absolute Darling* (2017), *The Female Persuasion* (2018), and *Untamed State* (2014) in her *Portrayal of Violence against Women in Literary Fiction in 2018*. Gabriel Talent's *My Absolute Darling* has been vitalized as a "Great American Novel". Turtle is a young woman. She is a protagonist. She has met sexual abuse in her childhood. Deya Bhattacharya then talked about Meg Wolitzer's *The Female Persuasion* (2018). She made a report on the novel, *The Female Persuasion* and its protagonist, Geer, who bungles through horrifying sexual harassment on campus. It reshapes and understands the reality of woman and their position and power in the world. She also brought out the concept of "violence against women" in Roxane Gay's *Untamed State* (2014), through the picture of a patriarchal society.

Homer's *Odyssey*, the second half of the old epic takes place in Ithaca. It describes the sufferings and sexual exploitation of women, Penelope and her maids. Penelope is alone at her palace in her palace. She is a house-arrested woman. She is getting tortured in her royal palace. A hundred warriors force her to seek her hand in marriage to any of them. They stay there and they are "eating, drinking and carousing while waiting for Penelope's". (Blumberg, 2021) Penelope is the queen of Ithaca. She is living alone along with her son, Telemachus without the support of her husband. Hence, she is tormented and her maids are treated as sexual objects by other suitors who already worked under her husband.

Anna Boyd and Megan's histories are menaced for sexual exploitation. Anna thinks that she has thoroughly understood her husband. After having proof of Megan's death, she suspects Rachel as well as Tom. Next to Anna, the novel reminds us of Megan's affair with Tom. From this affair, she becomes pregnant. She neglects to inform her

husband, Scott, about her pregnancy. She is befallen as a sexual object by her house owner. She cannot easily hide it from others. She brawls by seeing Tom. He tries to break up his relationship with her and get rid of her from his life. He compels her to “have an abortion” (p.487). She is badly wounded by Tom for postponing the abortion. In Indian (Tamil) literary works, *Shakuntala* is Kalidasa’s play *Abhijnanasakuntala* (The Sign of Shakuntala) about Shakuntala’s life and her lamentation, the struggles of a woman who is sexually exploited. Shakuntala, an innocent protagonist, is betrayed by Dushyanta and is left in the sage’s hermitage like Hawkins’ Megan (*Shakuntala*-Wikipedia, 2015). She tries to get Dushyanta to recognize herself as his wife in this story. She is humiliated in the kings’ court before others.

VIII. THE MODERN INNOCENT TEENAGED PREGNANT WOMAN-MEGAN

The women writers have fought for the innocent women for many decades. They expect common women should indulge all the rights like a man. They want to see a woman as a winner in every field. Hawkins thinks that women accede to Rachel as a modern and revolutionary woman compared to Megan and Anna. When Hawkins expresses on Megan through Rachel, She portrays that Megan always appears like an “independent”. From choppy non-protection with boisterous liberty to raping and murdering women, issues are chuckling all over the world. She has illustrated her vision of a capricious modern teenage girl through Megan.

Many married and unmarried characters like Megan live in old Indian epic stories. Veda Viyas’ *The Mahabharata* explains that some women are passive. They are compelled as a wife and a mother without legal marriage. At the same time, a man thinks about increasing his generation. He never thinks about women’s opinions like Satyawati and her daughters-in-law- Ambika, Ambalika, and a handmaid to the queens, Parishramicalled Sulabha. They were betrayed by Parashara and his son Veda Vyas.

Hawkins centralises the incurable social issues of the murder of a pregnant woman and buffers against alcoholism. Rachel is an alcoholic. She always has bottles in her bag. She is brutalised about Megan’s disappearance when she is addicted to alcohol. She enlists the legal and illegal relationships of Megan with men. She was a sexual object throughout her life. Hawkins talks through Rachel about Megan’s relationship with Mec, an old man. Rachel speculates, writing down on Megan a list of the five explanations for her disappearance. She has run off with her unknown boyfriend. She has been insulted by him and then by her husband, Scott. Later she has lived alone.

Rachel is not subjected to many torments at the hands of patriarchal society. She lives alone. She frequently escapes from her husband and Scott. Veda Viyas’ *The Mahabharata* has vitalized the woman Draupadi. She escapes from many enemies. At the same time, She is harassed by Duryodhana, Duchathana, Jayadrada and Keechaka. Duryodhana and Duchathana humiliated Draupadi by pulling out her hair and sari. She is also called out as Vesi by Karna before their respected elders like Bhishma, Drona and Kirubasaria. During Vanavasa, Duryodhana’s brother-in-law, Jayadrada is infatuated with Draupadi’s beauty in the forest, VanaParvan. He then kidnaps her while carrying a pot full of water.

The acumen of the current society *adduces ad infinitum* on women’s murder. It reveals the vitality of the women’s predicament which is happening in *The Girl on the Train*. Hannah Ellis Peterson wrote *Protests Escalate in India over Gang-Rape over Killing of 27-Year-Old Vet published in 2019*. It says about the common people’s begrudging with the relatives and neighbours. The registered cases were investigated by the police department. The department of police investigates the civil and criminal offenses which are given by the common people. Likewise, many cases were registered particularly the cases of rape about 33,658 in 2017. Charanjit Abuja highlights the pending cases 127,800 against rapists in court where 18,300 cases are running at the end of 2017 written in *No End to Rapes as Women’s Safety Is Still a Hard Battle published in 2019*.

The film industry is also concerned about one of the social evils, sexual exploitation, and it has been projected in many movies. For instance, *OruVeedulru Vassal* (1990), directed by K.Balachander, is a Tamil language drama that has two storylines. This first story is the adaptation of *MeendumMeendum* by AnuradhaRamanan. It was about the three important characters, Yamuna, Senbagam, and Sugumar. Sugumar is an engineer as well as a house owner. He gets married to Yamuna. Senbagam works as a maid in his house. She works in the house to get a salary for her immature brother and drunkard father. She then has a baby through an illegal relationship with Sugumar, who later neglects her. At the end of the story, she realises that she has been sexually exploited and she commits suicide. Yamuna becomes a mother to an illegal child and decides to leave her husband to punish him. Senbagam’s illegal relationship is a reflection of Megan’s relationship with Tom Watson. In *The Girl on the Train*, Megan is murdered during her pregnancy. Though they are betrayers, there are subtle differences between Tom and Sugumar. Contrary to Sugumar, Tom is a cold-blooded murderer.

IX. RACHEL AS SUPER-NOVA

Hawkins’ novel, *The Girl on the Train* attributes the loss of identity and wrangling process of Rachel. She realizes that her ex-husband Tom Watson has been the cause for all her problems. Tom understands that Rachel understood his intention while he is moving and handling all women characters. He decides to kill Rachel and take her away from his path. He attacks her in his house. Finally, she walks wobbly. She then grabs a corkscrew from the drawer behind her. At the entrance of the house, she annihilates and stabs Tom Watson. Anna woos Rachel to ambush Tom to kill him. Tom is murdered. The police arrived there. They investigated the case and wretched the whole story of murdering Tom. They

clearly say: “it was self-defence,” She told them that she had seen the whole thing (p.511). The two ladies ought to do something to the third, Megan. They attend Megan’s funeral. Her body and her dead baby Libby are buried. Rachel is compared to Bhanamati. Bhanamati, a character is taken from *BhagavathPurna*, for comparing with Rachel. Rachel tries to save Anna Boyd’s child from Tom Watson. Bhanamati also tries to save Pradyumna. Pradyumna’s story is also a separate story taken from *the BhagavataPurana*. Bhanamati is a childless woman. She longs for children. She gets the Lord Krishna and Rukmani’s child from a dead fish. Lord Vishnu and Mahalakshmi are reincarnated as Krishna and Rukmanion the earth. Bhanamati tries to secure her son, Pradyumna, from her relatives and the king of Asurans, Sambarasuran. She starts to use the magic power chemically (Rasayanvidhya). She makes him become a young man. She finds a way to teach him everything he needs to know soon (Lavanya Vemsani Ph.D, 2016)

In the Ramayana, the goddess, Mahalakshmi has been reincarnated as Sita on the earth. She has been tested to get into the holy fire. The people of Ayodhya have also expected Sita and her sons, Lava and Kusa should appear in Ayodhya court and she should confirm the two children as his sons. Finally, she is not unable to control her passion and bear the words of the people. She wants to reach out to the lap of the goddess of mother earth (BoomiMatha). She prays to the goddess to accept her as her daughter. She wants to quit this life. She leaves all the people and reaches the goddess of Earth. Sita is compared to Rachel. Rachel is not asked to prove her purity. She also suffers from infertility and lives alone like Sita. She quests her identity. Finally, she fulfils her life by saving Anna’s child. In *The Girl on the Train*, Hawkins abdicates to bring up the genuine man, a therapist named Kamal, who allowed Megan to share her problems with him.

Writers like Paula Hawkins see the protection of her gender through many literary works like *Mrs. Dalloway*, *Doll’s House*, *A Liberated Woman*, *Nectar in a Sieve* and MeenaKandaswamy poems and through the Women Development Cells. This noble thought is brought to society by journalists and the media. Among them, Yomi (2020) states that the anguish of women in *Duffy’s Brave Account Highlights Why do so few rape victims speak up?* She advocates for Aimee Duffy to bring the attention of the general public to the need to protect women from criminals. Duffy supports the innocent victims and she reviles the criminals for their criminal attempts like Rape which is treated like “living murder”. Jaya Bachchan, also insists on the importance of women’s protection from Rape and Violence in *India MP calls for ‘lynching’ of Hyderabad rapists* published in 2019. The newspaper is still reporting on the lack of protection for women in the world’s most populous countries, such as India. Holingsworth et al. (2020) appraise the judgement given against the criminals in favour of the victims, 27-year-old woman through the mass communication mentioned as in *7 Years After Bus Rape and Murder Shocked the World, Attackers Hanged in New Delhi*. All nations and their government administrators have been talking about protecting women from domestic problems for over the decades”.

NRC (National Research Council, 1996) has reminded us of the need for women’s protection in the prevailing society. It initiates an understanding of violence against women. It says that the protection of women against violence is a difficult task. Every country sees this as a National problem. The world organisations for women think about the protection of each woman. They still cannot estimate the issues of women and their mental depression, which might lead them to commit suicide.

X. CONCLUSION

Hawkins tried to zip the problems of married maids who do not have any protection in their working houses in her novel. In that, she seeks support for the voiceless maids from the public to give voice to the unexposed women’s problem in society, zapping rude men and maintaining job security. She prevents and alleviates the number of cruel murders of maids in the world. At this extreme, they become pregnant and are murdered. Their bodies are also thrown away in the ditch. The world must provide some aid for women. The unchanged society ignores and zones these women’s feelings, appointing them in their houses as maids. By this, some male house owners boldly take them and treat them as mistresses to fulfill their sexual expectations.

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The Effects of Blended Learning on Foreign Language Learners' Oral English Competence

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Abstract—Attainment of oral competence is an important goal for English teaching and learning in middle schools in China. However, the level of Chinese middle school students' oral proficiency is in general less than satisfactory. To find a possible solution to this issue, this study empirically investigated the effect of blended learning on the development of foreign language learners' oral English competence. Following the blended model and the four-step pedagogical method for teaching speaking (Wang, 2014), the experimental class, consisting of 46 junior middle school students, participated in this study and took a pretest, an immediate post-test, a delayed post-test, and an interview. Their test scores were compared with the control class which involved 45 junior middle school students receiving the traditional teaching method and following the same procedure. The results showed that the blended learning method had remarkable effect on the improvement of oral accuracy and fluency, but not complexity. In addition, the blended environment facilitates the encoding process of the input and the actualization of the transition from object- and other-regulation to self-regulation.

Index Terms—blended learning, oral competence, Chinese EFL learners

I. INTRODUCTION

The development of oral English competence is an important learning objective for junior middle school students in China. The *National English Curriculum Standards for Common Senior High School* issued by the Chinese Ministry of Education in 2017 (henceforth the new NEC) states that students' ability to express ideas smoothly and communicate with others effectively is the teaching and learning target for speaking classes. Particularly, students are expected to provide information and express opinions on simple topics, participate in discussions and conduct situational dialogues, communicate and cooperate with others to complete tasks, make appropriate self-correction in oral expressions, and make sound, intonation, and tone appropriately in oral activities. On the other hand, junior middle school students' oral competence is in general less than satisfactory, largely due to the lack of sufficient training in oral communication. There is usually a very small amount of class hours spent on listening and speaking teaching, and the class size is more often than not very large, making it difficult for teachers to set effective group activities for students to practice speaking (Bahanshal, 2013). Even in listening and speaking classes, students are often engaged in controlled, accuracy-based activities that aim for consolidation of grammar knowledge. There is little, if any, real communication between the students, which makes the activities dull and boring, and is less likely to contribute to their growth in the use of the foreign language autonomously and creatively.

As a possible solution to the problems in teaching speaking, blended learning enables students to practice speaking and improve oral competence in a more interactive and autonomous way. Blended learning can be loosely defined as a teaching method that combines traditional classroom face-to-face learning and online learning (Garrison & Kanuka, 2004), and online learning is often delivered through the use of a web-based platform. Studies (e.g., Osgerby, 2013) found that blended learning, especially the platform, is advantageous for sharing learning materials, creating an active online learner community, and promoting teacher-student and student-student interaction. In addition, students in a blended learning environment are able to learn at their own pace and keep themselves on task, thereby increasing learner autonomy (Ayesha, 2020). In a nutshell, integrating elements of technology into foreign language classrooms can enhance students' learning experience by making learning more interactive, autonomous, and perhaps more important, enjoyable for all involved.

Despite the aforementioned benefits, in China where English is the predominant foreign language, over the past decade, very few studies have been conducted in relation to the effect of blended learning on foreign language development, and only a handful of studies has examined its role in promoting oral English competence. Particularly, Gong (2008) designed a spoken English teaching framework based on blended learning and found that its application could effectively improve college students' spoken proficiency and mastery of various learning methods. Gao (2019) used the Homework Box as an online learning platform to construct a blended learning model and found that the model could improve primary school students' listening and speaking ability, learning interest and learning initiative. As these

studies suggested, blended learning in general plays a facilitative role in cultivating foreign language learners' oral English competence and language learning skills.

Until now, there remains a paucity of empirical research on the impact of blended learning on the growth of middle school students' oral English competence. Nevertheless, from the year of 2015, the entrance examination for senior middle schools in China has gradually incorporated the oral test of human-machine dialogue as part of the test, and the results are included in the total score of the entrance examination. Since the examination places a high demand on students' oral English competence, including answering questions in different contexts, telling stories according to pictures, using accurate pronunciation and intonation (Zou, 2016), it is of practical value to investigate the extent to which blended learning can contribute to development of junior middle school students' oral competence to better meet the requirements set by the entrance examination.

II. LITERATURE REVIEW

A. *The Definition and Models of Blended Learning*

It is generally agreed that blended learning is the learning method combining offline face-to-face learning with online learning, and emphasizes the use of computer-based technologies (Graham, 2006). In China, the renowned educational technology theorist and practitioner, professor He Kekang, echoed this definition by interpreting blended learning as the combination of "the advantages of traditional learning methods with those of E-learning (e.g. digital learning or network learning)" (He Kekang, 2004). Blended learning offers the richness and diversity of online resources, and compensates for the disadvantages of online learning. During the COVID-19 pandemic, the need for a paradigm shift in the education system to create and deliver technology dependent learning environments to a large extent accelerated the growth of blended learning. Additionally, according to the distribution of face-to-face and online instruction, blended learning can be categorized into various models. For example, Barnum and Paarmann (2002) proposed a four-step model of blended learning: learning on the web before class, face-to-face learning and construction, learning product, and collaborative extended learning. Horn and Staker (2011), based on the implementation of blended learning in 80 schools in the United States, proposed six categories of blended learning models: face to face driver model, rotation model, flexible model, online club model, self-blended model, and online driver model. To sum up, blended learning is not a simple mixture of different teaching forms, but a synthesis of teaching ideas, models and organizational methods, with a view to innovation and creation.

In the present study, blended learning is defined as the integration of traditional face-to-face instruction with network-based instruction, and it is the combination of teaching methods, media, models, content, resources, environment, and other teaching elements to achieve the optimum teaching effect. Furthermore, based on the characteristics of blended learning and foreign language teaching, a model for teaching oral English in a blended environment is constructed and implemented to better suit the context of the present study. In this model, students play the central role through online, offline, and self-paced learning, and teachers are the guide and resource provider who make use of technology to optimize students' learning and teachers' teaching.

B. *Components and Measurement of Oral Competence*

The complexity, accuracy, and fluency (also known as CAF) triad has long been viewed as the major variables for measuring oral competence (e.g. Skehan, 1998; Norris & Ortega, 2003; Ellis, 2003, 2008; Ellis & Barkhuizen, 2005). The new NEC supports the relevance of the triad by stipulating that oral English proficiency includes the ability to use the correct grammar, vocabulary and pronunciation to express ideas fluently and appropriately in different communicative situations. Among the three variables in the triad, complexity refers to "size, elaborateness, richness, and diversity of the learner's linguistic L2 system (Housen & Kuiken, 2009, p. 5)" and is usually measured by syntactic complexity. Accuracy indicates the degree of deviancy from a particular norm (Wolfe-Quintero et al., 1998). Deviations from the norm are in general characterized as errors, and therefore accuracy is usually measured by error-free clauses (Foster & Skehan, 1996). Fluency denotes the ease, eloquence, and smooth of speech (Chambers, 1997; Freed, 2000; Koponen & Riggenbach, 2000; Lennon, 1990) and is measured by three main factors: speed, breakdown, and repair (Skehan, 2003). It should be noted that fluency and accuracy are the most important criteria for assessing learners' oral competence (Lennon, 1990), and they are often at opposition. In other words, those who speak accurately may not speak fluently, and vice versa (Ong & Zhang, 2010). Additionally, learners can not improve their oral proficiency simply by increasing their oral fluency if the accuracy of their oral production remains the same. This competitive relationship within CAF, as Skehan (2009) noted, is because of one's limited mental resources, specifically attentional capacity and working memory.

C. *Oral English Teaching in Junior Middle Schools in China*

Being competent in speaking, that is, speaking accurately and fluently, is vital to English learners' overall foreign language ability development (Goh, 2007), academic achievement, and professional success (Saunders & O'Brien, 2006). Nevertheless, in the context of Chinese education, oral English teaching and learning has not received adequate attention from teachers and students. This is due to the fact that most English class sizes in Chinese middle schools are large, and the class is more often than not dominated by teacher talk, leaving the students very few chances to practice

speaking. This problem is compounded by the fact that many middle school teachers, especially those in rural areas, are deficient in oral accuracy and fluency, and thereby are incapable of providing students the correct models to imitate. The students, on the other hand, due to the pressure of obtaining good grades in exams, focus more on the study of grammar rules and vocabulary than the use of English for communication. Overall, the current situation of oral English teaching in junior middle schools in China calls for the adoption of new teaching methods, and how to improve students' oral English competence is of great concern to teachers and researchers.

Recently, a number of studies in China have been conducted in relation to the possible solutions to the problems existing in oral English teaching. For the lack of adequate models, some studies show the promise of incorporating technology for increasing exposure to input. For example, Liu's (2020) research on the effect of the "Ekwing" platform hierarchical assignments on junior middle school students' oral English proficiency demonstrated that the platform was useful for students in correcting oral problems and constructing new knowledge through independent practice. Similarly, Zhang's (2020) study on the utilization of the "English Fluent Speaking" mobile application for oral English teaching in a junior middle school showed that the application could demonstrate voice and intonation, correct students' pronunciation, and promote oral communication ability. Another strand of research concerns the benefit of the increase in oral practice frequencies. Particularly, Wang's (2021) action research on the effect of multidimensional interactive teaching on oral English development suggested that the increase in time and space (in and after class) of oral production resulted in the significant improvement in the fluency, coherence, pronunciation, intonation, content and logic of junior middle school students' oral expressions. Additionally, Ma's (2018) study showed that the addition of oral presentation in classroom teaching led to junior middle school students' growth in vocabulary, pronunciation, and interactive communication. Overall, it can be concluded that the provision of online technology and opportunities for practice, which blended learning is advantageous for, is beneficial for promoting foreign language learners' oral competence.

D. Studies on the Effect of Blended Learning

The past decade witnesses the burgeoning of the application of blended learning to the context of K-12th grade (Hesse, 2017) and higher education (Evans et al., 2019; Lopez-Perez et al. 2011), and most of these studies focuses on the development of students' academic achievement (Ceylan & Kesici, 2017; Senturk, 2021) and critical thinking skills (Borglum, 2016; Hasanah & Malik, 2020). In the field of foreign language teaching and learning, many studies were conducted in relation to the effect of the blended environment on the improvement of reading (Ghazizadeh & Fatemipour, 2017) and writing skills (Lam et al., 2017; Wahyuni, 2018). In the context of Chinese education, on the other hand, the majority of the researchers are concerned with the construction of theoretical framework and organizational model for the design of a blended learning courses (Tong, 2017; Xu, 2015), whereas the empirical investigation into the effectiveness of blended learning is in general lacking.

Thus far, studies conducted by Roso-Bas et al. (2020) and Ehsanifard et al. (2018) seem to be the only empirical investigation into the effect of blended learning on the promotion of oral competence. Specifically, both studies suggested the positive role that the blended environment had played in enhancing English learners' oral proficiency. Nevertheless, both studies were conducted with college students and used an overall score as the indicator of their oral competence. It was therefore unclear the extent to which blended learning contributes to the development of the complexity, accuracy, and fluency of middle school students' oral performance, and this is the topic that this study seeks to address.

E. Theoretical Foundation

1. Object-, Other- and Self-Regulation

"Regulation" is an important concept in the sociocultural theory (SCT) proposed by Russian psychologist Vygotsky. According to Vygotsky (1978), "regulation" is the process whereby humans gain better control of their biological and behavioral activities through cognition and interaction mediated by human-created tools and artifacts such as language (Frawley, 1997). Altogether there are three types of regulation: object, other, and self-regulation. For object-regulation and other-regulation, the sources of mediation are from artifacts in the environment, and verbal (Wertsch, 1979) and non-verbal (Foley, 1991) assistance of more capable peers, parents, or teachers, respectively. Self-regulation, on the other hand, is characterized by autonomous functioning, that is, an internally self-generated cognitive plan (Mitchell & Myles, 1998). It is generally accepted that self-regulation comes after or because of regulation by objects and others (Anton, 1999). Development, in this sense, occurs when one gains greater voluntary control over his capacity to think and act "either by becoming more proficient in the use of meditational resources, or through a lessening of reliance on external meditational means" (Thorne & Tasker, 2011, p.490).

2. Dual-Coding

The dual coding theory (DCT), proposed by the Canadian psychologist Allan Paivio in the 1970s, is based on the premise that the human cognitive system consists of two independent, and yet interconnected systems: verbal and nonverbal. The verbal system receives linguistic data and processes verbal information such as language, and the nonverbal system specializes in interpreting nonverbal stimuli such as mental imagery and emotional responses. Through connection to sensory input and response output systems as well as to each other, these two systems function

independently and cooperatively in mediating verbal and nonverbal behavior. On this basis, Paivio (1991) put forward the idea that a combination of words and images is more effective than words alone in increasing information retrieval. This claimed benefit of dual-coding was later confirmed by studies (i.e., Paivio, 1991; Sadoski & Paivio, 1994) comparing the effect of text plus picture versus text-only presentation and suggesting the advantage of the combination in facilitating learners' organization, processing, and retention of incoming information.

III. METHODOLOGY

A. Questions

As mentioned before, for the time being there are few studies focusing on the effect of blended learning on the development of oral English competence, particularly in the context of junior middle schools in China. This study therefore attempts to fill in the gap by seeking answers to the following questions:

1. What are the effects of blended learning on junior middle school students' development of oral competence in terms of complexity?
2. What are the effects of blended learning on junior middle school students' development of oral competence in terms of accuracy?
3. What are the effects of blended learning on junior middle school students' development of oral competence in terms of fluency?

B. Participants

This study was conducted in a junior middle school in the city of Changsha, Hunan Province. There are 46 students in the experimental class (EC), and 45 in the controlled class (CC). These two classes are parallel and intact classes, and are taught by the same English teacher. The participants have weekly oral English teaching hours and are at low intermediate level of oral English proficiency. Prior to the study, a monthly English achievement test was administered to the participants, and the scores, analyzed by the independent sample T test, suggested that there was no difference between these two classes in terms of overall English proficiency ($t=-0.774$, $p=0.441$).

C. Instruments

Both quantitative and qualitative measures were used for data collection. Findings from quantitative and qualitative data were also triangulated to provide a detailed picture of the effect of blended learning on the development of oral English competence.

1. Oral Tests

Three oral English tests, namely a pretest, an immediate post-test, and a delayed post-test, are designed for both EC and CC to assess the changes in the participants' oral competence. The test items in these three tests are adapted from the human-machine oral English dialogue test for high school entrance of Changsha and contain three parts: questions and answers, guided oral presentation, and impromptu oral presentation. The three tests are comparable in difficulty and test administration conditions.

2. Interview

Semi-structured interviews were conducted with students in EC to obtain further, in-depth information about the effect of blended learning on students' oral competence. The interview questions elicit the participants' experience of using blend learning for oral practice, and their opinions about and suggestions for the application of blended learning.

D. Procedure

The experiment was carried out in September 2020, and lasted for 12 weeks until December 2020. Before the experiment, the participants in both EC and CC took the pretest. During the experiment, the traditional teaching method was used in CC, while the blended learning method was employed in EC. For the traditional teaching method, following Wang's (2014) four-step pedagogical method for teaching speaking to Chinese learners of English, the teaching process consists of four steps: pre-speaking, while-speaking, post-speaking, and extension practice. In the step of pre-speaking, the participants were engaged in pre-task planning, obtaining pre-speaking support, and receiving authentic input. In the while-speaking step, the participants developed their oral fluency through the completion of the speaking tasks, the use of fluency techniques, and the formation of automaticity. In the post-speaking step, the participants increased their oral accuracy by means of language-focused activities, self-repairs, and corrective feedback from the teacher and classmates. Finally, in the step of extension practice, the participants were involved in task repetition to increase both fluency and accuracy.

The teaching procedure for EC basically followed the above-mentioned four steps used in CC, with the integration of online technology. For Blended learning method, in the pre-speaking step, the teacher posted the learning resources, including video clips, audio files, discussion questions, PowerPoint slides, and assigned preview tasks on the online learning platform. The participants previewed the content of the learning resources, completed the preview tasks individually, and submitted their oral responses to the tasks virtually. The teacher listened to their responses and gave feedback accordingly. Meanwhile, the participants were free to share their questions and comments on the preview

tasks through online posts. In the step of while-speaking, similar to CC, the participants were guided to develop their oral fluency on the basis of speaking tasks, fluency technique training, and automaticity formation by the teacher through pair work or group work during face-to-face classroom interaction. In the post-speaking step, the participants were asked to submit their oral responses to the online platform, listened to the responses, and noted down the errors they had found in their online posts. They also received feedback from their peers and the teacher through online posts about the erroneous uses of grammar, vocabulary, and sentence patterns in their oral production. For extension practice, the teacher deployed the task repetition task as the homework assignment for students, and used the scores and auto-generated feedback from the mobile application for students to improve the accuracy and fluency of their speaking.

After the implementation of the four-step pedagogical method for 12 weeks, the participants in both EC and CC were asked to take the immediate post-test without notification in advance, and two weeks later, they completed the delayed post-test. Their oral responses to the test items were recorded and subsequently transcribed. Immediately after the delayed post-test, 10 participants from the EC were randomly selected for the interview. In order to gain deeper insight into the participants' opinions on the use of blended learning, they were allowed to answer the interview questions in Chinese if they were experiencing difficulty expressing themselves clearly in English. In total, 10 responses to the interview questions were recorded and then transcribed.

E. Data Analysis

Transcripts of the participants' responses to the three tests and the interviews were analyzed using the indexes for measuring CAF. Specifically, complexity is measured on the basis of the clause/T-unit ratio (Polio, 1997). A T-unit includes one main clause plus all subordinate clauses and non-clausal structures attached to or embedded in it (Foster et al., 2000), and the higher the clause/T-unit ratio is, the more complex the oral production is. Additionally, the error-free clause/clause ratio proposed by Foster and Skehan (1996) is adopted for measuring accuracy. Error-free clauses are counted by dividing the clauses that do not contain any error by the total number of clauses, and the higher the ratio is, the more accurate the oral production is. In this study, errors are the deviation from standard English, and according to Yuan and Ellis (2003), all errors relating to syntax, morphology, and lexical choice (including errors in lexical form or collocation) are investigated. For the measurement of both complexity and accuracy, a clause includes minimally of a finite or non-finite verb element and at least one another clause element (Foster et al., 2000). Finally, Rate B, the number of meaningful syllables per minute, is employed for measuring fluency. It calculates the number of syllables within each test item, but with all syllables, words, and phrases that are repeated, reformulated, or replaced excluded, divided by the number of seconds used to complete the test item, and multiplied by 60. The higher the score of Rate B is, the more fluent the oral production is.

In this study, the independent variable is the use of blended learning for teaching oral English, the dependent variable is junior middle students' oral competence, specifically complexity, accuracy, and fluency. The quantitative data in this study includes the CAF measures for the three tests. The qualitative data is from the interview with 10 students in the EC.

IV. RESULTS AND DISCUSSION

A. Results

1. The Effect of Blended Learning on Oral Complexity

As is presented in Table 1, the pretest results of EC and CC suggest that there is no obvious difference between EC and CC ($p=0.907>0.05$) in terms of the clause/T-unit ratio. Therefore, the participants' oral complexity is at the same level, and both classes can be involved in the experiment.

TABLE 1
INDEPENDENT-SAMPLES T TEST OF COMPLEXITY PRETEST FOR EC AND CC

Pretest		Levene's Test for Equality of Variances		T-test for Equality of Mean				
		F	Sig	t	df	Sig (2-tailed)	M	Std
	Equal variances assumed	0.473	0.494	-0.117	89	0.907	-0.012	0.101
	Equal variances not assumed			-0.117	88.738	0.907	-0.012	0.101

According to Table 2, the value of Sig. (2-tailed) is 0.946, which is more than 0.05. It can be concluded that the clause/T-unit ratio of the immediate post-test for EC and CC has no conspicuous difference, and the two classes are at the similar level of oral complexity after the experiment.

TABLE 2
INDEPENDENT SAMPLES TEST OF COMPLEXITY IMMEDIATE POST-TEST FOR EC AND CC

Immediate post-test		Levene's Test for Equality of Variances		T-test for Equality of Mean				
		F	Sig	t	df	Sig (2-tailed)	M	Std
	Equal variances assumed	0.003	0.960	-0.068	89	0.946	-0.006	0.998
	Equal variances not assumed			-0.068	88.766	0.946	-0.006	0.998

Table 3 indicates that in the delayed post-test, the value of Sig. (2-tailed) is 0.931, which is also higher than 0.05. Obviously, there are no big distinctions between the two classes in the delayed post-test, suggesting that EC and CC do not differ in their oral complexity after the two-week interval.

TABLE 3
INDEPENDENT SAMPLES TEST OF COMPLEXITY DELAYED POST-TEST FOR EC AND CC

Delayed post-test		Levene's Test for Equality of Variances		T-test for Equality of Mean				
		F	Sig	t	df	Sig (2-tailed)	M	Std
	Equal variances assumed	0.207	0.650	-0.086	89	0.931	-0.009	0.104
	Equal variances not assumed			-0.087	88.725	0.931	-0.009	0.104

One-way repeated measures ANOVA analysis is employed for analyzing the oral complexity of the three tests in EC and CC in order to gauge the changes among these three tests. The results show that the difference among the three tests in EC ($F=0.169$, $P=0.767$) and CC ($F=0.289$, $P=0.626$) has no statistical significance. In other words, there is no obvious difference among the three tests in EC or CC.

2. The Effect of Blended Learning on Oral Accuracy

As is presented in Table 4, the data of Sig. (2-tailed) is 0.251, which is more than 0.05, suggesting that there is no obvious difference between EC and CC in terms of the error-free clause/clause ratio. Therefore, the participants' oral accuracy is at the same level, and both classes can be involved in the experiment.

TABLE 4
INDEPENDENT-SAMPLES T TEST OF ACCURACY PRETEST FOR EC AND CC

Pre-test		Levene's Test for Equality of Variances		T-test for Equality of Mean				
		F	Sig	t	df	Sig (2-tailed)	M	Std
	Equal variances assumed	10.68	0.002	1.157	88	0.251	0.013	0.115
	Equal variances not assumed			1.157	62.763	0.252	0.013	0.115

According to Table 5, the value of Sig. (2-tailed) is 0.000, which is lower than 0.05. In addition, the mean error-free clause/clause ratio for EC (0.603) is noticeably higher than that of CC (0.335). Therefore, it is safe to reach the conclusion that EC differs significantly from CC in terms of accuracy gains evidenced by immediate test results, and the blended learning method can effectively improve the participants' oral accuracy in EC in the short term.

TABLE 5
INDEPENDENT SAMPLES TEST OF ACCURACY IMMEDIATE POST-TEST FOR EC AND CC

Immediate post-test		Levene's Test for Equality of Variances		T-test for Equality of Mean				
		F	Sig	t	df	Sig (2-tailed)	M	Std
	Equal variances assumed	9.649	0.003	16.100	88	0.000	0.201	0.012
	Equal variances not assumed			16.100	59.545	0.000	0.201	0.012

Table 6 indicates that in the delayed post-test, the value of Sig.(2-tailed) is 0.012, which is also less than 0.05. In addition, the mean accuracy score of EC (0.597) was remarkably higher than that of CC (M=0.351) in the delayed test. Therefore, the conclusion can be drawn that the difference between EC and CC in the delayed test is obvious, and the blended learning method has long-term effect on the development of the participants' oral accuracy in EC.

One-way repeated measures ANOVA analysis shows that there exists observable difference among the three tests in EC ($F=18.014$, $P=0.000$), while there is no obvious difference among the three tests in CC ($F=0.676$, $P=0.015$). In other words, there are some remarkable changes throughout the test performance of EC but not CC. As a result, it is clear that compared with the traditional teaching method, the application of blended learning method can significantly and consistently increase junior middle school students' oral accuracy.

TABLE 6
INDEPENDENT SAMPLES TEST OF ACCURACY DELAYED POST-TEST FOR EC AND CC

Period		Levene's Test for Equality of Variances		T-test for Equality of Mean				
		F	Sig	t	df	Sig (2-tailed)	M	Std
Delayed post-test	Equal variances assumed	6.590	0.012	9.438	89	0.000	0.246	0.026
	Equal variances not assumed			9.462	85.368	0.000	0.246	0.026

3. The Effect of Blended Learning on Oral Fluency

As is shown in Table 7, the data of Sig. (2-tailed) is 0.673, which is more than 0.05, suggest that there is no significant difference between EC and CC in terms of Rate B scores. Therefore, the participants' oral fluency is at the same level, and both classes can be involved in the experiment.

TABLE 7
INDEPENDENT-SAMPLES T TEST OF FLUENCY PRETEST FOR EC AND CC

Pre-test		Levene's Test for Equality of Variances		T-test for Equality of Mean				
		F	Sig	t	df	Sig (2-tailed)	M	Std
	Equal variances assumed	3.592	0.061	0.423	90	0.673	0.498	1.177
	Equal variances not assumed			0.420	84.795	0.676	0.498	1.185

According to Table 8, the value of Sig.(2-tailed) is 0.008, which is less than 0.05. In addition, the mean Rate B score for EC (60.111) is noticeably higher than that of CC (53.978). Therefore, it is safe to draw the conclusion that EC differs significantly from CC in terms of fluency gains evidenced by the immediate test results, and the blended learning method can effectively promote the participants' oral fluency in EC in the short term.

TABLE 8
INDEPENDENT SAMPLES TEST OF FLUENCY IMMEDIATE POST-TEST FOR EC AND CC

Period		Levene's Test for Equality of Variances		T-test for Equality of Mean				
		F	Sig.	t	df	Sig. (2-tailed)	M	Std.
Immediate post-test	Equal variances assumed	0.450	0.504	6.648	89	0.008	6.785	2.269
	Equal variances not assumed			6.662	84.375	0.008	6.785	2.248

Table 9 indicates that in the delayed post-test, the value of Sig. (2-tailed) is 0.000, which is also less than 0.05. In addition, the mean Rate B score of EC (59.578) was noticeably higher than that of CC (53.674) in the delayed test. Therefore, the conclusion can be made that the difference between EC and CC in the delayed test is conspicuous, and the blended learning method has long-term effect on the development of the participants' oral fluency in EC.

TABLE 9
INDEPENDENT SAMPLES TEST OF FLUENCY DELAYED POST-TEST FOR EC AND CC

		Levene's Test for Equality of Variances		T-test for Equality of Mean				
		F	Sig.	t	df	Sig. (2-tailed)	M	Std.
Delayed post-test	Equal variances assumed	1.154	0.286	5.903	89	0.000	5.903	1.000
	Equal variances not assumed			5.920	84.144	0.000	5.903	0.997

One-way repeated measures ANOVA analysis indicates the existence of marked distinction among the three tests in EC ($F=51.868$, $P=0.000$). In contrast, no obvious difference is found among the three tests in CC ($F=1.697$, $P=0.199$). In other words, there are some remarkable changes in the test performance of EC but not CC. Overall, it is obvious that compared with the traditional teaching method, the application of blended learning method can noticeably and consistently develop junior middle school students' oral fluency.

4. Results of the Interview

Complexity measures do not show the effectiveness of blended learning over traditional teaching, and analysis of the transcripts of the participants' responses to the test items makes it clear that most of them, in both EC and CC, were inclined to use simple vocabulary and sentences rather than complex grammatical structure to generate oral output. In the interview, the participants stated their reasons for avoiding the use of elaborate language in their responses, as one of the participants in EC put it, "I don't think the complexity of my spoken English has been improved. In order to avoid mistakes during the test, I subconsciously chose simple words and sentences, or expressions that I was confident about. I think what matters the most is to express the meaning clearly." Another participant provided additional insight by commenting: "If I use more complex sentences, I need to think for a longer time, and my answers will not sound natural and smooth. This will affect my performance and scores in the test".

Accuracy measures demonstrate the superiority of the blended learning method over the traditional teaching method. Transcript analysis of the participants' responses to the test items supports the effectiveness of blended learning. Particularly, for phonetic accuracy, before the experiment, the participants were unable to distinguish the pronunciation of some vowels such as $\text{\textbackslash}\text{\textbackslash}\text{\textbackslash}$ and $\text{\textbackslash}\text{\textbackslash}\text{\textbackslash}$, which led to the mispronunciation of words like "apple" and "bed", "man" and "men". After receiving teacher feedback through the platform, the participants were capable of listening to the correct pronunciation as many times as they wanted to, and compared their pronunciation with the teacher's. For grammatical accuracy, the participants made fewer errors in the plural form of nouns and verb tenses through incorporating corrective feedback from the teacher. During the interview, the usefulness of online teacher feedback was approved by the participants, as one participant mentioned, "Teacher feedback from the platform enables me to know precisely where my problems are without feeling embarrassed. During the test, I became more careful with my speech so that I wouldn't repeat my mistakes".

Fluency measures suggest the beneficial effect of blended learning on the participants' oral production. Further transcript analysis shows that the improvement in fluency is predominantly reflected in the substantially reduced number of pauses and repetitions. According to the interview responses, some participants attributed to the improvement in oral fluency to their increased self-regulation ability, as one of the participants commented, "I have the opportunity to study at my own pace and the freedom to choose what and how to learn. The flexibility reduced my anxiety in learning oral English. This is why I speak more fluently than before."

B. Discussion

The results indicate that compared with the traditional teaching method, the application of blended learning to oral English teaching does not have a marked effect on the development of junior middle school students' oral complexity. This may be accounted for by three factors. The first one concerns the participants' limited processing capacity. According to Skehan and Foster (1997), the limited processing capacity that learners possess can create trade-offs between CAF. That is to say, when CAF are in a state of mutual tension, achieving one may be at the expense of one or the other two. Furthermore, they pointed out that in the completion of tasks in which learners do not need to devote much attention to encoding the propositional content, they often choose to attend to accuracy over complexity. In this study, the test items include answering questions, giving oral presentation and impromptu speech according to the prompts. These tasks are of relatively clear inherent structure, and as such the participants were less likely to use their planning time to reflect on how to express their ideas in a more complex way, resulting in the fact that little of their capacity was allocated to a focus on complexity. The second reason relates to the participants' oral proficiency. In the present study, the majority of the participants are at low intermediate level of English proficiency, and in the classroom, most of the time, they engage in drills and other mechanical exercises when practicing oral English. As noted by Housen et. al. (2012), the complexity of learners' language is influenced by the degree to which explicit declarative knowledge, deriving from the acquisition of the relevant linguistic structures and rules, has been proceduralized and become implicit. The participants' low English proficiency, together with their lack of mental resources, including attentional focus and working memory (Skehan, 1998), may contribute to the failure of the conversion from declarative knowledge to procedural knowledge, and eventually detract from the complexity of their oral performance. The final reason may be concerned with the discourse features of the oral responses elicited. As Pallotti (2009) noted, linguistic complexity varies by genre (e.g., small talk vs. argumentative essays) and individual stylistic choices. The study conducted by Olinghouse and Wilson (2012) also showed that compared with the genres of story and informative writings, the genre of persuasive elicited the most complex output from fifth graders. In a similar vein, the genres of small-talk (e.g., questions and answers) and narrative (e.g., oral presentation and impromptu speech) that the test items in this study intended to elicit may to some degree compensate for the effects of blended learning on the participants' oral complexity.

The results also show that compared with the traditional teaching method, the application of blended learning to oral English teaching has noticeable and positive effect on the development of junior middle school students' oral fluency and accuracy. The improvement of oral accuracy and fluency may be accounted for by the increase in the participants' self-regulation. In the current study, regulation occurred at three levels: object-, other-, and self-regulation. For object-regulation, the participants exploited the online platform, including the various interactive features of network-based learning to obtain exposure to input and reflect on their output. For other-regulation, they were able to receive feedback, guidance, and assistance from their peers and the teacher both online and offline to complete the tasks that they were not able to accomplish on their own. For self-regulation, through peer and teacher scaffolding, they traversed the ZPD and became more autonomous learners, being capable of searching for online resources, social media tools, and engagement in classroom activities to enrich their language learning experiences. It is widely accepted that self-regulation is a behavioral process coming after or as a result of regulation by others (DeVries, 2000; Lantolf & Thorne, 2015). In the current study, on the basis of object- and other-regulation, the participants internalized the assistance they had been provided and reached a higher level of development in their oral accuracy and fluency.

The participants' self-regulation has also been strengthened owing to the blended learning environment. According to Lynch and Dembo (2004), five self-regulatory attributes are likely to be predictive of learners' academic performance in a blended learning context: intrinsic goal orientation, self-efficacy for learning and performance, time and study environment management, help seeking, and Internet self-efficacy. On the whole, the participants in the current study demonstrated these five attributes. Specifically, intrinsic goal orientation is "the degree to which a learner participates in a learning task in order to meet a personal challenge, satisfy personal curiosity, and/or attain personal mastery over the elements of the task" (ibid, p.3). In the current study, the participants were quite curious about the effectiveness of the online platform, and faced many challenges posed by the blended learning environment. This drove them to achieve satisfactory performance in the tasks to find an effective method to improve their oral English. In addition, prior to the study, the participants had ample experience with distance learning during the pandemic and were quite familiar with the operation of the online platform. The fact that they felt confident in and comfortable with the combination of online and offline learning mode undoubtedly contributed to the increase in their self-efficacy for learning and the use of the Internet. Moreover, in the process of blended learning, the participants needed to discuss their online activities such as previewing course content, responding to their classmates' audio recording, completing assignment with their peers and the teacher during on-campus classroom meetings. In other words, in the blended environment, the participants learned autonomously and collaboratively with each other, which is beneficial for their management of time and study environment. The feedback they obtained on their oral performance and the assistance they received in face of technical problems were also the important source for seeking help. Overall, the five regulatory attributes that the participants exhibited in the blended context ensures a smooth transition they underwent from object- and other-regulation to self-regulation.

An additional explanation of the participants' progress in oral fluency and accuracy can be possibly found in the DCT. The DCT assumes that the visual-verbal mode of presentation is more effective for the reception and production of incoming information. In the current study, the blended learning environment enabled the participants to access text, images, audio and video clips simultaneously. This multi-modal presentation of input lessened their cognitive burden, facilitated the comprehension, recall, recognition, and the reception of the learning materials, and eventually resulted in the more accurate use of linguistic forms and more fluent speech production.

V. CONCLUSION

A. Major Finding

This study investigates the effect of blended learning on the development of junior middle school students' oral competence, including complexity, accuracy and fluency. The results suggest that blended learning does not have an obvious effect on the increase in oral complexity. That is to say, the participants did not choose to use more complex sentence structures such as clauses to express their ideas after learning oral English in a blended environment. Additionally, blended learning has a remarkable immediate and delayed effect on the improvement of oral accuracy. Specifically, the participants were more accurate in their pronunciation and grammar use. Likewise, blended learning has a noticeable effect on the gain in fluency, as the participants were able to articulate more meaningful syllables in both the short and long term. The findings of the study indicates that compared with the traditional teaching methods, in the blended environment, foreign language learners are able to take advantage of the combination of online and offline instruction to move from object- and other-regulation to self-regulation, and make use of the multimodality that blended learning offers to store and internalize the input they have access to.

B. Implications

The findings of this study have valuable theoretical and practical implications for oral English teaching in junior middle schools. Theoretically, very few studies on blended learning have been conducted in relation to the theories of regulation and the DCT, and this study enriches the existing research by incorporating these two theories as the robust explanatory framework. Additionally, it provides some theoretical references and guidelines for future studies on the effectiveness of blended learning for the development of oral proficiency. Practically, this study throws some light on the instructional model for teaching oral English in a blended context. This model is primarily based on the four-step pedagogical method (Wang, 2014) combined with various types of speaking activities and the use of multimedia learning tools. The findings of this study show that this model was useful for the improvement of oral competence and was positively perceived by the learners.

C. Limitations and Directions for Future Studies

Conclusions drawn from the results of this study are limited in several aspects. First, since there are only 92 participants in this study, the sample size is relatively small. Second, this study only lasted 12 weeks, while the development of oral English competence, especially complexity, accuracy and fluency, is a long process. Thirdly, variables that may impact on the improvement of oral competence are not included, for example, affective factors such as anxiety, motivation, willingness to communicate, and others. On this basis, future studies ought to be conducted with a larger population. In addition, longitudinal studies are needed for the investigation of oral competence development over a longer period of time. Moreover, the moderating effect of affective variables such as anxiety should also be taken into consideration. Finally, the theories of regulation and the DCT can be complemented with linguistics theories, for example, the Contrastive Analysis Hypothesis, to provide a more comprehensive and holistic explanation for the effectiveness of blended learning.

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Syria-Israel Relations in Al-Assad's Speeches and Interviews: A Corpus-Assisted Critical Discourse Study

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Abstract—This paper uses a 1,445,000-word corpus to examine Syria-Israel relations in the speeches and interviews of Syrian President Bashar Al-Assad from 2000 to 2016. Van Dijk's (2009) notions of manipulation and polarization are employed to highlight the discursive strategies that Al-Assad uses to legitimize his points of view regarding a range of regional issues. Examining how Al-Assad constructed Israel* in his speeches revealed recurrent thematic categories, such as conflict, occupation, negotiation, and criminality/violence. The analysis suggests that Al-Assad used Israel to build solidarity with his people portraying himself as a man of values who does his best to resist the occupier and liberate the occupied Arab lands.

Index Terms—Bashar Al-Assad, corpus linguistics, critical discourse analysis, presidential speeches

I. INTRODUCTION

Syria is an Arab country located in Western Asia on the eastern coast of the Mediterranean Sea. The Syrian regime is a Republican presidential system, and the Syrian President is Bashar al-Assad at the time of writing (Haider, 2019a). Syria is a founding member of the Arab League from which it is currently suspended as a consequence of the era of Arab spring (Syrian Uprisings) (Küçükkeleş, 2012).

There are different means through which people can make sense of the world around them, and no one can ignore the fact that language is considered one of the best tools to do that. However, whether language is a neutral tool that reflects social activities with no manipulation is critical. Language is not a simple means of communication and does not act passively in the world. It may function as an ideological tool that constructs and represents meaning in a planned way to affect and influence people's opinions about this world (see Al-Abbas & Haider, 2020; Haider, 2019c; Haider & Olmy, 2019). For example, referring to the Arab countries that reject signing peace treaties with Israel in different ways, including 'anti-occupation' countries, may indicate that their opponents are "pro-occupation" countries, although this idea is not mentioned or stated.

To emphasize the idea that language is not used randomly and the text producers may have a variety of choices but still tend to prefer using particular structures or lexical items rather than others, Schegloff (1997) states that any person can be characterized using different sets of category terms such as gender, age, ethnicity, nationality, occupation, and many other features. For example, it is not sufficient to call the president of Syria between 1971 and 2000 "Bashar's father" and then justify it by saying that it is true since he is in the same token. The same issue applies to other contexts. For example, we may refer to the same place using different descriptions. Syria can be referred to as the Levant (Al-Sham), a country in the Middle East, a country that borders Jordan to the south, a country that has occupied territories called the Golan Heights, etc. The speaker's choices to describe a situation are usually based on their political stance, attitude, and ideology.

A powerful and influential discourse is achieved by a powerful speaker or writer (e.g., presidents), someone being accessed by many people (is received by a lot of people), and having the same patterns repeated over and over in everyday language. These criteria apply to Bashar Al-Assad's speeches and interviews. They are produced by the most powerful authority in the country, which motivates people to listen to his speeches bearing in mind that most of his linguistic patterns appear repetitively in the local, national, and international media during and immediately after the speech or interview. Hence, this study investigates Bashar Al-Assad's speeches and interviews between 2000 and 2016 by combining Critical Discourse Analysis (CDA) and Corpus Linguistics (CL) to examine how Israel is discursively represented. It mainly addresses the following questions:

- (1) How is Israel constructed in the speeches and interviews of Al-Assad?
- (2) Are there any differences in the ways Al-Assad refers to Israel before and during the Syrian uprisings?

II. CONTEXTUAL BACKGROUND

A. Bashar Al-Assad

Bashar al-Assad, born on September 11, 1965, is the president of the Syrian Arab Republic and the son of former Syrian President Hafez al-Assad. Al-Assad took over the presidency after a public referendum in 2000 following his father's death, who ruled Syria from 1971 to 2000. He is the commander of the Syrian Army and armed forces and the Regional Secretary of the Baath Arab Socialist Party, the ruling party in the country since 1963. Before joining politics, Al-Assad was a doctor specializing in ophthalmology in London. In 1994, he returned to Damascus after the death of his brother, Basil al-Assad, in a car accident. The anti-American and Israeli hegemony characterized his foreign policy. Despite the relative openness in his era compared to his father's, his domestic policies were marred by administrative and political corruption and the emergence of businesspeople who controlled the country's economy and policies.

B. The Arab Spring & Syrian Uprisings

The term 'Arab Spring' refers to related events, namely the massive protest movements that began in some Arab countries, mainly Tunisia, Egypt, Libya, Yemen, Syria, in late 2010 and are ongoing (Haider, 2016). Influenced by the Tunisian uprisings on December 18, 2010, the Syrian protests began in 2011 against the Syrian ruling regime's repression and suppression of freedoms.

C. Syria-Israel Relations

There has been no diplomatic relation between Syria and Israel since their establishment. However, the two countries were involved in some major wars in the modern history of the Middle East, among which are the 1948, 1967, and 1973 wars, in addition to their attempts to interact in the Lebanese Civil War (1975- 1990). During the Six-Day War (1967 War), the Golan Heights (Syrian territory) was occupied by Israel. Syria has tried hard to recover its occupied lands several times but was unsuccessful. In 1982, during the Lebanese Civil War, Israel invaded southern Lebanon to dislodge the Palestine Liberation Organization. As a response, Syria sent both ground and air forces to the Lebanese territories but was massively defeated by Israel. During Madrid Conference in 1991, some negotiations were held with the late Syrian President, Hafez Al-Assad, to resolve the conflict with Israel, but were unsuccessful despite the severe attempts to find a permanent resolution. In 2003, the Israeli Air Forces attacked a camp near Damascus, claiming that it is used to train Palestinian militants. In 2007, Israel held another attack, but this time against alleged Syria's nuclear program. In 2006 and during the Israel-Hezbollah War (a 34-day military conflict in Lebanon and northern Israel), Syria was accused of supporting the Lebanese resistance, represented by Hezbollah, by allowing Iran to ship supplies to Lebanon through its territory. Turkey made peace talks between Syria and Israel, but the Syrian side withdrew after the Israeli's massacres in Gaza in 2008/2009. During the Syrian uprising (2011-ongoing), there have been several cross-border shooting incidents in the demilitarized area of Golan Heights, but with no response from the Syrian side.

III. THEORETICAL BACKGROUND

A. Corpus Linguistics and Critical Discourse Analysis

Corpus Linguistics is a methodology (McEnery & Wilson, 2001) used to tackle some aspects across the disciplines and theories of linguistics such as lexicography, pedagogy, sociolinguistics, discourse analysis, and others based on real-life examples. Baker (2010, p. 1) defines a corpus as "a large collection of computerized texts, usually carefully sampled to be representative of a particular language variety." Critical Discourse Analysis is a relatively new and developed area of language study in which discourse is treated according to Fairclough and Wodak (1997, p. 258) as "a form of social practice." It investigates the relationship between language and power, considering the crucial role that the context plays in discourse (Wodak, 2009). CDA is critical because it is discourse analysis with an attitude (Haider, Al-Salman, & Al-Abbas, 2021) and due to its commitment to the analysis of social wrongs such as prejudice or unequal access to power, privileges, and material and symbolic resources (Fairclough, 2009), and because of its explicit and unapologetic attitude as far as values and criteria are concerned (Van Leeuwen, 2006). CDA has been a target for many criticisms; such as eclecticism of theories, the ideological bias of the analysts choosing the texts that suit their preconceived theories and confirm their beliefs "looking in the wrong place for something, then complain that they can't find it, and suggest that it is being concealed from them" (Sharrock & Anderson, 1981, p. 291), and fragmentation of data (Stubbs, 1997). As a result, many changes have happened to CDA since its establishment, utilizing large corpora rather than sticking to short excerpts.

Hardt-Mautner (1995) mentioned some advantages of using CL techniques in discourse analysis studies stating that such combination enables researchers, with the help of computers, to describe some textual properties in an exhaustive rather than selective way in addition to drawing the researchers' attention to some research questions that they were not aware of. Baker et al. (2008) suggested that the methodological synergy between CL and CL demonstrates the fuzzy boundaries between 'quantitative' and 'qualitative' approaches showing that 'qualitative' findings can be quantified and that 'quantitative' findings can be explained based on the existing theories and hypotheses and may result in their adaptation, or the formulation of new ones. The number of discourse analysis studies with the aid of corpus linguistics is still limited for some reasons. One of them is related to the fact that the notion of combination is relatively new. Another reason is its cross-disciplinary nature which appears to be subject to some resistance. Baker (2006) interpreted such a limited number as a kind of misconception of corpus linguistics, unfamiliarity with computers, and the ability to find valid and suitable topics to investigate using both methods.

B. *Corpus Linguistic Techniques Used in This Study*

Although the methodologies and analytical techniques of corpus linguistics are wide-ranging, certain practices are common across many different studies, for example, examining word frequencies, examining concordance lines, and carrying out collocation analysis (Haider, 2019b). Word frequency is a cornerstone of corpus linguistics. It is important for corpus-assisted discourse studies as CDA has been criticized for focusing on unusual language rather than usual or highly frequent occurrences (O'Halloran, 2000). In CL, a very common way to analyze context or co-text is to use a concordance, which presents given words along with their immediate surrounding words (Haider & Hussein, 2019). It is rare, if not impossible, to find a corpus-based/driven discourse analysis without using this tool. Baker (2010) mentions two reasons why concordance is fundamental for discourse analysis: it allows analysts to uncover evidence for various prosodies or preferences. Without it, analysts are liable to make incorrect assumptions about the content of their corpora.

Another CL technique is collocation which refers to the words usually observed together or in close proximity in naturally occurring language. Bartsch (2004, p. 76) defines collocations as "lexically and/or pragmatically constrained recurrent co-occurrences of at least two lexical items which are in direct syntactic relation with each other." A statistical definition of collocation which is adopted by corpus linguists is introduced by Stubbs (2001, p. 29), who stated, "my definition is [...] a statistical one: 'collocation' is frequent co-occurrence." A collocation analysis is important for CDA analysts since it helps researchers to have an initial focus (saliency) of the investigated item in addition to suggesting unconscious associations in a short period when compared with concordance, which needs to be sorted in different ways before identifying the relationship between patterns in the text. Gabrielatos and Baker (2008) point out that collocation analysis can provide evidence that supports, refutes, or modifies conclusions based on small-scale qualitative studies.

C. *Van Dijk's Triangular Approach and Syrian-Israeli Relations*

The socio-cognitive model (Van Dijk, 2004) combines both cognitive psychology and CDA to show how certain ideologies are hidden in people's minds. Van Dijk (2004) incorporates three constituents to analyze discourse, namely, social analysis (investigating the context/ overall societal structures), cognitive analysis (social cognition and personal cognition), and discourse analysis (examining and analyzing the text syntax, semantics...). What distinguishes this approach from others is inserting the cognitive model to mediate between society (context) and discourse (text). For Van Dijk (1995), memory is broken down into short-term memory and long-term memory. The actual processing of information (discourse) occurs in short-term memory against information stored in long-term memory (discourses). Long-term memory is broken down into episodic memory and semantic memory; episodic memory refers to information stored through personal experiences, while semantics memory refers to more general abstract and socially shared information. For language users, experiencing and participating in many thousands of communicative situations such as reading hundreds of newspapers' articles or listening to speeches and interviews in which X is described as a terrorist, for example, they might generalize and normalize this, and this will be part of their episodic memory. As a result, this will determine how they act in society and deal with X. The cognitive analysis, according to Van Dijk (1995), combines both personal cognition and social cognition as the process discussed in the previous couple of lines does not only happen in the mind of an individual but in the minds of the majority of people experiencing the same events and exposing the same discourse bearing in mind that individuals live in a community, read similar newspapers, and interact with each other.

IV. METHODOLOGY

A. *Corpus Compilation and Data Source*

This study uses a comparable corpus that consists of 1,445,117 words. The data were collected from <http://www.presidentassad.net>, a website with considerable information about Al-Assad family, including the current President Bashar Al-Assad, late President Hafez Al-Assad, and Asma' Al-Akhras (Bashar Al-Assad's wife). The website is maintained by a Syrian journalist and is based in Syria. Table (1) shows the number of Al-Assad's speeches and interviews delivered in or translated into English/Arabic from 2000 to 2016. As explained above, the data is divided into two main sub-corpora based on its occurrence before or during the uprisings. The word count for each sub-corpus is provided with the number of speeches and interviews each year. In this study, the researcher investigated the English part of the corpus.

TABLE 1
ASSAD'S SPEECHES AND INTERVIEWS (2000-2016)

Comparable Corpus of the Speeches and Interviews of Al-Assad					
Before the Uprisings					
	Language	English		Arabic	
	Year	No. of speeches/ Interviews	Word count	No. of speeches/ Interviews	Word count
Period 1	2000	7	12201	5	10,900
	2001	7	12479	13	25,164
	2002	6	15862	7	13,599
	2003	11	33310	6	18,516
	2004	5	11256	5	17,389
	2005	7	35488	9	30,700
	2006	9	38890	10	48,298
	2007	10	16351	10	22,984
	2008	24	42202	17	31,212
	2009	33	46704	24	60,336
	2010	27	66897	33	72,285
	Total	146	331640	139	351,383
Period 2	During the Uprisings				
	2011	9	58428	6	25,673
	2012	10	54150	9	38,395
	2013	21	96609	21	96,649
	2014	5	16874	3	12,125
	2015	19	104165	19	87,282
	2016	19	85677	19	86,067
	Total	83	415903	77	346,191
Arabic and English		229	747,543	219	697,574
1,445,117 words					

B. Data Analysis

Wordsmith 7 (WS7) (Scott, 2016) was used to create a word list, i.e. a list of all the words in the corpus and their frequencies. Israel and its derivatives are among the most frequent words in the corpus, being mentioned 1634 times. Figure 1 shows the mentions of Israel* before and after the Arab uprisings.

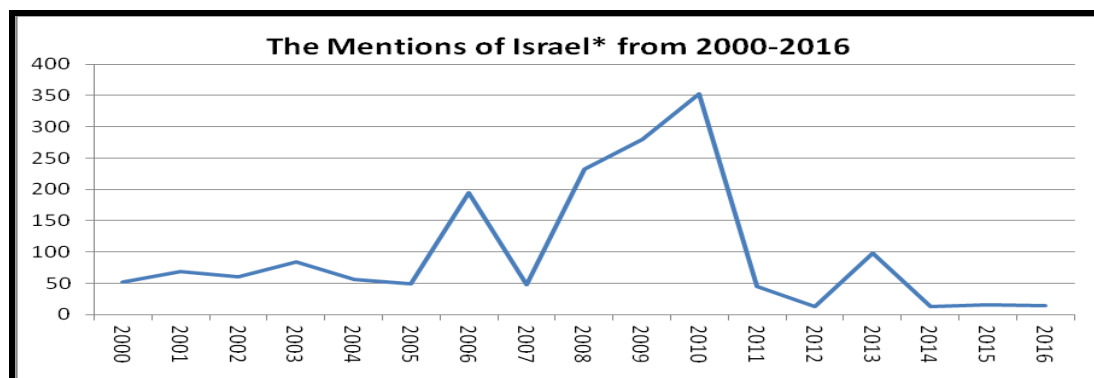


Figure 1. Israel* in Al-Assad's speeches and interviews from 2000-2016

The dispersion analysis of the frequency of Israel shows that Al-Assad refers to Israel more frequently in some years than others. The different peaks in the figure could be due to the varied numbers of speeches and interviews. For example, 33 and 27 speeches were delivered in 2009 (280 mentions of Israel) and 2010 (352 mentions), respectively, while only five speeches and interviews were delivered in 2014 (13 hits of Israel). However, this cannot be applied to other years. For example, Israel was mentioned 195 times in 2006 even though the number of speeches and interviews was only 9. Accordingly, investigating the context to see the different (critical) events between the two investigated countries over the years can better interpret the peaks and troughs in figure 1. It appears that there was a dramatic increase in the use of Israel in four years, namely 2010, 2009, 2008, and 2006. Investigating the context, the researcher found that Israel accused Syria of transferring powerful Scud missiles to Hezbollah in 2010. In 2008/2009, there were peace talks between the two countries, but Syria withdrew after the Israeli war on Gaza. In 2006 Israel-Hezbollah War (Lebanon war) occurred.

