Theory and Practice in Language Studies

Contents

The Perlocutionary Effects of Cautionary Notices on Motoristsusing Nigeria Highways

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Abstract—**The dangers associated with traffic violations on the highways cannot be overemphasized. This work, therefore, examines the communicative effectiveness of cautionary notices on Nigeria highways, where these cautionary notices are mostly found, by looking at the attitude of the motorists towards the cautionary notices and the attention people generally paid to them. This study, which is descriptive, drew its data from the major highways in Nigeria where these notices were erected by notable construction companies as well as other corporate bodies. The analyses of these notices were based on the performed acts of the speech act theory, as these notices, in the view of many, are not considered as ordinary graphics, writings and symbols because of their significance on both the writers and the readers. The study carefully examines how the intention of these cautionary notices is achieved in the communication between the dispatcher and recipient in order to determine the effectiveness of these notices on the behavior of the motorists. The work thus brings out the critical discourse elements of the subject matter. Findings reveal that some of the cautionary notices are regarded as warnings while some are viewed as a combination of warning and advice. The study further shows that the use of cautionary notices has helped in the maintenance of law and order on the highway especially among vehicle owners, making them to be security conscious and thus helping to eradicate preventable deaths through over speeding and sundry vices. Finally, the study reveals that the use of cautionary notices is a new dimension in the area of linguistic landscape and if the use is further encouraged, it would help to maintain peace, orderliness, and guide against fatal accidents on the highways.**

Index Terms—**cautionary notices, traffic violations, linguistic landscape, law and order, perlocutionary**

I. BACKGROUND

Cautionary notices give or serve as a warning; admonitory. It serves series of functions. From available information, it appears that in most cases, these notices are effective for protecting intellectual property and also engender attitudinal change. Cautionary notices give notice to third parties that the subject matter referenced in the notice is crucial and germane. Or is a trademark of another and cautions third parties against unauthorized and reckless use lest they be charged with infringement or face adverse consequences.

The requirements for an effective cautionary notice vary from country to country, but there are basic requirements common to all. The notice should state the name and possibly, the address of the owner of the intellectual property or initiator of the message being communicated as well as the message itself in specific terms. Once the cautionary notice is published, however, it is assumed that third parties are aware of the messages being communicated and they are expected to pay attention to the messages.

Likened to high ways, cautionary notices are instrumental to the safety of road users. Historically, some of the first roadside signs —ancient milestones— merely gave distance measures. The early signs did not have high-contrast lettering and their messages might have been easily overlooked.

In Nigeria for instance, the notices inform, educate and advocate for a reserved driving manner. Examples of such are the traffic warning signs. Depending on the circumstances, the notices may indicate a hazard ahead on the road that may not be readily apparent to a driver. The notices are herein treated as linguistic landscape and therefore, subjected to analysis. This kind of adventure is technically within the scope of discourse analysis or critical discourse analysis, a subset of structural linguistic study.

In some cases, scholars talk about 'Critical Discourse Analysis', and 'Conversation Analysis' interchangeably. Either way, the focus of this field of study is the analysis of the language in use. The concept 'discourse' has been defined in

different ways by different scholars. Some of these definitions are provided below: According to (Stubbs 1983), discourse is 'language above the sentence or above the clause. (Fasold 1990) sees discourse as the study of any aspect of language use.

Discourse analysis is an indispensable concept for understanding society and human responses. It is also central to understanding language itself. Discourse analysis examines how language, meaning and society interrelate. Critical Discourse Analysis (henceforth CDA) "is the uncovering of implicit ideologies in texts. It unveils the underlying ideological prejudices and therefore the exercise of power in texts" (Widdoson, 2000; 2007).

Compared with other branches of linguistics, discourse analysis is a new area of importance and it has gradually moved from mere description of sentences to a 'scientific' aspect of academic study. On their own part.(Brown and Yule 1998) observe that the analysis of discourse is, necessarily the analysis of language in use. As such, it cannot be restricted to the description of linguistic forms independent of the purposes or functions which these forms are designed to serve in human affairs. In the light of the functions which the forms are designed to serve, cautionary notices and their effects on road users in Nigeria are gathered and objectively scrutinized to set standard for this work.

Review of Related Literature

In discourse, every utterance is intended to serve a purpose. This was the motivation for (Fairclough 1992) claim that discourse is more than just language use and that it is language in use, whether speech or writing, seen as a type of social practice. The scholar observes further that discourse constitutes the social. According to (Candin 1997) discourse… refers to language in use, as a process, which is socially situated. However, we may go on to discuss the constructive and dynamic role of either spoken or written discourse in structuring areas of knowledge and the social and institutional practices, which are associated with them. In this sense, discourse is a means of talking and writing about and acting upon worlds, a means which both constructs and is constructed by a set of social practices within these worlds and in-so-doing both reproduces and constructs afresh particular social-discursive practices, constrained or encouraged by more macro movements in the over-arching social formation.

To add more to these definitions, one can say here that discourse refers to the use of oral and written language to specific audience, for specific purpose and in specific settings. Discourse refers to actual instances of communication in the medium of language. It is interested in analyzing the way sentences work in sequence to produce coherent stretches of language. Three major characteristics of discourse are: (i) appropriateness, (ii) purposefulness, and (iii) coherence.

(Olateju 2004) observes that the spoken and the written forms of language are different in their manner of production and point of production. Some believe that spoken form of language has advantage over the other. This claim underscores the belief that the writer has no access to immediate feedback. All he could do is to try to imagine the reader's reaction. Both spoken and written forms of language are central to discourse. What is dealt with in this work is what (Halliday and Hasan) refer to as texts and text linguistics, which according to them is the verbal record and analysis of a communicative act (roughly an act of communication or interaction). According to them, a text is 'language that is functional'. That is, language that is doing some job in some context as opposed to isolated words or sentences.

Commenting on text and discourse, Fairclough employs the term discourse to refer to the complete process of social interaction. Text is merely a sector of this process, because he considers three elements for discourse, namely text, interaction, and social context. In addition to text itself, the process of social interaction involves the process of text production and text interpretation. Hence, text analysis is a part of discourse analysis.

This said, inference could be drawn that cautionary notices on Nigeria high ways are not just mere text placed there. They are placed on the roads for specific purposes and targeted audience. Without doubt, given the attention and many efforts usually gone into this, it would only require little empirical facts to justify the functionalities of the text or linguistic land scale on our major roads.

Discourse analysis is a phenomenal concept for understanding society and human responses. It is also central to understanding language itself. Discourse analysis examines how language, meaning and society interrelate. Critical Discourse Analysis (henceforth CDA) "is the uncovering of implicit ideologies in texts. It unveils the underlying ideological prejudices and therefore the exercise of power in texts" (Widdoson, 2000; 2007).

Discourse analysis is a new area of importance and it has gradually moved from mere description of sentences to a 'scientific' aspect of academic study among other linguistic branches. According to (Brown and Yule 1998) "the analysis of discourse is, necessarily the analysis of language in use." Going by that, discourse analysis cannot be restricted to the description of linguistic forms independent of the purposes or functions which these forms are designed to serve in human affairs.

II. THEORETICAL FRAMEWORK

The study further expresses the theory that complements the topic of the research. The theory adopted in this work is to speech act theory, the choice of this theory is not unconnected to (Hodge and Kress 1991) explanation that discourse analysis also includes the analysis of non-linguistic semiotic systems (systems for signaling meaning), non-verbal and non-vocal communication which accompany or replace speech or writing, performance art, sign language, and bodily lexis.

A. Synopsis of Speech Act Theory

Scholars are in agreement that when people attempt to express themselves, they do not only produce utterances containing grammatical structures and words, they perform actions through those utterances. Actions performed through utterances are generally called speech acts. This concept was first set out by Austin in a book titled "How to do things with words". Such actions are commonly given more specific labels, such as apology, complaint, invitation, promise or request.

Speech act analysis is devoted to the study of utterances on the behavior of speaker and hearer, using a three-fold distinction. First, a communicative act which is the 'locutionary act'. Secondly, the act that is performed as a result of the speaker making an utterance, this is referred to as the 'illocutionary acts and they constitute the core of any theory of speech acts. Thirdly, the particular effect the speaker's utterance has on the listener, who may feel surprised, persuaded warned, etc. as a consequence. The bringing about of such effects is known as a perlocutionary act. When somebody speaks, he expected his hearer to recognize his/her communicative intention. Both the speaker and hearer are usually helped in this process by the circumstances surrounding the utterance. These circumstances including other utterances are called the speech event (Jaworski and Coupland 1999).

B. Classifications of Speech Acts

Speech act theory lends itself to establishing systems of classification for illocutions. Austin (1992) was cited in(Collinge, 1970) and (Fowler,1981) estimated illocutions classification number as between 1,000 and9,999.However, (Searle 1976 and 1979), improved on this classification twice as stated below:

1. Searle 1976/1979 Classifications

Searle's classification first came out in 1976. However, he reviewed it in 1979. The two classifications were not very different from each other, except a slight change of labels.

a. Representatives: The speaker is committed in varying degrees to the truth of a proposition e.g. affirm, believe, conclude, deny, report. In 1979, Searle renamed this group ASSERTIVES. Under this group, we can put statements of facts, assertions, conclusions and descriptions. E.g. 'The earth is flat' or 'The earth is spherical'. It is simply what the speaker believes to be the case or not.

b. Directives: The speaker tries to get the hearer to do something e.g. ask, challenge, command, insist, request, beg, etc. Searle retained the name in his (1979) classification. Here, the speaker uses this speech to get someone else to do something.

c. Commissives: The speaker is committed in varying degrees, to a certain course of action. In other words, he uses the utterance to commit himself to some future actions e.g. guarantee, pledge, promise, swear, threats, refusals, etc. They express what the speaker intends to do.

d. Expressives: The speaker expresses an attitude about a state of affairs. That is, he states what he feels about something. He expresses psychological states, such as pleasure, pain, likes, dislikes, joy, or sorrow. Such verbs as apologize, deplore, congratulate, thank, welcome, condole, etc are used in such cases. Searle retained the name in 1979.

e. Declarations: The speaker alters the external status or condition of an object or situation solely by making the utterance, e.g. I resign, I baptize, you are fired, war is hereby declared, you're excommunicated, I pronounce you husband and wife, etc. Searle retained the name in 1979.

C. Components of Speech Acts

Usually, the action performed by producing an utterance consists of three related acts. These are examined below.

1. A Locutionary Act: The basic act of utterance or producing a meaningful linguistic expression (i.e. sound structure, grammatical structure and semantic structure) is referred to as a locutionary act. An individual who finds it difficult to form the sounds and words to create a meaningful utterance in a language (for example, because the language is foreign might fail to produce a locutionary act).

2. Illocutionary Act: When we produce well-formed utterances, we do so with a purpose in mind, the function in the mind of the speaker which his utterance is expected to perform is referred to as the illocutionary act. It focuses on the content of the message which is designed to provide a certain effect based on the intended function as conceived in the mind of the speaker or writer. The interpretation which the listener puts to it, that is what the statement counts as is the Illocutionary force of the utterance.

3. The Perlocutionary Act: This is the effect we expect our utterance to have on our listener. Simply put, it is the effect of the utterance on the hearer e.g. happiness, surprise or amusement. It is also generally referred to as the perlocutionary effect. However, it is worthy of note that the illocutionary force of an utterance and its perlocutionary effect may not coincide. For instance, if somebody is invited to take a meal with the utterance above, he may or may not take the meal.

D. Felicity Conditions

(Crystal 1987) opines that speech acts are successful only if they satisfy several criteria, known as felicity conditions. These conditions are classified into five as follows: the preparatory condition, the sincerity condition, the content condition, the general condition, and the essential condition. It is our aim in this lecture to examine these conditions in

details. Felicity conditions are conditions that must be satisfied if a speech act is going to be successful. These conditions are classified into five, each of which is discussed briefly below:

1. General Condition: This presumes that the speaker or writer (as the case may be) is not play-acting or not being nonsensical. In other words, the writer shows a reasonable level of seriousness which is devoid of play-acting or clowning. The tone of the speaker is such that cannot be taken for granted. This condition constitute an important condition on the use of such verbs as fine, baptize, arrest and declare war, which could only be used by a judge, a priest, a policeman and a war general or head of state respectively.

2. Content Condition: Content condition as a type of felicity condition entails the content in a speaker's utterance that can actually bring about the reality of his utterance, which can be present or future occurrence. Such verbs like warn, promise, etc are used. For promise, it is a future act of the speaker.

3. Preparatory Condition: As the name implies, this kind of condition talks about preparatory statements which can be a warning against a future occurrence. The peculiarity about preparatory condition is that an occurrence does not happen by itself, there must be an agent to carry it out. For a verb like 'promise' (i) the event will not happen by itself (the speaker will make it happen) (ii) it will have a beneficial effect on the hearer. For a verb like warn on the other hand (i) it is not clear that the hearer knows that the event will occur (ii) the speaker thinks the event will occur (iii) the event will not have a beneficial effect. Misfire occurs when this condition is flouted.

4. Sincerity Condition: This type of condition places emphasis on the sincerity of the speaker in the speech act. It also justifies the fact that the speaker is not play acting. It shows that the speaker is damn serious and committed. For instance, a verb like 'promise' connotes that the speaker genuinely intends to carry out the future action. 'Warn' on the other hand connotes that the speaker thinks the event will not have a beneficial effect. For instance, in William Shakespeare's play, 'Julius Caesar', the soothsayer warns Caesar to beware of the ides of March. That was the day Caesar was assassinated eventually because he did not heed the warning. Abuse occurs when this condition is flouted.

5. Essential Condition: This type of condition explains the need to certify certain imperatives for a future event to occur. It provides the necessary information about a future event. Breach of commitment occurs when this condition is flouted.

III. METHODOLOGY

Purposive survey method is used to generate data for this work. A great deal of the data was supplied by the researchers adapting some of the road signs from different geographical locations in the country while the remaining pictures were randomly selected on social media. In analyzing the data, the researcher focuses on proposed Fairclough's three aspects of discourse. According to (Fairclough 1989), highlighted below are the three dimensions for CDA:

i. **Description** is the stage which is concerned with formal properties of the text.
ii. **Interpretation** is concerned with the relationship between text and interaction by seeing the text as the product of the process of production and as a resource in the process of interpretation.
iii. **Explanation** is concerned with the relationship between interaction and social context, with the social determination of the process of production and interpretation, and their social effects.

Each of the available data is presented in picture format and the analysis is done underneath. The analysis combines the three aspects of discourse together in one structural frame. It includes labeling the formal properties of the text and treats same as an object. In the same vein, it indicates the relationship between the text, the social events and the perlocutionary force of the text. The data is systematically presented with regards to (Searle 1976and 1979)'s Classifications of speech Act.

IV. DATA PRESENTATION AND ANALYSIS

Discourse analysts consider the larger discourse context in order to understand how it affects the meaning of sentence. C. Fillmore posits that two sentences taken together as a single discourse can have meanings different from each one taken separately. We therefore present a critical analysis of selected cautionary notices using appropriate discourse features as we examine the linguistic contexts of these notices as captured on selected highways in Nigeria in order to establish the illocutionary and perlocutionary effects of these notices as well as the ethno-linguistic patterns and variables of these cautionary-linguistic notices.
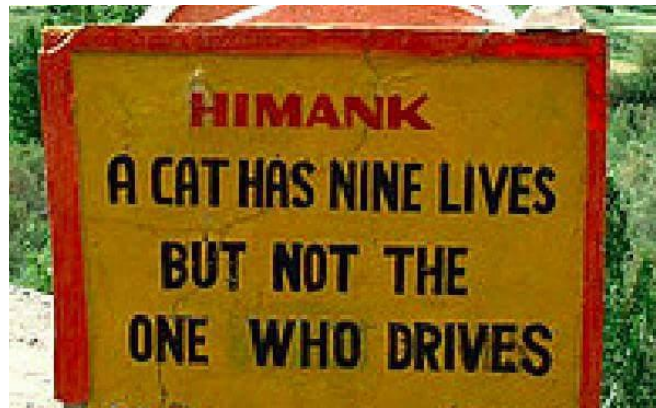
Figure 1

The warning on the sign post reads:

"A CAT HAS NINE LIVES BUT NOT THE ONE WHO DRIVES".

The warning is written in block letters against a sign post in yellow background with red border. This cautionary notice makes use of an idiomatic expression that is familiar: (A cat has nine lives). It however adds another twist to the idiomatic expression (but not the one that drives). The caution draws the attention of the driver not to be reckless in their driving, as they cannot be likened to cats that live a reckless live and as such throw caution to the winds. The cautionary notice their makes the driver to be more conscious of his driving. This statement also goes beyond its ordinary meaning as it would provoke the thought of the driver to the fact that humans only have one life to live and it needs to be guarded jealously. The notice would help the driver observe all safety measures so as to help him preserve his life. Its are to help road users take caution on the/road.
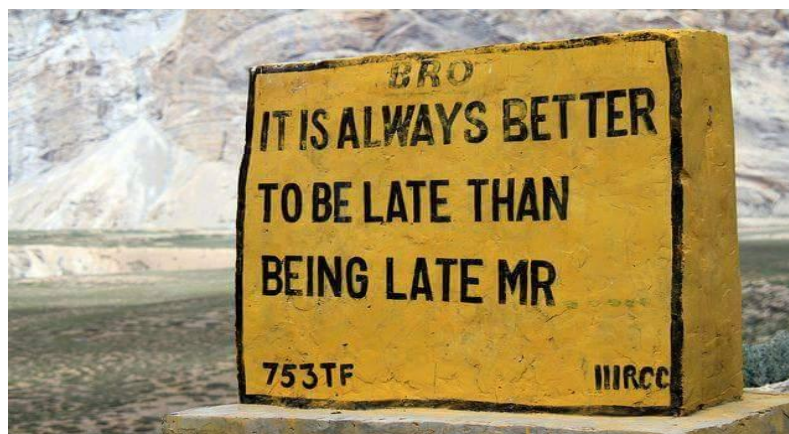
Figure 2

In this cautionary notice, the words are written in block letters and they are; **"IT IS ALWAYS BETTER TO BE LATE THAN BEING LATE MR"**. The words are written in black on a built square signpost with a yellow background and black border. In the picture above, the words on this cautionary notice is cautioning the driver that it is better for him to get to where he is going late, than for him to move at a high speed (in order to get there on time) and end up dead. The message gives a strong warning to the driver about how precious his life is.

Figure 3

The picture above reads "AFTER WHISKY, DRIVING RISKY'. This signpost is written in black ink and on a yellow painted surface to serve as a caution notice to drivers. The statement helps to emphasize the dangers of taking excessive alcohol before driving. It only helps to put it in a better way, not that it is only after taking whisky but after taking alcohol generally. It would attract a driver's attention to read and heed to it than a regular caution that says" don't take alcohol before driving". This notice is positioned to caution drivers against taking alcohol before or while driving, as alcohol makes driving risky and dangerous. The notice performs a representative act as it present a simple fact to the road user.
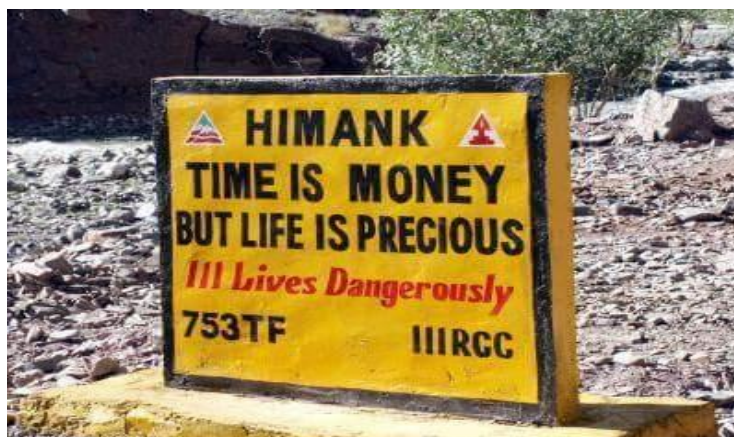
Figure 4

The first message on the cautionary notice is written in block letters which is "***TIME IS MONEY BUT LIFE IS PRECIOUS"***. The words are written in black on a built square sign post with warning signs. The signpost has a background of yellow. The words written in small fonts in the post ***"Lives Dangerously"*** are written in red. The cautionary notice is sensitizing the driver that although he wants to get to where is going on time probably because of business but his life is much more important than whatever he is going to do. The message is trying to tell the driver a time lost can be regained but a life lost can never be regained.

Figure 5

In the picture above is a caution notice that reads "THREE ENEMIES OF ROAD LIQUOR SPEED AND OVERLOAD" written on a signpost with a black boarder and it is placed by the road side. The message on this notice is highlighting the three major things that all road safety caution emphasize on which will lead to an accident if not avoided. Intake of excessive alcohol (liquor) before driving, over speeding on the road, overloading of goods, passengers portends grave danger on our roads. All of these are the major caution that drivers need to adhere to. The message is direct and simple.

The cautionary notices in this category are propositional. They affirm and state a belief that it is better to arrive at where the road users are going behind schedule than to drive recklessly and end up being late. The second notice concludes that driving is risky after whisky. They are simply assertive. The third text states that life is too precious to be taken with levity because of any other valuables. The fourth asserts that liquor, speed and overload make road unsafe. All these, without doubt, are what the writer belief to be the case. By implication, this means that over speeding, overload and liquor are hazardous to driving. The common effect of this is the declined in speed by the road users as soon as they spot the notice. This effect is technically called perlocutionarty force in discourse.

These are referred to as directive act because they all seek to get the road users to do something. The texts ask, challenge, command, insist, request, and beg the road users to perform one action or the other. Texts in this category

call for a restrained driving, implore road users to do nothing while driving and go slow to avoid accident. As posited by Searle, the texts are placed on the road side to persuade people to embrace the suggested course of actions. Again, the common effect of this is the declined in speed by the road users as soon as they spot the notices. This effect is technically called perlocutionarty force in discourse.

Figure 6

The picture above, these words are written in block letters "BE GENTLE ON MY CURVES" The words are also written in colour black on a square signpost and a yellow background. In this picture we can also see a road with bad curves. In this cautionary notice, the message is sensitizing the driver to tread carefully on that particular road because the curves are dangerous and a car can fall off the cliff if the road user is not careful on it. The message is cautioning the driver to beware of the curves on that particular road.

Figure 7

"LIFE IS SHORT DON'T MAKE IT SHORTER". This means that although life is short, don't cut it shorter. Don't die before your time.

Figure8

"*LET YOUR INSURANCE POLICY MATURE BEFORE YOU*": warning to the driver to take it easy so that he/she will not die young. It performs directive roles as it requests the driver allow the insurance policy for either the car or his life get matured before he dies. The language is simple and direct. Its perlocutionary effect on the drivers is to drive with caution and take safety seriously. Even if you have a death insurance policy, you should not be reckless with your life while driving. It warns the driver to drive carefully on the road.

Figure 9

This notice is placed on a square yellow board placed on the road side. It inscribes "LOVE THE NEIGHBOR BUT NOT WHILE DRIVING". This is actually addressing couples who are driving. It means the driver should concentrate and not be distracted by his or partner sitting beside him/her. The caution is that in order to prevent accident from occurring, the driver needs to focus on the driving and not on the person sitting beside him/her, who may likely be his/her partner.
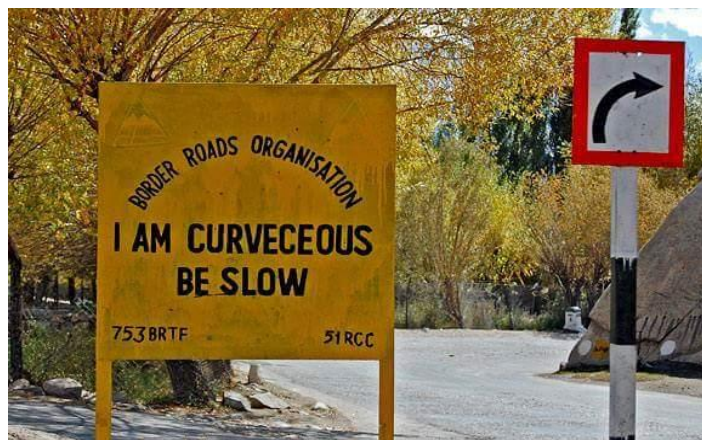
Figure 10

The picture above on the cautionary notice states: *"I AM CURVACIOUS, BE SLOW"*.

The message on the cautionary notice is simply directing a driver to what is ahead. In this case, a driver may be driving safe already but then ahead of the road are corners and curves where the driver needs to be slow to successfully pass the drive way without hitches. This message will clearly help such driver to be safe. The message is positioned for curbing over speeding and promoting safe driving. Its force is light and neutral. Its possible effect is to caution over speeding. It performs a directive act.
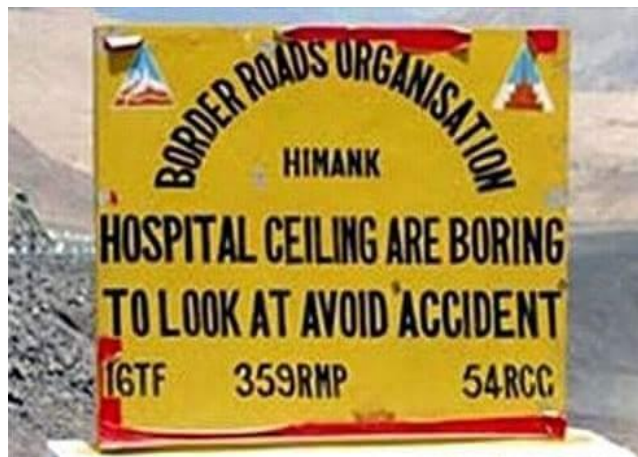
Figure 11

The warning notice on the sign post reads: "HOSPITAL CEILING ARE BORING TO LOOK AT AVOID ACCIDENT". The warning is drawn on in block letters on a sign post with a yellow background without borders. The color selection for the font is in black. The notice is drawn up by the border roads organization. The cautionary notice on this sign post cautions drivers behind the steering wheel, of the imminent boredom awaiting anyone that is unfortunate enough to be involved in a motor accident. The notice beckons on the driver to avoid accident, so as not to spend time in a hospital room staring at the ceilings. This is a weighty one as it persuades the driver to avoid accident as much as possible to avoid being tied down on the hospital bed no matter how mild or fatal the accident may be. The statement is directive as it could help the driver avoid fatal accident by either avoiding alcohol or over speeding.
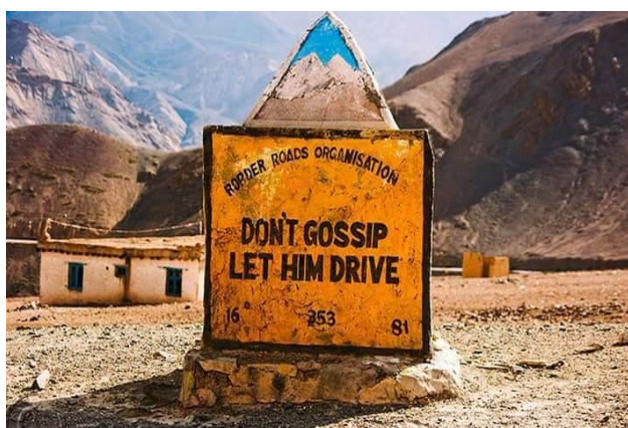
Figure 12

The above is a warning that reads: *"DON'T GOSSIP, LET HIM DRIVE".* The warning is written in block letters on a square signpost post with yellow background and black border. The message in this cautionary notice is not completely directed at the driver, but whoever is seated with the driver in the vehicle. It is a message designed for the passengers in the vehicle. It begs on the passengers not to distract the driver from driving, it cautions them from engaging the driver in gossips or side talk. Also as gossiping is widely associated with females, this message cautions wives, aunties, mothers, girlfriends and the entire female population not to engage their driver whether male or female in discussions or gossip while the individual is driving. It cautions them to allow the driver do his job, which happens to be driving at that particular point in time. The force of this notice is light and persuasive while its effect is poised at optimal concentration on the part of the driver.

Figure 13

This picture states: "MAKE LOVE NOT WAR BUT NOT WHILE DRIVING". This image is a road safety caution boarder roads organization written in black boarder on a yellow surface with red paints at the edge signifying danger if message not adhered to. The statement on the notice is drawing the driver's attention to always make peace with whoever is a passenger on board. On the other hand, it could also be talking to a couple who are travelling should forget their emotions and quarrels while driving till they get to their destination safely.

Figure 14

This inscription is written in a square box with yellow backgrounds and black borders. The words on the sign post reads thus: ***"on the bend, go slow friend… lives dangerously". R***ed color was used for the words to indicate the importance as well as the danger warnings that the words carry with them. Warning signs or cautions generally indicate any potential hazard, obstacle or condition requiring special attention. The notice however alerts the driver or road user of a bend ahead of him in order to take caution. The caution draws the attention of the driver to a bend that lies ahead of the road, and it therefore calls the attention of the driver to drive slowly while driving through the route. This notice perform a directive role as it politely persuades the driver to drive slowly. The use of "friend" however makes it seem like a conversation. Its perlocutionary force is light and persuasive.

Figure 15

The inscription says: "DONATE BLOOD TO THE BLOOD BANK AND NOT ON THIS ROAD". The warning is that one should try as much as possible to prevent accident on the road. When accident occurs there would be lost of blood and probably lives too. When a driver or other road users sight such caution, he/she will think of nothing but accident. Although, the caution does not mandate people to donate blood at blood banks but to know how it is of no use to drive recklessly and lose blood at the end in an ironic manner. The message is positioned to help drivers avoid blood spill on the road. The meaning of the statement however goes beyond its literary meaning. It also persuades the driver to try as much as possible to avoid blood spill but rather donate the blood to blood bank in hospitals to save other people's lives.

Figure 16

In this picture, the words "**BRO DRIVE DON'T FLY**" are written in block letters with the colour black on a built square signpost with a yellow background. In the cautionary notice above, the message is simply telling the driver that road is meant for driving, not for flying, which by implication connote over speeding. Motorists are enjoined to realize that their responsibility is not just driving, but driving at a normal speed. The message is telling the driver that he should not over speed.

The above linguistic landscape are grouped together and referred to as directive act because they all seek to get the road users to do something. The texts ask, challenge, command, insist, request, and beg the road users to perform one action or the other. Texts in this category call for a restrained driving, implore road users to do nothing while driving and go slow to avoid accident. As posited by Searle, the texts are placed on the road side to persuade people to embrace the suggested course of actions. Again, the common effect of this is the declined in speed by the road users as soon as they spot the notices. This effect is technically called perlocutionarty force in discourse.
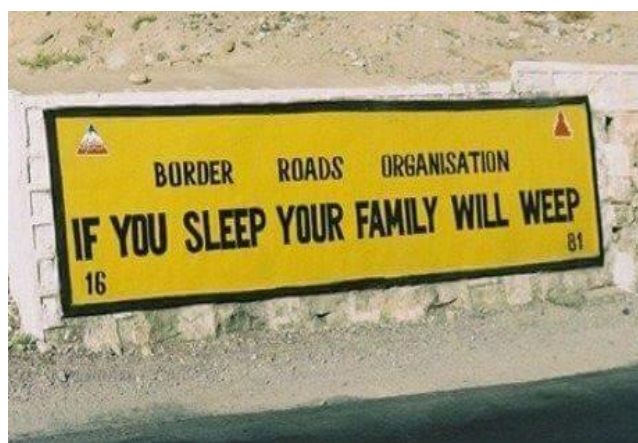
Figure 17

In the picture above, the cautionary notice reads *"IF YOU SLEEP YOUR FAMILY WILL WEEP"*. The cautionary notice is written in block letters on a rectangular signpost with a yellow background and black border, with the font color of the notice in black. This message in this cautionary notice can be safely said to be designed for a family man. The message cautions the driver to avoid sleeping while driving. It's best to park the car by the roadside and take a short nap if it is necessary. The cautionary notice also sensitizes the driver to the possible fate that awaits his family if he fails to take necessary precautions while driving. It could also mean that if the driver dies (sleep on) his family would eventually weep over him. The meaning of the statement goes beyond its conceptual meaning. The message in the cautionary notice is a powerful one that begs on the sense of responsibility of the driver to his family.
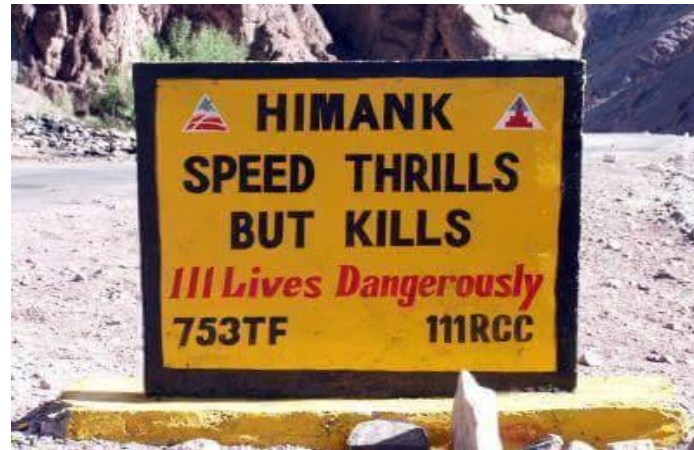
Figure 18

"SPEED THRILLS BUT KILLS": This means that although the driver may enjoy speed but the result may be death from accident. This, in a way, suggests that when the driver speeds, he will be enjoying himself but there is a danger inherent in it as this may lead to accident and consequently untimely death.

Figure 19

The warning is written in black print on a yellow squared board. The caution reads "*FAST WON'T LAST*". This simply means that speeding can kill and it is better to take it slowly. The caution does not come in its locutionary form rather it is written in such a way that the reader could decode the meaning and might take a perlocutionary act by reducing his/her speed. The language is simple and direct. Its effect is to help driver reduce speed. It persuades the driver avoid over speeding as it won't help the driver last long.

The above items are the cautionary notices that state the writers' commitment to several degrees of actions. The texts perform serious speech functions ranging from pledge, swear, and threats. By description, altogether, the notices are commissive Acts. Such words as "weep", "kills", and "last" which appeal like threats and swear confirm this claim. By virtue of interpretation, one of the text reveal that sleeping while driving is deadly and could lead to disastrous occurrence capable of making the loved ones of those who sleep while driving to shed tears. Another text shows that speed kills even though it is pleasurable while a number of the notices stress that those who speed would not last. This simply underscores the maxim: haste makes waste. Lastly, the speech act briefly explains that sleep and speed are instrumental to roads' mishap and seek to make people desist from them. The usual effect of this act is the declined in speed and improved consciousness of the road users. This effect is technically called perlocutionarty force in discourse.

The texts of the data presented in this work express the writers' attitude about a number of states of affairs. Hence, they are tagged Expressive Act. Besides, they state psychological states or mind set of the writers toward such issues as immodest, unsafe, hurried and rally-like kind of driving. The texts condemn these and cautioned road users against reckless driving. Above this level, the fourth text in this group apology. To submit, all in all, the texts seek to make people to conform with modest, safe, calm and ethical ways of driving.

Figure 20

"ARE YOU GOING TO A PARTY? THEN WHY DRIVE SO DIRTY" The words are written in block letters in white colour on a square signpost, the background on the signpost is blue with a white border. Looking at the picture, the message on this cautionary notice can be said to be talking to a driver probably on his way to a party. This message therefore gives the driver a kind of sense that, after all, he is going to a party and he is definitely going to get so much fun when he gets there, so, why don't he just play safe on the road and take it easy while driving on his way to the party.

Figure 21

In this picture is a caution notice that reads "SAFETY ON THE ROAD IS "SAFE TEA" AT HOME". It is written with a black boarder on a yellow surface by the road side. The statement is asking drivers to always drive with caution so as to arrive home safely. Meeting "safe tea" at home may not literarily mean tea in the real context, but to get home safe. The message is sent to caution the driver and to promote safety as we know that safe drive on the road is a safe live in the home.

Figure 22

In the picture above, the notice states "HURRY BURRY SPOILS THE CURRY". It is placed by a road side and it is written in black ink on a yellow painted surface taped with red colored edges. The message is directed to drivers that are always in a hurry to get to their destination. The caution notice is bringing such drivers to their senses when they pass such route where the sign post is placed. This will help the driver in reducing the level of speed. The statement employ literary device of alliteration. The message can be interpreted to be an impatient man would eventually spoil the fun of life. The message is however used to curb over speeding on the highway. It also notes that speed would only spoil the goodness of the driver. The words are simple but indirect and its perlocutionary effect would be moderation in speed level.
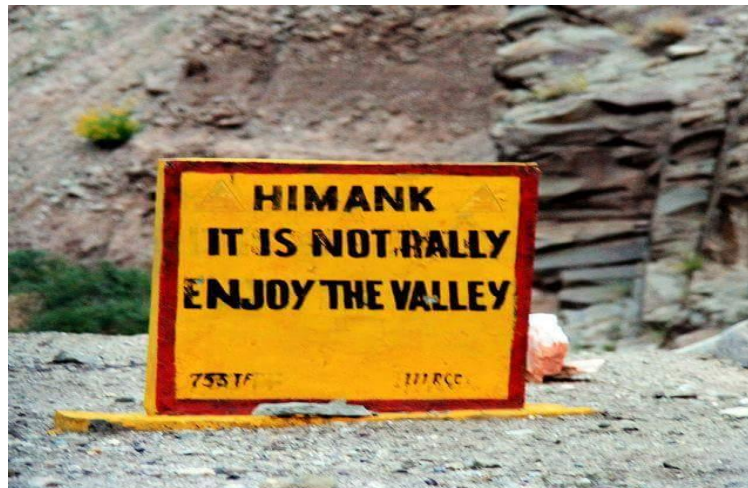
Figure 23

This warning notice on the sign post reads *"IT IS NOT RALLY, ENJOY THE VALLEY".* Like the preceding images, the warning on this sign post is also drawn up against a square shaped sign post with yellow background and red border, with the fonts in black colors. This notice is put up to call the attention of the driver to a fact that driving on a highway is different from driving during a car rally. A rally is a motor racing event in which drivers run at high speed in order to get to the finishing line before the others, and in which casualties are often recorded, because the winner is usually the driver who arrives at the finishing line within the shortest cumulative time. This notice beckons upon the driver to enjoy the drive as he/she travels on the valley i.e the driver ought to drive at a minimal speed. The notice is positioned to help the driver curb over speeding and just enjoy the ride. The perlocutionary force is light while its possible effect is to curb over speeding.

Figure 24

In this picture, the words on it are: "*SORRY FOR, OOH, AHH, OUCH. INCOVENIENCE REGRETTED"*. Some of these words are written in small fonts while the last message on the notice is written in block letters. The words are written in black colour on a square signpost with a yellow background and black and white color on the pole. We can also see a bad road and a big car coming in the picture. The cautionary notice is sensitizing the driver to the reality of a very bad road. The words "OOH, AHH, OUCH" are used to sensitize the driver of the pain he will feel if he is not careful on that road. The message on this cautionary notice is not written in straight words to sensitize the driver on the condition of the road, there are even words of apology for whatever happens to the driver.
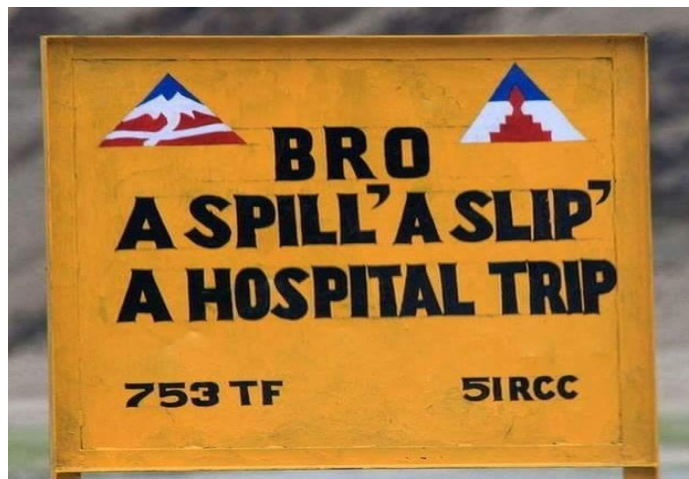
Figure 25

In the picture above, the cautionary notice reads: ***"BRO A SPILL' A SLIP' A HOSPITAL TRIP"***. It is written in blank ink on a metal, painted in yellow. The message is talking to a male driver as it indicates 'Bro" meaning he can't afford to make any silly mistake while driving as it will lead to an accident. So the notice is a caution to the driver as he sees it, he would drive with caution so as not to land in the hospital. The message is posted for safety and caution. It performs a directive act.

Figure 26

"DARLING I WANT YOU BUT NOT SO FAST": The words are written in block letters and in black colour on a rectangular signpost with a yellow background. The message written on this cautionary notice can be said to be designed for a man going to see his wife, his girlfriend or a lover. The words on the signpost are used to caution the man not to drive too fast to his destination because he is still going to get there even if he is moving at a slow pace. The cautionary notice is trying to tell the driver not too rush himself.

Figure 27

The caution on the sign post reads: ***"if you love her, please divorce speed".*** Again the warning is drawn up on a square shaped sign post with yellow backgrounds and red borders. This notice is put up to caution the drivers from over speeding on the highways. This cautionary notice is most likely drawn up for family men, speaking of husbands, fathers, boyfriends or male drivers in general who have some sort of affiliation with the opposite sex. The notice sensitizes

the male driver to 'divorce speed' i.e. to avoid over speeding if he truly cares about his partner. This cautionary notice appeals to the sense of emotions of the driver, and as such, any driver who must have been approaching with full speed, would have a rethink when he comes across such notice. The notice performs representative acts as it would help the driver reaffirm his matrimonial oaths by avoiding over speeding. Its **perlocutionary** effect is to help the driver develop an attitudinal change as regardsover speeding.

Figure 28

The inscription reads: "***KNOW AIDS, NO AIDS***". The illocution is that the driver should know the rules on the road and make use of them to prevent theuse of aids or rescue when accident occurs. The caution is that it isbetter for the driver to know the rules and follow them than to get involve in accident that might need people to come to his/her…aid.

The texts above express the writers' attitude about a number of states of affairs. Hence, they are tagged Expressive Act. Besides, they state psychological states or mind set of the writers toward such issues as immodest, unsafe, hurried and rally-like kind of driving. The texts condemn these and cautioned road users against reckless driving. Above this level, the fourth text in this group apology. To submit, all in all, the texts seek to make people to conform to modest, safe, calm and ethical ways of driving.

V. Conclusion

One could say that in spite of the differences which exist in the presented and examined cautionary notices based on the words with which and the landscape on which they are written, they all purposefully pursue one common goal that is attitudinal change. They are garnished with varied illocutionary acts written with diversified tones which depict affirmation, request, challenge, apology, threats and swear. They attempt to awaken the consciousness of the road users and lessen ghastly occurrences on the high ways. This is the very reason why the notices are said to be functional and critical linguists see them as utterances that perform actions. From the available facts, cautionary notices that are assertive here seek to dissuade people from speeding too much and stay conscious while driving.

One who has closely observed the study would realize that the various items listed from the research indicates a single message which is a warning cum advices. The items expressed several illocutionary acts engraved, written and displayed with tones which depict affirmation, request, challenge, apology and advice. The notices and the content's decision are to sensitize the road users in order to check the excessive road accidents on Nigerian highways. This is evident to the reason why linguists settle more to analyze the effect of the messages intended. Obviously, cautionary notices advice people to stay conscious while using the highways. The data highlighted in the work expresses the angle of communication and its effects on the readers, who are mainly the road users, either pedestrians or drivers.

Some of the texts ask, challenge, command, insist, request, and beg the road users to perform one action or the other. The said texts call for a restrained driving, implore road users to do nothing while driving and go slow to avoid accident. The third category of the data shows the writers' commitment to several degrees of actions. Here, the cautionary notices appeal harsh, with somewhat a tone of threat. The last class of the data expresses the writers' attitude about a number of states of affairs and deplores reckless driving. To submit, all in all, the examined notices seek to make people conform to modest, reserved, safe, calm and ethical ways of driving. The effects of this on the road users are called perlocutionary force. This is the definite consequence of the functional texts as they noticeably result into the declined

in speed and improved consciousness of the road users. To this end, this paper examines cautionary notices in some details and brings into fore, the perlocutionary effects of the notices.

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Material Clause Re-contextualization in Indonesian-English Translation

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Abstract—This research is to investigate linguistic re-contextualization found in the translation from Indonesian into English. Applying pragmatic translation equivalence (House, 2015) and Systemic Functional Linguistics (Halliday and Matthiessen, 2014), it focuses on how material clause in Indonesian meditation text is rendered into English. The research finding shows that to achieve translation equivalence, Indonesian material clause is re-contextualized by rendering it into relational clause of attributive, relational clause of identification and material clause using different type of process. The re-contextualization results in shift of dematerialization and shift from one type of material clause into another type of material clause.

Index Terms—material clause, re-contextualization, translation equivalence, transitivity shift

I. Introduction

Indonesian and English are languages which have different language system and culture. When these languages are involved in translation, linguistic re-contextualization is needed and this becomes a common phenomenon in the translations from Indonesian into English, or vice versa. Such a translation adjustment can be found in numerous Indonesian texts which have been translated into English, including text of meditation. Meditation text is categorized as operative text since the orientation of this text is to persuade readers or receivers to act in a certain way (Reiss, 1989).

This present study deals with the translation of meditation text from Indonesian into English. To convey meaning, the source language (SL) uses some types of clause. One of the clause types used is material clause. This research is to explore how material clause is re-contextualized due to the difference of culture between Indonesian and English. In *Systemic Functional Linguistics* (SFL) proposed by Halliday and Matthiessen (2014), there are six types of clause which include material, verbal, mental, behavioral, relational and existential clause. These clause types are as the grammatical realizations to represent the experience of the world and how meaning is conveyed can be examined from their transitivity structures. The transitivity structure of every clause consists of three components which include participant, process and circumstance. When the process is filled with process of material, the clause is categorized as material clause. Material process is a process of doing and happening (Halliday and Matthiessen, 2014, p. 224).

Material clause used in Indonesian text of meditation is not always rendered into the same clause type in English. How this clause is rendered into English depends on some factors, such as the orientation of the translation, the ideology of the translator and the translation strategies applied. Considering that changes in translation are the translator's decision, shifts of transitivity structure are also unavoidable. Material clause in Indonesian text is possibly rendered into other types of clause in English and this phenomenon becomes interesting to be examined.

Studies on translation have been conducted by a number of researchers. They evaluated translation from different perspectives, such as Huang (2015) and Mohammed (2019) who worked on translation strategies and Wang (2015) on translation equivalence. As long as the subject of research is concerned, their works did not deal with the translation of meditation text, especially on how Indonesian material clause is re-contextualized in English. Drawing pragmatic equivalence (House, 2015)) and *Systemic Functional Linguistics* (Halliday and Matthiessen, 2014), this research is conducted to answer the questions as follows:
 a. What types of material clause are found in Indonesian text of meditation?
 b. How are they rendered into English?

II. Theoretical Framework

Translation study on meditation text from Indonesian into English concerns with linguistic and cultural differences of the two languages. Linguistic constructions used to realize meaning in the source language (SL) and in the target language (TL) are very much influenced by the context of situation and context of culture. Considering that the result of the translation is influenced by context, this present study applied theories of translation and theories on how language is used in a certain context. The theories applied are *Systemic Functional Linguistics (SFL)* (Halliday and Matthiessen, 2014) and pragmatic translation theory (House, 2015).

A. SFL: Transitivity Structure

Translation concerns with language in use. The linguistic form used as the translation equivalent in TL must be viewed as a text. Since translation concerns with language as a text, translation studies need functional theory. SFL (Halliday and Matthiessen, 2014) is a theory which concerns with the use of language in context. Based on this theory, the language people use must be in accordance with the function of the language it conveys. The language can be used to share experience of the world which deals with ideational meaning, to create personal relation which deals with interpersonal meaning or to make textual chain which deals with textual meaning.

The ideational function of a language is realized by transitivity structure in the form of a clause. A clause consists of three components which include process, participant and circumstance. Process is categorized as process of material, mental, verbal, behavioral, relational and existential. Based on the type of process used in a clause, clause is categorized into clause of material, mental, verbal, behavioral, relational and existential.

B. Re-contextualization in Translation

Viewing translation as intercultural communication, translation equivalence of House (2015) is based on the concept of interconnectedness between context and text. Text used as the equivalent of the SL text must be evaluated from its context. By this concept, preserving meaning in TT includes the three aspects of meaning: semantic meaning, pragmatic meaning and textual meaning (House, 2015, p. 21). To evaluate the quality of translation, House (2015) proposed a model of register analysis (p. 127).

Register analysis model is based on text-context and equivalence is the fundamental criterion of translation quality. The SL and TL texts are analyzed from their register dimensions which include dimensions of Field, Tenor and Mode. Field is realized in transitivity structure and in what transitivity structure meaning is realized is different between languages. When there is difference in realizing meaning between SL and TL, the SL text needs to be re-contextualized that shifts of transitivity may occur in TL. The type of shifts which occur depends on the changes of the process used, such as dematerialization, materialization, expansion, contraction and some others (Pérez, 2007, p. 152). To what types of transitivity structure the SL text is re-contextualized is also influenced by the translation strategies applied. A number of translation strategy can be applied, among those are strategy of equation, substitution, convergence, divergence, amplification, reduction, diffusion, condensation and reordering (Malone, 1988).

III. RESEARCH METHOD

This study used a book of meditation entitled *Butir-Butir Kebijaksanaan: Titian Hidup Sehat dengan Meditasi Bio-Energi Ratu Bagus* (Ida Pandita Mpu Nabe Parama Daksa Natha Ratu Bagus, 2012) as SL texts and its translation in English entitled *Pearls of Wisdom: The Path of a Healthy Life with Ratu Bagus Bio-Energy Meditation* (Stacey, 2014) as TL texts. Descriptive qualitative approach was employed and the stages carried out were as the followings.

The clauses composing the source text were examined by applying functional grammatical analysis. The constituents of the clause were analyzed to identify the type of process used. When the process of the clause is filled with process of material, the clause is categorized as material clause. All material clauses found were classified based on their types, such as material clause of action, event, operative or receptive.

The source material clauses were then compared with their TL texts to investigate in what types of clause the target texts were realized. When the target texts have different transitivity structure, this is identified as the result of linguistic re-contextualization in the translation under study. The next step was identifying the type of translation shifts found (Pérez, 2007). The analysis was also completed with the analysis on the translation strategies applied which lead to the shifts (Malone, 1988).

IV. RESULT AND DISCUSSION

The result shows that to achieve translation equivalence, some types of Indonesian material clauses used in meditation text are re-contextualized in TL. They are rendered into other types of clause which include relational clause and material clause. Re-contextualization results in shifts of transitivity and the shifts which occur depend on the strategies applied. The changes of Indonesian material clause when translated into English are summarized as the followings.

TABLE I
INDONESIAN MATERIAL CLAUSE RE-CONTEXTUALIZATION

SL clause types	Translation strategies	Transitivity shifts	TL clause types	
Mat/Event	diffusion	dematerialisasi	-	Rel/Attributive/Possessive
			-	Rel/Attributive
			-	Rel/Attributive/Attributor
Mat/Event	equation	dematerialisasi	-	Rel/Attributive/Possesive
Mat/Event	reordering	Mat → Mat	-	Mat/Action/operative
Mat/Action/operative	diffusion	dematerialisasi	-	Rel/Attributive
			-	Rel/Attributive/Possessive
			-	Rel/Identification
Mat/Action/operative	reordering	Mat → Mat	-	Mat/Event/operative
Mat/Action/receptive	diffusion	dematerialisasi	-	Rel/Attributive
			-	Rel/Attributive/Attributor
Mat/Action/receptive	reordering	Mat → Mat	-	Mat/Action/operative
	equation	Mat → Mat	-	Mat/Event/operative

A. Material Clause of Event Rendered into Relational Clause

Material clause of event is re-contextualized in TL by rendering it into relational clause/Attributive, relational clause/Attributive/possessive and relational clause/Attributive with Attributor. The data are presented in the following completed with their transitivity structures.

(1)   SL: *Tetapi jika badan digerakkan oleh pikiran, kita akan selalu meminta. Janganlah berjiwa kerdil. Pelajarilah kehidupan dan luaskan jiwa kita. Hidup ini akan damai **jika dunia ini dipenuhi oleh jiwa-jiwa besar*** (p. 163).

          TL: ...; but if we are coming from the mind, we will always take. Let's not be petty minded. Let's learn about life and expand our Soul. This life will be peaceful **if the world is full of big Souls** (p. 163).

SL	*jika*	*dunia ini*	***dipenuhi***	*oleh jiwa-jiwa besar*
		Goal	Pro: Mat/Event/recep	Actor

TL	if	the world	**is**	**full**	of big Souls
		Carrier	Pro: Rel/Attrib	Attribute	Circums

The transitivity structures of the source and target texts show that the SL text is in the form of material clause of event/receptive filled with Process '*dipenuhi*', Actor '*dunia ini*' and Goal '*jiwa-jiwa besar'*. The TL text is in the form of relational clause. The process used is relational process 'is'. This process is completed with component Carrier 'the world' and Attribute 'full'. Shift of dematerialization occurs in this translation since the process changes from material process into relational process. In this translation, one component of the SL clause is rendered into a form filling two components. The component of Process filled with '*dipenuhi*' is rendered into the components of Process and Attribute filled with 'is full'. This means that the strategy applied is the strategy of diffusion since the TL text uses more expansively text construction to realize the SL meaning.

(2)   SL: **Pranāyama yang dilakukan dengan maximal akan memberikan dampak kesehatan, karakter, dan spiritual**. Segala hal yang sifatnya negatif bisa dihilangkan (p. 32).

          TL: ***Pranayama*, when practiced with maximum concentration, has an impact on heart, character and spirituality**. All negative characteristics can be cleared (p. 32).

SL	*Pranāyama yang dilakukan dengan maximal*	***akan memberikan***	*dampak kesehatan, karakter, dan spiritual*
	Actor	Pro: Mat/Event	Goal

TL	Pranayama when practiced with maximum concentration	**has**	an impact on heart, character and spirituality
	Carrier	Pro: Rel/Attrib/Poss	Attribute

The source text in this translation is filled with process of material/event. The process of the clause is represented by verb '*akan memberikan*'. The Actor is inanimate participant represented by '*Pranāyama yang dilakukan dengan maximal'* and the Goal by '*dampak kesehatan, karakter, dan spiritual'*. The target text is in relational clause of attributive/possessive. Its process is filled with verb 'has'. In this translation, material clause of event/operative is rendered into relational clause of attributive/possessive. The type of shift which occurs is dematerialization. Material clause becomes non-material clause in TL. One component in SL filled with process of material '*akan memberikan'* is directly rendered into one component in TL filled with relational process 'has'. This indicates that the strategy of equation is applied to achieve the translation equivalence.

B. Material Clause of Event/Operative Rendered into Material Clause of Action/Operative

In some cases, the SL material clause of event becomes material clause of action/operative in TL.

(3) SL: *Hidup kita mesti selalu bermain dengan jiwa, **sebab secara otomatis sifat-sifat satwik kita akan tumbuh**. Organ tubuh kita akan memberikan yang terbaik untuk kita sepanjang tubuh tersebut tidak tertekan* (p. 117).

TL: Our life has to be a constant play with the Soul; **we then automatically develop a satwik character [a person of good character].** Our physical organs will give us the best when the body is not under stress (p. 117).

SL	*secara otomatis*	*sifat-sifat satwik kita*	***akan tumbuh***
	Circums	Actor	Pro: Mat/Event/operat

TL	we	then authomatically	**develop**	a satwik character
	Actor	Circums	Pro: Mat/Act/operat	Goal

The source text in the translation above is in the form of clause of material/event/operative. Actor is filled with inanimate participant represented by '*sifat-sifat satwik kita*'. This clause is re-contextualized in TT becoming clause of material/action/operative. Re-contextualization in this translation results in a shift from material clause of event/operative into material clause of action/operative. The TL Actor is filled with animate participant and there is a change of position of the clause components. The SL Actor becomes TL Goal in this translation. This change of function also indicates that the shift which occurs in this translation is caused by the strategy of reordering.

(4) SL: *Melalui password 'Om Swastyastu Ratu Bagus' **blok yang menutupi pikiran kita akan hancur**. Getaran yang dimunculkan dari latihan shaking bagi seluruh tubuh akan membangkitkan energi yang ada* (p. 88).

TL: With the password Om Swastyastu Ratu Bagus **we can break through the block that closes our mind.** When we shake, the vibration that travels through the entire body wakes up our innate Energy (p. 87).

SL	*Melalui password 'Om Swastyastu Ratu Bagus'*	*blok yang menutupi pikiran kita akan*	***akan hancur***
	Circums	Actor	Pro: Mat/Event/operat

TL	With the password Om Swastyastu Ratu Bagus	we	**can break through**	the block that closes our mind
	Circums	Actor	Pro: Mat/Act/operat	Goal

The transitivity structures of the SL and TL texts show that the material clause of event/operative of the SL is re-contextualized in TL. The clause type of the SL text changes in TL. The TL text is filled with material clause of another type. That is material clause of action/operative. The shift is only from one type of material clause to another type of the same process. Although this translation contains such kind of shift, there is a kind of a change in the position of the clause component. The SL text functioning as Actor becomes Goal in TL. This shows that there is strategy of reordering in this translation.

C. Material Clause of Action/Operative Rendered into Relational Clause

Material clause of action is also re-contextualized into relational clause. The following is the SL material clause of action/operative which is rendered into relational clause of identification.

(5) SL: *Kita mesti ada di dalam frekwensi energi yang lebih tinggi, sebab jika tidak di dalam frekuensi itu, energi tidak mungkin bisa berdaya guna bagi kita. **Oleh karena itu, mari kita berguru pada jiwa**, sebab jiwa akan membimbing kita ke arah frekuensi tersebut* (p. 114).

TL: We have to be in the higher frequency of Energy, because if we don't, Energy is of no use to us. **Let therefore the Soul be our teacher** because the Soul can take us to this frequency (p. 115).

SL	*Oleh karena itu*	*mari*	*kita*	***berguru***	*pada jiwa*
		Pro-	Actor	-cess: Mat/Act/operat	Circums

TL	Let	the Soul	**be**	our teacher
	Pro-	Token	-cess/ Rel/Ident	Value

The re-contextualization in the translation above can be examined from the transitivity structures of the SL and TL texts. The SL text uses process of material/action/operative represented by verb '*berguru*', while the TL is filled with process of relational represented by verb 'be'. Shift of dematerialization occurs in this translation. That is there is a change from material process into non-material process. This kind of shift in this translation is caused by the strategy applied. To express the SL meaning of '*berguru*' which is realized in one component, the TL uses two components. They are component of Process filled with 'be' and of Value filled with 'our teacher'. This kind of strategy belongs to strategy of diffusion.

D. Material Clause of Action/Operative Rendered into Material Clause of Event/Operative

The translation of meditation text from Indonesian into English also shows that clause of material/action/operative can be rendered into clause of material/event/operative to achieve equivalence.

(6)   SL: *Kemurnian ini akan cukup untuk kita di dalam persiapan untuk menghadapi kematian. **Ketika energi kita** getarkan setiap saat di dalam tubuh kita**, maka jalan Tuhan semakin terang di depan mata kita. Energi adalah gerbang menuju Tuhan* (p. 2).

      TL: This purification is sufficient to prepare ourselves for the moment of death. **When our Energy vibrates constantly in our body**, we can see our path towards God ever more clearly. Energy is the gateway that leads to God (p. 2).

SL	*Ketika*	*energi*	*kita*	***getarkan***	*setiap saat di dalam tubuh kita*
		Goal	Actor	Pro: Mat/Act/operat	Circums.

TL	When	our Energy	**vibrates**	constantly in our body
		Actor	Pro: Mat/Event/operat	Circums

The material clause of the SL is filled with process material/action/operative represented by verb '*getarkan*'. The clause comes with obligatory components which include Actor represented by '*kita*' and Goal by '*energi*'. In its translation the clause is re-contextualized becoming material clause of event/operative. Actor is filled with inanimate participant and Process is filled with material process of event represented by 'vibrates'. The shift is only from one kind of material process to another type of material clause. In this translation the element filling the function of Goal in SL becomes Actor in TL. There is a change of position. This indicates that the translator applied strategy of reordering to make an adequate translation.

(7)   SL: *Energi tidak bisa dikuasai oleh pikiran. Energi hanya bisa diraih melalui pikiran. **Dengan energy, kita bisa merubah fisik, emosi, dan mental*** (p. 163).

      TL: Energy cannot be controlled by the mind. It can only be attained by the Soul. **Energy can change us physically, emotionally and mentally** (p. 163).

SL	*Dengan energi*	*kita*	***bisa merubah***	*fisik, emosi, dan mental*
	Circums	Actor	Pro: Mat/Act/operat	Goal

TL	Energy	**can change**	us	phsically, emotionally and mentally
	Actor	Pro: Mat/Event/operat	Goal	Circums

The transitivity structure of the translation above also shows that material clause of action/operative is rendered into material clause of event/operative. The shift which occurs is only from one type of material process to another type. Because of the shift, there is a change of function. The element of SL functioning as Circumstance changes into the function of Actor in TL. This change shows that the translation strategy applied is strategy of reordering.

E. Material Clause of Action/Receptive Rendered into Relational Clause of Attributive

Material clause of action/receptive can turn into relational clause of attributive and relational clause of attributive with attributor. The following is the representative of the data found.

(8)   SL: ***Tuhan tidak bisa didekati dengan konsep***. *Hanya kepolosan yang mampu mengetuk hati Tuhan* (p. 26).

      TL: **We cannot get close to God with theories**. Only pure innocence can open the door to God's heart (p. 27).

SL	*Tuhan*	***tidak bisa didekati***	*dengan konsep*
	Goal	Pro: Mat/Act/recep	Circums

TL	we	**cannot get**	**close**	to God	with theories
	Carrier	Pro: Rel/Attrib	Attribute	Circums	Circums

The SL text in the translation above is filled with material process of action/receptive. The process does not come with the doer of the action. In its translation, the doer of the action comes in the function as Carrier because the process used by the translator to realize the same meaning is process of relational/attributive. Shift of dematerialization takes place in this translation. That is material process turns into relational process. The translator applied the strategy of diffusion since one component of process in SL represented by '*tidak bisa didekati'* is rendered into two components in TL. They are components of Process relational represented by 'cannot get' and Attribute represented by 'close'.

F. Material Clause of Action/Receptive Rendered into Material Clause of Another Type

Material clause of action/receptive is re-contextualized becoming material clause of action/operative and event/operative in TL.

(9)   SL: **Jika kebahagiaan bisa diraih**, kaya atau miskin telah tidak memiliki signifikasi sama sekali (p. 93).

      TL: *Once we reach the state of happiness*, *being rich or poor doen't matter anymore* (p. 93).

SL	Jika	kebahagiaan	**bisa diraih**
		Goal	Pro: Mat/Act/recep

TL	*Once*	*we*	*reach*	*the state of happiness*
		Actor	Pro: Mat/Act/operat	Goal

In the translation above material clause of action/receptive in SL is rendered into material clause of action/operative. The shift is from one type of material clause to another type of material clause. In SL the Actor comes after Process and Goal before Process, while in TL Actor comes before Process and Goal after Process. Change of position takes place. This indicates that the strategy applied is the strategy of reordering.

(10)   SL: ***Kita di Ashram selalu dilatih untuk tetap berada di dalam suasana kerja keras***. *Latihan yang kita lakukan adalah bentuk doa kita yang efektif* (p. 168).

   TL: **At the Ashram we are always training in an atmosphere of intensity**. Our training is an effective kind of prayer (p. 169).

SL	*Kita*	*di Ashram*	*selalu*	*dilatih*	*untuk tetap berada di dalam suasan kerja keras*
	Goal	Circums	Circums	Pro: Mat/Act/recep	Circums

TL	At the Ashram	we	**are**	always	**training**	in an atmosphere of intensity
	Circums	Actor	Pro:	Circums	Mat/Act/operat	Circums

The transitivity structures of the translation above also show that the SL text is in the form of material clause using process of material/action/receptive represented by verb '*dilatih*'. The TL is in the form of material clause using material process of action/operative represented by verb 'are training'. The strategy applied is also strategy of reordering since there is change in component position.

(11)   SL: *Upaya untuk mencari kebenaran harus diawali dengan rasa toleransi dengan yang lain.* ***Kalau blok hidup kita dilenyapkan***, *maka kita akan lebih mudah menerima orang lain* (p. 48).

   TL: The quest for truth has to come from a feeling of tolerance towards others. **When the block in our life disappears** we will more easily be able to accommodate other people (p. 49).

SL	*Kalau*	*blok hidup kita*	*dilenyapkan*
		Goal	Pro: Mat/Act/recep

TL	When	the block in our life	**disappears**
		Actor	Pro: Mat/Event

There is also linguistic re-contextualization in this translation. Material clause of action/receptive in SL is rendered into material clause of event in TL. The SL process is filled with process material/action/receptive. The verb used is '*dilenyapkan*'. In TL the process used is material process of event using verb 'disappears'. The shift which occurs is between material processes. In this translation the SL process of material/action/receptive is directly changed into process of material/event. So, the strategy applied is strategy of equation.

(12)   SL: ***Untuk menghilangkan rasa takut, maka pikiran harus dihentikan bekerja***. *Di sinilah pentingnya kita selalu melakukan aktivitas yang melepaskan kegiatan pikiran* (p. 69).

   TL: **To lose the fear the mind has to stop working.** That's why it is important to keep doing things that stop the mind from working (p. 69).

SL	*Untuk menghilangkan rasa takut*	*maka*	*pikiran*	*harus dihentikan bekerja*
	Circums		Goal	Pro: Mat/Act/recep

TL	To lose the fear	the mind	**has to stop working**
	Circums	Actor	Pro: Mat/Event

The transitivity structures of the translation above show that material clause of the SL is re-contextualized in TL. Material clause of action/receptive using material process of '*harus dihentikan*' is rendered into material clause of event using material process of 'has to stop working'. The shift which occurs is also from material clause into material clause. Strategy of equation was applied by the translator. The receptive material process was directly translated into active material process and no position of the component changed.

To sum up, linguistic re-contextualization becomes important to be concerned when translating meditation text from Indonesian into English. Indonesian and English are languages which have different systems and characteristics. The translations presented above show that to bridge the cultural difference between Indonesian and English, some of Indonesian material clauses are re-contextualized to achieve translation equivalence. Material clauses which change in the translation are mostly rendered into relational clause and material clause of another type. The change of transitivity structure in TL results in shifts of dematerialization and shift from one type of material clause into material clause of another type.

As long as the semantic meaning can be kept constant in TL, shifts of transitivity are a common phenomenon in

translation. The types of shift which occur depend on the translation strategies applied. But, it is worth noting that the change of transitivity structure implies that there is the change of linguistic realization and different linguistic realization in TL impacts the contextual meaning of the TT. The message which is conveyed by using process of material has different contextual meaning if it is compared with the message which is conveyed by relational clause.

SL: *Oleh karena itu, mari kita **berguru** pada jiwa.*

TL: Let therefore the Soul **be** our teacher.

When the message is expressed by using material clause using material process *'berguru'*, the message conveyed sounds more dynamic. The speaker persuades the readers or receivers to act by doing an action as represented by process *'berguru'*. The message becomes more categorical in its translation because it is rendered into relational clause of identification using relational process of 'be'. The speaker does not convey the message in direct way. Change of contextual meaning also occurs when material clause of action/operative is rendered into material clause of event.

SL: *Dengan energi kita bisa **merubah** fisik, emosi, dan mental.*

TL: Energy can **change** us physically, emotionally, and mentally.

The message conveyed in SL is more dynamic than TL. Material process of action in SL implies that the speaker persuades the readers or receivers to act as represented by the verb '*merubah*'. In TL, the Actor is filled with inanimate participant. The speaker does not invite the readers to act. It is simply to inform that it is Energy which can change us physically, emotionally, and mentally.

V. CONCLUSION

Indonesian material clauses can be rendered into other types of clause in English. The re-contextualization includes the change from material clause into relational clause of attributive, relational clause of identification, and material clause of another type. Material clause re-contextualization involves transitivity shift of dematerialization and shift from one type of material clause into another type of material clause. Linguistic re-contextualization in Indonesian-English translation impacts the contextual meaning of the English text.

ACKNOWLEDGMENTS

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The Comparative Effect of Content-based Language Teaching and Task-based Language Teaching on Iranian Pre-intermediate EFL Learners' Reading Skill

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Abstract—This study aimed to explore the effectiveness of TBLT and CBLT on Iranian Pre-intermediate EFL learners' reading skill. Forty pre-intermediate EFL learners were pretested and then homogenized and then divided to 2 classes, namely TBLT group and CBLT group. The CBLT group received reading instruction based on CBLT, while the RBLT group received reading instruction based on TBLT. After the treatment, both groups received a posttest. After analyzing the data through using paired and independent samples t-tests, it was shown that both groups (i.e., TBLT & CBLT) progressed considerably with regard to their reading skill from the pretest to the posttest, with the task-based language teaching group outperformed the content-based language teaching group in the posttest. It can be deduced that both task-based language teaching and content-based language teaching methods are effectual in reading comprehension instruction to Iranian Pre-intermediate EFL learners, with TBLT method being more effective.

Index Terms—English as foreign language, content-based language teaching, task-based language teaching, reading comprehension

I. INTRODUCTION

In instructing and learning language numerous methodologies are connected all together that the point of the educating and learning can be accomplished in the classroom whether in formal and casual course. Methodologies have significant role in leading educating and figuring out how to enable instructor to structure how the classroom is intended to cause learners or student to be able to get what the instructor convey to them. Each methodology centers around who is the inside in instructing and learning process whether teacher centered or student centered (Namaziandost & Ahmadi, 2019; Nasri, Biria, & Karimi, 2018).

Nowadays, teaching and learning apply approaches that give students chance to do practices more than teacher does in the homeroom. Understudies have job much in learning process so the teacher as facilitator provide the guidance to do activities and control during the strategy. This student focused methodology has been connected since 1970s and all the more as of late as Pica expressed in Cook (2009, p. 75) "during the 1980s, Allwright (1984), Krashen and Terrell (1983), and Nunan (1989b) attracted consideration regarding student focused exercises and materials." Specialists in language learning offer regard for the exercises as well as the material given to the students so as to help the exercises are led in the learning procedure. Therefore, it is dire and gainful to bind language instructing techniques that are successful for various language abilities in EFL classes (Nasri & Biria, 2017).

Content-Based Language Teaching (CBLT) and Task-Based Language Teaching (TBLT) are two of the most frequently inquired about, tentatively demonstrated compelling, in this manner most supported techniques in English as a Foreign Language (EFL) classes. However, their specific adequacy in EFL classes has been inadequately contemplated and accordingly stayed to be broke down (Hosseini, Nasri, & Afghari, 2017). This study tries to explore the effectiveness of CBLT and TBLT in teaching reading to Iranian EFL learners and tries to find out their relative effectiveness. More specifically, the present study aims to answer the following three research questions:

Research Questions
RQ1. Does CBLT have any significant influence on Iranian Pre-intermediate EFL learners' reading skill?
RQ2. Does TBLT have any significant influence on Iranian Pre-intermediate EFL learners' reading skill?

RQ3. Is there any significant difference between CBLT and TBLT in their effectiveness in teaching reading to Iranian Pre-intermediate EFL learners?

II. LITERATURE REVIEW

A. CBLT

CBLT is a vital approach in language instruction (Brinton, Snow, & Wesche, 1989; Namaziandost, Hashemifardnia, & Shafiee, 2019). It is an approach which combines language and content in teaching (Namaziandost & Nasri, 2019; Snow, 2016). It falls under the broader rubric of communicative language teaching (CLT), along these lines it is student as opposed to instructor focused. In such homerooms, learners learn through doing and are effectively occupied with the learning procedure. According to Namaziandost, Nasri, and Rahimi Esfahani (2019), the coordination of language and substance educating is seen by the European Commission as "a brilliant method for gaining ground in an foreign language". CBLT adequately expands students' English language capability just as shows them the abilities essential for the accomplishment in their particular callings. Accordingly, it is thought to be a successful technique in showing ESP which additionally centers around substance explicit English learning (Azadi, Biria, & Nasri, 2018).

Key features of content-based language teaching

There are two key highlights of content-based language encouraging which I will feature from the discussion above so as to translate the information underneath. To begin with, language work in CBLT instructional method is organized in the educating of subject substance. At the end of the day, CBLT isn't a submersion approach where the obtaining of language happens normally and can't be educated (Krashen, 1981). Or maybe, CBLT teaching method is educated by an information of etymology and a comprehension of language as perplexing open activity analyzable at the phonetic, syntactic, semantic and logical level. This information of language is worked into CBLT teaching method through a prospectus which spotlights on both language and substance points at the same time (Mohan, 1986; Mohan, Leung, & Davison, 2001; Namaziandost, Abedi, & Nasri, 2019). Second, CBLT perceives the requirement for educational and phonetic mediation in substance centered homerooms to improve the setting for second language students (Brinton, Snow, & Wesche, 1989; Kessler, 1992; Namaziandost & Shafiee, 2018). The need of foregrounding the metalinguistic work in the informative substance study halls is upheld by SLA investigate which demonstrates the staggering want is to make significance in such settings in this way diminishing the chance to remain back and center around structure.

B. TBLT

As another improvement of CLT, TBLT centers around requesting that learners do significant tasks utilizing the objective language, for example, asking the way, making a telephone call, going to a meeting and other data hole tasks. Tasks are the essential and center units in TBLT (Ellis, 2000). Tasks should be designed based on reliable criteria (Long, 2016; Namaziandost & Nasri, 2019). As per Rod Ellis (2003), a task has four fundamental qualities. a. A task includes an essential spotlight on (sober minded) which means. b. A task has some sort of gap (information gap, reasoning gap, and opinion gap). c. The members pick the phonetic assets expected to finish the assignment. d. A task has a plainly characterized, non-phonetic result. These intellectually captivating errands can include understudies legitimately with the language being instructed and reflect genuine and deliberate utilization of language, consequently bringing about language-learning encounters that are pleasurable and viable (Namaziandost, Hashemifardnia, & Shafiee, 2019). It has affirmed to be extremely useful in language instruction (Leaver & Willis, 2004; Namaziandost & Rahimi Esfahani, 2018). For teaching ESP, which focuses on the particular use of specialized English knowledge, TBLT is also supposed to be proper.

Task-based language teaching (TBLT) has turned into a critical point in the field of second language acquisitioning terms of encouraging procedure centered prospectuses and conceiving open errands to upgrade students' genuine language use through the rise of the informative language showing approach in the mid-1980s and much weight on students' informative capacities during the previous twenty years (Jeon & Hahn, 2006; Namaziandost & Shafiee, 2018). Little was expounded on errands before Prabhu's (1987) work. From that point forward, the arrangement of undertakings has turned out to be vital not just as a device of social occasion information from members yet in addition as an object of concentrate all by itself. The quantity of books distributed on this theme since 2000 (containing Bygate, Skehan, and Swain 2001; Ellis 2003; Nunan 2004; Leaver and Willis, 2005; Van den Branden, Bygate, and Norris 2009, among many others) obviously shows the increasing importance of tasks in research (Adams, 2009; Mirshekaran, Namaziandost, & Nazari, 2018). Late research studies demonstrate three noteworthy qualities of undertaking based language training important to study hall practice: TBLT is in accordance with a student focused instructive way of thinking (Richards & Rodgers, 2001; Ellis, 2003), it is comprised of explicit constituents, for example, objective, strategy, explicit result (Murphy, 2003; Nunan, 2004), and it supports content-situated significant exercises as opposed to semantic structures (Beglar & Hunt, 2002; Littlewood, 2004; Namaziandost, Rahimi Esfahani, & Hashemifardnia, 2018).

In all, it is reasonable to select CBLT and TBLT as the teaching methods to be studied. It's duly followed that their relative effectiveness should be made clear.

1. Characteristics of TBLT

In spite of the fact that there is a disparity of perspectives among the backers of task-based language educating in connection deeply standards of TBLT, Swan (2005) underlines that there is a general understanding among them on the attributes recorded beneath:

➢　　Instructed language learning ought to predominantly contain characteristic ¬or naturalistic language use, and the exercises are identified with significance as opposed to language.

➢　　Instruction ¬should bolster student centeredness as opposed to educator centeredness.

➢　　Because absolutely naturalistic learning does not ordinarily offer ascent to target-like precision, commitment is fundamental to advance the disguise of formal phonetic components while keeping the apparent advantages of a characteristic methodology.

➢　　This can be acknowledged best by offering open doors for spotlight on the structure, which will stand out for students to semantic parts as they rise by chance in exercises whose fundamental spotlight is on importance or correspondence.

➢　　Communicative assignments are particularly appropriate ¬devices for such a methodology.

➢　　More formal pre-or post-task language study might be advantageous. This may make commitment to disguise by driving or boosting recognition with formal attributes during correspondence.

➢　　Traditional methodologies are inefficient and unacceptable, ¬particularly where they require aloof formal guidance and practice confined from informative work

2. TBLT as a powerful approach for maximizing language learning and teaching

Task-based methodology is an instructing approach utilizing undertakings as its principle educational apparatuses to structure language instructing. Its advocates set forward the perspective that task-based methodology is the reasonable upgrade of Communication Linguistics in that they have related standards in educating (Namaziandost, Sabzevari, & Rasooyar, 2018). To show, the two of them concede that exercises for genuine correspondence are of most unmistakable quality in language learning; the two of them concede that using language to perform important errands can improve language learning; the two of them concede that the language which is significant to students can prepare for the learning procedure (Hashemifardnia, Namaziandost, & Sepehri, 2018).Task-based methodology is an incredible and propelling learning strategy. It advances learning language information and preparing aptitudes during the time spent performing undertakings. Educators are the two teachers and aides. Likewise, students are the two collectors and fundamental operators. It is by means of TBLT that students will ace how to utilize their very own open capacities to move from L1 to the objective language. It displays an opportunity for them to adapt agreeably and actuates their likely capacities to utilize and manage the objective language in an expert manner (Lin, 2009). As Larsen-Freeman (2000) states, since language students endeavor to play out an undertaking, they have rich chance to associate with their companions. It is this association that is expected to ease language obtaining in that students are to attempt to fathom one another and to exhibit their own significance (Namaziandost & Nasri, 2019). As a language instructor who shows English as an unknown language to Iranain EFL students, I utilize task-based way to deal with furnish students with a characteristic setting for language use, present a productive contribution of objective language for students, increment their capacity to convey successfully, and to boost their inspiration to the exercise (Abedi, Keshmirshekan, & Namaziandost, 2019).