Israel before the Uprisings (2000-2010)

The researcher first used the CL technique of collocation to see how Israel is referred to in the pre-uprisings period. Using WS7 and choosing the span of ± 5 , i.e. five words on either side of the node word, Israel* was identified to collocate significantly with other words based on two collocational statistics: MI and t-scores. Measuring the strength of collocation using these two measures is important. Hunston (2002) proposed that an MI score of 3 or higher can be

taken as evidence that the two items are collocates. McEnery and Wilson (2001, p. 86) also argue that if the collocating items have “high positive mutual information scores then they are more likely to constitute characteristic collocations than others with much lower mutual information scores.” Regarding t-scores, McEnery, Xiao, and Tono (2006, pp. 56-57) stated that “t-scores tend to show high-frequency [collocating] pairs’ and that ‘[a] t-score of 2 or higher is normally considered to be statistically significant’”. Examining the words that collocate with Israel* with the collocation statistics of 3 or more MI scores and two or more t-score intersected, the researcher found that they can be classified into different thematic categories as table 2 shows:

TABLE 2
THEMATIC CATEGORIES OF THE COLLOCATES OF ISRAEL*

Category	Examples
Arab Israeli Conflict	enemy, military, Hezbollah, Hamas, Arab, occupied, resistance, Golan, Lebanon, Palestine, Gaza
Negotiations	peace, negotiations, talks, partner, withdrawal, initiative, ceasefire
Israel Internal Affairs	government, Sharon, Rabin, Olmert
Criminality/Violence	aggression, killed, massacres, attack, destruction, siege, weapons, war, warplanes, bomb
Location	Middle, East, nuclear, region

After identifying the most salient related lexical patterns, the researcher carried out a concordance analysis to examine the immediate co-text of these terms. Carrying out concordances is useful in the case of collocations. Although collocation provides the researcher with strong ties or relationships between words, concordance plays an important role in identifying how such types of relation appear in the language.

The Arab-Israeli conflict. The collocates in this category refer to the ongoing Arab-Israeli conflict and portray the Arabs as one unity against Israel, having a shared perspective against its cruel acts, violations, and occupations. On the other hand, Israel is portrayed as the party that creates the problems and makes assaults against the Arabs (concordance 1).

- 1- release of all **Arab** detainees imprisoned in **Israeli** jails and detention camps.
- 2- forms of cooperation with Israel. The **Israeli** aggressions against the **Arab Nation**
- 3- face the current situation in light of the **Israeli** assaults in the occupied **Arab land**.
- 4- dealing with any aggression staged by Israel against any **Arab country** as an assault
- 5- the "land for peace" formula that call upon Israel to withdraw from all **Arab territories**
- 6- wants to analyze, it should analyze the **Arab-Israeli** wars in 1948, 1956, 1967, 1973, 1982
- 7- has never worked for peace. The **Arab-Israeli conflict** is a 60 year old one
- 8- peace conference, the only forum at which Israel faced all its **Arab enemies**
- 9- the **Arab People** struggle against the **Israeli** occupation of the **Arab Territories**

Concordance 1. The Arab Israeli conflict in the sub-corpus (2000-2010)

Also, the category comprises words relating to the territories occupied by Israel, including the Syrian Golan Heights, South Lebanon, and Palestine (concordance 2).

- 1- liberation of most of part of **Lebanon** from the **Israeli occupation**, but the situation in **Palestine**
- 2- Palestinian refugees' right to return and ending the **Israeli occupation** of the Syrian Golan
- 3- leaders only the terrorists!" noting that the **Israeli occupation** troops are still in **Gaza**
- 4- inflicted a humiliating defeat against **Israeli occupation** troops in **South Lebanon**.
- 5- reconciliation protects **Palestine** from the **Israeli aggression**, and helps to re-launch peace
- 6- **Lebanon**, as we witnessed last year during the **Israeli aggression** of July against **Lebanon**

Concordance 2. The Israeli Occupation of Arab territories in the sub-corpus (2000-2010)

Negotiations (Political Aspect). This category includes the collocates related to the peace process with Israel. Al-Assad showed his readiness to have peace with Israel on the principle of land for peace formula in addition to demanding Israel to stop its violent and severe acts against Palestinians, especially in the Gaza strip. On the other hand, Al-Assad accused Israel of not having any serious intentions to have such relations since it always puts obstacles on the peace road map. He also emphasized the role that other countries such as Turkey and France play in mediating between the two states (concordance 3).

- 1- peace **negotiations** between Syria and **Israel** with the mediation of **Turkey**.
- 2- Time that this is an evidence for us that the **Israelis** are not serious about peace.
- 3- cause of the continued presence of **anti-peace Israeli Israeli** governments, we could not have
- 4- The indirect **negotiations** have proved that **Israel** is never willing for peace, nor able
- 5- to the line of June 4, 1967. The **Israeli non-responding** to peace requirements
- 6- All those efforts were always blocked by the **Israel rejection of peace** and met with more wars
- 7- confirms **Arab readiness** for peace...but **Israel** responded to all this by **ignoring peace**
- 8- and on the principle of **land for peace**, and **Israeli withdrawal** from **the occupied Golan**

Concordance 3. Negotiations between the Arabs and Israelis in the sub-corpus (2000-2010)

Israel Internal Affairs. All words in this category relate to Israeli internal affairs and have the names of former Israeli Prime Ministers. Almost all nouns were represented negatively, showing the Israeli policy's arrogance that only looks for its interest. Regarding the frequency of the Israeli officials, the researcher found that Rabin was mentioned ten times, Sharon 26 times, Barak 9 times, and Olmert 33 times (concordance 4).

- 1- the negotiations.. First because this **Israeli government** expresses an increasing and mounting **extremism**
- 2- To see him here in Syria. Betting on **Israeli government is a waste of time**
- 3- influenced by the **aggressive Israeli policies**, and massacres, or whether they were
- 4- **terrorism** practised by (Ariel) Sharon (the **Israeli Prime Minister**) **against the civilian** Palestinian

Concordance 4. Israeli internal affairs in the sub-corpus (2000-2010)

Criminality, Violence, and Siege. This category consists of collocates that describe the harsh acts committed by Israel against the Arabs in general and Palestinians in particular. For example, Al-Assad accused the Israeli government of having a criminal mentality that doesn't distinguish between children or adults. He even said that the Israelis killed Rabin, their former prime minister, because they doubted he would offer a peace process (concordance 5).

- 1- **Israel** can't accuse those innocents ...**Israel** always kills the innocents, but it couldn't accuse
- 2- **bulldozers** that **demolished the houses** were **Israeli bulldozers**, but it is true that they had sent
- 3- against Gaza, which was the result for the **Israeli criminal mentality** on one side, and the unnatural
- 4- the Arabs a step-by-step approach. When **Israel killed Mohammad Durra in Palestine**, there was a
- 5- ebanese Resistance in less than a year .The **Israelis killed Rabin**, when they suspected that he would
- 6- threats have been used as a cover to the **Israeli massacres** which are perpetrated against

Concordance 5. The Israeli violence in the sub-corpus (2000-2010)

Location. All words in this group relate to the location of Israel in a critical area in the Middle East surrounded by Arab countries and being a threat to the whole region (concordance 6).

- 1- We want a **nuclear-free Middle East, Israel** included. The Americans are stoking
- 2- terrorism in the **Middle East** without **Israel** being the axis and the essence, is not objective
- 3- illusionary enemies in **our region** to replace **Israel** as the only enemy is a help for **Israel**.

Concordance 6. The location of Israel in the Middle East in the sub-corpus (2000-2010)

After the Uprisings (2011-2016)

In order to see if Al-Assad's referred to Israel* differently during the era of the Syrian Uprisings (2011-2016) compared with the pre-uprisings era, the researcher carried out a concordance analysis for the node word Israel* and produced 200 lines. The researcher went through these lines manually and found that they can be classified into different categories, as figure 2 shows.

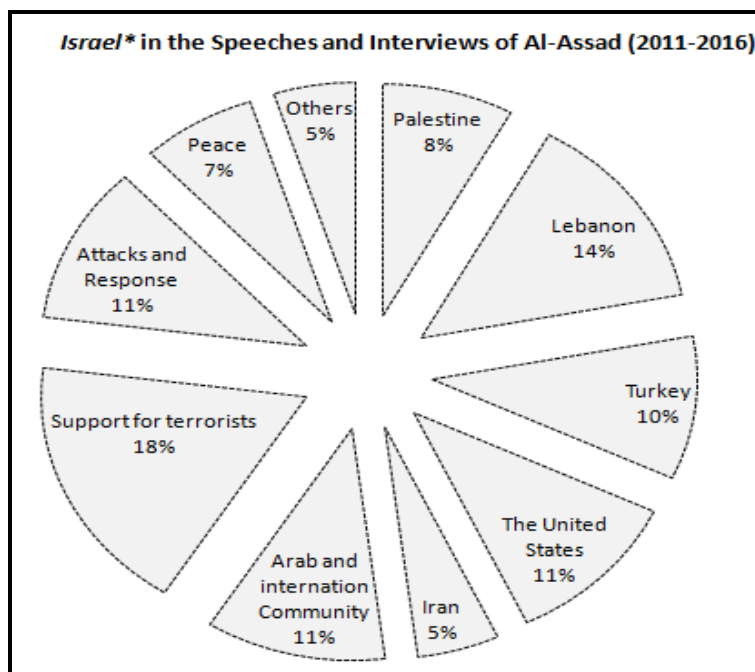


Figure 2. A pie chart of Al-Assad use of Israel* during the uprisings (2011-2016)

Palestine & Lebanon. Israel* was mentioned in the context of Palestine and Lebanon in about 22% of the hits as follows:

Palestine. In this period, Al-Assad referred to Palestine differently when compared with the pre-uprising period; he first used it in an analogy to convince the audience (texts' receivers) that what's happening in Syria is not a revolution by any means. Those who think so should accept that the Israeli acts against Palestinians constitute a revolution against Palestinian oppression! He also refers to the Gaza strip in another analogy to deny his country's involvement in any weapons transfer to Lebanon. He states that Gaza is surrounded by both Egypt and Israel (they are both against Hamas) but still has everything available there! He also utilized the Israeli war on Gaza as evidence to show that Erdogan, the Turkish Prime Minister, is a hypocrite as he all the time shows his sympathy and solidarity with the Palestinians, not the Lebanese. However, both were attacked by Israel, and the resistance is strongly present in the two countries. Al-Assad also used Palestine to justify his alliance to Iran, stating that it changed the Israeli Embassy into a Palestinian one and stood with the Palestinians on different occasions. This has not been done even by the Arab States. One last example is related to the use of Palestine to show the negative and passive role that the Arab League plays in some Arab issues, as example 1 below shows:

"It even has not returned one olive tree uprooted by Israel or prevented the demolition of one Palestinian house in occupied Arab Palestine."

Lebanon. Lebanon was used in the context of Israel in Al-Assad's speeches and interviews to show his outrage of the Arab League, claiming that the League has never supported or taken Syria's side in many events, for example, the Israeli aggression against Lebanon. Al-Assad also pointed out that the Arab citizens don't have any confidence in the Arab summits, and they always condemn officials sitting in the halls. He also claimed that there are no Hezbollah fighters inside Syria since they are already deployed towards Israel and cannot leave southern Lebanon; however, he mentioned that they aided the Syrian Army in cleaning the Lebanese borders from terrorists! In answering a question regarding Al-Qusair, a border city with Lebanon, Al-Assad justified Hezbollah's presence and claimed that their battle there is against Israel and its agents, referring to the rebels and defectors from the Syrian Army in Al-Qusair. Al-Assad also referred to the Israeli War on Lebanon in 2006 to show that the Israeli super-power in the Middle East could not defeat a small faction.

Turkey. Turkey was also present in the context of Israel* in Al-Assad's speeches after the uprisings. He tended to refer to the policies of Erdogan, the Turkish Prime Minister at that time, rather than Turkey as a state to highlight the idea that both Israel and Turkey are taking benefit of what's happening in Syria. They are even working hard to aggravate the situation there since they have some interests in it, claiming that they turned out to be strong allies walking shoulder to shoulder in order to damage Syria. Al-Assad also criticized Turkey for deploying missiles shields on its borders to protect Israel. He also referred to Turkey's role as an arbiter between his country and Israel in the past.

The United States. Al-Assad criticized the biased and double-standard foreign policy of the United States towards Israel and against the rights of the Arab People. He claims that the Israeli aggression against Syria is in defense of the US interests in the region, accusing America of allowing Israel to have a weapon of mass destructions (WMDs) in the Middle East while standing firm against any other countries who might have intentions to do so (like Iran), in addition to supporting the crimes committed by the Israelis. Al-Assad also tended to refer to Israel and America as one unity

having special relations, highlighting that this is logical as both countries committed massacres in Palestine, Afghanistan, and Iraq.

Iran. Syria represents Iran's closest ally in the Arab world; such relation has always been criticized by many Arab political analysts since the ruling party in Syria, represented by Al-Baath party, follows, to some extent, secular standards. In contrast, Iran apparently follows pan-Islamist strategies. In common, Iran and Syria have similar reactions toward some countries, such as America and Israel on the one hand and Russia and China on the other hand. Some studies (see Khalaji, 2013) describe the relationship between these two countries as religious since the Syrian leadership belongs to the Alawite branch of Shi'a Islam. Although all of these common aspects, Al-Assad tended to talk about Syria's relations with Iran objectively in most cases. In a question about Hezbollah, Al-Assad declared that the group is supported by many countries publicly and secretly, and the whole issue doesn't relate to Iran. In a question regarding the role of Iran in the American-Syrian relations, Al-Assad replied (example 2):

"What does Iran mean? Is it bad? Okay. Israel is bad, so how are you going to make peace with Israel..... So, if they do not like Iran, this does not mean that you do not have to deal with it."

Al-Assad also avoided answering some questions related to the Iranian nuclear weapon file, stating that he is not a part of it and it is their own file based on their national interest. He also claimed that Syria doesn't have a special file called Iran since all the Syrian government cares about is the peace file. Al-Assad also emphasized that Iran supports but does not control Syria (concordance 7).

Question: Some critics say that you have sold your country to **Iran**, and that you would not survive without the help of **Iran** and **Hezbollah**. Is it true?

President Assad: If I wanted to adopt this principle, to be ready to sell my country, I would have sold it to the **United States**, maybe to **Israel**, maybe to Saudi Arabia, because many countries since the independence of **Syria** wanted to control **Syria** for geopolitical reasons. So, if I wanted to sell, I would sell it to the **United States** first. So, as long as I don't sell it to anyone, I wouldn't sell it to **Iran**. This is first. Second, **Iran** never tried to control my country. Never. And the **Syrian** people, by nature, they won't accept anyone to control their country. So, when **Iran** supports **Syria**, that doesn't mean it controls, doesn't mean it tries to impose what it wants on the **Syrian** government. What you say, we couldn't survive without **Iran** and **Hezbollah**, this is a hypothetical **question** for one reason: sometimes small support in a big war will lead you to bigger results, in any war or any conflict, will give big results. So, whether this support is small or big, it has given a result, we cannot deny this, and their position, supporting **Syria**, was vital for us. But how was it without their support is difficult to tell. It must have been more difficult, but that doesn't mean that we couldn't survive.

Concordance 7. Iran in the context of Israel* in the sub-corpus (2011-2016)

Arabic and International Communities. Al-Assad accused the Arab countries of having bad intentions and vile objectives, especially after activating a boycott against his country, stressing that he did his best in order to activate the Israel-boycott office, but always received excuses from some Arab countries. He also claims that the Arab countries have forgotten that their real enemy is Israel (line 1, concordance 8). Al-Assad also criticized the international community's attempts to prevent arming Syria, pointing out that they are not occupying anybody's land like Israel that has always been supported to have all kinds of weapons, including the nuclear ones (line 2).

1- **Saudi Arabia** was ready to offer anything to **Israel** for nothing in return. It was worried about the **US** reaction following the 9/11 attacks and the involvement of **Saudis** in these attacks
2- We should know that what is happening today in **Gaza**, ladies and gentlemen, is not a separate or passing event. It is an integrated chain of events: from the occupation of **Palestine**, to the invasion of **Iraq** and trying to divide it now and the division of the **Sudan** all planned by **Israel** and the **West** and always executed by the states of tyranny and backwardness in our **Arab world**

Concordance 8. Arab and international community in the context of Israel* (2011-2016)

Peace. Al-Assad wanted to prove to the whole world that he is the man of peace and does his best to achieve it in the region, but he usually faces negative responses and deeds from other parties (Israel). Therefore, he also emphasized the necessity of peace and stability in such a hot area of the world, highlighting that Israel should show a strong commitment to it by withdrawing from the Arab's occupied lands.

Syrian Uprisings. Israel and its involvement in what's happening in the Syrian Arena constitute 29% in figure 2. The researcher divided the concordance lines regarding this topic into two categories:

Attacks and Response. During the latest events in Syria, Israel carried out airstrikes against Damascus, claiming that it attacked a nuclear site under construction. Al-Assad stated that Israel intends to stifle the resistance and strike the Syrian air defense system. In response to a question regarding Syria's muted response to this attack, Al-Assad replied that Syria would respond the next time (line 1, concordance 9). In the co-text of Israel, Al-Assad justified the arming contracts with Russia, especially the S300 air defense system, by saying that it is a way to strengthen their traditional arsenal and enhance their power against any expected enemies (line 2). Al-Assad also stated that Syria's retaliation to

any Israeli attack will be through a strategic response, citing the popular Syrian pressure to open the Golan front to resistance. Al-Assad also highlighted the Syrian feelings to assist their Army in fighting the Israeli aggression.

- 1- **We** have informed all the Arab and foreign parties - mostly foreign - who contacted **us** - that **we** will **respond** the next time. Of course, there has been more than one **response**. There have been several **Israeli attempted violations** to which there was immediate retaliation. But these short-term **responses** have no real value; they are only of a political nature. If **we** want to **respond** to Israel, the **response** will be of strategic significance
- 2- In **our** case, and in this state of **war**, **we** don't allow **ourselves** to feel fear. **We** have to do everything to be strong; and **we** shall not allow anyone to destroy **our** armaments and military equipment

Concordance 9. Attacks and response in the context of Israel* (2011-2016)

Support for terrorists. What draws my attention in the use of Israel in Al-Assad's speeches and interviews (2011-2016) can be summarized in this category. He first accused and blamed the Arab community, and then moved to blame the international community and the United States, before moving to accuse Israel of helping terrorists and providing them with weapons, food, and medical treatment to destroy Syria and stifle the resistance (lines 1/2/3, concordance 10). Al-Assad also rejected conducting any dialogue with the opposition, claiming direct relations with Israel (line 4). However, Al-Assad sometimes reduced the tone of accusation of Israel. For example, in response to a question regarding the source of weapons and ammunition, mainly Israeli explosives, Al-Assad said that other countries might also be involved in this (line 5).

- 1- **Israel** directly supports the **terrorist movements** in two ways; firstly, through logistical means manifested by them publicly providing medical aid and hospital facilities to the injured **terrorist** fighters in the **Golan Heights**. Secondly, they provide them with directions and navigational support, regarding how to mount their attacks and which sites to target.
- 2- If this was the case, why is it then that when we strike the **terrorists** at the frontier, **Israel** strikes at our forces to alleviate the pressure off of them? Why, when we blockade them into an area does **Israel** let them through their barricades so they can come round and re-attack from another direction? It is **Israel** who has publically declared its cooperation with these **terrorists** and treated them in **Israeli** hospitals.
- 3- Not only **ISIS**, of course, or **Daesh**, not only **al-Nusra**; anyone, any **terrorist** who holds a machinegun and started killing and destroying in **Syria** was supported by **Israel**, either indirectly through the logistical support on the frontier, or sometimes by direct intervention by **Israel** against **Syria** in different areas in **Syria**. Why? Because **Israel** is our **enemy**, because they occupy our lands, and they look at **Syria** as **enemy** of course, and for them they think if they undermine the position of **Syria** and make it weaker as a whole, as society, as army, as state, that will prevent **Israel** from moving toward the peace, and the price of the peace is to give back the **Golan Heights** to **Syria**. So, for them, **Syria** will be busy with another issue now, it would be busy to talk about the **Golan** or the peace process, or even to do anything to get back its land. That's why **Israel** is supporting every **terrorist**, and there's no contradiction between **Israel** and any organization like **al-Nusra** or **ISIS** or any Al Qaeda-linked organization.
- 4- We have often stated that we are prepared to conduct a dialogue with any party, but with whom can we engage? We are prepared to engage with those who are concerned for **Syria**, all those who haven't had any public or secret dealings with **Israel**, all those who haven't flirted with **Israel**, all those who have not received money in return for selling their homeland, and all those who uphold **Syria's** independence.
- 5- There are weapons from various countries including weapons of **Israeli** manufacture, but it's impossible to pinpoint if their source is **Israel** or another country that possesses such weapon

Concordance 10. Terrorism in the context of Israel* (2011-2016)

V. CDA NOTIONS OF MANIPULATION/ POLARISATION/ IDEOLOGY AND THE CURRENT STUDY

Manipulation is one of the crucial notions in CDA since it represents a form of power and abuse of power (domination). This significant notion usually occurs in texts and talks. In the current study, Bashar Al-Assad controlled some of the texts' receivers and manipulated them. Van Dijk (2006) points out that manipulation can mentally manipulate the receivers' mind and is usually portrayed as a negative concept that tends, in most cases, to violate social form. It may be argued that this is not the case in the investigated corpus since most people in the Arab world have already had hostility towards Israel. This is true for many reasons, such as wars, occupation, etc., and the researcher thinks that Al-Assad doesn't need to manipulate them regarding this matter since Arabs' hatred towards Israel is already there. However, what the researcher meant by manipulation here has nothing to do with violating the Arab social norms represented by their animosity to Israel but reinforcing it. Why? Al-Assad wants to build a kind of intimacy with his own people, in particular, and those who hate Israel, in general, and whiten his own image by portraying himself as the one who represents people's feelings and points of view in confronting any aggression that does not only target Syria but any other Arab countries.

Let's be more positive and consider manipulation here as a form of persuasion (O'keefe, 2002), i.e. leaving the participants free to act the way they want based on whether they believed and trusted the text's producer or not. However, this cannot be applied here since negativity is apparent in Al-Assad's speeches and interviews. Many people were victims of his manipulation; i.e., they were unable to understand his intention or recognize the consequences of his opinions and policies. Accordingly, drawing a boundary between persuasion and manipulation is not easy. However, it

is a battle between what is legitimate and illegitimate. The whole issue is intricate since it depends on many factors, such as the involved people, circumstances, and others.

To have a better understanding of this, the researcher used Van Dijk's triangular approach (2009) that includes social aspects (interaction of social actors overpower), cognitive aspects (occurring in the participants' mind), and discursive aspects (speeches and interviews). To begin with the macro level, Al-Assad has most of the social conditions of manipulative control; he is the president, the most powerful person in the group, represents power and authority, and has complete access and control over resources and materials including mass media and public discourse. Having all of these factors, he can gear lots of people towards reproducing his discourse, sometimes legitimately through persuasion. The second factor in van Dijk's approach is related to cognition, where Al-Assad manipulated some of his people's minds, i.e. their beliefs (knowledge and opinions), and ideologies that control their actions and shape their behaviors. He frequently emphasizes the points consistent with his interests, i.e. his good attributes and deeds, and de-emphasizes the points inconsistent with his interests, i.e. his bad deeds. He also tends to blame the other side by hampering his good intention for peace. By repeating these aspects of polarisation (We vs. They) or Us (good, innocent), and Them (evil, guilty), the model formation will be automatized in the recipient short term memory (STM), bearing in mind that most Arab people have a special place in their episodic memory (LTM) that is full of hostility towards Israel, so what Al-Assad is simply doing is recalling these abstract mental attitudes and ideologies since he has already had the privilege of stable, permanent, and socially shared beliefs and attitudes for almost the whole group. Once people's attitudes are influenced, for instance, on the necessity of getting rid of Israel from the region, little or no further manipulation attempts may be necessary for the people to act according to these attitudes, for instance, to vote in favor of Al-Assad regime which represents the anti-Israeli policies (Chomsky, 2003). Al-Assad was successful, to some extent, since he uses some cognitive mechanisms of manipulation (Van Dijk, 2006), such as referring to the Israeli's cruel acts and massacres against Arabs, which have a very strong impact on people's minds, influencing them to have the desired mental model. Another mechanism is achieved by repeating messages and grouping related events going back sometimes to some events that happened 70 years ago to justify his point of view regarding some issues in the regions. He did his best to convince his people that he was doing so for the sake of the nation (Us) and to protect the country from others' aggregation (Them). The third aspect in van Dijk's socio-cognitive approach is related to discourse; Al-Assad uses different strategies to highlight the idea of the ideological square of discursive group polarisation (Van Dijk, 2003), as table 3 shows.

TABLE 3
VAN DIJK'S IDEOLOGICAL SQUARE

WE/Us (in-group Members)	They/ Them (out-group Members)
emphasize good things (deeds)	emphasize bad things (deeds)
de-emphasize bad things (deeds)	de-emphasize good things (deeds)

Al-Assad tends to use positive self-presentation and negative others' presentation in favor of his own interests. What is interesting here is that the "others," according to Al-Assad, are represented by the U.S, Israel, and some international countries (before the uprisings) in addition to most of the Arab countries, terrorists, and oppositions (during the uprisings). To put it briefly, almost all countries except Iran, Russia, China, and Hezbollah are Al-Assad's enemies!

The ideological strategies used in the speeches and interviews of Al-Assad includes the use of rhetorical figures such as metaphors (lines 1 and 2 in concordance 11); macro speech act implying Our 'good' acts and Their 'bad' acts, e.g. accusation, defense (lines 3 and 4); semantic macrostructures: topic selection: (De-) emphasize negative/ positive topics about Us/Them (lines 5 and 6); lexicon: select positive words for Us, negative words for Them (lines 7 and 8); and emotionalizing the argument (lines 9 and 10).

1-	Israeli allegations are mere political balloons which are of no value.
2-	Syria could never be a stick by Israel against Palestinians under any condition
3-	If they say they need peace we say we want peace
4-	We offer everything to Israel and get very little in return
5-	We still talked about peace even during the Israeli aggression in Gaza.
6-	While we were seeking and searching for peace , Israel searched for war .
7-	Where were those countries in 1982 when Israel invaded Lebanon?
8-	When Syria entered Lebanon in 1976
9-	What happened- during the Israeli massacres against Gaza
10-	This weapon is the most lethal than any other weapon , and some countries, including Israel , use it against us

Concordance 11. The ideological strategies used in the speeches and interviews of Al-Assad

Since manipulation in the speeches and interviews of Al-Assad involves power abuse, as discussed before, it also has some ideological aspects. For example, Bashar Al-Assad frequently refers to Lebanon, Iraq, and Palestine to promote Pan-Arabism, nationalism, and anti-capitalism ideologies. However, Al-Assad also keeps referring to the Israeli cruel and violent acts against Arabs, perhaps because Syria is not involved in the peace treaties with Israel, but would it be the case if Al-Assad himself signed a peace agreement with Israel? Accordingly, it seems that Al-Assad wants to

increase his popularity and supporters by adopting such hostility against Israel, although it could not be the reality. It is worth noting here that it is unnecessary for all texts' receivers to be manipulated as only having a large group of people manipulated is more than sufficient for the speaker to achieve his goals. What helped Al-Assad to manipulate others lies in their lack of enough counter-information and arguments to resist his manipulative discourse; however, after the outbreak of the Syrian uprisings, Al-Assad got the opportunity to react to the Israeli airstrikes but has not done anything so far being a great talker and a little doer.

VI. CONCLUSION, RECOMMENDATIONS AND IMPLICATIONS

The relations between Syria and Israel are complicated to be judged, and people wonder whether it is real or a part of the dirty political game. However, the analysis here may contribute to understanding the nature of Syria-Israel relations. Syria, according to Al-Assad, has always been trying to open the channels of conversation and conduct dialogues with Israel which has always been hindering the whole process. It also seems that Al-Assad did his best in order to whiten his page in front of his people and show a kind of intimacy with them by showing hatred to Israel, which represents their first enemy. Unlike many other CDA-based approaches, the corpus analysis used in this study directed me towards salient or frequent linguistic patterns. Combining both the quantitative and qualitative approaches offered me two things as described by McEnery and Wilson (2001, p. 77), and these include having a "greater precision and richness" of qualitative analysis as well as having statistically "reliable and generalizable results" of quantitative studies. In conclusion, this study recommends CDA researchers to carry out their studies with the aid of CL techniques since it allows them to change the traditional way of doing discourse analysis and gives them a sense of generalization.

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The Purification of Semantic Environments and Des's Process of Moral Growth in *Lionel Asbo: State of England*

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Abstract—Martin Amis's new novel *Lionel Asbo: State of England* (2012) is a reflection and criticism of the pollution of the semantic environment. It's a satire of the media and celebrity culture in the capitalist society. From the perspective of media ecology, this paper studies the purification of the semantic environment which leads to the protagonist Des's moral growth. Initially, Des is immoral, for he lives in the polluted semantic environment of Diston. With the purification of semantic environment by traditional culture in the public library, Des gets moral growth and rises from darkness. His obsession with good books and serious newspapers leads to his moral growth. Through seeking knowledge, Des achieves his self-perfection, and helps the improvement of the society by becoming a crime reporter for a national newspaper the *Daily Mirror* and writes about law and order to guide people.

Index Terms—Martin Amis, *Lionel Asbo: State of England*, media, semantic environments, moral growth

I. INTRODUCTION

Martin Amis's new novel *Lionel Asbo: State of England* (2012) is a reflection and criticism of the pollution of the semantic environment. It's a satire of the media and celebrity culture in the capitalist society. Reviews are numerous after its publication. Robson (2012) argues that the theme of *Lionel Asbo* "is about the criminal law [. . .]. Desmond, who has committed statutory rape by having an affair with his 39-yearold grandmother, becomes a crime reporter" (p. 45). And he points out that "the novel is also concerned with other symptoms of social decay – with single mothers and gang violence and all those things that have been much on Amis' s mind" (Robson, 2012, p. 45). The critic Tait classifies it as a "satire, Shakespearean romance or pornotheological farce" (2012). "It's a familiar line of attack – against unearned wealth and celebrity, vulgarity, fake tits, feckless chavs, slipping educational and moral standards" (Tait, 2012). "*Lionel Asbo* is going to be a clueless foray into popular culture and working-class life" (Tait, 2012). With the subtitle "State of England", "decrying the country's 'moral decrepitude', it is a full-on indictment of a debased culture" (Tait, 2012). These critics point out the novel's criticism on the debased culture and degraded morality, but they neglect the cause-and-effect relationship between the media cultural environment and moral change.

From the perspective of media ecology, this paper studies the purification of the semantic environment which leads to moral growth in *Lionel Asbo: State of England*. Media ecology not only studies the informational devices such as the radio, newspaper, television, movies, sound records, the computer, but it also "looks at how the symbolic structure of environments – such as social environments – may define human interaction or the production of culture" (Lum, 2006, p. 31). Media work as the semantic environments in which people live in. Postman (1969) defines "a semantic environment as any human situation in which language plays a critical role" (Postman et al., p. 15). Nowadays, we become more and more dependent on the media, which provides guidance to our social and private life. It especially sheds great influence on morality. A fundamental concept in media ecology is: "that media are environments, and that consequences arise when there are problems in these environments" (Gencarelli, 2006, p. 210). To ensure the long-lasting survival of human beings, a healthy semantic environment should be created, an ecological balance in our semantic environment should be kept.

In the postmodern era in the Western society, drastic changes are taking place, yet religion declines. The death of God not only destroys people's indoctrinated paradigm to understand the world, but also obscures the meaning of human existence (Zhao, 2006, p. 105). Therefore, people rely on the mass media to understand the world. Mass media begin to play the role of the secular god. People turn to media for the meaning and value of life, the ways of living and thinking to guide them, so media play an important role in constructing their behavior and morality. The protagonist in *Lionel Asbo: State of England*, Desmond Pepperdine, has no one to guide him morally, so he turns to the tabloid *The Morning Lark* for advice, and the columnist offers guidance to people confronting ethical dilemmas and shapes their moral values.

With the purification of semantic environment by traditional culture, Des gets moral growth and rises from darkness. With the decline of religion in Western society, Matthew Arnold (1970) resorts to culture as the force of salvation. "Culture" has many definitions in different backgrounds and subjects. And he defines culture as "the best that has been known and thought in the world" (p. 154-55). It is culture that distinguishes human beings from animals. Culture is the

basis of people's physical and mental health. And it is the carrier and backbone of people's belief. Because the electronic revolution of communication produces a vast amount of information garbage, pollutes the semantic environment and trivializes culture, Postman proposes to preserve culture through education, which is also Martin Amis's idea proposed in *Lionel Asbo: State of England* through portraying a moral idol — Des. His obsession with good books and serious newspapers leads to his moral growth. Through seeking knowledge, Des achieves his self-perfection, and helps the improvement of the society. At last, he becomes a "tall, slender, well spoken and delightfully assured young man, a graduate of Queen Anne's college, London" (Amis, 2012, p. 150). He shows civility in dealing with people. And he is intelligent. He speaks "with gorgeous smile and the light of true intelligence in his hazel eyes" (Amis, 2012, p. 151), presenting a sharp contrast to the pathetic gropings of his poor old uncle Lionel. He has got a mature self to face the challenge and surmount it. Martin Amis highly approves of him. "It's young Des Pepperdine who's achieved something in this life. It's young Des Pepperdine who's 'come good'. 'Not Lionel Asbo'" (Amis, 2012, p. 152). He is saved by education, and goes through a process of moral development.

II. DES'S INITIAL IMMORALITY CAUSED BY THE POLLUTED SEMANTIC ENVIRONMENT

In the beginning, Des is immoral, for he lives in the polluted semantic environment of Diston. "The most important forces that shape our moral development are the family, peer groups, role models, and institutional forces play an increasingly significant role in shaping our moral destiny" (Day, 2000, p. 20). His family and peer groups shed negative influence on his moral development. He has no sense of morality. After the incest, "it isn't the morality of doing it with granny that bothers the boy, Des Pepperdine, he's more concerned about what his uncle, the uber-chav Lionel Asbo ('Anti-Social Behaviour Order')" (Adiga, 2012, p. 1). Des is not bothered by morality, but by the legal question and fear for his uncle. "*Apart from the legal question which is worrying me sick, theres another huge problem. Her son, Lionel is my uncle, and hes' like a father to me when he's not in prison. See hes an extremely violent criminal and if he find's out I'm giving his Mum one, hell fucking kill me. Literally*" (Amis, 2012, p. 5). Morality is of little concern to the people in Diston, violence is their first policy to deal with trespass. Because of his incest with his granny Grace, Lionel kills his classmate Rory Nightingale, who becomes the scapegoat of Des. He is the only child of Mr and Mrs Nightingale who loves each other tenderly. They are a happy family, but his death brings tragedy to the family.

At the very start, Des has low literacy level because of his humble origin. In his letter addressing to a tabloid editor Jennaveieve for help, there are some mistakes in the spelling of words, e.g., he misspells "always" as "allways", grammatical errors (e.g., [. . .] Uncle George *whose* in the trade), and punctuation mistakes ([. . .] it's the plumbing again love, no punctuation between "again" and "love").

Des's family has a negative impact on his moral development. Acting as the father of Des, Lionel instructs false values to him. He is against Des's studying; he abuses Des for buying a dictionary instead of buying food for the dog. In his opinion, stealing is a proper business. He tells Des to "do something useful. Steal a car" (Amis, 2012, p. 8). He admonishes Des to carry a blade when he goes out at night. "For you own security. And you peace of mind. You going to get yourself striped. Or worse. There's no fistfights any more, not in Diston. There's only knife fights. To the death. Or guns" (Amis, 2012, p. 9). Besides, Lionel persuades Des to concentrate on Internet porn. He lends his computer to Des to access pornography. "In common with every other Distonite old enough to walk, Des knew about the existence of pornography on the Web. He had never gone looking for it" (Amis, 2012, p. 23). He has no interest in the pornography on the Internet, "he put the Web aside, reached for the Cloud, and started learning about calligraphy" (Amis, 2012, p. 24).

In addition, Des's peer group sheds a harmful effect on him in morality. The school Des attend, Squeers Free, is the worst school in England. As its name suggests, it's a school where the students enjoy undisciplined freedom. It is also a place of social and moral decay. It shows desolation. Actually, it is a hotbed for juvenile delinquency.

School — Squeers Free, under a sky of white: the weakling headmaster, the demoralized chalkies in their rayon tracksuits, the ramshackle little gym with its tripwires and booby traps, the Lifestyle Consultants (Every Child Matters), and the Special Needs Coordinators (who dealt with all the 'non-readers'). In addition, Squeers Free set the standard for the most police call-outs, the least GCSE passes, and the highest truancy rates. It also led the pack in suspensions, expulsions, and PRU 'offrolls'; such an offroll — a transfer to a Pupil Referral Unit — was usually the doorway to a Youth Custody Center and then a Young Offender Institution. (Amis, 2012, p. 19)

Students live by the jungle law in Squeers Free. School bullying is frequent and grave. The well-behaved, the swats, wimps, four-eyes, sweating fatties and physically weak students are "savagely bullied — to the brink of suicide and beyond" (Amis, 2012, p. 20). Des is incompatible with his peer group. "Des was a prime candidate for persecution. He seldom bunked off, he never slept in class, he didn't assault the teachers or shoot up in the toilets — and he preferred the company of the gentler sex (the gentler sex, at Squeers Free, being quite rough enough)" (Amis, 2012, p. 20). Des is called Skiprope and Hopscotch, but he isn't bullied actually inviolable for he is the nephew and ward of Lionel Asbo. What is feared in Diston is not law but violence. Social order is defied. Students who obey the social order are considered as misfits, the school is replete with violence and moral decay. Most students become criminals at school. Lionel has followed the route. "(He) always spoke of his five and a half years (on and off) in a Young Offender Institution (or *Yoi*, as he called it) with rueful fondness, like one recalling a rite of passage — inevitable, bittersweet. *I was out for a month*, he would typically reminisce. *Then I was back up north. Doing me Yoi*" (Amis, 2012, p. 19). Des's

peer group does harm to his moral development. He lives in a “tunnel” (symbolizing darkness), but he doesn’t fall because he is keen on serious culture. He fancies modern languages, history, sociology and astronomy.

III. DES’S MORAL GROWTH WITH THE PURIFICATION OF THE SEMANTIC ENVIRONMENT

Under the institutional influence and obsession with good books and serious newspapers, Des rises from darkness. “Des’s redemption issues from different institutions: university and matrimony. [. . .], education appears to Des as the ‘harmony of the cosmos,’ and his dedication to self-improvement grants him passage to a coherent world where his ability to love wins him a woman of good character” (Harrison, 2012, p. 8). Amis couldn’t resist a name that carries meaning, as the name of Des’s wife, Dawn suggests, Des finds salvation at last. “Des, emerging from darkness, arrives at Dawn” (Harrison, 2012, p. 8).

Although living in darkness, Des has interest in learning. His role model is his grandfather. He studies Economics at the University of Manchester. Des reveres the university and he always murmurs the word. To Des, university is “the one poem”, “the harmony of the cosmos...And he wanted it” (Amis, 2012, p. 13).

Des is called a “Renaissance Boy”. Through him, Martin Amis dramatizes the salvation of the debased culture by reviving traditional culture and the Victorian values. “Pepperdine is working himself up the social ladder in a very Victorian way: by improving his spelling and punctuation, attending university and becoming a father” (Adiga, 2012, p. 30). He is dedicated to self-improvement through culture. “His handwriting, nowadays, was self-consciously elegant; the letters used to slope backward, but he patiently trained them to slope forward; and when everything was smoothly conjoined he started adding little flourishes (his e was positively ornate-like a w turned on its side)” (Amis, 2012, p. 3). And he takes courses on calligraphy and punctuation. He has mastered calligraphy, sociology, anthropology and psychology.

He is anxious for knowledge. He is conscious of his ignorance, so he is eager to get an education. “He was trying to give himself an education — not at Squeers Free, recently singled out, [. . .], as the worst school in England. But his understanding of the planet and the universe had inconceivable voids in it. He was repeatedly amazed by the tonnage of what he didn’t know” (Amis, 2012, p. 4).

He is prudent in his studying of punctuation. Des studies very hard on the usage of each punctuation. “‘The main role of the semicolon’, he read in his *Concise Oxford Dictionary*, ‘is to mark a grammatical separation that is stronger in effect than a comma but less strong than a full stop’” (Amis, 2012, p. 14). He cherishes the *Concise Oxford Dictionary*. “Des had the weight of the book on his lap. It was his prize possession. Its paper jacket was *royal blue* (‘deep, vivid’)” (emphasis in the original) (Amis, 2012, p. 14).

The public library opens the road to his salvation. He goes into the Public Library on Blimber Road with hesitation, and with deafening self-consciousness. “Squeers Free had a library, of course, a distant Portakabin with a few primers and ripped paperbacks scattered across its floor...But this: rank upon rank of proud-chested bookcases, like lavishly decorated generals” (Amis, 2012, p. 21). He is drawn by the grandeur of the atmosphere in the library. “He entered the Reading Room, where the newspapers, firmly clamped to long wooden struts, were apparently available for scrutiny. No one stopped him as he approached” (Amis, 2012, p. 21). Accustomed to reading tabloids such as the *Morning Lark* and *Diston Gazette*, he is scared of serious newspapers. “Respectfully averting his eyes from the *Times*, the *Independent*, and the *Guardian*, Des reached for the *Sun*, which at least *look* like a *Lark*, with its crimson logo and the footballer’s fiancée on the cover staggering out of a nightclub with blood running down her neck” (Amis, 2012, p. 21). The *Sun* bears some resemblance to the tabloids Des often reads, but it has some news report. “And, sure enough, on page three (News in Briefs) there was a hefty redhead wearing knickers and a sombrero. But then all resemblances ceased. You got scandal and gossip, and more girls, but also international news, parliamentary reports, comment, analysis” (Amis, 2012, p. 21). Des comes to the truth that compared with the *Sun*, the *Lark* he trusts so much in the past is in fact “a daily lads’ mag, perfunctorily posing as a journal of record” (Amis, 2012, p. 21).

Des gets moral purification in the Public Library on Bimber Road, which quenches his restlessness in the noisy and chaotic urban environment. “On the streets of Cairo the ambient noise, scientifically averaged out, was ninety decibels, or the equivalent of a freight train passing by at a distance of fourteen feet (the ambient noise caused partial deafness, neuroses, heart attacks, miscarriages)” (Amis, 2012, p. 33). In the silence in the library, he finds peace of mind. The library is such a quiet place that he could hear himself cough, sigh, breathe and hear the sound of the points and junctions of his own sinuses. “He made straight for the radiant Reading Room with its silvery motes of dust. First, naturally, he wrenched open the *Sun*” (Amis, 2012, p. 34). He comes directly to the international news on it. And he accesses more serious newspapers such as the *Independent* and the *Times* here. “After a look over his shoulder, he reached out an unsteady hand for the *Independent* (which was at least recognizably tabloidal in size). He expected the spidery print to exclude him. But it didn’t; it let him in...” (Amis, 2012, p. 35). “Des read all the international news in the *Independent*, and then moved on to the *Times*. [. . .] He had spent eight hours in the place called World” (Amis, 2012, p. 35). The serious newspapers connect him to the outside world and broaden his knowledge and understanding of the world. The serious newspapers and books nurture Des’s sense of social responsibility. He begins to talk about international affairs with his uncle Lionel, who shows little concern in contrast.

Under the enlightenment of serious culture, Des forms a healthy relationship with others and the society. He visits his granny Grace every day. After Grace is sent to a famously desolate home for the old, he keeps on visiting her, though he

has to take two days' hard trip. "You rose before first light (Inverness, then motorcoach via Lairg), and you returned in the next day's early darkness: the grey hours. Des did his Christian duty, and his Christian penance, about every six weeks, and sometimes Dawn came too" (Amis, 2012, p. 130). He visits Lionel at prison regularly. Bothered by a guilty conscience, he calls on Rory's (who is killed by Lionel as a scapegoat of Des's incest with his granny Grace) parents, Joy and Ernest, and helps them run errands. The Nightingales get comfort from Des who fills the space of their son. After he becomes a reporter of the *Daily Mirror*, he frightens Lionel to move his granny Grace to a better place with his wisdom. "Des pictured it: a Shock Issue of the *Daily Mirror*, on Gran's home. 'You on your lounge by the pool. Grace strapped to her mattress in the attic. Could make it look bad'" (Amis, 2012, p. 164). For fear of damaging his image as a public figure, he agrees with Des's suggestion.

He has good performance at school.

In 2006 he sat his GCSEs — and got eleven A's! He was transferred, on the Gifted Programme, to Blifil Hall, where, in 2007, he sat his A-levels — and picked up four distinctions! He was sixteen. Next, he was offered a provisional place (he would have to survive the interview) at Queen Anne's College! Queen Anne's College — of the University of London. (Amis, 2012, p. 57)

Finally, he gets admitted into the university.

Des not only achieves self-perfection through attending university, but begins to prompt the perfection of the society. "Des switched subjects: from Modern Languages to Sociology, with a special emphasis on crime and punishment" (Amis, 2012, p. 131), to uphold justice with his efforts. He and Dawn study hard and both get Two Ones. After graduation, he becomes a crime reporter for a national newspaper the *Daily Mirror* and writes about law and order.

In addition to books and serious newspapers, Des gets his redemption from matrimony. Before he comes to university, he has casual sex with many girls. "Des continued, off and on, to see a fair bit of Alektra, then a fair bit of Jade, then a fair bit of Chanel" (Amis, 2012, p. 57). "And then, in 2008, when he went for his interview at Queen Anne's College, Des met Dawn Sheringham, and everything changed" (Amis, 2012, p. 58). "She was the only one present who was doing something sensible: she was reading (he stole a glance — *The Golden Bough*)... The rest of them, Des included, were merely helplessly and dumbly waiting, like patients waiting for the doctor's nod" (Amis, 2012, p. 62). They go out hand in hand, "with books on their laps. Dawn was reading Jessie Hunter¹. Des was reading Emile Durkheim²" (Amis, 2012, p. 70). They read books on literature and philosophy. "Holding hands. Books on their laps. Kisses. Civilization, thought Des Pepperdine" (Amis, 2012, p. 70). He has been with Dawn for fourteen months, but they just hold each other, have no sex. They develop pure love and healthy relationship.

Des earns money by legal means. He has applied the Assistance and done part-time jobs in his spare time. "Six nights a week, therefore, from seven to midnight (and all day Sunday), Des minicabbed for Goodcars" (Amis, 2012, p. 69). He works hard to support himself and his family.

In the end, Des becomes a reporter for a national newspaper, sets a happy family with Dawn and fathers a child. He gets success and redemption through print literacy. He reaches the "absolute inward peace and satisfaction which are reached as we draw near to complete spiritual perfection, and not merely to moral perfection, or rather to relative moral perfection" (Arnold, 1984, p. 55). Amis highly approves of Des's interest in learning, because an interest in learning is a key to improve oneself and the society. Through Des, Amis expresses his thought as a social ameliorist, as he said in an interview, "I like the idea of coming up with a society that is a little better than this — a gradualist, ameliorist spirit getting something a little fairer and a little more compassionate" (Wallace, 2012, p. 8). Through the example of Des, Martin Amis proposed the advice to solve the moral and social decay by providing a good education. Des's interest in learning ensures him a university education, a good job, a happy marriage and healthy interpersonal relationships. The purification of his semantic environment by serious culture prompts his moral growth. Des not only achieves self-perfection, but begins to prompt the perfection of the society through his work as a reporter.

IV. CONCLUSION

To sum up, in the novel, the tabloids such as the *Diston Gazette*, the *Morning Lark*, the *Sun*, TV and the Internet dominate people's spiritual life in Diston. They are filled with violence, sexually explicit content and the private lives of the social luminaries. They produce a vast amount of garbage which pollutes the semantic environment, and create a cultural environment which breeds incest, sexual freedom and gang violence in Diston. And they turn many entertainers such as the "Lotto Lout" Lionel, the glamour model turned poet Threnody into public figures. Lionel Asbo shows anti-social behavior, anti-culture, anti-intellectualism, anti-morality and indifference to people, but he gets effortless success and admiration from the media and the mass, sets a morally bad example for people, leading to their moral ambiguity. Besides, the characters' addiction to the virtual media environment causes their self-exclusion and indifference to others, impedes them from forming healthy moral relationships with others in reality. The pollution of semantic environment breeds moral decrepitude and debased culture, which partially explains the decline of the British

¹ Jessie Hunter is an American novelist. She has published novels such as *Blood Music* (1993), *One, Two, Buckle my Shoe* (1997), *The Green Muse* (2015).

² Emile Durkheim (1858—1917) is a French philosopher. His eminent works are *The Division of Labor* (1893), *The Rules of Sociological Method* (1895), *Suicide* (1897), *The Elementary Forms of the Religious Life* (1912) and so on. See Bierstedt, Robert. *Emile Durkheim*. New York: Dell Publishing Co., 1966.

Empire. Martin Amis is not totally despaired over the situation; he thinks that the solution lies in the renaissance of traditional culture through education and the conservation of print literacy. And he expresses his idea as a social ameliorist by portraying the moral idol Des. Reading serious books and newspapers purifies his semantic environment and leads to his moral growth. At last, he gets salvation. He grows into a moral ideal, gets a decent job which is beneficial to the society and has a happy family.

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Lexicographic Portrait of the Italian Approximative *Quasi* and Its Synonyms

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Abstract—This article analyzes the nominative approximation strategies in the Italian language and provides an integrated semantic description of the approximate functions of the lexeme *quasi* and its synonyms. The article is divided into four sections. In the first section we introduce the term *approximation*, as it is a relatively poorly studied semantic category, although scientific interest in this regard is growing. In the second section we present a fundamental, but still little known, publication on approximation based on the study of the French language, being the first comprehensive study on this semantic category. In the third section we present the dictionary use of the word *quasi*. Finally, in the fourth section, we analyze and describe the morphological, semantic, pragmatic and syntactic properties of lexeme *quasi* and its synonyms, as well as their combinability and communicative characteristics in order to provide an analysis model for further studies on the semantic category of approximation. The semantic analysis of the approximative *quasi* and its synonyms demonstrate how the dictionary meaning of the approximatives is fundamental to identify and distinguish their various approximate characters.

Index Terms—*Quasi*, approximative, approximation, semantics, Italian language, integrated description, lexicographic portrait

I. INTRODUCTION

The study of the semantic category of approximation has a relatively recent history and the terminology we will use in our article does not yet have consolidated and shared scientific basis. For this reason, before approaching the central theme of our article, i.e. the lexicographic portrait of the Italian approximative *quasi*, we have decided to provide the information necessary to clarify the meaning of the terms we use to describe the phenomena of our interest. The study of the semantic category of approximation began with an important mathematical discovery published by Zadeh (1965) in his work on *fuzzy sets*. According to the classical set theory, the membership of an element is determined on the basis of a binary system [0,1]: element *a* may (1) or may not (0) belong to set *A*. The discovery of fuzzy sets has led to a new understanding of membership, according to which any element *a* can take any value of membership in the interval [0,1] and not only 0 or 1 (Zadeh, 1965). The mathematical concept of degrees of membership is used in linguistics and has a decisive role in understanding the semantic category of approximation, especially due to the works of Rosch (1973) and Lakoff (1973).

In prototype theory E. Rosch argues that human mind classifies the elements observed in reality, not so much by their membership or non-membership in a set, but by the degree of distance from some ideal prototype of the set:

"Roche has come to the conclusion that the meaning of most everyday concepts (or "natural categories") doesn't consist of their defining properties, but of those characteristics that are common to their most typical member. Most everyday concepts have a graded internal structure, which is characterized by a prototype (described as a starting point) in the center and "blurred boundaries" on the periphery" (Psychology-online)

These concepts came from cognitive psychology to linguistics thanks to the work of Lakoff about the so-called hedges. Lakoff (1973) approaches to the theory of prototypes by E. Rosch from the point of view of fuzzy logic in order to demonstrate that

"fuzziness can be studied seriously within formal semantics, and when such a serious approach is taken, all sort of interesting questions arise. For me, some of the most interesting questions are raised by the study of words whose meaning implicitly involves fuzziness – words whose job is to make things fuzzier or less fuzzy. I will refer to such words as 'hedges'" (p. 471).

Over time, G. Lakoff (1987) clarifies his linguistic approach: in his work *"Women, Fire and Dangerous Things"* we find an exhaustive description of his analytical method, which he defines as cognitive semantics (pp. 269-303). For him, the category of approximation does not differ from other semantic categories: Roche's linguistic experiments show that

cognitive processes are based primarily on approximation and comparison, which is reflected at all levels in natural language. That is why G. Lakoff (1987) argues that the word-limiters only determine the degree of approximation that is characteristic of almost all language structures.

This is evident in his list of hedges, where we find a wide variety of words and expressions: approximatives in the strict sense of the word (e.g., *kind of, more or less, almost, practically...*), but also intensifiers (*very, really...*) and modal units indicating how to understand predicates (*loosely speaking, in essence, principally, largely*).

According to Lakoff (1973),

"any attempt to limit truth conditions for natural language sentences to true, false and 'nonsense' will distort the natural language concepts by portraying them as having sharply defined rather than fuzzily defined boundaries" (p.458).

Therefore, hedges establish the degree of vagueness and truth of the statement. As Lakoff (1973) emphasizes, often "in natural language, truth is a matter of degree, not an absolute" (p. 491). Approximation is an expression of this graded structure of language, which is a reflection of the graded structure of reality itself. The theory of hedges and fuzzy logic has found widespread application in cognitive linguistics and many authors developed it in the framework of the assessment of the speech act, i.e. in the act of approximative naming, the speaker expresses a subjective position in relation to reality, to the message, to the addressee and to the situation of communication in general (about the different assessment categories see Mercantini, 2019; Shevchenko & Gutorov, 2019).

In our paper, approximation is described as the speaker's assessment of a situation based on the comparison between the chosen name and a prototypical name. We also will show that each approximative expresses a specific assessment of the situation. The variety of assessments reflects the variety of quantitative and qualitative relations existing in reality, as well as the ways of their perception by the speaker.

II. THE FUNDAMENTAL FRENCH STUDY ON APPROXIMATION

In our paper we will also refer to the research on approximation by the Soviet researcher Sakhno (1983), who wrote a fundamental study on French approximation. Sakhno gives an in-depth analysis of a large number of French approximatives and offers his own interesting method of analysis, which we partly used in our description. Secondly, S. L. Sakhno offers a detailed description of the category of approximation in terms of structure and functions. In particular, we are interested in his observations regarding the category of approximation as an independent category within the language system: approximation as both an external and an internal form, which allows to distinguish it from the other linguistic categories. The typology offered by S. L. Sakhno is developed in detail, as seen in the table below.

TABLE I
TYPOLOGY OF APPROXIMATIVES (SAKHNO, 1983, P. 42)
Typology of approximatives

Typology of approximatives								
"External" typology					"Internal" typology			
Language	Real situation	Functioning			Form		Content	
boundaries of approximation (1)	situation of approximative nomination (2)	Of the object (3)	Of the Subject (4)	Of the name (5)	External (6)	Inner (7)	Semantics of approximatives	
							in paradigmatics (8)	in syntagmatics (9)

Regarding the external typology of approximative nominations, L. S. Sakhno (1983) highlights two aspects: 1) typology of the boundaries of the language system; 2) typology of situations characterized by approximative nominations. Concerning the first point Sakhno points out the main characteristics that distinguish approximation from other similar categories in the language system, such as modality, intensity, metalanguage, metaphor....

Although S. L. Sakhno (1983) does not always clearly distinguish the approximation category from other semantic categories, he gave an important contribution to the linguistic definition of this category, which is generally considered indefinable and vague. He identifies six semantic categories that have common features with approximation. On the basis of these distinctive features, S. L. Sakhno (1983) demonstrates the specific function of approximation and determines the area of its functioning, which we summarize in the following scheme:

TABLE 2
DISTINCTIVE FEATURES OF THE CATEGORY OF APPROXIMATION (MERCANTINI, 2017, p. 46)

	Category	Meanings and functions
1.	Approximation	<u>indicates the name of another situation, close to P (P is the stated situation)</u> <i>Per sei settimane, per il fatto che trascurava la scuola, Lee fu poi messo in una specie di casa di correzione</i> (Biagi, 1991, p. 41). (They sent Li to a sort of correctional institution for six weeks, because he skipped school).
	Indefiniteness	<u>indicates the exact name of an unidentified situation P</u> <i>Per sei settimane, per il fatto che trascurava la scuola, Lee fu poi messo in una qualche casa di correzione.</i> (They sent Lee to a correctional institution for six weeks, because he skipped school)
2.	Approximation	<u>indicates the discrepancy between the described object and its prototypical name</u> <i>Tira la bocca in un modo che fa pensare a un sorriso</i> (Mazzantini, 2008, p. 418). (He stretches his lips in a suspicion of a smile).
	Modality	<u>indicates the assumption of the speaker concerning the whole statement</u> <i>Tira la bocca in un modo che mi fa pensare stia ridendo di me.</i> (He stretches his lips in a mock grimace, and I think he's laughing at me).
3.	Approximation	<u>it means 'not fully P'</u> <i>Continuerà a farsi aiutare dal signor Alchieri che lavora benino... mi pare</i> (Svevo, 1989, p. 43). (He will continue to look for the assistance of Mr. Algieri, who works not bad ...I think).
	Intensity	<u>it means 'to a greater or lesser degree P'</u> <i>E se non si fa vivo lui, vuol dire che sta benone, che tutto va benone</i> (Arpino, 1983, p. 81). (If you don't hear from him, it means he is absolutely fine now, that everything is absolutely fine).
4.	Approximation	<u>indicates the speaker's disagreement on adopted names</u> <i>Ci sono personaggi che si sono imposti con la rissa televisiva, lanciando l'insulto in diretta, altri con l'abbigliamento strampalato, altri ancora (e siamo sempre nel cosiddetto campo della cultura) facendo della diversità una bandiera</i> (Biagi, 1991, p. 11). (Some people try to draw attention to themselves insulting people on television; others with their weird clothes; others (I'm still talking about the so-called cultural figures) – deliberately showing their orientation).
	Metalinguage	<u>indicates the speaker's agreement on adopted names</u> <i>Un tipo di maiolica, molto semplice e in stile cosiddetto severo, in verde e bruno</i> (Altea, 2007, p. 147). (A very simple majolica in so-called severe style, green and brown).
5.	Approximation	<u>it means that P is a real situation</u> <i>Sono in uno stato pietoso. Completamente disidratata. Quasi morta di fame</i> (Palazzolo, 2005, p. 24). (I'm in a pitiful state. Completely dehydrated. Almost starving).
	Metaphor	<u>it means that P is an unreal situation</u> <i>Stamattina non ho fatto colazione. Sto quasi morendo di fame!</i> (Today I haven't had breakfast. I'm almost starving).
6.	Approximation	<u>indicates uncertainty regarding the validity of each stated name</u> <i>Un mezzo ortolano e mezzo contadino, di soprannome Forapaglia, pignone d'una casetta, o piuttosto capanna comoda, ch'era nel campo, fu assunto come giornaliero</i> (Bacchelli, 1957, p. 90). (They hired for a one-day-job a half-gardener a half-peasant, nicknamed Forapaglia, who lived in a small house, or rather in a comfortable hut in the camp).
	Reiteration	<u>indicates the definition of an object from different sides</u> <i>Tra tutti gli anelli di Casa Damiani, l'anello solitario, anello di fidanzamento per eccellenza, merita un'attenzione particolare</i> (Corpus Coris/Codis). (Among all the rings of Damiani, the diamond ring – the traditional engagement ring, deserves special attention).

Considering the internal typology of the approximatives, Sakhno (1983) analyzes the functions of the approximatives (i.e. how the approximative operator characterizes the object, the assessment of the speaker, the name of objects), their form (i.e. the ways in which we can express approximation and the distinctive semantic features of approximatives) and their contents (i.e. paradigmatic and syntagmatic types of approximatives). S. L. Sakhno (1983) chooses etymology as the main trait that distinguishes classes of approximatives. The etymological principle allowed him to develop a classification of French approximatives. As a result of the analysis of a large number of examples, it was found out that the approximative meaning appears as a secondary one based on the different primary meaning. For example, the word *verso* originally means 'direction' and is translated as 'towards', 'in the direction of'. When the word *verso* acts as an approximative operator, it retains the semantic feature of 'space', 'close to'. The phrase *verso le 6* (by six o'clock), if we designate the time *6 o'clock* as T1, will have the following semantic description: 'At such a moment in time T2, which is very close to T1 or coincides with T1'. S. L. Sakhno (1983) comes to the same conclusion, analyzing his French material. However, it turned out that some of the features that could be approximative in French did not acquire an approximative meaning in Italian, and vice versa. For example, the semantic feature of 'feeling' or 'sensation' can be found in the French approximative *sensiblement* (*Ils sont sensiblement le même poids*) (Sakhno, 1983, p. 124), but we don't have any approximative with this meaning in Italian. Therefore, the feature 'feeling' is insignificant for expressing approximation in Italian.

So, within the general class of Italian approximatives, we have identified several subgroups¹ on the principle of their primary semantic value. In the classification below, we will note the main similarities and differences between the representatives of each group.

TABLE 3
DISTINCTIVE SEMANTIC FEATURE OF ITALIAN APPROXIMATIVES

Semantic feature of the primary meaning	Approximative
Space	<i>circa, all'incirca, approssimativamente, vicino a, avvicinarsi a, intorno a, verso, pressappoco, pressoché, tendente a</i> (approximately, close to, approaching, around, towards, almost, tending to)
Gender or species relation	<i>una specie di, una sorta di, un genere di, nel suo genere</i> (a kind of, a sort of, of its kind)
Intensity and measure	<i>abbastanza, piuttosto, alquanto, poco meno di/che, più o meno, semi-, met à, mezzo</i> (enough, rather, a little less than, more or less, half-)
Quality	<i>-upola, -otto, -ettino, -astro, -uncolo, -ino, -occio и -uccio</i> (Diminutive, Pejorative and Hypocoristic suffixes)
Indefiniteness	<i>un certo, in un certo senso, qualcosa come, un</i> (some, in a sense, something like)
Truth	<i>pseudo and sostanzialmente</i> (pseudo, basically)
Practice or theory	<i>praticamente, di fatto, teoricamente</i> (practically, theoretically)
Comparison	<i>come and quasi</i> (like, almost)
Opinion	<i>cosiddetto, quel che si dice, definito, come dire, se vuoi, diciamo pure</i> (so-called, what is called, I would say, that is, let's say)
Time	<i>a momenti</i> (almost - lit. for a while, at times, nearly not)
Quantity	<i>per poco non</i> (almost, nearly not)

In our opinion, the main merit of Sakhno's work (1983) is that the category of approximation has gained autonomous status within the language system. Prior to its publication in 1982, approximation was studied as part of other categories.