3. Reading Comprehension

Snow (2016) states that reading comprehension is the way toward developing the importance through collaboration and association with writing language. What's more, reading involves three components: 1) The reader who is doing the fathoming 2) The content that will be appreciated 3) The Activity where understanding is a section. The procedure this communication depends of the accessibility of nature of substance and methodologies in showing learning process. In view of the clarification above, perusing perception is the manner by which the reader comprehends the content. To comprehend the significance of the content, the reader must comprehend the importance of the words, sentences, passage just as sense relationship among the thoughts on the content. Hashemifardnia, Namaziandost, and Shafiee (2018) see the perusing perception as an intricate procedure that includes numerous associations among readers and what they think about the content (past learning, technique use) just as factors identified with the content itself, for example, enthusiasm for content and comprehension of content sorts. It implies that, perusing cognizance requires the reader ought to have learning to comprehend the content and how methodology in perusing to be connected which can assist the reader with figuring out the data from the content. In light of the clarification above, it tends to be presumed that perusing appreciation is an entangled procedure, which includes all part of human however and how the reader's that comprehension about the content about what they have perused with system, learning and give the content must fit with level of the reader.

III. Methodology

A. Participants

The participants of this study were 40 pre-intermediate Iranian EFL students from a private English language institute in Iran. They were selected from among 60 students based on their performance in English language proficiency test of Oxford Quick Placement Test (OQPT). They were female and their age ranges between 15 to 17 years old. They were randomly divided into two experimental groups; TBLT Group (n=20) and CBLT Group (n=20).

B. Instruments

The first instrument which was utilized in the current study was the OQPT; it was used to make the students homogenous. It aided the researcher to determine his participants' proficiency level (i.e., elementary, pre-intermediate, intermediate, advanced). According to the results of the mentioned test, those students whose scores are between 28-33 are at pre-intermediate level and were chosen as the target population of the present research.

The second instrument which was used in the current study for gathering information was a researcher-made reading test which was used as both pre-test and posttest. The pretest and posttest were both composed of 4 reading passages, with 40 items and a total score of 20 points. In order to achieve high validity and reliability, the reading tasks were pilot-studied. The Parallel-Forms Reliability between the two test papers was 0.899, which is adequate enough. The reading course book used in the experimental intervention was ACTIVE Skills for Reading arrangement distributed by Heinle ELT. It is an amazing five-level perusing arrangement that improves understudies' perusing discernment and vocabulary capacities. It was formed by well-known master Neil J. Anderson, the new form of this top of the line arrangement uses an ACTIVE way to deal with arrangement with students become increasingly certain, free - and dynamic - readers. Dynamic Reading A = Actuate previous Knowledge C = Cultivate Vocabulary T = Think about Meaning I = Increase Reading Fluency V = Verify Strategies E = Evaluate movement. It was open to the understudies in the library of the establishment.

C. Data Collection Procedure

To do the present study, the researcher selected 40 homogenous (pre-intermediate) male students from among 60 students from a private English language institute in Iran, Iran. Then, the researcher divided the participants into two equal groups of 20; one TBLT group and one CBLT group. After that, the researcher administered a reading pre-test to evaluate the students' reading knowledge before practicing the treatment. In the next step, the TBLT group received reading comprehension instruction based on TBLT, while the CBLT group on CBLT. In CBLT group, the students read the texts and did related exercise. The researcher used pictures, audio clips, videos, PPT, etc. as much as possible, to motivate student's interest in the subject matter and facilitate students to engage in meaningful communication about the topics in English. Therefore, a majority of class time is spent in pair works and group discussions of the military matters and the issues that arise naturally from them. The classroom activities used include: brief quizzes; student brainstorming of some questions for group discussion; presentations made by the students to share information, and whole-group viewing key scenes for group discussion and analysis.

In TBLT group, the same reading texts were taught, but abiding by the principles of TBLT. More specifically, the students had to finish specially designed reading tasks, such as draw an information table after reading the text, perform a group discussion, carry out a class survey and write a survey report, etc. All of the tasks and the syllabuses were designed according to Ellis' 8 principles for designing lessons using task-based methodology. The whole treatment lasts 15 sessions of 60 minutes. After the experimental intervention, the students were post-tested. After collecting sufficient data through the aforesaid procedures, the data were analyzed by following the next section.

D. Data Analysis Procedure

In order to answer the research question of the study some steps were taken for data analysis. First, Kolmogorov-Smirnov (K-S) test was used in order to check the normality of the data. Then, Paired Samples Test was run to find out the effects of the treatment- TBLT vs. CBLT - on Iranian pre-intermediate EFL learners' reading skill.

IV. RESULTS AND DISCUSSION

A. Results of Normality Tests

Before directing any investigations on the pretest, and posttest, it was important to check the typicality of the disseminations. Along these lines, Kolmogorov-Smirnov trial of typicality was kept running on the information acquired from the previously mentioned tests. The outcomes are appeared in Table 1:

TABLE 1.
NORMALITY TEST FOR THE SCORES OF THE PRETEST, AND POST-TEST

	Kolmogorov-Smirnov[a]		
	Statistic	df	Sig.
TBLT Group Pretest	.305	20	.113
TBLT Group Posttest	.291	20	.115
CBLT Group Pretest	.247	20	.092
CBLT Group Posttest	.200	20	.135

The p esteems under the Sig. segment in Table 1 decide if the circulations were ordinary or not. A p esteem more noteworthy than .05 demonstrates an ordinary dispersion, while a p worth lower than .05 shows that the dissemination has not been typical. Since all the p esteems in Table 1 were bigger than .05, it could be reasoned that the circulations of scores for the pretest, and posttest got students had been ordinary. It is subsequently protected to continue with

parametric test (for example matched and free examples t tests for this situation) and make further correlations between the partaking gatherings.

B. Pretest Results for the Two Groups

The descriptive statistics for the performance of each of the two groups on the pretest are given in the following table.

TABLE 2.
DESCRIPTIVE STATISTICS ON THE (PRETEST OF BOTH GROUPS)

	Groups	N	Mean	Std. Deviation	Std. Error Mean
Pretest	TBLT	20	11.3500	.98809	.22094
	CBLT	20	11.1750	1.01664	.22733

So as to check whether there is any noteworthy contrast between the two gatherings at the start, an autonomous examples T-test was utilized. The aftereffects of T-test are exhibited in Table 3 beneath.

TABLE 3.
INDEPENDENT SAMPLES T-TEST FOR THE PRETEST SCORE OF THE BOTH GROUPS

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Pretest	Equal variances assumed	.004	.948	.552	38	.584
	Equal variances not assumed			.552	37.969	.584

It is clear from Table 3 that the observed t-value is.552, but the p value is.584, which means that there wasn't any significant difference between the performances of the two groups at the beginning of the study and the two groups indeed belonged to the same population when the study started.

C. Pretest and Posttest Results for the CBLT and TBLT Groups

In order to find out if teaching reading through each of the two methodologies had any significant impact on the reading ability of the learners, the learners' scores on both pretest and posttest were compared for each group by using matched samples t-tests.

TABLE 4.
PAIRED SAMPLES STATISTICS FOR TBLT AND CBLT PRETEST AND POSTTEST RESULTS

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	TBLT Post	19.0250	20	1.15251	.25771
	TBLT Pre	11.3500	20	.98809	.22094
Pair 2	CBLT Post	15.6000	20	1.14248	.25547
	CBLT Pre	11.1750	20	1.01664	.22733

The descriptive statistics for the performances of the TBLT group is given in Table 4. The mean score for the pretest is 11.3500 with a standard deviation of .98809, while the mean score for the posttest with a standard deviation of 1.15251 is 19.0250. An observed difference can be seen between the performances in the posttest and pretest. Nevertheless, the question is whether such a difference is statistically significant or not.

Moreover, the descriptive statistics for the performances of the CBLT group is given in Table 4. The mean score for the pretest is 11.1750with a standard deviation of 1.01664, but the mean score for the posttest is 15.6000 with a standard deviation of 1.14248. Therefore, an observed difference between the performances of the CBLT group from the posttest to the pretest can be seen.

To find out whether the differences among these two mean scores in each group were statistically significant or not, the researcher had to examine the p value under the $Sig.$ column in the Table 5.

TABLE 5.
PAIRED SAMPLES T-TEST (PRETEST AND POSTTEST OF BOTH CBLT AND TBLT GROUPS)

		Mean	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)
Pair 1	TBLT Post – TBLT Pre	7.67500	1.79381	.40111	19.134	19	.000
Pair 2	CBLT Post – CBLT Pre	4.42500	1.59996	.35776	12.369	19	.000

Table 5 reveals that there was a statistically significant difference between the pretest ($M = 11.3500$, $SD = .98809$) and posttest ($M = 19.0250$, $SD = 1.15251$) scores of the TBLT group learners since the p value under the $Sig.$ (2-tailed) column was smaller than the significance level (i.e. .000 < .05). This indicates that the treatment (using TBLT) was effective so far as the reading skills of the Iranian pre-intermediate EFL learners were concerned. Moreover, as Table 5 shows, that there was a statistically significant difference in the reading pretest and posttest scores of CBLT learners since the p esteem under the Sig. segment was not exactly the degree of essentialness (i.e., .000 < .05). Thus, it very

well may be presumed that content-based language educating has been successful in showing perusing understanding to Iranian EFL students and the understudies' perusing capacity has improved fundamentally. So, the first research question is duly answered and Content-Based Language Teaching is effective in teaching reading to Iranian EFL learners. Furthermore, the second research question can also be answered and Task-Based Language Teaching is effective in teaching reading to Iranian EFL learners.

D. Posttest Results for the CBLT and TBLT Groups

Since the reading ability of both of the CBLT and TBLT groups has been improved, the remaining and main question of the current study is to check if there is any significant difference between CBLT and TBLT in their effectiveness in teaching reading to Iranian EFL learners. The descriptive statistics for the performances of the two groups on the posttest are shown in Table 6.

TABLE 6.
DESCRIPTIVE STATISTICS (POSTTEST OF BOTH GROUPS)

	Groups	N	Mean	Std. Deviation	Std. Error Mean
Posttest	TBLT	20	19.0250	1.15251	.25771
	CBLT	20	15.6000	1.14248	.25547

As shown in Table 6, the mean score for the TBLT Group on the posttest is 19.0250 and the mean score for the CBLT group is 15.6000. In this manner, there is a watched distinction between the exhibitions of the two gatherings on the posttest. Be that as it may, so as to check if such a distinction is measurably critical or not, a free examples t-test was utilized.

TABLE 7.
INDEPENDENT SAMPLES T-TEST FOR THE POSTTEST SCORE OF THE BOTH GROUPS

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Posttest	Equal variances assumed	.709	.405	9.439	38	.000
	Equal variances not assumed			9.439	37.997	.000

As is clear from Table 7, the t-value for the posttest score of the TBLT group and the CBLT group is 9.139 (*sig.*.000). Therefore, it can be concluded that there is significant difference between CBLT and TBLT in their effectiveness in teaching reading to Iranian EFL learners. Looking at the mean of both groups, it shows the mean score of TBLT group is higher than the mean score of CBLT group. All the more explicitly, task-based language instructing is more powerful than content-based language educating in instructing perusing to Iranian EFL students.

V. CONCLUSION

As it was seen over, the instructing strategy that spotlights on the language content and the one that focuses on utilizing language to complete important assignments are both powerful in showing English for explicit purposes. The reason is justifiable, for example the two training techniques and ESP are steady in their basic perspective on language: they treat language as an instrument in performing important and bona fide assignments, not a subject in its very own privilege (Faez, & Tavakoli, 2018; Namaziandost, Rahimi Esfahani, & Hashemifardnia, 2018). In the subsequent meeting, understudies for the most part gave positive criticism on two instructing techniques utilized. In the CBLT class, the substance, that is, the military issues, advances to them. In the TBLT class, the important errands draw in them. With respect to the predominance of TBLT over CBLT in showing ESP, the subsequent meeting likewise revealed some insight. The understudies in the TBLT bunch commonly mirrored that when completing the relegated undertakings, they needed to review and utilize all their past related language information and to ace new learning to effectively complete the assignment. In this procedure, their consideration was increasingly thought and the perusing abilities were all the more completely rehearsed. In addition, in CBLT the attention is on the substance and the understudies are generally worried about unimportant data or the topic and less worried about the language. Their past military learning can help them in perusing, regardless of whether they need related language information. For this situation, the learning of language is undermined. All things considered, in TBLT, both the learning and the control of language are considered. The undertakings are at the administration of the correspondence of importance through language (Namaziandost, Sabzevari, & Hashemifardnia, 2018). In addition, the post-task period of TBLT is nothing not exactly a language–center stage during which the instructor deductively shows entangled formal parts of language that demonstrated risky to the students when playing out the assignment (Ellis, 2006; Namaziandost, Abdi Saray, & Rahimi Esfahani, 2018; Nasri & Biria, 2017). However, in CBLT, the focus on content renders a neglect of language. Therefore, for CBLT to be more effective, an extra conscious emphasis on language may do.

However, the present study is not without limitations. Among others, first, since Iranian EFL English reading is chosen as the teaching subject, the results cannot be readily and completely generalized to other subjects or to other English skills. In addition, only CBLT and TBLT were chosen as the teaching method to be researched and other,

maybe more effective methods are left out intentionally. Therefore, more empirical studies, on other English subjects and on other teaching methods, are needed.

Task based learning has grown unmistakably over the most recent two decades and has remained a conceivably profitable methodology for various ESL/EFL instructors albeit a few analysts still look at the intensity of TBL (Büyükkarci, 2009; Namaziandost, Rahimi Esfahani, Nasri, and Mirshekaran, 2018; Azadi, Biria, and Nasri, 2018). Assignment based methodology, as Lin (2009) states, speaks to a popular idea in language educating. The motivation behind instructing isn't to help students in acquiring booked targets yet to give them the specific circumstance and conditions where language obtaining can occur. The educators' jobs have likewise been modified from teacher to establishers of study setting, colleagues, aides, and backers of the learning exercises. Students are the subjects in the study hall, which demonstrates that they are the key figures in the learning procedure. They are not void vessels to be filled by the instructors any more yet lights to be lit by means of offering suitable learning settings and tasks (Namaziandost, Hafezian, & Shafiee, 2018; Hosseini, Nasri, & Afghari, 2017).

The pedagogical benefits of task-based instructing of EFL are various. Undertaking based methodology has obstructed the separation among class and reality and has modified the negligence wherein educators completely confined conventional unknown dialect instructing from reality. Task-based methodology helps students in disguising language abilities in a characteristic manner and tells students the best way to deal with the issues that they experience, in actuality (Lin, 2009; Namaziandost, Rahimi Esfahani, and Ahmadi, 2019). At this crossroads, language instructors going for injecting task-based methodology into their language study halls should ascribe unmistakable quality to the accompanying focuses for the compelling usage of task-based teaching method (Ellis, 2009):

❖   The tasks must be adjusted to the etymological capability levels of the understudies (for example in the event that the understudies have confined capability, undertakings should initially be of the info providing instead of yield delivering type).

❖   Tasks ought to be trailed to give that they add to appropriate L2 use and amended inside the system of experience.

❖   For TBLT to work, instructors ought to have a clear understanding of what an undertaking is.

❖   Teachers and understudies ought to be made acquainted with the reason and rationale behind doing tasks (for example they ought to appreciate that errands add to coincidental learning of the thoughtful that will make ready for the advancement of their open aptitudes).

❖   Principally, the instructors participating in showing a task-based course should be occupied with the structure of the errand materials.

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Narrative Innovation in *Dubliners* and James Joyce's Exilic Experience

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Abstract—James Joyce's *Dubliners* betrays a narrative innovative tendency towards the restriction of point of view, which means the narration tends to unfold through the character's point of view without omniscient interference. After examining the short stories in the context of their creation, we assert that Joyce's exile and *Dubliners*'s censorship mostly account for this formal innovation. Further exploration shows that the restriction of point of view is actually a narrative strategy Joyce deploys to convey his ambiguous and ambivalent feelings towards his homeland and compatriots triggered by his exilic experience.

Index Terms—James Joyce, *Dubliners*, narrative, point of view, exile, censorship

I. INTRODUCTION

It is generally acknowledged among the Joyceans that free indirect discourse is a typical stylistic trait of Joyce's works. To see this formal trait in terms of narrative, it can be perceived as a tendency of restriction of point of view in which the narrator gets rid of omniscient comments and judgements in the narration so that it is filtered through the character's point of view. After a close examination of Joyce's creation of *Dubliners*, we trace the origin of this narrative innovation in his revisions of this early work. The excavation of *Dubliners*'s creating process further reveals that Joyce's exilic experience is responsible for this narrative innovation. So the key question is raised: How does Joyce's exilic experience lead to his narrative innovation in *Dubliners*?

Previous studies shed light on the question from various perspectives. Warren Beck in *Joyce's Dubliners: Substance, Vision, and Art* (1969) holds that the main narrative traits of *Dubliners* such as the self-effacement of the narrator, open endings, epiphany, absence and ellipsis in narration, etc. are a result of Joyce's ambivalent feelings of affection and aloofness towards his subject-matter. Beck's approach and insight inspires us to probe the complexity of narrative point of view in *Dubliners* in connection with Joyce's exilic experience. In "Nostalgia and Rancor in 'Dubliners'" (2011) and *James Joyce and the Exilic Imagination* (2015), Michael Patrick Gillespie advocates examining the complex connotations of Joyce's works in relation to his exile. Accordingly, he maintains that Joyce's conflicting feelings of "nostalgia and rancor" towards his homeland caused by exile are implicated in his narrative. Gillespie doesn't touch upon the exact narrative forms effected by the double feelings in this book. But his early monography *Reading the Book of Himself: Narrative Strategies in the Works of James Joyce* (1989) contributes great ideas. With free indirect discourse as the focus of research, Gillespie argues that this stylistic trait is originated from the censorship *Dubliners* suffered in its publication. As a narrative strategy, free indirect discourse has the effect of ambiguity and uncertainty which transfers the responsibility of interpretation to the reader. Although the relationship between *Dubliners*'s formal innovation and its censorship is not the main task of the research, it hints us, along with the above-mentioned works, to connect *Dubliners*'s narrative form with Joyce's experience of exile and censorship. This paper is intended to explore in light of the texts of the short stories and Joyce's biographical documents the following topics: 1. the creation and censorship of *Dubliners*; 2. the restriction of narrative point of view in revisions of *Dubliners*; 3. the relationship between Joyce's exilic experience and the narrative innovation.

II. CREATION AND CENSORSHIP OF *DUBLINERS*

The writing of the short stories of *Dubliners* began in 1904 when Joyce wandered aimlessly at home after his mother's death. His friend George Russell (AE), who sympathized with his plight and admired his talent, offered him the chance to write "a short story suitable for the *Irish Homestead*, something 'simple, rural?, livemaking?, pathos? [pathetic]' which would not shock his readers" (Ellmann, 1982, p. 163) to earn some money. Joyce accepted the offer and successively wrote "The Sisters," "Eveline," and "After the Race." The editor published the three stories, but told Joyce not to submit any more since they had received many letters of complaint from the readers (Ellmann, 1982, p. 165). In fact, *Irish Homestead* is an agricultural newspaper, featuring stories of rural and local colors of the Irish west. The style of Joyce's stories is an obvious discord. Actually, he had always despised the newspaper and was ashamed of publishing in "the pigs" paper (Ellmann, 1982, p. 164) for livelihood. From October 1904 when Joyce left Ireland to November 1905, Joyce completed 12 stories, compiled them into *Dubliners*, and sent it to the English publisher Grant Richards. In February 1906, Joyce sent an additional story "Two Gallants." It was this story that incurred disaster and postponed the publication of *Dubliners* for eight years. When Joyce was ready to send "A Little Cloud" in April 1906,

Richards told him the printer's objection to "Two Gallants" and some other stories, asking for changes on the manuscript (Ellmann, 1982, pp. 219-220). Negotiations between Joyce and Richards via letters over disputes about the revision lasted until September, ending with Richards's rejection of publishing (Ellmann, 1982, p. 231). Later, during 1906 and 1907, Joyce continued to compose the last story "The Dead" and finally contracted with the Dublin publishers Maunsel & Co. for *Dubliners* in 1909. Unfortunately, again, after prolonged negotiations and compromises, George Roberts of Maunsel & Co. decided not to publish *Dubliners* for reason of its anti-Irish implications (Ellmann, 1982, p. 330). But Roberts offered to sell Joyce the sheets. However, the printer John Falconer refused to give the unpatriotic sheets and destroyed them. Angered and agonized, Joyce left Ireland the same night and never came back again (Ellmann, 1982, pp. 335-337). Until 1914, Joyce got in touch with Grant Richards again who finally brought out *Dubliners* thanks to the loosened censorship.

Many scholars unanimously believe that the bitter censorship *Dubliners* suffered to a great extent motivated Joyce to make self-conscious formal innovation in his repeated revisions of the stories. For example, Paul Vanderham in *James Joyce and Censorship* (1998) asserts that "censorship…was directly responsible for Joyce's growing sense of exile" (Vanderham, 1998, p. 60), and "Joyce's early conflicts with the censor engendered what may be described as the style of exile that Joyce began to develop early in 1907, shortly after Grant Richards refused to publish *Dubliners* (on 26 October 1906)" (Vanderham, 1998, p. 62). The "style of exile" in Vanderham's words exactly refers to his artistic ambiguity and uncertainty. Similarly, Gillespie in *Reading the Book of Himself* also argues that Grant Richards's censorship of *Dubliners* coincidentally occasioned Joyce's formal innovation. The formal development referred to by Gillespie is the free indirect discourse. Joyce's revisions of the texts suggest "that something beyond a desire to mollify his publisher motivated Joyce," "while Richards's censoriousness acted as an important goad for revision, it was Joyce's own emerging artistic maturity that stood as the shaping force behind the changes" (Gillespie, 1989, p. 34). To make it brief, Joyce took the opportunity of revision in response to the censorship to develop his formal innovation. From Joyce's negotiating letters with Richards, we know that Richards mainly censored three stories—"Two Gallants," "Counterparts," and "An Encounter" for their immoral contents and indecent language[1]. However, the major revisions Joyce made during that period were on the texts of "The Sisters," "Eveline," and "The Boarding House."[2] This also indicates that censorship serves as a chance for Joyce's formal innovation. If so, what is the deeper motivation for this self-conscious artistic development? To answer the question, we first need to anatomize the specific narrative innovation in Joyce's many revisions of *Dubliners*.

III. RESTRICTION OF NARRATIVE POINT OF VIEW IN REVISIONS OF *DUBLINERS*

To probe Joyce's narrative innovation in *Dubliners*, it's vital to closely examine revisions in various versions of the texts from the first draft of the stories (1906) to the first edition of the book (1914). As is mentioned above, the texts of "The Sisters," "Eveline," and "The Boarding House" are the most revised. With these three stories as research object, we trace the details of different revisions and discover a significant innovative tendency towards the restriction of narrative point of view.

After Richards rejected the publication of *Dubliners*, Joyce revised the text of "The Sisters" extensively (Scholes, 1964, p. 109). As a result, the final published version of "The Sisters" has varied greatly from the first *Irish Homestead* version[3]. According to Florence L. Walzl's research, in the first version, the narration unfolds in a highly realistic manner. The description of facts and details is on the verge of verisimilitude. For example, Father Flynn's "progression from childhood eccentricity to adult abnormality" is consistently and clearly explained so that no mystery, vagueness, or "gnomon" which characterize the later versions exist (Walzl, 2012-2013, p. 77). Although the boy is the narrator, his mind "tends to give a mirror reflection of the flat reality of Father Flynn's life: the facts are as they are" (Walzl, 2012-2013, p. 87). The narrator also gives direct comments here and there. For instance, he feels that the priest "had an egoistic contempt for all women-folk, and suffered all their services to him in polite silence" (Walzl, 2012-2013, p. 79), and he asserts that "the priest's reading his prayerbook is 'make-believe' because he is always found asleep over it" (Walzl, 2012-2013, p. 80). In contrast, in the final version, everything becomes uncertain. The narration is restricted to the boy narrator's point of view, from which only fragmented observations are presented. Much precise information in the first version is omitted or obscured. There's no longer "presentation of actual facts or any rational evaluation" (Walzl, 2012-2013, p. 89). As for Father Flynn's real physical and mental status, readers can only infer or surmise from the objective presentation of outer phenomena since no definite description is given. From the boy's narration, we can deduce symptoms of paralysis on the priest, but barely have any inkling of its causes. The absence and silence in the

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[1] See James Joyce, *Selected Letters of James Joyce*. Ed. Richard Ellmann. New York: The Viking Press, 1975, pp. 78-90; Robert Scholes, "Grant Richards to James Joyce." *Studies in Bibliography* 16(1963), pp. 139-160.

[2] About specific changes in different versions of single stories of *Dubliners*, see Robert Scholes, "Some Observations on the Text of 'Dubliners': 'The Dead'." *Studies in Bibliography* 15(1962), pp. 191-205; Robert Scholes, "Further Observations on the Text of 'Dubliners'." *Studies in Bibliography* 17(1964), pp. 107-122; Florence L. Walzl, "Joyce's 'The Sisters': A Development." *James Joyce Quarterly* 50.1-2(2012-2013), pp. 73-117.

[3] About the detailed revisions of "The Sisters," see Marvin Magalaner, *Time of Apprenticeship: The Fiction of Young James Joyce*. London, New York: Abelard-Schuman, 1959, pp. 72-87; Marvin Magalaner and Richard M. Kain. *Joyce: The Man, The Work, The Reputation*. Westport: Greenwood Press, Inc., 1979, pp. 82-87.

narrative invites diverse interpretations, which renders it uncertain and ambiguous. Walzl puts it well when she says that Joyce's "restriction of the point of view to the mind of the boy…allowed for exclusion of much explanatory and background material as outside the youth's frame of reference. It made legitimate the use of inference and suggestion where we might otherwise anticipate explanation and statement" (Walzl, 2012-2013, p. 106).

The text of "Eveline" also undergoes fairly extensive changes from the *Homestead* version to the first edition of *Dubliners*. One subtle change is that some words and phrases used to narrate Eveline's reverie are replaced with ones more appropriate for the character (Scholes, 1964, p. 111). To take one example, in describing Eveline's nostalgic feelings towards her home, the *Homestead* version and the late Maunsel version respectively unfold as follows:

> Home! She looked round the room, passing in review all its familiar objects. How many times she had dusted it, once a week at least. It was the "best" room for ten years—more—twelve years, and knew everything in it.
> Home! She looked round the room reviewing all its familiar objects which she had dusted once a week for so many years, wondering where on earth all the dust came from. Perhaps she would never see again those familiar objects from which she had never dreamed of being divided (Scholes, 1964, p. 112).

Comparing these two paragraphs, we can feel that the language of the bottom paragraph is more suitable to Eveline's mind and diction. In his revision, Joyce inclines to restrict the narration to Eveline's focalization so that the discourse of the narrator and character are fused. Robert Scholes puts the narrative innovation in this way: "Through countless little changes of this kind, Joyce carefully eliminated his own personality from *Dubliners*, as he developed a system whereby the events and characters presented in the narrative rather than any assumed narrative persona determine the diction and syntax of the narrative prose" (Scholes, 1964, p. 113). This is close in meaning to "the Uncle Charles Principle"[①] put forward by Hugh Kenner, which can be seen as a prefiguration of Joyce's free indirect discourse.

Similar revisions can be detected in the text of "The Boarding House." Scholes's research shows that "in eight significant substantive changes the intent is obviously to make the language more colloquial, more appropriate to the events being narrated than to the more lofty tone of the narrative persona" (Scholes, 1964, p. 115). In addition, he also points out a significant addition of ten lines in the narration which generates an effect of ambivalence and ambiguity. The following lines are added in the narration of the night when Polly came to Mr. Doran's room and they had sex:

> Then late one night as he was undressing for bed she had tapped at his door, timidly. She wanted to relight her candle at his for hers had been blown out by a gust. It was her bath night. She wore an open combing jacket of printed flannel. Her white instep shone in the opening of her furry slippers and the blood glowed warmly behind her perfumed skin. From her hands and wrists too, as she lit and steadied her candle a faint perfume arose (Scholes, 1964, p. 116).

The added description of Polly's attire and action bears an implication of seduction. But there's neither definite statement nor detached judgment in the narration, just objective description of phenomena, so the truth remains vague—the readers aren't sure either Polly or Mr. Doran is the victim. Margot Norris visually summarizes this typical narrative trait of Joyce's as the "narrative bread pudding," which means the narration tends to present a crust without substance (Norris, 2003, p. 93).

Through the above anatomy, a tendency of the restriction of point of view made a figure in Joyce's revisions of the *Dubliners* stories. This narrative innovation produces a consistent effect of uncertainty and ambiguity. Why does Joyce make such a formal innovation to achieve such an expressing effect? His exilic experience and status is counted as a major contributing factor.

IV. Ambivalent Feelings of the Exilic Artist and Narrative Innovation

Since censorship is the direct cause of Joyce's revisions, his narrative innovation can first of all be regarded as a strategy to cope with the censorship. The restriction of narrative point of view engenders effect of ambiguity and uncertainty through which the moral responsibility is shifted to interpretations of the reader. However, the deeper motivation of this innovation is attributed to Joyce's ambivalent feelings towards his subject-matter as an exilic artist.

Joyce has always been notorious for his harshness on his hometown and fellow people for his unrelenting fight against the religious and social force in Ireland and blatant criticism of the fatuousness of the Irish people. However, many scholars point out the flip side. For example, Beck believes that "in his very aloofness Joyce was most involved…Beneath the cold distaste, unsparing in its satire of a culture and a local society, are tokens of hidden grief and recurrent secret conflict (Beck, 1969, p. 5). Gillespie also sees double feelings in Joyce's heart as an exile when he says that "over the course of his time abroad, Joyce amply demonstrated the ambivalence—oscillating between rancor and nostalgia—felt by many exiles, balancing criticisms with outbursts of sentimental longing and national pride (Gillespie, 2015, pp. 20-21). In his exilic years on the Continent, his constant writing theme is Ireland. Actually he has cherished nostalgic feelings for Ireland all along. In a letter to his brother Stanislaus Joyce on September 25, 1906, he wrote: "I have never felt at my ease in any city since I left it except Paris" (*Selected Letters*, pp. 109-110).

[①] It refers to the integration into the narrative voice the linguistic traits of the character, see Hugh Kenner, *Joyce's Voices.* Berkeley, Los Angeles, London: University of California Press, 1978.

Joyce's thrice returns to Dublin between 1909 and 1912 agitated his conflicting feelings towards his hometown, as can be shown from the biographical records and Joyce's letters during that time. His biographer Richard Ellmann claims that "the agitation of Joyce's feelings during his visit to Dublin in 1909 laid bare for a moment topics of that conversation with himself…One was his bond to Dublin" (Ellmann, 1982, p. 292). Joyce's indispensable bond to Dublin or Ireland is embodied in the fact that "he could not exist without close ties, no matter in what part of Europe he resided; and if he came to terms with absence, it was by bringing Ireland with him, in his memories, and in the persons of his wife, his brother, his sister." "So in later life, when asked if he would go back to Ireland, he could reply, 'Have I ever left it?'" (Ellmann, 1982, p. 292). On the other side, in his letters to Nora during his home-return, he repeatedly vented his distaste for the city and its dwellers, and his annoyance among them. He said,

> How sick, sick, sick I am of Dublin. It is the city of failure, of rancor and of unhappiness. I long to be out
> of it (*Selected Letters*, p. 163).
> I feel the day all wasted here among the common Dublin people whom I hate and despise (*Selected Letters*, p. 172).
> I loathe Ireland and the Irish. They themselves stare at me in the street though I was born among them.
> Perhaps they read my hatred of them in my eyes. I see nothing on every side of me but the image of the
> adulterous priest and his servants and of sly deceitful women. It is not good for me to come here or to be
> here (*Selected Letters*, p. 174).

From the above materials, we can feel a violent clash of love and hate in Joyce's mind. It is highly likely that the agitated confliction of feelings during that time catalyzes his narrative innovation, especially when the main innovation is on the point of view. That's because the exile status gives the writer a unique double vision: "it enables the exile both to enjoy an intimate sense of the country of origin and to experience a reflective detachment pulling any number of issues into perspective (Gillespie, 2015, p. 10). To integrate the double vision into artistic form, Joyce thus skillfully restricts the narrative point of view and employs free indirect discourse, both to the same purpose. How does the double vision or ambivalent feelings function in the narrative innovation? It will be elucidated in the following on the basis of an anatomy of the text revision.

In July 1904, Joyce stated in a letter to his friend C. P. Curran his intention in writing a collection of short stories called *Dubliners*: "I'm writing a series of epicleti—ten—for a paper. I have written one. I call the series *Dubliners* to betray the soul of that hemiplegia or paralysis which many consider a city" (*Selected Letters*, p. 22). At that time, Joyce hadn't left Ireland yet and just began to write stories for the *Irish Homestead*. The statement shows that *Dubliners* bears a moral purpose at the beginning of its creation: to reveal the paralytic soul of a city. In 1906 when *Dubliners* was prepared to be published, Joyce again repeatedly claims the purpose of this book in letters to Grant Richards, like

> My intention was to write a chapter of the moral history of my country…I have written it for the most
> part in a style of scrupulous meanness (*Selected Letters*, p. 83).
> I have taken the first step towards the spiritual liberation of my country (*Selected Letters*, p. 88).
> …you will retard the course of civilization in Ireland by preventing the Irish people from having one
> good look at themselves in my nicely polished looking-glass (*Selected Letters*, pp. 89-90).

All these aim at a bitter lash of the country and people. However, his later revisions of the stories evinced a mellowing of feelings.

Take "The Sisters" as an example. A generally held confusion among readers of the story is that: why does a story of a priest and a boy use the title of "the sisters"? Walzl's research throws light on the question in that she found the sisters loomed large in the *Homestead* version while later revisions shifted focus to the boy and the priest (Walzl, 2012-2013, pp. 78-79). This implies that Joyce in his revision pushes the role of the sisters from center to margin. Along with this shift is a conversion of artistic technique from realism to impressionism. In the *Homestead* version, the narrator chronicles in detail how the sisters self-sacrificingly serve their priest brother while on the other hand describes the priest's indifference and contempt to the sisters. It not only clearly states the fact that the sisters are physically damaged, ignorant, and fatuous, but makes direct comments on the unequal relation. In Walzl's view, the image of the sisters in the *Homestead* version symbolizes "the laity, pious and poor, ignorant or deaf" who sustain the clergies at their own sacrifice (Walzl, 2012-2013, p. 79). This shows that in the first draft of the story, Joyce took on the look of a rebel as always, relentlessly satirizing his fellow Dubliners. Thus, the sisters, "in their complacent ignorance which uncritically lives and endures by half-answers they illustrate a classic form of the paraplegia Joyce diagnosed in Dubliners and sought to hold a mirror to" (Beck, 1969, p. 60). However, in the final version, the image of the sisters is obscured. For example, in the mourning scene, when the boy and his aunt arrived at the priest's house, Nanny came out to receive them. The boy narrator describes the scene as follows:

> "as it would have been unseemly to have shouted at herm my aunt shook hands with her for all. The old
> woman pointed upwards interrogatively and, on my aunt's nodding, proceeded to toil up the narrow
> staircase before us, her bowed head being scarcely above the level of the banister rail (*Dubliners*, p.7).

When they knelt down on the ground to pray, he continues the narration:

> I pretended to pray but I could not gather my thoughts because the old woman's mutterings distracted me.
> I noticed how clumsily her skirt was hooked at the back and how the heels of her cloth boots were
> trodden down all to one side (*Dubliners*, p.8).

It is from the boy's restricted observation that we infer the unpleasant fact that Nanny is deaf and deformed. By the same token, it is from the boy's innocent representation of the dialogue between Eliza and his aunt that we perceive the cliché, hypocrisy, and fatuousness of them; it is the boy's honest depiction of the priest's remains that betrays Eliza's make-believe. In addition, the boy narrator also discloses some scattered information: the Flynns were born in Irishtown, a slum in Dublin; Father Flynn went to the Irish College in Rome, a prestigious theological seminary; there are numerous grammatical errors in Eliza's speaking. Putting these details together, we can detect a subtle tension in the destiny of the Flynns: Having studied at the top institution where many religious leaders were trained, Father Flynn should have great expectations, but only ended up with a thwarted and disgraceful life. The sisters selflessly serve the brother at the sacrifice of their own education and even marriage, but end up barely surviving by running a small drapery shop. For a slum family, Father Flynn's priesthood undoubtedly affects the family's destiny. Thus, his failure is the family's failure, his disgrace the family's disgrace. Seeing from this perspective, can we regard the sisters' fatuousness and hypocrisy as clumsy but eager endeavor to preserve the family's reputation? So it's hard to determine whether to criticize or to sympathize with the sisters. On Father Flynn's side, it seems as if he's cruel and lack of conscience since he's responsible for the pathetic lives of his sisters. However, we can infer from Eliza's dialogue that in fact the sisters barely understand their brother. The narrative details hint that Father Flynn is lonely in spirit and is somewhat like a puppy under the sisters' manipulation. Their selfless sacrifice may turn out to be a burden to the priest, because the pressure of responsibility is too big for him. Just as Eliza says, "he's too scrupulous," "the duty…is too much for him" (*Dubliners*, p.10). From the above analysis, we see in the final version a tendency of ambiguity and complexity. Readers may give opposite interpretations based on the restricted and fragmented narration of the boy. That's exactly the strategy of Joyce: the revised narrative mitigates the harshness of criticism and infuses pity and compassion. As is put by Norris, "the story's title may prod us to consider that all Dubliners, even its seemingly ignorant old women, enjoy the dignity of complex inner lives, moral dilemmas" (Norris, 2003, p. 29). Thus, the restriction of narrative point of view is kind of a formal semblance of Joyce's ambivalent feelings towards his homeland and compatriots as an exilic artist.

V. CONCLUSION

As Joyce's first literary endeavor, the course of *Dubliners*'s publication is never smooth. The severe censorship it suffered postpones the publication for over eight years, but at the same time, it propels Joyce's major narrative innovation. In repeated revisions of the stories, Joyce seemingly reacts to the censorship while self-consciously develops his artistic craft beneath. The emerging narrative innovation shown in Joyce's emendations of *Dubliners* is a restriction of point of view, in which the narration tends to unfold through the character's restricted point of view without omniscient comments and judgments. This narrative trait renders an effect of ambiguity, which is exactly the narrative strategy of Joyce. It first of all addresses the censorship since the moral responsibility of interpretation is transferred to the reader in its uncertainty. More importantly, it is a form suitable to express Joyce's ambivalent feelings towards his subject-matter—his homeland and compatriots as an exilic artist. The exilic experience and status provides Joyce with a unique double vision on his hometown: identification and detachment, affection and satire, sentiment and criticism, both at the same time. The restricted point of view effaces Joyce's self in the narration so that his attitudes are blurred. Therefore, Joyce actually uses artistic maturity to convey his matured perception of the complex conditions of Irish life and the multifaceted Irish people.

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A Brief Exploration of the Development of Business English Major in China — Challenges and Opportunities

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Abstract—**The issue of Business English (BE) Major development is currently being discussed hotly in China since it has been officially approved by Chinese Education Ministry about twelve years ago. This paper takes a historic overview and explores the reasons about why BE major is necessary in China's higher education institutions, including discussion on BE's definition in China context, its relationship with English for Specific Purpose (ESP). Through combining ESP's popular theory – NAT (need analysis theory), the paper concludes problems raised during the development of BE major in China, including disputations about its curriculum design, learners' dissatisfaction, and BE teachers' professional development. Further application discussion on NIT's BE major (Ningbo Institute Technology, Zhejiang University, where the author is working at) will also be shown in the later part. This paper suggests to design curriculum that are suitable to China's different levels of universities rather than to merely learn from good universities either abroad or domestically. The paper then calls for a further exploration specifically in terms of improving curriculum design and BE teachers' professional development.**

Index Terms—**Business English, Business English Major, English for Specific Purpose, Need Analysis Theory, teachers' professional development**

I. INTRODUCTION

The development of Business English (BE) Major in Chinese Colleges and universities is currently facing huge significant opportunities as well as huge challenges. On the one hand, BE teaching has recently swept the country as it is vigorously developing in higher education institutions. On the other hand, the orientation of BE major has not yet been established, and thus a complete BE major curriculum system has not been formed officially in China (Fu, 2006). Therefore, it seems that the task of constructing BE major in China is still arduous. In this situation, it can be the first priority to take a road with Chinese characteristics on BE major development since there is no equivalent abroad by strengthening its theoretical and practical study both at home and abroad, and analyzing its specific situation of construction in China's higher education institutions. This paper, then, will first provide the background information about the reasons on why BE major is necessary in China and its historic overview. A literature review on the definition of BE, its relationship with English for Specific Purpose (ESP), and problems raised during its development including disputations about curriculum design, learners' satisfaction, and BE teachers' development will be shown. Finally, an application discussion on these disputes will be further explained, followed by a very brief conclusion.

II. BACKGROUND

A. The Necessity of Having BE Major in China

After 30 years of economic growth and social development, China has become the world's second-largest economy whose influence over global affairs is growing rapidly. The country has been transformed at a rate and on a scale perhaps unprecedented in human history. Up to the year 2014, China's foreign investment has already exceeded 4 trillion and 300 billion yuan or RMB (Wang, 2015), and in 2016, it is for the first time that China's outward investment exceeded the inward investment, becoming a net capital exporter (Center for China and Globalization (CCG), Social Sciences Academic Press (China), 2016). What is more, the Chinese government has put forward the grand strategy of expanding the opening to the outside world, for instance, building "One Belt, One Road (OBOR)[1]". With the grand strategy, it is projected that China will further integrate herself into the world economy and strengthen her influence across the world. However, it is worth mentioning that China's economic internationalization is still facing enormous challenges of talent shortage. In other words, if Chinese enterprises want to go to the outside world, they are in urgent need of a large number of international compound talents, who are professional in overseas investment, laws, finance,

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[1] One Belt, One Road (OBOR): it refers to SREB (Silk Road Economic Belt) and MSR (Maritime Silk Road in the 21st Century), the former links China and Europe via Western and Central Asia, the latter connects China with countries in Europe, Africa and Southeast Asia.

trade, asset management, operation management, marketing, public relations and cultural integration and so forth. According to a survey done by Chinese Ministry of Commerce in 2014, within China, the number of qualified talents in international management and international investment management is only about 8,000 respectively, and there are merely around 2,200 qualified talents in international economy and law (Wang, 2015). "Qualified" here means those talents are proficient in using English language, as well as knowing the professional and specified related business knowledge in terms of trade, investment, finance, laws and so on (*ibid.*). From this perspective, those Chinese enterprises that want to go out of the country for doing transnational investment and management, are confronted with a situation that is in large shortage of international top talents. However, it might be true that China's current higher educational system and talent training mode cannot adapt to China's opening up policy and thus cannot satisfy the demand of talents for social and economic development. That is, the current higher education school-running orientation and teaching contents of English major need reforming (English Group of the Teaching Guiding Committee for College Foreign Language Majors under the Ministry of Education, 2000).

In response to the requirements of talents for satisfying China's social and economic development, in 2006, Chinese Ministry of Education started to approve the establishment of BE major undergraduate (Wang, 2015). Actually, before that year, many colleges and universities already had BE courses, but it was set under English major. In 2007, the Ministry of Education approved the University of International Business and Economics (UIBE) as the first university in China to run a pilot scheme on having BE major, which is independent of traditional English majors or English literature majors (Xu, Dong and Feng, 2011). This not only officially admitted the independent disciplinary status of BE major, but also ended the disputation and doubt on BE in academic area, legalizing BE major's popular status. Recently, according to a report in Hangzhou on December 16-18, 2016, which was hosted by the most influential BE researchers in China, Guo Jiahang and Wang Lifei both pointed out that the number of universities and colleges that have been approved officially by Chinese Education Ministry to have BE major is increased to 293 from 2007 to 2016 (Business English Major Teaching Cooperative Group under the Ministry of Education, 2016), and this might be the most recent and correct data since they are the most famous professors in BE area in China. In 2009, *Teaching Requirement of Business English Major Undergraduate in Universities* was published by the combination work of China's Higher Education Press and the University of International Business and Economics (UIBE). This requirement to some extent provides a theoretical guidance for the development of BE in China. All these efforts above indicate that Chinese higher education system is promoting, exploring and standardizing the construction of BE major.

B. BE Historic Overview in China

The development of BE in China has more than 60 years' history. According to Chen (2001), the first university that had BE courses was related to translation in the field of foreign trade of personnel training. In the 1950s, Zhang (2007) said that textbooks were used and taught either by teachers together with business people or by experienced teachers, and materials used in these textbooks were selected from the real business transaction, or mimicking the real business procedures, and the lessons were much more the same as nowadays (i.e. "establishing business relations, making enquiries, offers and counter-offers, and various exercises such as translation of business terms or sentences and letter writing."). However, it seems that Zhang did not make it clear about whether these experienced teachers have rich experience in business area or only in English language teaching area.

In the 1980s, China's opening up policy, which in turn requires business students not only have to learn language skills, but also have to be familiar with the practical ways of doing business. Multiple choices of courses such as management, marketing, international cooperation and so on were added. Thus, students may learn the language skills through the instruction of English mediation or English-mediated instruction on a business context (Zhang, 2007).

The 1990s may be called the booming times for BE since the number of universities providing BE courses increased dramatically. In order to promote multi-talents [复合型人才] that differ from literature and linguistic focused English major, BE courses were accredited by Chinese Ministry of Education (He, Yin, Huang, & Liu, 1999).

In the 2000s to 2007, it was seen as a trend of upgrading BE course curriculum design (Zhang, 2007). For example, Wang and Xu (1997) called for a "two-stage curriculum", which mainly emphasizes on both language skills and business subject related content. Chen (1999) proposed a more systematic curriculum, and arguing that language skills and business subject knowledge could be united as a whole. In 2000, UIBE had courses such as: "western economics", "business ethics, "business law", but language skills and business subjects were still autonomous and independent (Zhang, 2007). This is to say, language skills courses were rather largely concerned with English language itself, and inadequately include professional business disciplinary context.

Moreover, since the official establishment of BE major in China, the construction of BE on a professional level has become the largest domestic hot spots for researching (Wang and Li, 2013). However, up to now there seems to have no standard syllabus on a national level to guide the development of BE major in China. Since the orientation of BE major has not yet been fully established, a complete BE curriculum system has not been formed in Chinese colleges and universities (Fu, 2006). At present, each college or university tends to have their own syllabus. In this situation, strengthening the research on the theory and practice of BE domestic development, analyzing the specific situation of BE major construction in Chinese colleges and universities have become a pressing matter of the moment. As Chen (2010) pointed out that the main problems that plague BE major undergraduate development is how to allocate and

grasp correctly its subject attribute, training mode, curriculum system, teaching principles and teachers development, and he further maintains that the essence of doing this is whether to emphasis more on "English" or "business". Above all, it seems that BE major teaching in China is still lacking a coherent theoretical framework, and since a national standard will be made public, this issue might be addressed.

III. LITERATURE REVIEW

A. BE and ESP

So, in order to build a better coherent theoretical framework, it is quite necessary to figure out what is really BE, and what is the best way to teach BE and how. In the next part BE's definition, and its relationship with ESP will be provided.

It should be noted that up to the 20th century, there was an increased demand for BE worldwide, yet not so many studies published on BE, and those studies only focused on ESP--English for Specific Purpose (St John, 1996). ESP was first developed as a key improvement in English teaching in the 1960s. It was first pointed out by Halliday, Mcinfash and Strevens (1964) as English for specialists such as civil servants, policemen, nurses, engineers, officials of the law and so forth. In the book called *English for Specific Purposes* written by Hutchinson and Waters, ESP was defined as "*an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning*" (Hutchinson and Waters, 1987, p.19). ESP usually differs from EGP (English for General Purpose) in terms of curriculum design and material selection (Zhang, 2007); and there also exit differences between EGP and BE, the former is mainly for training language ability, whereas the latter mainly aims at improving better communication in business context (Ellis and Johnson, 1994). Many foreign scholars admit that BE belongs to ESP (i.e. Hutchinson & Waters, 1987; Robinson, 1991; Johns& Dudley-Evans, 1991; St. John & Johnson, 2002; Zagan-Zelter, 2010). Many Chinese scholars also admit this as well. For instance, Li (2014) pointed out that BE contains three aspects so far: it belongs to ESP and thus is one type of ESP; it is under English major as it has a social functional variety; it is an independent major or discipline. Dou (2005) gives a definition on BE by saying that it is one type of ESP, which is based on English language as a medium, and centered on business knowledge. Hence, it is widely accepted that BE belongs to ESP. That is, BE may not exist alone without the development background of ESP, and research on BE need to largely obey ESP's theory.

However, some other scholars hold a different opinion on the view that BE belongs to ESP. For example, from linguistic perspective, Pickett (1986) states that BE is more like everyday language, rather than ESP. In terms of content, Ellis and Johnson (1994) argues that compared with other varieties of ESP, BE is quite different since it contains both general and specific content. Similarly, St John (1996) claims that BE encompasses English for General Business Purpose (EGBP: follow EFL, more likely to be pre-experience, open registration, extensive courses) and English for Specific Business Purposes (ESBP: largely be post-experience, intensive and company-based). What is more, domestic researcher Zhang (2007) argues that ESP cannot help to fully answer the question of what BE really is since BE also contains teachers' needs, and he declares that ESP is about language teaching to satisfy learner's communication need merely. This view is consistent with what Munby (1978, p.2) once defined ESP as "*… those where the syllabus and materials are determined in all essentials by prior analysis of the communication needs of the learner, rather than by non-learner-centered criteria such as the teacher's or institution's predetermined preference for General English or for treating English as part of a general education*". Moreover, Hutchinson and Waters (2002, p.19) also hold a similar view by claiming that "*ESP … is an approach to language learning, which is based on learner need.*" In other words, ESP may only offer framework of language teaching in order to satisfy learners' communication need rather than the study of English language in use in specific field such as business. Hence, it may be inferred that BE could be one branch of ESP, but it is also different from ESP as BE contains its own characteristics.

Yet, a perfect and completed definition of BE in China seems to have not reached agreement since there exist so many different versions. Considering Chinese specific background, this paper cited some typical famous Chinese scholars' views on BE definitions that have been widely accepted. For example, from the perspective of language as discourse, Zhang (2007, p. 406) gives a working definition on BE:

BE involves the teaching of the system of strategic communication in the social and economic domain of international business in which participants, adopting/adapting business conventions and procedures, make selective use of lexico-grammatical resources of English as well as visual and audio semiotic resources to achieve their communicative goals via the writing modality, speaking modality, and/or multi-modality.

Based on the definition above, some key words may be extracted and concluded: systematic teaching (which may cover course designing and teaching method), international business knowledge, communication skills, English language and multi-modality (i.e. writing, speaking etc.). These key words appear to be consistent with many other scholars' views on BE major, but may still lacking another factor -- culture factor. Five years later, Wang (2012) defines BE as a lingua franca for international business communication. He emphasizes BE as a general language tool for better conducting business in international environment. Hence, his main focus of BE may still largely on English language itself. Also, Weng (2009) defines BE as an English language used for cross-cultural communication in international business activities; and BE major is an interdisciplinary major that aims at studying the discipline of business English teaching, the certain pattern of English used in international business environment. From Weng's definition, it can be

inferred that in addition to previous English language and business knowledge, cross-cultural communication, namely, cultural issues are also included in BE major. Actually, this has already been mentioned by foreign experts in BE area. For instance, St John (1996) points out that BE needs an interdisciplinary method which consists of not only English language, business knowledge, but also interpersonal communication and cultural issues.

As a result, this paper may conclude that BE major requires both learners' needs and teachers' preference, it is a cross-disciplinarian major which covers not only English language, professional business knowledge, but also communication skills and intercultural issues.

B. Need Analysis Theory (NAT)

Need analysis theory (NAT) has been the cornerstone of ESP for a long time in terms of course design, programme planning, materials choice and assessment (Brown, 1995; Chambers, 1980; Dudley-Evans & St. John, 1998; Ellis & Johnson, 1994; Hutchinson & Waters, 1987; Munby, 1978). It was first adopted in the book called *English for Specific Purposes* written by Hutchinson and Waters in 1987, information like "necessities, lacks, and wants" (p.55) are gathered in the needs analysis process, as well as the methods such as "questionnaire, interviews, observation, text collection and informal consultation" (p.58). They maintain that what distinguishes General English and BE is NAT, and NAT usually evolves three steps: plan, information collection and information analysis. Cowling (2007) claimed that multiple methods for collecting information can be used in needs analysis process. Moreover, NAT is widely considered as the very first stage and prerequisite of any curriculum designing, it is about processes include collecting information that can function as the ground for designing a curriculum that can satisfy the learners' need (Li, 2014). It seems that though NAT is considered as a key method in ESP, it can still be widely used in BE research.

C. Dispute on Current BE Major According to NAT

By utilizing NAT, studies abroad find out that there exist problems in terms of curriculum design, especially insufficient content of business knowledge. For example, Schleppegrell and Royster (1990) had done a survey of 55 schools that are providing English language teaching in the USA, Europe, the Middle East and Asia around the world in eleven cities, the final result of the survey indicates that the current programmes do not satisfy even the minimum criteria for ESP teaching since only "38% using business-oriented instructional materials, 40% offering courses with goals that were specifically relevant to business professionals, and 47% incorporating business-oriented activities" (1990, p. 8-9). In other words, they think that business English need to cover more content on business knowledge related area. Another survey done by Louhiala-Salminen in 1996 through extensive questionnaires and interviews delivered among Finnish business professionals to explore their views on informants of writing communication in terms of language, structure and organization. The author mentioned that in reality, it is quite possible that good results will still be achieved even though the messages are linguistically poor, and BE teachers need to have enough knowledge on basic business formal document types such as contracts, orders and quotations and so on (Louhiala-Salminen, 1996). This survey to some extent infers that English language seems not as important as business knowledge in BE teaching since good results will still be achieved with enough business knowledge and poor linguistics. Moreover, researcher Zagan-Zelter (2010) applied NAT and suggested that students need a variety of courses that will help them in different business areas since it may be true that sometimes students will turn out to work in a totally different field that they majored in (i.e. accounting students working in tourism). He further finds out that BE teaching needs to focus more on language usage rather than on specific vocabulary, and also suggested continuous assessment to reassess students' needs, as well as reexamine course content. Here, "language usage" may refer to how to use language for better communication. Therefore, by using NAT, studies on BE abroad tend to find out that more business knowledge content, professional BE teachers, and better communication are needed.

By utilizing NAT, studies in China have also found similar problems in terms of curriculum design, and insufficient communication skills. For example, Zheng (2011) researched English major students' need of business English in Zhejiang University by conducting questionnaires to investigate factors such as selection of curriculum and material, evaluation of course assessment, preferences of teaching method, and needs of communication skills, one of the key findings is that the curriculum design cannot satisfy business English needs. Li (2014) argues that BE in China ignores students' personal interests and the needs from the society, which further leads to students' low motivation in BE learning and relatively poor language usage performance. This may be well reflected in Chinese students' low participation and less speaking during classes. It appears that current courses design may not well recognize the increasing demands of communication complexity, as a result, fail to satisfy students' needs. At the real workplace in Malaysia, an investigation was done by Moslehifara and Ibrahim, they delivered questionnaires to the HDR (human resources development) trainees, and find out that the importance of oral communication skills like social activities and interaction is well recognized by the trainees, thus, discussion, oral presentation, and conversation are needed in English training programs (Moslehifara and Ibrahim, 2012, p.536). Similarly, in China, Zhang (2014) concluded that business representatives need students to have three factors: cross-cultural awareness, international business knowledge and especially business communication skills. However, as Xie (2016) has pointed out that even students do have this awareness on improving communication skills, the real challenge goes to teachers. As a result, it seems that BE in China not only needs to improve curriculum design, but also need to add more content on improving communication skills and to promote the professional development of BE teachers in order to stimulate students' motivation.

D. Views on Whether to Learn from Either Abroad or Domestically

Although there exists a dramatically growing demand on BE which can be seen as a great opportunity, BE major development tends to face significant challenges in China. In order to find out what the challenges are, and to optimize curriculum design, as well as train teachers, it may be reasonable that quite a lot of researchers recommended to learn the experience from the foreign countries since BE abroad has a relatively longer history and better development there. For example, Feng and Song (2011) did a survey in the University of Central Lancashire in the UK (the first university to have BE major in the UK), and they suggest to learn and copy the BE teaching mode from that British university by reforming domestic curriculum design, namely, by enhancing the teaching content of business knowledge and to change the original curriculum which is guided by English language teaching primarily and supplemented by business knowledge. However, many researchers (i.e. Dou, 2005; Sun and Bao, 2010) claim that considering China's specific situation, BE in China should have its own unique characteristics and development. Therefore, up to now, many domestic studies on BE tend to largely focus on figuring out a better BE curriculum. For instance, after a preliminary investigation on the curriculum design of BE major of more than 30 universities such as UIBE, Guangdong University of Foreign Studies and Shanghai Foreign Trade University, Chen (2010) found that the ideal curriculum model for China is: "General English courses (i.e. speaking, writing, listening, grammar, vocabulary, literature, etc.) + business English courses (i.e. Financial English, marketing English) + business professional courses (i.e. management, marketing, economics, and international finance study by using English language only)". He maintains that with a solid foundation of English language at year one or year two (China's undergraduate study mainly contains four years in total), students can move on smoothly to learn business English courses after year two, and finally succeeded in entering business professional knowledge with English language used as a medium only. His study may give a general idea of having a better curriculum model, yet he did not express clearly about how much percentage that the content of each course needs to have when it comes to the real application on the model.

The reality is that even the most successful universities in running BE major in China appear to have not designed an ideal curriculum. For instance, You and Zhang (2011) researched the three universities that have been admitted to have run BE major relatively successful in China (the University of International Business and Economics--UIBE, Guangdong University of Foreign Studies, Shanghai Foreign Trade University), and they found out that there exits slight difference in terms of curriculum design among the three universities (see chart 1 below).

CHART 1. BASED ON YOU AND ZHANG (2011)'S SURVEY

	English language	Business knowledge	culture
UIBE	56%	32%	12%
Guangdong University of Foreign Studies	60%	30%	10%
Shanghai Foreign Trade University	71%	15%	14%

As can be shown above, obviously, all the three universities have more English language courses, and are relatively deficient in professional business knowledge. You and Zhang (2011) then argue that even the curriculum design in the best universities cannot satisfy social needs since the business knowledge courses still accounts for too little. The lacking in theoretical construction and shortage of professional teachers are the main reasons (*ibid.*).

IV. DISCUSSION

According to the literature review, disputes on BE major in China seem to cover three aspects, namely, what to teach -- from the perspective of curriculum design, learners' dissatisfaction -- from students' point of view, and pressures from BE teachers. These three aspects will be further discussed by applying to the author's own working context below.

A. Curriculum Design

It may be true that after the official establishment of BE major in China, many domestic studies tend to largely focus on figuring out a better BE curriculum. However, problems appear to exceed the possible solutions. Hence, some researchers suggest learning and copying the teaching mode abroad since BE was developed much longer there. Yet, this suggestion may be not so ideal considering the different situations, including the level of English language proficiency and learners' background knowledge on business content. For example, Fu (2006) pointed out that studies on BE in English speaking countries show that they largely focus on improving language and skills rather than on adding more content about business knowledge. It may be true that business knowledge has not become the object of study in the English speaking countries though among the most recent studies, a wider attention has been focused on but only expanded on cultural awareness (Brieger, 1997) or cross-cultural communication (Dudley -Evans and St John, 1998). This may be because that there are two types of learners from native English speaking countries, namely, students majored in business and those learners who have real working experience (Ellis and Johnson, 1994). Accordingly, the purpose of learning BE in English speaking countries maybe not for increasing business knowledge as the learners already have grasped beforehand, but for improving language and skills for better communication in business context. Whereas in China, for instance, in Ningbo Institute Technology, Zhejiang University (NIT), where I am currently working at, learners of BE major are just students, and they are neither from business major nor having working experience before. Therefore, students of BE major in NIT may be unable to bring in business knowledge into

the classroom themselves without being taught related knowledge by teachers. Hence, to totally learn and copy from abroad sounds unrealistic.

As a result, some domestic studies start to investigate the construction of BE major in Chinese universities (especially UIBE, Guangdong University of Foreign Studies, Shanghai Foreign Trade University) that are widely accepted as having run the BE major successfully, hoping to bring guidance and enlightenment to the better building of China's specific BE major. However, results from these studies may be for reference only, which means not all Chinese universities are suitable to apply to the teaching mode like these universities. On the one hand, it is true that China has so many different levels of universities and colleges, and not all the universities are as distinguished as the ones being mentioned earlier. That is, perhaps students' English level, teachers' team, universities' background and infrastructure can be quite different. For example, passing TEM 4 may not be a problem for students from those good universities (i.e. UIBE, Guangdong University of Foreign Studies, Shanghai Foreign Trade University), yet it would be a huge burden for those students from other not so distinguished universities, such as NIT. Accordingly, it might be better for those students from NIT to grasp the basic English language ability first before let them move on to the next stage that contains more business knowledge. On the other hand, findings in studies show that even the most successful universities in running BE major in China appear to have not designed an ideal curriculum. As the survey done by You and Zhang (2011) indicated that with insufficient business knowledge courses, the current curriculum design in the three universities still cannot satisfy social needs on professional BE talents. Hence, it is worth pointing out that as students' English language level being improved, more business knowledge could be added in China's good universities. However, for universities like NIT where I am working at, perhaps to grasp the basic English language knowledge is the first priority before moving on to add more business related content to the classes. Still, theoretical and practical framework is needed for further exploration in order to help China design ideal curriculums that are suitable and thus can be well applied to different levels of universities.

B. Students' Dissatisfaction

In terms of learners' dissatisfaction or students' low motivation, the main reason may be the immature development of BE major in China. Through NAT, Zhang and Wang (2012) concluded that students' motivation of learning business English includes employment after graduation, internal interest on English learning, personal development and external influence and so forth. This paper has given a definition on BE, that is, it covers not only English language, professional business knowledge, but also communication skills and intercultural issues. Nevertheless, as reflected in NIT, BE students appear to feel difficult in learning all the four aspects equal well. It may be true that as being non-native speakers, improving English language could be the basic requirement for Chinese BE major students, especially for those from universities like NIT. They may suffer lots of pressure on passing College English tests such as TEM 4 & 8. As Stanley (2011) reported that English language teaching in China is stressful under the assessment pressure, and it is also problematic in terms of class sizes, as well as teachers' inadequate competence of English language. Wette and Barkhuuizen (2009) also summarized that teachers in China have to satisfy both module requirements and students' needs in order to achieve excellent practices. The reality is that in NIT, sometimes teaching plan, curriculum design, and students' personal development needs are controversy. Thus, the development of communicative competence training in NIT tends to be marginalized as teachers have to bring in materials related to the language tests for having a higher passing rate in the country's national English language tests. Moreover, large size of students in Chinese classrooms may also cause students' discontent in learning BE, as in NIT, each class has at least 30 or more students. Simon (2014) once pointed out that in Romania, students' unwillingness to communicate during the class time could be the reasons that they lack autonomy and motivation to speak English out, and classroom arrangement may be external factor. Above all, in addition to the large size of classroom setting (which limited students' speaking choices), assessment pressure (students have to be pushed to spend time in passing the tests), the real challenge seems to go to BE teachers. In the next part, then, pressures from BE teachers will be further discussed.

C. Pressures from BE Teachers

As being reflected by many of my colleagues in NIT, it appears that BE teachers have suffered lots of burden in better developing Chinese BE major. On the one hand, currently many BE teachers in NIT are transferred from English major since BE major is quite new and thus is lacking related teachers. On the other hand, these BE teachers may lack business background knowledge that they can offer to students. Therefore, in order to adapt to the reformation of BE, BE teachers need to have professional development, especially in improving business knowledge. However, Ellis and Johnson (1994) argued that the first thing of being a business English teacher is to be an English language teacher, and it is the students that often bring professional business knowledge to the classroom. In other words, it may be not so important for BE teachers to have professional business knowledge. Dudley-Evans and St John (1998) agreed that BE teachers are not expected to be successful in running a business, just like doctors do not expect English teachers know how to be a doctor, instead, they expect that they can communicate fluently among doctors, patients, and nurses. Accordingly, BE teachers may be largely regarded as English language teachers, yet it should be noted that this is because as has been mentioned before, many of the BE learners abroad are from the real business companies, whereas learners are all inexperienced students who just graduated from senior high school and entered the university via Gaokao in China. Those learners abroad may already have the professional business knowledge and what they need is

to learn how to use English language for better international communication. As a result, it may be not suitable to apply the idea (BE teachers are largely English language teachers) in China considering learning background, purpose of learning and learners' identity.

What is more, the purpose of learning BE abroad is generally for better communication, whereas it is now the requirement of the university education setting in China. Therefore, it is true that BE teachers in NIT suffer extra burden in professional development. As Ruan (2005) said that teachers should not only teach students' necessary business English knowledge and business knowledge, more importantly, they should cultivate students' abilities on using English knowledge and skills in different business contexts. That is, both English language knowledge and basic international business theoretical knowledge are required for BE teachers. Nevertheless, changing from general English major teachers to BE major teachers doesn't mean to change totally to the business area, but teachers in average universities in China, such as NIT, are required to learn some basic business knowledge for widening horizon in order to satisfy content-based teaching requirement. Therefore, how to build BE teachers professional development is worth for further exploration since this area appears to be significant and is regarded as a key factor in deciding the success of China's BE major development.

V. Conclusion

This paper has provided the background information on BE development in China, including its necessity, historic overview. Critically, the relationship between BE and ESP has been explained, followed by a BE definition. Later, based on the most popular theory in ESP area -- NAT, many studies have investigated the current problems on BE major in China, namely, lacking ideal curriculum models that are suitable to Chinese universities, learners' dissatisfaction or low motivation, and BE teachers' extra pressure. Instead of learning the curriculum from good universities either abroad or domestically, this paper suggests to design curriculum that are suitable to China's different levels of universities. The paper then calls for a further exploration specifically in terms of improving curriculum design and BE teachers' professional development.

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A Brief Analysis of Subtitle Translation of Documentary *Wild China* from the Perspective of Eco-translatology[*]

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Abstract—Based on the principle of truth, the documentary exchanges knowledge and conveys emotions. The documentary *Wild China* has received strong attention from domestic and foreign audiences since its launch on *National Geographic*. However, due to the differences between Chinese and Western cultures, most Chinese viewers need subtitle translation to have a better understanding of this documentary. Unlike the subtitle translation of films and TV plays, the content of the documentary has strong professionalism and knowledge. Thus, documentary subtitle translation requirements are also higher than those of films and TV plays. Meanwhile, it is necessary to discuss the subtitle translation of documentaries. Ecological translation was first proposed by Professor Hu Gengshen. In the past ten years, many remarkable research results have been achieved. Taking ecological translation as the theoretical support, this paper chooses the subtitle translation of the documentary *Wild China* (CCTV) as the research object, and combines the theoretical discussion and the case analysis to focus on the translator's "adaptation" and "selection" in the linguistic, cultural and communicative dimensions, thus verifying the guiding significance of eco-translatology to the subtitle translation of the documentary and supplementing the theoretical research perspective of subtitle translation of the documentary.

Index Terms—Eco-translatology, documentary, subtitle translation, "adaptation" and "selection"

I. INTRODUCTION

Among many films and TV works, the documentary, as a special form of film and television, presents vivid images to the audience, which plays an important role in the cultural exchanges between China and foreign countries. Based on the principle of truth, the documentary conveys knowledge and emotions, and enjoys a special status in the audience's mind. It is an important channel for transmitting information and spreading culture. As China and the west have different languages, which contain different cultures, thoughts and language habits, most Chinese audiences have to resort to subtitle translation if they want to have a better understanding of the documentary content. After the documentary *Wild China* was released by CCTV9 channel in China, it was praised by domestic and foreign audiences. The reason lies in the fact that this documentary series is not only featured with unique themes and brilliant shooting pictures, but also featured with high-quality subtitle translation.

Subtitle translation is an interdisciplinary study, belonging to the category of audio-visual translation (AVT). In recent years, there have been more and more researches on subtitle translation in China, but there are few studies on subtitle translation of documentary films. Eco-translatology studies were first proposed by Professor Hu Gengshen at the Asian Translation Forum in 2001, which has been widely echoed by the translation circles. Since then, the academic research on eco-translatology has been continuously deepened and expanded, making a profound and critical interpretation of the theory, and the research results are very rich. And the translation of documentary subtitles under the guidance of ecological translation studies is undoubtedly a "new star" in this field. The theory developed on the basis of Darwin's theory of evolution "adaptation and selection" and "translator centeredness" , which focuses on translators' subjectivity and responsibility in the process of translation. With the principle of "adaptation and selection", the theory tries to seek the ecological balance of translation and provides the subtitle translation of documentary with new scope. Ecological translation studies will undoubtedly bring more profound significance to the documentary subtitle translation strategy and evaluation.

Conducted from the perspective of Eco-translatology, this paper takes the subtitle translation text of documentary Wild China as an example, and it combines with case analysis from the perspective of multi-dimensional integration to discuss translators' adaptation and selection, and proposes translation strategies of documentaries. It can be found that

translators try to integrate the linguistic, cultural and communicative dimensions and mainly adopt strategies to adapt to the target ecological environment. Translators adapt and select different dimensions in different translation processes to adapt to the original ecological environment and achieve the optimal translation effect. Through analysis of the documentary Wild China subtitle texts, the paper attempts to explore the translators' influence on translation activities and test the applicability of Eco-translatology in translation practice.

II. An Overview of Documentary Films and the Subtitle Translation

With the further promotion of the strategy of "One Belt, One Road", the spreading of Chinese culture to the world is speeding up. Under the environment of frequent cultural exchanges and interactions between China and foreign countries, documentaries, as a cultural carrier, undertake the sacred mission of carry forward the long history and splendid treasures of Chinese civilization to foreign countries. Therefore, the quality of subtitle translation will affect the spread and the development of culture. In recent years, the subtitle translation of documentaries has attracted more and more attention from scholars at home and abroad, and relevant documentary subtitling translation studies in China have been increasing.

A. The Development and Influence of Documentary Films

Documentary is a kind of documentary film which records real life materials, shows real people and facts and renders them artistically. People and events recorded in documentaries are real. However, academia has not been able to give a specific definition of documentaries.

With the gradual development of documentary, scholars have also explained the definition of documentary from different angles. According to Dziga Vertov, a former Soviet director, documentaries show "life as it is", which means they can be made secretly or "life caught unawareness". While Bill Nichols believes that documentary definitions should be studied in many ways, such as text, participants, and traditional methods of recording, changes in the history of development and so on. Thus, there are many angles for defining a documentary, and the documentary itself is a wide-ranging visual expression. And the documentary forms and recording methods will also change according to the different purposes.

This paper taking the natural documentary *Wild China*, aims to analyze and discuss the influence of the translation of Chinese cultural documentary on Chinese culture "going out". With the in-depth implementation of "One Belt, One Road" project, it is imperative for Chinese culture to spread globally. Works in the form of art, films and TV plays are the output carriers of cultural communications, among which documentaries play an important role.

B. Current Studies on Subtitle Translation

Subtitle translation is a multimedia translation, which is also a category of audiovisual translation (AVT). Subtitle translation is one of the most common models in the field of audio-visual translation. Due to the rapid development of films in Europe, the research on subtitle translation in Europe is more advanced than in China. Franco points out that documentary translation is a special practice. Therefore, to some extent, the use of "exoticism" in subtitle translation can be welcomed by the audience of documentary export.

In 1993, after the establishment of China Documentary Research Center, domestic scholars focus on the development of Chinese documentary. However, there are still little research on the translation of documentary subtitles. Most scholars have conducted a lot of research on film and television translation from the western perspectives of Relevance Theory, Skopos Theory, Descriptive Translation Theory and Multi-system Perspective. Cheng Wei considers that the subtitle translation of documentaries should adjust register according to different contexts in order to enhance the readability of subtitles.

III. Theoretical Framework

It can be seen that eco-translatology including "ecology" and "translatology" is a multi-disciplinary and comprehensive discipline, and its intersection is eco-environment and translation context. That is to say, Eco-translatology originated from translation studies in the light of ecology.

In 2001, ecological translation studies were on the stage of international translation theory research, demonstrating that translation studies can be organically integrated with the natural sciences. Professor Hu Gengshen's lecture "From the Darwinian Principle of Adaptation and Selection to Translation Studies" provide a new perspective for interdisciplinary translation research.

A. The Origin of the Eco-translatology Theory

Since its birth in 2001, ecology has attracted considerable attention and has been making a comprehensive development since 2009. In the 1970s, the concept of "Deep Ecology" was proposed by the philosopher Arne Naess, who applied ecology into the concept of philosophy and ethics. After that, the American ecological philosopher David Griffin put forward the concept of "Eco-existence" on the basis of philosophical research, leading scholars to study translation activities from the perspective of "ecological integrity of translation".

Based on previous translation studies, some scholars have already done some research from the perspective of

ecology, and the terms "ecology", "environment", "survival" and "adaptation" can be found in previous translation studies.

B. Main Concepts of Eco-Translatology Theory

The development of ecological translation in China has been influenced by the Chinese civilization. "Life experience can be regarded as a mainstream of Chinese cultural thought, which contains the understanding of ecology and reflects the wisdom of traditional Chinese culture. " (Hu, 2004, p.62) These wisdom include "the unity of man and nature", "Taoistic Thought Emulates Nature", "the golden man" philosophy and "people-oriented". Guided by Darwin's "adaptation and selection", this theory discusses the interaction, characteristics and patterns of translator's adaptation and selection.

1. Eco-environment of translation

In 2001, Hu Gengshen proposed the concept of "translational eco-environment" to introduce the translation adaptation options. Different from the terms such as "context", "macro context and micro context" or "cultural context", the concept of "translational eco-environment" is used for accuracy in translation, because it contains the original language system and target language system.

"Ecological environment" is the total environment constituted by all ecological relationships, that is, the sum of all external factors that affect or restrict the survival or development of human beings and other organisms. "Translation Ecology refers to the state of interrelation and restriction between the different subjects of translation and the factors of the external environment." (Hu, 2004, p.81-82)

2. Translator-centeredness

"With the triangle of 'source text—translator—target text', the translator is the 'center' of communication between the source text and the target text." (Hu, 2004, p.29-35)

Different from the traditional structuralist "translator-centered" theory, the translator is the conscious leader in the process of translation. In addition, "translator-centered" will not deprive of the importance of "text". "Translator-centered" emphasizes that improving the quality of text translation depends on the translator's high-level translation skills. In other words, the translator is responsible for coordinating and balancing everything involved in the translation process, such as the translational eco-environment, the text ecology and public ecology.

3. Translator's adaptation and selection in process of translation

Eco-translatology, as the unique symbol of Hu Gengshen's translation thinking, leads the dynamic common association among "what's translation" "who-translate" "how-to-translate" and "why-translate". And in the answer to "what's translation", Professor Hu give an importance view of "translation is adaption/selection". (Hu, 2004, p.204)

In Eco-translatology, "adaptation and selection" can be regarded as the translator's instinct and the essence of translation. "The process of translating is divided into two stages: the translational eco-environment selects the translator, and the translator selects the form of the target text." (Hu, 2004, p.222) In short, the translator should accept the restrictions of the translational eco-environment, or the translator should choose an appropriate translation to adapt to the translational eco-environment of the specific translation task, thus his translation will win the opportunity to become successful.

C. The Applicability of Eco-translatology in Documentary Subtitle Translation

Based on the theory of eco-translatology, in the practice of documentary subtitle translation, the translator must first analyze the translation eco-environment of the source text to make right decisions on the translation strategies so as to "adapt" to the original ecological environment. Since subtitle translation is limited by screen space and playback time, the translator has to express the source language information and cultural factors in a concise and easy-to-understand language in the process of translation to convey the linguistic information and cultural connotations contained in the documentary to the target audience.

Documentary subtitle translation is highly professional and knowledgeable whose "translational eco-environment" is different from that of other films and TV series. Therefore, it has guiding significance for the research on analyzing the English documentaries subtitle translation from the perspective of eco-translatology.

IV. ANALYSIS OF SUBTITLE TRANSLATION OF WILD CHINA IN LIGHT OF ECO-TRANSLATOLOGY THEORY

This paper will study the subtitle translation that is released on CCTV. Nowadays, researches on subtitle translation of *Wild China* have been studied from perspectives of linguistics, aesthetics, culture, communication and so on. However, as for the subtitle translation of *Wild China* from the perspective of Eco-translatology, there are several paper and articles can be found from CNKI.

A. A Brief Introduction to Wild China

The television program *Wild China* is a nature documentary series in China, which is the first co-produced TV program by BBC Natural History Unit and CCTV. *Wild China* shows the wildlife and natural landscape of China and is also a good learning material for translation. The language is vivid and fluent, which is highly consistent with content.

1. The influence and significance of *Wild China*

After its debut on BBC around the world in 2008, the BBC version of *Wild China* was translated into different languages and various subtitles by fansub (fan-subtitled) groups and became popular online. And then in January 2011, it was translated and broadcast on the CCTV recording channel, which was widely popular among the Chinese audience.

"The cultural value of BBC Natural History Unit is to photograph wildlife, discover wildlife, introduce wildlife knowledge to the world and guide us in protecting wildlife to the whole world." (Feng, 2013, p. 22) The CCTV version of *Wild China* was not translated literally in accordance with the English subtitles of the BBC version. Instead, the translators not only take the Chinese audience's demand knowledge and cultural background into account carefully, conforming to the expression of Chinese habit, but also achieve the expected effect of subtitle translation of the documentary.

2. Current studies on the subtitle translation of *Wild China*

Recently, Zheng Ya analyzes the subtitle translation of *Wild China* from the perspective of linguistic, cultural and communicative dimensions of eco-translatology by fully considering the differences between Chinese and English in linguistic dimension, delivering the cultural connotations in terms of cultural dimension, and abandoning verbatim translation to emphasize whether the function of communication is achieved. "The perspective of eco-translatology can provide new insights into the study of subtitle translation of *Wild China.*" (Zheng, 2015, p. 55)

In light of these considerations, this paper attempts to use CCTV translations of *Wild China* as materials to focus on the translator's "adaptation" and "selection" in the linguistic, cultural and communicative dimensions, thus verifying the guiding significance of eco-translatology to the subtitle translation of the documentary. It is hoped that the paper can be used as a pilot to explore differences in subtitle translations between Chinese and English.

B. Eco-environments of Subtitle Translation of Wild China

According to Professor Hu Gengshen's definition of the "translational eco-environment": "The worlds of the source text and the source language/target language, comprising the linguistic, communicative, cultural and social aspects of translating, as well as the author, the client, and the reader." (Hu, 2004, p.90)

From a macro perspective, the translational eco-environment is related to the macro environment of the economy, politics and culture. From a micro perspective, the eco-environment refers to the overall detailed translations of source language, source text and target text.