Now we will give the example of the lexicographic portrait of an approximative operator based on the theory we have illustrated above. We've chosen to analyze the Italian approximative *quasi* and its synonyms. It belongs to the group of approximatives meaning 'comparison'. According to what we have said so far, we will start our analysis from the primary meaning of this approximative.

III. DICTIONARY USE OF THE WORD *QUASI*

In the most authoritative and complete dictionary of the Italian language *Grande dizionario della lingua italiana* by Salvatore Battaglia we can find two communicative functions of the word (based on one hundred and thirty-three literary examples). First of all, "the word *quasi* means that a concept expressed in the following words can't be perceived in its fullness, completeness, integrity and absoluteness" (Battaglia, 1961-2002, v.15, p. 93). So, the word *quasi* indicates that the properties of a concept do not manifest themselves in full, perfect, absolute measure. But further Battaglia (1961-2002) states that this concept should be perceived as "very close" to the meaning of completeness, wholeness, and absoluteness (p. 93). The dictionary emphasizes the conformity of the name to the situation rather than its nonconformity. Secondly, "the word *quasi* softens the emotional expressiveness of a statement" (Battaglia, 1961-2002, v. 15, p. 94).

All other dictionaries give five different meanings for *quasi*, which are illustrated through a number of synonyms.

1. The word *quasi* expresses an approximative assessment. It may mean, first, an approximate indication of a quantitative value: (1) *Pesa quasi un quintale* (Treccani) – [It weighs almost 100 kg.], or a general quantitative characteristic of something: (2) *Il serbatoio è quasi pieno* (Devoto & Oli, 2012) [The petrol tank is almost full].

Secondly, it may indicate the degree of distance of a graded property or condition from its natural limit:

- property: (3) *Era seduta in un angolo quasi buio* – [She was sitting in the almost dark corner];
- condition: (4) *Si è fatto quasi buio* – [It became almost dark].

Finally, it indicates that an action or a process is approaching the end, or a condition is approaching its full state:

- action: (5) *abbiamo quasi deciso* – [we have almost decided];
- process: (6) *le mele sono quasi marcite* – [the apples are almost rotten];
- condition: (7) *i pantaloni sono quasi asciutti* – [the pants will soon be dry];
- condition: (8) *è quasi buio* – [it will be dark soon] (Sabatini & Coletti, 2011).

We should mention that in examples (1), (3) and (4), we are dealing with a static description of properties and conditions, while examples (7) and (8) describe one moment in the dynamic approaching to the result of the condition *be dry* and *be dark*. In examples (5), (6), (7) and (8), the word *quasi* indicates that soon there will be the result. The meaning of time (*soon will be*) of the word *quasi*, which is obviously contained in these examples, nevertheless is not pointed out as a separate semantic component in any other dictionary, except in Battaglia.

For this meaning of approximative assessment in all dictionaries, the word *quasi* is illustrated by means of the following synonyms: *circa* ≈ about, *poco meno che* ≈ slightly less than, *pressoché* ≈ almost. And in dictionaries of

¹ Approximation markers in our Italian study we took from the markers selected by Sakhno for his French study

synonyms, even more synonymous variants are given: *approssimativamente* \approx approximately, *pressappoco*, *grossomodo* \approx approximately, *più o meno* \approx more or less.

2. We now consider another situation where the word *quasi* indicates that the action did not occur: (9) *il bambino quasi cadeva* – [the child almost fell]. In this case, the result of an action is also near completion, but the speaker indicates that the result did not occur, the child did not fall.

For this meaning, dictionaries highlight the following synonyms *per poco non* or *a momenti* (nearly not).

As we will show in our paper, the word *quasi* also contains the semantic feature of 'undesirability'. Only F. Sabatini (2011) points out this meaning with the general definition: "*un rischio sfiorato*" [a possible risk].

3. A significant situation is also when *quasi* mitigates the result of speech acts expressing suggestions, doubts and solutions (Apresyan et al., 2006). Zingarelli (2008) and Devoto (2012) talk about *funzione attenuativa* (mitigating function) (Zingarelli, 2008) or *valore attenuativo* (mitigating value) (Devoto & Oli, 2012): (10) *sono quasi pentito di averlo raccomandato* (Sabatini & Coletti, 2011) – [I almost regret having supported him].

In such contexts, the word *quasi* indicates a low level of confidence (or a high level of caution) of the speaker, and dictionaries usually suggest that we understand it as synonymous with the word *forse*, *probabilmente* \approx *probably*.

All authors, except for G. Devoto (2012), agree that the form of reduplication (*quasi quasi*) indicates this third meaning of mitigation. G. Devoto (2012) gives another explanation: "*In the form of reduplication, the word quasi has a superlative meaning and indicates the overcoming of any hesitation or reservations*". According to his interpretation, example (11) *quasi quasi lo compro* should be understood as *for sure I will buy it*. All other dictionaries understand the form *quasi quasi* as a synonym for *forse* \approx *probably* and example (11), on the contrary, should be understood as *I'll probably buy*.

4. It is interesting to trace the peculiarity of the use of the word *quasi* when it has the function of conjunction. This means that the word has both a lexical and syntactical content. As a conjunction, *quasi* introduces comparative sentences (Serianni, 2010, pp. 611-614) and it is synonymous with *come se* \approx *as if*. (12) *Non è venuto quasi che <come se> avesse previsto il rinvio della riunione* (Zingarelli, 2008) – [He did not come, as if he had already known that the meeting would be rescheduled].

5. We consider the functioning of approximators in different types of speech, not only in written, literary, and everyday speech, but also in scientific texts. Although scientific discourse tends to be unambiguous and accurate in dictionaries, the use of approximators *quasi* in scientific context allows up to three different forms – fused, separate and with a hyphen. In such cases, *quasi* is no longer an independent lexeme, but forms a new compound word: *quasiparticella* [*quasi-particle*: physics], *quasi contratto* or *quasi-contratto* [*quasi contract*: legal sciences], *quasi-ovunque* [*almost everywhere*: mathematics] and so on (De Mauro, 1999-2000).

In our analysis, we will include only those examples of the word *quasi* where it functions as an approximative. On the basis of the above considered dictionary usage, we can give the following rough description of the approximative *quasi*: *quasi* belongs to the class of approximators with the meaning of a quantitative characteristic of something; it mainly indicates quantity ((1) *pesa quasi un quintale* – [It weighs almost 100 kg.]), but in addition to its quantitative value, it may also indicate small incompleteness of some properties of the situation ((2) *il serbatoio è quasi pieno* – [The petrol tank is almost full]); finally, the word *quasi* expresses an assessment of the described situation, which is considered different from the given name in terms of truth².

In the detailed analysis of all these semantic components, we used the methods of analysis of the Moscow Semantic School of the Integrated Description of the Language and Systemic Lexicography by Apresyan. Integrated means such a description of lexemes or constructions, which includes their morphological, semantic, pragmatic, and syntactic properties, as well as combinability and communicative features. Particular attention is paid to the method of comparing synonymous lexemes and constructions as the best way to identify the specific meaning of a language unit in terms of its semantics, compatibility, and functioning. According to the methodology of the Moscow Semantic School we have used the following typing rules in our analysis: text units in Italian are typed in italics; semantic interpretation or other semantic explanation of any linguistic unit is typed in a regular font and enclosed in single quotation marks; angle brackets are used to enclose synonymous word combinations (for example: *Andrea vive a Mosca da poco meno di <quasi > 30 anni*); an asterisk marks a language incorrectness, and a question mark marks a minor violation of the norm.

In particular, we have decided to illustrate the semantics of the approximative *quasi* by comparing it with the row of its synonyms.

IV. THE APPROXIMATIVE *QUASI* AND ITS SYNONYMS. THE SYNONYMIC ROW.

² It should be mentioned that the word *quasi* does not act as an approximative when it is used in the reduplication form of *quasi quasi* or when it has the function of conjunction in comparative sentences. As we have already said, we can talk about approximation, when the speaker's statement concerns single elements of an utterance, and about modality, when it concerns the whole utterance. So in the following examples the word *quasi* performs a modal function and modifies the whole utterance: (11) *quasi quasi lo compro* – [why shouldn't I buy it] and (12) *non è venuto quasi avesse previsto il rinvio della riunione* – [He did not come, as if he had already known that the meeting would be rescheduled]. We have excluded from our analysis the modal function of *quasi* and therefore we won't give a deep analysis of the synonyms *forse* and *probabilmente* and the conjunction *come se*.

Among the synonyms considered, we have identified a group of exact synonyms of the approximative *quasi*, which will be the subject of our analysis together with the lexeme-dominant *quasi*. Apresyan (1995) divides synonyms into three categories – exact synonyms, inaccurate synonyms, and analogues:

"We are talking about exact synonyms, if the interpretation of two words completely coincides, and about inaccurate synonyms, or quasi-synonyms, if they have a large part of meanings in common. [...] [...] Synonyms in the narrow sense of the word should have the same interpretation in the dictionary, i.e., must be translated into the same expression of the semantic language" (pp. 218-220).

According to this definition and to our analysis based on more than 57.000 examples³, we will consider the following language units the exact synonyms for the keyword *quasi*: *poco meno*, *pressoché a momenti* and *per poco non*. Similar to *quasi*, all lexemes in the synonymic row belong to the class of limiting approximatives. Approximatives can be divided into two classes depending on whether they describe a grading situation within the framework of a scale, or they describe the closeness of a stated situation to its natural limit or the limit of another close situation. We call these two classes – grading and limiting approximatives (cf. Mercantini, 2017).

This synonymic row shares the function of describing the quantitative characteristics of a situation and has the following semantic interpretation:

quasi < *poco meno*, *pressoché a momenti*, *per poco non* > P = 'the described situation is close to P, if there were a little more elements or properties of the described situation, then it would be P'.

Although the semantic interpretation of synonyms coincides completely, there are some differences, both at the level of compatibility and at the level of pragmatic use. According to the semantic characteristics presented above, this synonymic row can be divided into two groups: *poco meno che (di)*, *pressoché* is the first group, *a momenti* and *per poco non* – the second. The lexeme *quasi* can replace lexemes of both groups in all contexts, since it is the dominant of the synonymic row. By the term "dominant" we mean

"a lexeme that has the broadest meaning in this series of synonyms, is the most common member of the row, has the most complete grammatical paradigm, the widest set of syntactic constructions, the widest compatibility and is the most neutral stylistically, pragmatically, communicatively and prosodically" (Apresyan, 2004, p. XXVIII).

The first group (*quasi*, *poco meno che (di)*, *pressoché*) is characterized by the semantic features of 'quantitative', 'incomplete', 'imperfect', and by the 'possibility of development', since these synonyms can indicate quantitative values, sets, the degree of distance of a situation from its limit or the degree of approaching of a situation to the natural limit of quantities, properties, states, processes and actions. This group is primarily used in quantitative and graded contexts. Meanwhile, the second group (*quasi*, *a momenti*, *per poco non*) indicates the degree of proximity of the real situation to the limit of another situation that did not occur. All of these lexemes are also characterized by the semantic features of quantification (all of them point to a small difference between P and *quasi* P), of limit (all of them indicate the distance of a certain situation P from its natural limit or from the limit of another situation) and of truth (all of them indicate that *quasi* P is 'not P'). The semantic characteristics of the synonymic row of *quasi* are the object of our analysis. In our analysis we will also consider other lexemes: *circa*, *approssimativamente*, *pressappoco*, *grossomodo*, *più o meno*. According to the definition given by Apresyan (1995), we will call these lexemes analogues:

"analogues, in accordance with the existing lexicographical tradition, are the words of the same group as the dominant, whose meanings significantly intersect with the general meaning of this row of synonyms, although they do not reach the degree of proximity of the exact synonyms" (pp. 340-341).

Unlike the synonymic row of *quasi*, the lexemes *circa*, *approssimativamente*, *pressappoco*, *grossomodo*, *più o meno* have significant differences with the approximative dominant *quasi* already at the level of definition.

It is interesting to point out that none of the dictionaries we have considered mentions the word *praticamente* (actually) as a synonym for *quasi*, whereas *quasi* is given as a synonym in the dictionary entry *praticamente*. The approximative *praticamente*, however, is of particular interest to us, since in many contexts it is the only substitute for the approximative *quasi*: (13) *non hai mangiato quasi <praticamente> niente* – [you have hardly eaten anything]; (14) *quasi <praticamente> piangeva* – [he was almost <practically> crying].

A. Main Intersecting Semantic Features

The quantitative value is the main semantic feature which all the synonyms of this row have in common. The meanings of degree, measure and truth are also common to this synonymic row, although each synonym can highlight

³ Examples are taken from different corpora:

- *Corpus Coris / Codis* written corpus of the University of Bologna, consisting of 6642 texts of fiction, journalism, journalism and legal documents of the XX-XXI centuries. In total, over 7,000 examples were selected from this corpus;

- *Corpus La Repubblica* corpus of newspaper articles, covering all articles published in the Italian newspaper La Repubblica from 1985 to 2010. More than 10,000 examples were selected from this corpus;

- the personal corpus of the researchers, consisting of 514 literary works of the XX-XXI centuries. 160 authors. The texts in this corpus belong to different styles. These are works of fiction, journalism, journalism, history, scientific and other texts. Fiction is presented in different genres: stories, short stories, novels, poems, drama, science fiction, historical novels, humorous stories. In total, more than 40,000 examples were selected from this corpus.

certain meaning. Let us look at the common semantic features that determine the approximative function of each synonym.

1. The Quantitative Semantic Feature

Synonyms *quasi*, *poco meno di (che)* and *pressoché* mostly occur in quantitative contexts combined with numbers and sets:

- number: (17) *Erano quasi le due del pomeriggio* – [It was almost two o'clock in the afternoon].
- sets: (18) *Mi sono sposata quasi <poco meno che> trentenne* – [I was almost thirty years old when I got married].
- sets: (19) *Ci vediamo quasi <pressoché> ogni giorno* – [We see each other almost every day].

The use of the approximatives *a momenti* and *per poco non* for such contexts is uncharacteristic, although it occurs in relation to sets:

(20) *Per poco non <a momenti> ci rimetteva tutti i risparmi di una vita in quell'impresa* – [He spent almost all his savings in this venture].

The approximatives *per poco non* and *a momenti* depend on verbs syntactically. However, in example (20) the focus of approximation is a set – *tutti i risparmi* – and not an action – *ci rimetteva*: there is no doubt that the man spent his money, the approximative indicates that the man spent his money, but not all.

2. The semantic Feature of Measure and Degree

The second meaning, which all the synonyms of the row *quasi* have in common is the semantic feature of measure and degree, as synonyms indicate that a certain feature (of properties, states, actions, and processes) manifests itself incompletely. They indicate the proximity of a certain property to the limit, or the incompleteness of a certain property, or the incompleteness of a certain set.

- property of the object: (21) *Una porticina scura, quasi nera* (Viani, 1975, p. 61) – [The door was dark, almost black].

- Psychological condition: (22) *Smisi di tormentarmi. E dopo poco ero quasi contento* (Coris/Codis) – [I stopped torturing myself. And after a while I was almost happy];

The assessment of incompleteness is also expressed in the sentences that concern actions and processes such as:

(23) *Il rosso è quasi andato via* (Guareschi, 2003, v. 3, p. 2029) – [Red paint almost faded away];

(24) *Oramai era quasi arrivato al passo* (Guareschi, 2003, v. 2, p. 1324) – [He almost reached the pass].

In such cases, we deal again with some incompleteness of the described situation. In relation to actions and processes, approximators highlight the semantic feature of 'imperfect'.

3. The Semantic Feature of Truth

The third meaning for the approximative *quasi* is the assessment of truth. Wierzbicka (1986) offers two interpretations of the lexeme *almost* – the English analogue of Italian *quasi* (p. 606).

Almost₁ "X": if I said "X" it wouldn't be more than a little different from what is true.

Almost₂ "X": if something happened that wouldn't have been more than a little different from what happened, it would be true to say "X".

These two interpretations, obviously based on the criteria of truth (what is true, it would be true), distinguish two different types of sentences also in Italian: *Quasi₁* and *Quasi₂*

Quasi₁: the first interpretation refers to the following types of sentences:

(25) *Ingrassato e ormai quasi <poco meno che, pressoché> calvo* (Lucarelli, 2009, p. 65) – [Thick and almost bald].

(26) *Ora quasi mi vergognavo delle mie lazzaronate* (Viani, 1975, p. 57) – [I was almost ashamed of my disorderly conduct].

This first interpretation of *quasi* extends, as seen from example (25), to the synonyms *poco meno che* and *pressoché*. In this case, the approximative operators do not establish a significant difference between *P* and *quasi <poco meno che, pressoché> P*. *Almost bald* – *bald*; *almost ashamed* – *ashamed*: in these examples, if the speaker said *bald* or *ashamed*, he would be very close to the truth, and the situation would not change radically. The use of *quasi* only allows the speaker to describe more accurately the real situation.

Quasi₂: the second interpretation is different and the situation can be illustrated with the following types of sentences:

(27) *Con una pietra quasi <per poco non, a momenti> uccise Eloie* (Atzeni, 2000, p. 30) – [He almost killed Eloie with a stone].

This interpretation of *quasi* extends to the synonyms *per poco non* and *a momenti*. Here the approximative indicates a significant difference between situation *P* and *quasi P*. In this case, it is not just a matter of accuracy, because in case of omission of the approximative *quasi*, the sentence turns into a blatant lie: this group of approximatives (*quasi, per poco non, a momenti*) first of all indicates that the situation *P* is not true. These operators are predominantly associated with actions and processes.

In conclusion, it is worth noting that the semantic features of quantity, degree and truth are always included in the speaker's assessment of the situation when he uses the approximatives of the synonymic row of *quasi*. For example, in quantitative contexts such as:

(28) *Mi sono sposata quasi <poco meno che> trentenne* – [I was almost thirty years old when I got married].

The speaker simultaneously points to the approximate number, to the 'incompleteness' of the age in relation to the round number, and to the fact that if the speaker had said *30 years*, it would have been only a little different from the truth. Despite the fact that these features cannot be strictly separated from each other, it is interesting to observe how the choice of the certain approximative in the real communicative situation leads to the selection of this or that feature, or the real communicative purpose leads the speaker to choose one approximative or another.

B. The Main Oppositions within the Synonymic Row

The synonymic row of *quasi* differs on some semantic features, which we will analyze in more detail here.

1. The nature of the described situation: the lexeme *quasi* is the dominant of the synonymic row because it has the widest compatibility. The lexeme *pressoché* is mostly used with properties and sets:

(29) *Una reazione pressoché immediata* – [Almost instant reaction].

(30) *Riguarda pressoché tutte le organizzazioni* – [It concerns almost all organizations].

It's less used with quantities:

(31) *Dei pressoché 2800 generi conosciuti d'animali poco più di 1300 comprendono sole specie viventi, gli altri 1500 si conoscono allo stato fossile* (Corpus Coris/Codis) – [Of the nearly 2,800 known animal species, more than 1,300 still exist, and the remaining 1,500 are fossils].

The synonym *poco meno* has two main typical uses, depending on whether it introduces the conjunction *che* or the preposition *di*. The construction *poco meno che* is mainly used with properties and states:

- property: (32) *Un fuori campo poco meno che spettacolare* – [An almost (lit. A little less than) spectacular home run].

- states: (33) *Circolare per Milano in bicicletta in tempi di bombe e di sfollamenti, era poco meno che normale* (Levi, 1987, v. 1, p. 597) – [Traveling around Milan by bicycle in times of bombing and evacuation was almost normal].

The construction *poco meno di*, on the contrary, mainly characterizes quantities or measures:

(34) *La sala era lunga e bassa, stretta poco meno di un corridoio* (Bassani, 1956, p. 10) – [The room was long, low, and narrow almost like a corridor].

This construction is not typically used with properties and states.

Finally, synonyms *a momenti* and *per poco non* are used only with actions and processes.

2. The undesirability of the situation: *quasi* and constructions *a momenti* and *per poco non* indicate that for the speaker the situation is undesirable; for all other synonyms there is not this limitation: (35) *Ho dato una grande botta con la testa su un mattone che a momenti <per poco non, quasi, *pressoché, *poco meno che> svenivo* (Bernardini, 2004, p. 171) – [I hit my head against a brick so hard that I almost fainted].

3. The development of an action: the dominant *quasi* and the synonym *pressoché* differ from other synonyms since they can indicate the degree of imperfectness of a graded action or process, they have the feature 'it can develop'. In the example (24) *Oramai era quasi arrivato* – [he had almost arrived], the lexeme *quasi* can be replaced by the lexeme *pressoché* and in both cases, in addition to the meaning of imperfectness of the action (not yet arrived), we have also the semantic feature of the development of the action (but should arrive soon). Other synonyms do not have these features.

V. CONCLUSION

We can draw a number of conclusions regarding the semantics of the approximate meaning of the analyzed words.

1. The synonymic row of *quasi* has the following general interpretation *quasi P*: 'the described situation is close to P, if there were a little more elements or properties of the described situation, then it would be P'. As we have shown in our work, this interpretation is actualized in all contexts where the analyzed linguistic units act as an approximator. They always indicate not only that the difference between P and *quasi P* is very small, but also that P is always the upper limit of the real situation. In other words, these approximatives always indicate some incompleteness of the characteristics of the described situation.

2. In quantitative contexts, the synonymic row of *quasi* is used in combination with numbers and with sets, and it indicates that the difference between the described quantity and quantity P is always very small, regardless of the "absolute value" of this difference. In combination with numbers, *quasi P* always means that the described amount is less than P. In this respect, the synonymic row of *quasi* shows a significant difference from the synonymic row of *circa*, with which the speaker can describe the quantity as more or less than P. Two synonyms of the row, *pressoché* and *poco meno di*, indicate a certain excess of the expected amount. *Pressoché <poco meno di> P* means that the real amount is more than expected and less than P. In quantitative contexts, we have identified two features for the synonymic row of *quasi*: 1) 'close to P', 2) 'less than P'.

3. In graded contexts, the synonymic row of *quasi* indicates the incompleteness of the feature or that the situation is false. The synonyms *quasi* and *pressoché* include the semantic component 'soon' in their meaning, i.e., they may indicate that the incompleteness of the feature is of temporary nature. In both quantitative and graded contexts, the approximation *pressoché <poco meno che> P* contains the semantic component 'P is greater than expected'. Therefore, it is typical of *poco meno che* to be used when describing exaggerated situations. In relation to the truth of the situation, we have noticed that the approximatives actualize two types of false descriptions. *Quasi*, *poco meno che* and *pressoché*

form sentences corresponding to the following interpretation: quasi1 P: 'if I said "P" it wouldn't be more than a little different from what is true '. *Quasi*, *a momenti* and *per poco non* form sentences corresponding to this second interpretation: quasi2 P 'if something happened that wouldn't have been more than a little different from what happened, it would be true to say "P"'. In addition to the meaning of truth, *per poco non* and *a momenti* also contain the semantic component 'undesirability' and indicate that an undesirable situation could have happened, but as a result it did not happen.

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A Study on the Application of Flipped Classroom Teaching Model in College English Based on the Mobile Learning

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Abstract—Mobile learning is rapidly popularized among college students as an indispensable learning approach. How to apply mobile learning into college English teaching has become the focus of educational research domain. This paper analyzes the current situation of mobile learning in Chinese universities and introduces an innovative college English Flipped Classroom teaching model in combination with mobile learning. After one semester of experimental study, it testifies the validity of the new teaching model through students' evaluation for it and the students' progress in their English study based on the analysis of the data collected in the questionnaires, interview, and tests. The purpose of the new teaching model is not only to develop students' autonomous learning ability and academic achievements, but also to improve the teaching quality of our university widely.

Index Terms—flipped classroom, mobile learning, college English teaching model

I. INTRODUCTION

With the development of internet technology and the wide use of mobile devices, mobile learning, as a new learning method, is rapidly popularized in universities with its advantages of flexibility, convenience and personalization. It allows students to learn anytime and anywhere, which brings them a new learning experience and realizes the efficient allocation of teaching resources. Flipped classroom, also known as reverse classroom, is widely adopted in the teaching of different subjects in universities. It can be defined as a teaching form in which students obtain the digital materials (audio, video, electronic textbooks, etc.) distributed by teachers to independently study courses before class, and then participate in interactive activities that will clear up doubts and complete exercises in class. Mobile learning fits well with the demand of ubiquitous learning in the flipped classroom. Thus, how to introduce mobile learning into the flipped classroom and improve students' learning efficiency has become the focus of educational research.

At present, there exist many problems in college English teaching in China, mainly reflected in the following aspects: 1) In class, teachers only focus on the input of language knowledge, without paying more attention to interaction between teachers and students, resulting in low enthusiasm and interest of students in learning English. 2) Even though the flipped classroom model is generally introduced to the conventional teaching process, the teaching effect is not ideal for certain reasons. 3) The integration degree between information technology and English teaching is not high and network learning resources are not fully utilized. There are limited network teaching equipments, such as computers, language laboratory, which can't meet the learning needs of all of college students. Therefore, teachers cannot carry out the teaching reform on a large scale. 4) Nowadays, mobile devices have been popularized among college students. Students often search for all kinds of information and consult learning resources through mobile phones, tablets, etc. However, the problems existing in mobile learning are also apparent. Students have no definite learning plan, which results in disorder and randomness of mobile learning and cannot reach the expected learning effect; Students have not strong sense of cooperation and communicative skills in the process of mobile learning. Because of the loneliness or physical fatigue, many students abandon the learning plan easily; Students cannot regulate their time reasonably and keep mobile learning for quite a long time. As a result of weak immunity and self-control ability, they are frequently interrupted by many other information or news about games, entertainment, and cannot adjust themselves by rewarding or self-motivation to make learning continue; According to statistics, owing to lack of teachers' supervision and monitoring, few of the students can evaluate their mobile learning process and learning effect by themselves.

Based on the above problems, we can make a conclusion that it is of great significance for teachers to apply mobile learning into college English teaching and explore effective mobile learning strategies inside and outside the classroom, turning students' passive acceptance of knowledge into active exploration of knowledge, thus promoting the improvement of students' learning efficiency and the teaching quality of universities.

II. LITERATURE REVIEW

A. Mobile Learning

Mobile learning is a digital learning mode based on relatively mature wireless mobile network, multimedia

technology. An Irish educator named Desmond Keegan first put forward the concept of “mobile learning” in his book “From Distance Learning to E-Learning to Mobile Learning” in 2000. After that, mobile learning began to be applied in education departments, enterprises and other industries. In his article “Mobile Education-A Glance at the Future”, Alexzander Dye (2001) defined mobile learning as a kind of learning that took mobile devices as tools and can happen anytime and anywhere. Meanwhile, mobile learning devices can not only help to achieve good interaction between teachers and students, but also present learning content effectively. The foreign studies on mobile learning can be traced back to the “Wireless Andrew” project carried out in Carnegie Mellon University in 1994, which aimed to establish the wireless network connection covering the campus. Later, the professors in Stanford University designed a mobile learning module, which enabled learners to learn vocabulary, do phrase translation, even do quiz successfully, and accomplishing the integration of mobile learning and English courses. There are also many studies which mainly focus on the effectiveness of the application of mobile devices into English learning. Wang and Smith (2013) conducted a three-year study on whether mobile learning could improve students' grammar and reading skills. The results showed that although students had positive attitudes towards mobile learning, the effect was limited due to the small screen size of mobile phones. Ducate & Lomicka (2014) made a research on foreign language learning environment from the perspective of ecological structure and mobile learning. In South America, Jimenez (2020) conducted a survey on mobile device-assisted English oral classes among college students and found that students could participate in more classroom activities by using mobile technology.

The research on mobile learning in China is later than that of other countries, which started from the introduction of the concept of mobile learning by Keegan in his academic report on the 40th anniversary of Shanghai TV University in 2000. It can be divided into three stages. The initial stage was from 2000 to 2008, during which very few papers had been published. The second stage was from 2009 to 2016, during which a large numbers of studies were conducted on mobile learning. The third stage was from 2017 till now, which was a very stable research period. Generally speaking, the previous studies on mobile learning have been carried out from the aspects of the effectiveness of applying mobile learning into teaching, the real effects of using mobile devices, the survey of student' attitudes towards mobile learning, and influencing factors of mobile learning. For example, Luo (2017) conducted a research on the application of mobile learning into English writing. He found that students have made significant progress in self-perception in writing skills, gained positive emotional experience and reduced writing anxiety. Chen (2019) carried out a smartphone-based classroom activity design in the college English listening and speaking class. The experiment results indicated that college students' behavioral, cognitive and emotional involvements were greatly improved with the help of smart phones. Cao and Deng (2019) studied the influence of “BaCiZhan”, a mobile learning app, on college students' English word learning and found that it can be regarded as an effective tool to increase students' vocabulary.

B. Flipped Classroom

Nowadays, flipped classroom has become a popular instructional mode, in which students watch lectures or learn digital materials before class to prepare in advance. In class, teachers and students work together to complete the activities, which may be in the form of group discussions, collaborative inquiry and interactive communication. Flipped classroom was first applied by Bergmann and Sams, two chemistry teachers at Woodland Park High School in the United States in 2007. Later, Salman Khan founded Khan Academy, where a collection of short teaching videos were uploaded to the internet to help students learn courses, which made flipped classroom known all over the world. Since then, flipped classroom had gained considerable attention by more and more educators and researchers. They began to implement flipped classroom in their teaching and research. Researches on flipped classroom mainly focused on its definition, characteristics and theoretical basis, and a lot of flipped classroom teaching practice had also been carried out. For example, Strayer (2012) made a comparative study on the flipped classroom and the traditional classroom, which confirmed that the flipped classroom played a more positive impact on the cultivation of learners' collaborative ability and innovation ability. Hung (2017) conducted a quasi-experiment to investigate students' perception and attitudes towards flipped classroom. The results indicated the students were highly satisfied with this teaching model and the model greatly enhanced their willingness to communicate with their partners. Oraif (2018) applied a flipped method by video in an English writing course and found that the flipped method could stimulate the students' learning interest, improve their learning efficiency and better satisfy their psychological requirements.

With the introduction of flipped classroom into China, the research first focused on its theory and its application in small scale. Later, an increasing number of scholars and teachers began to apply flipped classroom into teaching practice widely and explored its advantages and feasibility by combining the characteristics of different courses. For example, Lu (2014) conducted a research on the effectiveness of a flipped classroom teaching model based on micro class and held that it is feasible to apply this model into college English classes because the students could demonstrate much stronger initiative and self-discipline in the teaching and learning process. Jin (2015) constructed a flipped classroom teaching model in English pronunciation course, which included three parts: pre-class learning, in-class internalization and after-class feedback. Lv (2016) built an autonomous learning mode based on flipped classroom. The experimental results revealed that the new mode not only stimulated the college students' learning motivation, but also exceedingly improved the students' autonomous learning ability.

Therefore, numerous research at home and abroad shows that compared the traditional teaching mode, flipped classroom indeed has a great influence on students' learning ability and academic achievements with apparent

advantages. However, at present, the studies on the effective integration of flipped classroom and mobile learning in China are still in the primary stage and have not achieved a breakthrough. These studies only stay at the theoretical levels and lack in-depth empirical research. Furthermore, the research on the impact of effective mobile learning strategies on college Students' autonomous learning ability is even scarce. Therefore, it is of great significance for college teachers to apply mobile learning into college English flipped classroom and explore effective mobile learning strategies inside and outside the classroom, turning students' passive acceptance of knowledge into active exploration of knowledge and promoting the improvement of their language ability and learning efficiency.

III. METHODOLOGY

A. *Research Aims and Questions*

The aims of the study are threefold. Firstly, it tries to change the traditional teaching model and construct an innovative teaching model combining online learning with offline teaching, mobile learning with flipped classroom so as to promote the comprehensive integration of modern information technology and college English teaching. Secondly, it tries to break the limitations of English learning in time and space and build a ubiquitous, personalized learning mode, giving full play to students' subjective initiative and enhancing their autonomous learning ability. Most important of all, the study aims to deepen the reform of college English teaching and improve the quality of College English teaching, striving to realize the three requirements of interactive teaching, in-depth learning and personalized education in the information age.

Therefore, the research focuses on the three questions:

1. What are the students' perceptions for the flipped classroom teaching model based on mobile learning?
2. What influence does the flipped classroom model based on mobile learning have on college students' autonomous learning ability?
3. What impact does the flipped classroom model based on mobile learning have on college students' English academic performance?

B. *Research Subjects*

In the study, 191 undergraduate students from the School of History in Taishan University were selected as subjects according to their examination scores. They were non-English majors from four classes. Among them, 50 students in class 1 belonged to the experimental class, 49 students in class 2, 47 students in class 3 and 45 students in class 4 were in the control classes. They had similar English proficiency before the experimental treatments. They used the same textbook and were taught by the same English teacher. During the experiment, the innovative flipped classroom teaching model based on mobile learning was applied in the experimental class while the traditional teaching method was adopted in the control classes.

C. *Research Procedure*

The study lasted for one semester, including three stages:

1. *Pre-Research Stage*

The author made some preparations before conducting the study. Firstly, a wide range of literature materials were consulted and collected to learn about current status and development trend of the research. Furthermore, the research subjects were chosen carefully and given a pre-test to ensure that they are at the same level of English proficiency.

2. *Mid-Research Stage*

During the teaching experiment, the author integrated mobile learning into the college English teaching and designed an innovative flipped classroom teaching model, as shown in the following figure 1.

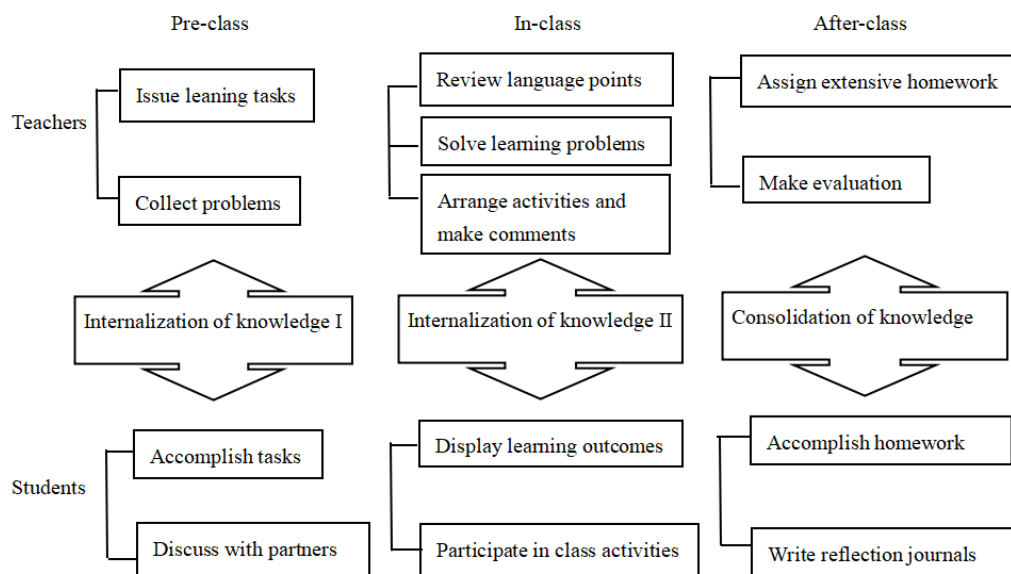


Figure 1 Teaching Model of Flipped Classroom Based On Mobile Learning

After that, the new model was introduced and applied in the experimental class and the teaching process was arranged as follows:

Mobile Learning before class for the first internalization of knowledge:

1) Teachers issued learning materials and learning tasks including videos, PPT, learning task list through social software (WeChat, QQ group), mobile learning app (Rain classroom, Superstar Learning Link), and school network learning platform. They established an electronic file for each student to record the students' learning performance through the statistical function of the mobile learning app.

2) Students obtained the learning materials through mobile devices and accomplished the learning tasks within the specified time.

3) Unsolved problems were reported to teachers by students through network learning platform in time so that teachers can collect and solve them in class.

4) Students communicated with their partners in small groups, sharing views, discussing the difficult points and completing the first internalization of knowledge.

Offline teaching in class for the second internalization of knowledge:

1) Students displayed learning outcomes through oral presentation, group report, role plays, situational dialogues, question answering to further internalize the knowledge.

2) Teachers checked the completion of the learning tasks, emphasized language points and helped students to solve learning problems.

3) Students took part in various kinds of activities and completed the exercises assigned by teachers though mobile learning app to testify whether students mastered what they learned.

4) Teachers made comments according to students' performance in class.

Feedback and evaluation after class for the consolidation of knowledge:

1) Students wrote reflection journals after class on the mobile learning platform, including the main learning content, learning problems, teaching suggestions, etc.

2) Students finished homework and tests assigned by teachers on the mobile learning app on time.

3) Teachers monitored students' learning process through tracking and monitoring system of the network platform.

4) Teachers made a fair evaluation for students' learning effect by creating a pluralistic, dynamic evaluation system through three aspects of group self-evaluation, classmates' mutual evaluation and teacher evaluation.

3. Post-Research Stage

After one semester of teaching experiment, the subjects were given an English test. The test scores of the experimental class and the control classes were compared and analyzed to verify the effectiveness of the flipped classroom teaching model based on mobile learning. Then, a questionnaire was distributed to the students in the experimental class to learn about students' learning status and satisfaction with the teaching model. Finally, an interview was conducted to further understand students' perception for the new model and the positive influence of the model in improving their autonomous learning ability and academic achievements. The data was collected and analyzed. The experimental results were discussed and research report was completed in time.

D. Instruments

Three research instruments, including questionnaire, interview and test were used to make a research on the

application of flipped classroom teaching model based on mobile learning.

1. Test

Pre-test and post-test were given to all the participants to make a comparison of score changes between the experimental class and the control classes before and after the teaching experimental. In order to ensure the authenticity and reliability of the results, the papers of College English Test Band 4 were adopted, including listening comprehension, reading comprehension and translation. The total score of each paper was 100 points. The process, question type of papers, difficulty level of papers, reviewer and evaluation method of the pre-test were the same as that of the post-test. After the students completed the tests, the average score of each class was finally obtained and analyzed as the final evaluation criterion.

2. Questionnaire

For the questionnaire after the teaching experiment, it was designed on the basis of the questionnaire used by Zhao (2020) after making some minor modifications. A total of 25 items were set which assessed the four major parts below: students' course participation, students' perception and satisfaction with the new teaching model, students' learning effect, the effectiveness of the new teaching model. Each item in the questionnaire follows a 5-point Likert scale ranging from "strongly disagree", "disagree", "neutral", and "agree" to "strongly agree". The students from the experimental class were asked to make a selection among these five options according to their true feelings and learning experiences. After gathering enough data, SPSS version 26.0 was adopted for further statistical analysis.

3. Interview

In order to make up for the shortcomings of the questionnaire and learn more about the effectiveness of the flipped classroom teaching model based on mobile learning, an interview was conducted after questionnaire. The interview consisted of six open-ended questions, which were mainly about the interviewees' attitudes towards the new teaching model and its impact on their English learning. Some interview questions are related the questionnaire, while some questions are supplementary to those not covered in the questionnaire. Six students from the experimental class were randomly selected as interviewees and each interview lasted about 10 minutes.

E. Data Collection and Analysis

A professional survey platform named "Wenjuanxing" was chosen to collect all the data of the questionnaire. Then the survey data was input, processed and analyzed by SPSS version 26.0 for windows. Descriptive statistical analysis was mainly used to analyze the frequency and necessary correlation of each index.

The data from the pre-test and post-test were collected in the first week and the eighteenth week of the semester respectively. The average scores of students from the experimental class and the control classes were contrasted and analyzed through Independent Sample T-Test by SPSS26.0 to verify the effectiveness of the new teaching model.

IV. RESULTS AND DISCUSSION

A. Analysis of the Questionnaire

After the teaching experiment, the questionnaire was issued to the students in the experimental class and then was conducted at the same time and place in order to learn about the implementation effect of the flipped classroom teaching model based on mobile learning. The questionnaire consisted of a total of 24 questions. Questions 1-6 mainly investigated students' course participation. According to statistics, 95% of the students surveyed could adapt to the new teaching model quickly and participated in the whole teaching and learning process actively. Before class, they watched videos, downloaded the teaching materials released by teachers in the learning software, acquired new knowledge and finished the learning tasks in time. In class, as the main body of learning, they devoted themselves to various kinds of class activities and communicated with their teachers and classmates. After class, they took the initiative to review the lessons and complete the assignments under the supervision of teachers. Questions 7-10 mainly investigated students' perception and satisfaction with the new teaching model. The results showed that compared with the traditional teaching model, 97% of the students were in favor of the new teaching model, and believed that this mode could achieve a good teaching effect in the future. Questions 11-16 investigated students' learning effect after one semester of teaching experiment. According to data analysis, 93% of the students confirmed that the new teaching model had a positive influence on their English learning. They set a definite learning plan and regulated their learning time reasonably in the mobile learning process under the guidance of teachers. More opportunities for teacher-student communication could be created in class. All these greatly stimulated their learning motivation and interest, gave full play to their subjective initiative, improved their communicative ability and maximized their learning efficiency. Thus, good learning habits were formed gradually and learning autonomous learning ability was enhanced. Furthermore, the teaching resources in the mobile learning app were rich in content, adding more "language input", which were very helpful to their autonomous learning. Questions 17-24 investigated the effectiveness of the new teaching model. 87% of the students confirmed that they made great progress in their English learning and their English scores improved a lot after the new teaching model was carried out for a period of time. Under the new teaching model, students can easily get assistance

and feedback from teachers in the mobile learning process. Plenty of knowledge points which were too complicated for students to understand on their own could be explained and emphasized by teachers in class. Their learning problems could also be solved on time.

In short, the new flipped classroom teaching model based on mobile learning was widely accepted by the students from the experimental class. It broke through the limitations of time and space of learning, realizing the internalization of knowledge. Besides, it completely changed the situation of traditional teaching model and embodied the student-centered teaching concept.

B. Analysis of the Interview

In order to learn more about students' perceptions for the flipped classroom teaching model based on mobile learning and fully understand the influence of this new model on students' learning motivation, their autonomous learning ability and their academic achievement, six students from the experimental class were chosen to be interviewees and asked five questions related to the new teaching model. The analysis of the interview content is as follows: 1) Compared with the traditional teaching model, all the interviewees preferred the flipped classroom teaching model based on mobile learning, from which they benefit a lot. It changed the students' way of learning and overcame the shortcomings of the traditional teaching model, in which teachers dominated the whole class, students just listened passively and cannot have any opportunities to practice English; 2) The interviewees agreed that the new teaching model significantly improved their autonomous learning ability. Under the traditional teaching model, they mainly acquired knowledge from their teachers in class and seldom took the initiative to learn before class. But in this semester of teaching experiment, they got access to various learning materials in the form of audios, videos, courseware, etc. distributed by teachers in the learning software and learned them at anytime, anywhere through mobile devices. This greatly enhanced their learning enthusiasm and motivation. Group cooperative learning helped them to exchange learning experience, solve learning difficulties and share learning outcomes, which cultivated their ability of solving problems by themselves; 3) The interviewees confirmed that the new teaching model improved their English level and academic achievements. In class, they became the main body of learning and no longer kept silent as usual. By participating in various classroom activities such as, class report, group discussion, role plays, class presentation, etc., they got more opportunities to express their opinions, thus their oral English ability was promoted. Even two students with weak foundation in English said that this innovative teaching model created a harmonious and relaxed learning atmosphere, providing them equal communicative chances with their classmates. It alleviated their learning pressure, reduced their learning anxiety and increased their self-confidence so that they can learn consciously and actively. Therefore, they made great progress in learning and their English scores improved a lot; 4) The interviewees held that it was necessary to apply the new teaching model into English courses widely and believed this teaching model can achieve more effective results in the future, although there were still some problems, such as the lack of self-discipline in students' mobile learning, the pressure coming from students' academic work, etc.

C. Comparison Analysis of English Test Results between the Experimental Class and the Control Classes

All the subjects in the experiment class and the control classes were given a test before the teaching experiment. The collected data was analyzed through Independent Sample T Test by SPSS26.0. The results are shown in Table 2.

TABLE 1
INDEPENDENT SAMPLE T-TEST OF ENGLISH PROFICIENCY PRE-TEST IN EXPERIMENTAL CLASS AND CONTROL CLASSES

the Experimental Class				the Controlling Class				T Value	P Value
Class 1		Class 2		Class 3		Class 4			
Average Score	Standard Deviation	Average Score	Standard Deviation	Average Score	Standard Deviation	Average Score	Standard Deviation	-.304	.762
63.35	10.786	63.64	10.791	64.48	11.050	63.32	11.046		

As can be clearly seen from the data of table 2, the average score of the experimental class was 63.35 and that of the control classes was 63.64, 64.48 and 63.32 respectively. There was a gap, but very little difference in average score between them. The standard deviation of the experimental class was 10.786, slightly lower than that of the control classes (10.791, 11.050 and 11.046 respectively). That means no significant difference in the dispersion of students' score distribution exists. Moreover, the t value obtained from the independent sample t test was -0.304. The p value obtained is 0.762, which is significantly larger than the normal significance level value of 0.05, indicating that the average score difference of the four classes is not statistically significant. In other words, the students in the experimental class and the control classes were at the same level of English proficiency before the study, which met the experimental conditions. Therefore, they can be selected as research subjects.

After one semester of teaching experiment, a post-test was conducted to investigate and compare the changes of students' scores between the experimental class and the control classes. All the data obtained was also statistically analyzed by an independent sample t-test. The results can be seen in Table 2.

TABLE 2
INDEPENDENT SAMPLE T-TEST OF ENGLISH PROFICIENCY POST-TEST IN EXPERIMENTAL CLASS AND CONTROL CLASSES

INDEPENDENT SAMPLE T-TEST OF ENGLISH PROFICIENCY TEST BY EXPERIMENTAL CLASS AND CONTROL CLASSES									
the Experimental Class		the Controlling Class						T Value	P Value
Class 1		Class 2		Class 3		Class 4			
Average Score	Standard Deviation	Average Score	Standard Deviation	Average Score	Standard Deviation	Average Score	Standard Deviation	3.65	.031
75.45	8.006	71.50	8.349	70.28	8.730	68.56	8.928		

According to the analysis of the differences in Table 2, the average score of the experimental class was 75.45, whereas the average scores of the control classes are 71.50, 70.28 and 68.56 respectively. This shows that after one semester of teaching experiment, the students' test scores in the four classes have improved a lot. However, the average score in the experiment class is much higher than that of the control classes. Furthermore, the t value has also changed from negative to positive. The p value is 0.031, which is less than 0.05. All these means there was a significant difference between the grades of the experimental class and the control classes. Therefore, it can be clearly seen that compared with the grades of the control classes, the students in the experimental class have made greater progress in their English learning, which in turn proves that the flipped classroom teaching model based on mobile learning could have a positive influence on students' academic achievements.

V. CONCLUSION

Nowadays, the wide popularization of mobile devices and the rapid development of internet enable college students to learn knowledge at anytime, anywhere. So it becomes increasingly essential for teachers to apply mobile learning into college English teaching. In this study, an innovative flipped classroom teaching model based on mobile learning and multiple interactive learning environments were constructed, which not only stimulated students' learning motivation, enhanced students' autonomous learning ability, but also improved their academic achievement. The combination of mobile learning and flipped classroom transformed the roles of teachers from knowledge imparters to facilitators, organizers, guides and monitors. Through autonomous and exploratory learning, students became the real learning subject. In the whole mobile learning process, students internalized the new knowledge in the learning community of sharing, mutual assistance, cooperation and competition, thus improving their interpersonal communication ability; It solved the problems of the shortage of fixed teaching resources and improved the utilization of learning resources, further promoting sufficient integration of information technology and College English teaching; Most important of all, it also advocated the diversified evaluation system in combination of teacher evaluation, group evaluation and self-evaluation, improving the College English teaching evaluation method.

However, there exist many limitations in the study. Firstly, the teaching experimental lasts only one semester. Due to the short period of time, the research cannot be carried out in large scale. So the experimental results will be less effective than long-term experiments. Secondly, the scope of the subjects is confined to 191 non-English major students from Taishan University, which is not a large sample. The new teaching model is only applied to one experimental class and has not been applied widely in our universities. So the gathering and analysis of the experimental data are not sufficient. The statistical results are not comprehensive.

To sum up, mobile learning has become an indispensable part of College English teaching reform. The combination of mobile learning strategy and flipped classroom in College English teaching will become a new research direction and trend in the future. On the one hand, college English teachers should constantly study and explore new theories related to mobile learning and flipped classroom; On the other hand, they should apply them more deeply into the practice of College English teaching to find out more effective learning strategies and teaching modes that are really suitable for college students, and finally achieve the goal of improving the teaching quality of College English.

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Grammaticalisation of *ʔelhi:n* in Haili Arabic- From Propositional Item to Discourse Particle: Split CP Investigation

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Abstract—This paper explores the linguistic properties of a discourse variant of the temporal adverb *ʔelhi:n*, used in Haili Dialect of Najdi Arabic (HA). Maintaining the characteristic of co-occurring clause-initially, and examining lexical/discoursal articulated structures, *ʔelhi:n* has developed a conventionalized discourse use, turning its morphology into a discourse particle that expresses a degree of speaker's attitude. *ʔelhi:n* has undergone a process of grammaticalisation, with morphosyntactic consequence: changing its phrasal status to a head one. Evidence supporting this direction derives from intervention effects (Rizzi, 2006)- *ʔelhi:n* inhabits movement of head-items in syntax. The immediate consequence of this morphosyntactic change has direct impact on the syntax of *ʔelhi:n*: occurring clause-initially and its phonology: being unable to bear high tone, unlike its temporal adverb counterpart. Implementing cartographic mechanisms, Rizzi's (1997) Split CP System, and holding to observations that inherently focused material wh-phrase *leif* 'why' merges in a position c-commanded by *ʔelhi:n*, it is established that the discourse instance of *ʔelhi:n* first merges at a discourse head, instantiating a discourse projection, PrtP, whence it semantically wide-scopes the propositional-TP. Constituents preceding *ʔelhi:n* are then argued to move and remerge at some Spec of a discourse phrase, C-TopP (Frascarelli & Hinterhölzl, 2007). Mapping the CP-layer of HA, the PrtP headed by *ʔelhi:n* maintains a rigid order in syntax with respect to CP-items, which makes a possible, initial mapping to the left periphery of HA, calling for scrutiny of more structure.

Index Terms—grammaticalisation, split CP, discourse particle, temporality, movement

I. INTRODUCTION

The syntax and semantics of the lexical item representing the temporal interpretation 'at the moment', the cross-linguistic variant of the English instance of *now*, having a discourse semantic import in some contexts, has been intensively investigated, implementing a range of theoretical and formal approaches (Aijmer, 2002; Brinton, 1996). Investigating the semantics of *now*, in particular, corpus of collocations where *now* occurs, Bolinger (1989) argues that *now* in some environments functions as a discourse marker implemented for change of topic in the ongoing discourse. Stenström (1990) establishes that *now* that bears a high tone is evidence that it functions as a temporal adverb, while the instance of *now* without a high tone functions as a discourse particle. Building on the consensus that high tone is a criterion to distinguish the use of *now*, Hirschberg & Litman (1993) investigate the use of *now* using syntactic and prosodic feature-based strategies as a criterion to draw a distinction between the temporal function and the discourse function of *now*. One of the facts their research raises is that discourse *now* maintains low tone that the temporal *now*. Another fact they raise is that, in most, but not all cases, there is a correlation between occurring clause-initially and functioning as a discourse particle. From this, then, it follows that the discourse *now* co-occurs with items expressing past-tense adverbs like *then* (Schiffrin, 1987; Aijmer, 2002). Further, Fraser (1990, p. 388) distinguishes the use of *now* in (1) below from other uses, where he argues that being separated by a phonological pause, *now* in (1) is a separate tone unit, hence a prosodic account to the argument that *now* in (1) is a discourse particle, in particular, Focus marker.

(1) John left. Now, Mary was really frightened.

Aijmer (2002) provides further the data in (2), in which *now* in Speaker B's utterance contains discourse *now*, functioning as a continuation or elaboration of what has just been said about *John* in Speaker A's utterance.

(2) Speaker A. That man speaks extremely good English.

Speaker B. Now he comes from a village in Mongolia.

Recent research on *now* has focused on the grammaticalised status of *now*, arguing that *now* has developed a discourse functional rather than a temporal interpretation. With respect to this, Aijmer (2002), following Bolinger (1989), further maintains that *now* in English has grammaticalised, having a multifunctionality property, in which it has developed a discourse function, in particular, a topic change device. Jarrah et al. (2020, p.6), using a huge range of corpus data, establish that the Jordanian variant of *now*, *ʔilʔa:n* functioning as a deictic temporal adverb, has developed a discourse function, facilitating the speaker-hearer communication, which can bear the meaning of phrases like *at this point/given this*.

This property of *now* seems to be cross-linguistic. For instance, in addition to its function as a temporal adverbial, the French variant *maintenant* functions as a discourse marker that creates a contrast between a previous and a current content of an utterance (Bertin, 2001). Hebrew also manifests this discourse property of *now*. Consider the extract in (3) below, from Gonen et al. (2015, p.73).

(3)

Speaker A: Aval anaxnu asinu et ze beyaxad

‘But we did it together.’

Ve-hitya’atsnu etsel orex din ma osim shlav

‘And we consulted with a lawyer what to do at each stage.’

Kdey sheshu lo yafsid

‘So that he wouldn’t lose.’

Speaker B: ken

‘yes.’

Speaker A: kdey sheyitxalek be’emet xetsi

‘so that it would really be split 50-50.’

Axshav gam asur haya lanu lehera’ot beyaxad

Now we weren’t allowed to be seen together either.’

Ki hi yaxla lehagid hu bogged bi

‘because she could say he’s cheating on me.’

Vegam hu lo haya mekabel klum

‘and also, he wouldn’t get anything

Gonen et al. (2015) investigate the Hebrew *now* variant, *axshav*, maintaining that it occurs clause-initially in Speaker A’s second utterance in (3), functions as discourse marker which helps a discourse shifting device. This, they argue, is associated with two observations; *axshav* is deaccented at the phonological interface and is used at the beginning of a discourse fragment in syntax, where the speaker wants to introduce a new topic to the ongoing conversation.

Given this background on the discourse-related *now*, with special focus on (i) the grammaticalisation status of the discourse-related *now* and (ii) the tendency of the discourse-related *now* to occur clause-initially and (iii) the phonological property of discourse-related *now* not bearing high tone, i.e., discourse-related *now* is deaccented, the current research will be an investigation to the syntactic item *now* ‘*ʔelhi:n*’, used in Haili Arabic, spoken in Saudi Arabia. Using generative cartographic assumptions, the current paper will take up the issues stated in (i), (ii) and (iii) into consideration, linking the discourse function of discourse *now*, to its syntactic position and its morphological and morphosyntactic statuses, with an account to its possible grammaticalisation status and discourse interpretation.

The paper is structured as follows. Section 2 touches upon the syntactic and interpretive properties of *ʔelhi:n*, including its temporal and discoursal marking as well as the syntactic positions it occupies. Section 3 sets an investigation to the morphosyntax and syntax of the discourse instance of *ʔelhi:n*, showing that the discourse instance of *ʔelhi:n* is an output of grammaticalisation of temporal instance counterpart, highlighting on a set of consequences like developing a head status in syntax, restricting to clause-initial positions and becoming unable to bear high tone. Section 4 provides a cartographic analysis, showing that it merges in a fixed position in a CP-layer, heading PrtP in syntax, with a discourse feature, whence it scopes over the TP it c-commands. Section 5 concludes the paper.

II. SEMANTIC DISTRIBUTION OF ʔELHI:N: TEMPORAL AND DISCOURSAL INTERPRETATIONS

Before taking up the issue highlighted above, the relevant data shall be displayed, which the analyses ahead will address, including some basic assumptions related to marked/unmarked word order in HA, as this will be crucial in terms of sentential and discoursal statuses of the sentences under analysis. To start with, used in its lexical meaning, the linguistic item *ʔelhi:n* ‘now’ is categorized as a Temporal adverb, expressing present time, with Temporal value ‘at the moment’, as in (4) below.

(4) **ʔelhi:n** qaʃid j-esqi Firas ʔez-zerʕ lhaluh
now Asp 3SG.M-water Firas DEF-grass alone
‘Firas is watering the grass alone at the moment.’

The proposition expressed by (4), presenting the state of affairs that *Firas is watering the grass* at the utterance time, is discourse-neutral, not being associated to any discourse value, or extra-sentential expression, hence, VSO pattern (Ouhalla, 1994, 1997, 2003, 2016; Shlonsky, 2000; Ouhalla & Shlonsky, 2002; Jarrah 2017; Jarrah & Abusalim 2021). The subject DP, therefore, being discourse bound, not bearing any information structural value like Focus or Topic, remains at its first merge position, Spec vP, while the lexical verb moves to T due to rich agreement (Ouhalla, 1994, 1997). I therefore represent the scenario in (4) in the schemata in (5) below, in which v, which incorporates V, which in turn contains the lexical verb *jesqi*, moves and re-merges at T (Ouhalla, 1994, 1997), while the Asp-marker *qaʃid* first merges at T (Chomsky, 1999, 2000, 2001).

(5) [CP TP **ʔelhi:n** [TP T qaʃid v+V j-esqi [vP Firas [VP ʔez-zerʕ]]]]
AdvP Asp 3SG.M-go.PRS Firas DEF-grass
‘Firas is watering the grass at the moment.’

At first glance, being T-related, the syntactic position the adverb *ʔelhi:n* (what we henceforth term T-*ʔelhi:n*) fills is expected by theory, Spec TP, where tense is expressed, which is also dedicated in syntax for T-related items like Temporal adverbs (and other locative PPs, triggered to move to Spec TP for reasons like [EPP]). Consider the occurrence of *ʔelhi:n* in the data in (6).

- (6) a. **ʔelhi:n** tʔalab-t-uh xidmah ʔems
 PRT ask.PST-2SG.M-3SG.M help yesterday
 w hu tʔaniʃ-uk qebul ʔems
 while he ignore.PST.3SG.M-2SG.M before yesterday
 ‘You asked him for help yesterday while he ignored you the day before (I am upset that you did so).’
 b. ***ʔelhi:n** tʔalab-t-uh xidmah ʔems
 now ask.PST-2SG.M-3SG.M help yesterday
 w hu tʔaniʃ-uk qebul ʔems
 while he ignore.PST.3SG.M-2SG.M before yesterday
 Intended meaning: ‘You now asked him for help yesterday while he ignored you the day before.’

Unlike the scenario of (4), the data in (6) demonstrate that the occurrence of the clause-initial *ʔelhi:n* has a discourse function, rather than temporality marking, where evidence is derived from the observation that in (6b) *ʔelhi:n* doesn’t correlate with the propositional deictic expression represented by the lexical past-form verb and the past-T-adverbials *ʔems* ‘yesterday’ and *qebul ʔems* ‘before yesterday’.

Consider now (4), repeated below as (7) with the same syntax, in which *ʔelhi:n* occurs clause-initially, but with entirely different semantic distribution and interpretation.

- (7) **ʔelhi:n** qaʃid j-esqi Firas ʔez-zerʃ lhaluh
 PRT Asp 3SG.M-water Firas DEF-grass alone
 ‘Firas is watering the grass alone at the moment (I am upset that he is doing so).’

The interpretive, semantic distribution *ʔelhi:n* adds to the proposition in (7) is no longer temporal, but discourse related, i.e., encoding a certain degree of surprise at something that the speaker doesn’t like, in the sense of Cuenca (2013), which is widely referred to in the literature of discourse particles as *speaker negative attitude towards the proposition* (Coniglio 2008). Under this view, in par with the propositional content of (6) above, the clause in (8) below is therefore a felicitous continuation of the speaker’s discourse in (7), but infelicitous of the one in (4).

- (8) **w** ʔint qil-t rah t-saʃd-uh
 PRT 2SG.M say.PST.2SG.M FUT 2SG.M-help.PRS-3SG.M
 ‘While you said you would help him (I am upset that you haven’t helped him).’

The interpretive property of *ʔelhi:n* in (7), then, is discourse-related (what we henceforth term D-*ʔelhi:n*). This discursual status of *ʔelhi:n* in (7) and also in (6) is further captured by the fact that the clause has a speaker negative attitude discourse particle *wa*, which functions as a discourse-organizer, activated in the second conjunct (continuation) of the clause.

What is more, the syntax of D-*ʔelhi:n* is constrained in that it can only occur clause-initially. With respect to this, consider the clauses in (9), in which the D-*ʔelhi:n* co-occurs with the variant expressing temporality (T-*ʔelhi:n*, henceforth).

- (9) a. **ʔelhi:n (ʔelhi:n)** qaʃid j-esqi Firas ʔez-zerʃ
 PRT now Asp 3SG.M-water Firas DEF-grass
 ‘Firas is watering the grass at the moment (I am upset that he is doing so).’
 b. **ʔelhi:n ʔelhi:n** (qaʃid) j-esqi Firas ʔez-zerʃ
 PRT now Asp 3SG.M-water Firas DEF-grass
 ‘Firas is watering the grass at the moment (I am upset that he is doing so).’
 c. ***ʔELHI:N ʔelhi:n** qaʃid j-esqi Firas ʔez-zerʃ
 PRT now Asp 3SG.M-water Firas DEF-grass
 ‘Firas is watering the grass at the moment (I am upset that he is doing so).’
 d. ***ʔelhi:n ʔelhi:n** qaʃid j-esqi Firas ʔez-zerʃ
 now PRT Asp 3SG.M-water Firas DEF-grass
 Intended meaning: ‘Firas is watering the grass at the moment (I am upset that he is doing so).’
 e. **ʔELHI:N ʔelhi:n** qaʃid j-esqi Firas ʔez-zerʃ
 now PRT Asp 3SG.M-water Firas DEF-grass
 ‘It is AT THE MOMENT that Firas is watering the grass (I am upset he is doing so).’

Notice in passing that progressiveness is marked the Asp-marker *qaʃid* can be achieved by the D-*ʔelhi:n* (9a,b). that is, one can do Aspectuality. As we can see, D-*ʔelhi:n* is allowed only clause-initially (9a,b.), as the ungrammaticality in (9d) confirms. This restriction, however, can be remedied if and only if one phonological-semantic condition is met: that the item that precedes the D-*ʔelhi:n* be contrastively stressed (9e). Notice also that D-*ʔelhi:n* cannot be stressed by all means (9d). Given these observations and facts, including the fixed positions the D-*ʔelhi:n* and T-*ʔelhi:n* maintain in syntax, the following section will explore such phenomena, addressing the pieces of inquiry raised earlier, recapitulated here: (i) the grammaticalisation status of the discourse-related *now*, (ii) the tendency of discourse discourse-related *now*

‘When are they going to buy a book?’

With grammaticalisation being taken up as a characteristic of discourse particles, the formal characterization of discourse particles is translated into the fact that discourse particles show decrease in lexical meaning and increase in grammatical meaning (Hopper & Traugott, 2003). As an implication to the semantics-syntax interface of discourse particles, current generative practice on discourse particles argues that a lexical element that undergoes a grammaticalisation process turning into a discourse particle maintains into a syntactic head, with discourse value (Haegeman, 1993; Roberts & Roussou, 1999; Coniglio & Zegrean, 2010; Hack, 2014; Bayer & Trotzke, 2015; Bayer & Struckmeier, 2017; Biberauer et al., 2014). Extending this logic to *D-ʔelhi:n*, the generalization we can now formulate is that that *D-ʔelhi:n* is a grammaticalised form of the *T-ʔelhi:n*; the *D-ʔelhi:n* is a discourse particle that doesn’t move in syntax, being frozen in place where it first merges and which has a discourse feature expressing the structural information UPSET. Having proposed that *D-ʔelhi:n* is characterised as a grammaticalised discourse particle, it is now plausible to implement Rizzi’s (2006) intervention effects to account for the headedness property of the *D-ʔelhi:n*. I elaborate on this issue in the next sub-section.

B. The Syntax of *D-ʔelhi:n*: Headedness Status

Recall in section 2, in (9e) repeated below as (12), that no items, be it lexical or functional, can precede the *D-ʔelhi:n* unless it carries contrastive stress and is introduced by a discourse marker *zad*, functioning as contrastive topic, in the sense of Frascarelli & Hinterhölzl (2007).¹

- (12) **ʔELHI:N** *zad* **ʔelhi:n** *qaʕid j-esqi* *Firas ʔez-zerʕ*
now **CT** **PRT** *Asp* *3SG.M-water* *Firas* *DEF-grass*

‘It is AT THE MOMENT that Firas is watering the grass (I am upset he is doing so).’

In par with the adverb movement in (12), consider the following data, involving movement of the clause internal arguments².

- (13) a. **FIRAS** *zad* **ʔelhi:n** **ʔelhi:n** *qaʕid j-esqi* *ʔez-zerʕ*
FIRAS **CT** **PRT** **now** *Asp* *3SG.M-water* *DEF-grass*

‘FIRAS is watering the grass at the moment (I am upset that he is doing so).’

- b. **ʔEZ-ZERʕ** *zad* **ʔelhi:n** **ʔelhi:n** *qaʕid j-esqi-h* *Firas*
DEF-GRASS **CT** **PRT** **now** *Asp* *3SG.M-water-3SG.M* *Firas*

‘THE GRASS, Firas is watering it at the moment (I am upset that he is doing so).’

- c. ***QAʕID** *zad* **ʔelhi:n** **ʔelhi:n** *j-esqi* *Firas ʔez-zerʕ*
Asp **CT** **PRT** **now** *3SG.M-water* *Firas* *DEF-grass*

Intended meaning: ‘AT THE MOMENT, Firas is watering the grass (I am upset he is doing so).’

- d. ***J-ESQI** *zad* **ʔelhi:n** **ʔelhi:n** *qaʕid* *Firas ʔez-zerʕ*
3SG.M-water **CT** **now** *Asp* *Firas* *DEF-grass*

Intended meaning: ‘It is WATERING THE GRASS that Firas is doing at the moment (I am upset that he is doing so).’

Deduced from the scenario in (12) and (13) is the fact that the items that move across to the left periphery, crossing *D-ʔelhi:n* to Spec C-TopP- the T-adverb (12), the subject DP (13a) and the object DP (13b), have phrasal status. From this it follows that those items with head status, the aspectual marker (13c) and the lexical verb (13d) cannot. This would follow from the fact that *D-ʔelhi:n* is head, causing intervention effects to movement of the items of the same morphosyntactic status, i.e., inhibiting movement of head items.

Having outlined all the characteristics of that emerge from its interaction of *D-ʔelhi:n* with the clause-internal constituents in the clause, and having determined the categorial status of it, it is now relevant to launch the analysis task, adopting Rizzi’s (1997) split CP system.

IV. CARTOGRAPHIC ANALYSIS: *D-ʔELHI:N* INSANITIES PRTP IN THE CP DOMAIN

The morphological, morphosyntactic and syntactic characteristics of the *D-ʔelhi:n* that we have explicated so far are in line with a widespread assumption in the literature of grammaticalisation approach that items that develop functional properties are, hence, discourse particles, and turn syntactically into heads that instantiate discourse related projection and that the relevant grammaticalised item is the morphological realisation of the relevant discourse feature hosted by the discourse head. In the following subsection, the syntax of the *D-ʔelhi:n* is examined, by adding more articulated material in the clause, attempting to detect the exact position the *D-ʔelhi:n* occupies that could eventually map the left periphery of HA with respect to *D-ʔelhi:n*.

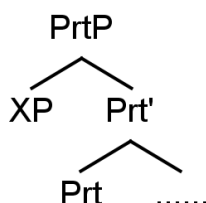
A. *D-ʔelhi:n* First Merges in a CP-Layer

¹ Merger of *zad* in (12) and its lack in (9e), while in both cases the dislocated AdvP *ʔELHI:N* is contrastively stressed, might be due to the assumption that in (9e) expresses Contrastive Focus rather than Contrastive Topic.

² The contrastively stressed items are here argued to function as contrastive topic, which in syntax need to move to the left periphery, to the Spec position of C-TopP headed by the CT particle *zad*, following Alshamari and Holmberg (2019a, b).

Following Munaro and Poletto (2003, 2005), who propose that the grammaticalised discourse particle *po*, discussed in sub-section 3.1, instantiates a particle phrase, which they notate as *PrtP*, with the head *Prt* (cf. Bayer & Trotzke, 2015), represented in (14) below.

(14)



This state of affairs has been widely entertained. Following this generative cartographic enterprise, for instance, Paul (2009) assumes a CP-position for the grammaticalised discourse particle *ou*, encoding speaker/hearer's attitude 'warning a reminder'. Given this line of logic and the assumptions formulated above, it is now argued that the D-*ʔelhi:n* heads a discourse phrase, *PrtP*, taking semantically wide scope over the clause it is merged in. Consider (6a), repeated below in (15) but containing a wh-phrase *leif* 'why' splitting off D-*ʔelhi:n* from the propositional-TP.

- (15) **ʔelhi:n** **leif** tʰalab-t-uh xidmah ʔems
PRT **why** ask.PST-2SG.M-3SG.M help yesterday
w hu tʰaniʃ-uk qeʃul ʔems
while he ignore.PST.3SG.M-2SG.M before yesterday

'Why did you asked him for help yesterday while he ignored you the day before (I am upset you did so).'

It should be stressed here that D-*ʔelhi:n* maintains a fixed relative order with respect to *leif*; *leif* cannot precede D-*ʔelhi:n*. though, If ever postulated, if this happened, the occurrence of D-*ʔelhi:n* could have had only temporal interpretation, hence, the occurrence of *ʔelhi:n* would have been an occurrence of T-*ʔelhi:n*, never an occurrence of D-*ʔelhi:n*, as the data in (16) below demonstrate (of course we cannot think of an instance of D-*ʔelhi:n* following *leif*, since D-*ʔelhi:n* cannot bear high tone D-*ʔelhi:n*).

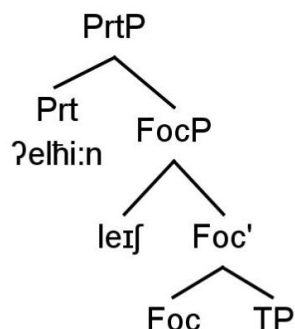
- (16) a. **leif** **ʔelhi:n** tʰalab-t-uh xidmah ʔems
why **T** ask.PST-2SG.M-3SG.M help yesterday
w hu tʰaniʃ-uk qeʃul ʔems
while he ignore.PST.3SG.M-2SG.M before yesterday
'Why did you asked him for help yesterday while he ignored you the day before (I am upset you did).'
- b. **leif** **ʔELHI:N** tʰalab-t-uh xidmah ʔems
why **T** ask.PST-2SG.M-3SG.M help yesterday
w hu tʰaniʃ-uk qeʃul ʔems
while he ignore.PST.3SG.M-2SG.M before yesterday
'Why did you asked him for help yesterday while he ignored you the day before (I am upset you did).'
- c. ***leif** **ʔelhi:n** tʰalab-t-uh xidmah ʔems
why **PRT** ask.PST-2SG.M-3SG.M help yesterday
w hu tʰaniʃ-uk qeʃul ʔems
while he ignore.PST.3SG.M-2SG.M before yesterday
Intended meaning: 'Why did you asked him for help yesterday while he ignored you the day before (I am upset you did so).'
- d. ***leif** **ʔELHI:N** tʰalab-t-uh xidmah ʔems
why **PRT** ask.PST-2SG.M-3SG.M help yesterday
w hu tʰaniʃ-uk qeʃul ʔems
while he ignore.PST.3SG.M-2SG.M before yesterday
Intended meaning: 'Why did you asked him for help yesterday while he ignored you the day before (I am upset you did so).'

It is now time to lay the theoretical groundings of the facts raised in (16) in the sub-section below. Then, some implications and further consequences being imposed on the theory we follow here will be formulated.

B. Cartographic View on D-*ʔelhi:n*: Rizzi's (1997) Split CP

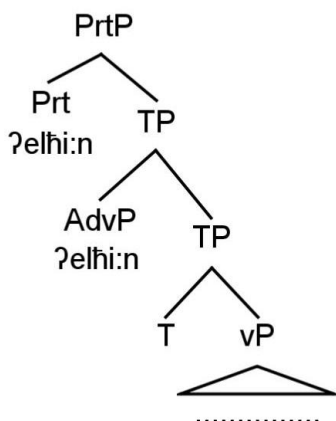
Given that a wh-phrase is inherently focussed (Rizzi, 1997) and using *leif* as a diagnostic in the spine of the structure to detect the syntax of D-*ʔelhi:n*, we can notice that the D-*ʔelhi:n* surfaces to the left, being c-commanded by, the wh-phrase *leif*, which in Najdi Arabic moves to Spec FocP (Ouhalla, 1997; Alshamari, 2017a,b), an observation which provides empirical evidence that the D-*ʔelhi:n*, being split off the TP domain, is at a CP-layer. I represent this scenario in (17) below.

(17)



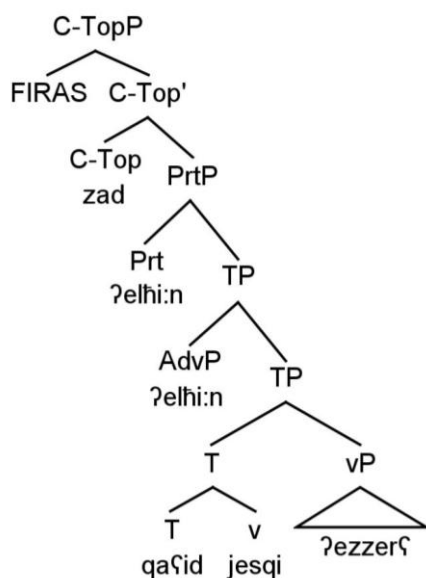
Further, given the facts and assumptions provided so far that *D-ʔelhi:n* is derived from of and a grammaticalised discourse particle form of the *T-ʔelhi:n* adverb counterpart, and following the consensus that discourse particles are immobile in syntax (Struckmeier, 2014; Struckmeier, 2017; Alshamari, 2017a,b), I follow Hack's (2014) argument that discourse particles first merge at CP, not involving internal movement. Hence, *D-ʔelhi:n* first merges at the PrtP in the CP domain of HA syntax. Given this logic, (9) above, which witnesses an occurrence of *D-ʔelhi:n* c-commanding an occurrence of *T-ʔelhi:n*, is represented in (18) below.

(18)



In par with this logic, the instances of the contrastively stressed constituents that precede *D-ʔelhi:n* in (13), re-merging at the Spec position of the C-TopP head, morphologically realised as the discourse particle *zad* which is endowed with the contrastive topic feature [C-Top], in a Spec head configuration Ouhalla (1997) following Chomsky (1995). I represent the case of the subject DP in (13a) in (19) below.

(19)



This means that D-*ʔelhi:n* has its fixed position in syntax with respect to the other discourse items in the CP-layer, whence it semantically wide-scopes over the proposition expressed by the TP. TP-internal constituents that appear preceding D-*ʔelhi:n*, including the instance of T-*ʔelhi:n*, turn out to have moved for another pragmatic interpretation. As the scenario in (19) shows, there is good evidence to believe that the other pragmatic interpretation the moving items receive is C-topic, where evidence is provided by the fact that they bear contrastive stress and the fact that they seem to hold a spec head relation with the C-Topic particle *ʔad* (Alshamari & Holmberg, 2019a,b). In all the cases we have scrutinized, this means that if a constituent moves out of the TP that happens to have been wide-scoped by D-*ʔelhi:n*, this constituent, derivationally speaking, would have been narrow-scoped by D-*ʔelhi:n* as part of the propositional content expressed by the whole TP, before movement was initiated. Movement processes, intervention effects and immobility of the D-*ʔelhi:n* but lack of this immobility with respect to the T-*ʔelhi:n* all invoke inquiries about what governs the rules in universal grammar across language, in terms of movement theory and discourse particles literature. This of course triggers further investigations on hopefully new set of data.

V. CONCLUSION

In this paper, it is argued that the discourse particle D-*ʔelhi:n* is derived from the temporal counterpart adverb variant, having undergone a grammaticalisation process, with the consequence that it has developed a discourse value, encoding a certain speaker attitude. Examining the left periphery of HA and scrutinizing more articulated discourse-related structure, it is shown that D-*ʔelhi:n* merges clause-initially, has developed a head status, is not candidate for bearing high tone at the PF-interface, contra the characteristics of the its temporal adverb counterpart. Using the occurrence of a wh-phrase *leif* ‘why’, which occupies Spec FocP in Rizzi’s (1997) CP-system, it is shown that the D-*ʔelhi:n* first merges at a fixed CP-layer, heading a PrtP, and is immobile in its syntactic position, whence it semantically wide-scopes over the propositional-TP domain. From the syntactic behaviour of the TP-internal constituents that appear past D-*ʔelhi:n*, which all bear constative stress, it appears that these constituents move out of the TP domain after TP, containing the TP-internal constituents, has been widely-scoped by D-*ʔelhi:n*, the moment at which the TP-internal constituents move to get a contrastive topic interpretation, at the Spec of C-TopP headed by the C-Top marker *ʔad*.

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Research on Construction of Advanced English Teaching Based on Production-Oriented Approach

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Abstract—In view of the separation of learning and application in foreign language teaching in China, a Production-Oriented Approach theory (POA theory) of integrating learning and application in foreign language teaching is proposed. The theory takes unit tasks with potential communicative value as the teaching target, and students selectively learn input materials under the guidance of teachers, and finally achieve effective output and complete communicative tasks. This paper tries to apply POA theory to Advanced English Teaching by decomposing the overall goal to sub-goals within a unit task, so as to stimulate students' enthusiasm for learning and willingness to produce.

Index Terms—production-oriented approach, input, output, Advanced English Teaching, unit task

I. INTRODUCTION

With the progress of teaching concepts and the enrichment of teaching methods, foreign language teaching becomes more student-centered and begins to focus on cultivating the output ability of language learners. In recent years, the Production-Oriented Approach theory (POA theory), a foreign language teaching theory with Chinese characteristics, has been widely used in all kinds of foreign language classroom teaching. POA theory can effectively improve the learning effect of language learners and improve the separation of learning and application (Wen, 2017). Some studies have preliminarily proved that POA theory is applicable to classroom teaching of intensive reading for English majors. It can stimulate students' enthusiasm for learning and willingness to produce. This paper tries to apply POA theory to Advanced English Teaching for juniors majoring in Business English.

II. INTRODUCTION OF POA THEORY

After more than ten years of development, POA theory has formed a theoretical system of foreign language teaching. It is a new foreign language teaching theory proposed by Professor Wen Qiufang. The theory takes unit tasks with potential communicative value as the teaching target, and students selectively receive input materials under the guidance of teachers, and finally achieve effective output and complete communicative tasks (Wen, 2015).

POA theory consists of three parts: teaching concept, teaching hypothesis and teaching process (Wen, 2015).

The teaching concepts include learning-centered theory, the theory of integration of learning and application, cultural exchange theory and key competence theory (Wen, 2015). Learning-centered theory advocates that all classroom teaching activities are to promote effective learning; the theory of integration of learning and application holds that input and output of relative materials should be integrated in classroom teaching and learning. Cultural exchange theory emphasizes the integration of cultural learning in language teaching to make cultural communication more harmonious and smooth. Key competency theory focuses on students' ability to solve complex problems in uncertain and complex situations.

Teaching hypotheses include output-driven hypothesis, input enabling hypothesis, selective learning hypothesis and evaluating hypothesis (Wen, 2015). Output-driven hypothesis believes that learners can realize the difficulty of output when trying to produce so that they can increase their learning motivation. Input enabling hypothesis advocates that input of materials should serve output objectives. Under the output-driven conditions, the combination of input and output tasks can effectively promote the smooth completion of output tasks. Selective learning hypothesis emphasizes the selection of learning materials from the input materials according to the needs of output goals. This kind of goal-oriented learning can better optimize learning effects. It is pointed out that assessment is the key point of strengthening and sublimating students' learning, and evaluation and learning should be fully combined (Chang, 2017).

Its teaching process includes motivating, enabling and evaluating (Wen, 2015). Teacher plays the role of guiding, designing and supporting during the whole process. Motivating process includes three main steps: teacher presents communicative scenes; students try to produce and teacher explains teaching objectives and output tasks. Enabling process includes three main steps: the teacher describes the task of output; the students selectively adopt input materials while the teacher gives guidance and checks; and the students produce while the teacher gives guidance and checks. The main task of enabling process is to provide support for the successful completion of output tasks and facilitate the

occurrence of effective learning. Evaluating process refers to the evaluation of output, which is divided into immediate evaluation and delayed evaluation (Qiu, 2020). Immediate evaluation refers to the evaluation of students' output at any time in the teaching process. Delayed evaluation refers to the evaluation of the output tasks completed by students after class (Qiu, 2020).

Advanced English is the main course for English majors in Chinese universities. Traditional teaching takes teachers as the center of classroom activities, and carries out multi-dimensional teaching activities such as vocabulary, grammar, rhetoric, style and culture, so as to improve the comprehensive abilities of learners in listening, speaking, reading, writing and translation. This teaching mode attaches importance to the breadth of teaching content and the depth of knowledge. However, due to the lack of effective communication training, students can not apply the knowledge they have learned, so its teaching validity has been criticized. Different from traditional foreign language teaching, POA theory sets "unit task" at the beginning of each unit learning, which is both the output task of the unit and its teaching objective. This is of great value to Advanced English learning for English majors. In the author's opinion, "unit task" can be added separately after the end of preliminary teaching, so as to realize the combination of POA and traditional teaching mode. Based on the above ideas, this paper takes *Face to Face with Hurricane Camille* in Advanced English as an example to carry out the POA teaching.

III. DESIGN AND IMPLEMENTATION OF TEACHING PROCESS BASED ON POA THEORY

Guided by the teaching concept of POA theory, the teaching is designed by following the three steps of Motivating, Enabling and evaluating. The teaching objects are one class of juniors majoring in Business English, a total of 22 students.

A. Motivating Process

Motivating Process should meet the three targets of authenticity of communication, cognitive challenge and the appropriateness of output (Qiu, 2020). Before beginning a new unit, first of all, the teacher determines output targets and tasks. The topic of discussion should be challenging. Then teacher designs "output" scenarios according to goals and tasks and presents students with communication scenarios they may encounter in their studies and future work. Design of output scenarios should have four elements: topic, purpose, identity and occasion, which are both different and closely related. Secondly, teacher let students try output tasks, so that they can truly feel that the completion of output tasks is not easy, so as to stimulate their desire to learn. Through students' tentative output, teacher helps analyze output difficulties and find their needs and barriers in learning. Finally, teacher sets the appropriate output objectives and output tasks according to the theme of each unit. Teaching objectives can be divided into communicative objectives and language objectives (Qiu, 2020). Language objectives must serve communicative objectives. In order to reduce the difficulty of completing the output task and increase students' confidence and sense of achievement, teachers can design several sub-tasks.

Face to Face with Hurricane Camille tells how the Koshaks, an ordinary family in Mississippi, the United States, fought against that devastating Hurricane Camille in 1969. Each unit in Advanced English of the author's department takes 8-12 teaching hours. The object of this teaching experiment is 22 juniors majoring in Business English. Before this, the author has implemented the preliminary basic teaching of the text content for three weeks with a total of 6 teaching hours, and the vast majority of students performed well in learning.

Motivating Process in POA theory is a process to stimulate students' learning initiative by trying output, which includes three steps: teacher presents communicative scenes; students try output; teacher explains teaching objectives and output tasks (Qiu, 2020).

The first, teacher presents communicative scenes. In motivating process, teacher designs output tasks to present real and communicative scenarios to students. The design of output tasks, on one hand, should be slightly higher than the real foreign language ability of students, so that students can see the hope of successful communication, and on the other hand, should also create "gaps" to stimulate their desire and enthusiasm for learning. This text contains a large number of descriptions of disaster brought by heavy winds and floods, so the author designs the output task of "description of disaster scenes" in one video *The Raging Planet---Hurricanes* in the form of oral presentation.

The second, students try output. First of all, the author introduced the general content of the video *The Raging Planet---Hurricanes* to the class, and played the video clips from the very beginning to 5minutes 59 seconds and 26 minutes 30 seconds to 32 minutes 29 seconds with the projector, which lasted about 10 minutes. Then the students were divided into three grades of "excellent", "average" and "poor" according to the difference of communication ability in English, and each student was invited to try to describe what he/she saw in the video. The results show that the students with strong communication ability can describe the disaster scenes in the video roughly, and can grasp some key scenes and use descriptive language to describe them in general, but the sentence pattern is too simple, the words are not precise enough, and the description is not detailed enough. Students with average communication ability can give a general description, but have difficulty in choosing vocabulary and sentence patterns, and even cannot complete the description. The poor students could only speak fragmentary words and failed in their attempts to fulfill the output tasks.

The third, teacher explains teaching objectives and output tasks. After the students tried the preliminary output task,

most of the students' attention was successfully aroused and they obviously felt the gap between their communication ability and the output task. As a result, their desire to learn was stimulated. The author organized a group discussion around the focus of *what are the obstacles in the current output task*, and let the students find out what is the difficulty in completing the output task. The following are typical feedbacks:

The lack of vocabulary makes me difficult describe it.

I don't know which word I should use to describe the disaster.

I feel easy to describe, but when I opened my mouth, I found I am in chaos and I don't know how to describe.

According to the feedback of students, it is difficult to complete the overall output task, so it can be divided into several sub-goals that are relatively easy to accomplish. In this way, students can gradually complete the overall goal. According to the students' output difficulties, the author further decomposed the overall goals of the unit. The overall goal of the output task is to describe destructive forces of hurricanes and how people prepare to fight against Hurricane. The sub-goals are the description of scenarios (description of trees, ocean, the sound they heard, the houses, etc.) when Hurricane comes, preparation work of local citizens (fasten the house, retreat to the inland areas, etc.), and relative terms about narration.

In this way, by reducing the difficulty of the task, students could follow the sequence of description from decomposed tasks to sub-goals, and then to the overall goal, and achieve the overall goal step by step.

B. Enabling Process

In the whole POA teaching process, enabling Process is the most important, the most complicated and the most difficult part. Wen Qiufang (2015) believes, "To complete a productive task successfully, there needs at least contents, language and discourse structure" (p. 49). The requirement of language enabling in POA theory is that students choose the language form required by the output task according to the input materials, and apply the target language to the output tasks. In terms of the output task of this unit, students' understanding of content comes from video materials. In addition, the decomposition step of the overall goal of the unit has provided the discourse structure of the output task in the form of oral presentation. Therefore, according to the principle of selective learning, the author set the enabling aim of this output task as the language form, namely words, phrases and sentence patterns.

1. Design of Enabling Activity

In the design of enabling activity, teacher mainly guides students to selectively absorb input materials. The enabling process in this classroom teaching is divided into three steps. The first step is to adopt the mode of "bundling learning" to input materials and enable the students to learn at the same time. The first gap that students face in output task is terminology about hurricane and disasters, which is a prerequisite for completing the sub-tasks. The input material in this step are: terms about narration (narration, background, conflicts, plot, characters, climax, protagonist, antagonist, etc.); terms about hurricane (Incipient hurricanes, typhoon, cyclone, diameter, the Beaufort scale, moist air and converging equatorial winds, thunderstorms, eye wall, rain bands, powerful, deadly, destructive, casualties, etc.), and preparation work (fasten, retreat, ride out, batten down, etc.)

From the observation of the author, students responded positively to the input material and received it well. In order to further understand the effect of the materials on solving the "gap" of students' output, the author randomly interviewed several students, and received feedback generally as "very helpful", and "reduced the difficulty of the task" and so on. This proves that the input materials correctly met the needs of students in the process of completing the output task, and the enabling effect of the language material is fully reflected.

The second step is to make students be familiar with the words, phrases and sentence patterns that describe disasters caused by hurricanes. POA theory insists that the supporting function of teachers should decrease with the increase of students' cognitive ability in the enabling process. Therefore, in this step, the author no longer directly provides students with the input materials needed to complete the overall task of the unit, but let them try to find out the content needed in the text to complete the communicative task, so as to improve students' sense of responsibility for learning and initiative to participate in classroom teaching activities. Therefore, the author designed a classroom activity.

First of all, the description of disaster caused by hurricane Camille in the text is classified. The first type is description of "attacks of hurricane", the second type is description of "house attacked", the third type is "description of characters involved in the story", that is, the behavior of people in the wind, their psychological description, etc. The fourth type is the description of the horrible sound of strong winds. 22 students of the class are divided into four groups, and each group get one task randomly. The student, who first found the relative descriptive words related to his/her group task, could tell the teacher the position of them in the text, and at the same time, the teacher guides other students to find relevant descriptions in the text and mark them. Then the next student did the same until all the input materials involved in the text has been found. The teacher controlled the duration of the activity, and the group that accurately found more and finished faster won. At the end of the activity, the author set up a test to classify, sort out and restudy the task in the form of filling blanks. The main purpose of this session is to help students deepen their memory, clarify their thoughts, and further clarify which materials can serve the output task. Since students are already familiar with the relevant input materials in this activity, the blank filling exercise is generally completed well.

The third step is output practice and checks. After students have completed selective learning, teachers can have students try output practice to check the degree and effect of language enabling. According to the progressive principle,

output practice should follow the sequence from “word” to “sentence” to “paragraph”, from “decomposition task” to “sub-goal” to “overall goal”. The author adopted the method of “group discussion plus individual presentation”, and each student in the group first tried to describe the scene when hurricane comes, and the damage caused by severe weather such as strong wind and rampaging flood). With previous input material as a support, this decomposition task is relatively easy. In the output attempt of decomposed task, basically all students can describe the required content, and some students with better foundation have very good output. This is followed by description of preparation work and destructive power of hurricanes, which completes the transition from decomposing tasks (sentences) to sub-goals (sentence groups). After group practice, 4 students were selected as group representatives to try the output of the sub-target, and other students recorded the language characteristics and language mistakes they reported orally. Through the preparation of decomposed tasks, the student performed well in the output practice of sub-targets. In a randomly selected sample, the author analyzed the student’s output performance to test the influence of students’ selective learning on language output, and found that the input material accounted for 29.8% of the text. It can be seen that the student has a good command of the input materials in the enabling stage and can use them in his own language output. Since the overall goal of the unit can be achieved by the combination of the sub-goals of “scene description”, “preparation description” and “character description”, without the need for new input materials and further selective learning as auxiliary and support, the author believes that the successful output of the sub-goals has proved that students have completed the output of the overall goal of the unit.

2. Summary of the Enabling Activity

Wen Qiufang (2015) points out the principles of enabling effectiveness: progressiveness, precision and diversity. The author will summarize how to ensure the effectiveness of this classroom teaching from these three aspects.

First of all, this enabling activity embodies the principle of progressiveness. Language learning has its own rules, and should follow the rule of progressiveness. In the whole enabling process, the teacher first provided hurricane-related terms in form of vocabulary, and the students’ cognitive difficulty in language processing of the input materials was relatively low. Then in the classroom activity, the students’ input materials were the phrase structure describing disasters caused by hurricanes, and the cognitive difficulty of language processing increased.

In the output practice, the difficulty is further increased from the sentence output of the decomposing tasks to the sentence group output of the sub-targets, and the cognitive process of “word, phrase, sentence, and sentence group” is realized. The difficulty of students’ processing of input materials is gradually increasing. In addition, in the process of selective learning, the teacher provides input materials for “bundled learning” at the beginning, and the students find the input materials needed for output in the text by themselves. Thus the supporting function of teachers gradually decreases, and the independent learning ability of students gradually increases.

Secondly, in this classroom teaching, accuracy of enabling activity is mainly reflected in two aspects. First, accurate input matches teaching objectives. All input information and enabling activities used are for output services, and all information that does not help output is not within the scope of teaching. Second, accurate input fills the “gap” of students’ output. Input information and enabling activities are aimed at the “shortcomings” of students’ output, which greatly improves the efficiency of students’ selective learning.

Finally, diversity of enabling activities is mainly reflected in input modes and input activities. There are three modes of classroom teaching, namely text learning, teacher’s explanation and video watching. In addition, in the input activity, the class as a whole participated in that activity. There are group discussions and individual presentations, and input activities are diverse in form and rich in content, which not only improves students’ interest and participation, but also greatly improves their learning efficiency.

C. Evaluating Process

The evaluating methods in POA theory include immediate evaluation and delayed evaluation. Although POA attaches more importance to delayed evaluation, since the output form of this classroom teaching is oral presentation, the author chooses immediate evaluation to check students’ output.

Firstly, the teacher determines the evaluation focus. After the group presentation, the author carried out a discussion among the groups to highlight the shortcomings of the oral output. The following are representative feedbacks in the mutual evaluation:

“The description is too general, as if not as vivid as that in the movie.”

“The expression is confusing and the train of thought is not clear.”

“Vocabulary is scarce. Although the main content is said, the words are always repeated.”

“It’s not specific and vivid enough, the effect is not as good as that in the movie.”

According to the output performance of the students and the feedback of the students, the author determined that the focus of the evaluation was the expressive effect of oral presentation.

Secondly, in the evaluating process, the teacher first listed vivid and exquisite sentences describing disaster in the text, and then organizes class discussion to guide students to think about the characteristics and expression methods of these sentences. Finally, the evaluation criteria are “use of rhetorical devices” and “increase of the detailed description of typical characters (actions, language, psychology, etc.)”. An attempt was made to reproduce under these two evaluation criteria, and it was found that their oral reports showed significant improvement in verbal expression.

The process of immediate evaluation is also a process of secondary enabling process. Through further selective learning of input materials, students improve the effect of output and maximize the value of input materials in teaching activities.

The effect of advanced English teaching under the guidance of POA theory has proved that students' classroom participation and learning efficiency have been significantly improved, and their language output ability has been improved, which helps to avoid the separation of learning and use in English teaching. These practical experiences have certain reference value for the reform of advanced English teaching.

IV. TEACHING REFLECTION

Firstly, the teaching experiment shows that the Advanced English Teaching based on POA theory is feasible in practical teaching. The atmosphere in classroom teaching is positive and students are enthusiastic about learning.

Secondly, POA theory can motivate students to study actively. Driving tasks stimulate students' learning enthusiasm. In the implementation process of POA theory, in order to promote the transformation of students' receptive knowledge into productive knowledge, create more opportunities to use language, divide the output task with communicative value into three small tasks, reduce the difficulty of output, and facilitate students to complete the output task smoothly.

Thirdly, POA theory challenges teachers' teaching ability and promotes the improvement of students' output quality and ability. In the teaching process, under the guidance and help of teachers, students' self-confidence is enhanced and they overcome the learning anxiety. According to the POA theory, the design of output tasks based on the theme of each unit gives full play to teachers' leading role. With output task as a driving force, teacher carefully chooses the listening and reading materials, guides the student to carry out selective learning, combines the input materials and output students, which promotes their learning, and at the same time saves time of classroom teaching and improves the teaching effect.

V. CONCLUSION

POA theory is a foreign language teaching theory suitable for China's national conditions, and its main purpose is to solve the problems of "low efficiency" and "separation of learning and application" in English teaching. In order to solve the existing problems in English teaching, the author tries to design the teaching process based on POA theory in classroom teaching. The teaching practice shows that students approve of POA-based English teaching and have a high degree of satisfaction with it. POA theory changes students' behavior, improves their learning autonomy, makes their classroom performance more positive and active, gives full play to their potential, and improves their learning ability. This paper makes a practical exploration of POA theory, enriches the research of English teaching and provides some theoretical and practical experience for English teaching. However, due to the preliminary attempt to study the application of POA theory in practical teaching, the teaching design, teaching evaluation and other aspects are still not perfect, and further in-depth and systematic research should be carried out in the future.

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An Analysis of Linguistic Discourses and Literary Techniques in Meena Kandasamy's Select Works

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Abstract—Language becomes the vulnerable person's first offensive weapon, one that will spark a debate, show shortcomings, and compel others to take sides. It is a fundamental medium for engagement and communication. It not only represents and interprets facts and observations, but it also has an impact on people's views and actions because it is an integral aspect of society's cultural conditions. As a result, the current research will concentrate on the language and linguistics aspects of notable Indian writer Meena Kandasamy and her well-known works such as *Touch* (2006), *Ms. Militancy* (2010), *The Gypsy Goddess* (2014) and *When I Hit You* (2017). The study's findings reveal that Kandasamy's work transcends the boundaries of postcolonial mobility and diversity by demonstrating the material and the subject matter's resolute tenacity, authenticity, and rawness.

Index Terms—authenticity, defense, language, linguistics, society

I. INTRODUCTION

In the world of literature, Indian English Literature has established itself as a distinct entity. Indian writing in English covers a broad array of topics. Indian writers – poets, novelists, literary critics, and playwrights – have made significant contributions to world literature from the pre-independence era. Since, this writing serves to represent cultural identity, custom, societal standards, and even Indian history through portrayals of Indian life and Indians living worldwide, current Indian English fiction has aimed to express the Indian reality of contemporary adversity. Beyond being a unique and outstanding, rather dynamic native flare – up of intellectuals, Indian Writing has matured into a new type of Indian culture and voice with which India frequently interacts.

One of the most notable features of Indian English writing is that the background is Indian, and the language, despite being foreign, has adapted to the needs of Indians. For instance, Rao abbreviates, “In recent times, India English as well as Indian Writing in English has got its own identity” (Rao, 2019). The growth of a substantial body of Indian literature in English demonstrates how Indians appropriate English for their own convenience and in accordance with aboriginal cultural contexts. The entry of everyday voices in multiple registers became a gateway to innovative linguistic expressions in Indian English literature, and this multilingual and multicultural version of English has gained its own identity. It is to these writers' credit that they have mastered the complexity of the language and internalized the hues and variety of the Indian subcontinent, overcoming the challenges of writing in a language other than English and establishing a distinctive style for themselves.

A number of recent Indian writers have made significant contributions to the literary canon. When it comes to Women's writing in English, several Women writers in India are making vast strides that maintain pace with the rest of the world. They were the pioneers in communicating to readers a wide range of native Indian issues, interposed by a strong feminist perspective. One such writer is, Meena Kandasamy, a notable Indian writer whose works has received prestigious awards and recognition around the world. She is one of the most eminent Indian writers of our time and undeniably one of India's most successful authors. Kandasamy's candour as a writer surpasses reader's wildest

expectations. According to Kandasamy, Language becomes the unarmed person's first weapon of offense, one that will start an argument, one that will expose flaws and inspire people to take sides.

As a writer, she differs considerably from other Indian women novelists in the context of open heartedness and frank narration. She is the last woman to care for what others say about her. Her style has a vivacity that breaks away from rigid writing conventions and breaks down traditional barriers in writing. Meena Kandasamy's poetic voice, which Anjum Hassan likened to a revelation, alternates between darkness of desperation and light of active rebellion states, "Meena Kandasamy is a feisty new entrant into the duck pool called Indian English Poetry" (Hassan, 2007). The primary objective of this research is to analyse the various narrative strategies and to assess the language style used by Meena Kandasamy in her renowned works. The study's novelty comes from the researchers' meticulous examination of Kandasamy's writings, which has never been done before, giving the current study more validity and uniqueness.

II. REVIEW OF LITERATURE

Damrosch characterizes a work of literature as changing when it moves from a regional to an international work (Wood, 170). World literature today encompasses works that transcend geographical boundaries and have an impact on people all around the world. These works not only convey authenticity, but they also employ a number of techniques, such as symbolism and surrealism, that have not been critically examined by other authors (Benjamin, 1999). What has arisen is a literary legacy that, in its quest to reestablish its group's integrity, provides a content and structure in contrast to the mainstream Indian literature. Subjugated societies can, however, challenge established patterns of writing by generating their own aesthetics and narrative practices if literature embodies the ideals of the group in which the narrative resides. According to certain critics, this occurs when what is deemed to have 'literary value' is rewritten in order to make visible what is considered to be other manifestations of agony (Sharma, 2021; Festino, 2015). In this approach, we identify adversity within our own community by transforming individuals into superheroes or saints, but we neglect the misery of those outside our ethical framework on two different levels: by failing to acknowledge their suffering and by failing to recognise their experiences as literatures. This can be related to the words of Morris (1996) where he states, "I would say that not all narratives count as literature" because, sadly, "[...] not all sufferings matter." One such category of literature is the marginalized literature, which not only challenges established canons, but also seeks to create new ones. It seeks to reject conventions and cultural norms that not only marginalise the daily voice, but also the voices of other oppressed communities, including women.

It tries to create a new paradigm, a new set of values that can be applied to the current cultural situation. This literature can be seen as part of the global postmodernist culture. It reveals a collective psyche of a community whose voice had been silenced throughout history (Nigam, 2000). The reality of this literature, like the language of this reality, is different. It emphasises the faithful depiction of the heartrending marginalized people's experience in terms as plain as possible, using the unrefined, impolite spoken language, the dialect that is peculiar to a region, wherever possible (Whitehead, 2009). In contrast to the rules of conventional standard literature, which focuses on objectivity and universality of literature, marginalized writing frequently emphasises subjective narratives (Brueck, 2011). Poetry, fiction, theatre, and autobiography are all examples. The plot, characters, and situations are all controlled by the idea. These writers have repeatedly asserted that the criteria used to evaluate mainstream literature are irrelevant to the study of marginalized literature. Limbale (2021) explains why separate aesthetics are necessary: "This kind of literature is not pleasure-giving literature. As a result, the aesthetics of narrative style cannot be based on standards that prioritise pleasure derived from beauty." It also rejects the classical aesthetic's purely artistic tradition, arguing that the depiction of the harsh realities of life cannot be judged by the same criteria that are used to evaluate artistic pleasure. All narrative elements—plot, character, and dialogue—in narratives are subordinated to the central thought or idea (Gajarawala, 2011).

III. METHODOLOGY

This section of the research looks into Meena Kandasamy's narrative techniques and linguistic strategies in relation to her renowned works. On the first hand, the genre of Poetry, according to Meena Kandasamy, is a response to the passive, unbiased, and shielded language of political statements, sociological writing, and journalistic writing. Poets like Meena Kandasamy have ventured to devise a woman's language through the realm of poetry in the endeavour to build one's own space. Kamala Das remarks, "Once again after long years of search I came into contact with the power of honest poetry when I was reading Meena Kandasamy's anthology" (Venkatesan and James, 2018).

According to Kandasamy, a woman's stillness should be broken by breaking forth in a torrent of speech. As a result, her narratives place her in a position of militancy. She revels in and derives twisted joy from debunking illusions that deny women, their freedom to live, learn, and to choose. Kandasamy proclaims, "I do not write into patriarchy. My Maariammas bays for blood. My Kali kills. My Draupadi strips. My Sita climbs on a stranger's lap. All my women militate. They brave bombs, they belittle kings. They take on the sun, they take after me" (Kandasamy, 2010; Saxena, 2015). She disputes the impression of sanctity and virginity associated with Sita or Draupadi. These historical women, such as Sita or Draupadi, are no longer "gendered subalterns" in Kandasamy's writings, but free thinkers and rebels. This suggests that these are not silent or dominating voices; rather, they are new voices emerging from the margins of

society, where language is changing and growing at the same time. It reveals a community's collective consciousness, whose voice had been silenced throughout history. She continues to say:

Yes. Poetry, it is raw. It is real. It is full of jagged edges. My poetry is naked, my poetry is in tears, my poetry screams in anger, my poetry writhes in pain. My poetry smells of blood, my poetry salutes sacrifice. My poetry speaks like my people, my poetry speaks for my people (Kandasamy, 2010).

The caustic poetry, which is loaded with sharp cynicism, not only shocks or exasperates the readers, but also challenges them to reconsider time-honored myths and conventions that are at the heart of Indian culture. Her poetry is written in a deliberately gloomy and perilous tone, as the verses passionately slay patriarchal stereotypes. Such distorted language deviates from the traditional pattern of linguistic structure used in the portrayal of women. The prevalence of semiotic flux renders poetry's language fluid, poetic, and subversive, foreshadowing social transformation. Kandasamy, in *Ms. Militancy* writes "This tongue allows me to resist, rape, to rescue my dreams. It is not man-made...My language is dark and dangerous and desperate in its eagerness to slaughter your myths" (Kandasamy, 2010).

It is apparent in most of her works that she promotes feminism through authoritative words and the style of writing. For her, writing appears to be a kind of freedom and resistance. Kandasamy's use of discourse concretizes her desire to express and fight for non-dominant women: their desires, dreams, autonomous ideas, and speaking for themselves rather than being continually spoken for or of by the patriarchal conventional order and their male counterparts (Pratibha, 2017). Her language is so scathingly effective that it has developed into an intricate yet a blatant tool of political opposition stand out. Kandasamy in an interview with Shobha Warrier asserts that, "The poet in me will not exist without the activist in me. Even my love poems are obscurely political. Writing lets me be an activist" (Warrier, 2012).

Similarly, Kandasamy's *When I Hit You* (2017), which was shortlisted for the Women's Fiction Prize, the UK's most prestigious prize for women writers, focuses on women's empowerment and addresses women not to tolerate anything that obstructs their progress. For this purpose, she has incorporated her own autobiographical narrative of her horrible wedding experience and how she was freed from the shatters of the patriarchal system into the narrative, providing readers with a true image and the intensity of abuse behind closed doors rather than just depicting fictitious characters. She encourages women who are trapped in an abusive relationship to leave the relationship without regard for societal restraints and to lead their lives on their own. She says: "A Woman being abused can mostly trust only one person for help. Herself" (Kandasamy, 2017).

Meena Kandasamy's poetry is not just about women experiences; she speaks for the entire community that has been marginalised by society's dominating elements (Jacob, 2018). She uses various techniques to her poetry for which she can be aptly called an outstanding poet, who transforms poetic themes into prose in order to locate her own writing as a sort of generating meaning. For instance, the poem titled "Liquid Tragedy: Karamchedu 1985" published in the poetry collection *Touch* exemplifies this very well:

Buffalo Baths. Urine. Bullshit
Drinking Water for the Dalits
The very same Pond.
Practice for eons.
A bold Dalit lady
dares to question injustice.
Hits forth with her pot. Her indignation
is avenged. Fury let loose. Violence. Rapes.
Killings. Self-seeking politicians shamelessly
consult History—"If there was a way out then,
there shall be a way out now." Succor arrives with
Esteemed Father of our Nation. His Samaadhi speaks:
If Harijans don't get water in this village, let them
set on a sojourn elsewhere. The rotten example
is obeyed. Casting behind cruel memories
Dalits exit—wary of the persecution
And wander all over the nation.
Again, a Dalit Exodus.
Total Surrender.

The essential theme of Kandasamy in this poem is raw and outwardly unrestrained works are active resistance or revolutionary activism, the language that seeks to assess what needs to change and resolve issues (Arora, 2020). Accordingly, this poem illustrates the true and horrible incident of a massacre happened in Karamchedu, Andhra Pradesh. Her unfettered flow of words without regard for customary rules, as well as the shape in which she coins the poem, demonstrates her rebellious attitude in the fight for equality. The technical innovations she introduces in the style of poetry appear to suit her rebellious personality flawlessly.

Primarily, the writings of Kandasamy make irregular use of vernacular words that place the work in a distinct spatial and cultural location, as the author admits to using Taminglish instead of English. Kandasamy employs English

language as a medium to demonstrate the culture of her homeland, India, to international readers. She expresses this in a poem titled "Mulligatawny Dreams":

i dream of an english
full of the words of my language.
an english in small letters
an english that shall tire a white man's tongue
an english without the privacy of its many rooms
an english with suffixes for respect
an english with more than thirty six words to call the sea
an english that doesn't belittle brown or black men and women
an english of tasting with five fingers
an english of talking love with eyes alone (Kandasamy, 2006).

This poem is a clash of linguistic realities; the author wishes for an English that functions like the language of Tamil. She conjures forth the essence of the land with no capital letters and substantial tamil imagery. She portrays Tamil as a language rich in peculiarities, idiosyncrasies, elegance, and romanticism. Through this it is very well apparent that Kandasamy's works are works of World Literature because, by taking on the role of a conscientious social poet aware of her historical responsibility, she writes a creative lyrical verse that not only critiques ubiquitous forms of subordination, but also fervently hopes for yet-to-be-born future prospects (Alwar, 2016). For instance:

We will rebuild / worlds from shattered glass / and remnants of holocausts. Once impaled for our faith / and trained to speak in voiceless whispers / we'll implore / you to produce the list / from hallowed memories / of our people disgraced/ as outcastes / degraded / as untouchable
So / now/ upon a future time/ there will be a revolution. It will begin in our red-hot dreams that surge that/ scorch that / scald that sizzle like lava / but never settle down never / pungently solidify (Kandasamy, 2006).

The above poetic lines from the poem "We Will Rebuild Worlds", demonstrates the shift from first person narration, 'I,' to first person plural, 'we,' emphasizing the interconnectedness between the individual and the society in an explicit manner. Kandasamy's poetry straddles the line between India and the rest of the world. Her poetry is effectual and meaningful, and it is ingrained yet worldwide.

Kandasamy distinguishes herself as an extraordinary writer in narrating the history of a true massacre in her documentary *The Gypsy Goddess* by her stunning use of language. *The Gypsy Goddess* chosen as the Independent newspaper's debut of the year and was nominated for several awards, including the International Dylan Thomas Prize is a powerful, lyrical account of Kilvenmani and its aftermath that defies many established rules while remaining brutally true to its original concept – recounting a horror that had been relegated to non-existent pages in mainstream Indian literature (Muralidharan, 2018). It has also been translated into several languages all over the world.

In this novel, Kandasamy's linguistic discourse deviates from the standard story or plot framework. Her stories are incredible, legendary, and full of complicated tales of ordinary people who have lived and thrived in implausible, almost miraculous ways. Kandasamy's distinctiveness and talent reside in her narrating approach. Alternative narrative, first and third person narrative, stream of consciousness approach, narrative in the form of letters and diaries, myth, and magical realism are some of the literary styles she has utilized in her novel. The author employs concept of 'Heteroglossia,' by Bakhtin which refers to a type of speech in which multiple diverse voices coexist within a single language. Moreover, Bakhtin himself defines Heteroglossia as "another's speech in another's language, serving to express authorial intentions, but in a refracted way" (Bakhtin, 2017). Similarly, Kandasamy employs a variety of voices in her writing, including Gopakrishna Naidu, Maayi, Ramalingam, Ratnam, and the author herself, to mention a few.

Kandasamy achieves realism in the realm of her narrative like *our thalaivar*, our village headman; *thannikkaarar*, the watermen; *Saanippaal*, Cowdung mixed with water; *Mirasdars* – land owners; *Cheri*, slum; *Vellaikkaaran* – foreigner, *Burma arisi* – a special type of rice cultivated in Tanjore, India. She explains not just the meanings of specific regional words, but also the meanings of complicated sentences and expressive expressions, enabling her national heritage to be known to a global audience. For example, *Kaalula neruppa kattikittu odanum, adhunaala thappichom*, We escaped because of our flaming feet." She even employs mythologies like the "notorious, anklet-wearing vampire," as well as proverbs such as "...the crow who attempted to walk like a swan never managed to mimic its grace, instead he lost even his natural gait," give the anecdote a regional feel.

Kandasamy's narrative rhetoric and conversations emerge through the interaction of cultural reunions as they are coded in reader behaviour and languages in evaluating the text's meanings (Bhadras, 2018). She uses a variety of inquiries as a postmodern strategy to arouse passive readers and cause them to reflect and question about world events. "*The Gypsy Goddess*" is fragmentary, non-linear in space and time, self-reflexive, and unconventional in every sense. Within a larger discourse on novelistic writing, the author displaces her own re-framing of the novel. Rather, the novel frames historical events as a commentary on the novelist's work, conveying the reader, interfering with the story, and anticipating potential oppositions to her writing. She constructs an image of her readers with her choice of words by first questioning them, compelling them to think for themselves. This can be seen in the following passage where she writes:

Why can't you follow a standard narrative format? If the reader wanted a straight, humourless version of the events that surrounded the single biggest caste atrocity in India, she would read a research paper in the Economic and Political Weekly or a balanced press report. If the reader wants to understand the myriad landowning patterns in the Tanjore District, she will read an academic treatise ...For all my shortcomings, I will not force you to follow any linear or non-linear logic where hate travels along a lattice-bridge and arrives a predestined location (Kandasamy, 2014).

On the other hand, Kandasamy writes non stop without any pause illustrating the plight of the victims. The two page long narrative of the massacre is hurled in one long sentence that lacks pauses about which Dolores Herrero observes that the "...distorted grammar is a laudable attempt to pay respect to the incommensurable anguish experienced by those traumatized survivors..." (Herrero, 2017). The discovery of new linguistic possibilities, challenges dominant ideologies by subverting established practices. She expresses her defiance through her language. She uses a variety of strategies to make her and her novel stand out. When questioned in an interview, What happened to a novel's rules?, for which Kandasamy claims "are hanging on [her] clothesline over there" (Kandasamy, 2014). She goes on to state that she deliberately chose not to seek praise, recognition, or prizes with her work but to strive for a humanitarian cause. Thus, Meena Kandasamy succeeds in using language as a tool to sow awareness, distinctiveness, and a dynamic and changing perspective to reality in the minds of her readers.

It is evident that Kandasamy feels that poetry entails a "pressing responsibility to ensure that language is not at the mercy of the oppressors" (Herrero, 2017). The ways of the status quo, on the other hand, are subtle, and Kandasamy recognises that a socially astute poet must be true to herself in order to be an authentic rebellious voice and confrontation. Her writing reveals the boundaries of postcolonial mobility and multiculturalism by revealing the obstinate firmness, if not exacerbation, of binary forms of authenticity in the face of uneven globalization (Menozzi, 2020). The main influence is a proof that a marginalized group can become militant, creative, and progress in an adversarial society. Kandasamy's narrative thus enforces a deeper confirmation that is expressed not as abandonment and diversion through mobility, but as a stern firmness to assume responsibility for a common cause (Herrero, 2017).

IV. CONCLUSION

The present study abbreviates language and linguistics aspects of Meena Kandasamy's notable works. The texts are analysed in terms of ideologies and theories proposed by eminent theorists. As a result, the study's findings conclude that Kandasamy's investigative writings enable him to tackle readers with murder, awful hostility, blatant discrimination, and an unfair and intolerable reality that no classic realist novel could have illustrated with such sensitivity, allowing readers to become a part of the victim's and his or her community's historical understanding. The research, though discussed extensively, has some limitations. This study deals with the linguistic aspects, onomastics, morphology, dialect and unique narrative techniques in the works of Meena Kandasamy, excluding other potential themes portrayed in her works. The limitations of the present study give scope and recommend for the auxiliary studies that the future research can be carried out in the areas of feminism, equality, violence, emancipation and so on.

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A Study on Functional Equivalence in Translation of Lyric Prose — A Case of *Autumn in Peiping* by Zhang Peiji

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Abstract—The Functional Equivalence Theory put forward by Eugene Nida, an American translation theorist, notes that translation is a process of using the closest and most natural equivalent in the target language to reproduce the information of the source language. It emphasizes the equivalence of information content and form, and prose translation aims to convey information and reproduce the style of the source text. Therefore, the Functional Equivalence Theory has great application space in the text analysis of prose translation. In this paper, the author discusses how to apply the theory of Functional Equivalence to the translating of modern Chinese lyric prose into English. Taking *Autumn in Peiping* translated by Zhang Peiji as a case study, the author of this paper explores how the translator achieved equivalence in lexical, syntactical and stylistic aspects on the ground of citing typical examples. The method of qualitative research is used in this paper. In the framework of the Functional Equivalence Theory, the author tries to analyze and evaluate how word choice, sentence structure and style function in conveying the meaning of the source text. It is found that the theory of Functional Equivalence is of guidance in analyzing the translation effect of *Autumn in Peiping*. Lexically, equivalence is realized through correspondence, non-correspondence and zero in semantic translation. Syntactically, the translator used different sentence structures and cohesive devices to convey the intended meaning. Stylistically, some workable strategies are adopted to deal with translation difficulties in expressive function and aesthetic appeal.

Index Terms—functional equivalence, *Autumn in Peiping*, lyric prose

I. INTRODUCTION

Autumn in Peiping is a Chinese prose written by Yu Dafu, a famous modern Chinese novelist, proser, and poet, in August 1934. It is a text of more than 1,500 words to present readers a “clean, serene and melancholy” autumn. With a total of fourteen paragraphs, it can be divided into three parts. At its beginning and end, Yu Dafu compared the autumn in the North with that in the South to show that he liked autumn in Beijing better. The middle part describes the colorful autumn scenery of the former capital. Writing techniques of narration are woven with those of description and discussion. Parallel structures are employed to depict the natural scenery in autumn. Images of locust tree, cicada, rain and fruit tree are presented here. Happy morning, fallen petal traces, chirping cicadas, urban idlers, autumn fruits unfold before readers. This prose contains deep love for the one-time capital and the motherland, and the author attempted to arouse people’s pursuit of beauty and love for the motherland. Its language is precise and well-organized, with the expressive force of dynamic and static combination. It reflects the cultural characteristics of North China, and its language is of great aesthetic appealing. Yu carefully selects unique images with autumn characteristics and uses various rhetorical devices to describe them. The blending of scenes and emotion is the mainly adopted writing technique and it is a good combination of life attitude and description of scenes.

Professor Zhang Peiji, a famous translator and distinguished scholar in China, has contributed quite a few articles to the column of “Self-study of Translation, Chinese-English Translation Practice” of *Chinese Translators Journal*. The consensus of opinion for a long time has accepted those articles as supreme in the circle of translation. Translators are in their unanimous praise of them, for they are natural and fluent and they are of highly literary value, fully reflecting the philosophy of the translator in view of translation. Many readers and translation devotees have benefited a lot from them. Later, his translations were collected and published in *Selected Modern Chinese Essay*. They provide much guidance for Chinese scholars who are interested in studying translation theories and techniques. The English version of *Autumn in Peiping*, taken from *Selected Modern Chinese Essay*, is translated by Zhang Peiji. It is a masterpiece which is acknowledged to be such by all the best critics in the world of the translation of Chinese modern lyric prose. In this paper, the author tries to make an analysis of the translation of *Autumn in Peiping* translated by Zhang Peiji in the framework of the Functional Equivalence Theory put forward by Eugene Nida with the purpose to provide some practical translation strategies for the English translation of modern lyric prose works in China through an in-depth discussion of how equivalence is achieved in the translated *Autumn in Peiping* in lexical, syntactical and stylistic aspects in hope of promoting the intercultural communication between China and the English world.

II. LITERATURE REVIEW

A. Functional Equivalence Theory and Translation

The Functional Equivalence Theory (FET) is developed from the Dynamic Equivalence Theory. Since the 1950s, Nida began to use the theory of Dynamic Equivalence to guide the practical work of Bible translation (Tan Zaixi, 1999, p.XIX). In 1964, Nida emphasized the concept of “dynamic equivalence” in his book *Toward a Science of Translating*. The influence of Nida’s theory slowly grew. In Germany, Wolfram Wilss published *The Science of Translation: Problems and Methods* (1982). The theory of Translation Science dominated the teaching of translation at the University of Saarkand, a training base for translators in Germany (Guo Jianzhong, 1999, p. 69). In the United States, Nida’s translation theory was used in some textbooks and more and more people showed interest in it.

However, some scholars showed different opinions to the Functional Equivalence Theory. Susan Bassnett-McGuire pointed out in *Translation Studies* (1980) that Nida’s equivalence theory is too lax and with the drawbacks of free translation (ibid, p.78). Peter Newmark believed that topics such as translation equivalence and translation unit should be abandoned because they are either too theoretical or too random (Tu Guoyuan and Liao Jing, 2001, p. 42).

In 1986, Nida formally proposed the concept of Functional Equivalence in *From One Language to Another: Functional Equivalence in Bible Translation*. It is controversial whether Functional Equivalence theory is only applicable to Bible translation. W. Wilss (1982) pointed out that translation equivalence could not be included in general translation theories, but could only serve as a part of specific translation theories, which was targeted at specific texts, or even only applied to single text (ibid, p. 42). In *An interview with Dr. Eugene Nida*, published in the second issue of *Journal of Foreign Languages* in 1998, Nida made explanation for this question. He replied that his principles of translation had been formed long before the Bible translation (1998, p. 2). In other words, Functional equivalence is not only based on biblical translation. It can also apply to the translation of other genres. He also pointed out that biblical translation and non-serious literary translation are generally similar in terms of translation purposes and translation methods, both aiming at delivering the basic meaning of the original text and serving the readers (Ni Wanhui, Yang Yin, 2004, p. 34). Therefore, Functional Equivalence theory is applicable to prose translation.

B. Prose Translation and Functional Equivalence

Prose translation is an important part of literary translation. In the past ten years, 577 papers have been published on the topic of “prose translation”. Of them, Zhang Peiji’s translation studies and translation aesthetics are the two main research directions. In *On rhythm in prose translation*, Yu Dong and Liu Shicong (2014) studied the composition and aesthetic function of rhythm in English and Chinese prose, and the reappearance of rhythm in English and Chinese prose in translation. They found that “English and Chinese prose rhythms have different aesthetic pursuit ways” and “to strengthen the text emotion, promote the theme of thinking” (ibid, p. 96) are the goals of English and Chinese prose rhythm. In 2015, Zhou Lingshun published *Beauty and truth in prose translation on Chinese Translators Journal*. She took the Chinese translation of *My Life’s Sentences* as the research object and pointed out that the key to improving the quality of prose translation is to lay a solid foundation of bilingual skills (Zhou Lingshun, 2015, p. 117).

There is small number of studies on lyric prose translation, whose research directions include prose poetry, prose English translation, translation aesthetics, stylistics, translation quality assessment, etc. in recent ten years. Lv Gui (2010) evaluated the quality of the English translation of the lyric prose *Autumn in Peiping* based on the translation quality assessment model of systemic functional linguistics, and found that the conceptual and interpersonal meanings of the study text were intermixed, and the evaluators’ judgments on the deviation cases and the quality of the translation were subjective. Li Jiaojiao (2013) explored the aesthetic elements in the lyric prose of modern prose masters and their most widely accepted English translation versions from the perspective of formal system and non-formal system.

The Functional Equivalence theory has a certain guiding significance in literary translation and prose translation. Zhang Juan (2011), under guidance of the theory of functional equivalence, took *Selected Modern Chinese Essays* rendered by Zhang Peiji as the research object, and discoursed on the retention, loss and change of idioms in prose translation when they are translated from Chinese to English. Wang Linhai and Shi Yanting (2014) took the translation practice of *Modern Saudi Arabian Literature Narrative Art* as an example to discuss the guiding role of Functional Equivalence theory in the processing of linguistic forms and cultural factors in literary translation. They found that the application of functional equivalence theory, combined with translation strategies such as literal translation, augmented translation and transliteration, is conducive to improving the quality of literary translation.

Previous studies have shown that literary translation and prose translation have certain research value, and the Functional Equivalence theory has a certain guiding significance for translation analysis. Lyric proses of various times in China are important texts to understand Chinese culture and its historical development, and the study of its translation is worthy of note. The Functional Equivalence theory provides a feasible framework for the study of this kind of text. Therefore, under the guidance of the theory of Functional Equivalence, this paper is to study the translation methods and techniques adopted by Zhang Peiji in *Autumn in Peiping*. The author will summarize Zhang’s translation techniques in the lexical, syntactic and stylistic aspects. Though she is a beginner in the field of translation study, she wishes to help readers to have a better understanding of the beauty, charm and translation style of Zhang Peiji in translating the modern Chinese prose.

III. EQUIVALENCE ACHIEVED IN THE TRANSLATION OF *AUTUMN IN PEIPING*

Three aspects of the Functional Equivalence Theory are: lexical equivalence, syntactic equivalence and stylistic equivalence. Lexical equivalence is the basic embodiment of content equivalence. Semantic correspondence, semantic non-correspondence, and semantic zero are related to the referential meaning and the associative meaning discussed in the book *From One Language to Another* (1986). Syntactic equivalence reflects three levels of the process of analyzing symbolic meaning, in terms of the subject, predicate and sentential structure. Stylistic equivalence is concerned with whether the translation can exhibit the lyric prose features of the source text. Whether the expressive function and aesthetic appeal of lyric prose are maximized in a translation is the ultimate test of equivalence of content and form between the source text (ST) and the target text (TT).

A. Lexical Equivalence

According to Chen Hongwei and Li Yazhou (2010, p. 32), there are three types of Chinese-English word meaning relationships, namely, semantic correspondence, semantic non-correspondence, and semantic zero. These three categories are both related to the referential meaning and the implied meaning of words. Referential meaning refers to the “exact and literal meaning of a word” (Lu Guoqiang, 1999, p. 117). As shown in *Oxford Concise Companion to the English Language*, implied meaning refers to the emotional and associative meanings contained in a word.

1. Semantic Correspondence

Although different regions have different cultural backgrounds, there are some commonalities between languages, and the meanings of some words are equivalent, due to the similarities between the ecological environment on earth and human cognition of the objective world. Semantic correspondence can be discussed from two aspects. Some Chinese words have only referential meaning without specific reference context, and the translator chooses equivalent words in English to translate them. For example, Zhang Peiji (2007, p. 158) employed “autumn”, “air” and “sky” to translate the terms “秋天”, “空气” and “天” in the source text.