1. Subjective environment

The prominent issue in the translation activities of *Wild China* is about copyright, which the translation initiator should take into account. The initiator is the starting point of a specific translation activity and he decides the communicative purpose in the process of translational action. In order to promote the Chinese version of *Wild China,* the initiator will be inevitably in search of the publishers like some famous online video sites. To sum up, the success of translation depends on the translator's adaptation to translational environment as well as on the harmonious coexistence among the translation subjects.

2. Objective environment

So far, economy has always been the top primary factor in the activities, and translation activities are no exception. Economic motivation is the definitive factor to promote the production of *Wild China.*

Secondly, language is a mirror of a culture and translation is the cultural exchange between source language and target language. There remain some differences between western culture and eastern culture on the linguistic expressions and thinking ways. In addition, the last two decades have witnessed the China's rapid economic development, growing national strength and rising international status.

C. Three Dimensional Transformations in the Process of Adaptation and Selection

In view of the main descriptions of the two translational ecologies in linguistic, communicative and cultural ecology, the degree of mufti-dimensional transformations is mainly reflected in linguistic, cultural and communicative dimensional transformations.

1. Linguistic-dimensional transformation

In the subtitle translation of *Wild China,* the linguistic selective can be regarded from two aspects: syntactic level and lexical level owing to the linguistic differences between Chinese and English.

With regard to syntactic level, English language is logical and cohesive as well as with the clear structures of subjects and predicates, hence conjunctions, prepositions and pronouns are used frequently. Chinese people, by contrast, are accustomed to paying more attention to things on the overall rather than the details. "Passive voice is occupied in English articles. In some special literary forms, such as technical works, newspapers and magazines and so on, passive habits have almost dominated the entire text." (Lian, 2010, p.118)

Here, the linguistic data and the target texts come from the CCTV version of documentary *Wild China.*

Source Text 1: This may look like a slaughter, but as each heron can swallow only one frog at a time, the vast majority will escape to croak another day.

Target Text 1: 捕猎的场面很快就结束了，每只池鹭一次只能吞下一只青蛙，大多数青蛙还是逃脱了，第二天他们依旧在水田中鸣叫。

Source Text 2: As the stars rise, the witch begins to cast her spell.

Target Text 2: 夜幕降临繁星满天，丛林女巫开始释放她的魔力。

Source Text 3: Yunnan's rice terraces are among the oldest human structures in China, still ploughed, as they always have been, by domesticated water buffaloes, whose ancestors originated in these very valleys.

Target Text3: 云南的梯田是中国最古老的人造梯田之一，我们的祖先也许没有想到，他们的子孙后代，至今还在使用这种传统的耕作方式。

In the above four examples, the same conjunction "as" can be found in the source text. We can figure out that there are three meanings when "as" is used as a conjunction. In the the source text 1, "as" is often translated into "因为，由于" in Chinese in the middle of the sentence, which is used to mean "because". In the source text 2, "as" means that "if something happens as something else happens, it happens at the same time", which we often use "随着，当…的时候" in Chinese. In source text 3, "as" can be translated into "正如，就像" in Chinese which means "if" when describing something may happen in the same way as something else.

Compared with the source texts, the CCTV version leave out the conjunctions in Chinese and these words like Chinese "因为，由于" "随着，同时" "正如，就像" can not be found in the target texts. In other words, the translation of CCTV version conforms to the linguistic habits of Chinese and reflects their ways of thinking. Thus, the Chinese audience can better understand the translated versions very well even if these sentences are given a quick-look.

Source Text 4: Now, for the first time ever, we can explore the whole of this great country, meet some of the surprising and exotic creatures that live here and consider the relationship of the people and wildlife of China to the remarkable landscaping which they live.

Target Text 4: 深入探索这片伟大的土地，接触栖息于此的珍奇生物，目睹中国这片神奇土地上人与野生世界的羁绊。

The above example consists of several long sentences. However, the target translations contain three or more short clauses. In the source text 4, "that live here" and "which they live" act as an attributive clause in the original sentences, which the translator translates into two independent clauses in Chinese. Meanwhile, there are three predicates in this long sentence: "explore" "meet" and "consider". And it is translated into three short Chinese units, which indicates English language is logical and cohesive as well as with the clear structures of subjects and predicates, that Chinese language emphasizes parataxis.

Source Text 5: Established in 2001, it's the first of its kind. Here owls are given medical attention by Sun quantum and his team. The birds are even exercised to help their rehabilitation. Once deemed fit and healthy, the owls are taken to the hills at the edge of Beijing.

Target Text 5: 这家中心成立于 2001 年，是国内第一家猛禽救助中心。在这里，猫头鹰得到了全面的救治，医生们还会帮助它们做快康复训练，当医生确认猫头鹰身体已经痊愈，他们就会被送往京郊的山上放飞。

In the target text of Chinese translation, "医生" is mentioned and is substituted in the active voice except the second and the last one sentence. Here, the translation "医生们还会帮助它们做快康复训练，当医生确认猫头鹰身体已经痊愈" maintains conciseness and coherence from the syntactical level. Nevertheless, the use of passive and active voice in the translation activities should be selected under the actual circumstances.

With regard to the lexical level, translators focus on the usage of vocabulary, figure of speech and connotation of words in the process of translation. Language is a symbolic system, and its signifier as well as the signified is unique in different languages. As Chinese and English come from different language systems and cultures, the meaning of word is translators adopt selective transformations in subtitle translation of Wild China from the lexical level.

Source Text 6: This man-made landscape is one of the most amazing engineering feast of the pre-industrial China. It seems as if every square inch of land has been pressed into cultivation.

Target Text 6: 这个人造地形是中国工业化以前的鬼斧神工，每一寸土地似乎都可以被开垦做耕种用。

Source Text 7: The forests that lie south of the Black Dragon River are bound up in snow for more than half the year. It is deathly silent.

Target Text 7: 黑龙江以南的树林，一年过半时间冰雪盖掩，万籁俱寂。

In the example 6, the original subtitles "one of the most amazing engineering feast of the pre-industrial China" is translated into "鬼斧神工" which presents pieces of beautiful paintings from the film to Chinese audience. The literal translation "一项最令人惊讶的工程" surely is acceptable by the target audience but failed to adapt to the target linguistic environment.

In the source text 7, it is trying to show the picture that forests covered in white snow are peacefully beautiful. The target text "万籁俱寂" is totally different from "那是全然的死寂", the former one describes the silence of the winter forests in the south of the Black Dragon River in an objective way, and the latter one could evoke arouse a terrible sense of silence like death. Therefore, the four-word expression "万籁俱寂" is more preferable.

In conclusion, as noted above, the main characteristic of the translation of example 6 and example 7 is the use of four-character terms, which plays an important role in the process of E-C documentary subtitling. From the lexical level, the selection of words indicates the traditional Chinese language features like four-character terms in accordance with the language conventions of Chinese people.

2. Cultural-dimensional transformation

Due to the difference regarding nature and content of the source and target culture, in order to avoid misinterpreting the source text from the angle of the target cultures, the translator is required not only to pay attention to the transformation in linguistic dimension, but also to adapt to the cultural system that the language belongs to and convey its cultural connotation in the translation process.

Here, translator's cultural adaptive transformations can be mirrored in the examples of the subtitle translation of *Wild China*.

Source Text 8: Several world religions believe in a mythical mountain. That's equivalent to the Garden of Eden. Its peak has four faces, aligned to the points of the compass, and from its summit four rivers are said to flow to the four quarters of the world. Thanks to its life-giving waters, this mountain is known as the axis of the world.

Target Text 8: 多个宗教奉一座神山极乐世界，传说神山峰顶有四壁，对应东西南北四方，顶峰流出四河，流向人间四方，大河河水灌溉生灵，于是人人奉神山为"世界中心"。

In the source text 8, "The Garden of Eden" is not familiar to all Chinese audience. So the literal translation "旧约的伊甸园" is not proper, yet the translation of target text "极乐世界", which helps Chinese audience better understand why "mythical mountain" is a dream place for many different religious believers. Besides, "the points of the compass" is translated into "东西南北方", because it corresponds to "人间四方" originated from the text "the four quarters of the world".

Source Text 9: Wild China (The title of this documentary.)

Target Text 9: 《美丽中国》

"Wild China" is the English title of BBC's natural documentary film. From the concepts of Chinese traditional culture, the word "野" means "rude or impolite", which sounds like an insult to the country. Therefore, the Chinese audience will feel uncomfortable if the title is translated into "野性中国" or "狂野中国". The Chinese translation "美丽中国" of CCTV version could be the most suitable because this documentary is aimed to introduce the natural beauty of China and protect the ecological environment in China.

Based on the examples above, it is obvious that the translator selects adaptive transformations to both the original text and the target text when confronted with culture-loaded words. We can see that CCTV version of *Wild China* has achieved higher degree of holistic adaptation and selection in the cultural dimension.

3. Communicative-dimensional transformation

In addition to linguistic and cultural transformations, ecological translation also includes communicative transformation which is also essential in the process of translation.

In the process of translation, the communicative intention needs to be seized by the translator to transmit the communicative information accurately. There are some subtitle translations of Wild China involving communicative characteristics of language.

Source Text 10: Dragon eggs are greatly prized.

Target Text 10: 龙蛋被认为价值连城。

The original text 10, "prize" is translated into "价值连城", which is more successful and creative. If translated literally, the "prize" will be lost to Chinese audience. The meaning of the word "prize" is mostly "evaluation" or "cherish" and "appreciation" Thus, it is appropriate to use it to express "the value for Dragon eggs". In the subtitle translation of documentaries, the translation of "价值连城" is concise, intuitive and readable, in the meantime, the language is highly communicative.

Source Text 11: Crowning the canopy, rhododendrons, up to 30 metres high.

Target Text 11: 万绿丛中点点红。

In the original sentence, the word "crown" has the common Chinese meaning of "加冕", which is obviously inappropriate to translate literally in the sentence. Based on the film display. the picture presented in the video is a brightly blooming azalea in the mountains and plains, red and green.

It can be seen that the translation based on the scene of the picture to describe the translation is translated directly into "万绿丛中点点红". The translator selects its most appropriate expression to carry out the meaning of the content and meaning of the picture. In this way, not only can the subtitles be consistent with the video picture, but also the audience accept the way to communicate with the film.

Source Text 12: Like so much monkey business, what starts off as a bit of playful rough-and-tumble.

Target Text 12: 像多数的胡闹，开始是一点点的打闹。

According to the picture presented by the video, the original sentence shows that the monkeys are playing. But the word "business" is easy to misunderstand. The word "business" in the dictionary originally means "commercial thing". If it is translated into "monkey doing business", this statement will lead to the misleading communication between Chinese and English. As the picture shows: the little monkey is playing, so the original translation is translated into "打闹". Thus, the meaning of this translation is more accurate, and the audience will not be misunderstood in the process of watching.

To sum up, the translator modifies some improper information to eliminate misunderstanding and ensure the message equivalence. Moreover, the translator selects adaptive transformations between the source text and target translational

eco-environment to deliver the communicative intention. Therefore, the CCTV version of *Wild China* has high degree of holistic adaptation and selection in terms of communicative dimension.

D. Research Findings

Based on the above analysis, it can be seen that the high quality translations depend on the high degree of multi-dimensional transformations. Transformation is dynamic and interrelated because the translating is also dynamic and developing with regard to the three dimensions. On the analysis of the comparison of the Chinese version of *Wild China,* we can conclude that the CCTV version has high degree of holistic adaptation and selection in three dimensional transformations.

1. Translator's subjectivity and responsibility

The final presented documentary of *Wild China* takes on many works in which translator is an indispensable part for the of subtitle translation. Meanwhile, the translator at the same time, the translator is also responsible for coordinating the relationship between the source text and the target text. Finally, considering the factors involved in balancing, translators need to make adaption and decision in the final target text that should conform to the principle of ecological balance.

The translator's competence of translation quality can hardly be measured due to the shortage of specific information about the translation tea. However, from the above analysis, we can draw a conclusion that this is a qualified translation team which engaged in translating the Chinese version of *Wild China,* because the transformation in linguistic dimension, cultural dimension as well as communicative dimension is successfully achieved by the translators here.

2. Readers' feedback

The potential readers of the translated subtitle as well as the audience of *Wild China* are those who may live far away from China but are still deeply eager to learn more about the culture and enjoy the natural landscapes of China. According to the data presented on the Internet, the play number of *Wild China* has been continuing to grow after it is premiered. These figures show that the subtitle translation of the Chinese version of *Wild China* has gained popularity among the public.

3. Enlightenment for further research

There are still some limitations to this study. First of all, it is a relative new theory both at home and abroad, so the materials available for reference are limited. Secondly, in the process of translation evaluation, there is no discussion of factors on translator's quality for lack of material. Thirdly, the case study mainly focuses on the natural history documentary Wild China. Therefore, more examples from different types could be used for further research to validates the explanatory power of Eco-translatology.

V. Conclusion

In summary, this paper analyzes the subtitle translation of the documentary of *Wild China* from the perspective of Eco-translatology, which emphasizes the translation strategies of adapting the target text ecological environment, as well as the integration of the translation in the translation process.

The natural history documentary *Wild China* has impressed people not only with its content and beautiful pictures, but also the amazing subtitle translation in this film. From the perspective of ecological translation theory, the subtitle translation of *Wild China* realizes the three-dimensional transformations —linguistic, cultural and communicative transformations. The wonderful content is shocked by instant subtitles, thus maximizing the cultural value and art of the documentary. However, these three dimensions are not independent in the process of translation. In short, the translator should make the best adaptive selection in the translation process to realize the best three-dimensional transformations in the limited time and space, and to provide the most effective and expressive translation for the audience when subtitle translation is performed.

In China, there is relatively less study on the documentary subtitle translation. Hopefully, the documentary truly becomes a bridge between cultural communication and language communication between countries through helping the audiences of different countries cross the language, culture and communication barriers to better understand and appreciate different types of documentaries. So far, there is no complete system of translation theory based on film and television plays at home and abroad. The translation of documentary subtitles from the perspective of ecological translation theory aims to attract more experts and scholars to study and explore the theory of and the documentary subtitles translation, so as to further improve the quality of English documentary subtitle translation.

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Research on the Influencing Factors of Flipped Classroom Teaching Mode in Ethnic College[*]

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Abstract—**Flipped classroom is one of the signs of a modern teaching mode that focuses on students as the independent learners, which aims at cultivating their learning abilities. Therefore, the flipped classroom teaching mode is beneficial for students' innovation ability as well as comprehensive competitiveness. However, in this process there are various factors influencing the implementation of this teaching model in ethnic colleges. In view of this, this paper analyzes the related factors influencing the application of flipped classroom teaching mode in ethnic colleges based on the characteristics of ethnic colleges, afterwards it puts forward some solutions in line with the teaching reform in ethnic colleges.**

Index Terms—**flipped classroom, ethnic colleges, influencing factors, coping strategies**

I. INTRODUCTION

"Internet + education" is designed to push the deep-seated integration of technology and education through applying modern technology means in teaching practice, which is the goal of educational informatization development. As the informatization teaching environment has been formed, it is necessary to make effective use of it to reform the traditional classroom teaching structure, so as to realize the substantial improvement of the teaching quality as well as the students' comprehensive quality (Mazur, E. 1991). In addition, it is challenging for educators to effectively engage students and to ensure meaningful participation in the classroom. More and more universities proactively support teaching innovations and encourage instructors to deploy educational technologies in class in order to motivate learners and to enhance learning impact (Saeed, Yun, & Sinnappan, 2009). If the existing traditional teaching mode could not be innovated under the informational development, the education would be outdated, and our students would not learn current information. In a similar way, in ethnic areas, the education should also keep pace with modern developments, such as the World Wide Web, and e-learning, otherwise the gap between the ethnic regions and inland, China will become larger and larger. Therefore, it is crucial to create a new teaching mode on the basis of the development of ethnic education. Thus, flipped classroom approaches have been the subject of much popular attention recently; since the inception of the term around 2011 its popularity as a Google (2019) search term has risen exponentially. Along with the effective teaching, the ability to use technical skills improves student learning; thus, it can achieve the teaching goal of cultivating students' comprehension. However, there are some limitations, such as teacher-students relationship loss as well as applicable object dislocation (Zhao, XL. 2014), which leads to the deviation in the understanding of the superiority of flipped classroom.

II. THE CONNOTATION OF FLIPPED CLASSROOM

In the traditional classrooms that knowledge impartation is mainly conducted through teachers' instruction. Meanwhile, knowledge internalization is completed by students though doing their homework or practicing after class. However, in the flipped classroom model, the students' exposure to initial learning content is completed before the classroom sessions through various means, often technology-based or technology-enhanced, and learner-controlled, such as instructor-provided videos (O'Neil et al. 2012), which compose the pre-class self-directed learning phase (Bishop & Verleger 2013). Moreover, the flipped classroom is an instructional strategy that reverses the traditional learning environment by delivering instructional content, via computer-based lecture videos, and uses class time for student-centered learning (Bergmann and Sams 2012). In this way the class time is utilized for interactive sessions and solving the problems, which led the teacher to become facilitator or guide by the side. (king, A. 1993) Therefore, flipped classroom teaching mode is a new mode which enables students to truly participate in learning activities by utilizing information technology. Rather than merely emphasizing the memorization of concepts and facts, flipped learning promotes deep learning through active and constructive processes (Ritchhart, Church, & Morrison, 2011), requiring instructors to embrace learner-centric rather than learning-centric strategies (Roehl, Reddy, & Shanon, 2013). This kind of teaching mode requires students to develop their independent learning ability, cooperative learning ability, as well as self-management ability. All in all, flipped classroom teaching mode is of great significance to the strategic

goal of promoting innovative talent cultivation.

III. THE IDEAS OF FLIPPED CLASSROOM

Any teaching activities should be based on the reasonable teaching ideas. In terms of flipped classroom, Brian Gonzalez, Intel Director, described the flip classroom as one where the educators give students more freedom by flipping the process of knowledge transfer and knowledge internalization, so that students and teachers can develop groove and communication.(Gonzalez 2011) Bergmann et al. hold that effective flipped classrooms contain several common characteristics: (1) students change from passive listeners to active learners; (2) technology is often used to facilitate efforts; (3) the classroom time and the traditional homework time have reversed. Homework is carried out first, while class time is arranged flexibly to realize personalized teaching; (4) the teaching content is related to the real situation; (5) class time may be used to help students master challenging concepts or engage in advanced critical thinking and problem solving. (Bergmann 2013) Hamdan et al. proposed the four pillars of flipped classroom: (1) flexible learning environment, conducive to active learning and teaching strategies; (2) the learning culture is reversed from teacher-centered to student-centered; (3) elaborate content is designed to maximize the development of students' overall abilities; (4) professional educators can coordinate students' active learning activities and guide students' independent learning. (Hamdan，N，Mcknight，P et al 2013) Hurtubise et al. believe that flipped classroom puts the content of teaching before class, while teachers and students carry out more active learning strategies, such as reflection, group activities or discussions through face-to-face time in class. The core ideas of flipped classrooms include arranging pre-class learning content, formative evaluation, focusing on learning gaps and developing abilities, in which teachers play the role of instructor.(Hurtubisel，Halle，Sheridanl，et al 2015) Abeysekera & Dawson give a relatively broad definition for flipped classroom, which includes the following three points: to move most of the teaching contents relating to transmitting information out of the classroom; enabling students to engage in active, social learning activities in class. In order to maximize the benefits of classroom learning activities, students are required to complete before and after class activities. (Abeysekera, L& Dawson, P 2015) In a word, the idea of flipped classroom is to stimulate students' initiative and enthusiasm, focusing on cultivating students' independent abilities, thinking abilities as well as innovation abilities.

IV. THEORETICAL BASIS OF FLIPPED CLASSROOM

Multiple Intelligence Theory
Traditional education only focuses on the cultivation of students' cognitive ability, which is too one-sided and stereotyped to pay attention to the overall development of students' personality. Lee, Cheng and Liu (Lee, Cheng and Liu 2011) also define student's learning achievement as follows: "students learn from some relevant knowledge and abilities through the formal curriculum of schooling and demonstrate the learning results in the cognition, affection and skills and so on". Howard Gardner, a professor at Harvard University, put forward "multiple intelligence theory" in 1983, which indicates human intelligence is diversified. Although some students' cognitive ability is lower, they have higher intelligence in other aspects, unfortunately their non-intelligence has not been detected, nor have they been paid attention to and cultivated. The diversified development and the individualized learning which is advocated by information education coincide with the theory of multiple intelligence. Guided by the theory of multiple intelligence, it aims to develop learners' multiple intelligence in accordance with their aptitude as well as their individuality.

Master Learning Theory
In view of the theoretical basis of teaching mode construction, flipped classroom teaching mode is based on bloom's Mastery Learning Theory. The basic idea of Mastering Learning Theory is that almost all students can achieve the prescribed goal as long as they are provided with appropriate learning materials and given sufficient study time as well as appropriate help (Chen 2005). The premise is to provide learners with appropriate learning materials. In other words, learning content should be suitable for learners to learn. The second is adequate time, which means that each learner needs a different amount of time to learn, which varies from person to person. In addition, appropriate aid should be provided for learners. Scaffolding should be provided for learners according to their proximal development zone, so that learners can learn independently.

Constructivism Theory
Constructivism holds that learning is not simple knowledge transfer, but a process of knowledge construction by students themselves based on the original knowledge as well as the cooperation of subject and object. In this constructivist view of learning, students use their own existing knowledge and prior experience to help them understand the new material; in particular, they generate relationships between and among the new ideas and between the new material and information already in memory (see also Brown, Bransford, Ferrara, and Campione 1983; Wittrock 1990). Flipped classroom is the advance of knowledge transmission and the optimization of knowledge internalization brought by the teaching process reform (Ye, B. 2014). Since then, the function of the classroom, the main position of teaching has changed. It is no longer just a place where students acquire knowledge, but a place where the teacher promotes their knowledge internalization and application.

V. INFLUENCING FACTORS OF FLIPPED CLASSROOM

The low non-intelligence of students

Non-intellectual factors are relative to cognitive factors. In psychology, non-intellectual factors include motivation, interest, emotion, will, character, need, goal, ambition, world outlook, etc., which are the internal influencing factors of intellectual development. Flipped classroom teaching requires students to acquire strong self-management ability, so as to ensure the effect of independent learning. At the same time, self-management is closely related to students' non-intellectual factors. However, restricted to the regional, environmental and language factors, Tibetan students' English learning interest is less strong and their learning motivation is vague, which leads to their unawareness of independent learning. Moreover, Tibetan students are weak in willpower and determination to overcome difficulties, which affects their ability to solve problems.

The weak independent learning ability of students

Independent learning is a kind of self-management learning ability, which can promote learners' autonomy and independence. Through the cultivation of independent learning ability, students can acquire lifelong learning skills. In the information age, independent learning ability mainly refers to learning with networks, where students may become more efficient in learning by means of information technology (Win 2011). Network learning is a new learning method different from traditional learning. Learners make use of a rich network of resources to assist learning. However, some factors that hinder autonomous learning, such as the inability to directly contact the teachers and teaching assistants, the fact that degree and credit certificates are typically not offered, and the fact that not all courses provide audio or video files (Willging 2009). The learning difficulties experienced by students in undergraduate courses can be attributed to the passive role played by them during traditional lectures; they advocate for active learning as a remedy (Andrews, Leonard, Colgrove, and Kalinowski 2011). Furthermore, the influence of traditional teaching modes and field-dependence cognitive style of Tibetan students learning are excessively dependent on teachers, resulting in their weak consciousness of independent learning. However, in internet-based information age, the teaching mode has changed, and a new teaching mode requires that the initiative of learning activities should be given to students instead of teachers who are only mentors and helpers. Meanwhile, the learning environment has also been reformed. Knowledge learning takes place outside the classroom, while the classroom becomes the place where knowledge is internalized and practiced. All these changes require students to become the real subject of learning, allowing students to complete learning tasks through self-research, exploration, innovation, and so on.

Undeveloped learning environment construction

For pushing the development of ethnic colleges, the government has contributed heavy investment to the full campus network coverage; the construction of multimedia classrooms; micro-classrooms; recording and broadcasting rooms; audio-visual laboratories; as well as the installation of interactive electronic whiteboards. However, there are still some problems restricting the implementation of flipped classroom, such as slow and unstable network speed; inadequate multimedia maintenance; low utilization rate of recording and broadcasting rooms and language labs. In particularly, software construction; development of online learning platforms; insufficient resource bases, which seriously lag the development of "Internet + education".

Imperfect incentive mechanism

Firstly, the evaluation system for education and teachers pays more and more attention to scientific research output, which weakens the importance of teaching. (Shi 2011) In addition, the professional teachers who have been keen on teaching for many years now have a low sense of efficacy as well as a serious psychological imbalance. Secondly, since the implementation of the flipped class needs to invest a lot of time and energy, in line with the national universities development. If there were no reasonable credentials for teaching achievements, project investment as well as teaching effect, there would be no full-time teachers devoting themselves into the teaching innovation and reform, which will seriously affect the teaching evaluation, even restrict the connotative development of the universities.

The weak informatization literacy of teachers

The creation of a flipped classrooms approach has placed new demands on teachers to transform their pedagogical practices (Kong 2013). In order to save more class time for students to internalize knowledge, it is demanded that teachers collect or make teaching videos before class as independent learning materials in flipped classroom, which requires teachers to be equipped with certain information literacy skills. However, in ethnic colleges, some teachers incline to the traditional teaching or multimedia assisted teaching methods. For a long time, traditional teaching method leads to students being spoon-fed information, instead of learning independently. Furthermore, most students lack the consciousness of time management, therefore it is difficult for them to creatively surpass themselves. (Guo 2014)

Teacher is the central figure in class

Aaron, the flipped classroom initiator, emphasized in Shanghai "magnolia" international education BBS that flipped classroom is not just about making videos, but is about effective classroom management. Therefore, the key of the efficient teaching is the successful transformation of the teacher's role. However, with the transmittal model, the professor is the central figure, the "sage on the stage," the one who has the knowledge and transmits the knowledge to the students, who simply memorize the information and later reproduce it on an exam without even thinking about it (King A. 1993). Different from it, one of the characteristics of flipped classroom is the role transformation between teachers and students, in which students become the learning subject while teachers are their mentors. Thus the main

responsibility of teachers is no longer to impart knowledge, but to become successful classroom managers. However, in ethnic universities, the cognitive style of ethnic students is field-dependent, which leads to the students depend on the teachers excessively, so knowledge transmission still mainly relies on teachers to do.

VI. COPING STRATEGIES

Cultivate students' non-intelligence

Under the flipped classroom mode, students are mobilized and stimulated by watching video, meanwhile their cooperative learning consciousness is cultivated. In view it, the teachers should strive to cultivate and develop the students' non-cognitive. Secondly, helping students to form a correct outlook on life and world view, so that students establish the correct learning motivation and learning goals, enabling them know why to learn, what is the goal to learn. Furthermore, a strong will enables students to face difficulties without fear, which is conducive to the development of students' ability to solve problems. Therefore, teachers also need to cultivate students' willpower to help students overcome learning difficulties.

Improve students' independent learning ability

Andrews and colleagues define active learning as when 'an instructor stops lecturing and students work on a question or task designed to help them understand a concept'. There is much support for active learning in the literature because of evidence that it leads to improved learning (Andrews et al., 2011). Nonetheless the influences of Tibetan culture and the exam-oriented education model lead to Tibetan students' thinking is more inactive. When encountering problems, they tend to ask the teacher for the answer rather than search resources to solve problems. Without thinking in depth on complex topics, most students lack critical thinking skills. Obviously, this kind of learning mode unmatched to the current information-based education mode. To cultivate the students' independent learning ability and practical ability require a new teaching mode to support. Firstly, the students should be aware of the necessity of independent learning, so that they can clearly realize the talent demand in the information age. Secondly, the students should be provided with necessary psychological counseling and guidance to gradually break the traditional stereotypes, which help them to accept this new learning mode with a positive attitude. Because online teaching and other technical resources provide language learners with the flexibility to choose learning materials that suit their personal interests and abilities, teachers should introduce flexible and resource-based learning methods to learners (McDonough 2001). It can not only cultivate students' lifelong learning ability in a long-term, but also meet the needs for the environment of the development of Internet. At the same time, it provides the teachers with information education and guidance so that they have a correct understanding of network independent learning and apply network resources to assist teaching in daily teaching activities.

Improve the college environmental construction as well as the leadership

In terms of the implementation of flipped classrooms effectively, in addition to improving hardware facilities and environmental construction, more attention should be paid to the development and construction of software environment. For those ethnic students, the trilingual learning platform as well as the abundant resources are necessary, so that it will provide students with good conditions for independent learning. Secondly, the college should put forward relevant incentive mechanism to encourage the implementation of flipped classroom teaching mode. He and Guo (He and Guo 2012) have indicated that the school administration functions to assist in the amelioration of the student's learning difficulties as well as the teacher's management problems in classroom teaching. Furthermore, Huang (Huang 2008) believes that ideally, principle leadership can enhance the teacher's performance, maintain teaching quality, and thereby, enable students to learn and grow. At the same time, the academic pioneers should take responsibility for improving teachers' informatization literacy.

Reverse the teacher's dominating role

Independently acquiring knowledge ability of Digital Native has been increased, the teachers' sense of authority will be weakened. Apart from it, whether the teachers' role can be accurately positioned directly relating to the quality of classroom teaching as well as the promotion of teaching reform. (Yu 2014) Therefore, the teachers will no longer look down upon the students with the attitude of saints instead of their partners (Cai, W. 2015), which compels the role of teachers to be reversed from traditional lecturers to students' helpers, mentors as well as classroom managers. Mao (Mao 2014) suggested that for social media to be used as effective learning tools and to assure students can afford these tools, complex efforts in designing, scaffolding, and interacting with students during the process are necessary. So the teachers should restore the leading role to the students so that they can conduct their learning initiative. Moreover, Gan, Menkhoff and Smith (Gan B., Menkhoff T. & Smith R. 2015) discovered that interactive digital technologies offer an opportunity for both instructors and students to learn collaboratively. The professor's role is to facilitate students' interaction with the material and with each other in their knowledge-producing endeavor (King A. 1993). Only in this way can harmonious teacher-students relationship be formed, with such good relationship promoted the overall development of students.

VII. CONCLUSION

Web-based teaching and learning approaches have been recognized as important tools to enhance the educational experience of students and their collaborative learning curve (Gan B., Menkhoff T. & Smith R. 2015). These changes help to create a seamless learning environment in which learners can access information, communicate and share information with peers, and construct knowledge collaboratively both inside and outside the classroom (Wong, 2012; Wong& Looi, 2011). Nonetheless, with the application of flipped classroom teaching mode in ethnic colleges, it is inevitable that some factors will influence its implement. From the students' side, they lack independent learning consciousness as well as knowledge management. Secondly, the application of flipped classroom is restricted by teachers' informatization literacy as well as the unsuccessful change of the teachers'role. Furthermore, the environment construction and the imperfect incentive mechanism also lags behind it. Therefore, the students are required to establish the consciousness of independent learning, which is conducive to the practice of independent learning ability. Meanwhile, we should develop students' non-intellect so that cultivate their interest, motivation, willpower as well as other aspects of development. Secondly, colleges should improve classroom facilities and formulate corresponding incentive mechanisms to promote the implementation of flipped classroom. Thirdly, the role of teachers should be reversed from traditional knowledge imparting to the students' assistant, thus forming a good teacher-student relationship. Only in this way can the efficient classroom which based on flipped classroom be realized.

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On the Acceptability of English Translation of Public Signs*

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Abstract—**The public sign, a "window" of a city or scenic spot, carries more information and plays the informative role in people's daily life. The translation of public signs not merely transfers the linguistic information of the signs, but also acts as a cross-cultural communication activity. The study analyzes the types of public signs, investigates the common mistakes of English translation of public signs, and puts forward some suggestions for the public signs translation. The improvement of translators' competence and cross-cultural awareness, the uniformity of the text, readers' response, and the cultural context should be taken into consideration. They can contribute to the greater acceptability of public signs translation.**

Index Terms—**public signs, acceptability, coherence principle, readers' response, cultural context**

I. INTRODUCTION

The public sign, a "window" of a city or scenic spot, means a piece of paper, mental with words or drawings in public places. It carries more information and index and plays the informative function in people's daily life. The translation of public signs is particularly important for visitors to know the cultural background and enhances their interest in specific scenic spots. A high-quality translated public sign, reflecting the cultural environment and internationalization of a country or a region, can serve as a guide for foreigners and bridge the gap of multicultural exchange.

The study of public signs translation, a hot topic in recent years, has attracted the attention of more scholars at home and abroad and they have done many researches from different perspectives, but it is far more mature and perfect due to the lack of more systematicness, standardization and integrity. The ecological system of public signs translation is not perfect, which demands the necessity of doing such research. This paper, based on the perspective of acceptability, classifies the public signs, identifies the common mistakes collected in scenic spots, analyzes the relationship of elements concerning public signs translation and offers some suggestions with the hope of purifying language environment and promoting cultural exchanges between different readers.

II. TYPES OF PUBLIC SIGNS

Generally speaking, public signs carrier the direction information or notification, and plays the role of suggesting, indicating, restricting and warning. Accordingly, there exist different types of public signs, namely the suggestive signs, indicative signs, restrictive signs and warning signs.

Suggestive signs are a kind of information service which is considerate and meticulous, and there is no task to limit mandatory meaning in the inside. Its function lies in the information content of the service. There is no strict restriction on the cue of the public signs in order to provide service and consumption information as the main content. Its use is very extensive without any specific meaning but the hint, such as "Wet Paint" "Full Booked" "Sold" "Beware of Dog", etc. while, indicative signs are full of static information without any restrictive and compulsory significance. It is generally used to inform the general public about the location and service information whose function is to indicate the service, such as "This Way", "Open", "Take Away", "Seats are reserved for the needed", etc. In contrast, restrictive signs are a kind sign for constraining the behavior of the relevant public, which aims to make the people act according to the norms. Its language is very direct, but hardly makes people feel tough, rude and unjustifiable. Different from the above two kinds of signs, restrictive signs offer a kind of dynamic information, such as "Give Way", "Staff Only", "Ticket Only", "Authorized Personnel Only", "Free for Children under 12", and the like. The last one is the warning signs, whose tone is strong and the language is tough and direct without any negotiable information. They require the public to follow without alternative choices and provide the dynamic instruction, such as "Hands off" or "Don't touch", "No photos", "No Fishing Here", "Police Line Do Not Pass", "No Pets", and so on.

III. COMMON MISTAKES OF C-E TRANSLATION OF PUBLIC SIGNS

Bilingual public signs are extensively used in Chinese-speaking regions. After analyzing the public signs translation

collected in scenic spots in Jiangxi province, we find that there exist common mistakes as follows.

A. *Spelling Mistake*

Spelling mistake is one of the commonest errors in the collected public signs translation, which results from the carelessness and irresponsibility of the translators or painters. For example, "park" is written as "part", "Sight-seeing car" written as "Sinht-seeing car", "Toilet" as "Tolet", and so on. All these not merely make the readers puzzled about the related information they indicate, but also impress the foreigners terribly. What we need to do is to pay more attention to the translation and spend more time in checking after translating each time.

B. *Improper Diction*

Diction, concerning the choice and use of the words, is determined by the context and the literary style. Generally, the words of public signs are very brief but informative. As for English and Chinese, both languages are quite rich in vocabulary, properties and specific cultural background, but express the same ideas, thoughts, denotative and connotation meaning. However, two or more words in both languages share a same denotation but convey different connotation. That is to say, they are different in meaning because of the cultural background. If translators are not careful in choosing words, they are likely to mix them in translation. For example, if the "Toilet for the Disabled" is translated into "special for deformed", it will make the visitors stunned due to the derogatory remark and comment about someone. Another example is the translation of "the White Jade of Ceiling". When looking up Longman Dictionary of Contemporary English, we find "ceiling" refers to the inner surface of the top part of a room, whose original meaning is indoor ceiling and the extended meaning of "the roof of the cave". In short, "ceiling" is an interior part of an object, while "Canopy" means a covering that serves as a roof to shelter an area from the weather. Obviously, compared with the translation of "White Jade Canopy", "White Jade of Ceiling" is not very suitable or appropriate.

C. *Blind Equivalence*

Blind equivalence means the direct translation, also called death and hard translation according to the words order or sentence structure without considering English idiomatic expression or cultural elements, which may lead to the failure of conformity or information conveying, even result in cultural conflict or information misreading. For example, the "Disposable Articles" is often rendered into "One Time Sex Thing". The former is characterized by short-term or single use for convenience instead of being used for a long-term durability. We find it difficult to understand if it is translated into "A Time Sex Thing". There exist a lot of such rigid translations, such as "sign everywhere"("签到处" in Chinese), "Evil Rubbish" ("有害垃圾"in Chinese), "Stylistic Toys" ("文体玩具"in Chinese), "Do You Close Friends"("做您贴心的朋友"in Chinese), "Beware of to Meet" ("当心碰头" in Chinese) and so on. All of these may result from word to word equivalence according to mandarin pronunciation without taking the cultural elements of target language into consideration, which will destroy the meaning of the text.

D. *Redundancy*

Redundancy means the repetition of unnecessary messages or information, which may result in the errors in information transmission. As we mention above, briefness and conciseness are the features of public signs, which means the redundant words should be removed and fewer words for correct information or effective transformation of information are advisable in public signs translation. The following translations are those which fail to keep language simple in providing certain prompts or restraining the behavior of the public. For example, "出口"in Chinese, an opening that permits release, escape or going out, is often translated into "Exit Gate" for directing a door in the walls of a building. Actually, the word "Gate" is redundant and should be omitted in the translation. We can find more such examples with redundancy in English, such as "Social Toilet", "After first under on, do riding with civility", "Ring the Bell if You Have Something to Do at Night", "Deformed Men Toilet" and so on. All of the signs above often appear with the strong context, and there is no necessity to render the information word for word. In order to transfer the information precisely and concisely, some of the words should be omitted and they can be translated into "Toilet", "Queue up", "Night Bell", and "Toilet" or "Toilet" plus a wheel chair instead.

E. *Pragmatic Failure*

As we mentioned above, the public signs play the role of offering information, directing, reminding, suggesting or warning, but if they are misinterpreted, they will fail to achieve a specific purpose and the readers will fail to recognize the intention carried in the signs. Pragmatic failure is another common mistake in the translation of public signs, which includes the syntactic and grammatical translation errors because of the omission of the article, the incorrect use of prepositions and the part of speech (Hao Peng, 2019). The translation, therefore, often makes the readers, especially the foreign tourists puzzled. For example, we often find the translation of "Slip Carefully" in public. As for the literal meaning, it may invite the tourists to slip down carefully. Actually, it intends to warn them that the floor is wet or the steps are steep. Thus, the translation carries the opposite meaning compared with the original text and ignored its pragmatic meaning by using inappropriate expressions. The same failure can be found in other translations, such as "Take Care to Fall in Water" or "Be Careful to Fall Down".