However, some words have both referential meaning and implication meaning. In such cases, a translator tends to employ the approach of free translation on the premise of understanding the original text to achieve lexical equivalence. Here is an example:

(1) ST: 一个人夹在苏州上海杭州, 或厦门香港广州的市民中间, 浑浑沌沌地过去...(ibid, p. 158)

TT: While muddling along all by myself among the urban dwellers of Suzhou, Shanghai, Xiamen, Hongkong or Guangzhou... (ibid, p. 162)

The expression “浑浑沌沌” in Chinese refers to a state of confusion. In the source text, the author is describing how he felt about autumn in the south of China, so as to point up his yearning for autumn in his hometown. Instead of choosing *haze* or *befuddled* as a word that can describe befuddlement for translation, the translator discovers the author’s potential true purpose in using the word and chooses “muddle along” as the translation version. The phrase *Muddle along* is defined as to continue doing something without any clear plan or purpose in *Oxford Advanced Learner’s English-Chinese Dictionary* (Hornby, 2018). The translator understands that the author has used the word “浑浑沌沌” not only to describe his aimless wandering among the crowd, but also the author’s own idle life in the south. In terms of word selection, the translator accurately grasps the referential and implicit meanings of the words adopted by the author, and the translation realizes the information and expression functions of the words.

2. Semantic Non-Correspondence

In most cases, semantic non-correspondence is such a situation, where the referential meaning of the word in the source language is consistent with that in the target language, but the implied meaning is different. “青” and “blue”, “细腻” and “fine”, “清闲” and “quiet” serve as good examples to illustrate such cases.

(2) ST: 一层雨过, 云渐渐地卷向了西去, 天又青了, 太阳又露出脸来了...(ibid, p. 159)

TT: Soon when the rain is over, the clouds begin gradually to roll towards the west and the sun comes out in the blue sky” (ibid, p. 163).

“青” is used to talk about the state of the sky after rain. In terms of its implication, the color word highlights the bright and clean sky without dark clouds after rain which brings refreshing feeling to readers. However, the fact is that the color of the sky does not turn cyan after rain has given it a wash. Taking the context into consideration, the translator correctly understands the meaning of “青” (Its literal meaning is “green”) and uses the word “blue” to depict the sky to show its clear and blue state after rain. “Blue” means having the colour of a clear sky or the sea on a clear day, which shows that the sky is not pallid. Therefore, “青”(green) is translated into “blue” according to the context of the ST. It is a case of semantic non-correspondence in translation.

(3) ST: 灰土上留下来的一条条扫帚的丝纹, 看起来既觉得细腻, 又觉得清闲...(ibid, p. 159)

TT: ...you will discover countless lines left by his broom in the dust, which look so fine and quiet...(ibid, p. 163)

“细腻” and “清闲” describe the scene of broom marks on the dust in the source text, and also convey the author’s perception. The translator did not equate the word “细腻” with *sensitive*. With the same referential meaning, the two

words here have different connotations. “细腻” refers to very delicate broom traces. Obviously, the word *sensitive* does not fit the context and fails to accurately convey the author's feelings about the scene. The word “fine” has the following interpretation in dictionary: “attractive and small or thin”, “very thin or narrow”, “used to say you are satisfied with something”. The use of it by the translator not only shows the objective description and attraction of broom marks, but also expresses the author's comfort in that scene.

The corresponding results of the referential meaning of “清闲” in A New Century Chinese-English Dictionary (Hui Yu, 2004) is *at leisure* and *idle*, but the translator uses “quiet”. The word “清闲” is not to express the state of leisure, but to highlight the quiet environment. The word “Quiet” not only represents the environment without much noise, but also reflects that the author enjoys autumn without being interrupted. The choice of words in the translated text reproduces the tranquil picture formed by the interaction between people and environment in the source text.

3. Semantic Zero

“The absence of meaning of words is the result of the absence of cultural phenomena” (Chen Hongwei and Li Yazhou 2010, p. 35). There are differences between Chinese culture and English culture. Those Chinese words representing the unique Chinese culture might have no corresponding words in English, thus forming the phenomenon of zero referential meaning and zero implicative meaning. Some examples are given in the following.

(4) ST: 不过在中国, 文字里有一个“秋士”的成语, 读本里又有着很普通的欧阳子的秋声与苏东坡的《赤壁赋》等...(ibid, p. 160)

TT: However, judging from the Chinese idiom *qiushi* (autumn scholar, meaning an aged scholar grieving over frustrations in his life) and the frequent selection in textbooks of Ouyang Xiu's *On the Autumn Sough* and Su Dongpo's *On the Red Cliff*... (ibid, p. 164)

In example (4), there are some typical expressions which are Chinese culture-related, which suggests that it is difficult for a translator to find their exact equivalents in English. Such expressions are “秋士”, “欧阳子” and “苏东坡”. “秋士” is an ancient Chinese term, literally meaning “autumn scholar”. If it is translated as “autumn scholar”, the readers will feel puzzled about its meaning in the context. To convey its meaning in a clear way, the translator employed both approaches of transliteration and annotation. He used “qiushi” (a romanised alphabet called Chinese pinyin) to translate the term “秋士”, thus keeping its Chinese characteristic, and he explained its connotation by giving an annotation (autumn scholar, meaning an aged scholar grieving over frustrations in his life). In this way, the translator not only retains the characteristics of the Chinese language, but also introduces the cultural connotation of the word to the reader by adding in-text annotations. “欧阳子” and “苏东坡” are two well-known figures who enjoy great popularity in the circle of Chinese literature. They lived in the Northern Song Dynasty of China (960-1127AD). Transliteration of Chinese pinyin is employed in this case, so “Ouyang Xiu” and “Su Dongpo” appear in the TT as shown in the example. There is no doubt that such translation reflects the translator's respect for the Chinese language and culture, and at the same time it may add something new to the target language.

(5) ST: 比起北国的秋来, 正像是黄酒之与白干, 稀饭之与馍馍, 鲈鱼之与大蟹, 黄犬之与骆驼。(ibid, p. 161)

TT: Southern autumn is to Northern autumn what yellow rice wine is to kaoliang wine, congee to steamed buns, perches to crabs, yellow dogs to camels. (ibid, p. 165)

“黄酒”, “白干” and “馍馍”, three words with Chinese characteristics, are all translated in a free way, which effectively conveyed the cultural connotation to the readers. “黄酒” is a specialty of the Han nationality in China. It is made from glutinous rice and its color is mostly yellow. The translator translated it into “yellow rice wine”, which not only presents the appearance of the wine, but also points out the source of the raw materials of the wine and highlights the uniqueness of the wine. “白干” refers to Hengshui Laobaigan Liquor, which is made from high-quality sorghum as raw material, pure wheat koji as starter culture and fermented in the ground jar. The translator accurately understands the reference object of “白干” and translated it into Kaoliang wine, which is convenient for readers to form a memory of this Chinese word and have a preliminary understanding of the production principle of this wine. “馍馍” is another name for “馒头”, a type of food made from fermented flour. Its translation “steamed buns” vividly reproduces the image of “馍馍” and helps readers to have a visual association with Chinese food. When the translator deals with the translation of these three words, he does not simply translate literally, but cleverly transliterates them in combination with the Chinese cultural context and the acceptance of readers.

B. Syntactical Equivalence

“Syntax is the study of the rules governing the ways different constituents are combined to form sentences in a language, or the study of the interrelationships between elements in sentence structures” (Hu Zhuanglin, 2011, p. 73). “The syntactic function shows the relationship between a linguistic form and other parts of the linguistic pattern in which it is used” (ibid, p. 81). Function names typically are subject, predicate, object, modifier, complement, etc.

The differences between Chinese and English sentences are mainly reflected in subject and predicate. Chinese, with syntactic feature topic-prominence and parataxis (which emphasizes the hidden logical association and meaning association), has flexible grammatical construction. Different types of words, which are often implicit, can be used as subjects of Chinese. Sentences with no subject appear in Chinese frequently. Chinese predicate components are

complex, not dominated by subject, without personal, tense, number changes.

On the contrary, English, a subject prominent language, characterized by hypotaxis, which emphasizes the formal cohesion of the relationship between sentence elements, such as the singular and plural of English nouns, the tense and voice of predicate verbs, the relative pronouns connecting main clause and subordinate clause, and the conjunctions of compound sentences, have strict grammar requirements. English subjects are prominent and easy to be recognized. Only a noun or nominal phrase can be used as subjects. English predicate is absolutely subject to the subject, and its person, number must be consistent with those of the subject. It has the change of person, tense, number and voice.

Subject and predicate are not only syntactic functions, but also internal structural features of sentences. In addition to the variations in sentence internal structure, differences in Chinese and English syntax are expressed in terms of sentential connection. Most Chinese sentences have no explicit logical connectives and the sentences are loose. However, most English sentences are connected by explicit logical connectives and the sentences are complete and tight. The following three aspects of syntactic equivalence will be discussed in terms of the determination of subject, the choice of predicate and cohesion and coherence in sentence groups:

1. Topic-Prominence Vs Subject-Prominence

In the process of translating, the translator determines the subject of the target text mainly by means of three methods: taking the subject of the original text as the subject of the target text; Adding subject in the target text; Redefine the subject in translation. For instance, “北国的槐树，也是一种能使人联想起秋来的点缀” (Zhang Peiji, 2007, p. 159)

(Locust trees in the North, as a decorative embellishment of nature, also associate us with autumn (ibid, p. 163). The translator adopted the subject “槐树” in the original text as the subject “Locust trees” in the translation. The last two methods of subject determination are illustrated with examples below:

(6) ST: ①一个人夹在苏州上海杭州，②或厦门香港广州的市民中间，③浑浑沌沌地过去，④只能感到一点清凉，⑤秋的味，⑥秋の色，⑦秋的意境与姿态，⑧总看不饱，⑨尝不透，⑩赏玩不到十足。(ibid, p. 158)

TT: While muddling along all by myself among the urban dwellers of Suzhou, Shanghai, Xiamen, Hong Kong or Guangzhou, I feel nothing but a little chill in the air, without ever relishing to my heart's content the flavour, colour, mood and style of the season. (ibid, p. 162)

The translator splits the original into two parts in translation. The first half of the original sentence, ①②③, describes the scene of the author's shuttle in the crowd in the south of the Yangtze River in autumn, and the second half covers the rest. The subject of ① is “一个人”。④⑤⑥⑦⑧⑨⑩ expresses the author's feelings about the autumn of the South. ③④⑧⑨⑩ are sentences without subject. In the translation corresponding to ④, the translator added the subject “I”, and removed the subject “一个人” of ①, taking “I” as the subject of the whole idea group. This approach cleverly connects all the actions and movements of the author in the original text, namely, “夹”，“过去”，“感到”，“看”，“尝” and “赏玩”，which combines objective scene description and subjective emotion into one long sentence.

(7) ST: ①这秋蝉的嘶叫，②在北平可和蟋蟀耗子一样，③简直像是家家户户都养在家里的家虫。(ibid, p. 159)

TT: Because of their ubiquitous shrill noise, these insects in Peiping seem to be living off every household like crickets or mice. (ibid, p. 163)

There are two subjects in the original text, one is the “秋蝉的嘶叫”，the other is the hidden subject “秋蝉” of ③. During the course of translating, the subject of the target text is “these insects”，and “秋蝉的嘶叫” is treated as a prepositional phrase with a causal relationship. By the redetermination of the subject, the translation avoids the repeated appearance of “秋蝉” in the sentence, which accords with the conciseness requirement of English.

2. Determination of Predicate

It is seldom that the predicate in Chinese is used as the predicate in English in translation. In most cases, the translator not only needs to consider English grammatical norms, collocation habits and logical relations, but also needs to judge whether the translation can convey the textual meaning and semantic relevance of the source text, so as to re-choose the appropriate predicate.

(8) ST: ①我的不远千里，②要从杭州赶上青岛，③更要从青岛赶上北平来的理由，④也不过想饱尝一尝这“秋”，⑤这故都的秋味。(ibid, p. 158)

TT: To enjoy its atmosphere to the full in the onetime capital, I have, therefore, made light of travelling a long distance from Hangzhou to Qingdao, and thence to Peiping. (ibid, p. 162)

The predicate in the source text is counted to two, which is “赶上” of ② and ③ and “饱尝” of ④. The translator considered that the source text is located in the first paragraph of *Autumn in Peiping*, which highlights the author's yearning for autumn. Hence, the translator does not take these two verbs as the predicate of his translation, but uses Noun-Verb Shift rhetorical device, turning the noun phrase ① into “made light of” as the predicate of his translation, which emphasized “我的不远千里”. “Made light of” has an active relation with the subject “I” in the translation, “made”, thus, does not use the passive voice. Because the original text is an event that happened in the past time, the predicate of the translation uses “made” (made is the past tense of make). The translator replaced the verb “赶上” with the preposition “to”, which reflects the static characteristics of English. “饱尝” is treated as a non-predicate verb “To

enjoy". Although its existence is not as strong as that of the predicate verb, the translator moves its position to the beginning of the translated sentence, which highlights the author's purpose of making such a long journey, which is to enjoy autumn.

3. Cohesion and Coherence

When processing sentential connection, the translator finds out the literal or potential semantic relations and logical relations of the source text, such as parallel relationship, continuity, progression, selection, causation, transition, condition, hypothesis, etc. Then, lexical repetition, ellipsis, conjunction, lexical collocation, reference, substitution and other cohesion means are used to achieve the discursual cohesiveness.

(9) ST: ...①秋天, ②这北国的秋天, ③若留得住的话... (ibid, p. 161)

TT: Autumn, I mean Northern autumn, if only it could be made to last forever! (ibid, p. 165)

The translator adopts the reference method and uses the pronoun "it" to refer to "Northern autumn", which effectively avoids the occurrence of autumn several times in the translation and reflects the continuation relationship between clause ② and clause ③. Conjunction method is also adopted by the translator, joining clauses ①② and ③ with the conjunction "if". "If only" not only accurately translates "if", but also forms a hypotactic relationship between clauses ①② and ③ in the translated text, thus demonstrating the hypothetical logic relationship of the whole long sentence.

C. Stylistic Equivalence

Prose is characterized by specific topic, a wide range of themes, flexible structure and varied techniques. Specifically speaking, it is realistic, lyric, arbitrary and epochal (Fu Demin, 1988, p. 12). Realism means that "it is the literary genre closest to the real life" (ibid, p. 12). It describes life by means of cutting, choosing, symbolizing and metaphor. Prose lyricism is more intense and direct than that of fiction, drama and other literary forms. The arbitrariness of prose is manifested in a wide-ranging of subjects, flexible forms and rich associations. "The epochal nature of prose is reflected in its rapid reflection of realistic struggles" (ibid, p. 19). Lyric prose is a narrative of people and events or one's experience, or paints the scene and object, expresses the feeling directly. Prose style is characterized by powerful expression function and aesthetic function. Whether these two functions are exploited is an important criterion to measure stylistic equivalence.

1. Expressive Function

Autumn in Peiping contains the author's lonely and melancholy state of mind, and the traces of his struggle between negative and positive emotions, and the deep love for autumn and motherland. The translator has a deep understanding of the author's feelings and has resonance with them. The translator's feelings were expressed in the words, so that autumn in the translation is "limpid, serene and melancholy" with author's emotions.

(10) ST: 这秋蝉的嘶叫, 在北平可和蟋蟀耗子一样, 简直像是家家户户都养在家里的家虫。(张培基, 2007, p. 159)

TT: Because of their ubiquitous shrill noise, these insects in Peiping seem to be living off every household like crickets or mice. (ibid, p. 163)

The translator adds two adjectives, *ubiquitous* and *shrill*. *Ubiquitous* means seeming to be everywhere or in several places at the same time. *Shrill* refers to sounds or voices very high and loud. The addition of two adjectives not only points out the reason why the author compares autumn cicadas to house insects, but also shows Yu Dafu's deep feeling of cicada sound.

(11) ST: 秋天, 这北国的秋天, 若留得住的话, 我愿把寿命的三分之二折去, 换得一个三分之一的零头。(张培基, 2007, p. 161)

TT: Autumn, I mean Northern autumn, if only it could be made to last forever! I would be more than willing to keep but one-third of my life-span and have two-thirds of it bartered for the prolonged stay of the season! (ibid, p. 165)

In order to express his love for and attachment to Northern Autumn, the author adopts an exaggerated method, hoping to exchange the duration of Northern autumn in the four seasons with the length of his life. In the last paragraph of *Autumn in Peiping*, the translator uses two exclamatory sentences and the subjunctive mood to show the author's strong feelings.

2. Aesthetic Appealing

Yu Daizong (2006) believes that the aesthetic taste of *Autumn in Peiping* lies in two things. One is the clever use of "autumn" in the geographical space. Yu Dafu describes the northern autumn with the mentality of living in the South. Large-span spatial contrast makes the author's perception of northern autumn more vivid (ibid, p. 26). The other is the way to show aesthetic taste. The first step in choosing between southern autumn and northern autumn is to take an aesthetic stand. The second step is to perceive the aesthetic feeling of northern autumn from the perspective of the ordinary literati (ibid, p. 27). Liu Shicong (2002, p. 2-4) believes that the sound and rhythm of prose language, the artistic conception and atmosphere of the work, and the author's personalized way of discourse are three indispensable factors that enable the prose translation to reproduce the aesthetic value of the original text. These three essential factors are used to evaluate aesthetic appealing.

However, it is rather difficult to reproduce the sound effect of the source text when translating from Chinese to English because Chinese is a tone language and English is an intonation language. The translator reproduces the rhythmic beauty of the source text when dealing with the translation of *Autumn in Peiping*. The source text reads smoothly and fluently, combining long and short sentences. Extra-long sentences are made up of short clauses, eliminating the weight of long sentences themselves. For example, “一层雨过，云渐渐地卷向了西去，天又青了，太阳又露出脸来了；着着很厚的青布单衣或夹袄的都市闲人，咬着烟管，在雨后的斜桥影里，上桥头树底下去一立，遇见熟人，便会用了缓慢悠闲的声调，微叹着互答着说” (Zhang Peiji, 2007, p. 59). Long sentences are interspersed with short ones such as subordinative compound in the target text, which unfolds the rhythmic beauty of the original text.

Language of source text is simple and plain, with characteristics of northern China. For instance, “一层秋雨一层凉了” (ibid, p. 159). The pronunciation of “阵” in the North is similar to “层”. The words used in the target text have a similar style, almost common words, and the language is precise and simple, showing the sense of life in the source text.

Artistic conception in Chinese is “意境”. “境” in the source text refers to the vivid description of locust trees, cicadas, rain and fruit trees in Beijing. There are lonely locust trees, weak cicadas sound, appealing rain, fruit trees of golden days. “境” is the author’s praise of autumn, melancholy and loneliness. The translation gives full play to the expression function of the source language and presents the sense of beauty of picture blended with scenes and emotions.

IV. CONCLUSION

Under the guidance of functional equivalence theory, the translation analysis of *Autumn in Peiping* is made in three aspects: lexical equivalence, syntactic equivalence and stylistic equivalence. It is found that the theory of Functional equivalence has guiding effect on the translation of *Autumn in Peiping* and Chinese modern lyric prose.

In the analysis of lexical equivalence, the author finds that literal translation and free translation are often used in the translation process of semantic correspondence and semantic non-correspondence. Literal translation deals with words that only have referential meaning and are often associated with physical geography. Although some Chinese words can be equivalent in English, due to the influence of text context and writing background, it is suggested that the translation of them adopt the free translation method, and the translator needs to choose the most appropriate one in the target language under the premise of respecting the author’s writing intention. Methods of free translation, transliteration and annotation are used for semantic zero. Transliteration associates the translation to retain the linguistic features of Chinese prose. As an auxiliary tool of transliteration, the annotation method optimizes the translation effect. Due to the differences in grammatical application between Chinese and English, the translator does not deal with syntactic equivalence translation mechanically in accordance with the Chinese sequence logic, but excavates the potential logic of Chinese and adjusts the translated sentence in terms of subject, predicate and sentential structure, so as to enable the translated text easier to be accepted by native English readers. Although the target text gives full play to the expression function and aesthetic value of the source text to a certain extent, it is still difficult to achieve stylistic equivalence completely, because part of the expression function and aesthetic value are tied together with the Chinese culture. However, The functional equivalence theory, which was grounded on the Bible translation, has certain limitations in the translation study of Chinese prose. Translators and readers may have different understandings of the source text, so it is inevitable that the translation analysis of *Autumn in Peiping* is subjective and may lead to individual differences in research results. *Autumn in Peiping* is just one of many works of Chinese modern lyric prose. It is not reasonable that the conclusion drawn from the analysis of a single work can be applied to all the translation studies of similar works. Future research on the translation of modern lyric prose in China may focus on the similarities and differences in translation techniques among several works, or the feasibility of improving the readability of translated works of this kind of prose.

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Revisiting Domestic Violence in Poe's "The Black Cat": The Narrator Between Psychological Struggle and Egoistic Masculinity

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Abstract—The present paper aims at demonstrating Poe's depiction of domestic violence as a technique to demonstrate his chaotic loss in between his Psychological Struggle and his Egoistic Masculinity. It shows how readers sometimes get lost in search of a judicious cause for the extensive use of violence amongst the chaotic sociopolitical conditions that prevailed that period then. A psychoanalytical perspective was provided to unveil some of the hidden and unsaid facts within some of the gothic literary scenes that were analyzed and examined in light of the narrator's internal struggle between his traumatic psychology and egoistic masculinity. Among others, the present researchers have found that there are intrinsic and extrinsic factors that genuinely contributed to the increasing scenes of persistent violence committed by the unnamed narrator, but not limited for alcoholism and the unbalanced psychological disorder as the narrator wished to display.

Index Terms—gothic literature, domestic violence, Poe, unnamed narrator, egoistic masculinity

I. INTRODUCTION

Despite the hypothetical development of modern civilization in fostering kindness and love, human rights, and egalitarianism among races and genders, these crimes of life-threatening violence against humans and/or animals continue to emerge and instead of being lessened, they appear to be increasing in their prevalence. Reading Edgar Allan Poe's "The Black Cat" can never leave readers stop thinking about the tremendous size of physical (domestic) violence employed by him, intently targeting a woman as well as a cat. Readers would like to definitely keep questioning the gloomy nature of this literary piece, which deleteriously hurts the intricate feelings of human beings due to the excessive exercise of torture practiced against human beings and animals alike. To be considered as a gothic literary genre, Patrick Kennedy (2020) believes that it must revolve around a large, ancient house that conceals a terrible secret or serves as the refuge of an especially frightening and threatening character (p. 5).

"The Black Cat" was first published in the United States' *Saturday Post* in August 1843 (Piacentino, 1998, p. 153). Having become immediately popular, Poe considers it one of his best tales. Though, he sometimes views it as one of his most horrifying and mystifying works, "For the wildest, yet homeliest narrative which I am about to pen ..." (Poe, 2013, p. 34). Poe further adds "Tomorrow I die. Tomorrow I die, and today I want to tell the world what happened and thus perhaps free my soul from the horrible weight which lies upon it" (p. 34). Assumingly, the narrator has written those words while he is in jail and is about to be put to death the next day, thus reflecting on the psychological and mental changes that have dominated his personality during the story.

II. THE POET AND THE GOTHIC WORK

Although this type of work unequivocally handles a topic that seriously has all kinds of emotional harm on society, writing this paper has come as an attempt to highlight the significance of preventing all patterns and practices of violence on people and animals, as well. These include "domestic/offline/fleshy abuse, as well as physical/non-physical violence, such as representational, psychological, coercive control, as well as attending to their overlaps, intersections and combinations" (Flury, Nyberg, and Riecher-Rössler, 2010, p. 1). As a matter of fact, it is approved that women with a percent of 10-35% have been victims to this gender-related violence sometime in their lives (Ibid, p. 2). Further, we attempt to explore the nature and limits of violence by way of psychologically analyzing the domestic and/or physical related scenes as presented by the American author, Edgar Allan Poe.

Edgar Allan Poe, whose works have critically contributed to the world genre of gothic literature that have influenced the American Romantic Movement as well as the science fiction literary genre, was born in a humble lodging house

near Carver Street on January 19, 1908. Unfortunately, his birth has evoked a pecuniary and emotive turmoil in the Poe's family¹ (Meyers, 2013, p. 4). He was the first well-known American writer to try to earn a living through writing alone, resulting in a financially challenging life and career that has plagued his life with copious fear accompanied with violent actions in life. In fact, the life standards which Poe lived proves that he, as Diamond (2006) proposes, has never identified with his parents because he never saw them, a feature, we argue, that have played on the matter of his masculine gender identity. He has developed an egoistic masculine style throughout his life which resulted from the "dis-identification" from his parents. Definitely, if he, whom he dramatizes himself under the cover of the unnamed narrator, had had a healthy masculine gender identity, he would not have suffered both socially and psychologically, as clearly presented in his masterpiece, "The Black Cat" (Diamond, 2006, p.1100).

"The Black Cat" belongs to the literary genre of Gothic Literature which, for many critics, is difficult to define and is viewed as unstable (cf. Rata 2014, Botting 2012, Hogle 2002). Kennedy (2020) perceives it as the art of writing that employs dark and picturesque scenery, startling and melodramatic narrative devices, and an overall atmosphere of exoticism, mystery, fear, and dread. However, Rata (2014) views it from a macro sociopolitical perspective. She reads it as a quite revolutionary [literature] that aesthetically and politically questions [...] the systems of authority, the social order and existing social problems (p. 104). "The Black Cat" also bears neat similarities with the story of the "The Tell-Tale Heart" where the anonymous narrator has been arrested for murder and "who persists that he cannot be insane before he begins an account of a murder that he committed". In "The Black Cat," we are bombarded with a man who is aware of the psychological and emotional transformations that have dragged him to become a murderer in spite of the state of the psychological disturbance that hit him most of the time. While the protagonist of "The Tell-Tale Heart" explains his case for "butchery" as if his reason were apparent and unavoidable, the narrator of "The Black Cat" is on some level aware of his irrationality, even though he chooses to ignore it and surrender to the baser humanoid emotions of unreasonableness and hatred (*qtd. in* Al-hmdni, 2020, p.3969).

Definitely, whether viewed from a macro level or a micro one, readers of Edgar Alan Poe's 'The Black Cat' would normally observe all elements of picturesque scenery, exoticism, horror, melodrama, social order as well as social problems. Furthermore, as Lombardi (2020) infers the "The Black Cat" demonstrates numerous elements of the supernatural, mystery, madness, high emotions, death, the evil side of human nature, violence, and more other elements, which situate this short story in the gothic genre (n.p). As far as this paper is concerned, we found that there are two foremost factors that played an inordinate role in turning this tale into a gothic work: the excessive emotions and the embodiment of the supernatural world. The former is very clear in many scenes. At the beginning of the story, readers feel the excessive amount of mutual love and feelings between the narrator, his wife and the pets, especially the loving relationship with his cat "I named the cat Pluto, and it was the pet I liked best, I alone fed it, and it followed me all around the house. It was even with difficulty that I stopped it from following me through the streets" (Poe, 2013, pp.34-5). However, with the passage of time, the narrator has radically changed his stance of emotional support towards Pluto and therefore begins to treat it badly; he becomes an obsessed man passionate about getting rid of the cat that haunts him (Wall, 2020, p. 2). He explains how this change has happened overnight, "As I entered I saw-or thought I saw - that Pluto, the cat, was trying to stay out of my way, to avoid me. This action, by an animal which I had thought still loved me, made me angry beyond reason. My soul seemed to fly from my body. I took a small knife out of my coat and opened it" (Poe, p. 35).

The latter, on the other hand, is the supernatural world represented by the weird belief that all the black cats are undercover witches, "...which regarded all black cats as witches in disguise" (Wall, 2020, p.4). The evil side of the human nature and the presence of madness is another element that talks about the supernatural gothic world. At the beginning of the story, the narrator confirms that he is a sane person, "Yet mad I am not..." (Poe, 2013, p.35). This quote explains the sudden shift in his personality from animal lover to a murderer. Further, the setting of the "The Black Cat" in a basement with dark and gloomy atmosphere, similar to a castle with a dungeon, further gives the work more gothic features.

To evade getting scattered here and there in the shades of different types of violence (emotional, spiritual, psychological violence, cultural ...etc.) the current paper largely scrutinizes the theme of domestic violence as pertaining to creatures, especially cats and women. To do so, a close analytical reading of domestic-related violence will be identified, commented on and examined in light of the appropriate psychological background of Poe's story.

III. DOMESTIC VIOLENCE: DEFINITIONS AND REASONS

We here define violence as enforcement actions practiced against defenseless creatures using available equipment to enforce humiliating and influential results on targeted objects, thus affecting their physicality and psychology. The victimized objects, in such case, would not object and/or report their complaints due to different criteria, mainly gender, color, race, religion, ethnicity and authority. The most widely accepted definition of violence, sometimes termed "intentional interpersonal injury", is, with relevance to the current study, the behavior by persons against persons that

¹ The way Edgar's father David Poe had faced many difficult and embarrassing situations when requesting his cousin George Poe for money with unbalanced tones and humiliating manner, thus reflecting negatively on the psychological structure of Edgar, thus directing him to a way through which he gains money: writing.

intentionally threatens, attempts, or actually inflicts physical harm" (Reiss and Roth, 1993, p. 6). To further pinpoint, we support Green's perspective regarding the terminologies "aggression" and "antisocial behavior" he perceives of as lesser forms of violence (2018, p.183). The current paper aims not only to identify the rationale behind each violent practices, but also to highlight the significance of the circumstances that drove the unnamed narrator, the victimizer, to practice different forms of violence against the victimized and eventually to judge him in light of his deeds: to blame or not.

By and large, there are many major factors for committing violent acts. The most agreed upon factor is the lack of religious faith. Some studies also consider violence as a result of traditional societal heritage; such as inequality between boys and girls, poor upbringing, and growing up in a violent environment. While other studies have pointed out to the absence of dialogue between the members of the society and/or the family, the vast majority of the other studies attribute violence to economic factors. Still, one remains confused when trying to identify the most relevant factors for committing murderous actions, "as the motivational dynamics and purpose for the crime are internalized in the offender's own mind and are therefore not necessarily discernible from the evident situational factors of the crime" (Kocsis, 2008, p. X).

IV. THEORETICAL BACKGROUND

Much scholarship has been written about the theme of violence, particularly domestic violence. Nevertheless, very few works have precisely tackled it in a case study where violence is practiced because an animal was being very kind to its owner. That is, violence is practiced for no reasonable cause, or to be more precise, for no reason. In their paper titled "Domestic Violence against women: definitions, epidemiology, Risk factors and consequences" Marianne Flury, Elisabeth Nyberg, and Anita Riecher-Rössler (2010) pointed out to the major risk factors of domestic violence e.g., young age, being unmarried, lower education, violence practiced during childhood and addiction to drugs and alcohol. Additionally, they found that there was a strong correlation between physical violence and emotional violence (1). They pointed out how, in a WHO study, 10 different countries where women were subject to violence have resulted with horrifying extent of violence practiced against them by their intimate partners, especially from a psychological domain.

In another cause-effect study titled, 'In search of the cause of violence in Edgar Allan Poe's *The Black Cat*, Al-hmdni (2020) sheds light on the obscuring characterization and the prevailing inconsistency and absurdity in Edgar Allen Poe's short story, "The Black Cat". Using Lacan's psychoanalysis approach and Zizek's analysis of the concept of violence, he argues that the sociological side has had a major influence on the protagonist's character (p. 33). Further, Al-shiban's study entitled "Animal Cruelty and Intimate Partner Homicide in Edgar Allan Poe's 'The Black Cat' (2019)" further elaborates on the notion of the psychological violence practiced against animals and humans alike. To do so, Al-Shiban employs an analytical approach to question the relationship between the brutality practiced against animals e.g., Pluto, the Cat, and that practiced against humans, the narrator's wife. In his conclusion, Al-shiban proves that Poe's narrator was engrossed by power and authority which result in transforming his violent acts towards animals and human beings, alike, into sadistic exercise of authority and control over others.

Drawing upon a related theme, Bliss (2009) attributes the household horror in "The Black Cat" to the loss of the apparent feminine traits of the unnamed narrator within his huge sensitive masculine world. Below Bliss details how the narrator's feminine traits have disappeared in the melting pot of the dominant world of masculinity. He states that

The male narrator's feminine traits are apparent and he struggles to recast this inappropriate femininity into a sensitive masculinity. He attempts to actively maintain a benign persona that masks his femininity; however, he performs a kind of hypermasculinity that manifests itself in increasingly horrific acts of violence (p. 96).

As long as the above quote is concerned, it is apparent that most views revolve around the narrator's masculine mentality that controlled his behaviors, making him a choiceless figure, incapable of striking balance between his emotional instincts with that of his egoistic masculinity. A long with the masculine world of the narrator, other critics have attributed the violence practiced by Poe's unnamed narrator to no one but to the surrounding environment that created such psychopathic, remorseless and pitiless personality. Hester and Segir (2014) lay blame on the type of the narrator, a textbook psychopathic personality, created by Poe. For them, the narrator not only lacks remorse and empathy but he also lacks a human conscience that steers people's lives. Creating an impulsive, egocentric personality to deceive those around him makes him, according to public defenders, unaccountable for his crime (p. 180).

V. METHOD, DISCUSSION & ANALYSIS

The present paper aims at demonstrating Poe's depiction of domestic violence as a technique to demonstrate his chaotic loss in between his psychological struggle and his egoistic masculinity. It shows how readers sometimes get lost in search of a judicious cause for the extensive use of violence amongst the chaotic sociopolitical conditions that prevailed then. A psychoanalytical perspective was provided to unveil some of the hidden and unsaid facts within some of the gothic literary scenes that were analyzed and examined in light of the narrator's internal struggle between his traumatic psychology and egoistic masculinity. Since this paper focuses on the notion of domestic violence in "The Black Cat," the reader should be able to realize the style employed by the unnamed narrator and consequently understand the hidden elements of the gothic scenes. The theme of violence has been perceived by identifying a parade of violent acts. The unnamed narrator conveys a horrific atmosphere by describing the crimes in precise yet conscious

state of awareness, providing details of the gothic elements to the scenes. The techniques Poe uses are “polysyndeton” and “asyndeton” ultimately intended to make the utterances of the narrator appear more breathtaking and animated. In addition, he uses fronting and foreshadowing to impart the feeling of the emerging terror (Wall, 2020). Additionally, we found that Poe has varied in his style to dramatize horror in his gothic work.

Using a sequence of techniques has undoubtedly evoked a more intense and dreadful atmosphere, thus laying more blame on the narrator. One could therefore notice how he once plays with the language i.e., the repetition of conjunctions, to express a state of hesitancy mingled with carelessness as in the sentence “[i]t was now the representation of an object that I shudder to name -- **and** for this, above all, I loathed, **and** dreaded, and would have rid myself of the monster had I dared...” (Emphasis added, Poe, pp. 38-39). Poe also resorts to asyndeton to dramatize horrible actions, such as “I took from my waistcoat-pocket a pen-knife, opened it, grasped the poor beast by the throat” (Wall, p.2). It should be emphasized that Poe further does not discard the significance of one’s emotional state. He mentions that “[o]ne night, returning home, much intoxicated, from one of my haunts about town” (Ibid, p.2) and “I blush, I burn, I shudder...” (Ibid, p.5). Below is the analysis and discussion of some of the major violence scenes.

The following scenes extensively elaborate on the narrator’s unsaid utterances in the major scenes that include violent acts. The first scene of violence is practiced against a domestic pet, the cat Pluto, a cat that simply loves its owner, among other pets, that lives with the narrator and his wife. From his language, it can be easily inferred that there is much unuttered discourse that is hidden beyond the margins of each scene. When the narrator cuts Pluto’s eye (gouging it out), he states that “I took from my waistcoat pocket a pen-knife, opened it, grasped the poor beast by the throat, and deliberately cut one of its eyes from the socket!” (Poe, 2013, p.39). Here, the irresponsible attitude towards the defenseless domestic animal, Pluto, is clear-cut evidence that the narrator purposefully and consciously has intended an organized crime. Language wise, the resort to the first person speaker in context confirms the conscious intent of murder based on a decisive act. What emphasizes this point is the precise yet extensive use of descriptive phraseology (e.g., waistcoat, a pocket penknife, cutting one of its eyes from the socket...etc.) that re-emphasize his preconceived intent to commit murder. Additionally, the chronology of events underscores the state of physical and psychological consciousness, thus justifying another simultaneous state, the state of feeling remorseless although the narrator claims that he sometimes feels remorseful for his crime by drinking alcohol and by crying. He states, “But my disease grew upon me—for what disease is like Alcohol! —and at length even Pluto, who was now becoming old, and consequently somewhat peevish—even Pluto began to experience the effects of my ill temper” (Poe, 2013, p.40).

Another linguistic evidence that classifies the narrator as an on-purpose-killer is the phrase “cool blood,” a verbal utterance that directly accuses the narrator for targeting a defenseless domestic pet. Forgetting all his previous temporary regrets, he recalls the day when he intentionally hangs Pluto, “[o]ne morning, in cool blood, I slipped a noose about its neck and hung it to the limb of a tree” (Poe, 2013, p.42). In fact, the paradoxical idea that mismatches with “cool blood” is when he mentions that “he couldn’t stop crying” (ibid). This idea conveys an untarnished message he wants to deliver: he is no longer concerned or even moved by the murder scene whenever he recalls it. At the point when he claims that “coolness didn’t continue” (ibid) readers would understand the speaker’s hidden intent to empathize with him, a point that is not conceivable due to the conflicting yet ironic scenarios he creates. At this point, it is worth recalling Michael’s proposition (2021) that further blame lays on the narrator, “human being has a perverse, wicked side—another self—that can goad him into doing evil things that have no apparent motive” (p. 4).

After Pluto’s hanging, the narrator buys a cat that is roughly similar to Pluto yet in weird way; he takes it to his house because he claims that he still loves pets. Nevertheless, he could not forget the previous experience with Pluto and therefore remains staggering in between his unexpected fear, the psycho-emotional fear and the unpredicted future with the cat, because he believes in the supernatural force black cats have. He goes on maltreating the cat for no reason but because it keeps chasing him. Apparently, the narrator always intends to get drunk to the fullest whenever he thinks of committing a violent domestic act indoors, as if he were justifying the scene with being drunk, as in both of the scenes where he points out to his mental state by giving readers the impression that it is only alcohol addiction that drives him into committing such deeds against other creatures and humans. It can be argued that this scene in particular stands against him, accusing him for the state of the lack of awareness where he intently places himself. It is worth mentioning that the accurate procedure of hiding the corpus of his wife was neither simple nor expected.

The second scene of violence, when the narrator blindly uses an axe to kill his wife as she tries to interfere to defend the second victimized cat by holding her husband’s hand, is evidence against the narrator. His wife was the second victim. He mentions that “[g]oaded, by the interference, into a rage more than demoniacal, I withdrew my arm from her grasp, and buried the axe in her brain” (Poe, 2013, p.11). As can be inferred from the quote, it is found that the narrator is conflicted between two states of affairs: pre-killing and post-killing. As explained earlier, before he begins the countdown of attack he equips himself with the notion of being drunk, using it as a pretext for killing. However, after he administers his crime he begins laying blame on other factors, e.g. extrinsic interference, rage and demonic forces. Ostensibly, he must have thought of those reasons as means to justify his obsession with domestic violent deeds and also to let readers delve into the psycho-emotional state that drags him into killing.

Al-Shiban (2019) explains some readings of the post-killing scene where the narrator feels fully-aware of the murder cases he commits yet without hiding his state of carelessness. “There is no sense of guilt or remorse. He is not horrified afterwards. Instead, he boasts that he slept peacefully that night, “I soundly and tranquilly slept; aye, slept even with the

burden of murder upon my soul!" (2019, p. 36). Apparently, at the beginning the narrator succeeds in misguiding the readers by explicitly referring to alcoholism, "a repetitive but inconsistent and sometimes unpredictable loss of control of drinking which produces symptoms of serious dysfunction and disability, frequently including a physical addiction" (ibid). During the story, Poe mentions drinking many times considering it a problem. "But my disease grew upon me—for what disease is like Alcohol!" (Poe, p. 38). Also, there are some other reasons like resistance to tenderness, perverseness, and the demon. However, later he confesses that he was not under any pressure to make him kill. He was therefore remorseless and guiltless.

Now, we move to the notion of negligence' in this story, which is an interesting theme. Seemingly, negligence is originated, by and large, from imagination rather than perception. The appearance of this theme is when the narrator starts to neglect his pets and his wife; he no longer cares about them. Not only that, but he also mistreats them and ignores their existence. "I not only neglected, but ill-used them"(Poe, 1843, p.2). He thinks that they do the same thing toward him. Here, it appears that he starts to hallucinate and imagine things that are not true, a notion that Thomas (2014), among others like McGinn (1999), view it as a conceptually incoherent notion' or a 'psychologically trivial'. We argue here that the narrator wasn't under the influence of perception, but he was under the influence of imagination. That is the reason beyond Pluto's torture and later killing; he thinks that Pluto ignores him. "One night, returning home, much intoxicated, from one of my haunts about town, I *fancied* that the cat avoided my presence" (Emphasis added, Poe, 2013, p.37). Here, we dare say that negligence, or what Poe terms as fantasy, is a very harmful violence reason that leads the narrator to act vehemently.

Despite the multiple covers that the narrator uses to make himself irresponsible due to a set of fanciful acts, hallucinations, imaginations and misunderstanding situations, readers can deduce the extreme yet the unimaginable high level of organized thinking and secrecy that reflect the narrator's egoistic masculinity. Nonetheless, those successful tactics are not enough to unveil his inner-hidden-patterns of thought. He attentively and consciously describes the way he hides the corpus of his wife:

The walls were not very strongly built, and I found I could easily take down those stones. Behind them there was, as I knew there must be, a hole just big enough to hold the body. With much effort I put the body in and carefully put the stones back in their place. I was pleased to see that it was quite impossible for anyone to know that a single stone had been moved (Poe, p. 37).

In short, the quote above sums up almost all kinds of psychological, physical, and intellectual powers that enabled the narrator to successfully hide his wife's body. He infers that there was a hole within the wall that would be wide enough to fit his wife's dead body, which means he was psychologically aware rather than psychologically unbalanced. Also, when he mentions that he exerts much effort to place the body in that hole, he seemingly uses his physical strength and stamina, thus hinting at another kind of power i.e., physical power. Eventually, he explains how he was happy and confident when he infers that no one would be able to recognize the rebuilt stones, which also reflects on his high intellects.

VI. CONCLUSION

To conclude, although a number of studies have exempted the narrator from responsibility of his violent acts committed against his wife and his pets claiming that they he was under the influence of some extrinsic factors like alcoholism, the sensitive political milieu, the dysfunctional life and lack of faith, this study proves a different argument. In fact, the interplay of the early masculine gender identity development and the later life challenges that confronted Poe, clearly dramatized by his unnamed narrator, have led him to an ambiguous yet risky mature masculine identity, a notion Diamond (2006) has stressed as a major threat that force humans to make irresponsible life decisions (pp.1100-1102). Such maturity is the evidence that the narrator was having joy and willingly committing violent acts. The present study therefore proves that the narrator who was intentionally unnamed was decisive to commit his violent acts, a technique Edgar Allan Poe also employs to make the gothic story more suspenseful yet more ambiguous in addition to not display much more of his early gender identity. He fabricates a number of unconvincing reasons, most extrinsic and have nothing to do with his egoistic masculinity development stages throughout his life, to refer to the state of sub-consciousness when he practiced violence against his wife and his domestic pets, the cats.

Having both linguistically and psychologically analyzed a number of his quotes, especially those in the post-killing-scenes, we found that he tries to act as if he were mentally disabled by always appearing in a state of lacking awareness, a major state he clearly demonstrates all over the story. Furthermore, providing some pretexts that place him in the corner of the oppressed and marginalized and/or what Poe terms as "negligence" (p. 37), e.g., when he claims that the cat was ignoring him, is another evidence that he does not suffer any psychological or mental problems but he is aware of the realistic situation that encompasses him. This definitely is a sequence of his egoistic mentality that is primarily responsible for all the violent acts practiced against his domestic people.

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Fictive Motion and Its Rhetorical Effect in Chinese Novels

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Abstract—Fictive motion is to represent stability by motion; it is first put forward by Talmy, who divided the fictive motion into five categories, that is to say, “emanation,” “pattern paths,” “frame-relative motion,” “advent paths,” “access paths,” and “coextension paths.”. Fictive motion is not only used in English, but also widely used in Chinese, especially in Chinese literary works, in which fictive motion has an intimate relationship with the figure of speech. The use of fictive motion and figure of speech make the works vivid and interesting. This paper intends to discuss the fictive motion and its rhetorical effect in Chinese novels.

Index Terms—fictive motion, Chinese novels, rhetoric effect

I. INTRODUCTION

Fictive motion is usually defined as the metaphorical motion of an object or abstraction through space, that's to say, a stationary situation is represented by the motion, and according to Talmy (2000), it can be divided into six categories. Because the motion is fictive, it is related to figure of speech to some extent, such as, simile, metonymy, exaggeration and so on. Fictive motion is a language phenomenon, so it not only exists in English, but also in Chinese, especially in literary works. The paper intends to analyze the fictive motion in Chinese novels, that's to say, what is the rhetorical effect of the figure of speech, how fictive motion and figure of speech co-worked to come to a certain kind of effect in Chinese novels.

II. LITERATURE REVIEW

Fictive motion is the metaphorical motion of an object or abstraction through space (Ramscar et al., 2009). Before the year of 2010, fictive motion had become a subject of study in psycholinguistics and cognitive linguistics. Some cognitive scientists who are interested in the dynamic imagery evoked by fiction motion also conducted investigations. Their investigation focused on whether and how dynamic imagery is evoked with the use of fictive motion. Reading tasks (Matlock, 2004), eye-tracking tasks (Richardson & Matlock, 2007), and drawing tasks (Matlock, 2006) are main methods adopted in investigation.

In recent ten years, the study of fictive motion is still a subject of study in psycholinguistics and cognitive linguistics, and new experiment methods are adopted. Kim (2012) looked into the conceptualization process of fictive motion, Fan (2014) studied the cognitive elements in the motion event model of English fiction motion expressions of access paths, and Deng and Zhu (2020) investigated the processing of fictive motion and literal motion during natural language comprehension using electroencephalographic evoked response potentials. In addition, new research aspect emerged. Phenomenology was introduced into fictive motion (Blomberg & Zlatev, 2014; Blomberg & Zlatev, 2015; Shi, 2018). Fictive motion in specific genre of text, for example, alpine narratives, was investigated. Egorova et al. (2018) examined space properties that are highlighted through fictive motion in alpine narratives and further explained the motivation of communication underlying the use of fictive motion. With the use of fictive motion, not only the sense of a place but also the whole landscape of a motion event is conveyed to the reader. Egorova et al. (2018) developed rules for automated extraction and classification of three types of spatial descriptions in a corpus of alpine narratives. What's more, translation comparative study of fiction motion is also a popular perspective of research. Stojičić and Stamenković (2015) conducted an empirical study on encoding coextension paths in English (L2) to Serbian (L1) translation. Huang (2019) analyzed and compared the transition of the path and manner information of emanation fictive motions in two versions of *Moment in Peking*.

When it comes to research on mainland China, the fictive motion is not studied by linguists so much, and only a dozen of papers focused on this topic in recent ten years. Gao and Song (2010) believed that there is difference between language and reality, the still things in real world will have actions in language, their paper focused on the fictivity of fictive motion, the discourse features, and the rhetorical effects of fictive motion. Fan (2011, 2012) focused on path and manner in English and Chinese fictive motion expressions of coextension paths, and on the abstractness of the two types of English coextension paths fictive motion expressions (arbitrary fictive motion and specific fictive motion expressions). Deng (2012, 2013) analyzed fictive motion of mental activity in English and Chinese from a cognitive perspective, and he also conducted a cognitive analysis of four subtypes in emanation fictive motion represented in *Classic Chinese Song Poems*. Yang (2017, 2020) carried out a comparative study on lexicalization patterns of fictive

motion event in English and Chinese and probed the distribution and cross-language changes of fictive emanation paths between English and Chinese.

From the above statement, it can be seen that fictive motion is widely observed abroad, mainly adopted the theory of psycholinguistics and cognitive linguistics, but rare studies focused on rhetoric effect of fictive motion in literary works. Research of fictive motion is scarce in China, this paper attempts to reveal the use of fictive motion in Chinese novel, and how the use of fictive motion evokes a kind of rhetorical effect. It is hoped that it can be a complementary analysis to the previous researchers.

III. FICTIVE MOTION AND ITS CATEGORY

Cognitive linguist Leonard Talmy proposed a unified account of the properties of fictive motion as they are expressed linguistically and perceived visually in his seminal book, *Toward a Cognitive Semantics Vol.1*, in 2000. "Fictive motion in language includes a number of relatively distinct categories. These categories are emanation, pattern paths, frame-relative motion, advent paths, access paths, and coextension paths" (Talmy, 2000, p.103). The emanation path is basically the fictive motion of an intangible entity emerging from a place. The category of emanation encompasses several relatively distinct types, such as "orientation paths," "radiation paths," "shadow paths," and "sensory paths". According to Talmy (2000), in most subtypes, "the intangible entity continues along its emanation path and terminates by impinging on some distinct object" (p.106). For example, in the radiation paths, the radiating event involves three entities: "the radiator, the radiation itself, and the irradiated object" (p.111). This radiating event then includes three processes: "the emanation of radiation from the radiator, the motion of the radiation along a path, and the impingement of the radiation on the irradiated object" (p.111). A typical example is: Light shine from the sun into the cave. Here, the radiator is the sun, and the irradiated object is the cave.

As to the pattern paths, it involves the fictive conceptualization of some configuration as moving through space, for instance, "As I painted the ceiling, paint spots slowly progressed across the floor." Here, the fictive move is the falling of paint drop vertically downward to the floor, but each drop of paint does fictively move, and that motion is horizontally along the floor at any given time.

When it comes to frame-relative motion, people usually view things with the global frame as the reference, and then a language can factively refer to an observer as moving relative to her stationary surroundings. However, a local frame around the observer can also be regarded as the center. Within this frame, the observer can be depicted as stationary, and the factively stationary surroundings are represented as moving relative to the observer from her perspective. For instance, I sat in the car and watched the scenery rush past me. Here, "I" is represented as stationary, and the scenery is moving, although in fact, it is "I" that is moving. This kind of fictive motion is called frame-relative motion.

An advent path can be defined as "a depiction of a stationary object's location in terms of its arrival or manifestation at the site it occupies" (Talmy, 2000, p.134). An example will illustrate it explicitly, "The palm trees clustered together around the oasis." Here, the stationary state of the palm trees is factive, whereas the verb "cluster" is used for depicting a fictive motion: the palm trees move from the dispersed places to the locations around the oasis, but actually it is stationary.

Talmy (2000) defines an access path as "a depiction of a stationary object's location in terms of a path that some other entity might follow to the point of encounter with the object" (p.136). For example, "The bakery is across the street from the bank." This sentence depicts the location of the bakery in terms of a depicted path as if one person traverses from the bank to the bakery.

Co-extension path is the most widely used fictive motion in language; it can be defined as "a depiction of the form, orientation, or location of a spatially extended object in terms of a path over the object's extent" (Talmy, 2000, p.138). For instance, "The fence goes from the plateau to the valley." In this sentence, "the fence" is depicted as moving from the plateau to the valley, in fact, it is "our focus of attention, or perhaps some image of the fence itself advancing along its own axis, moves from one end of fence atop the plateau, along its length, to the other end of the fence in the valley" (Talmy, 2000, p.138).

The above is a brief introduction to the fictive motion and the six categories of fictive motion based on Talmy's theory. From the above description, we can draw a simple definition of fictive motion, that is, to depict the stationariness of a subject or situation through moving. What's more, this kind of language phenomenon is cognitively connected with metaphor, and the metaphorical devices in the fictive motion usually come to a special kind of rhetoric effect. The section below will discuss this question in detail.

IV. THE RHETORIC EFFECT OF FICTIVE MOTION

In Chinese novels, the figure of speech is widely used to make the works more attractive and readable. If we closely observe the figure of speech, we can see some of them are related with fictive motion, and the fictive motion is the underlying mechanism of figure of speech. Using fictive motion, that's to say, using certain kind of figure of speech, a certain kind of rhetoric effect is attained.

A. Conceit and Fictive Motion

In literature, a conceit is an extended metaphor with a complex logic that governs a poetic passage or entire poem. By juxtaposing, usurping, and manipulating images and ideas in surprising ways, a conceit invites the reader into a more sophisticated understanding of an object of comparison (<https://encyclopedia.thefreedictionary.com/Conceit>). A fanciful or unusual image in which apparently dissimilar things are shown to have a relationship. The conceit, this kind of figure of speech is widely used in Chinese, and it is closely related to fictive motion. The following are some examples:

(1) 一条泥路从雪地里挣扎出来，它被大雪捂了一个长冬了。它又活了过来，在牛蹄儿下扭来扭去，一直通向地头。(《太平土》)

(2) 地上，油腻腻的，一摊一摊，摊着从窗外涌进的阳光。(《想象一个歌手》)

The first sentence can be regarded as the co-extension path in the fictive motion. In this sentence, we have a factive characterization of “泥路” as a stationary object with linear extension and with a particular outline of its shape, orientation, and position in geographic space. However, through the use of conceit, “泥路” is represented as an animal, whose images are absolutely different from each other, we have the fictive representation evoked by the literal sense of the sentence, in which the image of “泥路”, which can also be said the animal advancing along its own axis, moves from here to “地头”.

The second sentence can be categorized as the radiation path in emanation. In this sentence, “阳光” is compared to “油”, and two absolutely different images are mixed together to give us the fictive motion of “阳光”. Using conceit, the image of the things in the sentence can be expressed vividly and explicitly.

B. Simile and Fictive Motion

A simile is a figure of speech that says that one thing is like another different thing. We can use similes to make descriptions more emphatic or vivid (<https://encyclopedia.thefreedictionary.com/simile>). Simile is also widely used in fictive motion in Chinese novels through the use of words like “像”, “似的”.

(1) 哪怕是在她的背后，她也能感觉到他的眼光一波一波的像飞镖似的打过来。(《明惠的圣诞》)

(2) 土地被打开了，土腥味喷涌而出，潮水一样往犁铧上扑。(《太平土》)

(3) 皎洁的明月高挂在淡蓝色的天空中，月光像流水一样泻下来，大地一片银白色。(《少年闰土》)

In the first example, “眼光” is compared to “飞镖”, the sentence can be categorized as the sensory path in the emanation. “眼光” is represented as if moving to her. The second example is also the sensory path in the fictive motion, what makes it different from the first one is that it is concerned with smell, while the first one is related to sight. In the third sentence, “月光” is compared to “流水”, it is contained in the radiation category of fictive motion. “明月” is the radiator, “月光” is characterized as moving as “流水”. With the use of simile, the descriptions can be more emphatic and vivid.

C. Metonymy and Fictive Motion

Metonymy is a figure of speech that has to do with the substitution of the name of a thing or concept for that of another, which is closely related with that thing or concept. In language, metonymy is a kind of language phenomenon in which one word or phrase is replaced by another to which it is intimately related, and the transference of a name from one thing to another is based on several definite kinds of associations: designating the effect with the cause, the whole with a part, the contents with its container. A fictive motion can be realized with the use of metonymy, in such cases, one concept or word that is stable is represented by another thing or concept, which can give us a sense of motion. The following are some examples:

(1) 后来只见我眼前突然出现了忽悠悠的一条路。(《村经》)

(2) 眼睛从二妹子头上滚到脚底，再从脚底滚到头上。(《一束槐香》)

In the first sentence, “忽悠悠的” can not be “一条路”, it must be the people on the road, so “路” is represented by people on it. This sentence can be categorized as the co-extension path in the fictive motion, and using metonymy, we get the road’s location in the geographic space. The second example is a typical type of sensory path in the emanation path, with the use of verb “滚”, we get a kind of impression that the eyes are moving, though actually it is still. It is the sight that is moving rather than eyes. Just as Panther and Radden (1999) figured out: “along with other figurative modes of thought, metonymy is commonly used to produce rhetorical effects as in humor, jargon, literature, persuasion, slang, poetry, and the like. The rhetorical effects tend to derive from violations of default cognitive and communicative principles” (p.37).

D. Exaggeration and Fictive Motion

Exaggeration is perhaps the most familiar figure of speech that we know, it is a representation of something in an excessive manner, and it means the describing of something and making it more than it really is. People use exaggeration for they have strong feelings about one thing to express. They may use exaggeration to attract hearers’ attention so that the hearers would listen to what they say. They may use it to stress something. They may also use it just to reach the effect of being funny. Exaggeration is often co-used with fictive motion to reach a certain kind of rhetorical effect, for example:

(1) 妇人一个眼波荡过来，差点没把轮椅掀翻。(《红漆雕花窗》)

(2) 春秋抬头看，黑楼道穿破楼顶要通到天上去。(《金地》)

The first example can be viewed as the sensory path in the emanation path of fictive motion, actually “眼波” is stable, but with the use of the word “荡” and “掀”, it seems that the sight is something active, and it gives us the sense of fictive motion. In the second sentence, the stable “黑楼道” is represented as taking an action, and it extends to the sky. With such kind of exaggeration in accompany with fictive motion, we get the physical location of “楼道” in the geographic world. With the use of fictive motion, a kind of exaggeration is achieved, thus the novel can be more attractive and vivid.

E. Personification and Fictive Motion

Personification is also called anthropomorphism, which is a figure of speech in which an animal, idea, phenomena, object etc. is given an attribution of human characteristics (or characteristics considered belong only to humans). To be simple, it is the act in speech and writing in which human characters are attributed to nonhuman things. The writers can create life and motion within inanimate objects, and even within abstract concepts or actions. Fictive motion will use this figure of speech to regard the things as person, for example:

(1) 于是，商店、旅馆、饭馆、茶馆、学校、澡堂子、理发店、大车店以及逢五的大集，都跟踪而至了。(《壶嘴儿》)

(2) 但是一颗大树挡住了去路，它伸出一根树枝温柔地将箩筐挂在上头。(《布景》)

(3) 路从山上下来。越过一片挺杆溜直的水冬瓜树林，在几株两米多高盛开着白喇叭花的大百合旁边走过，一个大坡翻下去。忽地加快了速度，消失在翻滚的陡然上涨的江水。(《系着野牛皮筋的旅游鞋》)

(4) 土地把一朵花、一枚果子高高的举起来，就像自己的女人把自己生下来的孩子抱给丈夫看。(《太平土》)

(5) 惊慌失措的芬芳，在空气中四处迸溅。(《系着野牛皮筋的旅游鞋》)

The first example can be viewed as the advent path in fictive motion, the stationary state of “商店、旅馆、饭馆、茶馆、学校、澡堂子、理发店、大车店以及逢五的大集” is fictive, in fact, there is no motion of these things at all. However, the verb “跟踪” is used, it is as if “商店、旅馆、饭馆、茶馆、学校、澡堂子、理发店、大车店” moved from behind secretly. The second example is the advent path, “大树” and “树枝” are factive and stationary, but the use of the verb “挡” and the adjective “温柔” give us a sense of human being, especially the use of the “挡” give us a kind of feeling that the tree comes from somewhere else to intentionally disturb you, but actually it is stationary. The third sentence is a typical example of co-extension path, the use of verb “下”, “越过”, “走过”, “翻” and “加快” give us the impression that the road is moving, although it is still as it is, actually it is the image of the road that advance along its own axis. Using such kind of words, the image of the road as a stationary object with linear extension and specific outer edge, orientation, and specific location is given to us. As to the fourth sentence, it is hard to trace it to a certain category, it seems that it is more rational to attribute it to the access path in the fictive motion, but it is certain that there is fictive motion because “土地”, “花” and “果子” are all stationary, but with the use of verb “举”, it seem that the earth has an action of raising. The last one can be viewed as the sensory paths in emanation. In fact, that kind of smell is stationary, while with the use of words “惊慌失措” and “迸溅”, it gives us a kind of fictive motion. In the literature writing, especially the novels, the authors usually use personification to add interest and color to their writing, and to make it more interesting and amusing. Readers are given more vivid examples and images.

F. Synaesthesia and Fictive Motion

Synaesthesia is a neurologically based perceptual phenomenon in which the stimulation of one sense causes the automatic experience of another sense, as when the hearing of a sound produces the visualization of a color. To be simple, it can be defined as union of the senses, since the usually separately experienced senses are joined together unconsciously and naturally. The sensory path in the fictive motion is closely related to the synaesthesia, the following are two examples:

(1) 吴少夜大喊一声，他的声音顺着窗户爬出去，毫不客气地在那男人耳上咬了一口。(《红漆雕花窗》)

(2) 屎蛋捅了捅发呆的吴少爷，示意他用目光去抚摸那红润的脸庞。(《红漆雕花窗》)

(3) 叫声划破了玻璃窗。(《南风》)

The above three sentences can be all characterized into the sensory path in the emanation of fictive motion. “声音”, “目光”, and “叫声” are all represented as moving with the use of verbs. In the first sentence, the verbs “爬” and “咬” are used, the sound leads to the automatic, involuntary experiences in a second cognitive pathway, so it used the figure of speech, synaesthesia, in this sentence, and it gives us a sense and impression of motion. The second and third sentences are the same as the first one. The use of synaesthesia can break through the limitations of language and make the language more readable and interesting.

V. CONCLUSION

The theory of Tamly's fictive motion is the basis of some kinds of figure of speech, his five categories can account

for the rhetoric reasonably. Just as the paper shows that it co-effected with rhetorical devices such as simile, metonymy, conceit, exaggeration, personification, synaesthesia etc. to enhance the readability of novels. With the use of such devices, the novel is more vivid and attractive. Thus, here, a conclusion can be drawn that the fictive motion should be used in the writing of the novels, and the writer should pay more attention to the conceptual structure of the sentence, so that inspiration could occur. Another implication is that the fictive motion should be studied more deeply and over whole, because the theory is the root of practice. More searches should be conducted to see whether there is deep relationship between fictive motion and figure of speech.

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Metaphorical Folk Names of English and Ukrainian Homeopathic Plants: Comparative Analysis in Cognitive and Linguocultural Framework

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Abstract—This research focuses on the comparative analysis of metaphorical folk names of English and Ukrainian homeopathic plants. The paper identified and interpreted the cognitive and linguocultural underpinning of the metaphors with an emphasis on the isomorphic and allomorphic features of their motivational structures in the compared languages. The study reached four major findings. Isomorphic for the metaphorization processes are input source spaces of "plant distribution area"; "mythical person or creature"; "a diseased organ or symptom"; "behaviour"; "another plant"; "body parts of the animal, bird or human", associated with the plant as a target space in shape, general appearance, location, healing properties, time of existence and way of life. Isomorphic for English and Ukrainian folk names of homeopathic plants are the compound blending models involving more than two input spaces and few blending spaces, as well as the presence in their motivational structure of a symbolic component associated with nationally specific and universal archetypal symbols. Isomorphic for metaphoric plant names is metonymic compression in blending spaces, based on holonym-partonym substitution, and involvement in the blending the possessive and comparative schemas. Allomorphic input sources of English metaphors involve the spheres of "artifact", "body fluids", "mythological characters", "fantastic creature", "particular patterns of behavior"—in contrast to the Ukrainian intercultural synonyms where such conceptual input spaces have not been identified.

Index Terms—folk names, conceptual integration, linguocultural

I. INTRODUCTION

Folk names of diseases, plants, and medicines related to the peculiarities of worldview in different linguistic cultures constitute a considerable part of therapeutic terminological systems of various languages, including Ukrainian and English, functioning along with synonymous duplicates of Greek and Latin origin.

Cognitive-conceptual reconstruction of the internal form of such words is a means of understanding the worldviews of different cultures, the specifics of their conceptualization and categorization of nature and the surrounding realities.

The purpose of the article is to offer the cognitive-conceptual model of comparative analysis of English and Ukrainian homeopathic metaphorically-based nominations from viewpoint of isomorphic and allomorphic nominative models, their corresponding domains and prominent features implicated by the internal form of the terms.

II. THEORETICAL FRAMEWORK

In exploring cognitive metaphors this paper bases on the theory of conceptual integration (Fauconnier, Turner, 1996, 1998, 2000, 2002). The key premise of the theory is the concept of mental space as the area of conceptualization, structured through frames and various cognitive models: image-schematic, propositional, metaphorical, metonymic, symbolic, etc. The theory postulates the existence of a basic four-space model, constituted by two (sometimes more) input spaces (source and target spaces), generic space, and blended space, together forming a fundamental integration network. Generic space contains the most abstract elements (frames, schemes, and roles) that are inherent in both input spaces. Blended space encompasses the selected structural elements from each input space and, often, generates its own new emergent structure. In turn, this new derived structure can further be "integrated" with other mental spaces – both blended and input spaces, resulting in the emergence of another blended space.

For example, the mechanism of conceptual integration involved in the motivational structure of the Ukrainian common name "pomytkovy yedynorih" (false Unicorn) (nomenclature name *Chamaelirium*) relies on several sequential levels of conceptual integration:

Input source space (hereinafter – ISS) 1: Unicorn (the isomorphic ISS associated with the myth, is also revealed in the blending processes underlying the motivational structure of the English common name for the same plant – *False Unicorn Root*).

Input target space (hereinafter – ITS) 1: part of the plant (root).

Generic space (hereinafter – GS) 1: involves the two frames: (a) appearance – the horn-like shape of the root, which turns upward on the end, and (b) healing properties of both the root and the unicorn's horn (the latter has been credited with numerous healing properties, and was also considered a universal antidote (Shepard, 2000).

Blended space (hereinafter – BS) 1: involves metonymic shift based on partonym-holonim semantic relations (the substitution of the part of fantastic creature by its entire name Unicorn). An allomorphic characteristic of an English common name may be the absence of a metonymic transfer as, along with the name *Unicorn Root*, there is also a name *False Unicorn Root*.

ISS 2 – genuine ginseng.

ITS 2 – plant resembling ginseng.

ITS 3 = BS1 – Unicorn-named plant.

GS 2: similar appearance and healing properties.

BS 2: false Unicorn, i.e. a plant named the Unicorn that resembles ginseng but differs from it.

Conceptual integration involves three blending processes: composition, completion, and elaboration. Composition entails the attributing some relation between the elements of input spaces. The process of completion occurs when blended structure matches some background knowledge in long-term memory. Elaboration implies further development of the "scenario" in the blend with its mental or physical simulation.

In above example, the composition consists, on the one hand, of attributing to the root the quality of Unicorn based on its similar appearance and healing properties with Unicorn horn, and, on the other hand, of differentiation of the plant from the ginseng, which it resembles in appearance and properties. The completion relies on partonym-holonim metonymic shift with replacing the part of a fantastic animal by the whole creature. Elaboration involves development of the obtained BS1 with other mental spaces, based on input source space "another plant" and input target space – "Unicorn associated plant", added by further metaphorical simulation (false Unicorn).

Blending presupposes the mechanism of compression, considered by J. Fauconnier and M. Turner (Fauconnier, Turner, 2000) one of the main aspects of their theory. Relationships of compression, i.e. part – whole, cause – effect, etc., are established between the input mental spaces and in the process of conceptual blending result in a new structure in the emerging integrated space. In above example, BS1 displays the compression relationship of the "part-whole" type, while BS2 conveys the cause – consequence compression (if a plant looks like but is not ginseng, that is, it is a false ginseng, then this feature is transferred into the name resulted from BS 1, associating root with unicorn: false unicorn).

III. METHODOLOGY

Even though some researchers (Coulson, Matlock, 2001) are increasingly inclined to believe that the theory of conceptual integration and the theory of conceptual metaphor (Lakoff, Johnson, 1980, 1999; Lakoff, Turner, 1989) organically complement each other, our article, nevertheless, uses the models proposed by G. Fauconnier and M. Turner. This choice of research perspective and methods of analysis is due to the fact that the metaphorical folk names of the plants often reveal unexpected, original examples of conceptualization that cannot be explained in terms of the theory of conceptual metaphor. In particular, the corpus of our material shows that the motivational structure of some metaphors presupposes a projection between more than two conceptual areas as shown in the example above.

Another argument in favor of using the conceptual integration method is that blending is also applicable to the construction of linguocultural symbolic meanings (Lindell, 1998, p. 283-314), often involved in the process of folk nominations for homeopathic plants. Referring to the analyzed example, it should be said that other names for the *Chamaelirium luteum* plant contain an archetypal-symbolic component based in two languages on both the cultural archetypes of a fairy tale (*fairy wand*) and mythology symbols (*Devil's Bit*, etc.). Symbolic features implied by the internal form of metaphorical names in English and Ukrainian languages are "protection from evil" and "connection with the spirit world". These meanings are formed by the metaphorical shift based on the ambivalent qualitative ontological characteristics of the plant – both functional and associated with its appearance.

On the one hand, it "gives vital energy", while, on the other hand, it has a scary look due to the upright wooden stems covered with harmful and irritating thorns. Blending process for metaphorical model of the plant nomination as *fairy wand* includes:

ISS – a fabulous item; ITS – the root;

GS – (a) healing properties of the plant similar to wonderful qualities of Fairy Wand; (b) external resemblance of the root to the Wand.

For the second nomination *Devil's Bit* blending involves: ISS – an attribute of a mystical being (*bit* (mouthpiece) itself is endowed with symbolic connotations: smoking as a way of introducing into a trance); ITS – wooden stems of

the plant; GS – (a) supernatural healing qualities of the plant; (b) scary looks of wooden stems covered with thorns associated with the scare looks of a mystical being, (c) external resemblance of the wooden stems and a bit (mouthpiece).

IV. SAMPLING

The corpus of metaphors to denote English and Ukrainian homeopathic plants was selected from dictionaries of Ukrainian scientific and folk names of plants (2004), Dictionary of plant names : over 100,000 names of about 10,000 species and varieties of flowering plants and fern-like plants in Latin, Russian, English and Chinese (hieroglyphic and Latin transliteration) by A.I. Schroeter et al (1999), Encyclopedic reference book of medicinal plants (1992), website of the National center for homeopathy and numerous other on-line resources.

V. DISCUSSION AND MAJOR FINDINGS

Among the isomorphic input source spaces, underlying the metaphorical nominations of homeopathic plants in the compared languages, the paper identified:

(1) another plant: metaphorical motivations in generic space are formed either by (a) sensory evaluations based on the similarity of taste or smell of one plant with gustatory or odorative characteristics of another plant or (b) similar healing properties of the compared plants: *Water pepper* and its Ukrainian calque *vodiani peretz* (nomenclature name *Polygonum hydropiper* L.), *Wood sorrel* and similar name *schavel lisovyi* in Ukrainian (*Rumex sylvestris*), *False jasmine* and its calque *pomylkovi zhasmyn* (*Gelsemium sempervirens*); *bog rosemary* and *dykyi rozmaryn* (wild rosemary) (*Andromeda polifolia*): basic generic feature – the similarity of the leaves of real rosemary and its resembling wild plant;

(2) plant distribution area: *baraniacha trava*, *lamb grass*: ISS – lamb grazing place; ITS – grass; GS – place where the plant grows; place where the lamb graze; BS – metaphorical elaboration, based on the possessive propositional scheme. The nomenclature term *Arnica montana* also got its name from the Greek word "Amos" which means "lamb";

(3) mythical person or creature: *Jupiter's staff* (*Verbascum thapsus* L.). In the Ukrainian language, the closest to the motivational basis of the English name, based on the plant appearance, is the folk name *tsarski svichi* (the royal candles), however, deprived of mythological motivation. At the same time, another common name for the same plant, "doobidnytsia" (something that precedes the worship) is directly related to the religious conceptual sphere (as "obidnytsia" is defined as a daily worship served instead of the Liturgy). However, the internal form of such a nomination is opaque;

(4) a diseased organ or symptom of a disease: *Colic Root* (*Aletris farinose*); *puposhna trava* (umbilical herb), *shlunkova trava* (gastric herb) to denote *Potentilla erecta*; *lungwort*, *lehenevyi mokh* (lung moss) (*Sticta pulmonaria*): ISS – a diseased organ or symptom of a disease; ITS – plant / part of the plant; GS – healing properties of the plant, associated with the treatment of a certain disease;

(5) holiday / season: *Christmas fern* and its Ukrainian equivalent *rizdviani paporot'* (*Polystichum acrostichoides*): ISS – Christmas tree (green in winter); ITS – fern leaves; GS – evergreen fronds of the fern associating with evergreen Christmas tree; BS – based on the (a) composition attributing to the fern the quality of evergreen Christmas tree; (b) completion that relies on partonym-holonym metonymic shift with replacing the part of plant, its leaves, with by the whole plant; (c) elaboration involving differentiation of the fern from non-evergreen plants, development of the obtained BS by means of additional ISS "winter holiday" and background information that trees are not green in winter, as well as reduction of the comparative relations (green as Christmas tree) with the replacement of the object to which the Christmas qualities are attributed;

(6) behavior: *cuckoo flower* and its Ukrainian equivalent *zozulin tsvit* (*Cardamine pratensis*): ISS – Cuckoo; ITS – flowering; GS – bloom in the time when the cuckoo sings; BS – metaphorical nominative shift, based on the possessive propositional scheme; *beggarticks*, *prychepa* in Ukrainian (*Bidens*): ISS – annoying person in motivational structure of Ukrainian term, and beggar – in English common name; ITS – sticky seeds; GS – way of behaving: plant seeds that grab hold of whatever they touch and a person with similar pattern of behavior; *fly honeysuckle* and its Ukrainian calque *zhymolost' mushacha* (*Lonicera xylosteum*) (attracts flies); *bee balm* (*Monarda*) (attracts bees); *fleabane* – *Erigeron annuus* (drive away fleas) (ISS and generic features of the last two metaphoric folk names are not identified in the Ukrainian nominations of the same plants).

One of the most frequent models of metaphorization, characteristic of both Ukrainian and English folk names, is based on implicit comparison of the plants with body parts. The most common input source spaces, in this vein, involve parts of the body of:

(a) an animal: in Ukrainian – *levova pascha* (lion's mouth), in English – *snapdragon* to denote the same botanic name *Antirrhinum Tourn*; *cat's paw* and its Ukrainian correlate *kotyacha lapka* corresponding to botanic name *Antennaria dioica Gaertn* (Walker, 2014); *zaiache vukho* (hare's ear) in Ukrainian, designating *Verbascum lychnitis*. However, the English name *white mullein*, denoting the same plant, has a different motivational basis – unrelated to somatism though conveying tactile sensations of the plant associated with the softness – intersecting, in this vein, with the metaphorical pattern of the Ukrainian term *hare's ear* (compare with definition in Online Etymology Dictionary:

mullein is derived from Anglo-French *moleine* (French *moulaine*), perhaps literally "the soft-leaved plant," from French *mol* "soft" and Latin *mollis* "soft").

(b) a person: *lady's hair*, *maid's hair* (the botanic name – *Adiantum Pedatum* L. (folk names of this plant are not identified in the Ukrainian language where the only nomination *adiantum stopovydneyi* is a half-calque from the Latin term); *bearded iris* in English, *kosytsia* (braid) in Ukrainian (*Iris germanica*): **both** the Ukrainian and English folk names use somatisms albeit different; the blending space of the Ukrainian nomination, based on the similarity of the plant and the braid, results in metonymy, while English folk name relies on a metaphorical shift;

(c) a bird: Ukrainian name *voronyache oko* (Raven eye) to denote *Paris quadrifolia* in Ukrainian; *Pheasant's-eye* (*Adonis annua*). The correlative names of this plant in the Ukrainian language *volosatyk* (hairy), *mokhnatyk* (shaggy) lose the motivational attribute "part of the bird" as their motivational structure is related to an anthropomorphic source space, reflecting a plant association with a shaggy person.

So, genetic characteristics uniting the input source space "the part of the body" and input target space "the part of the plant" involve the similar shape of the plant (a part of a plant) and the body part, as well as their location in the body, sometimes in combination with similar functions.

English metaphorical nominations can be either isomorphic or allomorphic to their Ukrainian intercultural synonyms in relation to the underpinning mental spaces, subdomains, and prominent features.

In particular, isomorphic in terms of the input source space, subdomain and prominent feature are the Ukrainian folk name *kotyacha lapka* (cat's paw) and its English correlate *catsfoot* and *stoloniferous pussytoes*:

ISS is Cat.

ITS is Plant.

GS: involves at least two similar characteristics of the compared referents: white-woolly appearance and sensation on the stems associating with the sensation of touching a cat's paw that become prominent characteristics in the blended space. So, the metaphor is based on subject-sensory imagery, related to the tactile and visual perception of the plant.

Partial isomorphism is identified in the internal forms of the Ukrainian nomination *levovyi zev* (lion's mouth) and its corresponding English common name *snapdragon*, designating the plant *Antirrhinum Tourn.* Both nominative models underlying the internal form of nominations imply a metonymic-metaphorical transfer of the properties of an animal (its specific part) to a part of a plant. Isomorphic input target space for *levovyi zev* and *Snapdragon* is "Plant" with a subdomain "Flower". Allomorphic input source spaces are "real animal" and "fantastic / mythological animal" with the same isomorphic subdomain "jaws". Generic characteristics juxtapose the similar appearance of the open flower and open mouth of the scary animal.

At the same time, the generic features resulted in conceptual integration in the two blending spaces are different. In contrast to the Ukrainian metaphoric common name, based on the similarity of a part of the body (mouth) with an open flower, the English metaphor is rather associated with an action, metonymically embodied in the verbal noun "snap" denoting "an abrupt closing". So, the English metaphor is finally motivated by the resemblance of an open flower with the mouth of a predator in the process of capturing

A significant part of English metaphorical common names of the homeopathic plants is allomorphic to their Ukrainian correlates in terms of all components of the metaphorical semiosis. In addition, the English metaphoric nominations are distinguished by a more diversified mental source spaces and generic features, sometimes also associated with symbolic connotations, compared to the Ukrainian nominations.

For example, the Ukrainian common name *voronyache oko* (Raven eye), that is the somatism-based metaphor, correlates with the English terms *herb-paris* or *true lover's knot*. While the first English name is a partial lexical borrowing from Latin (*Paris quadrifolia*), the second nomination is much more ambiguous and implicit in its onomasiological structure.

In particular, the input source and target spaces of the metaphor *true lover's knot* are, correspondingly, "knot tying features" and "herb appearance". The generic space is based on such conceptual characteristics as (a) the cross-shaped connection of four leaves resembling the shape of folding a rope before tying a knot; (b) the equality and harmony of all parts of the flower, also known as the "herb of equality" that relates to the symmetry and proportionality of the knot of the same name.

In addition, the metaphorical nominative model is also based on the archetypal symbolic component, developed due to the association of the conceptual domains of "Harmony" ("suggested" by the plant's symmetry) and "marriage". Such an association evolved from the use of the herb in marriage rituals. In this case, the metaphorization model involves an additional input space associated with such a structural component of a metaphoric expression *true lover's knot* as "love" with additional functionally associated components "knot = marriage bonds", underlying something possessing joining capacity. At the same time, the key concept of generic space is "harmony" (both in marriage and in the form of a flower).

Other symbolic connotations of love, friendship and affection are conveyed, in their turn, by the name of the type of knot, namely the *true lover's knot* (about the symbolism of this knot – see Clifford, 1944, p. 386–388).

Thus, the metaphorical model of the nomination associated with the homeopathic herb is distinguished by a plurality of input spaces and generic features that determine the result of blending. Along with the input source space ("knot tying features") and input target space ("herb appearance") of the first order, there are additional implicit input spaces of

the second order "Marriage" and "Plant's Symmetry=Harmony", which, in turn, are complicated by the secondary linguocultural symbolic connotations "a plant under consideration is one of the symbols of marriage", "A knot visually resembling the plant was once considered a symbol of love", as displayed by Table 1:

TABLE 1.
CONCEPTUAL-MOTIVATIONAL BASIS OF THE COMMON NAME OF THE PLANT *TRUE LOVER'S KNOT (PARIS QUADRIFOLIA)*

Input source space 1	Generic space	Input target space 1
knot tying features	Symmetry, harmony	herb appearance
Marriage love devotion	harmony + linguocultural symbolic connotations conveyed by plant's name + symbolic connotations conveyed by the knot's nomination	herb appearance herb sacred function in marriage rituals

At the same time, the correlative Ukrainian name "*voroniache oko*" (Raven eye) is much less complex in relation to its onomasiological structure, reproducing one of the most frequent metaphorical nominative models:

ISS: a body part of the animal / a bird (an eye).

ITS: the part of the plant (a berry).

GS: visual imagery, involving such conceptual characteristics as "the similar shape", "bluish-black color", "shine", location (upper body - the upper part of the plant) associating the berry appearance with the raven eye.

Further metonymic shift in the nominative model results in such Ukrainian synonymous doublets as the *voronetz* (little crow), *voroniachi yahody* (crow berries), *voronnia trava* (crow grass). Metonymic shift relies here on the paradigm of semantic relations between the holonym (a bird: Raven) and its body partonym (Raven eye). In the metaphoric model under consideration, the holonym replaces the partonym even though it is the partonym that determines the prominent motivating feature of the metaphoric onomasiological structure. In addition, in the second two nominations *voroniachi yahody* (crow berries) and *voronnia trava* (crow grass), the specificity of the metonymic-metaphorical nominative shift is no longer determined by the comparative, but by the possessive basic propositional scheme.

Other synonymic common names designating the same plant involve the nominative metaphoric model based on combining comparative and possessive characteristics, reinterpreted by folk linguistic mentality in symbolic plane. A common name *vovchi ochi* (wolf eyes) involves two possible interpretations: the first one is close to the motivational basis of the metaphor *voroniache oko* (Raven eye).

ISS: a body part of the animal (eyes).

ITS: the part of the plant (a berry).

GS: visual imagery constituted of the "shape", "color", and "glitter of eyes", associating the black eyes of a wolf with the berry appearance.

However, the second interpretation involves the additional symbolically reinterpreted mental spaces related to the popular beliefs about the wolf as the personification of evil, meanness, and death. In the Encyclopedic dictionary of symbols of Ukrainian culture, the wolf is defined as "a symbol of evil, greed, cruelty, hypocrisy, lies, bloodthirstiness, submissiveness, ingratitude, unworthiness, conspiracy of evil people, hungry life, hunger" (Encyclopedic dictionary of symbols, 2015, p. 137).

In this vein, the associated source and target mental spaces are related to the properties of the poisonous plants and the qualities of the wolf, attributed to it by folk psychology (in particular, a similar interpretation is found in Ukrainian sources devoted to traditional medicine source: <https://medukpro.ru/narodna-medicina/6184-vovcha-jagoda.html>). Metaphorical model can be presented as follows:

ISS 2: evil qualities of the wolf

ITS 2: poisonous properties of the plant

GS 2: danger to human life.

Even more complex symbolism is the basis for the nomination *khrest trava* (grass-cross) to designate the same plant. On the one hand, it is based on visual association of the plant with a cross (the connection of four leaves like a cross). In this case, the simple one-level model of conceptual integration involves: ISS: cross; ITS: plant leaves configuration; GS: visual similarity of symmetric leaves and a cross.

On the other hand, a secondary metaphorical-metonymic shift as well as additional symbolic meanings associated with the name of the plant relates to the function of the cross as a protection from evil forces. In this connection, the *khrest trava* (grass-cross) was attributed a supernatural ability to protect its owner. In ancient times, it was believed that such berries, sewn into clothing, could save a person from evil spells. During epidemics, they were worn on the body to protect against the pestilence.

However, another interpretation of the sacred properties attributed to the grass can also be connected, in our opinion, with its poisonous properties. An amulet in the old days often became a thing associated with something terrible (fangs of terrible animals, etc.), since it was believed that such an amulet not only could drive away evil but also cause the forces of evil to panic.

Motivational structure of the different Ukrainian folk names to designate *Paris quadrifolia* is shown in Table 2.

TABLE 2.
CONCEPTUAL-MOTIVATIONAL BASIS OF THE UKRAINIAN FOLK NAMES TO DENOTE *PARIS QUADRIFOLIA*

<i>voroniache oko</i> (Raven eye)		
Input source space	Generic space	Input target space
a body part of the animal a bird (an eye).	the similar shape, bluish-black color, shine, location (upper body - the upper part of the plant)	the part of the plant (a berry)
<i>vovchi ochi</i> (wolf eyes)		
ISS 1: a body part of the animal (eyes)	shape, color, glitter of eyes	ITS 1: the part of the plant (a berry)
ISS 2: evil qualities of the wolf	danger to human life.	ITS 2: poisonous properties of the plant
<i>khrest trava</i> (grass-cross)		
Cross	visual similarity of symmetric leaves and a cross; symbolic meaning: protection from evil	plant leaves

Allomorphic in terms of onomasiological structure is the English metaphorical common name *larkspur* and its Ukrainian correlate *zhvyokist* (literally translated – a truncated version of "alive bone") to denote the same botanic name *Delphinium*.

For the English metaphoric nomination, the input source space involves the somatism – a body part of the bird; the target space is the part of the plant – the flower; the generic space is based on the visual resemblance of the elongated petals on each bloom of the flower with the hind claws of a lark.

Motivational basis of the Ukrainian metaphor involves:

ISS: musculoskeletal system.

ITS: healing properties of the plant.

GS: recovery, revitalization of musculoskeletal system due to healing properties of the plant.

Motivational structure of the Ukrainian and English folk to designate *Delphinium* is shown in Table 3.

TABLE 3.
CONCEPTUAL-MOTIVATIONAL BASIS OF THE UKRAINIAN AND ENGLISH FOLK NAMES TO DENOTE *DELPHINIUM*

<i>zhvyokist</i> ("alive bone")		
Input source space	Generic space	Input target space
Healthy musculoskeletal system	recovery, revitalization	healing properties of the plant.
<i>Larkspur</i>		
a body part of the bird	elongated petals on each bloom of the flower associating with the hind claws of a lark.	a part of the plant (its flower)

Analysis of the internal form of the Ukrainian metaphoric nomination *kanadska vovcha stopa* (Canadian wolf's foot) to denote *Sanguinaria canadensis* reveals a conceptual model constituted by the target input space "the part of the plant" and source input space "the part of the animal's body". The conceptual feature projected into the generic space is the external similarity of the shape of the plant to that part of the animal's body, marked by somatism "foot".

However, the conceptual blending reflected in the internal form of the English metaphorical composite *bloodroot*, which denotes the same plant, is the result of the interaction of two source and two target spaces:

ISS 1: "blood"

ITS 1: "liquid"

GS 1: common feature – red colour

ISS 2: part of a living organism

ITS 2: Part of a plant (root)

GS 2: the property of root and a living organism to emit blood-like red liquid when damaged.

As a result of the projection of two conceptual features (blood-like red fluid is released due to damage) in the generic space, a new meaning emerges in the blended space: the root bleeds as a damaged part of a living organism, which determines the metaphorical-metonymic nomination.

Thus, the Ukrainian composite and its conceptual equivalent in English has three isomorphic conceptual features: (a) belonging to a living being, (b) metonymic semantic relations (part of the body – part of the plant), which is the basis of the metonymic component of the nomination, as well as (c) the implied seme "comparability" (look like) – the basis of the metaphorical nomination.

However, allomorphic are the input source spaces and the features of the generic space that determine the conceptual blending and differences in the motivational basis of Ukrainian and English metaphors designating the same plant-referent as displayed by Table 4.

TABLE 4.
CONCEPTUAL-MOTIVATIONAL BASIS OF THE UKRAINIAN AND ENGLISH FOLK NAMES TO DENOTE *SANGUINARIA CANADENSIS*

<i>kanadska vovcha stopa</i> (Canadian wolf's foot)		
Input source space	Generic space	Input target space
the part of the animal's body	similarity of the shape of the plant and part of the animal's body	the part of the plant
<i>Bloodroot</i>		
ISS 1: blood	GS 1: red colour	ITS 1: liquid
ISS 2: part of a living organism	GS 2: the property of root and a living organism to emit blood-like red liquid when damaged.	ITS 2: part of a plant (root)

VI. CONCLUSIONS

The paper identifies similar and different features in metaphorical folk names of English and Ukrainian homeopathic plants from viewpoint of their cognitive and linguocultural underpinning. Based on the method of conceptual integration with some elements of symbolic analysis, the article reached the following main findings.

Isomorphism of metaphorically-based plant nominations in the compared languages relies on their similar input source spaces of motivation, i.e. plant distribution area; mythical person or creature; a diseased organ or symptom associating healing properties of the plant with the organ treated by it or the mode of its treatment; holiday; "behavior" with generic features associating plant properties with human behavior; "body parts of the animal, bird or human", suggesting these parts similarity with the plant part in shape, location and functions; "another plant" – with common gustatory or odorative features of the associated plants or their similar healing properties.

Isomorphic for both languages are the compound blending models that presuppose more than two input spaces and the involvement of the obtained blend space in new blending, including those complicated by the linguocultural symbolic connotations. Isomorphism is also revealed in metonymic compression in blended spaces, based on holonym-partonym shifts, possessive and comparative schemas.

Allomorphic input sources of English metaphors involve the spheres of "artifact", "body fluids", "mythological characters", "fantastic creature", "particular patterns of behavior" and their corresponding characteristics associated with the plant – in contrast to the Ukrainian intercultural synonyms where such conceptual input spaces have not been identified.

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Influences of Language Shift on Speech Fluency in Memory Production of Unbalanced Chinese-English Bilinguals

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Abstract—Language shift at encoding and retrieval has been demonstrated to influence memory. However, previous studies of language shift mostly focused on memory accuracy, leaving its effect on fluency of memory production neglected. The current study sets out to investigate how encoding language and delay interval influence speech fluency in memory production. In the study, 60 Chinese ESL learners were asked to verbally retell two stories in immediate or delayed memory tests. One story was learned in English but recalled in Chinese, and the other was learned and recalled both in Chinese. The fluency of their speech reproduction during story recall was manifested by production fluency and pause rate. The results show that encoding in English and retrieving in Chinese leads to more pauses and lower fluency than encoding and retrieving both in Chinese. However, the language shift effect on speech production diminishes after 24 hours' delay. The results suggest the key role of delay interval in modulating language shift effect and shed light on bilingual memory and bilingual education.

Index Terms—language shift, story recall, speech fluency, delay interval

I. INTRODUCTION

Immersion education programs are becoming increasingly popular around the world as an efficient approach to teaching foreign languages (Johnson & Swain, 1997). Following the trend, in recent years China has gradually developed English-as-a-medium-of-instruction (EMI) courses to improve students' English proficiency (Xiong & Feng, 2018; Zhang, 2018). However, although the academic knowledge and concepts in these EMI courses are taught in English, they are usually communicated and put into practice in Chinese.

Would the mismatch between input and output languages affect learning and memory recall? This has been widely debated but remains controversial (Antón, Thierry, Gaborov, Anasagasti, & Duñabeitia, 2016). Finding an answer to this question is of critical importance to the understanding of bilingual memory and will provide profound insights into bilingual education. In addition, previous studies have probed into the influence of language shift on memory accuracy and yielded a great number of revealing results (Matsumoto & Stanny, 2006; Marian & Fausey, 2006; Goldstein-Diamant & Vakil, 2019). However, speech fluency in memory recollection, as another important indicator for memory retention (Gomez & White, 2006), has drawn a far less amount of attention in the field. Therefore, the current study will focus on the issue of language shift and examine how language shift influences speech fluency in memory recollection and how such effect varies with time.

A. Language Shift Effect on Memory Representation

Language shift occurs when people encode an episode or a text in one language but retrieve the encoded information in another language (Marian & Neisser, 2000). It has been found that language shift would significantly decrease people's memory performance, which was defined as language shift effect (Marian & Neisser, 2000). A great number of researchers have found evidence in support of language shift effect on memory (Marian & Neisser, 2000; Matsumoto & Stanny, 2006; Marian & Fausey, 2006). For example, Marian and Neisser (2000) examined language shift effect among Russian-English bilinguals. It was shown that their episodic memory was more accessible when the encoding and retrieval languages were matched than when they were mismatched, demonstrating a language-dependent phenomenon. It was explained that language shift at encoding and retrieval would lead to larger processing costs in retrieving past episodes. Similar findings are reported in Matsumoto and Stanny's study (2006) of Japanese-English bilinguals, that the episodic memory being retrieved at the test was mostly encoded in the same language as the cue words. These studies have provided evidence for language-dependent memory and language shift effect on autobiographic memory retrieval.

However, all of these studies only focused on language shift effect on episodic memory, which is grounded in the experiences of past real-life events. In this regard, Marian and Fausey (2006) stood out by exploring how language shift influences academic learning. In their study, they took use of four short academic-type stories and tested the memory for the stories among balanced and unbalanced Spanish-English bilinguals. Critically, the consistency of the encoding language and retrieval language was manipulated. In line with previous findings, it was shown that memory retrieval of

balanced bilinguals was faster and more accurate when the input language and output language were matched (Marian & Fausey, 2006). Yet such language shift effect was absent for unbalanced bilinguals, which contradicted the fact that the unbalanced bilinguals generally experience larger processing costs during language shift or translation compared with balanced bilinguals, due to lower proficiency in L2. Hence, it is necessary to carry out an experiment to further testify the language shift effect among unbalanced bilinguals.

In addition, it should be noted that previous research of language shift effect on text memory only discussed academic-type stories, while there is little attention to stories of daily-life events (Marian & Fausey, 2006). However, mental representations of the two types of stories should be different (Wolfe & Mienko, 2007). Firstly, processing academic-type stories should rely more on the text-level input or the exact words used in the stories, as the stories usually refer to unfamiliar and novel concepts or abstract scientific knowledge, which can hardly be linked to previous life experiences. However, the representations of daily-life events rely less on the text-level information, as their understanding and interpretation can be constructed based on prior knowledge or experiences. Secondly, academic-type stories usually include certain unfamiliar words or terms, while the vocabulary used in describing daily events is usually simple and frequently used. Therefore, larger processing costs and text-based memory should possibly be associated with memory for academic-type stories, while lower processing costs and bigger influence from previous experiences would be expected for memories of daily-life stories. It leaves us wondering whether different processing mechanisms will influence language shift effect on text memory, which will be the major concern of the current study.

B. The Influence of Delay Interval on Language Shift Effect

Memory is not the exact replica of the original experience and always changes over time (Bartlett, 1932). The initial memory for a story usually retained highly detailed information. However, over time, only the story's gist and few details could be reserved (Moscovitch, Cabeza, Winocur, & Nadel, 2016; Bartlett, 1932). Then will time and memory decay influence language shift effect on memory recollection? There is only a very limited amount of studies dedicated to this issue.

Gablasova's (2014) study investigated how delay modulated the effect of encoding languages on memory production. To be specific, it was found that the participants' memory for academic texts displayed in L2 decayed more noticeably and faster than L1-encoded texts (Gablasova, 2014). However, the findings relating to this issue were inconsistent. In contrast to Gablasova's (2014) study, Beken, Woumans, and Brysbaert (2018) reported that L2 input does not result in a weaker performance of memory production than L1 input both at the immediate test and at delayed tests (Beken et al., 2018). These contrasting findings suggested that more research needs to be carried out to ascertain whether learning in L2 hinders memory production. In addition, these studies only focused on the condition where no language shift was experienced during memory recall. The present study is going to examine how language shift influences language production fluency immediately and 24 hours after learning. Then, how would language shift effect change over time? Therefore, the second aim of the present study is to examine how language shift effect on memory recollection changes with time.

The answer to this question may lie in the different forgetting rates of different levels of memory representations for narratives. It has been revealed that information is usually encoded and stored in three structures, namely surface structure (the word-by-word text), propositional structure (abstract meanings), and situational structure (story gist) (Schmalhofer & Glavanov, 1986). In addition, it was found that memory for surface structure and propositional structure would quickly fade with time, whereas memory for the situational structure, i.e. the gist of the story, would still be accessible even in four days after learning (Kintsch, Welsh, Schmalhoffer & Zimny, 1990).

When it comes to the current study, the Chinese version and the English version of the stories differ in surface structure, as different texts were used in the description, but they were identical in situational structure (story gist). Therefore, when tested immediately after learning, the participants' memory for the surface structure or word-by-word text will be fresh. Accordingly, retelling an English-encoded story in Chinese would require translation of the original verbatim memory into another language, which will lead to larger processing costs and language shift effect in memory recollection. However, after 24 hours, the surface structure will decay but the situational structure will still retain. At this moment, retelling an English story would be similar to retelling a Chinese story, as memory production was based on situational structure, which is identical between the Chinese story and the English one. Therefore, it is predicted that language shift should influence immediate memory recall, but will make little difference to memory with a longer delay.

C. Fluency of Language Production and Memory

Most previous studies on memory have only concentrated on the amount of produced memory, memory accuracy, recognition speed, and false memory caused by the shift of language at encoding and retrieval (Marian & Neisser, 2000; Matsumoto & Stanny, 2006; Marian & Fausey, 2006; Goldstein-Diamant & Vakil, 2019), but speech fluency in memory recall has seldom been explored.

However, language shift may also influence speech fluency in memory recollection. For one thing, language shift may decrease speech fluency during memory recall (Matsumoto & Stanny, 2006; Marian & Fausey, 2006), as further translation was needed in the recall process, which led to enlarged processing costs. For another thing, language shift may also influence speech fluency by lower memory quality at the encoding stage (Hogan et al., 2006; Alexiadou et al.,

2018), which resulted in larger processing difficulty and decreased speech fluency in memory recollection (Gomez & White, 2006). Therefore, the current study resorts to production fluency as an indicator for memory performance and processing speed to examine how speech fluency in memory production for stories differs with language shift.

In general, this study will focus on how language shift influences speech fluency in memory recall among unbalanced Chinese-English bilinguals and discuss the role of delay interval in modulating Chinese-English bilinguals. To do that, we will use two short stories about daily-life events as experimental materials, each having a Chinese version and an English version. Participants will take the story recall test immediately after learning or after one day's delay. Their speech fluency in story recall was evaluated through the analysis of pause rate and production fluency.

It is predicted that participants who experience the shift of input language and output language would be more fluent in immediate memory recall. However, this language shift effect would become barely noticeable in 24 hours. Besides, we expect that on average Chinese-encoded stories would be reproduced more fluently than English-encoded stories both at the immediate test and the 24-hour-delayed test.

II. METHOD

A. Participants

We recruited 60 Chinese college students online and randomly assigned half of them to the immediate test group and the other half to the delayed test group. Among them, 16 were males and 44 were females. The participants' mean age was 21.4. In addition, two participants were removed from data analysis because of poor performance in memory recollection task.

They were all Chinese native speakers who had started learning English from primary school and had kept on learning it in school since then. Information about the participants' English proficiency was collected, including results of CET-4, CET-6 (Band 4 and Band 6 of College English Test in China, mandatory for Chinese college students), IELTS, TOFEL and other certificates that could serve to identify their English proficiency. We also tested their vocabulary on *Lextale*, an online platform, with a scale of 100 points. It was shown that the vocabulary level of participants was at an intermediate or advanced level (mean=73.38, SE=9.03). A combined analysis of their vocabulary and other test results revealed no significant difference in English proficiency between the immediate test group and delayed test group ($p>0.05$). In addition, it should also be noted that none of the participants had the habit of stuttering so that their pauses in the free recall test excluded the possibility of speech impediment.

B. Materials

We created two narrative stories as reading materials and each story had two versions, a Chinese version and an English version. In order to guarantee equivalent semantic meanings and syntactic structure between the two versions of stories, translation was done by three translators independently before they negotiated for the final version of translation. Moreover, polysemy was excluded from the stories to avoid ambiguity and extra cognitive efforts that would come along, and all the English words we chose were in the vocabulary required by National College Entrance Examination, which were highly familiar to our participants. Besides, to minimize the difference between the two stories, they were matched from topic, length, structure, and the amount of conveyed information, to difficulty of vocabulary, grammatical structure, and familiarity with details in the stories.

We also designed a questionnaire to test the participants' familiarity with the objects and events in the stories. In the online questionnaire, the participants were asked to rate their familiarity with the objects and events occurring in the stories on a seven-point scale. The results showed no significant difference between their familiarity with the two stories ($p>0.05$). In summary, the two stories were matched in surface structure, difficulty, and familiarity so that the chance of them causing different cognitive efforts was minimum.

C. Experimental Design and Procedure

There were two lists for this experiment. Each list consisted of two stories, with only one version of each story in it. Specifically, List 1 included the Chinese version of Story 1 and the English version of Story 2. List 2 included the English version of Story 1 and the Chinese version of Story 2. An equal number of participants were randomly assigned to List 1 and List 2. The two stories in each list were presented in random order and counterbalanced.

Due to COVID-19, the experiment had to be carried out online. We took use of an online-questionnaire *Qualtrics* to present stories. At the same time, the experimenter communicated with the participants and gave instructions via video link, through the communication tool *Wechat* and recorded their voices in the memory recall task using a voice recorder.

The participants were instructed to memorize the stories while reading them aloud at their own speed. They were only given one chance to read through the two stories and the stories were presented one by one in random order. After reading the two stories, participants in the immediate test group took part in the free recall task. At this stage, they were encouraged to orally describe whatever they could remember in Chinese and they could organize their words freely based on their memories and personal preferences. Before retelling each story, a word referring to the theme of it (e.g., shopping and zoo) was shown on the screen as the retrieval cue and the participants were given 30 seconds for preparation. After that, they were asked to describe the learned stories in exquisite detail. There was no time limit for

the recall task so that they could tell the stories at their own speed. For the participants in the delayed test group, instead of being tested immediately after learning, they were asked to maintain their regular schedule and to take part in the free recall task 24 hours after learning, at exactly the same time on the next day.

After the memory test of both groups, the participants would provide some personal information, including age, gender, birth-place, places of growing up, and the aforementioned results of various English tests that the participants had taken part in that could identify their English proficiency. After that, they were required to take the online vocabulary test on *Lextale*.

D. Data Treatment

All of the recordings of story recall were transcribed. We first resorted to the app *Xunfeitingjian* to convert those speeches to texts. Then the three coders manually checked the transcription independently to guarantee the accuracy of the transcribed texts. Then they discussed the final version of the transcription. The duration of every pause during story recall was marked by referring to the audio spectrum of the recordings showed by Audacity. To analyze how the fluency of story reproduction differed with delay and language shift, the total number of pauses and the number of words in each story reproduction were coded. In addition, following Esposito, Stejskal, Smekal and Bourbakis (2007) and Kormos (2006), both filled pauses (intervals filled by vocalizations having no lexical meaning, such as “uh...”, “uhm...”, “er...”, etc.) and empty pauses (periods of silence larger than 0.2s) in speech were coded as pauses.

Production fluency and pause rate were further calculated as two indicators of speech fluency: (1) Production fluency is the number of words per second, which is calculated by dividing the number of words by the duration of production; (2) pause rate is the number of pauses per second, which is the number of pauses divided by the duration of production. To compare the average production fluency and pause rate in story reproduction with or without language shift, paired T-tests and one-way ANOVA were conducted.

III. RESULTS

To examine how production fluency varies with language shift and delay interval, we performed repeated ANOVA with language condition (language shift VS. no language shift), delay interval (immediate test VS. delayed test) as independent variables, and production fluency as the dependent variable. The results showed that there was a significant interaction between delay interval and language condition ($F(1, 55)=4.26$, $p=0.04$, see Figure 1). In addition, with further paired-sample T-tests, we found that language shift decreased production fluency only for the immediate group ($t(27)=2.88$, $p=0.01$), but not for the delayed group ($p>.05$). Besides, we failed to observe the main effects of language condition and delay interval.

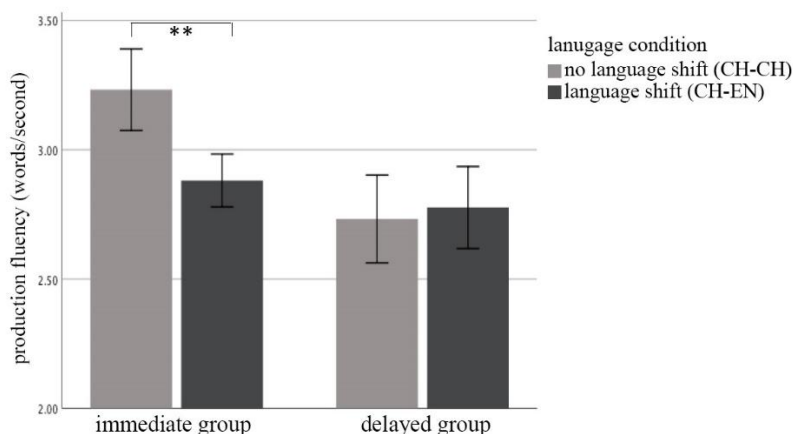


Figure 1. Production fluency during story reproduction with or without language shift in immediate recall test and 24h-delayed recall test. Error bars indicate standard error. *** If $p \leq .001$, ** if $p \leq .01$, * if $p \leq .05$.

We also examined how language shift and delay interval influence pause rate. Similarly, we performed repeated ANOVA with pause rate as dependent variable and language condition (language shift VS. no language shift), delay interval (immediate test VS. delayed test) as independent variables. The results showed that there was a significant interaction between delay interval and language condition ($F(1, 55)=4.312$, $p=0.04$, see Figure 2). In addition, with further paired-sample T-tests, we found that language shift only increased pause rate when participants were tested immediately ($t(27)=-3.97$, $p<0.001$), but not when they were tested with 24 hours' delay ($p>.05$). However, we did not observe the main effect of language condition nor the main effect of delay interval.

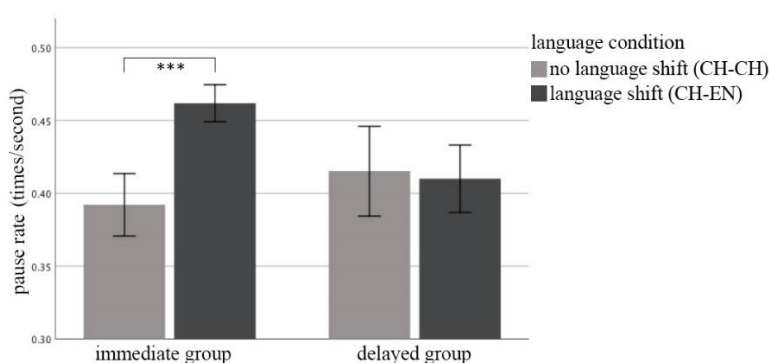


Figure 2. Pause rate during story reproduction with or without language shift in immediate recall test and 24h-delayed recall test. Error bars indicate standard error. *** If $p \leq .001$, ** if $p \leq .01$, * if $p \leq .05$.

IV. DISCUSSION

The current study aimed to investigate how language shift influences speech fluency of story reproduction and whether the language shift effect will change with time. Consistent with our predictions, we observed the interaction between language shift condition and delay interval, that language shift significantly increased pause rate and decreased fluency, when participants were examined immediately after learning, but not when they were tested after a one-day delay. However, inconsistent with our expectations, we failed to observe the main effects of delay on both production fluency and pause rate.

This study found that language shift decreased fluency in the immediate test, which was consistent with the findings of Marian and Fausey (2006), that bilinguals' memory for texts is more accessible when the encoding language is matched with the retrieval language. The language shift effect is possibly driven by different language processing mechanisms associated with language shift condition and non-language shift condition. More specifically, when people initially learned the stories, their memory was so vivid and detailed that they could recall the exact words used in the stories. In this condition, their memory for stories should be language-dependent. As a result, if they were asked to recollect the learned stories in a different language, they would have to translate the original text into another language, which increased processing costs and decreased speech fluency during memory recall. However, if the language used at recalling matched the encoding language, no further translation would be needed, and people only need to repeat the text from their memory efficiently. Therefore, language shift exerted influences on the results of the immediate test group.

However, the observed language shift effect was absent in the delayed test, which suggested that delay interval modulated language shift effect on production fluency, which the process of memory consolidation should possibly account for. Specifically, it was suggested that memory for stories would gradually be converted into a gist-based version over time since the surface structure could barely exist in one day, while the propositional structure and situational structure of the story were still retained in their mind at this point (Kintsch et al., 1990). That is to say, people would forget the word-by-word text of the original stories in 24 hours after learning, but could still remember the gist of the stories. In this situation, when participants were asked to retell the stories, they had to organize their words based on the story's gist at the point of recollection, regardless of the encoding language. In this way, memory for stories was gradually transformed from a language-dependent version into a language-independent version. Therefore, the language shift effect observed at the immediate test was eliminated at the delayed test, owing to the process of memory consolidation.

Nevertheless, it should be noted that we observed the language shift effect among unbalanced bilinguals, while in Marian and Fausey's study (2006), the language shift effect could only be observed among balanced bilinguals. The reason for this discrepancy was possibly the type of materials used in the two studies. Specifically, in Marian and Fausey's study (2006), they took use of academic-type texts, which were designed to introduce novel scientific concepts and consisted of a series of abstract and academic terms. Consequently, participants might encounter difficulty in learning the texts, such that their memory for them would be influenced, regardless of the encoding language. However, in the current study, we took use of texts of daily events, which were composed of rather simple vocabulary and could easily be understood. Therefore, we managed to control the interference from the texts. By doing so, we had a higher chance to capture the language shift effect among unbalanced bilinguals.

Moreover, interestingly, inconsistent with our prediction, speech fluency in memory recollection did not change with delay. One possible explanation for this phenomenon is that participants just told the information they remembered, without making efforts to figure out what they had forgotten. This idea can be substantiated by the decreased details in story recall among the delayed group. In addition, group differences may also account for the absence of delay's influence on speech fluency. As we adopted a between-subject design in this study, the delayed group and the

immediate group were two different groups of people, so that they may vary in production fluency and pause habits. As a result, delay effect on production fluency may have also been interfered with by individual differences.

V. CONCLUSION

In conclusion, this study investigated how language shift and delay interval influence speech fluency during memory recall. It revealed that language shift led to decreased speech fluency only temporarily, and this influence would wane to an insignificant level with a 24 hours' delay. The results provided further evidence in support of language shift effect among unbalanced bilinguals and suggested the key role of delay interval in modulating language shift effect.

This study provides important insights into bilingual memory and bilingual language processing. Firstly, it is one of the first investigations into language shift effect on speech production fluency, while most previous studies only focused on memory accuracy and retrieval speed. It extends our knowledge of language shift by highlighting its effect on another potential aspect of memory representation. Secondly, it also illustrates the role of delay interval in modulating language shift effect, thus furthering our understanding of how language shift effect alters with time. Thirdly, this study is distinct from most previous studies in that texts of daily events were applied as experimental materials, so that we could eradicate the interference of unfamiliar terms and concepts.

However, the current study is also subject to several limitations. Firstly, the participants were instructed to read the experimental materials aloud to memorize them so that the stories were only encoded through reading. In this condition, only learning outcomes under the circumstance of self-teaching were evaluated, while in most cases school education is performed through verbal communication, in other words, the students usually have to listen to their teachers to learn. However, memory production of information encoded through listening was not tested in this study. Therefore, to some extent, the results of this study cannot account for memory production of knowledge encoded in other ways than reading. In addition, only an immediate recall test and a 24-hour-delayed test were carried out in the current study, but it is unknown whether memory production fluency will change with a longer delay than 24 hours.

Further research should be carried out to investigate whether language shift effect will be modulated when information is encoded not by reading but through other modalities like listening or when memory is not produced verbally but through writing. In addition, it will also be necessary to test memory production fluency with longer delay intervals to check whether language shift effect will work again after disappearing at the 24-hour-delayed test.

APPENDIX

A. *Experimental Material: Story 1*

Chinese version: S1: 今天是周六，丽丽的叔叔中午要来家里做客。S2: 丽丽早上八点钟步行去超市买吃的。S3: 她买了一些牛肉、鸡蛋和西红柿，还有一些橙子和草莓。S4: 另外，丽丽还买了三瓶啤酒。S5: 这些都是叔叔最喜欢的。S6: 然后，她打出租车回家。S7: 回到家后，她先铺好床，然后又去扫地，最后把垃圾扔掉。S8: 然而，在这时候，丽丽忽然发现家里停水了，她不能做饭了。S9: 于是她生气地坐到沙发上。

English version: S1: Today is Saturday, and Lily's uncle is coming to visit at noon. S2: Lily walked to the supermarket to buy some food at eight o'clock in the morning. S3: She bought some beef, eggs and tomatoes, as well as some oranges and strawberries. S4: Besides, she also bought three bottles of beer. S5: Those are all her uncle's favorites. S6: Afterwards, Lily took a taxi home. S7: After arriving at home, she firstly made the bed, then swept the floor, and finally threw away the garbage. S8: However, at this moment, Lily suddenly found that the water supply was cut off, and she could not cook anymore. S9: So she sat in the sofa angrily.

B. *Experimental Material: Story 2*

Chinese version: S1: 七月份的一天，安娜和朋友们计划去动物园玩。S2: 安娜早上九点开始洗澡化妆。S3: 那天，她选了一件白色T恤和一条黑色短裤以及一双运动鞋。S4: 另外还戴了顶粉色帽子。S5: 她喜欢自己的打扮。S6: 然后，她坐上公交车到动物园。S7: 和朋友们汇合后，她们先去看了大象，然后喂了猴子，最后给熊猫拍了照。S8: 但因为老虎馆在整修，她们没有看到老虎。S9: 所以她们伤心地回家了。

English version: S1: One day in July, Anna and her friends planned to go to the zoo. S2: Anna started taking a shower and doing her makeup at nine o'clock in the morning. S3: That day, she chose a white T-shirt, a pair of black shorts and sports shoes. S4: Besides, she also wore a pink hat. S5: She liked the way she looked. S6: And then, she got on the bus to the zoo and met her friends. S7: After meeting her friends, they firstly saw the elephants, then fed the monkeys and finally took pictures of pandas. S8: However, since the Tiger House was under repair, they did not see the tigers. S9: So they went home sadly.

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Challenges and Strategies Used by English Teachers in Teaching English Language Skills to Young Learners

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Abstract—Teaching English language skills as a foreign language to young learners is not easy, many things should be considered so that the teaching can run well. Young learners are sometimes motivated in learning, but they are sometimes demotivated. Young learners only learn when they want to learn, and they will not learn if they do not want to learn. Teachers need to encourage young learners' motivation in learning process. This study was conducted to investigate the challenges encountered by English teachers in teaching English language skills to young learners. This study was done through the qualitative research with a demographic questionnaire and depth interviews as the data collection methods. The demographic questionnaire was analyzed descriptively and the data of interview were analyzed by within-case and cross-case displays. There were four teachers from three different schools who participated in this study. Findings of this study identified two main themes related to the challenges and the teachers' strategies in teaching English language skills to young learners. The themes were the challenges in teaching English language skills and the teachers' strategies. Four strategies were implemented in teaching English language skills to young learners including playing games, using songs, providing a lot of practices, and memorizing. These findings could be useful for those who are teaching English or working with young learners.

Index Terms—language skills, learning strategies, motivation, teaching strategies, young learners

I. INTRODUCTION

English as an international language has a big role in many aspects in Indonesia, such as international relationships, economics, education, and etc. English is also a significant requisite for gaining a good job (Nunan, 2005). As a foreign language, English is easier to be learnt when learners are young as a child is an active learner and thinker. So, children will be more active in learning language than adults, and they will understand easier than adults. That is why we should teach English as a foreign language especially to children who are between five and twelve years old in order that they are able to learn the language well. Linse and Nunan (2005), McKay (2008), and Philp et al. (2008) state that children who are between 2 and 13 years old are in their critical period. This is a very significant stage for learning a language because when people are mature, they are no longer in their critical period, they will face difficulties in learning a

language. Therefore, the critical period should be used as good as possible to make young learners learn English as a foreign language well.

Although, young learners have good abilities in learning language, they still have to be handled carefully because young learners have special and unique characteristics that are different from adult learners. They need creative and innovative teachers; furthermore teachers should understand the characteristics of the young learners. Then, they need more attention in learning. Vygotsky (1978 as cited in John-Steiner et al., 1996)) stated that based on his research on young learners, the learning and development of young learners take place in context. That is, young learners learn based on what is happening around them. So, young learners need teachers who can teach them well. Besides, they need the support of many good media and materials. Moreover, young learners cannot be forced to be what the teachers' want; they always do what they want. They have unpredictable emotions; they are able to change quickly. Furthermore, children as foreign learners of English do not have input in English. They do not know about English language and its skills exactly. It challenges English teachers to handle children in learning English.

These reasons encouraged us to conduct this study. We conducted the our study by investigating some elementary schools to find out the challenges encountered by English teachers in teaching English language skills to young learners and the teachers' strategies in solving those challenges. Two open-ended questions guided this study are: (1) what are the challenges encountered by English teachers in teaching English language skills to young learners? (2) How do they overcome those challenges?

II. LITERATURE REVIEW

A. *Challenges in Teaching English for Young Learners*

Young learners are still in the growing and developing processes. They are still learning how to manage their behaviors and feelings (Moon, 2005). In this process, they will express every feeling that they have even they get lost their emotional control, especially when they get mad and happy. Moreover, young learners' emotions are still inconsistent and unpredictable. It is changeable quickly in every condition. Because of this unpredictability, Clark (1990 as cited in Moon, 2005) said that the young learners are different from adults. Sometimes, they like to do something, but they can change directly to be bored in doing that. Besides, according to Nunan (2005), the young learners have inconsistent development. Some children may grow up earlier than others, whether it is in the cognitive skill, emotional, or social immature. There are some children who are able to read and write in the early ages, whereas the others cannot do that yet at the same age. Because of that, many challenges appeared for the teachers in teaching English for young learners. They should be aware of their learners' development, characteristics, and their learners' ability to make the young learners able to learn English well. Besides that, they also encountered some challenges to make the classroom becomes purposeful, supported, meaningful, full practice, enjoyable, and social (Shin, 2005). Purposeful means that teachers should be able to know the purpose of teaching-learning before they teach the young learners. Then, the teachers are also demanded to support young learners in learning. They must motivate their learners. Meaningful is that the teachers should be able to make the classroom meaningful, so young learners will feel embraced to miss the class. Besides, because of young learners are the active learners, so they prefer to learn by doing. This case demands teachers to create the learning processes to become full practices so that young learners will enjoy the class. The last, teachers should have social characteristics. They have to know what they should do to their learners. They have to understand well all of their learners, without exception.

B. *English Teachers for Young Learners*

Teachers are the ones who have many roles in teaching and learning stages. For being good and professional teachers, they not only need to be the model in the classroom, but they also should be the controller, organizer, assessor, prompter, participant, resource, observer, and tutor in their class Harmer (2003). However, in teaching English, a teacher should not only perform these roles, but they also have to be able to make their classes interesting. They have to love their job as teachers and then they should have a lot of knowledge, and they also have to be able to be entertainers (Harmer, 2002). English teachers for young learners should be aware of some ways or channels of young learners in receiving the information. According to Nunan (2005), children learn through three learning channels, such as auditory, tactile, and visual. Therefore, the teachers should try to present the lesson based on young learners' channels so that they are able to obtain and comprehend the lesson well. In creating a teaching and learning's atmosphere, teachers should be able to differentiate between the demanding and supporting ones (Cameron, 2005). They have to have many ways and strategies to support young learners to study. Teacher should invite them to love and enjoy English very much.

III. METHODOLOGY

The participants who involved in this research were four teachers who taught English to young learners in three different schools in Jambi. The researchers used a qualitative method with a case study approach to obtain the aim of this study (Abrar et al., 2018; Erlina et al., 2019; Mukminin & McMahon, 2013). This research was done in three elementary schools by involving four English teachers for young learners with a snowball strategy. The data of this study were collected by a demographic questionnaire and in-depth interviews (Mukminin, Ali, & Ashari, 2015). The

researchers provided the demographic questionnaire and distributed it to some elementary schools in Jambi. Then, from the demographic questionnaire, the researchers gained some participants who provided the information related to this study. The interview was done for 25-40 minutes for each participant. During the interview questions, among other things we asked our participants to obtain information on their background, their decision to go into teaching young learners, and their feelings as teachers.

We also asked the participants about what the challenges encountered by them in teaching English language skills to young learners and how they overcame those challenges. They were also asked to respond to the questions related to their personal abilities to overcome those challenges. Marshall and Rossman (1999) stated that qualitative data analysis was “a messy, ambiguous, time-consuming, creative, and fascinating process” (p. 150) and “Undoubtedly, no consensus exists for the analysis of the forms of qualitative data” (Creswell, 1997, p. 140). As is typical in a qualitative study, data collection and data analysis do not occur in a serial way; rather data collection and data analysis affect each other. In this study, we collected the data and after the data had been collected, we transcribed and analyzed them through reading transcripts of each participant. After we transcribed their interview data, we analyzed the data, and put relevant chunks of statements into our set categories. We reanalyzed and compared all transcripts across teachers in order to find the frequency of statements among participants for each general category or theme (Mukminin, Kamil, Muazza, & Haryanto, 2017). To make sure the credibility or the trustworthiness of our study and to ensure our interpretations, we included verbatim examples from the transcribed interviews. We also confirmed member checking. We checked not only with teachers but also with co-researchers that served as member checking (Habibi et al, 2018).

IV. FINDINGS

Based on the data analyses, there were two main themes and eleven sub-themes. The main themes were the challenges encountered by English teachers in teaching English language skills and teachers’ strategies that were implemented by the teachers in solving the challenges. The challenges include teaching listening, teaching speaking skill, teaching reading skill, teaching writing skill, learners’ characteristics, learners’ motivation, and media while teachers’ strategies were games, songs, providing a lot of practices, and memorizing.

A. *Teaching Listening Skill and the Challenges*

For young learners, listening skill is formed when they listen to a variety of sounds and voices around them, people talking, animals’ sounds, transportations, and etc. (Nunan, 2005). They only learn from simple and easy listening. Young learners listen to the simple instructions. The findings in this study indicated that some of participants reported that teaching listening to young learners was not too challenging because young learners were not demanded to be able to listen the difficult listening. For example,

Participant 1: Yes... it is right, because listening is just how to imitate what the teacher says like listening to the teacher how to pronounce a word well.”

Our participants described that they did not find any serious challenges in teaching listening skill to young learners.

B. *Teaching Speaking Skill and the Challenges*

According to Nunan (2005), young learners learn speaking skill while playing some simple utterances. They imitate simple words from people around them, whether it is direct or from the conversation on the television that they listen. The measurement of children’s ability in speaking English is only when they are able to utter some simple words. However, because English is not young learners’ first language, teachers found some challenges in teaching speaking to young learners such as young learners did not have much time to learn and speak English. Furthermore, they felt shy to speak English and they tended to be silent when they were learning. For example,

Participant 2: The problem is, for example, they are used to speaking English as it is not their first language.

Participant 3: In speaking, students feel shy to speak, but it’s not so difficult, because we still speak in short sentences or short conversations.

C. *Teaching Reading Skill and the Challenges*

Reading is divided into two types that are reading for the pleasure and reading for the information (Nunan, 2005). Reading for the pleasure is a reading as a fun activity which is only for a hobby; it is like reading novel, poetry, song’s lyric, short story, and etc. Meanwhile, reading for the information is such a kind serious activity which involves a thinking skill. People have to think to understand and comprehend the meanings or messages from the passages. Reading for young learners is included as reading for pleasure. Young learners are not demanded to comprehend the information of a passage, they only learn about how to decode the words. In our study, participants reported that they did not find many challenges in teaching reading skill; they only found that their learners did not have much vocabulary of English and cannot translate the words from English to Indonesian. For example,

Participant 1: ..for young learners, reading is more for pleasure, they are required to look for detailed information. So, when I teach them, they just have problems in understanding the meanings of the words.

D. *The Challenges in Teaching Writing Skill*

Writing is divided into two types, namely the academic writing and non-academic writing. Academic writing

includes research articles, papers, or thesis. For young learners, writing is related to their ability to write a simple sentence, even a paragraph (nonacademic writing). However, although it is only a word or a simple sentence, participants in this study found many challenges in teaching this skill to young learners. They reflected that many young learners were not able to write in English well. For example,

Participant 2: Writing is the most difficult skill for young learners as they are not familiar with English words.

E. The Challenges in Children's Motivation

The inconsistent characteristics of the young learners result in their motivation in learning. Young learners are sometimes motivated in learning, but they are sometimes demotivated. Young learners only learn when they want to learn, and they will not learn if they do not want to learn. Our participants reported that their students' motivation was up and down in learning English.

Participant 3: My experience is that their motivation is unpredictable. They are really motivated, but sometimes they are feeling lazy to study.

F. Teaching – Learning Media

Based on our data analysis, media was not part of teachers' challenging aspects. Teachers were not too worried about it because their schools provided all of teaching media required to support their teaching and learning processes. They could use media that are suitable with skills that would be taught such as laboratory, books or other facilities to teach English.

Participant 1: We have complete teaching media and our school provides us with what we need to teach.

Participant 3: It is not a big deal, we have a lot of books to use in teaching.

Based on the data, our participants did not find any challenges in using media for teaching English language skills.

G. Teachers' Strategies

Our findings indicated that there were some strategies implemented by the teachers to solve the challenges in teaching English language skills to young learners. Our participants reported that games, song, and pictures were the most favorite strategies to motivate their learners in learning English. Besides, memorizing as the traditional way was used an alternative way in teaching vocabulary. The participants reported,

Participant 3: Basically almost of them like a game, because a game is more fun.

Participant 4: Singing a song together is one of my ways to teach English for young learners.

Participant 1: My students like to memorize when they learn new vocabulary and I am fine with that as long as they enjoy it and it helps them to improve their language skills.

V. DISCUSSION

This study was conducted to investigate the challenges encountered by English teachers in teaching English language skills to young learners. We found that there were challenges that were encountered by English teachers in teaching English language skills to young learners. Furthermore, we also found some strategies used by the teachers in solving challenges in teaching English language skills to young learners. For listening skill, teachers did not find too many challenges in teaching the skill. However, for speaking skill, participants said that it was more difficult than teaching listening skill although students were only demanded to be able to mention some simple words. Nunan (2005) said that children speak English as a foreign language in doing some simple utterances; however our participants reported that young learners still felt strange with English words because English is not their first language. Additionally, lack of time for practicing also was reported as one of the challenges for them in teaching speaking skill for young learners. Silberman (2006) stated that people need more practices in gaining the second language. However, our participants explained that their young learners only had one or two hours in a week to learn English in their school. Even, sometimes some of young learners were shy to speak English, because they were not used to speaking English.