F. Cross-cultural Misunderstanding

According to Oxford Advanced Learner's English-Chinese Dictionary, culture refers to "refined understanding and appreciation of art, literature, etc. or the state of intellectual development of a society, or a particular form of intellectual expression, or the customs, arts, social institutions of a particular group or people" (OALED, 2002, p347). Language, containing different cultural deposits, cannot be separated from culture, and the latter is embedded into the former. Moreover, there are differences between language and culture, which influences the effect of cross-cultural communication (Yang Zhengjun, 2010). The transmission of culture, therefore, varies differently. The public signs are full of cultural elements, which should be paid more attention to in translation in case the overlook of cultural difference. For example, the translated version of "Dragon Lake" can be found in a scenic attraction in Jiangxi province. Generally, "Dragon" means a mythical and evil monster, or a horrific giant reptile in English culture but a symbol of power, good luck and intelligence in Chinese culture. The different connotation, therefore, should be taken into consideration in translation and the suggested translation of "龙湖" should be "Longhu Lake", which can avoid the cultural misunderstanding on the one hand, and on the other hand, it follows the translation method of places, namely transliteration plus the proper noun plus literal translation.

G. Non-unified Translation

Unity, a significant quality in translation, requires the sameness in terms of proper nouns or expressing the names, tenses, key words, data, etc. According to the survey, the names of the same attraction in different places appeared differently, which leads to the chaos, confusion as well as misunderstanding. For example, "亚龙湾" is translated into "Yalong Bay" in some places, but into "Wan Yalong" or "Bay Yalong" or "Yalong Wan" in other places, which violates the principle of unity. The reason why it appears is that they are translated by different translators or by the same ones at different time. Moreover, the versions fail to be checked at the final stage. As a result, these problems will make the foreign visitors feel confused, and even there is no way to get useful information from the public signs.

IV. ACCEPTABILITY OF PUBLIC SIGNS TRANSLATION

According to the literature review, we find that many more scholars have studied the public signs translation from different perspectives, which provides more reference for its theoretical and practical studies. The first and foremost rule of such translation should be acceptability, that is, the public signs translation should be pragmatic and acceptable by the target readers, conform to the target culture, and meet the cultural context of target language.

What is translation acceptability? There has been no consensus answer to the question so far. Some scholars believe that translation acceptability refers to the closeness to the conventional expressions and acceptability of translated text in the target language. Some think that it not only concerns the content of translation, the ways of translation, but concerns the reasons why the translation is. In pragmatics, translation acceptability is "adhering to the cooperative principle" (Grice, 2002, pp 26-31). In reception theory, the readers-centered translation is of great significance in public signs translation. The theoretical core of the reception theory is to highlight the readers' role in deciding the ways and merits or demerits in translation. That is, translation acceptability focuses on the expectations of translated version and responses of the target readers. In cultural compensation, translation acceptability pays more attention to the cultural information loss in cognitive context. If conforming to the cultural context and the thinking modes of the public in target language, the translation will be acceptable greatly.

V. SUGGESTED RULES FOR PUBLIC SIGNS TRANSLATION

A. The Improvement of Translators' Competence and Cross-cultural Awareness

In the people mind, those who have learned English and Chinese or other two languages could act as a translator. This idea misleads the translation activity and the quality of the translator. The mastery of two languages is a must for a translator, but it is not the whole of a translator. For a qualified translator, he should be equipped with bilingual competence (namely the rich vocabulary, grammar, and other native and declarative knowledge), intercultural competence (namely the cultural elements, encyclopedic knowledge, and other related knowledge), the translation competence (namely the knowledge about translation nature, methods, strategies, process and categories), and the ability of using resources and so on (PACTE, 2000, pp 99-106).

In the existing public signs translation, we find most problems of the public signs translation are the spelling mistakes, grammatical errors, word for word translation, inappropriate expressions, etc. These problems often result from the lack of translators' professionalism. Therefore, the improvement of translators' competence is a must for translation, especially for public signs translation because it is displayed publicly to provide more information and it is a name card for a scenic spot or a city. To improve the quality of the translators, we should build teaching the appropriate teaching objective according to the marketing demands, build systematic translation curriculum, broaden the students' horizon, enhance their comprehensive competence, and cultivate qualified translators, which is the ultimate aim of translation teaching.

Cross-cultural awareness, referring to the sensibility towards the differences of cultures, is another factors influencing translation quality. It requires the translator get rid of the interference brought about the native language possibly. It is

impossible to cultivate this kind of awareness in a short time. On the contrary, the solution to this can be found in the practice. That means, the sufficient training is a direct method to improve the cultural awareness and it is also another way for a translator to improve the translation quality.

B. The Uniformity of the Translation

Translation, the transformation activity of different languages and multiple cultures, aims to communicate between the author and the readers. It focuses on the interlingual uniformity, whose degree is made by translators and translation purpose. If it is coherent to both sides at the first beginning, the translation is acceptable to some extent and conforms to the readers' situation and cognition. Maybe, it is a little difficult to achieve it in that coherence requires that the translation plays the same function as the source text and the readers have the similar response after reading the translation.

For example, "the Tourists do not enter" is a word for word translation, but it violates the principle of coherence, which makes it unacceptable for failing to provide clear linguistic information because of the use of imperative sentence. The readers will be confused with the question why couldn't enter. Besides, the translation couldn't provide convenience for foreigners and achieve further exchanges of information because of the semantic fuzziness. Thus, it could not bring about the communicative effect. "Staff only", instead, can make the readers accept more easily, since it, translated in accordance with readers' expectation and horizon, can be conductive to the avoidance of cultural information loss.

C. Readers' Response

Translation is a complex interlingual exchange in which the readers' acceptability, responses and understanding highlight the text's value (Wang Caiying, 2018). What's more, the readers can bridge the gaps or blanks of the cultural information that the translated version contains. Here, the readers can be subdivided into the "implied readers" and "actual readers". The former refers to those whom the translation is produced for in the mind and they are the expected readers, while the latter means those who read the translation in reality.

The translation of public signs aims for these two kinds of readers who throw lights on the readability and concrete meaning of the translation, because it not merely provides information to the "actual readers", namely the tourists in different scenic spots, but to the "implied readers" or the future tourists coming to these attractions. Just as Nord (1997, p12) said, every translation is directed at an intended audience, since to translate means to produce a text in a target setting for a target purpose and target addressees in target circumstances. It is the readers' acceptability that determines the quality of public signs translation. Therefore, the readers' knowledge reserve, cultural background, value orientation, specialized knowledge, and other qualities all influence the translation and these should be taken into consideration during the process of translation.

Generally speaking, the public signs often carry the information which is comprehensible for the readers. Based on such expected effect, the translators should follow specific purposes and choose appropriate translation methods for the exchange of cultural information carried in the public signs. For example, we often see the signs of "Please Flush After Urinated" or "Wash After Relief" in the toilet. Obviously, the translations are funny and incomprehensible in that the words "urinate" "wash" "relief" are uncommonly used in signs. In contrast, the expressions of "Come in a rush and leave with a flush" seem more appropriate for homophonic puns in sound, and achieve vivid expression effect.

D. Conforming to the Cultural Context

According to Halliday (1985), "language is the carrier of culture and cultural context is the reflection of the background. Different cultural context exerts influence on the acceptability of translation" (p. 23). Translation has no longer been regarded as the mere transformation of linguistic symbols, but as the transformation of cultural information, especially since the "Culture Turn" in 1980s. Culture, especially cultural context, influences the translation studies. If the translation conforms to the cultural context better, it will be accepted greatly. For example, "残疾人厕所" is often translated into "Deformed Man Toilet" or "Disabled Toilet", which just expresses the literal meaning in an impolite way, and fails to achieve functional equivalence because of the ignorance of cultural context. The public sign, together with the "Male Toilet" or "Female Toilet", often appears in the railway station, shopping mall, hospitals, or some other places. There is no need, therefore, to translate it literally but to use the picture of "Wheelchair" to replace the translation.

Besides, the public signs, containing some cultural elements, are full of culture loaded expression in introducing the historical interests. Better translation contributes to explaining and demonstrating the implicit meaning, and the enhancement of acceptability. For example, the word such as "请勿…", "严禁践踏", "禁止"are frequently adopted in Chinese public signs to express the restriction or restraint of the behavior with strong tone. During the English translation of the signs, however, these words or phrases should be rendered in a mild tone by using "Thank you for Keeping Off…", "Please Keep Off …", "Noun + Only", "No+ Ving" or others in accordance with the readers' reception and the cultural context of the target language. Otherwise, the translation will mislead the target readers or fail to convey the information.

VI. Conclusion

With continuous development of global economy, the communication with the other countries becomes increasingly close because China is a great country with rich cultural heritage and tourism and cultural resources. More and more foreign friends are interested in our charming land. English, as the most widely used language in the world, plays a very important role in the cultural exchange between China and foreign countries. The paper, taking the public signs translation as the research objects, lists the common mistakes in their translation, analyzes the reasons why the errors exist from the multicultural system. Besides, the paper proposes the applicable compensation methods in the linguistic and cultural levels, which contributes to the compensation of cultural information loss and the promotion of intercultural exchange. They could be applied to adjust the vagueness of meaning, avoid the cultural conflicts and improve the acceptability of translation, which bring up new demands for further translation teaching.

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The Cultural Factors in the MOOC Design in China from Hofstede's Cultural Dimensions

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Abstract—With their massiveness and openness, Moocs have become one of the most widespread and influential online learning forms, which leads to the fact that more and more designers with different cultural backgrounds are getting involved in the course design. As a result, the Mooc design such as the styles of the organization and presentation may correspondingly be influenced by cultural values of the designers, and then become barriers for learners. In order to locate the cultural influence reflected in the Mooc design in China, the introductory videos of three courses published on Coursera, which are designed by three well-known universities in China, are sampled for analysis from the aspects of power distance, individualism/collectivism and masculinity/femininity within the framework of Hofstede's cultural dimensions. The findings indicate that the cultural features of the high-power distance, collectivism and femininity have shown their influence on the designing of these courses.

Index Terms—Moocs in China, power distance, collectivism, femininity, Hofstede

I. INTRODUCTION

Moocs, as the name suggests, have developed into one of the most influential online forms of education. With their massiveness and openness, they have provided an interactive platform which has attracted millions of learners from different areas and of different ages, genders or professions, to complete their interested courses through the scaffolding provided by the instructors or other learners registered in the same course. As a result, more and more course designers and learners with different cultural backgrounds are communicating and exchanging information on the platform, and Moocs have inevitably evolved into a process of online teaching and learning which is based on intercultural communication. In the process, one influential factor should never be ignored, that is, culture, because Moocs themselves are cultural artefacts designed by people from different cultural backgrounds, and the designers may subconsciously embed cultural elements in the designing of Moocs (Callahan, 2005; Hargittai et al, 2006). It is said that culture can be a barrier to non-native speakers in online learning (Thompson, 2005; Welsh et al, 2013), while the key point is that many course designers may fail to notice their own cultural influence on the Mooc designs, including organizing and presenting styles.

Since the introduction of Moocs into China, it has increasingly drawn attention from researchers, teachers and students, especially among university students. The research about it mainly focuses on the aspects like participation, interaction, course building and assessment (Li, et al, 2017). Among these researches, the studies about learners' participation as a key index of Moocs' success has been the main stream. He et al (2014) adopted questionnaires to investigate the behavior and feelings of Chinese university students in Mooc study and found that they participated in and could insist on some courses because of the accessibility and their interest. Yang (2016) suggested that usability and internal motivation significantly influenced learners' insistence on learning. Till now, researchers have done a lot to focus on learners' experience and their behaviors mainly from the cognitive or psychological perspective, but few have paid attention to the cultural perspective with the Mooc design considered. Therefore, this paper is to analyze the cultural influence on course designing from power distance, individualism/collectivism, masculinity/femininity within the cultural dimensions proposed by Hofstede, to improve the intercultural awareness in Mooc design and promote the international development of Moocs in China.

II. THEORETICAL FOUNDATION

A. Culture and Cultural Dimensions

Broadly speaking, culture is the material and spiritual product that human beings have produced, inherited and developed, which is manifested in a nation's history, geography, customs, lifestyles, social norms and values. Till now, many philosophers, socialists, anthropologists and linguists have tried to define culture from different aspects, but there is hardly a unanimous definition of culture. The anthropologist Tylor (1871) mentioned in his *Primitive Culture* that culture was "the whole complex of traditional behavior which has been developed by the human race". Hofstede (1997) stated that culture is "the patterns of thinking, feeling and acting that people display as mental programs". His definition is partly echoed by Boldley, by whom culture is regarded as "what people think, what people do and what people produce" (Boldley, 2000). Though people have viewed culture differently, it can be found that there is something in

common among those definitions: shared behavior and ideas or customs specific to human. Since culture can be learned and inherited from generation to generation, it can also exert an influence on people's understandings of and views toward the world, which are specifically reflected in their social behaviors, communications and cognitive processes.

In order to have a more complete and more concrete understanding of culture, experts have been working on the description and comparison of different cultures. Among them, the theory by Hofstede is the most influential one. Based on his investigation of the cultural values of the IBM staff working in 72 countries in 1960s and 1970s, Hofstede (1986, 1997, 2001) proposed five cultural dimensions, including power distance, uncertainty avoidance, individualism/collectivism, masculinity/femininity and long-term/short-term orientation. Power distance (PDI) refers to people's attitude toward the inequality of power distribution in the institutions and organizations within a country (Hofstede, 2001). People in society with a higher level of power distance index have stronger demand for social hierarchy while people in a lower power-distance society are more aware of the equity among people. Uncertainty avoidance (UAI) means "the extent to which people feel threatened by ambiguous situations, and have created beliefs and institutions to try to avoid these ambiguities" (Hofstede, 2001). A society with a higher UAI tends to emphasize the role of authority, seniority, social status and age in stabilizing the society and in avoiding uncertain factors. Individualism/collectivism (IDV) refers to the extent to which people in a society emphasize the importance of the collective interest. In a society with a higher IDV, people tend to give priority to their personal benefits. Masculinity/femininity (MAS) is defined as the masculine or feminine features reflected in a society. With a higher MAS, people tend to focus on competition, success and dictatorship. In contrast, with a lower MAS, people tend to be more modest, cooperative and caring. Long-term and short-term orientation (LTO) means the extent to which people in a society put emphasis on the future. A higher LTO culture tends to foster virtues of perseverance and thrift as well as the potential rewards in future.

According to Hofstede (1986), China is a big society which reflects a higher level of PDI, UAI, MAS, LTO and a lower level of IDV. Because of the influence from a long history of feudalism, Chinese have been used to the social system which strictly defines the hierarchy of the relationship among people, e.g., the relationship between the monarch and his subjects, that between father and son, and that between the master and his apprentices, all of which reflect the respect and obedience of the inferior to the superior. This system functions as a stabilization tool in a society and helps to reduce the uncertainty for people. Besides, it is believed that males are superior in society, and people long to be successful by working hard and being thrifty. In a culture with these features, teachers are regarded as an expert or authority in a certain area, whose position cannot be challenged, and students are simply supposed to be passive receivers of knowledge instead of questioning teachers' teachings. It is worth mentioning that students are expected to be diligent to achieve academic success for a more brilliant future.

B. Cultural Concerns in Moocs

Education, since it is a social behavior, is inevitably a reflection of culture. It is widely acknowledged that cultural differences have an influence on teaching and learning (Leidner and Kayworth, 2006; Edmundson, 2008). Vygotsky (1978) believed that culture is an important influential factor in one's learning and cognitive development, for its influence can always be found in the communication between the teacher and the students. Moocs are the production of the technological development in the modern education, and it is characterized by massiveness and openness, which means that instructors and learners from different countries and regions can encourage and support each other to finish studying knowledge through the interactive communication between the instructor and the learner, or among learners themselves. Therefore, cultural features may also exert an influence on the Mooc learning.

Hofstede's cultural dimensions have provided a new perspective to analyze the learners' behaviors in online learning. It is believed that in lower power distance, learners think that they can make progress on their own through learning the knowledge equally shared and distributed in society. In contrast, in higher power distance, learners expect to learn whatever they are taught to, for they suppose that knowledge is mainly from the authority like teachers. High uncertainty avoidance means that learners need specific guidelines and instructions in learning, while lower uncertainty avoidance expects learners to be more initiative, and to internalize their knowledge based on their own experience. In a more individualized society, learners have a strong self-responsibility for making their own choices in learning, while collectivism-oriented learners are more likely to listen to others' opinion, or make choices based on the whole group's preference. The learners from a masculine society tend to focus on their achievement or recognition in learning, while the learners from a feminine society choose the harmonious relationship among members in the learning community. Besides, learners with long-term orientation would work hard with a strong expectation for the future.

The cultural influence can be found in the two aspects of Mooc use and design. As for the cultural influence on Mooc use, the relevant research mainly has paid attention to its influence on instructing methods and learning results in Moocs. Most studies have identified the cultural factors in Mooc learning mainly by observing learners' behaviors, learning experiences or their evaluations of Moocs (Buholzer ect. 2018). It has been found that the completeness of the course on the platform of Moocs depended on learners' cultural background (Chew 2011; Eun 2009).

Based on the results found in those researches, it can be inferred that cultural influence may also be found in Mooc design. Therefore, it is of great value to investigate how cultural factors may exert influences on the designing of Moocs. Nisbett (2003) found that people's ways of organizing the visual and the textual information may vary with cultures. However, in contrast with the research about the cultural influence in Mooc use, there is very limited research about the

cultural influence on Mooc design till now (Bayeck and Choi, 2018). Therefore, it is significant to investigate cultural factors in Mooc design, which can provide a new perspective for a better insight into Mooc design and the learning efficiency.

C. The Study of Cultural Dimensions in Online Courses

The website designers have already internalized their own national cultures, which may play a great part in the designing process of the websites in online courses. The study by Bansal and Zahedi (2006) indicated that the website images showed cultural content, and that there was consistency between the website designs and the designers' cultural backgrounds. Based on their analysis of images from 136 websites of 7countries with various cultural orientations, Bansal and Zahedi (2006) summarized the concrete cultural features of those websites from three dimensions in Hofstede's framework, including power distance, individualism/collectivism and masculinity/femininity.

For high power distance cultures, people in the website images usually have a formal pose, and they are dressed in a formal way. If there are a group of people, one person will be shown as the focus of attention. In low power distance cultures, there is no single person as the focus in the images and if there is a man in authority, he or she is mixed together with the background instead of appearing as the focus of attention and does not seem to be engaged in important tasks. If there are non-human objects, they are depicted as to be grand and in multiple in high-power distance cultures whereas in lower-power distance culture there is just a single object described.

As for masculinity/femininity, in a culture featured by masculinity, men are shown as authoritative figures with more serious appearance. Moreover, men are usually in formal clothes while women are in casual dresses. In a femininity-dominated culture, persons in the images are with more smiling faces; if there are women, they are more formally dressed and usually dressed in pink or other bright colors. Besides, the relationship like family members or friends will be emphasized and be revealed through their communications. The buildings and other objects described are usually the ones that are solid and many of them are together to create a somber atmosphere in a culture with a masculinity tendency, while in a femininity culture, the color of objects is brighter and the objects usually include cartoons, natural landscape, flowers or funny characters and artistic drawings.

In a culture of high-leveled individualism, when many people appear in the same image, the focus is only on one person. When a group of people are in the picture, they are not shown to communicate with each other, and they look at things from different angles. In a collectivism-characterized culture, when people are shown in groups, they observe objects from the same direction, and appear to be working on a common task. If there are non-human objects, things of a kind are shown in multiple representations.

III. METHODOLOGY

A. Research Questions

Hofstede's cultural dimensions were based on a wide range of data, and despite some criticism, it has been the most widely used model in cross-cultural analysis. Bansal and Zahedi (2006) investigated the cultural factors in web pictures from the three aspects of power distance, individualism/collectivism and masculinity/femininity, and summarized the visual cultural representation in them. Bayeck and Choi (2018) analyzed the Mooc videos and found that the designing of the Moocs reflected the designers' cultural background information. Given the fact that there is little research about the cultural factors in Mooc design in China, and with references to the two previous studies, this research is to analyze the cultural features in Chinses Moocs from power distance, individualism/collectivism and masculinity/femininity within the framework proposed by Hofstede to find out answers to the following two questions:

1. What are the features of these Moocs sampled?
2. Can cultural influences be found in these features?

B. Procedure

Since Coursera is one of the most influential Mooc platforms in the world, the sample courses in this study were all chosen from it. Moreover, since this study is a cross-cultural analysis, the samples should be those courses developed and taught by Chinses teachers in English, which are aimed at the English-speaking learners. Besides, in order to reduce the influence of the difference between arts and science, this study tried to cover the subjects in both arts and science. Based on these standards, the choices were narrowed down to the three sample courses, including Advanced Neurobiology by Peking University, Chinese Culture and Contemporary China by Nanking University and Mandarin Chinese 1: Chinese for Beginners by Shanghai Jiao Tong University. It is believed that the course introduction may influence learners' decisions to further their learning in these courses, so we chose the introductory videos of each course for analysis.

C. Results

1. Power distance

In the three videos of the course introduction, the instructors are all the focus of the camera, no matter whether they are sitting or standing while making the speech, which is just the exact description of the cultural feature in the high power-distance culture by Bansal and Zahedi (2006). Even if there are some background pictures behind or beside the

instructors, the instructors are still foregrounded with other objects blurred. Just as is shown in Figure One, in the course of Advanced neurobiology by Peking University, it can be found that the course ware is being displayed on the screen of the computer beside the instructor, but the picture of the courseware is quite vague since it is not the focus. In Figure Two, in the course video of Chinese Culture and Contemporary China by Nanking University, the color of the background is plain and light in order to foreground the instructor. In the third picture, the course of Mandarin Chinese 1: Chinese for Beginners is characterized by the simple background with a focus on the formally-dressed instructor. In the three pictures, we can sense the authoritative positions of these instructors in delivering knowledge.

| Figure 1 | Figure 2 | Figure 3 |

2. Masculinity/femininity

In the three introductory videos, the instructors are all behaving in a natural and relaxed manner with smiles on their faces. In Figure One, the main color is dark, and the male instructor is dressed informally, relaxed. In Figure Two, the two male instructors are also dressed in an informal way and communicating naturally. In Figure Three, the female instructor is in a formal dress with a bright color. Moreover, in this video, different colored artistic fonts are used to mark the course name, and many animations are designed, which indicates the femininity feature. All the information in these figures corresponds to the characteristics of the femininity-dominated culture described by Bansal and Zahedi (2006).

3. Individualism/collectivism

The obvious feature of collectivism is more than one person or one object appearing in the same shot, and all the people in the same frame show the same focus of their attention. In Figure Four, it can be found that the two people are working together, which is the scene that appears many times in the video. The teachers in the course team are shown a lot of times to coordinate with others to achieve the same goal. In this picture, the two persons are concentrating on the same task, which can be indicated by the directions of their eyesight. In Figure Five, when it comes to the course content, the relevant characters or the objects mentioned are diversified, and there are multiple buildings displayed and groups of people with the same focus of attention in the video. This is just the exemplification of collectivism in Chinese culture described by Hofstede. Similarly, in Figure Six, in the introductory video by Shanghai Jiao Tong University, the dynamic presentation of the course content is also accompanied by the appearance of multiple relevant objects at the same time.
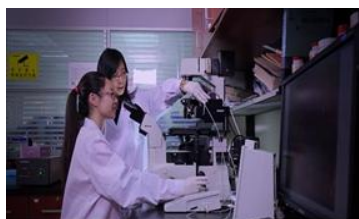

| Figure 4 | Figure 5 | Figure 6 |

IV. DISCUSSIONS

Based on the above analysis, it can be concluded that the three videos of the course introductions have embedded the features of the designers' cultural influence, which further proves that Moocs are the artistic works reflecting the national culture by Mooc designers. In consistency with the results found by Bayeck and Choi (2018) and by Hofstede (2001), these videos reflect the tendency of high-power distance and collectivism in Chinese culture. However, this study has found the femininity feature in these chosen videos, which is different from the previous related studies. The findings just echo what have been found by Ku and Lohr (2003), who claimed that the learning community of Chinese teachers and students showed obvious collectivism and femininity. It may be because of the influence from the traditional Confucian culture that the Chinese people have regarded modesty as their virtue, emphasizing the goodness of others, pursuing a happy and harmonious life, and lacking the spirit of independence, innovation and adventure. Therefore, it shows the cultural feature with more obvious feminization tendency.

As Mooc designers, it is necessary to pay attention to cultural features that are subconsciously embodied in Moocs, because the learners from different cultural backgrounds may feel cultural shock in the learning process and the learning efficiency might be decreased. Therefore, Mooc designing needs to consider the cultural influence from a

comprehensive perspective. In other words, it is essential to make proper adjustments based on the cultural features of the target learners from the aspects of the course organization, the activity arrangements and the presenting styles of the videos. Learners from the low-power distance culture cannot adapt to the dull preaching of dogmas without any creativity, while learners with individualism cannot learn things passively because of their demand for manifesting their personality. Culture is a deeply-rooted value, so it is challenging to integrate the elements in target cultures into the course designing. It might as well be realized by embodying the music, images or signs from the target culture so that learners can adjust to the Mooc design and they can adhere to the Mooc learning to improve their learning efficiency.

V. Conclusion

The success of Mooc design can be influenced by many factors, and culture is among the most influential ones. Hofstede's framework has provided a new perspective for us to investigate the cultural factors in Mooc design, and it is proved again in this study that it is feasible to apply it in the similar analysis. This study, different from the previous ones, has discussed three cultural features in the Moocs designed in China. It is hoped that this study can provide some useful references for future studies about the designing and the internationalizing of Moocs produced in China.

The potential studies can be made by extending the investigation of cultural dimensions from the three to all the dimensions in Hofstede's framework, and by applying the multimodal analysis of the cultural elements to discuss the cultural features of the texts or the sounds. The exploration of the cultural features in Moocs can help designers to increase their awareness of cross-cultural communication, as a result of which, more Moocs with cross-cultural usability and learnability can be produced to meet learners' expectations of Moocs.

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The Practice and Assessment of College English Flipped Classroom Teaching in Medical Schools

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Abstract—To better meet the demand of our society for the new compound talents with high abilities of intercultural communication, education reforms have been under way for a long time. College English teaching has been explored and perfected in terms of teaching contents and teaching model. This essay has practiced and assessed college English flipped classroom teaching, by carrying out teaching experiments, retrospectively comparing the results college English examinations of clinical medical students of Grade 2014 to 2017, and undertaking the questionnaire. It is concluded that college English flipped classroom teaching is feasible and is of many advantages, but there are still many problems which can't be neglected. The practice and assessment of college English flipped classroom teaching mentioned in this essay will be significant to English teaching development.

Index Terms— intercultural communication, compound talents, flipped Classroom

I. Introduction

Accompanying the process of globalization speeding up, more and more international cooperation has been under way, which is an opportunity as well as a challenge for college students. Apart from doing well in their chosen profession, they have to master English very well, which refers to not only the basic English knowledge but also the ability of practicing it.

In Medical universities, English course is nothing but one of the public optional courses, is an interdisciplinary subject, which is always forced to give way to medical curriculums, teachers fulfilling the heavy teaching task in limited periods. Thus English teaching and learning has been going on in the traditional way, in which teachers dominate the classroom activities while students receive what the teacher is teaching passively. As a result, English teaching in the traditional method has made students lose interest in English studying and deprived teachers of sense of achievement and academic authority. There is a desperate need for changing in College English teaching.

II. The Concept of Flipped Classroom

Flipped Classroom is a kind of informationized teaching model in the era of Big Data, a big revolution in teaching model. It's said that the thought of Flipped Classroom teaching was first put forward in the early nineteenth century by Thayer, Sylvanus, general of West Point. To Ackoff and Greenberg, teaching in the traditional method focuses on teaching instead of learning which should be the goal of teaching, because teaching aims at imparting knowledge to students while it is learning that can inspire one's creativity and wisdom (Russell. L. Ackoff and Daniel Greenberg, 2008). As the earliest practitioner, Salman Khan, an American, released the teaching videos one section after another on YouTube, which aroused people's attention promptly.

Flipped Classroom is a kind of teaching model, relying on information technology and through the Internet platforms to realize the goal of improving students' autonomous learning ability. By reversing the order of knowledge transfer and knowledge internalization in the traditional teaching and learning model, flipped classroom model aims at improving the teaching and learning efficiency. Moreover, it can break the obstacles of time and space, as effected in the traditional model, help provide personalized teaching and multiple interactive modes, and extend the classroom instruction without burdening students with extra learning periods.

Due to the increasing numbers of internet platforms and the implementation of flipped classroom model in Khan Academy, the new model became prevalent in American and successfully attracted the attention of educators all over the world. It has deeply promoted the integration of information technology and school education.

III. The Status Quo of Flipped Classroom Model in China

In China, the research on flipped classroom model started in 2013, and has become the focal point of teaching reform in China since 2015. Many educators has devoted to combining the essence of flipped classroom model with local environment, and many elementary schools has implement this new model in their teaching and learning system, which has proved it works. With the successful implementation in primary schools, it began reforming the teaching and learning models in the universities. Many educators has empirically probed into the flipped classroom model in College English, such as, Cui Yanhui and Wang Yi has pointed out that the combination of flipped classroom model and

information technology can make up some shortcomings and disadvantages of college English teaching and learning in the traditional model, which can result into the high English learning efficiency of college students (Cui Yanhui and Wang Yi,2014); Zhao Bing and He Gaoda did some research on how to apply the flipped classroom model to the graduate English learning of the minority university, and proved that flipped classroom model can help improve the their ability of independent learning(Zhao Bing and He Gaoda). There are many research on it, so is the practice of it. But there is few implementation of it in college English class, especially in medical universities.

In view of this, the author, an experienced English teacher in Jining Medical College of China, reformed college English teaching model in her classes, having optimized the course contents and renewed teaching method, which put the idea of Flipped Classroom into practice. To further improve teaching activities and the ability of handling the problems in teaching reform, the author has analyzed retrospectively the College English test paper of clinical majors of Grade 2014 to Grade 2017, objectively evaluated the teaching quality and efficiency, and conducted the questionnaire survey among part of clinical majors about flipped classroom model, so this research will also has great reference value for the further reform of college English teaching.

IV. THE RESEARCH ON FLIPPED CLASSROOM MODEL IN COLLEGE ENGLISH TEACHING IN MEDICAL UNIVERSITY

The Object and Methods of the Research

1. The basic research materials

One, the results of the final examinations of medical majors from Grade 2014 to Grade 2017 in Jining Medical University; Two, a new edition of Comprehensive College English Course I (second edition) as the unified teaching materials published by Shanghai foreign language education press; Three, the total periods is 36,finished in 18weeks with 2 periods per week.

2. The objects of the research

About 1500 medical majors were chosen to be the objects of this research, who were divided into two groups: control group(about 600 students of Grade 2014 and Grade 2015) and experimental group (about 900 students of Grade2016 and Grade 2017); while a total of 185 students received the questionnaire.

3. The methods of the research

a. The reform of College English teaching

Before the reform, College English teaching in Jining medical University went on in the traditional way: It is the teacher who dominated the class activities while what students could do was just received passively what the teacher taught in class with less interaction, resulting from the limited teaching hours and heavy teaching task. As a result, College English teaching in the traditional way was dull and tedious to students, and the unified teaching materials and teaching process make it difficult to make teacher teach students according to their own level. Consequently, there is poor attendance and little teaching efficiency. So the traditional teaching model has gradually deprived teachers of academic authority and a sense of achievement, and the flame of students' learning interest has burned out.

While in flipped classroom model, College English teaching and learning takes on a new look. Flipped Classroom Model has completely reversed the traditional teaching and learning model, and inverted the whole teaching structure: Before class, teachers will collect the materials, from book and online, make a careful selection, edit them into videos, and then release them online, while students will watch them before class, think about what the videos are saying, and put forward questions where they can't understand; In class, students will make a deep understanding by collaborating with classmates in discussion with the guidance and supervision of their teacher; after class, students will review what they learned by finishing their assignments given by their teacher.

Flipped classroom model makes English class active again and rekindles students' enthusiasm for learning English. Since materials before class offered by teachers include both knowledge from textbook and web-based text and video, the subject matter content is rich and vivid (Clark,1983). While in class, through the discussion and communication of student-teacher and student-student, students' initiative an creativity have been greatly aroused, and it help develop students' skills of critical thinking (Zhang Jinlei, 2013). Flipped classroom model makes the independent learning of students come true.

b. The questionnaire survey of flipped classroom model

In the academic year of 2017 to 2018, the author conducted a questionnaire survey of flipped classroom model among clinical majors in Jining Medical University. A total of 185 clinical majors received the questionnaire, among which 183 valid questionnaires were taken back on the spot, 2 questionnaires invalid. The questionnaire has put forward questions from three dimensions in cognition, behavior and emotion. The contents include students' cognition of flipped classroom model, their expectation to it, advantages and disadvantages of it, and so on.

c. data processing

This research has statistically analyzed the data, applied One-Way ANOVA to the analysis of the character of data (such as the distribution of the test score, mean difference, and standard deviations), and conducted the two-two comparison among means By SNK-q. The significance test was 0.05

4. The results

a. College English test final results of medical majors from Grade 2014 to Grade2017

In Jining Medical College, College English Test result consist of two parts: the result of theoretical test result and the

regular grades, among which the regular grades are graded by their teacher according to their attendance and other behavior in class of clipped classroom model. College English Test result came from the test paper with a full mark of 100, which is composed of writing(15%), listening(35%), reading comprehension(35%) and translation(15%), and account for 70% of College English Test result, while the regular grades account for 30% of it.

The Analysis of the Theoretical Test Result

The theoretical test is usually a computer test in Jining Medical College. The numbers of students in the tables refer to the students attending the test per test. Form Table I, it can be easily seen that there is no obvious difference between four theoretical tests in terms of the difficulty, reliability and discrimination of the test; And there is a trend of marked improvement: the over pass rate and excellent rate have improved a lot while there a significant difference between theoretical test results (F=29.416, P=0.0000<0.01). We can see the final results of College English test of Grade 2014 to Grade 2017 from Table II to Table V. From those histograms, we can see that when the author carried on teaching in the traditional teaching method, there is no significant difference between the final results of Grade 2014 and Grade 2015: there were more people failing the exam and fewer with high marks, and the results showed negative skewers distribution and the overall level is low. In contrast, when the author used the flipped classroom model in Classes of Grade 16 and Grade 2017, there is marked improvement of the finals results of students, and a significant different(F=19432, P=0.0000<0.01). The details can be seen from table I to Table V.

TABLE I
ANALYSIS OF COMPUTER TEST RESULTS OF MEDICAL MAJORS FROM GRADE 2014 TO GRADE 2017

Class	Numbers	Highest Mark	Lowest mark	Average Score	Standard Deviation	Pass Rate	Excellence Rate	Difficulty	Reliability	Discrimination
2014 级	320	83	23	43.4	10.2	46	1	0.56	0.83	0.25
2015 级	280	89	30	44.2	10.2	57	3	0.62	0.84	0.26
2016 级	450	90	30	48.3	11.3	73	10	0.65	0.88	0.31
2018 级	414	92	31	50	12	95	21	0.67	0.90	0.29

TABLE II
ANALYSIS OF COLLEGE ENGLISH FINAL RESULTS OF MEDICAL MAJORS OF GRADE 2014

课序号		5		人数	215	实考人数	215	缺考人数	0
平均分	57.8	最高分	85	最低分	30	均方差	11.4	期望值	5

平均分	人数	百分率(%)
≥90分	0	0.0
80-89分	4	1.8
70-79分	28	13
60-69分	76	35.4
< 60分	107	49.8

TABLE III
ANALYSIS OF COLLEGE ENGLISH FINAL RESULTS OF MEDICAL MAJORS OF GRADE 2015

课序号		5		人数	207	实考人数	206	缺考人数	1
平均分	58.6	最高分	89	最低分	33	均方差	10.3	期望值	5

平均分	人数	百分率(%)
≥90分	0	0.0
80-89分	7	3.3
70-79分	41	19.9
60-69分	67	32.5
< 60分	91	44.2

TABLE IV
ANALYSIS OF COLLEGE ENGLISH FINAL RESULTS OF MEDICAL MAJORS OF GRADE 2016

课序号		6		人数	213	实考人数	213	缺考人数	0
平均分	62.9	最高分	91	最低分	37	均方差	9.6	期望值	5

平均分	人数	百分率(%)	
≥90分	3	1.4	
80-89分	23	10.8	
70-79分	53	24.9	
60-69分	79	37.1	
< 60分	55	25.8	

TABLE V
ANALYSIS OF COLLEGE ENGLISH FINAL RESULTS OF MEDICAL MAJORS OF GRADE 2017

课序号		7		人数	221	实考人数	221	缺考人数	0
平均分	72.1	最高分	94	最低分	45	均方差	10.1	期望值	5

平均分	人数	百分率(%)	
≥90分	23	10.4	
80-89分	61	27.6	
70-79分	69	31.2	
60-69分	53	24	
< 60分	15	6.8	

b. The results of questionnaire

Most of students who have attended the questionnaire survey hold the opinion that it is necessary to replace the traditional teaching method with flipped classroom model, and show a clear recognition that it can help them pass College English Test Band Four. It can be seen from the results of questionnaire that most students agree on the application of flipped classroom model to College English teaching and learning, show a great interest in it, and are confident of improving their comprehensive abilities of English. Meanwhile, they have put forward some constructive suggestions, summarized as follows: First, to improve the interest of learning English by reforming the tradition teaching method; second, to improve the comprehensive ability of English in listening, speaking, reading, writing and translating; Third, to add some contents about medical English and postgraduate English to the regular English teaching; Fourth, to further implement the flipped classroom model(abbreviated to FCM in Table VI) in English teaching. The content of questionnaire have been summarized into Table VI.

TABLE VI
RESULTS OF THE QUESTIONNAIRE ABOUT COLLEGE ENGLISH FLIPPED CLASSROOM MODEL [N=181,N(%)]

Content of questionnaire	Agree	Not Sure	Oppose
The cultivation of the idea of FCM	155（85.64）	17（9.39）	9（4.97）
The necessity of the application of it to English class	161(88.95)	15(8.29)	5(2.76)
The possibility to improve students' learning interest	158（87.29）	19（10.50）	4（2.21）
The ability to improve students' comprehensive ability	171（94.48）	10(5.52)	0（0.00）
The ability to cultivate students' creative thinking	160（88.40）	12（6.63）	9（4.97）
The meaning to help train new compound talents	173（95.58）	5（2.76）	3（1.66）

V. DISCUSSION

Generally speaking, in medical universities, College English, as a basic subject and an important part of higher education, plays an important role in educating compound talents due to its outstanding features of humanism and instrumentality. But the traditional teaching method used now in English class has presented an obstacle to all-round development of college students and has stood in the way of improving students' language proficiency. Thus, it is quite necessary to reform the traditional teaching model and implement information-based teaching to meet the social demand for new compound talents.

It's true that the research was conducted among parts of students, so the results of the final test and questionnaire are of a certain one-sidedness, but they are still more truly reflect the changes before and after teaching reform. After

analyzing the examination results, we can easily notice that there is a sharp contrast of the results between before the reform and after it, showing obviously ascending trend, which mainly owes to flipped classroom model. Students has made a rapid progress in English learning, which strongly reveals the fact that flipped classroom model exert a tremendous fascination on students and has aroused their enthusiasm for learning English. According to the analysis of the questionnaire, it can be concluded that most students accept this kind of new teaching model and think they have benefitted from it. Of course, we should seriously take the suggestions students put forward on flipped classroom teaching into consideration. We should treat the teaching reform objectively, and adjust teaching plan and contents in time to make it fit into the development and changes more flexibly.

A. The Feasibility of the Application of Flipped Classroom Model to English Class

With the rapid development of information technology, there are more both online and offline teaching resources available and popularization of mobile devices (such as, computer, mobile phones, PAD, and so on), which provides software guarantee for the application of flipped classroom model. In flipped classroom, college students are the main body, who, compared with senior high school students, are more mature with better consciousness, much stronger initiatives and self-control. What's more, the application of flipped classroom model to College English class is kind of the summary of practical experience---many educators, home and abroad, have done much research and exploration of it, and conducted some preliminary teaching practices, which are not completely perfect, but still good proof of its feasibility.