For reading skill, our participants reported that they only found problems when their young learners read the texts. They still had difficulties to translate the texts from English into Indonesian. According to Nunan (2005), reading is a set of skills to make senses and derives meanings from the printed words. Furthermore, Cahyono and Utami (2011) state that children will be measured to be able to read when they can do the initial readings such as alphabets and simple words. So, young learners are not demanded to be able to translate words yet.

The last is teaching writing skill. Our findings indicated that teaching writing was as the most challenging and difficult skill for teachers in teaching young learners. Although in writing skill, young learners are not demanded to be able to use a complex sentence, they are hoped to be able to write simple words even simple sentences. Our participants reported that their learners still had problems to write the spellings of words. They still do not understand how to write in a good structure for simple sentences as a result of the lack of knowledge about grammar. Another interesting finding is related to young learners' motivation to learn as young learners have unpredictable characteristics. They still learn on how to manage their emotion. In our findings, our participants reported that young learners were sometimes too enthusiastic in learning, but sometimes they did not want to learn at all. Sometimes they laughed, but suddenly they cried in the classroom. This kind of unpredictable characteristics was the most challenging for teachers.

Not only in the challenges, the investigation of this study also explored four subthemes related to the strategies that implemented by the teachers to solve of the challenges. The participants generally explored that they used four fun ways as the solution in teaching the English language skills to young learners. The ways are included games, song, practice, memorizing. However, our participants reported that they had several strategies to deal with those challenges. One of them is to use games. For teachers, games are favorite and fun activities for young learners in learning. The participants in this study told that games could help them to encourage young learners' motivation in learning process. Moreover, games help young learners in reaching and understanding the lessons as Pinter (2006) stated that young learners learn through playing. They also generally reflected that they used some games in teaching their learners to make young learners become enjoy in the class. Our participants also reported that they used songs as one of the fun activities that can make young learners enjoy the lesson. Songs are able to stimulate young learners in learning. It helps them to gain the lesson easier. Garton, Copland, and Burn (2011) found that many teachers used song to maintain young learners' attention in learning. Then, the next strategy implemented by our participants was practicing. Young learners are active and critical ones. They cannot learn in silent ways or only listen to their teachers. Garton, Copland, and Burn (2011) found that implementing practices to engage young learners in learning was useful including in teaching grammar rules to young learners. The last strategy used by our participants in solving the challenges and difficulties was memorizing. They used memorizing as one of the strategies to help their young learners in enriching their vocabulary. This strategy was implemented because many of young learners were poor in vocabulary. They did not have or know basic vocabulary yet. Garton, Coplan, and Burn (2011) also found that memorizing activity was as one of the traditional ways in enriching young learners' vocabulary.

VI. CONCLUSIONS

Teaching English language skills as a foreign language to young learners is challenging. Teachers should consider many things in order to engage young learners in learning. Findings of this study identified two main themes related to the challenges and the teachers' strategies in teaching English language skills to young learners. Teachers in this study were challenged to teach the four English language skills to young learners. Particularly, they were challenged not only to teach language skills but also to motivate them in learning as their behaviors are unpredictable in the classroom. In this study, it was found that four strategies were implemented in teaching English language skills to young learners including playing games, using songs, providing a lot of practices, and memorizing.

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The Impact of the Characters' Traumatic Memories on Their Family Patterns in *The Joy Luck Club*

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Abstract—In recent years, the study of *The Joy Luck Club* cannot get rid of the words “cultural conflict between the East and the West”, “post-colonial feminism”, “Chinese identity”, “mother-daughter relationship”. And Tan’s *The Joy Luck Club* on the surface seems to write about the mode of getting along with mothers and daughters and their difficult life under the conflicts of the two cultural backgrounds between China and the United States. But making a deep analysis, the family formed by them has a unique family model, and in addition to Chinese and Western cultural conflicts and other factors that affect these four families, there is also the traumatic memory of the mothers and daughters. This paper attempts to analyze the traumas of four couples of mothers and daughters in the novel, explore the sources of these traumas. Furthermore, it will explore the impact of these traumas on the relationship between mothers and daughters, and then find out what kind of family model will be formed by the traumatized mothers and daughters.

Index Terms—*The Joy Luck Club*, traumatic memory, family pattern

I. INTRODUCTION

In the 1950s and 1960s, the rise and development of the black people’s rights movement in the United States evoked some minorities’ understanding of their ethnic characteristics. The group with the strongest reaction is the writer community. Compared with African-American, Hispanic writers and writers of other ethnicities, Chinese-American writers face not only racial discrimination of Americans, but also the trauma of war, poverty, disaster, famine, displacement and intangible cultural shackles from their homeland. Therefore, while criticizing American mainstream culture and opposing racial discrimination, Chinese American writers also introspect the national culture and history.

Amy Tan’s works strive to make the voice of marginalized races and marginal cultures, and explore the identity of self. She is especially concerned about the sufferings and experience of traditional Chinese women and families. In her novel, “All Chinese women are victims of suffering The past events experienced by the four mothers in the novel represent the old China and the backward Chinese culture, and without exception mark brutality, backwardness, and ignorance” (Zhao Wenshu, 2009, p.135). And *The Joy Luck Club* mainly reflects the differences between two generations and two cultures by describing the story of mothers and daughters. It is in such conflicts that the mothers and daughters in the story understand that they are not purely Chinese and American, but Chinese-Americans who are compatible with Chinese and American culture (Ma Cuixia & Zhang Li, 2014).

Family is the core carrier of traditional Chinese culture. A famous scholar points out that the important position of a family and its extended family in the society of old China ... is unmatched by any other culture (Xu Xingyan, 2004). This is why the core position of a family is always emphasized in Chinese culture. However, in *The Joy Luck Club*, we can clearly find that traditional Chinese families are not paradise on earth, but closer to “most Chinese families are unhappy”. Unhappiness mainly comes from disasters and changes in life. These disasters and changes have brought some bad memories to every family in the novel, which become the traumatic memories that this paper will study. This paper attempts to analyze the traumas of the mothers and daughters in the novel and explore the sources of these traumas. Furthermore, it will explore the impact of these traumas on the relationship between mothers and daughters, and then find out what kind of family model will be formed by the traumatized mothers and daughters.

To analyze the impact of traumatic memories on family patterns in *The Joy Luck Club*, this paper mainly adopts the methods of literature research, so as to comprehensively and correctly understand their influences on the family patterns.

II. LITERATURE REVIEW

The success of *The Joy Luck Club* not only made Amy Tan become famous in the literary world, but also attracted more and more scholars at home and abroad to study the novel. Most western scholars focus on analyzing the characteristics of the gender and ethnic identity of the female image in the novel; domestically, attention is mainly paid to the issues of cultural conflicts, mother-daughter relationships, as well as the construction and narrative strategies of Chinese women in the novel. This paper summarizes several main characteristics of the current researches of *The Joy*

Luck Club by scholars at home and abroad.

A. Researches Abroad

In the United States, critics have mixed reviews of *The Joy Luck Club*. As a Chinese-American, Amy Tan is a mixture of Chinese and Western cultures. She does not have a deep understanding of Chinese culture, but the connotation of Chinese culture runs through *The Joy Luck Club* from beginning to end. Tan's description about the culture of the old China in the novel provoked much controversy in foreign literary world.

1. Perspective of Orientalism

Due to historical reasons, there is a lack of cross-cultural communication between America and China, thus Chinese in the eyes of Americans is mysterious, ignorant and backward. The subjective description of China's traditional culture in this novel is exactly in line with the imagination of westerners, thus some critics such as Frank Chin believe that the novel is full of Orientalism. Other critics believe that in this collision of Chinese and Western cultures, Tan's subjective description of Chinese culture justifies the differences and conflicts between Chinese and Western cultures. However, some scholars believe that Tan's description of Chinese culture is a misinterpretation, and her misinterpretation is to cater to the curiosity of western readers. Zhao Jianxiu pointed out in the anthology "*The Great Seal*" that "the Chinese and American-Chinese depicted in Amy Tan's novels are the products of white racist imagination, neither facts nor Chinese culture, nor Chinese or American-Chinese literature" (Xu Yingguo, 2008, p.135).

2. Perspective of Multiculturalism

The United States is a country dominated by culture of white people and has a variety of other cultures. Because of the development of American civil rights movement, some Western people proposed multicultural ideas. Barieva Klene Railevna (2017) thinks that multiculturalism advocates the coexistence of different cultures and objects any kind of cultural discrimination (p.301). The scholars such as Harold Bloom believe that in America the formation of multiculturalism is mainly to overthrow old cultural thinking and eliminate cultural discrimination by establishing a framework of multiculturalism.

In *The Joy Luck Club*, the American-born daughters initially discriminated against Chinese culture, but later, in the surrounding living environment and atmosphere, they slowly merged Chinese and Western cultures and realized a multicultural atmosphere (Bloom, 2009). In 1990, Amy Ling pointed out in her book *Between the Worlds: Female Writers of Chinese Ancestors* that the mothers in *The Joy Luck Club* got rid of the damage they suffered in China. They immigrated to the United States with the hope that the next generation would lead a happy life and become the most perfect combination of Chinese and Western cultures. However, because of their gender and ethnic disadvantages, their American dream was not fully realized. They still had to find their own identity in various oppressions (Alaine, 1982).

B. Researches at Home

As one of the representative works of Amy Tan, *The Joy Luck Club* has been studied by many Chinese scholars. Judging from the papers searched from CNKI (China National Knowledge Infrastructure), one of the Chinese paper databases, with the keyword "*The Joy Luck Club*", from 2010 to 2020, the journal articles on it are still increasing, with a total number of 594 articles. This shows that scholars' research on *The Joy Luck Club* is still gradually deepening and exploring from more different perspectives.

1. Perspective of Cultural Differences

Most studies analyze how mother-daughter contradictions and solutions have risen to the conflict and integration of Chinese and Western cultures, and explore the misinterpretations and generation gaps in mother-daughter relationships, different identities and values, and the novel's attitude toward Chinese traditional culture and the identity of new culture construct. In Peng Taoying's (2005) article "Separation, Conflict and Integration of Chinese and American Cultures: An Interpretation of *The Joy Luck Club*", she thinks that "*The Joy Luck Club* recognizes the differences between the culture of China and America and does not avoid their conflicts. The most gratifying thing is that it firmly believes in the ultimate fusion of culture is possible and inevitable" (p.48). In Li Xiaojun and Li Xiaohong's paper "From *The Joy Luck Club* to *Crazy Rich Asians*: The Oriental Imagination of Contemporary Hollywood and the Development of Asian Culture", they pointed out that "in the two major regional spaces of China and the United States, they have chosen four different specific scenes link the life encounters of four mother-daughter and three-generation women to reflect the social and cultural differences between the East and the West" (2019, p.112).

2. Perspective of Post-Colonialism

Post-colonialism mainly studies the political, social and cultural impact of Western colonization, and attempts to decolonize and change the destiny and values of mankind (Qin Nan, 2007). From the perspective of post-colonialism, women have been struggling to find their cultural identity under the marginalization and alienation. In *The Joy Luck Club*, Tan stands at the height of American culture to tell Chinese stories. Because mothers and daughters are in different positions, they are "others" to each other. In this "alienation space", they lose their cultural identity.

3. Perspective of Feminism

Feminists attempt to change women's position in society and traditional education and social practice's prejudice against women, exposing the various oppression of women in patriarchal society. In literature, analyzing the experience of women in literary works from the perspective of feminism, we may discover that they live without rights in the patriarchal society. As a female writer, Tan's novels mainly focus on women's living conditions and status. In this novel, she describes the sufferings of women's lives to reflect the discrimination and oppression of women's images. Huang Ping (2013) used Beauvoir's "other" theory to explore how women in *The Joy Luck Club* became "others" in a "cultural melting pot" like the United States. He pointed out that in the so-called patriarchal society, the women who lived in China, especially those who have endured numerous pains, fought desperately in search of their own value and cultural identity (p.46).

4. Perspective of Narratology

The special narrative strategy is the key factor to the long-term success of this work. A lot of domestic scholars have analyzed the novel's narrative features from different angles. From the perspective of spatial narratology, Pang Li (2014) interprets the opposition, transformation and integration of literature reflected in it. The article points out that the novel's narrative breaks the time limit and juxtaposes different cultural spaces with the same theme, revealing the theme of cultural identity. The dislocation narrative strategy of time and space reflects the distortion of mothers and daughters. Daughters born in the United States could not sense the living environment of the mothers; the generation of mothers in the United States rejected the culture denominated by white Americans and later accepted it to realize the transformation of space; the final reconciliation of mothers and daughters reflected the fusion of two different cultures.

C. Inadequacy of Previous Studies

Foreign scholars' research perspectives mainly focus on the difference between East and West, but there are few other aspects involved. For domestic research, there are relatively many perspectives. Most of the studies on the novel are about the cultural conflict and integration between China and America. Many related research viewpoints are similar and have no unique opinions. In terms of studies of the narrative characteristics, the narrative theories used in those researches are also relatively common. Scholars who study from the perspective of feminism mainly analyze the process of women from oppression to liberation, but these analyses are similar. The author believes that the effects of traumatic memories on the family model of mothers and daughters in this novel can be analyzed in depth from related theories of traumatic memory.

III. THEORETICAL FOUNDATION

The Definition of Traumatic Memory

Traumatic memory refers to those psychological, emotional, and even physiological abnormalities caused by serious injury events in life. It mainly includes two elements: first, the cause of trauma must be an event with sufficient intensity, and second, it emphasizes the experience of the event in the individual's heart (Zhao Dongmei, 2009). A traumatized victim is always immersed in the traumatic memories of the past, such as the memory fragments of injury events will constantly appear in his dream or imagination. Many ordinary things in one's life may become a trigger point of his traumatic memory, and may also awaken his psychological experience of those traumatic events. In addition, the victims showed selective forgetting. At the same time, in the unconscious, past victims are also very likely to be the perpetrators of traumatic events (Jung, 1978).

IV. THE SOURCES OF TRAUMATIC MEMORIES AND THEIR INFLUENCES ON FAMILY PATTERNS

The Family System Psychological research represented by Murray Bowen's and Virginia Satir shows that the family is a complete and indivisible system, and any event in the family will leave a trace on everyone (Corey, 2005); "the relationship model between parents and children is the basis of the relationship between children and others" (Wu Zhihong, 2007, p.50). Experiencing too much trauma may completely change the original attitudes and feelings towards life, and leave many shadows in the collective consciousness of the whole family that cannot be rid of to cause more pain. This paper attempts to analyze the traumas of mothers and daughters in the novel, explore the sources of these traumas, and further explore the impact of these traumas on mothers and daughters' relationship, and find out what kind of family model will be formed by the traumatized mothers and daughters.

A. Controlling Lindo Jong and Self-Indulgent Waverly Jong

1. The Sources of Lindo Jong's Traumatic Memories

Lindo Jong's traumatic memories came from her experience from two years old to her arrival in the United States. When she was 12 years old, her hometown was destroyed by floods and her family moved south. But she stayed there unwillingly and married a man whose mother was scornful. She was scolded and closely controlled by her mother-in-law for no reason. Even though she later broke free of her tragic family life through her ingenuity, successfully escaped from her husband's family, and then transferred to the United States, there were still "scars" in her life which was difficult to heal. Freud believes that the losses of childhood, such as the departure of loved ones, the

instability of care relationships, are particularly likely to cause children's traumatic experiences and form profound traumatic memories (Freud, 1998). Lindo clearly remembered that when she was two years old, she saw a matchmaker come to her house together with Mrs. Huang for the first time. That memory was so impressed, because from that moment on, she subconsciously realized that her role at home had changed since her mother's love for her began to lose gradually. Then, her mother sent her a message, intentionally or unintentionally, that her mother-in-law would be Mrs. Huang in the future. When she married her husband at the age of 12, her maternal love completely left her and she positioned Mrs. Huang as the new mother. However, she did not feel Mrs. Huang's love, only the endless frustration brought by Mrs. Huang's blame and control.

2. *The Sources of Waverley Jong's Traumatic Memory*

Lindo's daughter, Waverley, was very confident and fully inherited her mother's tenacity and savvy. However, Lindo Jong, who was once under the tight control of her mother-in-law, also formed a very serious desire to control under the subtle influence of her mother-in-law, and subconsciously exerted strong control over Waverley. Waverley had been good at chess since she was a child. Her mother was always proud of this award and made a big deal about it all the time. However, she hated her mother for this move. A fierce clash between the mother and daughter occurred. Jong showed extreme indifference to the growth and the two marriages of her daughter. Lindo's attitude towards Waverley made her feel that her mother no longer loved her. Finally, Lindo mentally suppressed Waverley in the form of cold violence, and foiled her resistance.

3. *The Influences of Their Traumatic Memories on Their Family Model*

The relationship between Lindo Jong and Waverley is the same as the relationship between Lindo Jong and her mother-in-law, because the person who plays the role of mother has a strong desire to control. As a daughter, Waverley said: "It was for me, a scared child, who had run away a long time ago to what I had imagined was a safer place. And hiding in this place, behind my invisible barriers, I knew what lay on the other side: Her attacks. Her secret weapons. Her uncanny ability to find my weakest spots" (Tan, 2006, p.203). In handling all affairs, Lindo's mother-in-law always attacked her, but she dared to fight against her destiny and changed her destiny with extraordinary shrewdness and courage. When it was her turn to deal with the relationship with her daughter, she unconsciously followed her mother-in-law's approach, thus Waverley felt the blame and blow from her mother in all aspects. As a result, they formed an antagonistic family model. In this family, the mother was indifferent and had a strong desire to control, the daughter was silent but silently resisted the mother's command.

Kinship is the driving force behind the child's psychological development. The three most important self-elements, attachment experience, object relationship, and self-identification, are formed under the care of family (Freud, 1998). Lindo Jong did not get a positive attachment experience when she was a child. Her love had always been suppressed, and she also did not know how to love her daughter. The long-term depression of love made her pass on her indifference and negation to her daughter. And the long-term lack of attachment experience with her mother also made Waverley live with scars of love since childhood. These traumatic memories further affected their family model, in which mother and daughter were deeply hurt in silence.

B. *Overly Hopeful Suyuan Woo and Unconfident Jing-Mei Woo*

1. *The Sources of Suyuan Woo's Traumatic Memories*

Suyuan Woo in the novel had twin daughters before immigrating to the United States. When the Japanese invaders hit Guilin, she was forced to flee, but exhausted on the way and finally had to leave her daughters on the roadside, hoping that the children would have a chance to be alive. However, she did not die. After being rescued, she chose to leave China and went to the United States. And later her youngest daughter Jing-mei Woo was born. "Abandoning the babies" became a "scar" on Suyuan's mind which was difficult to relieve. Thus, she turned her guilt of abandoning her children into exquisite love for her younger daughter. She poured all her love and hope on Jing-mei Woo in order to redeem her love for the twin daughters. This torture of mental guilt accompanied her for life.

2. *The Sources of Jing-Mei Woo's Traumatic Memories*

When Jing-mei Woo was young, her feelings, personality, dreams, and values were not accepted by her mother. She had to live in the way prescribed by her mother. Although Jing-mei worked very hard, her efforts were not recognized by her mother. She couldn't play the piano as much as her mother wished. The failure of the piano performance gave her mother the most fatal blow and because of this, her mother was "a quiet, blank look that said she had lost everything" (Tan, 2006, p.151) and caused her the greatest harm. "In the years that followed, I failed her so many times, each time asserting my own will, my right to fall short of expectation" (Tan, 2006, p.254). Long-term negative feedback had caused Jing-mei's poor self-identity, which influenced her ability to coordinate the psychological balance of inferiority and self-esteem, as well as her ability to create and develop.

3. *The Influences of Their Traumatic Memories on Their Family Model*

In the traditional Chinese family model, parents always consider their children above everything else, and will pour all their love on their children. However, if the parents' love is too heavy, the child is often overwhelmed, thus this

heavy love will become harmful to the child when the limit is reached. The recipient's defense mechanism will unconsciously resist this love, manifesting in an inferiority and rebellious character. This can be seen from the relationship of Suyuan Woo and Jing-mei Woo. The mother's weighty love made the whole family have a strong sense of heaviness, and also made this family form a kind of family model that only allowed obedience and no resistance. Consequently, this kind of family model made Jing-mei Woo lose herself.

C. Compliant An-Mei Hsu and Obedient Rose Hsu Jordan

1. The Sources of An-Mei Hsu's Traumatic Memories

An-mei Hsu's traumatic memories mainly came from her mother. An-mei Hsu's mother, a young widow, was forced to marry a businessman as a concubine after being raped, and this identity was a shameless and difficult matter for Chinese families at the time. As a result, her mother was cast aside by her mother's family and they refused her to take An-mei. In a quarrel, the adults accidentally knocked over the soup pot, scalded An-mei, and left her with a permanent scar, and more seriously, also caused her an unhealable mental "trauma". The whole family, especially An-mei's grandmother, considered her mother as a shame. The grandmother told An-mei: the "obedient" women are good women, while the "disobedient" women, like her mother, are bad ones. The denial and trample of her mother's image left An-mei with great trauma. She treated her psychological trauma through forgetting. According to Freud (1920), oblivion is a primitive defense mechanism. "In two years' time, my scar became pale and shiny and I had no memory of my mother. That is the way it is with a wound. The wound begins to close in on itself, to protect what is hurting so much. And once it is closed, you no longer see what is underneath, what started the pain" (Tan, 2006, p.40).

After the death of her grandmother, An-mei followed her mother to her new home. But soon her mother committed suicide in despair because she couldn't stand the humiliation her husband gave her. Since then, An-mei was completely separated from her mother. However, even though her mother left her by suicide, the mother's lifestyle of being submissive and patient with her husband still left a mark on An-mei. Although America did not have the feudal system of old China, women did not need to rely on the husband's breath to survive but without self, they still cannot become themselves in front of their husbands (Aliss, 1993). Therefore, on one hand, An-mei hoped that Rose was obedient, but on the other hand, she imagined that Rose would not be dominated by others when she became an adult.

2. The Sources of Rose Hsu's Traumatic Memories

An-mei's daughter, Rose Hsu Jordan, received the message from her mother since childhood that: Obedience is good, and having your own ideas is not good. This toxic doctrine made Rose lose herself. At the same time, the grandmother and mother's patriarchal ideas and the weak status of women were all highlighted in Rose's personality, which made her completely lose herself. Patience swallowed and indecision became the collective unconsciousness among their generations of women. The traditional Chinese concept of "Three Concerns and Four Virtues" advocated by the mother and grandmother generation also narrowed Rose's mind. After getting married, Rose put herself in the position of obedience, desperately covering up her true thoughts, and only trying to please her husband, causing her husband to have her no opinion, dissatisfaction with her dependence, but this kind of behaviors caused her husband to have dissatisfaction because he thought she had no opinion and was too dependent, which triggered a marriage crisis. This is exactly the same as the way Auntie Four (An-mei's mother) treats her husband.

3. The Influences of Their Traumatic Memories on Their Family Model

There are many unhealthy elements in Chinese traditional family culture (Gu Yue, 2011). The interests and reputation of a family often override the values and happiness of an individual. For Chinese, "the individual has no independent development direction and personality, but only as a stage of genealogy ... People get marry not just for themselves, but for the family" (Sa Mengwu, 2005, p.79). An-mei and Rose have flaws in attachment experiences, objective relationships, and self-identity. They restrained loving each other and never dare to love too warmly. This kind of love makes their families manifest forbearance everywhere. In this kind of family model, no matter mother or daughter, obediently obey others. The root cause of this family model is the patriarchal thought that penetrates into their deep consciousness.

D. Loveless Ying-Ying St. Clair and Self-Abundant Lena St. Clair

1. The Sources of Ying-Ying Clair's Traumatic Memories

At the beginning of the novel, Jing-mei's evaluation of Ying-ying St. Clair was: "Aunt Ying has always been the weird auntie, someone lost in her own world" (Tan, 2006, p.24). Ying-ying herself also thought that she was a walking dead, liking a ghost. She attributed it to her experience of the Mid-Autumn Festival when she was young. At that time, Yingying was separated from the family members, and accidentally fell into the water. After she was rescued, she was lost. Later, she saw a "Moon Lady" in the shadow play and became the goddess of happiness in her heart. She couldn't wait to run to the background and asked the "Moon Lady" to help her realize her wish---"to be found." However, she was astonished by the result. The "Moon Lady" she saw was actually a dirty man. She had been lost in her own world ever since, and her behavior also became weird and abnormal.

For Yingying, the series of events that occurred on that day had a strong spiritual impact and had sufficient strength,

so she had a strong inner experience, which caused her great trauma. The same event may bring different levels of internal experience for different persons. And individuals, especially children, have low affordability. Yingying was mainly looked after by her nanny. Her mother did not look after her often, but the feudal and conservative nanny did not provide meaningful counseling. In Ying-ying's heart, although her mother was under the same roof with her, she didn't really feel the mother's love. Therefore, Yingying's trauma became deeper and deeper and healed.

2. The Sources of Lena Clair's Traumatic Memories

The painful traumatic experience not only affected the mother's generation, it continued to spread between generations like a ghost, so that the daughter's generation was still suffering. For Lena St. Clair, her mother had always lived in her world, while the motherhood was absent. Yingying did not give Lena the motherhood she deserved, but used her own consciousness to internalize her daughter's self-awareness, restrain her daughter's behavior, and educate her in a formal way. However, she did not clear her daughter's mind. From her childhood, Lena only felt the fear, insecurity and extreme superstition brought by her mother, and she was always excluded when she longed to enter the mother's world. She inherited her mother's "trauma". On the surface, she was independent, self-reliant and very ambitious, but her mother's receptive personality and fatalistic emotions were intertwined, which deeply affected her and made her subconsciously and negatively accept the inequality and dissatisfaction in marriage. She had made equal contributions to the company in her career with her husband, but only paid one-seventh of her husband's salary, and never got the promotion she deserves. She was traumatized by the rules of this evenly distributed and seemingly equal game of marriage. And her family life was full of obedience.

3. The Influences of Their Traumatic Memories on Their Family Model

In the novel, both generations of mother and daughter were somewhat lacking in self, and this was largely a product of the family. Although the traditional family culture emphasizes the education of children, it ignores the children's spiritual construction in words and deeds, which has caused strong neglect and destruction to children (Gu Yue, 2011). Since Lena was born, she had subtly absorbed the results of her mother's words and examples. Therefore, her lifestyle was accompanied by the humility and tenderness unique to traditional Chinese women. And these caused her to have many conflicts with her husband.

V. CONCLUSION

It can be found from all the analysis that the traumatic memories of the two generations not only brought great pain and suffering to mothers but also daughters. The family system psychological research represented by Murray Bowen's and Virginia Satir tells us that if an unhealthy family model and mental state are not recovered in the previous generation, they will often be repeated in the latter generation. If we observe the four families in *The Joy Luck Club* carefully, we will find amazing repeatability. Here we see how motherhood's childhood family model is reproduced in daughters again. And this repetitiveness also makes their family model not be changed easily between generations, and is still passed down from generation to generation. Therefore, in the novel, the mother is affected by the traumatic memory of the previous generation, the daughter is affected by the traumatic memory of the mother, and the family models of the three generations show striking similarities.

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Feminism: An Exploration of Pragmatics of Women Lives in Namita Gokhale's Works

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Abstract—Feminism is a women's movement fighting for equal rights and status. The purpose of this study concentrates on the reflection of feminism in Namita Gokhale's selected works *The Book of Shadows* (1999), *Priya: In Incredible Indyaa* (2011), and *Things to Leave Behind* (2016). The features of feminism strive for equal rights for both men and women, particularly the emancipation of women, fight for their rights, freedom, equal rights, and gender issues. Namita Gokhale is a famous writer, and her notable works are *The Book of Shadows*, *Priya: In Incredible Indyaa*, and *Things to Leave Behind*. These selected works address the issues of feminism. The major protagonists of these selected works of Namita Gokhale are Rachita, Tilottama and Priya. Each character's life reflects the issues of feminism theory. Some famous feminists are Rachel Speght, Olympe de Gouge, Mary Wollstonecraft, Judith Sargent Murray, Fredrika Bremer, Elizabeth Cady Stanton and so on. The methodology of this study focuses on the feminist theory which is compared with Namita Gokhale's selected works. In discussion, the researchers compare the survey with the other studies for deeper understanding. Future study recommendations are alienation, self-identity, psychoanalysis, self-disorder, and parental care.

Index Terms—feminism, women existence, women's rights, education, social discrimination

I. INTRODUCTION

Mary Dickenson correctly points out about feminism that "Men are terrified of being laughed at by women. Women are terrified of being killed by males" (Dickenson, 1996). Feminism asserts that women are equal to men. There are different types of feminism, and they are liberal feminism, marxist feminism, radical feminism, cultural feminism, I-feminism, ego feminism and so on. This theory argues about women's rights and to live their life freely. Feminism doesn't mean fighting with men; instead, they support men for a better cause. Besides, some men's rights activists support women's lives and speak for women's rights.

In this study, the researchers selected Namita Gokhale's works *The Book of Shadows*, *Priya: In Incredible Indyaa*, and *Things to Leave Behind*. This study aims to analyse the features of women through theories of feminism proposed by famous feminists. Further, this study includes a review of literature, methodology, discussion, and conclusion. These sections give the uniqueness of the current study. The literature review focuses only on feminism related articles reflected in various novels. The methodology of this study focuses on the feminist theorist's view on feminism, which is then compared with Namita Gokhale's selected works. In the discussion part, the researchers will compare the results obtained in this study with the other researchers' studies. This study strengthens the comparisons and analysis with feminist theories and Namita Gokhale's selected works.

II. REVIEW OF LITERATURE

The literature review is more important in every study because it gives different ideas to the research. The current study focuses on feminism, so the current study focuses on the review of articles concerned with feminism.

The study of Crowe discusses Connell theory of feminism. In this study, the researcher employs Connell's ideas of feminism in two ways. They are the divisions of women in feminism and men in feminism. This research discusses man's opinions about feminism because feminism believes men are also the supporters of a woman's life (Crowe, 2011). Sulisty's study reveals the ideas of feminism through the work *The Palace of Illusions*. Through the character Krishna, feminism issues are reflected in this work. The male character in this study is supported by feminist philosophy. The researcher behind this study speaks out in support of women (Sulisty, 2021).

Another study by Prajjal Saha's study discusses the life of women within the realms of society and family. This discussion supports "women genetically designed to be multi-skilled and multi-talented". Women are leading a successful life as a mother, sister, wife, workers, and so on. This study also discusses the different stages and various problems faced by women in their life (Saha, 2015). The study highlights the contribution of several male writers in aiding or the welfare of women in which the author, Pittman, and Reich particularly focuses on MCGorry's contribution in unveiling the value of women. His ideas support men in feministic point of view in which he says that becoming feminist is easier for men because the supporters of women's rights are called feminist. According to MCGorry views on feminism this research has discussed the male feminist's notion of feminism (Pittman and Reich, 2016).

The study of Honig's highlights the idea of feminism through the relationship between father and child. Women go through several life stages, such as sister, child, mother, wife, and so on. These women's life stages are contrasted with those of men. In this study, the researcher discusses man as father, brother, and husband (Honig, 2018). Desmawati's study of feminism analyses the novel *Little Women* by Louisa May Alcott. In this study, the researcher evaluates different types of feminism and analyses the reflection in Louisa May Alcott's selected novel. The selected theories for this study are Liberal feminism, Marxist feminism, Existentialist feminism, and Radical feminism. According to this study, feminism is about women eliminating all marginalised habits in society and at home (Desmawati, 2018). The study of Haiyan analyses feminism in *Jane Eyre* by Charlotte Bronte. Also, this research focuses on victoria age and feminism. The researcher Haiyan focuses primarily on the Victorian era because each era presents different obstacles to women's life. So in this study, the researchers only concentrates on a particular age, and Victorian age published work *Jane Eyre* written by Charlotte Bronte (Haiyan, 2013).

The study of Cheryl analyses the different types of feminism in the view of Alan Williamson. As a man, he discusses the theory of feminism from the female perspective in the text *Almost a Girl: Male Writers and Female Identification*. The researcher selected four works for this study, they are *The Joy Luck Club*, *She's Come Undone*, *Une Si Longue Lettre (So Long a Letter)*, and *La Femme du Mari Inconnu (The Wife of the Unknown Husband)*. The selected works are compared with each other to investigate the different problems of women. In the result, the researcher confirms that men can write from the female viewpoint in a way that is perfect, respectful, and progressive (Cheryl, 2008).

The study of Jaha and Darmastuti discusses gender discrimination and the perspectives of feminism. Also, this study discusses marginality, subordination, stereotype, violence, and double burden. The feminism theory mainly focuses on the three women characters such as Dorothy Vaughan, Marry Jackson, and Katherine Johnson (Jaha and Darmastuti, 2018).

The study of Nur Azizah and Nurl Fitri abbreviates liberal feminism in the movie 'The Post' through the protagonist, Katherine Graham. The authors have adopted a qualitative and descriptive method in this study and utilised Marilley's theory. The authors categorised three types of liberal feminism. They are feminism of equal rights, feminism fear and feminism of personal development (Azizah and Fitri, 2019).

Regardless of the fact that there are several theories regarding feminism, only a few research utilising novels have been done. The authors of this study can deduce from the preceding discussion that no research has been conducted using Namita Gokhale's work. This inspires the researchers to take this issue in this study to discuss feminist point of view in Namita Gokhale's selected works *The Book of Shadows* (1999), *Priya: In Incredible Indya* (2011) and *Things to Leave Behind* (2016).

III. METHODOLOGY

The methodology part gives valid and reasonable consequences for the study. To explore this idea in this research, the researchers selected the feminist theory. The researchers in this section will compare feminism ideas to selected works by Namita Gokhale's selected works such as *The Book of Shadows* (1999), *Priya: In Incredible Indya* (2011) and *Things to Leave Behind* (2016).

Shahzad tells about feminism that "Women's emancipation is the goal of feminism. The ideals of Marxism also advocate for women's emancipation. Both are advocating for emancipation within the capitalist political and legal system" (Shahzad, 2015). This point of view reflects on Namita Gokhale's selected works. In *Things to Leave Behind*, Namita Gokhale introduces the character Tilottama, who seeks freedom from her family. Since Tilottama struggled to receive an education from her mother-in-law. Tilottama's child was likewise turned down by her family. Namita Gokhale expresses this situation that, "Nain Chand fell love with his child from the moment she was born. Her mother found her odd-looking. I can't understand it," she would say to her family. 'Why is her hair such a strange colour?'" (Gokhale, 2016).

Further, Shahzad tells that, "The growth of women as a new social and political power, as well as their commitment to change the tangible reality of obsessive and unfair gender relations, has resulted in feminist consciousness. This consciousness has transformed gender relations via fights for 'rights' through the practice of women's movements across the world, but it has failed to deconstruct the hierarchy of gender relations" (Shahzad, 2015). Likewise, the protagonist Rachita in the novel, *The Book of Shadows*, endures many hardships in society, as her acid attacked face ruined her physical appearance and life. She fights with her life for her freedom and rights. She tells about her hatred towards the society that, "I was getting tired of human talk, it used too many wards, and their hysteria sickened me. I reverted to another dimension, a dimension of Peace, such immense empty solitude that sometimes it is difficult to

penetrate" (Gokhale, 1999). Also, Rachita tells about freedom that, "Every man has the right to fulfil his own will without being afraid that it may interfere with that of others" (Gokhale, 1999).

Shahrazad tells his own experience in his book *Feminism and Marxism* that "My mother came from a middle-class household, and my maternal grandfather was literate, encouraging his four granddaughters to pursue higher education and become involved in the community. He encouraged women to be self-sufficient and leave their spouses as soon as they became burdensome. My mother was free to pick my father, her future spouse, whom she met at her volleyball coach's house" (Shahrazad, 2015). This incident of Shahrazad is also reflected in Namita Gokhale's work *Priya: In Incredible Indiyaa*. In this work protagonist, Priya teaches her children to be free and independent to choose their life on their own. Priya also gave her kids the choice of selecting their soul mate. Priya's husband Suresh, on the other hand, is the complete antithesis of her in every situation (Priyadarshini and et al., 2021) Priya, on the other hand, is in charge of her husband and children. She also recognises that one of everyone's rights in life is the ability to choose. As a result, Priya's child's life was unrestricted (Gokhale, 2011).

Another feminist, Steinem tells his view on feminism that, "Feminists believe in the equal rights and full equality of men and women" (Steinem, 2015). This reflects through Namita Gokhale's work *Things to Leave Behind*. The author supports the men and women in her novel. Namita Gokhale understands the situation of women and men in both private and public life. She supports men and women that Namita Gokhale expresses through the Tilottama's husband. That he tells, "he lost his temper. 'You are jealous and small minded people!' he exclaimed. 'Besides, Tillie does not know any English and Englishmen either!'" (Gokhale, 2016). Based on Tilottama's words, the researchers of this study conclude that Tilottama's husband is a solid supporter of his wife in all scenarios.

Wollstonecraft explicates that "I adore man as a friend; but his sceptre, real or fictitious, does not extend to me unless the reason of the person requires my devotion; and even then, it is to reason, not to man, that I submit" (Wollstonecraft, 2013). This reflects in Namita Gokhale's *Priya: In Incredible Indiyaa* the protagonist Priya. She marries the richest person but Priya belongs to the middle class family. Priya's husband supports his wife in every place and every situation. She had the rights to choose her own attire and to give gifts to others. She also had the right to lead her children. Priya tells that, "I actually pinch myself sometimes to check that it's real, this house and me in it" (Gokhale, 2011).

Priya is the main and important character in the novel. She is the wife of Suresh Kowsal. Before her marriage, she lives in Mumbai and after her marriage she resides in Delhi. Mumbai is more traditional city when compared to Delhi. She has twin son names Luv and Kush. She allows her son to lead their life as per their wish and also allows them to choose their partners as they wish. But, her husband is opposite to her. He believes that modern women are not suitable for the family life. At the end, Priya's husband changes his character and he allows Priya to do as she likes. Suresh realises that women are having their free life, as he tells that, "A husband, a family, respectability. She can't ever steal these from me. Can she?!" (Gokhale, 2011). Margaret Atwood tells that "Men are frightened of being laughed at by women. Women are frightened of being killed by males" (Atwood, 1985). So both genders are abrading of other gender. This happens in Namita Gokhale's Novel *Things to Leave Behind*. Tilottama's fear and reluctance prevented her from expression her thoughts. And her husband is also in a similar situation. This shows that it is an obstacle for both of them to share their evolutions. In Tilottama's life the elders took major role. So, Tilottama and her husband lived under the control of elders in their family. The uses of words are the very important thing in every human life. Because the spoken word will create a person and the same words have the power to destroy a person's life. The power of words are cannot be comprehended by everyone. Even Rachita, the protagonist of Namita Gokhale novel, didn't use the harsh words through her fiancé's sister. On the other side, her fiancé's sister does not say anything and instead throws acid in her face. As a result of such occurrence, Rachita's life was imperilled.

Roman Payne tells about women life, "She was free in her wildness. She was a wanderer, a drop of free water. She belonged to no man and to no city" (Payne, 2013). This represent for all people in the world. Because each having their own life to live their life. This idea reflects in Namita Gokhale's work. Tilottama, the protagonist in the novel *Things to Leave Behind* has the reflection of idea through her lifestyle. That she did not expect anything from husband or mother-in-law. But she chooses her life as she likes.

Vikki Bell tells about the alienation in feminism that, "One may say that politics starts with how the problems of the unethical are dealt with. If this is the case, the ethical challenge inside feminism can be reframed. Instead of being a check on liberty and politics, morality has become a check on both." (Bell, 2001). This point of view reflects in Rachita's life that she tells, "I do not think I was involves in any way, at least not voluntarily. Sometimes our impulses achieve a life of their own". Further, Rachita tells that, "Human minds are intrinsically weak unless they are kept in careful check by the physical counter-motion of their bodies. Lazy to the bone, rotten to the core, far from the home..." (Gokhale, 1999).

IV. DISCUSSION

In the discussion part, the researchers of this study, compares this study with result of other studies. To compare, the researchers selected the feminism based research. The present study is compared with other studies for a deeper understanding of the concepts of feminism.

Gardiner's study examines discriminations in working place. Also, this study focuses on the features of discrimination that reflects in the women's life. But in this current world, there are many women working with men. They help each other without any discrimination. This story focuses on the equal treatment in working place. In the modern time, women are also doing their work equal to men. Both genders are helping each other in most of the places (Gardiner, 2005). This idea reflects in Namita Gokhale's text *Priya: In Incredible Indiyaa*. For example, the Protagonist Priya in the work *Priya: In Incredible Indiyaa* lives her life equal with his husband. She did not expect anything from her husband and she fulfils her needs on her own. The following quotation shows the equality between Priya and her husband. "She will be an asset to our family..." Suresh said fondly, 'just as you are!' 'Oh, me...I'm just a housewife!' I protested. But it feels good to be appreciated" (Gokhale, 2011). This shows the bond between Priya and her husband Suresh.

Further, the study of Sulisty discovers theory of feminism in *The Palace of Illusions*. Here the study describes the men's role in women's life. The analysis of this study discusses male point of view about women. The people are having the different point of view of others. This study discusses different life style of women and their problems (Sulisty, 2021). This point of view reflects in Namita Gokhale's *Priya: In Incredible Indiyaa*. Priya's husband Suresh understands the difficulties of handling the family as a mother, wife and so on (Gokhale, 2011).

The study of Crowe discusses Connell theory of feminism. In this study, the researcher used Connell's ideas of feminism that reflects in two ways in his study. The divisions are women in feminism and men in feminism. This research is discussed man's opinion about feminism because feminism believes men are also the supporters of a woman's life (Crowe, 2011). This point of view reflects in the work *The Book of Shadows* that Rachita tells "... to be ourselves we must remain in control of our scripts. We must make and remake ourselves; we must possess and repossess our world, cast and recast our lot in every precious moment. Above all, we must know what to hold on to, what to discard, in this radical flux which is life" (Gokhale, 1999). This demonstrates that Rachita lives her life how she wishes.

There are many writers and researchers discussing about the women and their life. But there are still many problems are faced by women. In Namita Gokhale's *The Book of Shadows* Rachita tells "I have come to the hills to heal, to hide, to forget. To forgive, to be forgiven. My friends all restricted my decision. My sister even insisted in accompany me here, but I knew that I needed solitude and soliloquy to come to terms with what had happened" (Gokhale, 1999). These lines explain the condition of Rachita's life as she struggles a lot to come out of her personal problems. Rachita's life, also explores the sufferings of every women condition.

Rachita's increasing loneliness makes to analysis her life with philosophic and traditional way. She learns that the people have to know about every precious time of the life. The life has changes in every movement and she realises what she should take from life and what she should leave behind for her own good. For, her being alone makes her to be strong and she strengthened her mind. Rachita believed herself rather than believing her relatives and society. She tells that, "I have learnt from bitter experience that is no solace or relief in philosophising – it only exacerbates the wounds of my fractured experience". Further she explores that, "It is terrible to be suspended I time and space, without a body, without a context, ignorant of the reasons and circumstances that have led to this strange exile, this cruel isolation" (Gokhale, 1999).

In Pittman and Reich's study, the authors discuss the point of view of male feminism. There are many research carried out with the themes of male contribution towards feminism. MCGorry's ideas are used in this research to bring the value of women. MCGorry's ideas support men in a feminist point of view that he says becoming feminist is easier for men because the supporters of women's rights are called feminist. According to the MCGorry view of feminism, this research has discussed the male feminist's system of feminism (Pittman and Reich 2016). This point of view is also reflecting in Namita Gokhale's work *The Book of Shadows*. One of the main characters tells that, "Every man has the right to do what he wants without fear of others interfering with it..." (Gokhale, 1999).

V. CONCLUSION

The ideas of feminism theory are focussed on the current study. This study investigates feminism theory in Namita Gokhale's *Priya: In Incredibile Indiyaa*, *The Book of Shadows*, and *Things to Leave Behind*. To analyse the feminism theory, this study selected some important theorists ideas of feminism. The comparisons with results of other studies give the uniqueness and novelty of the current study. Finally, this study's discussion proves that feminist ideas are reflected in Namita Gokhale's select works (Priyadharshini et al., 2021). Future researchers can get new ideas from the limitation of the current study. Future analyses can be carried out in the concepts of self-identity, self-disorder, alienation, psychoanalysis, feminism, and so on.

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The Semantic Analysis of the Preposition “Through” From the Perspective of Cognitive Linguistics

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Abstract—Prepositions are the most active words in English. Since the late 20th century, linguists have made some deep and comprehensive studies about the polysemy of prepositions. Especially, the emergency of cognitive linguistics offers a new perspective for the study of prepositions. Under the framework of cognitive linguistics, this paper will analyze the preposition “through” from six domains by means of cognitive theories, including prototype theory, image schema theory and conceptual metaphor. It is found that the prototypical meaning of “through” is its spatial meaning. And the extension of the word is achieved with the aid of source-path-goal schema and spatial metaphor from the spatial domain to non-spatial domains. Based on these findings, a conclusion is drawn that all the non-prototypical meanings of one particular preposition are derived from its prototypical meaning and the study of the prototypical meaning is of great significance to the acquisition of English preposition meaning.

Index Terms—through, cognitive linguistics, prototype theory, image schema, conceptual metaphor

I. INTRODUCTION

The development of cognitive linguistics in recent years provides a new perspective for the semantic study of prepositions.

Language is the necessary tool for people in the society to communicate ideas, express feelings and exchange information. Meaning, as the core of language, is the most important element. Only when people know the meaning of a word or a sentence, can they understand what people of that language want to express. So knowing the meaning of words in one particular language is one of the most essential steps to acquire that language (Cheng, 2012), but the difficulty is that one specific word may have several different meanings. When people see an English word, they are less likely to think of all the meanings of that word. As a result, it is necessary for linguists to find a convenient way to acquire the word meaning.

From the cognitive perspective, language is one of the elements of human cognition. There is a close relationship between language and human cognition. On the one hand, cognition provides the basis for the development of language. Throughout the history, the evolution of cognition precedes that of language. Language is the product of cognition developing at a certain stage. The premise of language expression is that people have already had some knowledge of the word. On the other hand, language can facilitate the development of cognition and consolidate the outcome of cognition. The emergency of language has a positive influence on human cognition. For one thing, language is of great help for perceiving new things. For another, language is an essential tool for people to communicate thoughts, exchange information, and enhance the cognitive capacity.

Cognitive linguistics provides the possibility to probe into word meaning and reveals the nature of mental vocabulary from a totally novel perspective. It is believed that different meanings of the same word are projected into our mind by means of image schema, not semantic features or abstract prepositions. Surrounding a primary sense, a semantic or polysemy network is formed. And the extension of meaning is achieved under the help of cognitive theories including prototype theory, image schema theory and conceptual metaphor. Based on all the cognitive theories mentioned above, this paper will make a detailed cognitive analysis about different meanings of the polysemy “through”.

In this paper, a considerable illustration of the cognitive theories will be made, including the prototype theory, the image schema theory and the conceptual metaphor before making a cognitive analysis of the preposition *through* to

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discuss the prototypical meaning, its spatial meaning and its metaphorical meanings to dig out the relationship between its prototypical meaning and non-prototypical meanings.

II. LITERATURE REVIEW

Prepositions are the most active words in English and they can collocate with nouns, verbs, adjectives and adverbs to formulate hundreds of thousands of collocations. Most of the prepositions are polysemes. One preposition even has more than ten meanings and, in most cases, people do not learn all the meanings of that word at a time. Therefore, if people are able to learn prepositions in a systematic way, they can have the ability to acquire all the meanings of the same preposition.

A. *Previous Studies on Polysemy and Acquisition of Prepositions*

Although prepositions only occupy a small proportion in English vocabulary, they are frequently used. In both Brown and LOB corpora, prepositions account for 12% (Mind & Weber, 1989). According to Kennedy (2000), on average, there is one preposition for every eight words in any English text. The original meaning of many prepositions is used to express spatial position and spatial relations, such as “in”, “out”, “down”, “up” and so on. In addition to their spatial meanings, English spatial prepositions also have rich metaphorical meanings. So the seemingly simple prepositions have become difficult for English learners.

Previous studies on prepositions mainly laid emphasis on the following two general types. One is from the perspective of polysemia of prepositions (Cao, 2005; Nie, 2001). Those linguists mainly analyze the meaning of prepositions from the theoretical level by combining the prototype theory and spatial metaphor theory. Another type focuses on the acquisition of English spatial prepositions (He, 2010; Li, 2008; Ma, 2007). These studies analyze the extension of English preposition and the influence of native language thinking on English learners through the comparisons of English and Chinese preposition meaning. Some mainly lay emphasis on the contrastive analysis of prepositions in English and Chinese. Our learning process of prepositions in English is often interrupted by our knowledge of native language. Actually, the meaning of the preposition in Chinese is relatively indistinct and ambiguous, while the meaning of the preposition in English is varied and subtle. Therefore, the usage of preposition in Chinese cannot be copied into that in English.

B. *Previous Studies on Semantic Connection between Meanings of Prepositions*

Previous studies on English prepositions also paid much attention on the semantic study of English prepositions and the connection between their meanings. For example, Vandeloise (1994) discusses the meaning of the preposition “in” and the connection between its meanings. Tyler & Evans (2001) systematically studies the internal structure of the meaning of the preposition “over”.

Until recent years, linguists have attached their attention to the analysis of prepositions from the cognitive approach. Some linguists apply cognitive linguistics to the teaching of English prepositions to explore the influence of this theory on the semantic acquisition of prepositions, such as Tyler & Evans (2004), who take “over” as an example to study the application of cognitive linguistics to the semantic acquisition of prepositions. Previous studies focus on prepositions like “in”, “on” and “over”. The study of “through”, however, is not well-researched. The present paper aims to analysis the preposition “through” from the cognitive perspective to study its metaphorical and non-spatial meanings.

III. THEORITICAL FRAMEWORK

In order to have a better semantic analysis of the preposition “through”, it is necessary to obtain some knowledge about cognitive theories, especially prototype theory, image schema theory, conceptual metaphor theory.

A. *Prototype Theory*

Prototype theory is a new theory of semantic analysis and now is applied to various areas of cognitive science. It is used to describe the nature at first, and then is employed to cognitive linguistics and cognitive semantics.

It is a theory of word meaning according to which meanings are identified, in part at least, by characteristic instances of whatever class of objects, etc. Since “prototype” is the most representative and typical member in a category, it can be used as a cognitive reference point for other members in the category (Wang, 2006). For example, people think of songbirds, such as a robin, as having more of the central character of a bird than others, such as ducks, falcons, or ostriches. In that sense, a robin or the like is a prototypical instance, or prototype, of a bird. But birds are the denotation of bird. Prototype theories are often linked with the view that denotations have no precise limits. For example, bats are merely less “robin-like” than ducks and so on. A notion of prototype has also been applied to other aspects of language.

The study of prototype theory in the west is much earlier than that in our country. This theory is proposed by Rosch in the 1970s. According to Rosch, things that can be defined as prototypes have three characteristics: 1) perceptual salience, that is, they are easy to distinguish. 2) memorability, that is, they are easy to remember. 3) stimulus generalization, that is, one can think of other objects with a physical-like function according to the features of the prototype.

Prototype effect is a cognitive process that is ubiquitous in daily life. People understand the world through the

prototype classification, which is to understand things and their relationship with the world based on the similarity between objects or structures and typical members of the category they belong to. This means that there is always a recognized core or typical member in every category, and people can know less typical or peripheral members of that category by understanding this core or typical member. Koveceses (2002) points out that archetypes not only exist in everyday concepts, but also in language structures. That is to say, prototype effects can not only occur on concrete objects in the objective world, but also on abstract concepts and ideas represented by language structures.

Many researchers, experts and professors in the field of cognitive linguistics prototype and categorize English words according to the prototype theory. The polysemous phenomenon of English prepositions is a further expansion of the detailed archetypal connotation, so as to enhance the expression ability of English prepositions. According to some experts, the prototype of English words are continuously adapting to different needs of new expression through social development. The fundamental principle lies in that, on the basis of the basic connotation, English prepositions can be endowed with other metaphorical meanings not beyond the family resemblance.

B. Image Schema Theory

In recent years, cognitive linguistics has been a new perspective to the study of language. Cognitive linguists believe that human's cognition has a great influence on language. As one of the most important parts of cognitive linguistics, image scheme has increasingly become the focus of people's attention. It endows the ability for human beings to perceive the world to pursue the nature of people's cognition system.

Researchers of cognitive semantics, Lakoff and Johnson (1990), first proposed the notion of image schema. Johnson (1990) holds that image schema is a recurring dynamic pattern, providing stability and structure to our experience. Lakoff (1990) puts forward the Idealized Cognitive Model (ICM) in his work "Woman, Fire and Dangerous Things" to give further explanation of this theory. Lakoff (1990) believes that image schema is the simple experience relationship and spatial orientational relations that constantly appear in daily experience, such as up-down, front-back, part-whole, center-periphery, etc. These basic relationships and structures constitute the framework and cornerstone of human cognition of the world (Lakoff, 1990).

Therefore, people generally define image schema as a type of basic conceptual structure identified in cognitive linguistics. Schemata such as Path and Container are held to be prelinguistic structures based on bodily experience and help to shape the form of linguistic categories. They are used to describe, for example, the semantics of spatial, temporal and aspectual expressions (Zhang, 2011).

Lakoff (1987) emphasizes the dynamic features of image schema. He believes that the formation of the image schema is mainly shaped by sensorimotor. Therefore, kinesthetic sense is the key method for us to experience the world. According to him, image schema can be classified into the following types: containment schema, part-whole schema, link schema, center-periphery schema and path schema, etc.

Taking containment schema as an example, containment schema derives from our experience of the human body itself as a container; from experience of being physically located ourselves within bounded locations like rooms, beds, etc; and also of putting objects into containers. Lakoff and Johnson (1990) identify CONTAINER as one of a group of ontological metaphors, where our experience of non-physical phenomena is described in terms of simple physical objects like substances and containers.

The physiological basis of the source-path-goal schema is that when an object moves from one point to another, it has a starting point, an ending point and a path. The basic logic is that when the object runs from the starting point to the ending point along the path, it must go across every point on the path. The further you go down the path, the more time you are going to spend.

Image schema is widely used in the study of polysemy, especially in the study of prepositions. In the process of word meaning expansion, concrete image schemata can be formed through physical experience. And these concrete image schemata form more abstract image schemata by means of the expansion and transformation of metaphor and metonymy mechanisms. Therefore, the metaphorical expansion of lexical meaning can be formed. Different meanings of the same preposition can be demonstrated by different schemata.

From the above analysis, image schema theory plays a great role in language researches. When explaining some linguistics phenomena, traditional linguistics lacks sufficient explanatory power and persuasion. Image schema provides the cognitive basis and the source of experience for language research. It is a powerful tool for the study and explanation of some linguistic phenomena.

C. Metaphor Theory

Aristotle, as the forefather of metaphor, has a positive impact on the study of metaphor. In the western classical rhetoric, Aristotle is the first people to make a comprehensive learning of metaphor. He mentioned this notion many times in his works, especially in his classics *Poetics and Rhetoric*. What's more, he also gives a definition and makes some classification of metaphor. Since Aristotle's time, metaphor has been a heated topic for scholars in the west.

Aristotle believes that metaphor is the modification of language. And, for most of us, metaphor is a figure of speech in which one thing is compared to another by saying that one is the other, as in "Tom is made of iron". Here, it would probably say that the word *Iron* is used metaphorically to communicate eloquently, to impress others with beautiful, aesthetically pleasing words, or to express some deep emotion. Perhaps it should also add that what makes the

metaphorical identification of *Tom* with *Iron* possible is that *Tom* and *Iron* have something in common, namely, their perseverance and persistence.

Under the motivation of the development of modern cognitive linguistics, our understanding of metaphor has already changed from a traditional rhetorical device to a way of cognition. And on the basis of cognitive linguistics, conceptual metaphor is first proposed by Lakoff and Johnson (1980). They believe that metaphors are ubiquitous in everyday life, not only in language, but also in our thought and activities. And the conceptual system that our thought and activities rely on is metaphorical in nature (Lakoff & Johnson, 1980). Conceptual metaphor holds that metaphor is a systematic projection mapping from a concrete concept to an abstract one. The former is the source domain and the latter is the target domain. People tend to understand abstract, unfamiliar, complex and intangible concepts by means of concrete, familiar, simple and tangible concepts. Metaphor is a question of thought, which can be reflected in language. It is a kind of way of thinking and cognitive method. Lakoff and Johnson (1980) classify conceptual metaphor into three types: ontological metaphor, structural metaphor and orientational metaphor. This notion overturns the traditional metaphor which is merely used as a rhetorical device.

In the cognitive linguistic view, metaphor is defined as understanding one conceptual domain in terms of another conceptual domain. A convenient shorthand way of capturing this view of metaphor is that conceptual domain (A) is conceptual domain (B), which is what is called a conceptual metaphor. A conceptual metaphor consists of two conceptual domains, in which one domain (the target domain) is understood in terms of another (the source domain). A conceptual domain is any coherent organization of experience. Conceptual metaphor is based on culture and experience. Therefore, it is different in different cultures.

Generally speaking, “space” and “metaphor” are usually treated and studied as two notions in different categories. As a matter of fact, “space” and “metaphor” are not without any connection. They have already been associated with each other since very early time. Metaphor is an important tool for people to perceive the world. And spatial metaphor is a metaphor of image schema, that is, spatial concept is used as the source domain and other non-spatial concepts are the target domain. Abstract notions must be constructed by spatial metaphor; therefore, spatial metaphor plays an essential role in human’s cognitive activities.

Spatial metaphor adequately shows the laws that people perceive the world. The perceiving of the spatial concept is the foundation of the cognition of the physical world, whereas the perceiving of the time concept and other concepts are based on the cognition of the space (Dong, 2013). People can directly take advantage of their eyes and ears to perceive the space; therefore, they are able to use the spatial concept to describe the abstract notions like time, range, state, quantity and social status.

Taking the orientational metaphor as an example. It is one of the conceptual metaphors that enable speakers to make a set of target concepts coherent by means of some basic human spatial orientations, such as up-down, in-out, center-periphery, etc. In this type of metaphor, the orientational words are usually used as vehicle. For example, the expression “happy is up, sad is down”, up-down can demonstrate distinct social and cultural experience, that is, the word “up” is usually associated with positive things, whereas “down” is in connection with bad things.

Spatial metaphor is best reflected in the semantic expansion of polysemous prepositions. Preposition is one of the common parts of speech in English. Its meaning and usage are complicated and changeable. The birth of spatial metaphor theory provides a new perspective for researchers engaged in the semantic research of English prepositions. The archetypal meaning of a space preposition indicates the static position or the movement path of an object in space. With metaphor as the cognitive mechanism, the concept of space can be mapped to other abstract concepts, so that words can generate other metaphorical meanings on the basis of their original meanings.

In this study, the author will take advantage of the prototype theory to investigate the prototypical spatial meaning of the preposition “through” and then to study how the meanings of *through* can be extended to non-spatial domains from the spatial domain with the aid of image schema theory and spatial metaphor.

IV. A COGNITIVE ANALYSIS OF “THROUGH ”

Having knowing knowledge of some cognitive theories, this part will make a detailed analysis of the preposition “through” from the perspective of cognitive linguistics to study its prototypical meaning and non-prototypical meaning and the relationship between them.

A. Prototypical Meaning of “Through”

Prototype is the term used in semantics and psycholinguistics, for a typical member of the extension of a referring expression. In other words, it is the semantic information that is more prominent or typical than other information among various semantic items of the same word. From this point of view, all the meanings of a preposition are closely related to a principled method to a prototype.

It is widely believed that the earliest meaning of a particular preposition is probably its prototypical meaning. And the earliest meaning of a preposition is usually the first entry of all the meanings of this word (Wu, 2017). “Earliest attested meaning can be gotten from the dictionary.” (Xiong, 2008, p.40) According to this view, it can make an assumption that the prototypical meaning originates from the earliest meaning while the non-prototypical meaning from the prototypical meaning.

So after having looked up several dictionaries, the author obtains the prototypical meaning of *through*. The first entry of *through* in the *Merriam-Webster's Advanced Learner's English Dictionary* (2009) is "into one side and out of the other side of (something). And the earliest meaning of *through* in *Collins Cobuild Essential English Dictionary* (1998) is "to move *through* a hole or opening means to move directly one side or end of it to the other." And "moving in one side and out of the other side of (an opening channel, or location) in *New Oxford American Dictionary* (1989). Therefore, the prototypical meaning of *through* denotes a spatial meaning that TR (Trajectory) traverses a bounded LM (Landmark) with an entrance point and an exit point.

B. Spatial Meaning of "Through"

Through the study of the prototypical meaning of *through*, the author concludes that its prototypical meaning or its original meaning is its spatial meaning. Therefore, spatial meaning is worth to study.

1. Image Schema of "Through"

In cognitive linguistics, different image schemata are described by means of the position and the movement of TR (Trajectory) and LM (Landmark). TR is the asymmetric subject and its spatial direction is to be determined. LM is the reference substance. The way that TR goes across is called Path (Hu, 2008). After having detailed analysis of the image schema theory, it can be known that the image schema of *through* belongs to source-path-goal schema. This kind of schema consists of three elements: source (the starting point), goal (the destination) and path (the way connecting the starting and the ending point). When LM and TR are stable and at rest, Path is zero.

2. Static and Dynamic Meaning of "Through"

When TR is relatively still in a certain point or an area of LM, the meaning of *through* is static. And when TR is continuously moving towards an end point across LM, the meaning of *through* is dynamic. Here the author provides some examples to illustrate this meaning.

- 1) An atmosphere of anticipation vibrated *through* the crowd.
- 2) The security guards pushed their way *through* the door.
- 3) They spent a couple of hours walking *through* the mall.

In the first sentence, *through* demonstrates a static sense and has a meaning of "over all the parts of (something)". In this sentence, TR is "an atmosphere of anticipation". It is the subject of the action. LM is "the crowd" ---a solid space. In this case, LM and TR are entirely overlapped.

In the second sentence, *through* indicates a dynamic sense and has a meaning of "from one side or end to another side or end of (something)". In this sentence, TR is "the security guards". LM is "the door". The Path is the way he walks toward the door. In the third sentence, the preposition is used to describe movement within a place or an area of land, air, etc. In this sentence "they" (TR) walked to various places in the mall (LM).

C. Metaphorical Meaning of "Through"

In addition to the basic spatial meaning of *through*, there are also some metaphorical meanings extended from its original meaning. In this part, metaphorical meanings of *through* will be analyzed from five domains.