B. The Implementation Strategy of Flipped Classroom Model

1. To advocate the idea of flipped classroom

Numerous studies have fully proved that at present flipped classroom model is the kind of teaching method more suitable to accord with the time demands. Before applying it to College English classes, teachers should convey accurately its basic concept to students, enabling students to understand its process, advantages, and its demand for the cooperation of students and teachers, which aims at let students accept it and be willing to take part in it. If we fail these tasks, students will only treat it as a new thing, which can attract their attention for a moment but can't really arouse their interest in participating in it.

2. To better use the tool of content curation

Content curation is the activity in which people make full use of their wisdom to gather, organize and online present content related to a particular theme or topic(Niu Xuefeim and Hu Jianping 2015). With the tool of content curation, teachers can select, condense, and transfer worthy and valid contents from the vast areas of unlimited knowledge, and then teachers will put them into video and release them on the learning platform, which avoid burdening students by making a clear distinction between easy contents and difficult ones.

3. To choose carefully network platform and manage it properly

Nowadays, there are many network platforms, such as, QQ, WeChat, e-shoolbag, and the like. But there are fewer of them can be used as an educational platform. In Jining Medical College, Blendspace, a tool of content curation, and Edmodo, a social learning platform, are perfectly combine together, which makes it possible to flipped classroom can go on smoothly. With Blendspace, teachers can set up curriculums, easily add or cancel teaching materials, and even insert their own comments. Blendspace enables teachers to supervise students' learning process and check their learning efficiency with the test released on the platform, which achieves the integration, assessment and sharing of educational resources. As a social learning platform, Edmodo can help teacher organize collaborative learning between students. The combination of Blendspace and Edmodo has really made information-base education come true.

4. To properly control class activities

Here the word "Properly" means that teachers should let students be the protagonists of class activities while properly handling the time and pace of activities to make sure that there are as many people as possible to get the chance to express themselves in class, which can greatly help arouse students' initiative in leaning English.

5. To set up multiple evaluation system

Multiple evaluation system should be set up to fairly and fully evaluate the learning effectiveness of each student. The system consists of three parts: diagnostic evaluation in the early period of learning; formative evaluation during the learning process; summative evaluation at the end of learning.

6. To make summary and feedback in time

Teachers should check the contents and forms of flipped classroom to make it better, evaluate students' performances in class and give them feedbacks in time so that they can know their learning effectiveness and adjust their learning manners if necessary, which is a metacognitive process helping students make progress in learning eventually.

C. Problems of Teaching Reform and Its Countermeasures

Every teaching model is a powerful and fragile tool (Joyce, B., Weil, M., & Calhoun, E. , 2004). There is no model of teaching perfect enough to fit into all situations. Though in the teaching practice of flipped classroom model there is certain achievement, there are also some problems which can not be ignored. The problems and its countermeasures have been listed out as follows.

1. The limitations of experimental subjects

In this research, the author chose 1500 clinical majors of Grade 2014 to Grade 2017 in Jining Medical College as the experimental subjects, which can suffice to prove the positive effect of flipped classroom model to clinical majors, but it can't confirm other evidence that it works among other medical majors, such as, nursing majors, preventive medical majors, applied psychological majors, and so on. Thus, we'd better reform College English class among more other medical majors to get more experimental data, which can greatly help endow teaching reform with features of medical university to find out the best way of reforming.

2. The need for more contents

Compared with traditional teaching method, Flipped classroom model enrich students with more extra-curricular knowledge and present them in diverse ways, but most of them are still based on and related to contents of the textbook. There are some students with higher levels in English who want to achieve the goal of pursuing a further study after graduate, home or abroad. To meet their demand, teachers should introduce more related information and give students different assignments according to their own level and need.

3. Serious lack of English teachers with high-level information technology

To a great extent, the serious shortage of English teachers is one of the main reasons why flipped classroom model can't be applied to all medical majors. Luckily, problems can be solved like this: ① medical universities should invest more money in introducing talent teachers and in teaching training. ② teachers should consciously improve their abilities of information technology and try to use technological devices effectively.

VI. CONCLUSION

The implementation of flipped classroom model to College English class in medical university is a win-win strategy, which can help improve both the teaching level of English teachers and the comprehensive abilities of medical majors. Since every teaching model fit into a certain culture and society, we need constantly improve and perfect it to meet the new demands of our society.

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An Intercultural Comparative Study on Names of Chinese and English*

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Abstract—To know a society usually starts from the contact with its people through their names. Names are told to each other at the first encounter. People all form distinct impressions when they first hear a name. A name is not only a mark or a symbol that distinguishes people from each other but also full of cultural message of a nation. Such as, language, history, geography, religion, customs, value and class status, etc… With the globalization all over the world, people can use lots of ways contact with foreigners. As we know in term of the eastern and western cultures, the Chinese and English are the typical representatives. It was originated from two different traditions, and manifest two distinct cultural backgrounds. So there are great differences on philological view, religious belief and historical development. Hence, the perception of name also has something different. In some way, these differences influence severely of intercultural communications. In a word, it is necessary for people to know and learn how to improve it. Therefore, there is no doubt that people should pay more attention to the study of differences in names of Chinese and English in Cross-cultural Communication. The most key point is that people should try their best to avoid misunderstanding and conflict that caused by different names perspective while communicating. So, our intercultural communication activities can make a great progress.

Index Terms—names, cross-cultural communication, cultural differences, measures

I. INTRODUCTION

With the development of modern countries, there are more and more cultural conflicts on cross-cultural communication. It is well-known that people communicate with others mainly through language, which expresses us the largest information. So it is certain that people think highly of language information. Accordingly, in terms of names English and Chinese have their own characters on the way of expression and usage. On the following text, the thesis will analysis the differences deeply in some ways with the purpose of grasping the deeper meaning of personal names in both English and Chinese, thus it can help people make communication more effective, more smoothly with western people. It is necessary to know the mutual names that will benefit to communication among people from different cultural background, which aims to help people to know two classic cultures through personal names, learn to use something benefit from each other. By careful survey over Chinese and English name, this thesis tries to explore different cultural psychological attributes in both Chinese and English. By the information window, people can easier perceive some countries and its culture deeply. In addition, by learning the mutual translation of names, the most key point is that people should try their best to avoid misunderstandings and conflicts while communicating. If people can have a good understanding on different name conception, intercultural communication activities will make a great progress.

Definition of name

Name is a mark**,** everybody has his name when he was born in the world. Since then, name will accompany us go through all of the difficult that we will face. Someone use name to express some spirits, some people want to do something in the future by called name, other people also want their baby to be a outstanding people by called a better name. It is generally known that name as a cultural phenomenon both in English and Chinese cultures. We know Chinese and other countries have different meanings towards names. What people need do is link it to a nation's historical and cultural background, so people can correctly understand its meanings if they combine it with its background. For this reason, there are many similar name cultures and different name cultures in both Chinese and English.

Firstly, the thesis will talk about the definition of "family name" and "given name" in Chinese. A Chinese name can divide into four parts, family name, surname, clan name and given name. But for convenience, it is preferred translate family name and given name. We usually put surname and clan name into family name when it is no necessity to be distinguished. In *modern dictionary* defines "family names" as "words suggesting a family", and "given names" as "one word or words together with family, representing the specific meaning between a certain people and other people".

Secondly, the thesis will talk about the definition of "given name" and "family name" in English. "given name" is christian name, when a baby was born he or she can acquire a name. "family name"means "surname", it is connected

with its given name or its kinship, but it does not emphasize blood relationship.

II. THE COMPARATIVE STUDY OF CHINESE AND ENGLISH PEOPLE'S NAMES

Name is a special cultural language, it reflects some social history, cultural spirit and religious customs of this nation. It is a significant epitome of cultural of a nation. People know that there are some similarity in name system both in Chinese and English speaking countries. But Chinese name system vary from English name system. After thinking the differences,people can get the following revelation.

A. Origins of Chinese Family Names

First, the Chinese family names system is far more than the English family names system. Not only the form is more complex than English name, and occupies an extraordinarily important position in people's thinking conception. When it is long time ago Chinese family names was generated and it was appeared before given names. China is one of the pioneer that use family names all over the world. As far as Chinese people concerned, family names were a individual symbol of family. Chinese family names originated mankind previous primitive tribe in the matriarchal society. Since the origins of family names were centered on woman. So the children who raised by the same woman have the same family name. At that time, family name was a mark in a tribe. Chinese family names based on the Han nationality, generally speaking, based on the studies by other people, family names can be divided into some main parts originated as following. 1. some ancient family names used which indicate that family names originates from matriarchal society. Such as: Jiang（姜），Ji (姬), Yao (姚), Yun(云)，Niu(牛) and so on. 2. Some family names used by the title of their ancestor,such as Xuanyuan(轩辕)，Gaoyang(高阳).3. Stemmed from the place of residence, for example, Dongguo（东郭），Ximen(西门),Nangong(南宫) are all of this kind. 4. In ancient times, some family names are come from its fief, such as Qin(秦), Chu(楚), Qi(齐), Song(宋) belong to this class. 5. Derived from titles or someone professions, such as Wang(王), Hou(侯), Qian(钱), Sima(司马), Wei(尉) belong to this class. 7. National minority translate their names to Chinese, for instance, Yuwen(宇文), Bai(白), Bao(包) are all of this kind.

B. Origins of English Family Names

Compared with Chinese family names, the history of English family names looks so tininess. It was appeared in the Middle Ages. At the beginning of the British people do not have family until the Norman conquest of Britain, British began to have their family names. At first, family names only can used by the nobility or the rich. It was as the symbol of honor and position. But with the pace of feudal society and a steep increase of British population, there are no enough family names used by people. In order to solve that problem, British began to use many ways to acquire their names and then they gradually come into a complete family names system in the end. English family names express some implications at first, but as time went by it fade away its original meaning. It became a cultural mark. The study show that there some primary origins as following. 1. Names derived from their profession, Cook come from the person who cook dinner, Smith who link to steel, Clerk means that person work in a organization, Tailor originated some people make clothes, these names are all of this group. 2. Stemmed from the topography of their residence, for example, someone lived near a small hill, he or she can called Hill as family name. In addition, Lake means someone like live near the lake, so other call them as Lake. If people who reside in wood, generally speaking, other will call them as Wood. Others like Brook, Bush, Moor are similar to this situation. 3. Some family names were characterized by body or personality. For instance, Small was called as the person who body look very tiny, Short means a certain people undersized than other people. Other just like Wise, Long were the same situation as this. 4. The name stemmed from the place where people residence, such as Kent, London, York and other some places are come from England. 5. Some British family names consisted by given name plus some words to indicate paternity. For example, Jackson means he is son of Jack, in other words, Jack's son is Jackson. So such as Wilson, Johnson, and so on generally have the same hints. 6. Some people for the sake of express their worships or attract attention by novelty to change their family names. There are lots of Black people like the famous liberator president Lincoln, in order to commemorate him, they change their names become Lincoln. Other people want to let their names look well cool, so someone turned the word "You guess" into "Yogess" as a new family name even if it sounds very queer feeling when we hear that name for the first time.

C. The Differences of Formative Forms in Names

Chinese names generally made of by family name and given name and family name ahead of given name. Besides, Chinese also own courtesy name and literary name. The Chinese people's name: LiMing is consisted by family name and given name. But British views on this issue vary from to Chinese people. For example, James Jones is consisted by given and surname (family name). This difference has its essential reason, in China, the origin of family name at first when the come out of name while in the UK the given name is in front of family name.

Chinese ancient people generally have two names, one of this is a childhood nickname, such as TaoYuanming's nickname is XiGou. Because when people lived in Zhou Dynasty, people started to pay attention to choose the name with the etiquette and institutionalization. The name need go through a strict ceremony and people should not call someone's formal name, so many families gave children get a nickname, so that in the family, people will more closer to the person who was called. Another is to grow up by name, also known as the name. Even though in modern society

people talk in interpersonal relationships by call formal name, but it still retains the habit of call nickname. In addition, more and more families only own a child, their parents usually call a nickname to reflect good wishes and deep love for kids. Courtesy name is derived from the meaning of the name, is a interpretation and supplement of name. Such as Cao Cao, his courtesy is Meng De, Li Bai, his courtesy name is Tai Bai. Courtesy name is the ancient in name, take the name and mean near to name. Now there is no doubt that people hardly use the courtesy name in addition to some men of literature and writing.

In Britain, name is formed from given name and family name. Usually, given name is before family name, so the given name is called first name, the family name is called last name. It is opposite to Chinese name. English name also is divided into single and double family name. His name is also called Christian name and middle name. The Christian name is called by minister or parents' friends when the baby was born to a church.

D. Features of Chinese and English Given Names

It is said that we can not see anyone at the night, in order to know where is someone we need to use name to call themselves. The use of experienced a long historical evolution and come into being modern names.

1. Features of Chinese given names

There is a long history in China and the way of names has gone through an evolution. Reflecting culture is a well-known thing, so the name with the time brands is a very natural thing. With the analyze of given names, we know some features about Chinese given names. We can simply classify the Chinese given names as following. 1. The name structure is fixed, generally a word or double words. 2. A person name with a sense of meaning or wishes to express something or else by their parents. 3. Personality or ideal. There are huge differences in person's thinking. Many Chinese given names represent this aspect, such as Wenwu, Ziqing, Zhiyuan, Zhigang, Gaoyuan, etc. 4. The gender boundary of male and female names is pretty clear. As reflected in the man names: Qiang, Gang, Tie, Yi, Jian, etc. As reflected in female names such as Qing, Xiu, Mei, Juan, Ya, Wan are all of this kind. 5. Some Chinese given names reflected epochal character,it is not surprising for them use some modern words as the given names. For example, Jianguo, Hongwei, Yuejin, Geming, Jiefang and so on belong to this classs.

2. Features of English given names

English people usually only have one name in most cases, but someone also can have two, three or even more. This is the first name or Christian name. In Britain, people should let their baby to accept baptism and naming after the birth of a child. People need not use middle name until facing hand official business or sign a important document. In writing the name should obey this order: the first name(given name) +middle name +last name(family name). For instance, Linda Mary Jim, but in order to facilitate, sometimes written as L.M.Jim. It is said that more than 1,000 given names are being used by English. English given names are characterized by long origins, abundant allusions and rich implication. Like Chinese, British give their kids names very carefully, usually indicate the following characteristics: 1. Some given names come from other languages, the energy of absorbing foreign language is very strong. 2. Some given names have rich symbolic implication. Name is often used to symbolize the beautiful, favorite, smart, elegant, fantastic. For example, Helen means "charming", Lily English means "lily". In addition boys are commonly used "hero" to express his brave and ambitions. 3. Using the characters in Bible directly, such as: Adam, Marie, Paul, David and so on. 4. We can use the name of parents and friends for name. For example, the president Roosevelt and his son took over all the same name, in order to more easily the distinction, Roosevelt said the child is Roosevelt Junior Franklin (little Roosevelt). 5. There are many nicknames in English Christian name, the female names more, such as Christian Eliza (Elizabeth ）nickname: Bess, Bessie, Betsy, Elise and so on. 6. Just like Chinese, English also divided men and women in terns of name. Chinese female names usually with beautiful things. The female names in English are mostly ending with the vowel a, e, y, etc. Like Mary, Liz, Jim, Lily, Liza and so on.

E. The Mutual Translation of Chinese and English Names

Name is the most common object for all of people in the world. However, thanks to cultural and beliefs are naturally different, so Chinese and English names different accordingly. When people choose to translate the names, we must be deeply understanding and research names by carefully. The most direct way to cope with the translation of people's names is transliteration. We all know names are used to as a mark to distinguish one from other persons in the society. Therefore, whatever the ways of translation from Chinese to English or from English to Chinese. It is essential issue for translation. Whether it is the Chinese name for English translation, or the British name for Chinese translation must be followed by two rules. The name should after the originating people and need obey the convention basic principles in translation of the name.

1. Translate Chinese names into English names

When one country was set up, because of the huge territory of the county and plenty of dialects in China. It make a great trouble in the translation of Chinese name and the place name. Relative government prescribed that the names of Chinese should be translated into Chinese Phonetic Alphabet when we talk with someone. So we can gradually remove confuse in the translation of Chinese names. For instance, the family name 柯 can only spelled as Ke at present. With the pace of time, the persons from different can get abundant understanding of other countries' cultures by some correct principle. There are some standards are as following: 1. Chinese people usually put family name ahead of given name. 2. The first letter of family name should be capitalized and the same as the first letter of given. For example, Yang

Qingshan, Li Ming, Wang Yutao all of these belong to this rule. So according to these rules we can judge some spell for names ae correct or false. Such as: from some spell for one person name just like Li Ming-yu, Mingyu Li, Ming-yu Li, Li Mingyu, according to the standards ,the above spell only Li Mingyu is correct.

2. Translate English names into Chinese names

The Chinese translation of the names of British has been more chaotic, one name often is translated by many ways. The main reason is that the translation, translation based by phonetic, however,there are too much Chinese homophone words. However, according to the British cultural tradition, the following principles we need to obeyed. 1. The first name and last name principle. because British emphasis on personality, to prompt personal struggle. They usually put given name in front of family name to express the aspire. It is consisted of Christian name (given name)+ middle name +family name. For example, The United States famous inventor Thomas Edison's full name is Thomas Alva Edison. 2. Woman's names should be different from that of man's names. When we translate woman's name, we deed carefully select some Chinese characters with the part of grass, rain, female, ,etc.. 3. Try to keep the features for foreign name and avoid to Chinese only style. Firstly, we should respect their culture, then choose some Chinese characters with no special meanings. Therefore, we can keep the original characteristic in foreigner names well. 4. In addition, in terms of some renowned foreign people's name. some of their names have been accepted by Chinese person for many years ago. People need not change the name. Such as Bernard Shaw. However, a satisfactory answer that can accepted by all of people is not easy. It needs more time and more efforts put into there.

III. THE REASONS OF CULTURAL DIFFERENCES BETWEEN CHINESE AND ENGLISH NAMES

People know Chinese names generally made of by family name and given name and family name ahead of given name. However, in England, it is consisted of Christian name (given name)+ middle name +family name. The name reflects a kind of social cultures, with rich social connotation, broad knowledge field. A comparative study of English and Chinese names can help us understand Chinese and English two ethnic groups in the history of development, religious beliefs, national psychology and the common characteristics or differences in personality and politic. Then we can together improve cultural awareness and deeply prompt national communication.

A. The Reason of Religion and Clan

Chinese family names are a code of clan, so family names represent the Chinese traditional clan form of conception. It takes a special form of blood culture records the formation and reproduction of Chinese nation, in the assimilation and the state of the Chinese nation. The blood maintained by the patriarchal clan system long-term extension continued, is a vital features of Chinese political structure. English family names fully reflect the religious features. Many English names come from Latin, because of the rise of the reform movement of religion in 16st century. The name of the church and the saints in the Christian name greatly enriched the English language family name library, which fully demonstrated the Christian religion has played a important position and close connection with people's life.

B. The Other Main Reasons for the Culture Differences in Names

There some reasons can explain the cultural differences in names in two countries as following. To begin with, different nation psychology, Chinese feudal patriarchal conception makes clan as the most essential part. Under the influence of this kind of national psychology, the family name must as the first name. However, on the behalf of the individual personality of the name can only be placed behind the first name. The British emphasis on individuality, their family name is also fully reflected in the characteristics and democratic culture. According to their national psychology, they like the embody the give name with the concept of personality in front of the family name. Furthermore, on differences of value orientation. Chinese family name reflects collectivism values in the family based on Chinese culture. Wherever place in China, the personal name can only placed behind of family name. In English culture, advocating individual standard values of Western, the pursuit of individual freedom, advocating personal interests. Above all fully reflects the individual is supreme, individualism is the most important. In addition, the concept of hierarchy. Chinese attaches essential to the blood relationship and particularly emphasis on class conception. Ancient Chinese women only can get family name, but no given name. In the United Kingdom, in accordance with the traditional family name system, women in general have to use the name of her husband after marriage. But with the progress of society and the development of the women liberation movement. The name of the couple's family name is created.

IV. CONCLUSION

As a kind of carrier of social cultures, the name carries the rich cultural connotation. Although the name looks small, we can see from the simple language phenomenon to perceive the Chinese and English some traditions. Chinese and English names are reflected patriarchal ideology. First of all, from the family name and the given different position, people can know that Chinese put the family name ahead of given name, but English completely opposite to this. Through the comparison and study of the differences of Chinese and English names culture, people can understand the culture of the family name in depth. People can further know the differences of two countries in the national psychology, politic philosophy, value orientation, the concept of hierarchy. In short, the historical source of the name is far. What

counts is we should master the generated roots in cultural differences between Chinese and English names. Not only it will help to enrich our historical knowledge, but improve our cross-cultural consciousness. Then it also can promote cultural inter flow between the two countries. All in all, it is essential to pay special attention to the differences in national culture and the styles of expression in the cross-cultural communication. By learning the differences on the names in Chinese and English, people should master as much as cultural background knowledge. Only in this way, can we fight against the consequent cultural conflict for successful cross-cultural communication.

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The Analysis of J.R.R.Toliken's Ecological Responsibility Consciousness in *The Lord of the Rings**

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Abstract—**J.R.R.Tolkien, a distinguished Oxford University professor who specialized in the study of language development and early medieval literature. He has written famous books like *The Hobbits* and *The Silmarillion*, but his literary reputation mainly rests upon his fantasy-romance novel, *The Lord of the Rings*. Since its publication, the novel has got great popularity among western countries. It was even selected as "the most popular book in history" on line. As Hollywood director Peter Jackson's film *The Lord of the Rings* was filmed, a zealous love for "the magic ring" has wiped throughout the world. No matter scholars or common enthusiasm readers both show great passion for this novel. Archetypal analysis and the origin of myth in Middle-earth, fantasy technique etc. have been widely used to review or interpret the text of this novel. Based on the intertextual interpretation of J.R.R.Tolkien's life experience and the novel, and through the viewpoint of ecological responsibility consciousness this paper attempts to explore Tolkien's seek of homeland, which reveals Tolkien's country yearning and furthermore presents his ecological value.**

Index Terms—**ecological responsibility consciousness, homeland destruction, homeland redemption, ecological value,** *The lord of the rings*

I. INTRODUCTION

J.R.R.Tolkien, a distinguished Oxford University professor who specialized in the study of language development and early medieval literature. He has written famous books like *The Hobbits* and *The Silmarillion*, but his literary reputation mainly rests upon his fantasy-romance novel, *The Lord of the Rings*. Since its publication, the novel has got great popularity among western countries. It was even selected as " the most popular book in history" on line. As Hollywood director Peter Jackson's film *The Lord of the Rings* was filmed, a zealous love for "the magic ring" has wiped throughout the world. No matter scholars or common enthusiasm readers both show great passion for this novel. Archetypal analysis and the origin of myth in Middle-earth, fantasy technique etc. have been widely used to review or interpret the text of this novel. So far, not so much analysis has focus on the ecological viewpoint. Based on the intertextual interpretation of J. R. R. Tolkien's life experience and the novel, and through the viewpoint of ecological responsibility consciousness this paper attempts to explore Tolkien's seek of homeland, which reveals Tolkien's deep introspection of the relationship between human and society, human and nature.

II. THE EXPERIENCE OF BLOODY WARS-HOMELAND DESTRUCTION

Ecocriticism, also called studies of literature and environment, is the abbreviation for literature and arts criticism or ecological literary criticism. This literary theory revolves around the relationship between literary works and natural physical environment. What's more, the theory endows the whole field with social and natural mission, namely, Dig and criticize the ideological and cultural roots of ecological crisis, and call on the literary critics to take the responsibility of reliving and eliminating ecological crisis.

J.R.R.Tolkien was born in South Africa in 1892 since his father had to move there to follow the bank's arrangement. It is easy to imagine that the young Tolkien must have enchanted with the splendor of diamonds. We can see many descriptions in his the other two famous books: "The Hobbits" and "The Silmarillion". With humble salary, the family fell into a miserable living condition in South Africa. His mother had to take him and his young brother back to their hometown for family support. However, better life did not last for a long time, since their father died within a year after they came back. With little money, they had to live in rough place, however, the beautiful landscape there had a good and everlasting impact on Tolkien's life. We can easily see his memories reflected in The Lord of the Rings, for example, he created the dreaming land of Elves and described it from the mouth of Legolas that:

> That is the fairest of all the dwellings of my people. There are no trees like the trees of that land. For in the autumn their leaves fall not, but turn to gold. Not till the spring comes and the new green opens do they fall, and then the boughs are laden with yellow flowers; and the floor of the wood is golden, and golden is the roof,

and its pillar are of silver, for the bark of the trees is smooth and grey.(Tolkien, 1999,P. 435)

Readers can easily see that Tolkien had a sweet memory about his country. However, the industrial revolution made his hometown restless. Then World War I broke out in his generation. He lost to the war almost all his friends. Before rolled in the army, he took an ideal and romantic attitude toward the war. From attending the battlefield to leave the war being hurt, three months was costed. During this period, all Tolkien saw was the war's cruelty: trench, body and stutterer which was greatly different from Germanic culture and spirit he fancied. All battlefield presented to people were death and darkness. This pointless war turned Tolkien's idealism upside down. The acute change of modern society made people lose the sense of security and stability, since they've lost the homeland they live in. Likewise, Shire in the novel has similar experience. The Hobbits who live in Shire enjoy a peaceful life, handling the gardens or tasting delicious beer. However, the dark power 索隆 is creeping in from Modor，the war is hanging over the peaceful Shire. In order to save their homeland, the four Hobbits embark on the mission of destroying the ring.

It is not easy to identify Tolkien's relation to the war he used to take part in. He denied others' presumption that he got a close relationship with the war. He said the book was purely a "feigned" "history", "with ...varied applicability to the thought and experience of readers" (Bloom, 2008, P. 102). However, he hinted that it might have been generally influenced by his dreadful experience in the Great War, more than fifty years before- "by 1918 all but one of my close friends were dead"-and by an even earlier trauma: "the country in which I lived in childhood was being shabbily destroyed before I was ten"(Tolkien XV). Therefore, we can see from the text that the novel is filled with the laments for lost landscapes and departed glories, and it always focuses on the description of withered scenery.

Freud holds the view that, "the creation of literary fictions allows the writer to work his repressed desires out of his system by expressing them in a cloaked, socially acceptable form (without realizing that this is what he is doing)" (Berg, 2003, P. 84). In this sense, we can say that Tolkien's experience of attending the war has played a role in his focus on war description in the novel. Before involved in the cruel war, Tolkien used to be fascinated with the glorious heroes in his culture. While after witnessing the bloodless and cruelty of the war , Tolkien started to reflect on the meaning of life、 war、homeland and human's destiny.

One of the incredible things about *The Lord of the Rings* is the splendid description of the great war. The readers witness the cruelty and bloodless of the war. Since Tolkien had experienced World War One in person, we can see the author's attitude toward war in the novel. Tolkien thinks that the human world should be peaceful, stable, and harmonious without any war and evils. Actually, in a letter dated September 25, 1954, Tolkien writes to Naomi Mitchinson about The Lord of the Rings:

But in any case this is a tale about war, and if war is allowed (at least as a topic and a setting) it is not much good complaining that all the people on one side are against those on the other. Not that I have made even this issue quite so simple: there are Saruman, and Denethor, and Boromir; and there are treacheries and strife even among the Orcs. (Humphrey, 1979, P. 196-99)

Tolkien responds in this letter to criticisms of portrayal of the fight between good and evil in *The Lord of the Rings* as "simple-minded"-as Tolkien phrases it, "just a plain fight between Good and Evil."Tolkien remarks that this reductive tendency is "pardonable, perhaps (though at least Boromir has been overlooked) in people in a hurry, and with only a fragment to read"(Tolkien,1999,P. 197). To reduce The Lord of the Rings to a "plain fight between Good and Evil" relies on a fragment of its narrative, a superficial shard, obscuring its depths, its intricately resolved forms of medievalism. It is a book about war; it is also a book about remembering.

Tolkien once stated, "One war is enough for any man"(Tolkien,1999,P.54) .If this is the case, that to suffer war, with its waste, is enough, then why spend over a decade returning to the psychological situation of war by writing a book seared by its violence? And a book about war that speaks from the past to the present? The Lord of the Rings was written during World War Two, but is shadowed by the world-ending violence of World War One. In the foreword to the second edition of *The Lord of the Rings*, Tolkien famously denied that his massive, ambitious novel is an allegory of World War Two, telling his audience, who may have "forgotten," "that to be caught in youth" by the Great War was "hideous."This call to remember is followed by the well-known statement: "By all but one of my close friends were dead." We can view The Lord of the Rings as an allegory of the Great War, enacting a crude correlation between historical and artistic representation, but as a recollection of it-a literary work. Fantasy, conceived in Tolkien's novel as a dialogic process of invention and remembrance, allows for a return to the war that is not documentary or allegorical in approach but memorial.

In order to leave a deep impression on readers and impart his ideas, Tolkien creates an imaginary world by describing mainly the brutality of the wars in The Lord of the Rings, with a resounding forcefulness. Critical accounts of *The Lord of the Rings* that read its interest in the medieval as sentimental fail to recognize the complex treatment of war in both Tolkien"s novel and its medieval influences and the conversation, vibrant, powerful, and political, that takes place between them. Tolkien interrogates the chivalric code in *The Lord of the Rings*, responding critically to strains of medieval-themed propaganda circulating in England during the Great War, including notion of chivalry displayed in the iconography of slaying the dragon. Allen Frantzen comments on the weird tranquility of this popular, seductive image "A massive bloody war is represented and glorified in single combat."

Tolkien was marked indelibly by the Great War, as he witnessed the Battle of the Somme. The Somme remained a lingering memory for Tolkien, a memory brought to life in The Lord of the Rings in a chapter entitled "The Passage of

the Marshes." in this chapter, Frodo the Ringbearer, his friend Sam Gamgee, and Gollum make their way across the Dead Marshes, the site of a long-past battle, on the way to Mordor. In Dead Marshes refuse to be frozen into patriotic memories; instead, vacant faces linger in dark pools of water. Tolkien states that Frodo's description of the marshes owed something to the battle of Somme, its landscape of endless disruption, bodies reemerging perpetually from the earth: "they lie in all the pools, pale faces, deep under the dark water. I saw them: grim faces and evil, and noble faces and sad. Many faces proud and fair and weeds in their silver hair. But all foul, all rotting, all dead. A fell light is in them"(Tolkien,1999,P.2614).The Dead Marshes act as a sort of war memorial, as a textual actualization of the processes of memory, in which the dead refuse to be resolved into statuelike icons, idealized narratives of victory or defeat traced across their frozen surfaces. Instead, the dead accuse. Tolkien scholars have known that the landscape of the marshes was influence by the torn earth, mud, and blood of the Somme, but would like to extend our reading of it past this analogy to consider how, and what, this textual moment asks us to recall.

In the Dead Marshes, the dead demand recognition, not for what was accomplished, but because they suffered. The dead have been forgotten, their suffering discounted, and they have been reduced to unnamed participants in a battle of the Second Age that has fallen out of memory. There is a sameness in suffering and death, "Elves and Men and Orcs" as Gollum says, distinctions eroded by the conjunctions. In Middle-Earth, acts of remembrance are always foregrounded; here the dead demand the release of commemoration, but not the static tribute of a standard memorial. Black and gray, like the collodion plate images that depicted scenes from the physically defies attempts to shape war's ruptures into confined single-thread narratives. As witnesses to the marshes, we ask: who sees? Who will speak of it?

Here and elsewhere in *The Lord of the Rings*, Tolkien refuses to treat war as something-to-be-viewed, as a play of spectral knights assembled from assorted pieces of ghostly longings. It is, instead, a volcanic conversation in which myriad voices take part, uttering memories, mercy, rage, and, above all, grief. In this attention to the verbal-visual presentation of war inheres an interesting correspondence between The Lord of the Rings and one of its possible influences, Chaucer's "Knight's Tale". Frodo hides his eyes in his hands, turning away from the pale, pleading faces of the ghosts in the mashes, as the secrets these shifting phantasms reveal-sad stories of war that remain strangely unpunctuated, incapable of-nearly overwhelm. Meeting the gaze of the marshes' undead entails recognition, and this moment of recognition, this flash of sympathy, shatters, and converts.

Frodo covers his eyes; however, his view gradually changes, voiced finally in his urgent wish for "no killing" in the book's bitter second-to-last chapter, "The Scouring of the Shire": "All the same," said Frodo to all those who stood near, "I wish for no killing; not even of the ruffians, unless it must be done, to prevent them from hurting hobbits"(Tolkien, 1999,P986-987). With its image of a spoiled Shire and murdered Hobbits, "The scouring of the Shire" has a lasting sadness and a narrative resignation that makes its pretty injustice seem excessively cruel. As readers, we long for respite after the War of the Ring with its desperate denouement, yet here we discover not rest but the novel's starkest explorations of violence, which approach us that unexpectedly and without the clink of medieval warfare. Tolkien tells us that Hobbits have never been warlike; therefore, pictures that Hobbits being killing and killing, pictures made vivid through the wordplay of aggressive verbs("hew," for example)that ring out oddly in the verbal topography of the Shire, seem incongruous and jarring, rough tears in the novel's aesthetic integration.

Tom Shippey raises the point that "one night wonder again about the 'applicability'" of 'the scouring of the shire,' nothing Tolkien's denial that the chapter is an allegory of postwar industrialization. Tolkien claimed that the chapter had been "foreseen from the outset," Shippey recounts, rooted in Tolkien's early personal history. even so, it underwent a series of revisions, as Christopher Tolkien details, most conspicuously marked in Frodo's change from a figure "warlike and resolute in action" to a figure whose relationship to "weapons was personal." it is in this chapter that war wrenches from medieval history-the linguistic parameters of war's violence broaden again to spill into this last enclave, into the readers' presence.

Tolkien fundamentally rethinks the representation of violence in The Lord of the Rings, transforming it out of frameworks that seal bloodshed into a phantasmic and unreal chivalric history, through an innovative medievalism rooted in the novel's syntax and semantics, in the songs of the Rohirrim and the echoes of medieval elegy that haunt Lorien's verbal landscape. The Shire, our territory as readers, has been, at last, crippled by a language of violence that floats eerily into our consciousness, waking us, like a dimly tolling bell, from our dream. While the chapter laments industrialization, its aggression is not only directed internally at the fictional landscape; it lashes out, prompting us to look within. If we think that once cleansed of Sharkey and his suffians the Shire will wash its hands of the spot of ,we learn instead that war has become uncomfortably, insistently personal on both the level of narrative and in the chapter's aesthetics-we feel exposed and apprehensive as its violence shadows us in our dream. "At last all over," but we are haunted.

The Lord of the Rings understands the violence of war as a confrontation in words, one that asks to acknowledge its diverse repercussion by rejecting the distorting lenses of ideologies, which used simplified narratives decorated with medieval iconography as persuasive propaganda during the Great War. In The Great War and Modern Memory, Paul Fussell writes that Tolkien and his contemporaries were raised on "Victorian pseudo-medieval romance" and brought these dreams of war into the trenches, while the language of euphemism obscured the actualities of the war. In reaction to this euphemism, Tolkien in his fiction, like Jones in his poetry, searches for a new language of violence, and this language is set in the terms of an involved recovery(not evacuation) recent John Garth, in his resent biography of

Tolkien's World War One experiences, hopes we may someday see Tolkien as the epic poet of the Great War. He elaborates, "Middle-earth...looks so familiar to us and speaks to us so eloquently because it was born with the modern world and marked by the same terrible birth pangs." Concerned with imbuing forgotten poetic forms and languages with new life, Tolkien wrought his romance out of the past and turned its words into an account of the misery of war.

"I think that 'victor' can never enjoy 'victory'--not in the terms that they envisaged," Tolkien wrote in a letter dated 1956. The experience of war calls for a fundamental transformation of literary representation. That effects results in a consciousness of the limited depth and reach of terms not interrogated before the disruption of the battlefield.

III. THE GLORY RECURRENCE--HOMELAND REDEMPTION

Through the biography of J.R.R.Tolkien, we can learn that Tolkien is a active environmentalist. He insists on living a traditional life without the effect of modern machines. We can see that he never bought a car in his entire life. Actually, in *The Lord of the Rings*, we can see his conscious aim of calling on the readers to protect nature by get rid of modern techniques.

Apart from ideas like ecological philosophy; ecological aesthetics, and theory of literature and art, ecocriticism also endows literary criticism with natural and social mission, namely digging and criticizing mind and cultural roots of ecological crisis, calling on critics to take the responsibility of diminishing and erasing ecological crisis.

Since Peter Jackson's trilogy film has portrayed Saruman's Isengard as a forest-consuming industrial hellhole which is busy with genetic engineering to produce "warriors", "green" or anti-modernist readings of Tolkien's novel in different cultural communities have occurred in literary field.The wasteland of Isengard, as portrayed by director Peter Jackson, and the even more desolate volcanic wasteland of militarism and black magic that is Mordor, stand out in bold relief for a new generation of Tolkien fans against the greenways of the Shire, elven realms, and tree-shepherd Ents. Indeed, an ecocentric theme is even more pronounced in the book's accounts of Tom Bombadil and Goldberry, the Old Forest, Radagast the brown, and a large number of scenes and details down to the point of view of a fox in the Shire observing Hobbits traveling-features left out of the movies. One of the most-noted connections between films and text was Jackson's use of New Zealand's stunning landscape to match Tolkien's scenery.

Ecocritic Lawrence Buell concluded that one of the goals of literary studies in an era of massive environmental degradation should be to seek to counter such trends from within the structure of culture, "to take stock of the resources within our traditions of thought" for developing more ecologically centered narratives of the world. Tolkien's fantasy is in fact a textbook case of adapting ecocentric literary traditions from the past as a basis for cultural restoration in the present. The effort parallels another modern literary project of cultural recovery: William Butler Yeats's effort to draw on early Irish mythology for texts that he hoped would be the basis for fashioning a new national culture for Ireland, bridging social divisions. Thought Tolkien's effort by his own account was not so intentional, his foreword to the second edition of The Lord of the Rings suggests that the industrialization and development of the English countryside were on his mind while writing what could be read in part as a on purpose literary intervention in that process (as in 'The Scouring of the Shire")

For Tolkien. indeed, the fantasy realm of Middle-earth was the real earth of England. His term relates to the Old Icelandic or Old Norse term, part of a belief system involving a sense of multiple worlds with our Earth in the center, terminology from an Old Norse culture whose worldview Tolkien felt was analogous in important ways to that of the Anglo-Saxons.(and Anglo-Saxons literature is the novel's literary background). "The name could be read in both pagan and Christian terms ("middle"Earth being also between chaos and the realm of the gods, or Hades and heaven in later medieval Christian cosmology)" (Chance and K. Siewers 142). Like Tolkien's favorite Old English poem, Beowulf. In Tolkien's perspective, Middle earth is a unique place that combines the mythical or spiritual and physical factors together. This view is implied in a passage from The Lord of the Rings that illuminate the text's ecocentricity:

"Do we walk in legends or on the green earth in the daylight?"

"A man may do both," Aragorn said, "For not we but those who come after will make the legends of our time.

The green earth, say you? That is a mighty matter of legend, though you read it under the light of day!"