1. From Spatial Domain to Temporal Domain

The conceptualization of space and time is different. The concept of space can be directly experienced by people, whereas the concept of time is defined by means of metaphor and is comparatively abstract. Time can be conceptualized as a bounded space, and a thing or a time period that takes place or is experienced can be seen as a certain point or a part of that bounded space. At the same time, the meaning of *through* is expanded and has a meaning of "from the beginning to the end of a period of time".

- 1) He slept *through* the movie.
- 2) Many students work *through* the summer.
- 3) We left halfway *through* (= in the middle of) the lecture.

In the sentences above, TRs are "he", "many students" and "we" respectively, LMs are "the movie", "the summer" and "the lecture". TR touches LM and goes across it. In these sentences, "*through* the movie", "*through* the summer", and "*through* the lecture" are developed from the basic spatial concept ---"from one side or end to the other side or end". Their meanings are metaphorized and their image schemata are the same as "*through* the tunnel" in people's mind. In this way, the spatial concept is projected to the temporal concept. Thus, the preposition "through" has an additional meaning in temporal domain. That is to say, "through" in these sentences indicates the movement of time. The difference is that TR only moves at the middle of LM in the sentence three.

What's more, this preposition can be used to indicate the numbers, days, etc., that are included in a range and has the sense of "until and including".

- 1) The store is open Monday *through* Friday.
- 2) Read chapters 2 *through* 5 for homework.

Therefore, the two sentences actually mean that the store is open Monday, Tuesday, Wednesday, Thursday, Friday, and read chapter 2, 3, 4 and 5 respectively.

2. From Spatial Domain to Domain of Cause and Reason

According to the spatial image schema of the preposition “through”, TR moves from one side or end to the other side or end along the path. In this process, the state of TR may be totally changed due to the action of external forces. If this spatial image is projected onto concrete things, it reflects a causal relationship. In this case, *through* means “because of or due to”, which shows the relationship between a state or situation and a particular process.

- 1) The company’s profits increased *through* improved sales.
- 2) We will succeed only *through* (= by means of) hard work.
- 3) Knowledge that is gained *through* life experience.

In sentence 1, the verb “increase” describes the process of “the company’s profits” (TR) changing from “low” to “high” because of the “improved sales” (LM). TRs of the following two sentences are “we” and “knowledge” respectively, their states also change as a result of the forces of “hard work” and “life experience”.

3. From Spatial Domain to Domain of Manner

In many cases, path can be seen as a method to achieve some purpose, fulfill some tasks and practice certain activity. Thus, the meaning of “by means of” is added to the preposition.

- 1) The leaders communicate *through* interpreters.
- 2) I learned of the job opening *through* her.
- 3) They ruled the country *through* fear.

Sentence 1, only if they have the interpreters (LM), the leaders (TR) can communicate. TR provides some assistance to the communication and TR likes a bridge to connect two leaders. In the second sentence, “I” knew of the job mainly thanks to “her” (LM). Also, the last sentence, they (TR) ruled the country under the assistance of fear (making people afraid)

4. From Spatial Domain to State Domain

The spatial concept of *through* “from one side to the other side” can be projected onto the state field. TR comes into contact with LM and goes across it. This process projects onto concrete event and generates the meaning of completion and produces the meaning of “in the process of (something)” or “experiencing (something)”

- 1) We are *through* the worst part of the storm.
- 2) I think she will be more comfortable at college not that she is *through* her first term.

The first sentence, “we” is TR, and “the storm” is LM. In this sentence, “we”, motivated by “storm”, are moving from one side of the storm to the other side of the storm, that is from the beginning of the storm to the end of the storm. Thus, the sentence means the worst part of the storm has ended. In the second sentence, TR is “she” and LM is “semester”. The sentence means she has completed her first semester and produces the meaning of “experiencing the first semester” or “in the process of the first semester”.

5. From Spatial Domain to Sensory Domain

In our experience of the physical world, people obtain the cognition and sensory meanings through the sensory organs, like eyes, ears, nose, mouth and our body. And those sensory meanings are also the essential parts of our sources of information. Using the spatial concept to understand abstract sensory information is also a research area of conceptual metaphor theory. Mapping from the spatial domain to the sensory domain indicates that TR overcomes certain sensory barrier to get certain sensory information.

Most of the information is acquired from the sense of sight. Therefore, the image schema in this mood is that TR overcomes obstacles for the sense of sight to achieve certain visual information.

- 1) She could see a figure *through* the fog.
- 2) I looked *through* the window.
- 3) She looked *through* the binoculars.

In the sentences above, TRs are people and LMs are “fog”, “window” and “binocular” respectively. In order to get visual information, LMs that the sense of sight can go across are somewhat transparent. Not only the visual information, but the auditory information and some other sensory information can be obtained under the help of image schema between TR and LM in the sensory domain mapped from the relationship between TR and LM in the spatial domain.

In this part, the author analyzes the prototypical meaning of *through*. The prototypical meaning of *through* is its spatial meaning that TR traverses a bounded LM with an entrance point and an exit point. The image schema of *through* is source-path-goal schema. This preposition has both the static meanings and dynamic meanings, which can be demonstrated clearly by different image schemata. Then the author carries out the metaphorical extension of *through*. The non-prototypical meaning can be obtained through the extension of the typical meaning (the prototypical meaning). The meaning of *through* can be extended from the spatial domain to the temporal domain, the domain of cause and reason, the domain of manner, the domain of state and the sensory domain. And the author illustrates the various non-prototypical meanings of *through* with examples.

V. CONCLUSION

From the cognitive point of view, detailed analysis of the preposition “through” has been made.

First, the author looks into the prototypical meaning of *through* by analyzing the meanings of it in different dictionaries. The prototypical meaning, in most cases, is its earliest meaning or the first entry in the dictionary. So the prototypical meaning of *through* is its spatial meaning, that is, moving in one side or end and out of the other side or end of (something). It is the meaning that people think of at first when others mention it.

Second, the image schema of *through* is well illustrated. The meaning of it is a kind of source-path-goal schema. It contains a static meaning, i.e. over the parts of (something). That is to say, TR is stable in a certain point or an area in the LM. Certainly, it also has a static meaning and a dynamic meaning, i.e. from one side or end to the other side or end of (something). In other words, TR is moving towards the other side or end of LM.

Third, metaphorical meanings of *through* are analyzed in detail. Meanings of *through* in the spatial domain can be extended to other domains. Followings are its metaphorical extensions: “from the beginning to the end of a period of time” and “until and including” in the time domain; “because of” in the domain of cause and reason; “by means of” in the domain of manner; “in the process of (something)” or “experiencing (something)” in the state domain. In addition to these meanings, when TR overcomes certain sensory barrier, the sensory information can be gotten. All of these metaphorical extensions derive from the prototypical meaning of the preposition.

Although the author has found lots of meanings and examples in several dictionaries and made a relatively detailed study of them, there are still some limitations. For example, different meanings and examples looked up in the dictionaries are not adequate enough. Therefore, it is not able to make an entirely comprehensive investigation of *through* in spite of the scientific method the author used. Another point needed to be noticed is that the meaning of *through* may be in constant change when it collocates with other prepositions or adverbs, such as *through with* and *all through*.

Therefore, in order to comprehensively and deeply understand the metaphorical extensions of preposition “through”, it is necessary to expand the research scope, increase the investigation items and make a longitudinal follow-up survey. This study not only provides a relatively satisfactory tool for exploring the cognitive semantic of “through”, but also paves a way for studying words of other parts of speech in terms of cognitive perspective. Meanwhile, this paper also reminds English teachers as well as students to pay more attention to the meaning of “through” in a sentence, which makes the polysemes much easier to be learned.

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Suicide in Leo Tolstoy's *Anna Karenina* (1877), Johann Wolfgang von Goethe's *Sorrows of Young Werther* (1774), and Chinua Achebe's *Things Fall Apart* (1958)

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Abstract—This paper studies the idea of identity loss and suicide in three novels that have different cultural backgrounds. These novels are Leo Tolstoy's *Anna Karenina* (1877), Johann Wolfgang Goethe's *Sorrows of Young Werther* (1774) and Chinua Achebe's *Things Fall Apart* (1958). The paper discusses the theme of suicide in all of these three novels through concentrating on one major aspect which is individuality. Okonkwo in *Things Fall Apart*, Anna in *Anna Karenina* and Werther in *Sorrows of Young Werther* have suffered and struggled hard to live as happy individuals in society. Each one of them had dreams and ambitions which they tried to realize. Individuality seems one of the strongest motives behind their own dreams. However, all of them have failed in their pursuit of having an individual life away from social constraints and pressures. The study points out the social, psychological, political factors and conditions that lead to the individual's identity loss. All these protagonists were looking for establishing an unfettered personal identity, but they all lost their dreams on the way and the result was a downfall, a loss of individuality, and most importantly a tragic life which pushed them to commit suicide.

Index Terms—Achebe, individuality, patriarchy, suicide, Tolstoy, Goethe

I. INTRODUCTION

Anna Karenina, *Sorrows of Young Werther*, and *Things Fall Apart* have many social and political themes in common. However, the theme of suicide remains one of the most important ones. In this paper, we will discuss the theme of suicide in all of these three novels through concentrating on one major aspect which is individualism. Okonkwo in *Things Fall Apart*, Anna in *Anna Karenina*, and Werther in *Sorrows of Young Werther* are all fictional characters who lived as individuals in societies that have their historical, cultural, political and social conditions determining their fate. Each one of these protagonists has suffered and struggled hard to live as an individual in his or her society. Moreover, each one of them has dreams and ambitions which they try to realize. Individuality seems to be one of the strongest motives behind their own dreams. However, all of them have failed in their pursuit of having an individual life away from social constraints and pressures. In addition to the fact that all the protagonists in the selected novels were looking for establishing an unfettered personal identity, but they all eventually lost those dreams. The result of their efforts was a downfall, a loss of individuality, and most importantly a tragic life that prompted them to commit suicide. The protagonists suffering could be attributed to the discipline of individuals practiced by modern society and an interpretation of the text could be explained by applying Foucault's theories on the relationship between knowledge and power and the role of discipline in social control through social institutions. Mitchell Foucault in *Discipline and Punish* (1975) states that:

Punishment, then will tend to become the most hidden part of the penal process. This has several consequences: it leaves the domain of more or less everyday perception and enters that of abstract consciousness; its effectiveness is seen as resulting from its inevitability not from its visible intensity; of being punished and not the horrifying spectacle of public punishment that must discourage crime; the exemplary mechanics of

punishment changes its mechanisms. As a result, justice no longer takes public responsibility for the violence that is bound up with its practice. (P.9)

Foucault's attempts to understand the development of the penal code explains the relationship between the individual and society. The social system throughout history both ancient and modern does not tolerate delinquent behavior and the three protagonists prove the results of acting against social norms. From a social perspective, the experience of the protagonists is a turning point in their lives and the stability that is at the beginning of their lives erodes at the end of it. The narratives appeal to the reader's imagination and draw a calculated sense of a distance between the main characters and the readers. The protagonists are immersed in and frightened by the consequences of their behavior.

II. SUICIDE IN THE THREE NOVELS

A. *Suicide in Anna Karenina*

Suicide in all of these three literary works seems to meet in one direction. First of all, Anna's suicide seems to fit the context of a modern capitalist and hierarchical class society, which is politically and socially restrictive and oppressive. Despite the fact that social oppression appears so subtle in the novel, the reader can see the boundaries and fetters of such a culture which imposes constrictions on the individual. We can see the dimensions of Anna's new situation in her society. Unlike Vronsky, her lover, Anna had to suffer from patriarchy, simply because she got deprived of her old external relations with friends who were important people whom she knew. Anna also lost that social decency and interest she received from society. Therefore, Tolstoy condemns "patriarchy" as the reason for her suffering because Vronsky did not suffer in the same way as Anna did. In fact, Vronsky received little social criticism compared to Anna.

The lack of social justice explains Anna's jealousy of Vronsky's relations. For Anna, the double standards imposed on her by society made her aware that Vronsky is free and has open access to social contacts and relations. Gary Adelman refers to this point in *Anna Karenina: The Bitterness of Ecstasy* (1993) when he states that:

Tolstoy oscillates between moral condemnation and love for his heroine, and the richness of the novel lies in the equilibrium he achieves between those contrary impulses, reflected in Anna's often repeated formula "guilty but not to blame." However, in the opening segment of part 4, Tolstoy shows more prejudice against his heroine than love for her. The progress of her deterioration has advanced considerably along with her pregnancy. She experiences embittered resentment and flashes of hatred for Vronsky—a jealousy of his freedom, his self-possession, and his separate existence. To her this is infidelity, and her jealous fits have a chilling effect on Vronsky. (P.77)

It is noticeable from the novel that Anna lost her honor simply because the Russian society and law at that time did not allow divorce to happen until the plea of adultery was made before the court. In *The History of Sexuality: An Introduction* (1976), Foucault explains the intricate relationship between strict moral codes and the punishment it warrants especially in the nineteenth century (3). According to Foucault, sexuality has been considered a taboo as a subject and therefore a difficult obstacle against gaining individuality. For the protagonist, her sense of freedom relied on being liberated from norms imposed on sexuality. Karenina knew that Anna would lose everything if she left him simply because Anna lost her honor before the law when she proved herself as guilty. The incident illustrates how social oppression against women is quite significant when looking at Anna's case of suicide. Anna's character could be regarded as a composite character that illustrated the frustrations felt by many individuals and especially women of her own time. Gareth Jones in "George Eliot's Adam Bede and Tolstoy's Conception of *Anna Karenina*" states that previous drafts of the novel show that the Russian novelist modeled Anna after Hetty Sorrel in *Adam Bede* both in terms of physical appearance and psychological sensitivities (p. 475). Moreover, they are both victims of a society that has double standards.

Anna's inability of having a structured family directs the reader's critical assessment of the failure of constitutional marriage which led to Anna's frustrations in the first place. The fact that Anna's life was completely ruined because her first marriage did not make her happy is an example of the difficulty that a person has to endure to meet certain political and social standards in order to be accepted as an individual, which is another form of political and social domination against women. While one cannot say for sure if Anna's suicide and downfall at the end was an outcome of societal pressures, but the readers still see how Anna's moving away from society was because she followed her own self as 'Anna', the individual. While society was watching Anna's behavior and condemning her as being irrational, Anna realized the fact that she began to lose her identity as a woman because of the loss of control over her fragmented inner self. At some point in her life, Anna had to avoid social contact after she decided to go with Vronsky. Also, Anna was humiliated and criticized in public. As the plot moves on, Anna's character began to erode and waste away, and the only thing she can do is to end her life and commit suicide.

Anna's decision to love Vronsky is an example of how individuality as a personal choice clashes with the social, familial or traditional norms. Anna's dreams of freedom and individuality were in conflict with the norms that led to a loss of identity. Anna's new love is basically seen as a deviation from both the society and the self. Her new relation to Vronsky was part of her love dream which she pursued because she wanted to live as a happy individual. She did not know that personal freedom comes with a cost because social norms and traditions might be in a contradiction with her own dreams. However, she was able to see the point that individualism is also hard to get and that it demands sacrifice and change. But she wanted to search for herself even with the high risks because she knew that it was a struggle with

the self. According to Amy Mandelker, Anna Karenina is an example of how “Tolstoy’s use of shadow imagery and its connection to the shadow figure of folklore suggests the implementation of a mythological archetype and a sustained symbolic system” and thus the novel no longer becomes “as an exemplary realist work” and becomes “closer to a symbolist mode.” (p. 48) Therefore, the novel emphasizes the story of Anna as a cautionary tale and could be read as a warning to readers about other individuals who may face the same problems if they chose to follow the example of Anna. Even in his other work, Tolstoy emphasizes fear as a primordial emotion. For example, in “Sevastopol in May 1855” he describes fear in with eloquent and basic simplicity: “But when fear has once entered the soul it does not easily yield to any other feelings” (p. 47). Throughout the novel, Tolstoy has worked to rewrite the past of the major character and change her fate but to no avail.

Anna started to discover as time moved on in her new relationship with Vronsky that her character as an individual is suffering from a gradual waste of both her internal psyche and body. Anna stood in the middle between her aspirations, her lost dreams and her own social and political position in society. But she neither achieves her own love and romantic dream, nor does she keep her own decency of being a respected woman in society. Anna’s attempts to achieve individuality were no more than a deviation from both the self and the identity at the same time. Her attempts to be a free individual in the society led her to be more restricted and ultimately an outcast. Even though Anna’s first marriage was governed by social decency and formality which was restricting her freedom and personal life, her new love was more restrictive both socially and psychologically because it led to a more psychological entrapment which Anna could not bear to live with at the end of her life journey.

B. *Suicide in Sorrows of Young Werther*

Suicide in *Sorrows of Young Werther* is represented as an escape, failure, and an ultimate weakness to confront the residuals of the new romanticism which complicates the structure of identity within the domain of individualism. Goethe in the epistolary novel shows a true mark of genius because he was able to make the specific universal and the universal specific (Swales 2002, viii). Werther’s love story and suicide raise questions on how individuality becomes more difficult to be attained and measured in a society that is still suffering from postwar psychological effects. Werther’s letters are almost similar to reminiscences of a soldier writing to his family from afar and he seems to be more as a lover agonized by sexual frustration. The novel raises many questions concerning the protagonist’s behavior because he seems to be living in an isolated world of his own. In one of the letters, he writes: “It is true, I am only a wanderer, a pilgrim on this earth! But are you more?” (p. 70). His haunting statement serves as a timely reminder of the uneven development of his story and is as a narrative device foreshadowing his displacement.

The story is represented to readers in a new modern style. Although it was written in the eighteenth century, the story mixes different approaches to individualism ranging from the gothic fantasy and realism to romanticism. From a psychological perspective, love in *Sorrows of Young Werther* seems to be represented as a fantasy dealing with love which failed to accomplish its role as a stabilizing force in society. The theme of love was also a central one in his shorter work *Novella* which was published in 1828. However, suicide in *Sorrows of Young Werther* is actually an escape from reality rather than society. The suicide here appears as madness or obsession on a personal and psychological level rather than as being connected with a social motive as we can see with both Okonkwo and Anna. Werther’s infatuation with Lotte seems to be a form of madness in the psychological sense, which makes it different from Anna’s love for Vronsky. Even though the protagonists share the same psychological obsession with love, each one of them, however, has a different meaning and purpose for love. They do agree though on the definition of love which is characterized as a form of repressed sexual desires and a desperate need to attract others. Moreover, both look for different meanings and approaches to individualism because their cultures are different.

Werther’s love for Lotte is idealized to the extent that Werther finds his life impossible to continue after feeling that Lotte will no longer be his own love. Being psychologically tortured by the perfection he sees in Lotte and his love’s hallucinations, Werther decided that he should kill himself. According to Warrick, the idealization of Lotte remains the reason behind many critical views that fail to see sufficient clues that “suggest that there is more to Lotte’s character than either of the two narrators admits” (p.129). Werther is similar to Anna in *Anna Karenina* because each one of them loves and misses their respective partners more. Both Werther and Anna feel that the other partner is not as devoted and sincere as they are. However, the complexity of this love lies in the fact that Werther’s love became an obsession which later evolved into a form of madness, and towards the end of the novel it became a form of self-destruction. Despite the fact that Anna is a totally different example of romantic dreams of love and individuality from Werther, both of them are still good examples of the difficulty of achieving a true definition of the self. There remains also a difference between Anna’s approach to individuality from Werther’s approach to love and individualism.

C. *Suicide in Things Fall Apart*

Suicide in *Things Fall Apart* could be interpreted from a post-colonial perspective because it portrays the loss of the tribal system in Africa as well as the physical authority and domination of the “white masters” as a consequence. Okonkwo’s suicide is both an external and internal juxtaposition to colonization. It is worth noting here that suicide in this novel is very much politicized because it reflects a personal tragedy within a broader theme of social and political oppression represented by colonization. Okonkwo’s failure in society is actually seen as a representation of the downfall of both society and the individual. The downfall of the individual is, in fact, a parallel to the downfall of the tribal

system of the society. Achebe in the novel wanted to write a counter-narrative to redress “the reductive and distorted representation of traditional African cultures” (p.161). Okonkwo’s suicide is viewed as a reaction against domination and social corruption. Suicide can be viewed as a criticism of society and also as a reaction against the failure of the political, social and also individualistic relations within the society.

While Anna’s suicide at the end represents an escape from the social life and a failure to fit in a society where an individual has to lose the freedom to lead a different life from others, Okonkwo in *Things Fall Apart* is an example on how the downfall of the individual is correlated with the downfall of society. Okonkwo’s suicide at the end is a surrender to an overwhelming political life based on racism and colonization. The complexity of Okonkwo’s situation within the society lies in the fact that the system of the tribe has to be based on relationships, friendship, and physical power rather than on an actual systematic society. The novel shows us how Okonkwo had to struggle hard between his manhood and his own dignity presented to the reader as a form of individuality.

The loss of Okonkwo’s status in society is similar to Anna’s loss of her social status in the society. However, the situation is a little bit more complex in Okonkwo’s story simply because Okonkwo’s identity and his tribe’s identity are assimilated at the end to fit into the newly colonized world. Anna had also the same identity crisis that we see in *Things Fall Apart*, since the struggle that Anna had to go through was more with the self, and since it looks completely personal and social. However, the threads of patriarchy are inextricably woven into the two cultural backgrounds even though this appears extremely different and obvious in Okonkwo’s culture as patriarchy dominates the whole scene. Robert Wren refers to masculinity in *Things Fall Apart* as “the male principle” that “dominates the first part of the novel.” According to Wren “Only Unoka, Okonkwo’s father, shows a love of song and music, and he is contemptuously described as agbala, or “Woman”, because, lazy and improvident, he has never had wealth or prestige enough to take the *ozo* title. He will never join the community of ancestors that, with the living, is the clan” (p. 33).

Patriarchy in *Things Fall Apart* is represented in the form of social pressure. Patriarchy also plays important in Tolstoy’s novel. The opening lines of the novel clearly illustrate the types of stories that are typical of broken homes. The lines state that “All happy families resemble one another; each unhappy family is unhappy in its own way.” (p.1) Anna found it difficult to choose between following the social and traditional patterns of life which appear psychologically unsatisfactory or her own desires as a woman who can love whom she wants to love. Vronsky seemed to her much more of a dream of fantasy of love which she actually never had. Anna’s suicide could be seen as an exit from a suffocating entrapment. Her love dream was brutally killed at the end. Adelman refers to the social dilemma that Anna had to go through in society:

From the perspective of this celebrated doctrine, the moral scheme of Anna Karenina appears to be a contrast between two lives: one that is driven by passion to imagine that happiness is the attainment of desire, the other driven by despair to find peace in religious conversion. Anna’s suffering derives from the nature of passion. The loss of respectability, social ostracism, the longing for her reason—these are secondary to the insatiability of the will, which is the central tragedy of human life. The Levin plot demonstrates that earthly life can be complete and satisfying; it exemplifies Tolstoy’s moral law: thou shalt live in the country, work hard, be dutiful to family, renounce passion, and believe in God. His point seems to be that people are made miserable by the combined efforts of destiny and society when they disobey any part of this law (p.117).

Similarly, suicide in *Things Fall Apart* can also be looked at as the outcome of guilt and shame that Okonkwo wanted to get himself rid of because of his participation in killing his son and also because of his failure in his approach to lead his tribe. There is nothing positive in Okonkwo’s relations to the others even in a father and son relationship. His savage and irrational behavior is the tragic flaw that finally led him to self-destruction. Taiwo refers to Okonkwo’s brutalities in spite of his brief moments of kindness as ones “which influence the course of events in the novel and finally alienate him from his people. It is, for example, because of his harsh treatment of Nwoye and his part in the killing of Ikemefuna that tension develops between Okonkwo and his son, leading to a complete breakdown in communication between the two” (p. 120). Here, in particular, the vulnerability of the individual comes to the fore.

Also, another drive for his suicide is that he came to realize that fact that savagery is something destructive and leads to a sense of abandonment. This is an important psychological drive behind his suicide because Okonkwo realized at the end that he is now “out of place” as Taiwo states that the decision to kill the court messenger brought Okonkwo the realization that he “ought to have known a long time before—that he is alone. It is the thought that the unity of the tribe is gone forever and that there is no hope of reviving the old martial spirit that drives him to commit suicide” (p.121). Achebe illustrates towards the final episodes in the novel that the individual at the end could not possibly achieve a victory even in his own society which eventually succumbed to the realities of assimilation to white culture. The elder men’s response to the District Commissioner’s questions indicates an ironic statement on Okonkwo’s death:

“It is against our custom,” said one of the men. “It is an abomination for a man to take his own life. It is an offense against the Earth, and a man who commits it will not be buried by his clansmen. His body is evil, and only strangers may touch it. That is why we ask your people to bring him down, because you are strangers” (p.207).

The resolution of the moral conflict is therefore not surprising to readers because the saddened reply of the elder man implies his distress at the price of personal and social harmony.

III. CONCLUSION

All three novels evoke the theme of suicide which was the resolution that all of the three protagonists made at the end to isolate themselves from society. Okonkwo, for example, had to leave his own tribe as an exile punishment for the crime he committed. His regret of the crime committed against his son, although he knew it was part of the oracle, was an epiphany on the greatness of his mistake. Anna also had to desert her society and put up with all the social criticism just to be with Vronsky. She alienated herself from the society around her in order to be with her lover. Werther had also to distance himself from the community and live in isolation restricting himself to those he writes letters to.

The behavior of all the three of them explains how suicide was more of a self-decision, and that it was all either socially or politically driven as we can see with Okonkwo and Anna. Also for the three characters, the lack of reason, and the loss of balance was a major drive behind their suicide. The readers can detect Anna's love as actually moving in the wrong direction from the very beginning. Also, Okonkwo's suicide was a result of a failure to maintain peace within his own family members and his tribe. Thus, Okonkwo was driven by his own tribal mentality rather than his reason or intellect. Werther's love was also no more than an obsession which totally lacks reason or even mature emotions. The authors who represented in their novels the universal theme of suicide have been praised for their method of building psychological tension and emphasizing the belief that an individual is by necessity conditioned to the requirements of his social milieu. The external events that are portrayed with great physical detail shift to their inner significance for the major characters.

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Translation Model and Dissemination of Contemporary Chinese Ethnic Literal Works Into the World: An Analysis on English Translation of *The Last Quarter of the Moon* by American Translator Bruce Humes*

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Abstract—This study aims to investigate the English translation model and strategy of contemporary Chinese literary masterpiece *The Last Quarter of the Moon* (2005), taking Nord's translation-oriented text analysis as a theoretical tool. The paper is composed of the translation commission, the role of ST analysis and hierarchy of translation problems, including the basic information about the writer, the original book, the English translation and the translator. Comparison of the ST with its English TT in terms of aspects of language, culture and communication will be discussed. Specifically, this paper explores the translation strategies that the translator has adopted at the linguistic level in translating Evenki proper nouns and idiomatic expressions, the dialogue of main characters, figures of speech, then explores the translation strategies of rendering Evenki folk customs, sacrifices, totemism and ceremonies from the aspect of ethnic culture. The study shows much importance is attached to the linguistic features and cultural connotations of the original work both at the linguistic and cultural level. The translation accurately and faithfully conveys the essence of the novel, successfully attracts the attention of western readers and promotes the spread of Evenki culture. The translation also makes a comprehensive analysis of the surface and deep meanings of the original text, effectively conveys the theme of the original work, and further promotes the “going out” of ethnic literature to the world.

Index Terms—*The Last quarter of the Moon*, Nord's text analysis, ethnic literature, comparative analysis

I. INTRODUCTION

Ethnic literature is an important embodiment of national history and culture. It plays a unique role in the overseas dissemination of Chinese ethnic culture. Chi Zijian's book *The Last Quarter of the Moon* (2005), published by the People's Literature Publishing House, is the first novel describing the survival status and hundreds of history of the nomadic Evenki people in the northeast China. The work tells the Evenki people's tenacious perseverance and cultural changes, and expresses the pursuit of the ideal human spirit such as their respect for life, reverence of nature and adherence to their faith. Due to her exquisite skill in style, artistic conception, ideology and artistry, she won the 7th Mao Dun Literature Award in 2008. The English version, *The Last Quarter of the Moon* (2013) was translated by Bruce Humes, a young Sinologist, later on translated into Dutch, French, Japanese, Korean and Spanish.

The novel itself contains a postscript and four parts, which are respectively titled “Dawn” “Mid-Day” “Dusk” and “The Last Quarter of the Moon”. The narrator is a 90-year-old woman, a wife of the last chief, recalled her whole life by means of telling a story. Hundreds of years of history of Evenki people were vividly depicted through exquisite language. The story starts in the narrator's childhood and ends in her last years of life. The novel reveals the destruction of the traditional

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way of life and the environmental pollution during the process of modernization, which illustrated the value of this study. Through the novel, the writer consciously emphasizes the “natural attributes” of human beings, thereby embodying the creative concept that man and nature can unite as one. Meanwhile, the writer tried to express the embarrassment, sorrow and helplessness encountered in the course of human civilization through the description of the vast mountain forest and the safari tribe that lives in the forest, which is the main purpose. The time of the story lasts a century, while the narrative time of the novel is only a short day. A day of narrative time tells the story of a century-long demise of a nomadic people from prosperity to its decline.

II. HUMES BRUCE AND HIS DECISION-MAKING PROCESS IN TRANSLATING

Humes Bruce, the translator, has been devoted to his translation career for several years and at the very beginning he specialized in translating Chinese-language fictions, one of which is Wei Hui's *Shanghai Baby*. Bruce was commissioned and the translation was published in 2001 and gained much popularity. Later, he has centered on some fictions by or about China's ethnic minority because he wonders how people view those minority groups, how Chinese writers portray the lives of those people and how they manage to deal with the evitable trend when coming into a more frequent contact with the outside world. Humes is curious about the languages of ethnic groups which even have no written script or at the verge of extinction. The minorities can tell their tales in form of their own languages but Bruce wants to explore how the Han writer decoded and perceived their language in his literary work. All these topics have motivated Bruce to move on to translating China's ethnic literature. Bruce translated the story about reindeer-herding Evenki named *The Last Quarter of the Moon* at first, which is the story about reindeer-herding Evenki. His desire to explore how the majority Han viewed the minority groups inspired him to enter the unique life of Evenki.

This is a big achievement in his translation career and opens a window for westerners, which contributes to the “going out” of Chinese culture. After *The Last Quarter of the Moon* was published, Bruce continued to explore how non-Han writers use their own languages to tell their own stories. He translated *Confessions of a Jade Lord* about the Uyghur in Xinjiang. The non-Han writer of *Confessions of a Jade Lord*, Alat Asem won 11th Junma Literary Prize and tried to takes the readers into the colorful world of Xinjiang's jade traders. Asia-Pacific Journal has published an excerpt that Bruce translated. The text is from Guo Xuebo's contemporary work, *Mongoliya*, which is a semi-autobiographical and is set in 21st century in Inner Mongolia. The writer is a Mongol and he grew up speaking the language of his people.

Bruce also translated the Manchu writer Ye Guangcen's short novel *Back Quarters at Number 7* and the translation was published in the magazine *Streetlight* on June 1st, 2014. He translated the short story *Green Tara* by a Tibetan writer was published in *Streetlight* in 2016. It is worth mentioning that magazine *Street Light* is also considered as the path of Chinese literature to the world and provides an important platform for English translation and overseas communication. It has built a bridge between Chinese writers and English readers. Hu (2010, p. 11) holds that for those sinologists who take advantage of their language and cultural background, they are both researchers and critics. They are quite influential in spreading Chinese culture and promoting the development of Chinese literature in their academic field or through western mass media.

III. THEORETICAL FRAMEWORK

Nord, as a major functionalist, stresses that while “functionality is the most important criterion for a translation, this does not allow the translator absolute license” (2005, pp. 31–32). The nature of this relationship between ST and TT is determined by the purpose or skopos. Therefore, from her point of view, for the translator, it is necessary to know why a ST is to be translated and what the function of the TT will be. Nord continues to explain that by explaining that ‘the target-text purpose should be compatible with the original author's intentions’, while acknowledging that it is not always possible to be sure of those intentions. For her, loyalty plays the important role in that it ‘limits the range of justifiable target-text functions for one particular source text and raises the need for a negotiation of the translation assignment between translators and their clients’ (Nord, 1997, p. 126).

Christiane Nord provides a more detailed functional model incorporating elements of text analysis, which examines text organization at or above sentence level. Nord first makes a distinction between two basic types of translation product and process, which are documentary translation and instrumental translation. Documentary translation “serves as a document of a source culture communication between the author and the ST recipient” (Nord, 2005, p. 80).

IV. AN ANALYSIS OF TRANSLATION STRATEGY AND PROCEDURES OF *THE LAST QUARTER OF THE MOON*

The importance of the translation commission is illustrated and the ST analysis is carried out including the intended life experiences of the translator, his academic interest and his translation career to make sure the qualification of the translator. In this section, translation strategies that Humes adopted will be elaborated through a close analysis of the English version and the Chinese original one from linguistic, cultural and communicative aspects, including the subject matter, the content, presuppositions, micro structure defined as text composition and other aspects such as lexis, sentence structure. Through comparison, how the features and functions of the ST are reflected and fulfilled in the target text will be elaborated. Using Nord's text analysis model above, it is clear that the kind of translation involved here is document translation, this chapter will focus on how the translator deal with the features of ST and how the translation reflects the

function of ST.

A. *Reproduction of Linguistic Features in Translation*

Language is the carrier of culture. The language of minority groups has strong ethnic characteristics. For Nord, it is necessary to know where the ST and TT may diverge. From the linguistic dimension, the adaption of the translator is reflected in the appropriate selection of words, sentences and discourse. It is the translator's responsibility to make the translation accurate, which reflects Nord's definition of loyalty. Firstly, as to the linguistic features of the novel *You'An*, it is first-person narrated which makes it easier for the readers to feel the happiness and sorrow of Evenki people. The plot is more believable by using the first person "I".

B. *Reproduction of Proper Names Specific to Evenki*

Terms specific to Evenki are mainly divided into three types in the original text, which are the names of characters, place names and terms specific to Evenki culture. Evenki is an endangered language, which Western readers are not familiar with. In translating the names of Evenki people and place names, the translator Bruce Humes adopted the pronunciation of Evenki language rather than use Chinese Pinyin. When Humes launched an article *Evenki Place Names* behind the *Hanzì* on his blog *Ethnic ChinaLit*, and told that he consulted the expert of Evenki language for the exact pronunciation and used the international alphabet to spell them. He also proved that all the names of river and mountain do exist.

In the target text, he transliterated 列斯元科山 into Listvyanka Mountain. He transliterated Evenki name 林克 into Linke, but translated those Russian names by adopting Russian pronunciation like 娜杰什卡 into Nadezhda. The rest of characters names are all translated in this way, which retains the exotic colors for the target readers to arouse their interest.

Bruce wonders how many names of rivers and mountains and cities can be traced in China and how the origin of the memories can be hid in the meanings of these place names. To preserve the exotics of ethnic literature, the translator used Evenki pronunciation to transliterate these proper names. In the process, he searched some Evenki-related reference books written and published in China and consulted the remarkable Evenki scholar Dr. Chao Ke. He used International Phonetic Alphabet to mark each word, which preserves the original Evenki features.

C. *Reproduction of Figures of Speech of the Original Text*

One of the distinctive features in *The Last Quarter of the Moon* is the frequent use of figures of speech, indicating the ethnic color of Evenki people and their affection for plants, animals, rivers and mountains. "The writer consciously compared human beings with plants and animals, showing the idea that man and nature are united as one" (Liu, 2012, p. 61). The figurative language can express special meanings different from their ordinary meanings by using some words. In translation, Humes nearly preserved all the metaphors or similes and reproduced the style of the original text.

Example 1

ST: 那暗红色的肉条, 就像被风吹落的红百合的花瓣。(Chi, 2010, p.43)

TT: Those crimson meat-strips looked like red lily petals blown to the ground by the wind. (Humes, 2013, p. 41)

Example 2:

ST: 野兔的内脏就像鲜红的花朵一样开在林地上, 冒着丝丝热气。(Chi, 2010, p. 23)

TT: The hare's innards spilled on the forest floor like a fresh red blossom emitting sizzling plumes of steam. (Humes, 2013, p. 22)

Example 3:

ST: 她从来不正眼看杰芙琳娜, 吩咐她做事的时候, 眼睛永远看着别处, 好像杰芙琳娜是一朵有毒的花。(Chi, 2010, p. 160)

TT: Maria's eyes avoided her gaze, as if Zefirina were a poisonous flower. (Humes, 2013, p. 161)

Example 4:

ST: 不让她沾冷水, 不让她劈柴, 不让她给驯鹿喂盐, 怕哪只驯鹿要是突然淘气了, 会踢了她的肚子, 打落他最想得到的花朵。(Chi, 2010, p. 135)

TT: He wouldn't let her touch cold water, chop firewood, or feed salt to the reindeer out of fear one might naughty and kick her belly, causing his cherished blossom to fall (Humes, 2013, p. 159).

These four examples are concerned about the image "flower". The blossom, petals, all represent something beautiful but delicate. In Evenki's life, everything about nature can sense people's feelings. They believe that everything has a soul so the writer injected her deep love for the nature including the plants so she frequently.

D. *Transformation of Chinese Idiomatic Expressions*

There are only a few examples concerning the use of Chinese slang in the original fiction, the typical two of which are listed as follows.

Example 5:

ST: 如果被日本人知道, 恐怕没什么好果子吃。(Chi, 2010, p. 104)

TT: If the Japanese find out, who knows what's in store. (Humes, 2013, p. 104)

Example 6:

ST: 我们藏起来的东西, 他去寻找, 跟登天一样地难。(Chi, 2010, p. 145)

TT: If we had concealed something, searching for it would be as difficult as climbing to the Heavens. (Humes, 2013, p. 145)

In the above two cases, "恐怕没什么好果子吃" and "跟登天一样地难" are both Chinese-specific expressions—concise but rich in connotation. The former comes from *Huainanzi*, implying that there are no good endings or results. For Chinese readers, they will naturally be familiar with the meaning of "果子", so there are no obstacles to understanding; but for Western readers, they do not understand the meaning behind "好果子吃" which will cause some confusion. Here, the translator chose to use free translation to explain the meaning implied in the original text. At the same time, he preserved the stylistic features of the original text by using the form of slang to reflect character's personalities, which is quite accurate and easy to understand.

The latter is "跟登天一样地难". The expression in the source text indicates the fact that the Japanese cannot find hunting products from the Evenki camps, which is linked to Chinese slang and quite vivid and concise. In order to convey the connotation more accurately, the translation has to consider which word can be used to correspond to "天" in the source text. In Chinese, the word "天" has rich meanings and can be translated as "sky" "heaven" "God" or "Spirit" in different contexts. In the last part, Bruce translated "天" into "Spirits" but here used heavens, which means sky. The expression 'as difficult as' is used to explain the degree difficulty. The translator fully understood the meaning of the slang and literally translated it, which preserved the exotic elements about Chinese culture.

E. Translation of the Ecological Issues

Apart from the Evenki culture and reflected in Evenki people's daily life, this work is also characterized by ecological theme. For one thing, the Evenki Spirit is characterized by the self-sacrifice spirit of Shamanism. For another, the work depicts Evenki peoples' strong belief that nature and human beings should be harmonious.

Example 7:

ST:我问她这是为什么, 妮浩说, 天要那个孩子去, 我把他留下来了, 我的孩子就要顶替他去那里。那你可以不去救他啊! 玛利亚哭着说。妮浩凄凉地说, 我是萨满, 怎么能见死不救呢? (Chi, 2010, p. 143)

TT: 'Why?' I asked.

'The Heavens summoned that child. But I kept him here on the earth, so my child had to go in its place.'

'You could have refused to save the sick child!' sobbed Maria.

'I'm a Shaman,' said Nihau forlornly. 'How can I see someone in death's clutches and not save him?' (Humes, 2013, p. 142)

This example shows that Nihau the Shaman chose to save a child in danger even though she knew she will lost a child at the same time. In this novel, the Shaman is granted the extraordinary power that she can pass the thinking of the "God" to Evenki people's thought. The descriptions and dialogues about Shaman all indicate the self-sacrifice spirit. In translation, the translator chose to retain descriptions indicating the strong characteristics of Evenki people, including the courage, kindness and the self-sacrifice spirit have been accepted by the translator. Meanwhile, he devoted himself to promoting such kind of spirit based on his translation, which also marks translator's centeredness affecting his translation process and his adaption and selection in terms of other factors in translation.

When Nihau was a Shaman, she prayed for the heavy rain to put out the fire at the expense of her own life. The writer Chi Zijian recorded the Shaman culture of Evenki tribe with strong feelings, and praised shaman's sacrifice spirit and noble personality. However, the shamanic culture is endangered. Nihau might be the last shaman of the Evenki people, because most of them have settled in Busu since then. The new shaman did not appear. Perhaps the Evenki folk culture and shamanic culture can only exist in historical documents, and the Evenki people's ethnic cultural heritage may gradually disappear with time passing by—this is always the hidden pain of the narrator "I".

Shamanism, including mysterious spirit dance, selfless spirit and responsibilities, together with the great worry and pain about gradual disappearance of the ethnic cultural heritage has made up the main idea of the original book. The translator still tried to make the translation accurate and avoid the missing of such a respectable spirit because his evaluation and full understanding about the features and functions of ST always motivates him to do so.

Example 8:

ST:

我很想对他说, 我们和我们的驯鹿'', 从来都是亲吻着森林的。我们与数以万计的伐木人比起来, 就是轻轻掠过水面的几只蜻蜓。如果森林之河遭到了污染, 怎么可能是几只蜻蜓掠过的缘故呢? (Chi, 2010, p. 259)

TT: I really wanted to tell him that our reindeer have always kissed the forest. Compared to the loggers who number in tens of thousands, we and our animals are just a handful of dragonflies skimming the water's surface. If the river that is this forest has been polluted, how could it be due to the passage of a few dragonflies? (Humes, 2013, p. 259)

In this example, Chi Zijian stressed the main idea of the novel in the last part through the words of the narrator. Evenki people and their reindeers are not the cause of environment pollution. Instead, it is the loggers who cut down the trees and destroy the forests. The word "kiss" indicates the harmony between Evenki people and nature as well as their strong feelings towards the reindeer. They live in the forest and they love the forest. They are the victim of the environmental pollution. Due to the modernization, their traditional Evenki culture was destroyed and it was difficult for them to come back to their initial life, which has made up the main idea of chi Zijian.

In the translation, the translator faithfully expressed the idea of the original fiction. He preserved both the content and the form of the source text. These reasons have contributed to the spread of Evenki culture and made the work profound

by highlighting the harmony between man and nature. There are another two examples that can also indicate the main idea of the writer.

V. CONCLUSION

In the English translation, the characters and nature are perfectly combined. Humans are the manifestation of nature, and nature owns human beings' form of life. The relationship between nature and humans is also the way of establishing the law of human life. Chi Zijian calls for human's respect for nature, expressing the distress and anxiety of human beings' existence, showing the meaning of life in the natural realm.

The writer tried to show the close relationship with nature through narrator's narration and use a large number of descriptions to indicate that the plants, mountains and rivers and other things related to nature greatly affect the destiny of almost every character. However, she also pointed out that the beauty of nature was disappearing, and people's ignorance has made nature worse. People often treat the surroundings indifferently due to their own selfishness, not only destroying their living environment, but also destroying the meaning of life itself. Chi Zijian established a profound theme about the relationship between man and nature and the destruction of traditional ethnic culture in the process of modernization. She did not write nature simply for describing nature, nor did she merely use nature as the background for the story. Instead, in the novel, nature affects the physical, moral and spiritual aspects of Humans. The work reveals the connection between man and the earth also emphasizes the harmonious coexistence and interdependence of human beings and nature, which is the main theme of the work.

The research holds that most Evenki proper nouns are transliterated, which is close to the pronunciation of Evenki language; Idiomatic expressions are translated in a flexible way through direct translation and free translation, basically retaining the form of the original idioms; the quotation of the dialogue tends to be converted according to the context so as to make the characters prominent. In terms of text structure, paragraphs are arranged to meet the reading habits of Western readers; the metaphor in the original work is retained during his translation. At the cultural level, literal translation, transliteration, and transliteration with notes are often adopted when translating Evenki folklore; in translating sacrifices, totem worship, and religious ceremonies, both the original language style and form are retained, faithful to the original. At the level of communication, the original intention is respected and the theme of the original text is reproduced based on the understanding of the original text and the purpose of communication is achieved at last.

A good translation will not only preserve the words specific to Evenki culture and the form by using figures of speech but convey of the main idea of the original fiction. Bruce Humes has been in China for over 30 years. His life experiences and interest have played a significant part in forming the ideas towards the ethnic groups, which exerts great influence on his choice of translation strategies. He successfully transmitted the theme of this remarkable work and provided a panorama about Evenki culture for western readers. Meanwhile, the harmonious coexistence and interdependence of human beings and nature the work indicate has become a global theme, which will provide some valuable implications for readers around the world.

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Synergetic Linguistics as a New Philosophy of Language Studies

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Abstract—The article deals with the new philosophical interpretation of the structural organization and development of language as a synergetic system. Consideration of language as a complex open non-linear fluctuating system, which functions and develops according to synergetic principles, promotes the formation of a new transdisciplinary science – synergetic linguistics. The formation and development of the new branch of applied linguistics depends on the study of various lingual phenomena from the standpoint of synergetic philosophy and methodology. The use of synergetic methodology for language studies proves the appropriateness of so-called "non-systemic", "irregular", "transitional" lingual phenomena and processes, proves the necessity of their existence in a functioning language, determines mechanisms of language super-system self-organization, provides opportunities for determining the trends of its development.

Index Terms—synergetic linguistics, fluctuation, attractor, self-organization, deviation

I. INTRODUCTION

At all periods of the history of humanity, science as a social phenomenon used to solve different current economic, political, and social problems of society, using the topical philosophic theories, research paradigms, and methods which dominated at that time. In the second half of the XXth century, the famous Belgian physicist and philosopher I. Prigogine developed a new concept of understanding the nature and essence of the world as an open non-linear multivariate system, capable of self-organization and self-development. After studying thermodynamic systems and discovering the principles of their development via self-organization I. Prigogine put forward a hypothesis about the relevance of his theory of instability and self-organization to any systemic objects of material and immaterial nature (Prigogine, 1989).

For naming the science that studied the laws of self-organization in complex open physico-chemical systems, far from the state of equilibrium, the German theoretical physicist H. Haken introduced the term "synergetics" (Haken, 1977, 1987, 1990). Extrapolation of synergetic ideas to the study of various phenomena of animate and inanimate nature contributed to the evidence of complex systems' isomorphism and confirmed trans-disciplinarity and universalism of this new scientific theory.

Since then synergetics has demonstrated its enormous cognitive and heuristic biases, opened new horizons in forecasting, thus gaining many supporters among scientists. It has become a kind of philosophy, which aims to synthesize a huge variety of sciences, both fundamental and applied, based on the essential unity of animate and inanimate objects of reality. The principles of a synergetic worldview correlate with the philosophical ideas of holism asserting the universal character of all systemic objects' structural organization and laws of evolution. H. Knyazeva emphasizes that the development of synergetics "means a radical shift of paradigm, a conceptual transition from being to becoming, from stability to sustainability, from images of order to chaos generating new ordered evolving structures, from evolution to co-evolution, reciprocal evolution of different complex systems" (Knyazeva, 2002, p. 403).

It is necessary to note that the peculiarity of synergetics as a new scientific branch is that it does not deny the laws of classical science, but complements and completes them by offering a look at the studied objects from a new angle of research. Synergetics, or the theory of self-organization of systems, deepens and expands our knowledge of the world, involving in the circle of scientific research, phenomena that, although not deterministic and logically explainable, but are an integral part of our lives.

II. METHODOLOGY

Synergetics is expanding its "borders" constantly and continuously due to the universal character of the laws of self-organization and evolution, its patterns and methods, developed within its framework (Prigogine, 1977; Budanov, 2006). Researchers compare the growth of areas of application of synergetic models and methods with the expansionary policy of some states (Knyazeva, 2001, p. 99). The social sciences have recently become one of the "vectors of expansion" of

synergetics. Thus, there is an active integration of synergetics in the linguistic researches, which mainly transfers its ideas, methods, and patterns in the study of various linguistic phenomena.

There is a wide application of the synergetic approach in different fields of modern linguistics: history of language (Dombrovan, 2014, 2015, 2018), theory of communications (Aisyah, Jin, 2017; Tarasova, 1996, 2000), cognitive linguistics (Jia, Liang, 2020; Prikhodko, 2015; Veremchuk, Yenzikeyeva, 2020), text linguistics (Pikhtovnikova, 1999, 2011, Pikhtovnikova, Yaremchuk, 2012; Semenets, 2004, 2015; Simonov, 2013), lexicology (Kiyko, 2014, 2016; Klymenko, 2018; Lan-xia, 2014), word-formation studies (Yenzikeyeva, 2006, 2011, 2015; Yenzikeyeva, Klymenko, 2021), syntax (Prikhodko, 2003, Yenzikeyeva 2018), discourse analysis (Pikhtovnikova, 2005, 2009, 2015), psycholinguistics (Kuzeev, 2020), language learning (Buivydienė, Mamčenko, Piscikiene, Štustickienė, 2017; Cabau, 2016).

However, the present achievements of scientists in the studies of linguistic phenomena, made by extrapolating the ideas and principles of synergetics, can be considered only the first steps in the formation of a new scientific paradigm of linguistics – synergetic linguistics.

On the one hand, continuation of research work in this direction should expand our heuristic possibilities and extend our understanding of the advantages of the new scientific paradigm, and on the other – to promote the further development of linguistics as a science. Scientists still have to solve various problems of this new branch of linguistics, in particular, the problem of scientific reasoning of the synergetic methodology in the study of linguistic phenomena; determining the mechanisms of self-organization at micro-, macro- and super-levels of a language system; the problem of defining the role of "non-systemic", "irregular", transient phenomena in language and explaining their necessity for a language development, etc. The novelty of the synergetic paradigm and its linguistic perspectives determine the relevance of further research in this field.

The *purpose* of the proposed article is to determine the specificity of the implementation of synergetic principles in linguistic studies and to characterize synergetic linguistics as a branch of applied linguistics. To achieve this goal the following *tasks* are to be completed: to identify the features of synergetics as a new research paradigm; to review the main principles of synergetics; to determine the core subject of synergetic linguistics; to prove the relevance of synergetic research methods for language phenomena and processes.

Research Methods. To achieve this goal, the following methods were used: the methods of collection and critical studies of theoretical material dealing with philosophic and methodological aspects of synergetics were to create the general concept of universal and interdisciplinary character of its principles; the extrapolation method was to confirm the relevance of the synergetics' ideas and principles to studies of various language phenomena and processes and to outline the possibility of cooperation between synergetics and linguistics; the description of language as a complex open non-equilibrium system with non-linear ways of development was to prove its synergetic nature, principles of structural organization and evolution.

III. RESULTS AND ANALYSIS

As scientists claim, synergetics is "one of the successive stages of paradigmatic non-classical knowledge" (Vasilkova, 1999, pp. 28-29; see also Budanov, 2009, p. 5). On the contrary to the classical paradigm with its cult of rationality and knowledge of the world through deterministic views, synergetics looks behind the world organized by the rules of human mind into the "irrational" real world.

If the scientific paradigm is understood as "a way of cognition and understanding the world, which determines the general research principles of a certain object in different sciences" (Selivanova 2006, p. 409), we can assume that synergetics is a new scientific paradigm. It has the characteristics of a new paradigm because it focuses on a set of facts ("objects of study" (Vasilkova, 1999, p. 29)), which have not been previously studied by classical science. Its novelty is to recognize the regularity of the existing heuristic dominants of contingency, irreversibility, instability, non-linearity, unpredictability, as well as to determine their role in evolution associated with self-organization and self-regulation of systems.

Unlike classical science, which understands "the world as an absolutely correct and regulated process, and nature as a dead, passive foundation operating automatically" (Vasilkova, 1999, p. 25), and recognizes the cult of rationality in science, giving a human the right to transform the world purposefully, synergetics considers the world as an integer consisting mainly of complex, open, instable systems capable of intensive exchange of substance, energy and information inside themselves, with other systems and with the environment, and are characterized by non-equilibrium, non-linearity, spontaneity, randomness and irreversibility of changes.

Synergetics is usually considered in three aspects of its interaction with society: 1) synergetics as a picture of the world; 2) synergetics as a methodology; 3) synergetics as a science (Budanov, 2006, p.146). It is a new philosophy proclaiming "a new dialogue of man with nature" (Knyazeva, Kurdyumov, 2002, p. 8). It is also a transdisciplinary branch of science, which aims to develop generalized theoretical models and uses them as a method of research of complex (hierarchically organized), open (capable of exchanging substance, energy, and information with the environment), dissipative (non-equilibrium) systems of inanimate and animate nature. Synergetics, or the theory of self-organization, the basic principles of which were originally developed in the research of physical phenomena, has now become transdisciplinary scientific paradigm. Extrapolation of synergetic ideas in the study of various phenomena of

animate and inanimate nature contributed to revealing the isomorphic character of complex, open, non-linear systems' "behavior". And the universal laws of evolution and self-organization of such systems, the widespread use of models developed within this scientific paradigm, contributed to the development of both the theory of synergetics and different applied sciences.

As scientists prove, the principles of synergetics operate at the level of knowledge, which covers a number of scientific disciplines that study different areas of reality (Knyazeva, 2001, p. 102). In this regard, it is quite logical to claim the limits of synergetics and the areas of its competence. There waiting for solution the problems of cooperation of synergetics as a new science, methodology and worldview with various natural and human sciences (in particular, the relevance of scientific methods worked out and tried out by natural sciences in the study of such a unique social phenomenon as language).

Consequently, it should be emphasized that synergetics is a young interdisciplinary branch of science which is rapidly developing, that's why it is impossible to limit the scope of its activities and to determine clearly what to do or not to do. Due to its universal and transdisciplinary character, synergetics has "soft" boundary lines and is constantly expanding (Knyazeva, 2001, p. 101). The use of synergetic models and methods in the study of systemic phenomena of animate and inanimate nature, can become a guarantee of expanding the scope of new scientific paradigm and deepening the fundamentals of its theory.

Among the components of authentic synergetics, the scholars mark the innovative, universal synergetic methodology, which suggests a new look at well-known facts and new decision to the problems that were not solved within the classical scientific paradigm. By interpreting and filling the universal synergetic models with the specific scientific content, considering them in a certain disciplinary context, scientists solve the priorities of particular areas of knowledge and rethink the essence of known phenomena and processes, thereby strengthening the position of synergetics.

Scholars regard synergetics as an interdisciplinary phenomenon in culture having subject knowledge, philosophical reflection, mathematical modeling as constituent parts of it (Malinetsky, 2005, p. 13). The relevance of synergetics in humanitarian studies only as a methodology of scientific research does not mean the absolute irrelevance of its other components. As already mentioned, synergetics is now a rapidly developing and expanding branch; so potentially it could be implemented in many other fields. The fact that mathematical modeling has not been used in the study of linguistic phenomena does not mean that it is completely impossible. We consider, that according to its architectonics, principles of functioning and development, language is a classic example of a synergetic system and the fact, that the relevance of mathematical models hasn't been proven yet, cannot doubt its synergetic nature.

IV. DISCUSSION

It should be considered that recently not only synergetics but also linguistics has demonstrated its "expansionary" potential. As A. D. Belova observed, "the period of "pure linguistics", which did not go beyond the language environment, is ending, and giving way to "linguistic expansion": analyzing the complex mechanisms of functioning the natural languages under the influence of extralingual factors, linguistics will be forced to interfere into the "living space" of other sciences" (Belova, 2003, p. 264). Thus, both synergetics as a new scientific branch and linguistics, which has recently shown a tendency to cooperate with other sciences, demonstrate their readiness to create symbiosis. Such a "union", in our opinion, is "mutually beneficial", because in this way, synergetics expands the scope of relevance of its ideas and principles, and linguistics acquires a new methodology that allows a deeper analysis of its nature and essence, understanding the mechanisms of its development. The "intersection area" between these two scientific paradigms is synergetic linguistics.

The scientists who have used the new scientific paradigm without fear of being accused in "incorrect extrapolation" of synergetic ideas to the study of social life have proved that it has great potential in the study of phenomena that previously did not find a rational explanation, were considered random and anomalous. The system of synergetic principles is the core of the methodology for studying systems of different nature, including language. In our opinion, the use of ideas and principles of synergetics in the study of language and linguistic processes can help solve a number of problems that have not found logical explanation within the dominant classical scientific paradigm. For a long time, scientists, realizing that the world around us is too complex and the human mind is clearly unable to cognize it, have sought to establish simple logical, rational patterns, ignoring phenomena and processes that had no logical explanation, and therefore considered random.

For many centuries such a logically inexplicable lingual phenomenon has been the Great Vowel Shift in Germanic languages. There were no logical reasons for this modification of sounds. It seemed irrational that transformation of vowels led to the restructuring the phonetic systems of Germanic languages, and then, with the effect of a chain reaction, the other macro-systems of these languages, morphological and lexical ones above all. The linguistics as a science has been restricted to find the correspondences of vowels in the phonetic systems of each of the Germanic languages at the previous stage of existence and after the transformation. The use of synergetic models in the study of this phenomenon gives scientists the opportunity to study the nature of transformations, to see the regularity of such transformations in lingual dynamic systems. Thus, at a certain stage of its history in some parts of the phonetic system there began to

appear deviations from the existing traditional pronunciation of vowels in certain positions. Due to the increase of such deviations, the phonetic system went into a state of fluctuation.

In synergetics, fluctuation is understood as random deviations of instantaneous values of magnitudes from their average values, that is from the state of equilibrium. "Fluctuations," scientists emphasize, "can lead the system to directed changes, to the emergence of various new, relatively stable structures, not just to the previous state of equilibrium. If the fluctuation is not intensive enough, the system will return to the previous equilibrium structure, 'roll down' on the previous attractor" (Knyazeva, Kurdyumov, 2002, p. 24).

We can assume that during the period of XIV–XVIth centuries, phonetic macro-systems of Germanic languages were in a state of chaos: in addition to the traditional, there arose another, innovative pronunciation of the vowel in the phonetic word, and various social, regional and other groups of native speakers could use the traditional, new, or even both pronunciations at the same time. As a result the innovative variants became regular and gradually turned into a standard. The chaos in this case had the constructive character and eventually brought the system to a new attractor. Since the fluctuations were strong, the system could not return to its previous state and gradually began to self-organize, moving to a qualitatively new stage of existence.

Such processes of self-regulation and self-organization at different levels of the language super-system occur constantly, but the intensity of these processes in different areas is not the same. We believe that nowadays "phonetic revolutions" similar to the Great Vowel Shift are hardly possible, because the phonology of literary language is strictly regulated and respected, since audio and audio-visual media every day represent the best examples of standardized literary speech. In contrast to the ancient times, when such technologies did not exist, it was impossible to codify the phonology of speech of representatives living in different regions and belonging to different social backgrounds. Nowadays, native speakers of different languages have the opportunity to compare their speech with the best examples represented by radio and television, documentary, and feature films. Due to this, the development of phonetic macro-systems of modern Germanic languages has a slowed-down evolutionary character.

In all times, the most intensively changing endo-system of any language was lexical macro-system, which has constantly been enriching with new naming units reflecting historic events, scientific and technological achievements, innovations in political, economic, and cultural life of society. It is remarkable that, nowadays the most active parts of the Modern English language super-system, which are developing rapidly and intensively, are the lexical and word-formation macro-systems. This phenomenon can be explained by the fact that they remain "the most open" to the exchange of substance, energy, and information with the environment surrounding a certain language. The enrichment of the language vocabulary can occur under the influence of the social environment or due to material units (words) borrowed from the lexical macro-systems of other language super-systems, or by forming neologisms from own resources within a given lingual super-system.

The neological boom observed in many languages of the world, and especially in English, is an adequate response of language super-systems to scientific and technological, economic, political, ecological changes in modern human life. Under the influence of social factors, languages are constantly changing and self-organizing. As a result of the quantitative growth of the vocabulary, the ways and means of new lexemes' formation are also improving and the quantity of new word-formation tools is increasing. Therefore, due to the effects of the external environment, the process of self-regulation and self-organization within the lexical and word-formation macro-systems and the language super-system as a whole is carried out.

A new look at the principles of organization of the language system, at the phenomena of order and chaos, determinism and randomness observed in the process of its functioning, at the laws of development and evolution of language as a system capable of self-organization and self-regulation, allows comprehensive and complete reproduction of architectonics (organization) and autopoiesis (self-improvement) of the language super-system and endo-systems that are parts of it.

Language is a classic example of a synergetic system. By its structure, it is a super-system consisting of hierarchically organized macro- and micro-systems, each of which, like the language super-system as a whole, is characterized by openness – the ability to exchange substance, energy, and information with the environment. This exchange occurs between super-systems of the same order (for example, between different languages, resulting in borrowing), between macro-systems within a single lingual super-system (for example, the phenomenon of functional transorientation: affixalization of lexemes, lexicalization of affixes, lexicalization of syntactic constructions), between language micro-systems (for example, functional transposition of lexemes – conversion).

The application of synergetic principles in the research of linguistic phenomena has made it possible to understand and explain the evolution mechanism of the language system, how it manages to maintain itself in a state of dynamic balance, while its constituents function and while they are functioning, they change. Synergetics explains the regularity of the existence of linguistic phenomena, which were previously considered "not-systemic" and even marginal.

Despite its novelty, synergetic linguistics has gained many supporters and followers. From our perspective, the application of ideas and principles of synergetics in the study of linguistic phenomena has great prospects. Understanding the synergetic nature of language lets see more clearly the principles of its organization as a system, identify potential sources of its development, determine the role of "non-systemic" transitional phenomena in the

evolution of the language system, reveal the mechanisms that ensure its relative stability and permanent development, prove scientifically the influence of social factors on the processes of self-organization of the language system.

V. CONCLUSIONS

Thus, synergetics as a philosophy has opened new opportunities in the study of social phenomena. Synergetic methodology is widely used in the human sciences. The use of synergetic ideas in the language research has contributed to the formation of synergetic linguistics (or linguosynergetics), which is defined as an applied linguistics which gives synergetic description of lingual phenomena and processes. Cooperation between synergetics and linguistics has a great perspective, as the new synergetic methodology opens wide opportunities in determining the nature and essence of many lingual phenomena, the existence of which has not found a logical explanation within the classical scientific paradigm. Moreover, the study of systemic, regular linguistic phenomena in terms of synergetics will significantly complete our knowledge about them.

The novelty of the synergetic paradigm makes promising the study of lingual phenomena using the innovative methodology. The formation and development of synergetic linguistics as a new branch of applied linguistics depends on the study of various lingual phenomena from the standpoint of synergetic philosophy and methodology. The perspective of the further research is on the analysis of word-forming phenomena and processes of Modern English by implementing the ideas and principles of the theory of self-organization.

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