(Tolkien ,1999, P577)

Tolkien's sense of the integral interrelationship of our Middle-earth(in a pre-Ice Age European past)and spiritual or mythical realms is glimpsed in the reconstruction of a famous "real world" conversation between C.S.Lewis and himself:

Myths are "lies and therefore worthless, even though breathed through silver." No, said Tolkien. They are not lies...You look at trees, he said, and call them "trees,"and probably you do not drink twice about the word....To you, a tree is simply a vegetable organism, and a star simply a ball of intimate matter moving along a mathematical course. But the first men to talk of "trees"and "stars"saw things very differently. To them, the world was alive with mythological beings....Christianity(he said)is exactly the same thing-with the enormous difference that the poet who invented it was God Himself, and the images He used were real men and actual history.(Carpenter ,1979,P.43-44)

There is implied relationship (and potential engagement)here between the realm of imagination/language and the physical world, and thus between the spiritual and the physical, in Tolkien's cosmic philology, exemplified in the Incarnation but present in various religions and mythologies. No matter in what kind of pattern Tolkien conveyed his ideas, we can see his purpose of preserving the earth.

IV. CONCLUSION

Although Tolkien insisted that the novel has nothing to do with reality, there is no doubt that when creating *The Lord of the Rings,* Tolkien showed great respect for the middle ages. The Oxford linguistic professor with a medieval mind, in order to restore the native England myth and legend. When *The Lord of The Rings* was created, the international status and cultural influence of England had gradually diminished, and American culture had gradually eroded the country that used to be proud of Shakespeare and Dickens. When the process of industrialization will not cease; the beautiful landscape of countryside has been taken place by the grey factories, Tolkien clearly knew that an age has been over forever. The elves set out for the west, taking their elegant, free, and peaceful life style. In this sense, *The Lord of the Rings was* Tolkien's last memory of the pastoral beautiful life.

Defined as a modern work, this novel is endowed with Tolkien's reflection for modernity. In the 20th century during which the process of industrialization and urbanization has steadily moved up, environment pollution got worse, the war in *The Lord of the Rings* was not only treated as the war between the kind and the evil, but also between nature and resource. The Shire was a beautiful place and people here do not like any modern things. They do not have any modern machines. They like parties and delicious food, a true fan of beer and tobacco pipe. They are happy, and ambitious, rejecting any industrial change. On the contrary, the evil Modor is filled with factories and pits. The shy was endowed with dark poisonous smoke, and the ground has no grass. Dark riders and Orcs, followers of Sauron have already rendered their soul, turning into robots without any feeling. We can see that Tolkien shows a hatred attitude toward modernization. As for this reason, some radical environmentalists regard it as a bible to fight against pollution the industrialization brings for human beings.

Of course, there are more interpretations than these aspects. The Ring was used to symbolize the lust of material world. Frodo is a strong-minded peace supporter, also a hero who resists the material world. All these interpretations are based on the novel's introspection toward modern civilization. We can not confine the novel to a specific point, since it seems that the novel is rush and shallow.

On the fellowship's journey of chasing the happy life, the cruelty of the war, the destroy of landscape, the humble people's power of pushing the wheel of history all present. Through interpretation, we can see Tolkien's ecological ideas that people should live in a peaceful world without too much pollution, and common people can have great power as long as they deal well with themselves and the outside world, which can be regarded as ecological responsibility consciousness transmitted to the modern people.

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A Survey of the Inadequacies of Oral English Teaching in Developing Areas of Zhejiang Province

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Abstract—Affected by exam-oriented education, many teachers and students pay more attention to written knowledge in the process of English learning in junior high schools in Zhejiang Province. Students' ability of oral English is not as good as written expression, especially in areas where economic development is relatively slow. This paper aims to find out the factors that affect the oral communication ability of junior high school students in Zhoushan through the field investigation of Ningbo and Zhoushan. It can provide direction and reference for improving students' oral English ability in economically underdeveloped areas in the future.

Index Terms—developed areas, developing areas, oral English, Zhejiang Province

I. INTRODUCTION

Foreign Language education plays an increasingly important role in the development of social economy in our country. What's more, English education in primary and secondary schools in China has received extensive attention, and the reform of English Curriculum in primary and secondary schools has also become the focus of social attention. Therefore, how to take effective English teaching methods to improve students' learning ability has become the educators' common concern.

As we all know, though more attention has been paid to English, oral English is still at the disadvantage under the education system of China, especially in some developing areas. Even as economically advanced province, Zhejiang Province also inevitably has the same problem. The author's investigation aims to find the differences of oral English teaching in junior middle schools between developed areas and developing areas in Zhejiang Province, in order to provide reference for developed areas in Zhejiang to improve the quality of oral English teaching and balance the ability of oral English between students from developing and developed areas. With the limitation of time, energy and fund, the author's team chooses Ningbo and Zhoushan as respondents, which can represent developed areas and developing areas respectively.

II. LITERATURE REVIEW

A. Several Important Definitions

Economically developed areas mainly refer to regions where the Per Capita GNP (Gross National Product), Per Capita Government Revenue and Per Capita Net Income of Farmers are all higher than the average level. And developing areas refer to those areas that have certain economic strength and potential but still lag behind the developed regions to a certain extent, have unbalanced development of productive forces and are underdeveloped in science and technology.

The New First-tier City, Second-tier City, Third-tier City and Four-tier City are selected by CBNweekly in 2018. The selection divided cities into different tier according to a series of indicators such as economic, political and academic resources. The New First-tier City refers to those municipalities directly under the central government, have a strong economic foundation, a large middle class and considerable political resources. Four-tier City refers to those medium-sized cities with relatively ordinary urban scale, economic and social development level and transportation construction.

Education informatization is an important part of national informatization. Education Informatization has two meanings: one is to integrate the improvement of information literacy into the education objective and cultivate talents adapted to the information society. Second is to effectively apply information technology means in teaching and research and pay attention to the development and utilization of education information resources. The writer chooses the second definition in this paper.

B. Previous Studies on Education in Developed Areas and Developing Areas

It is reported that there is a big gap of educational level between developed areas and developing areas and that the ability to speak English of different students in different areas varies greatly. Some researchers have done some related researches with much experience to gain and some limitations.

As for the previous studies on education in developed areas and developing areas, the writer collected related studies on teachers' teaching level and educational informatization.

The writer argues that many years of teaching practice shows that the role that teachers play in students' ability of oral English is still rather vital. Educationalist Suhomlinsky once said: "Teachers' accomplishment of teaching language to a great extent determines students' mental work efficiency in class."However, it is believed that education in developing areas is still the weakest part in the development of education career in China. And the low quality of teachers is still a main shortcoming that restricts the development of education in developing areas. In developing areas, strengthening the construction and management of teachers is definitely urgent and important (Zhang, 2016). And the writer manages to conclude three main deficiencies of junior middle school English teachers in developing areas in this thesis.

One of the purposes of English teaching is to promote the cultivation of students' thinking ability, help them build up confidence and be able to skillfully use English for communication. However, traditional oral English teaching methods and techniques lack a good English context, which is not conducive to students' oral English learning. Luckily, Education Informatization now can be used to solve this problem. In Bai Yingjie's (2012) thesis, multimedia technology plays the most important role, which has variability, intuition, knowledge and authenticity. While in Zhejiang Province, which in general is a developing province, the writer finds that things are different.

C. Previous Studies on Students' Oral English

There is a big gap of English acquisition between developed areas and developing areas and that the ability to speak English of different students in different areas varies greatly. It must come down to some reasons and most scholars studied in the following three aspects: influence factor, problem and teaching strategy.

Firstly, some influencing factors of oral English are discussed by many scholars in different lights. Among all the studies and theories, Hawkes's idea concluded best. It is found that the students' oral output has two factors: external factors and internal factors. The external factors include the controllable emotion and uncontrollable intelligence. And the internal factors include the controllable emotion and uncontrollable intelligence (Hawkes, 2010).

And it is believed there are mainly four problems existing oral English teaching in the junior middle school including ignoring phonetic teaching, lacking phonetic practice, lacking listening practice and lacking language environment. In daily English teaching, teachers usually take grammar, reading comprehension, writing and other parts as the focus, which leads to the neglect of English pronunciation teaching. Teachers only teach according to the requirements of the syllabus and rarely interact with students. As a foreign language, the lack of language environment is undoubtedly an important problem for Chinese students (Lu, 2018).

Considering that oral English is still at the disadvantage under the education system of China, many researchers have gave some feasible strategies of Oral English teaching. And they all have different ideals. For example, Lu concludes the methods in four aspects. (1) Pay attention to phonetic symbols throughout teaching (2). Practice frequently and use teaching materials flexibly (3).Create opportunities and strengthen practice (4) Timely correct errors and strengthen communication (Lu,2018).

D. Limitations of the Previous Studies

Although examination-oriented education is still dominant, spoken English has been paid more and more attention by more and more people. Relevant studies are emerging endlessly, but oral English in developing areas is still not well developed. There are not many relevant studies, and the limited researches about developing regions are mainly focus on English as a whole. There are few studies specifically focus on the development of oral English in developing regions and some researches are too general. Many studies are not the results of field investigation and related studies which only focus on the situation in Zhejiang Province are quite few. Thus, to some extent, they are not credible enough.

E. Significance of the Present Studies

Although the author's research only mainly focuses on Ningbo and Zhoushan in Zhejiang province, which has certain limitations. As a field survey, this scope is not small, and the research results have high credibility. The writer finds out the inadequacies of oral English teaching in developing areas through comparing with the developed region in Zhejiang province of oral English teaching and no predecessors have done such investigation before. The results can not only point out the inadequacies of oral English teaching in developing areas of Zhejiang province, but also provide guidance for the future teaching and provide reference experience for other relevant investigation in other provinces and regions.

III. RESEARCH METHODOLOGY

A. Research Questions

This research is aimed to find out the differences of oral English teaching between Ningbo and Zhoushan, especially the critical inadequacies in Zhoushan, which partly represents developing areas in Zhejiang province. Specifically, this thesis is designed to find the answers in the following questions:

1. What's the differences of students' attitude and psychology between Ningbo and Zhushan?

2. What's the differences of information technology means used in teaching between Ningbo and Zhoushan?

3. What's the differences of teachers' teaching level, ability and attitude to oral English between Ningbo and Zhoushan?

B. Participants

The author receives approximately 300 questionnaires, among which 200 are available and provide high-quality data for the survey. The students under investigation are mainly from New First-tier City or Four-tier City which can represent developed and developing areas respectively in Zhejiang province. Therein 40 students are from Zhoushan and 40 students are from Ningbo. In addition, all the 30 teachers under interview are from Ningbo or Zhoushan.

C. Instruments

There are two instruments used in this survey: questionnaire and interview. All the data collected are immensely useful and proffer information for the author to find the differences of students' attitude, psychology, education informatization, teachers' teaching level, ability and attitude to oral English teaching between Zhoushan and Ningbo in Zhejiang province.

Among all kinds of tools, questionnaire and interview are quite popular means to collect information. The questionnaire in the research are designed for students who studied in Zhejiang province, mainly in Zhoushan and Ningbo when they were in junior middle school. And all the questions are written in Chinese in case of misunderstanding and puzzles. The questions are mainly from the following three dimensions: students' attitude, psychology, ability of oral English and education informatization and teachers' teaching level, ability and attitude to oral English teaching. As for the detailed information, it is shown in Appendix One.

Apart from students, the teachers in junior middle school in Zhoushan and Ningbo are also the participants of this survey. With the interviews designed for them, the author collects available enough information about teachers' ability and attitude, which can absolutely assist the author in finding the critical factors affect students' ability of oral English. Though teachers all do well in English, the questions are all written in Chinese in order to make a easier communication and avoid misunderstanding. The specific questions are demonstrated in Appendix Two.

IV. RESULTS AND DISCUSSION

According to the collected data from the questionnaire, the author demonstrates the final results of the questionnaire done by students from junior middle school in Zhoushan and Ningbo and tries to analyze the influential factors of students per se, language environment and teachers. After analyzing the answers of the interview, the author manages to look out the connections between teachers and students' oral English level.

A. The Results of the Survey

After meticulous disposal and reorganization of the data, the analysis results of the questionnaire and questionnaire survey are as follows.

1. The Results of the Questionnaire Survey

Questions in the questionnaire are mainly divided into five parts and all the results are shown in a logical way.

(1). Students' opinions about oral English

There are only two questions concerned about nowadays the students' opinions about oral English from NIngbo and Zhoushan. We can easily find the answer in Q19 and Q23, which shows that most students attach the importance of oral English and agree that oral English should be pay enough heed to both from Ningbo and Zhoushan.

(2). The current different conditions between students from Ningbo and Zhoushan.

The author designs four related questions (question 12, question 20, question 21, and question 22) to find the current differences of ability or confidence about oral English between students in developed and developed areas in Zhejiang province. And the final results are shown as follows:

In Q12, 67.5% students in Ningbo province choose more than two choices while only 32.5% students in Zhoushan do that. In Q20 and Q22, most students reckon that the oral English teaching is basically satisfactory both in Ningbo and Zhoushan, but the percentage is slightly higher in Ningbo. As for Q21, students from Ningbo evaluate themselves higher than students from Zhoushan in their ability of oral English. By and large, these results partly shows the existing differences of students' master of phonetic knowledge and ability of oral English between developed areas and developing areas in Zhejiang province.

(3). The differences of influential factors of students per se including psychology and attitude.

The author designs five related questions (question2, question3, question4, question13, question18) to find the differences of influential factors of students per se in Ningbo and Zhoushan. The final results are demonstrated as follows:

In Q2, 18 students from Ningbo choose the third choice, namely, 45% students studied English because of requirement of curriculum and examination. In Zhoushan, the percentage is even bigger, which is almost up to 80%. In Q3 and Q4, students choose listening and writing more than reading and speaking in Zhoushan while the percentage of these choices differ slightly in Ningbo, which can definitely show the different attitudes towards oral English between

these two groups of students. It is found in Q13 that most students were likely to pay attention to the pronunciation of words or sentences more or less whether they are from Ningbo or Zhoushan. Nevertheless, there are totally 22 students in Ningbo do these out of their own will, that is to say, more than half of the students have the awareness of practicing pronunciation. Compared with Ningbo, students in Zhoushan seem to lack consciousness of the importance of oral English as 70% students take heed of pronunciation just in case of teachers' correct or criticism. As for the frequency of taking part in English speech contests, English debate contests etc, both students from Ningbo and Zhoushan rarely take part in these competitions. To some extent, it is mainly because of the low frequency of such kind of contest in their junior middle school, which we can find in Q17. Though more students in Ningbo have taken part in these competitions, the difference is almost negligible.

(4). The differences of language environment between Ningbo and Zhoushan.

The author designs four related questions(question 5, question 6, question 7, question 16 and question 17) to find the differences of language environment including educational theory about English and educational informalization between developed and developed areas in Zhejiang province. And the final results are shown as follows:

In Q5, we find more students from Zhoushan have attended extracurricular classes where they learn English grammar and do exercises. Though less students from Ningbo reinforce their English in a cram school, several students have take extracurricular classes about oral English, which is relatively considerable compared to Zhoushan. In Q6, it is found that more than two thirds students from Ningbo say they speak English more frequently in class and approximately 50% students from Zhoushan do so. Results are almost the same in Q7, which makes the author start to considerate the connection between these two. As for the educational informalization, we find there is no distinct difference of applying information technology means in teaching. Teachers from Ningbo or Zhoushan both use Power Point, video, recorder etc. to increase efficiency of class.

(5). The differences of influential factors of teachers' ability and attitude

There are two questions in the questionnaire about teachers' ability of oral English (Question 9, Question 10)and four about their attitude(Question 8, Question 11, Question 14, Question 15). According to these results, there are existing differences of teachers' ability and attitude between Ningbo and Zhoushan, which may immensely influence students' ability of oral English or the awareness of the importance. The results are as follows:

All the students are basically satisfactory with their teachers' oracy since no one choose the third or fourth choice in Question 9, though there is indeed a difference of teachers' English speaking skills between Ningbo and Zhoushan. Among all the 40 students from Ningbo, more than half of them reckon that their teachers oracy is excellent while only a quarter of the 40 students from Zhoushan choose the same choice. In Question 10, more than half students learn the pronunciation from their teachers whether they are from Ningbo or Zhoushan. As for the teachers' attitude towards oral English, some related information have been collected. It is found that teachers from Ningbo tend to use variable methods to teach the pronunciation while students from Zhoushan often learn the knowledge of phonetics and pronunciation through the daily exercises, which seems relatively monotonous when compared to Ningbo. There is an interesting phenomena the author find in Question 11. Almost all the students choose the third choice, namely, teachers all care much about grades whether they are from Ningbo or Zhoushan, which is beyond expectation since that percentage, as the author understand it, would not be so high, especially in Ningbo where oral English has been paid relatively more heed. In Q14, 60% students from Ningbo say their teachers care more about grammar when students speaking English and the percentage in Zhoushan 12.5% more than that in Ningbo. As for the homework about oral English, students choose the second choice most whether they are from Ningbo and Zhoushan. Nevertheless, 22.5% students from Zhoushan say their English teachers don't assign such kind of homework and in Ningbo the percentage of this choice is lower, which is 12.5%.

2. The Results of the Interview Survey

There are totally 13 questions in the interview survey. One question comes to the difference of the ability of oral English between students from Ningbo and Zhoushan. Two questions confer to the language environment. Seven questions are about the attitude of the teachers and three are concerning about their own ability.

In question 3, we find that teachers from have a higher evaluation of students' spoken language ability, which can also reflect to some extent that there is a certain difference in the spoken language ability of students from Ningbo and students from Zhoushan. In question 6, a total of 13 teachers from Ningbo state that they use English to teach most of the time in class while only 10 teachers from Zhoushan do so. In question 12, the answers of teachers from Ningbo and teachers from Zhoushan are basically the same. They all say that China's exam-oriented education has led to insufficient attention to spoken language. This is one of the most important reasons. Questions 1, 2, 4, 5, 10, 11, 13 all concern the degree of emphasis on spoken language by English teachers. It is found that whether it is teacher from Ningbo or from Zhoushan, most of them believe that the main purpose of junior high school students to learn English is to take entrance exams. Only three teachers from Ningbo and one teacher from Zhoushan think that the purpose is to allow students to master another language. However, in question 2, we find that all teachers agree that spoken English is of vital importance. The answer of question 4 also reflects that all teachers believe that oral communication in class is very necessary. However, of the 15 teachers from Zhoushan, only 9 teachers often conduct classroom oral communication, and 14 teachers in Ningbo stated that they often perform such activities. Regarding the professors of oral knowledge, most teachers from Ningbo say that they intersperse related phonetic knowledge in daily classes, and some teachers

from Zhoushan believe that plosion, stress, and liaison are difficult for junior high school students. It is enough for them to know how to read and there is no need to know the reason. Certainly, all the teachers pay attention to the students' oral expressions, which can be seen from the answer to question 14. In question 13, 13 teachers from Ningbo and 10 teachers from Zhoushan choose to cultivate students' comprehensive application capabilities while the rest of the teachers paid more attention to the mastery of English grammar and knowledge. **The lack of the language environment**

As we all know, language learning needs an environment which helps learners form a language-learning habit and continuously get the input of language. However, English speaking isn't included in the classes of middle schools in underdeveloped area. Students would speak fluent Chinese and teachers would teach them almost in Chinese as if it were a Chinese lesson. After class, oral homework should have been an important part in language learning which could consolidate students' learning outcomes. But the statistics show that in middle school most students have little oral homework when they are in middle school as speaking is paid less attention to than other aspects of English learning. In addition, students don't have activities about English speaking which can train their pronunciation and give them a language environment. Therefore, the language environment is sorely lacking.

B. The Current Situation of Oral English Teaching

After meticulous analysis of the results of the questionnaire and interview, the author managed to find out the connections between students per se, language environment, teachers and students' oral English level. In addition, the main current situation of oral English teaching in Zhoushan and Ningbo has been known.

1. Discussion of the Differences of Oral English Teaching between Developed Areas and Developing Areas

According to the results of the questionnaire and interview, the author finds the differences of oral English teaching between Ningbo and Zhoushan. When it comes to students' opinions about oral English, the author finds that most students pay great attention to oral English, no matter where he is from. However, through the teachers' evaluation and students' self-evaluation, we find that there is indeed a gap of students' ability of oral English between Ningbo and Zhoushan. Compared with Zhoushan, Ningbo's environment urges students to pay more heed to oral English and learning oral English. Secondly, students from Ningbo seem to be more interested in oral English than students from Zhoushan. They also have a relatively high awareness of practicing oral English in their study. As for the educational informalization, we find there is no distinct difference of applying information technology means in teaching. Under the strong support and attention given by the country and Zhejiang government to education informatization, the construction of basic education informatization hardware, software and resources in Zhejiang has achieved extraordinary development, and the basic education informatization has achieved fruitful results. At present, technology and hardware equipment are not prominent problems for Zhejiang. Teachers from Ningbo or Zhoushan both use Power Point, video, recorder etc. to increase efficiency of class. However, teachers' ability and attitude have an essential role to play in students' oral English ability since it is found that teachers from Ningbo pay more attention to oral English than teachers from Zhoushan. What's more, their oral English ability are also relatively higher than teachers from Zhoushan.

2. Discussion of the Critical Inadequacies in Developing Areas

The main adequacy of Zhoushan is the teachers' teaching level, ability and attitude to oral English. Influenced by the region, excellent young English teachers prefer to stay in Ningbo, where the economy is relatively advanced. Therefore, Ningbo has a relatively strong English teaching force compared with Zhoushan. So the teachers' oral English level in Ningbo is relatively higher, which is more likely to have a correct and positive impact on students' oral English. In addition, influenced by economic development and the language environment, English teachers from Ningbo tend to pay more attention to oral English teaching while in Zhoushan, Junior middle school English teaching is more affected by exam-oriented education and English teachers generally focus on basic theoretical knowledge of English teaching, which lead the result that the written ability of students is much better than oral expression ability. Furthermore, the author reckons that students' attitude and importance attached to oral English are also influenced by teachers to a certain extent.

C. Summary of Major Findings

This research is aimed to find out the differences of oral English teaching between Ningbo and Zhoushan, especially the critical inadequacies in Zhoushan, which partly represents developing areas in Zhejiang province. Specifically, the answers of questions put up with in 3.1 have been found. There is difference of students' attitude and psychology between Ningbo and Zhushan, while no obvious difference of information technology means used in teaching between these two areas. And the main adequacy of Zhoushan is the teachers' teaching level, ability and attitude to oral English.

V. CONCLUSION

This research has studied the differences of junior high school students' oral English in Ningbo and Zhoushan by means of questionnaires and interviews respectively, and the author finds out the reasons for the differences between junior high school students' oral English in developed and underdeveloped areas of Zhejiang Province. Among them, English teachers play the most important role. The research provides a direction for improving junior high school students' oral English level in underdeveloped areas of Zhejiang Province in the future and also provides a reference for

other similar researches of oral English.

浙江省大学生初中英语口语教学情况调查问卷

您好！这是一份无记名的有关浙江省大学生初中英语口语学习情况的问卷调查，现在耽搁您几分钟时间，对下面的问题进行选项回答。请根据您自己的情况如实填写。谢谢合作！

1. 你来自哪里？ [单选题] *
○浙江杭州
○浙江丽水、衢州
○浙江宁波
○浙江舟山
○其它

2. 初中时，你喜欢英语的原因是什么？ [单选题] *
○对外国文化感兴趣，掌握语言及学习其文化
○能说一口流利的英语感觉很酷
○为了应试及找工作　宁波 45% 18 人　舟山 77.5%31 人

3. 初中时，你最喜欢英语的哪一部分？ [单选题] *
○听力
○阅读
○口语
○写作

4. 若你在初中时有机会参加英语培训班，你最想提高英语哪方面的能力？ [单选题] *
○听力
○阅读
○口语
○写作

5. 你在初中时有参加过课外英语培训班吗，主要培训哪些方面？ [单选题] *
○参加过，包含听力口语，写作语法等各方面训练
○参加过，主要针对写作语法知识训练
○参加过，主要针对听力口语训练
○没参加过

6. 在初中英语课堂中，你说英语的机会多吗？ [单选题] *
○不多，多用中文
○多，多用英文
○中英混杂，中英文相差不多
○其它

7. 在初中英语课堂中，你的英语老师如何授课？ [单选题] *
○纯英文
○大部分是英文
○大部分是中文
○中英文混杂，比例相当
○纯中文

8. 你的初中英语老师以哪些方式教发音？ [多选题] *
□经常在课堂中教导及练习
□进行音标及其它方面的默写，抽背，单独纠正
□花一两节课教读后，不再细细纠正
□常进行角色扮演或配音指导
□其它

9. 你觉得你的初中英语老师口语能力怎么样？ [单选题] *
○非常好，发音标准，口语流利 宁波 55%　舟山 25%
○较好，发音基本正确　宁波 45% 舟山 75%
○一般，会有错误的发音
○很差，口音重，错误多

10. 你觉得你初中英语老师的口语水平对你的影响大吗？ [单选题] *
○很大，发音基本都是跟着老师学
○不大，自己会认音标，或通过录音，能知道正确发音
11. 在初中时，你的英语老师更注重什么？ [单选题] *
○语法习题及作业
○学生口语交际能力
○学生考试成绩
○其它
12.初中时你了解以下哪些语音知识？ [多选题] *
□重读
□音标
□连读
□语音语调
□爆破
□都不了解
13.初中时，你在朗读英语过程中会注意上题所提及的语音知识吗？ [单选题] *
○不会，因为老师也不会刻意纠正
○会，如果出错，老师会进行纠正指导
○不会，因为根本不了解
○会，自己经常做这方面口语练习
14. 初中英语课堂上，老师请同学朗读时会更注重什么？ [单选题] *
○语法词汇正确性
○发音正确性、口语连贯性
15. 你的初中英语老师会布置口语相关作业吗？ [单选题] *
○不会
○偶尔
○经常
16. 初中时，老师会用到以下哪些设备或形式进行口语听力教学？ [多选题] *
□Power Point
□录音机
□教材音频
□网络视频音频
□其他
17. 你的初中是否常设有英语演讲、辩论等比赛或提供在公共场合进行英语口语表达的机会？ [单选题] *
○偶尔，不多
○几乎没有
○经常有
18. 你是否经常参加英语演讲、辩论比赛或在公众场合进行英语口语表达？ [单选题] *
○偶尔，不多
○几乎没有
○经常有
19. 现处于大学的你，认为英语口语重要吗？ [单选题] *
○不重要
○一般重要
○很重要
○其它
20. 如今身为大学生的你，觉得当初初中学校的口语教学是否到位？ [单选题] *
○十分到位
○基本到位
○不到位
21. 你觉得自己现在的英语口语能力如何？ [单选题] *
○非常好
○中等偏上
○中等

○中等偏下

○很差

22.学习了大学英语口语知识后，你觉得初中所教授的口语知识是否有错误？ [单选题] *

○有些地方相差很大

○完全没有

○类似，相差不大

○不了解

23. 你觉得初中的英语口语教学是否应该得到重视？ [单选题] *

○是，口语能力比书面成绩重要

○否，学好英语语法和词汇就够了

○是，但英语语法和词汇比口语更加重要

○是，口语能力和书面表达能力一样重要

教师采访问卷

1. 老师您认为初中学生学习英语的最大目的是什么？

2. 您认为初中学生会讲流利的英语重要吗？

3.您觉得班里的学生英语口语水平怎么样？

4.您认为课堂上有无必要进行英语口语交际？

5. 您会在课堂上与学生进行口语交流吗？

6. 您上课的时候会用英文教学吗

7. 您对自己的口语水平有信心吗？

8. 您觉得您所在的初中或舟山（宁波）英语教师总体口语水平如何？

9.您觉得自身的口语能力会对学生的口语能力产生影响吗？

10. 您是否会在课堂上教授口语知识，如连读，爆破，重音等？

11.您是否会注意学生的发音，语调和重音？

12. 您觉得初中英语口语教学存在最大的障碍是什么？

13. 您在教授英语时更加偏重语法词汇等知识点 还是学生的综合英语应用能力？

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Literature Review of the Flipped Classroom

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Abstract—On the basis of the brief history of the Flipped Classroom, this paper explains different scholars' definition of the Flipped Classroom. And then it introduces the theoretical basis, which is Benjamin Bloom's Mastery Learning, including core idea, processing procedures, evaluation, and the educational significance of Mastery Learning in the Flipped Classroom. After that the paper makes a comparative analysis between the Traditional Classroom and the Flipped Classroom. At last it reviews the previous studies on the Flipped Classroom abroad, theoretical and practical studies on Flipped Classroom at home.

Index Terms—flipped classroom, definition, theoretical basis, comparative analysis, literature review

I. INTRODUCTION

In 2000, American scholars Maureen Lage, Glenn Platt and Michael Treglia introduced the great teaching efforts through Flipped Classroom when they were teaching *Introduction of Economy* in Miami University. They put the conclusion in their thesis *Inverting the Classroom: A Gateway to Creating an Inclusive Learning Environment*. However, they did not put forward the terms: Flipped Classroom Mode or Flipped Teaching. Also in 2000, J.Wesley Baker published the thesis *The Classroom Flip: Using Web Course Management Tools to Become the Guide by the Side* in the 11th International Teaching Conference. The scholars put forward the terms theoretically, while in 2007 two chemistry teachers named Aaron Sams and Jonathan Bergmann, started to record PPT through video software with voice in Colroado. They uploaded the videos to the Internet to help those who missed lessons. Before long, they started a more innovative attempt to let all the students gradually watch videos, listen to lectures at home. In class, teachers mainly help students with their difficulties, or provide help for the students having difficulties in experiments. With the development of Internet, the Flipped Classroom becomes popular in North America.

II. THE DEFINITION OF FLIPPED CLASSROOM

The definition of the Flipped Classroom was first given by MaureenLage, Glenn Platt and Michael Treglia. "Inverting the classroom means that events that have traditionally taken place inside the classroom now take place outside the classroom and vice versa." (MaureenLage, Glenn Platt, Michael Treglia, 2000, p.32). "Invert" means "turn inside out or upside down", which has the similar meaning with the word "Flip".

In Dan Barrett's book *How 'Flipping' the Classroom Can Improve the Traditional Lecture*, he points out "the Flipped Classroom can apply to a large range of mixture educational methods in which students get prepared materials and then take part in structured in-class activities." (Dan Berrett, 2012, p.37)

Bryan Goodwin and Kirsten Miller (2013) think the Flipped Classroom makes the students learn tasks before class to spot the difficulties. The tasks all go through three similar procedures: first, before class all the students watch the teaching video designed by the teacher. Second, the students try to finish all the tasks given by the teacher. Third, all the students discuss with teacher or classmates through QQ platform to share the answers and write down those unsolved and difficult questions. Thus the students can work out the unsolved and difficult questions with classmates or teachers rather than get the basic information passively in class.

As the real proposers of the Flipped Classroom, Aaron Sams, Jonathan Bergmann (2013) consider it as a teaching method, which mainly proposes what is traditionally done in the classroom is now done at home, and that students do homework or do some classroom activities in the class.

From the previous studies, different scholars offer different definitions on the Flipped Classroom. However, there are some similarities in the previous definitions, which focus on the student-based approach and inverting the teaching procedure.

After learning the previous definitions of the Flipped Classroom, the author defines it as following: Flipped Classroom is a pedagogical method in which students learn new knowledge through short videos, podcasts, e-books as well as internet outside class and consolidate what they acquired through classroom activities with the help of classmates and teachers.

III. THE THEORETICAL BASIS OF FLIPPED CLASSROOM

The theoretical basis of Flipped Classroom in this study is Benjamin Bloom's Mastery Learning. He is a contemporary renowned psychologist and an educator and a teacher in education department in Chicago University. The

Mastery Learning is the product of development in American education during 1950s and 1960s. According to Mastery Learning, "if the learning conditions have met students' need, anyone can master all they require to know during teaching process." (Benjamin S. Bloom, 1986, p.43) Bloom put forward that if the teaching processed smoothly according to the teaching schedule, if all the problems they encountered have been offered a help, if all the students were provided enough time, if there's a standard for mastering, then all the students can learn well and most of them will have almost equal learning abilities, learning speed, learning motivation (Qu Baokui, 1988). On the basis of his learning theory and previous fruits, Bloom came up with the idea "teaching for mastery" and then Mastery Learning Theory. Bloom believes that all the students will be able to master the knowledge once provided enough conditions.

Bloom's Mastery Learning Theory is based on Carol's studying theory, which absorbed five variables. The five variables include studying time, learning perseverance, teaching quality, understanding ability and aptitude. Those factors influence one another, and finally affect the learning effects.

A. The Core Ideas of Mastery Learning

Probably more than 90% students can master the learning contents, and the teaching task is to find out the approach that students can acquire knowledge they are learning. This is the core idea of "teaching for mastery". Thus the educators must change the traditional teaching ideas, and establish a new student-based view.

Bloom advocates a new student-based view, and believes under the teachers' guidance, most students can learn professional knowledge well and improve studying motivation.

B. The Processing Procedures of Mastery Learning

Mastery Learning is not only a theory, an idea, but also a strategy. In the theory of Mastery Learning, Bloom comes up with the new conception of teaching assessment, including "diagnostic assessment", "formative assessment" and "summative assessment".

At the beginning of a new semester, "diagnostic assessment" is necessary. Diagnostic assessment means that teachers assess students' performance before teaching. Its purpose is not to label them "good" or "bad", but to find out students' needs, and promote their studies.

It is necessary to give students assessments at each stage in the teaching process. "Formative assessment" is to give feedback for both students and teachers. Bloom believes that essence of Mastery Learning lies in group teaching along with individually corrective assistance and frequent feedbacks (Benjamin S. Bloom, 1987). Feedbacks often show that how much students have grasped and how much yet to learn. Offering individually corrective assistance helps students get the main points they still need to know and then adjust teaching process. Bloom thinks that each unit properly includes two-week studying activities or 8-10 hours of in-class teaching. In junior grade of primary school, each unit only concludes about one-week teaching. But in a higher level it can last three or four weeks, the point is that keeping the studying time maximum and correcting time minimum (Benjamin S. Bloom, 1987).

Summative assessment is often given at the end of teaching. Its goal is to give students assessments and certificates or to prove teaching schedules to be useful (Benjamin S. Bloom, 1987). The assessment of every semester, every academic year or each unit, helps reach a more comprehensive assessment for students.

The three assessments form a teaching cycle step by step, which are fully penetrated by feedbacks and corrections. Teachers improve their teaching based on assessment in each stage, and provide individual guidance and assistance as well. Students find out problems in each stage, make up the drawbacks and are responsible for their study. They are the master of their study.

C. The Evaluation of Mastery Learning

It is a kind of new teaching view and student-based view, which is a totally new research method. It solved the biggest misunderstanding in education primarily, which was the normal distribution theory "give up the ordinary students to protect the outstanding students" and provided new approaches and ideas for improving teaching qualities. Before that, we are guided by the traditional teaching model that is perusing the performance of the outstanding students but ignore the development of the ordinary students.

Mastery Learning Theory was first put forward in America. As a teaching strategy and theory, it has its own limitations. For example, it focuses on basic theory, basic courses and other enclosed courses, and not useful for innovative courses. At the same time, there are some difficulties in the process of implementation. It takes too much time and energy to concentrate on feedbacks and correction. It can only guarantee most students general development. Mastery Learning can make students master and consolidate the knowledge, but to some degree it would ignore other abilities.

D. The Educational Significance of Mastery Learning in the Flipped Classroom

Firstly, Bloom's Mastery Learning Theory contributes to students' achieving learning goals (Zhang Futao, 2014). This theory emphasizes the importance of making all students finish the tasks. It aims to meet the learning needs of every student.

Secondly, Mastery Learning Theory pays attention to differences among students (Zhang Futao, 2014). When making learning goals, teachers take the individual differences into consideration. Teachers should choose different learning

materials for different students. Also they should adopt different teaching methods in order to offer peculiar guidance and help to students.

Thirdly, Mastery Learning Theory is good for the students' psychological health (Zhang Futao, 2014). During the learning process, teachers hold a positive attitude towards everyone, believing that every student can make it. Teachers have confidence in their students' learning abilities, and in return students will gain confidence because of the expectations, which help trigger their inner motives and make progress in their learning. During the whole process of learning, students become interested in learning contents, they enjoy the happiness of learning, gain a sense of achievement and have their own thoughts further developed.

Lastly, Mastery Learning Theory also puts emphasis on the cooperative learning and communication between students and teachers (Zhang Futao, 2014). During this process, they communicate and discuss with each other. Also students help each other, which help cultivate the cooperative spirit and improve the relationship among them.

IV. THE COMPARISON BETWEEN TRADITIONAL CLASSROOM AND FLIPPED CLASSROOM

Some scholars make a comparative analysis between the Traditional Classroom and the Flipped Classroom from the perspective of the constituent elements of teaching modes. The aspects include: role of teachers, role of students, teaching methods in class, time distribution in class, teaching contents in class, application of teaching methods and teaching evaluation (Zhang Renxian, 2014). The result is as shown in table:

	Traditional Classroom	Flipped Classroom
Role of teachers	Master of knowledge and class	Instructor and stimulator
Role of students	Passive learner	Active learner and researcher
Teaching methods in class	Teaching in class and doing homework after class	Pre-learning before class and discussing problems in class
Time distribution in class	Spending most of time in teaching	Spending most of time in discussing among students
Teaching contents in class	Teaching and imparting knowledge	Question- Answer study
Application of teaching methods	Presenting learning contents	Autonomous learning and cooperative learning
Teaching evaluation	Paper test	Evaluation from multiple aspects

The main distinction between the Traditional Classroom and the Flipped Classroom reflects the different roles of students and teachers in learning. In traditional classroom, teachers teach textbooks and students learn passively. While in the Flipped Classroom, students become the real master of learning and they acquire knowledge through their own efforts and discuss the problems in learning with teachers and classmates. Teachers become the instructor and stimulator of students' learning, instead of being the authority and owner of knowledge.

From the aspect of teaching methods in class, the Traditional Classroom takes the form of in-class teaching and after-class homework. In this way, students become "containers" of knowledge, listening to their teachers in class and finishing homework after class, therefore there are few interactions in class. While in the Flipped Classroom, students preview what they will learn in advance so that they have had certain knowledge about it. In the course of the class, they can discuss the topics about the text designed by the teacher and deal with the unsolved problems in their preview during the process.

In the aspect of time distribution in class, the Traditional Classroom and the Flipped Classroom vary a lot. In Traditional Classroom, teachers spend most of time in teaching, while most of time is spent on discussing between students and teachers in the Flipped Classroom. In Jonathan Bergman and Aaron Sams' book *Flip Your Classroom: Reach Every Student in Every Class Every Day* (2014), it is mainly about the time distribution:

Classroom Mode Teaching Activities	Traditional Classroom	Flipped Classroom
Pre-class activities	5 mins	5 mins
Dealing with homework	15 mins	——
Checking for understanding on last night's teaching video	——	10 mins
Teaching new content	25 mins	——
Group discussion/presentation	——	20 mins
Evaluation	——	10 mins

In the aspect of teaching contents in class, in the traditional classroom explaining the language points becomes the major task. And most teachers regard teaching textbooks as their only target. Language points have been the center of any teaching activities and the students' passively learn has been the center of all learning activities. Therefore, classrooms have been a place where teachers master everything while students study just for tests. The Traditional Classroom regards knowledge itself as the target of research (Guo Yuanxiang, 2005). The Flipped Classroom treats knowledge from the perspective of human development, regarding students as the real cognitive subject of knowledge, which means that students are not the warehouse that store knowledge.

In Traditional Classroom, the teacher is the authority of knowledge, and the presentation of teaching contents

becomes the major task. The Flipped Classroom makes students become the master of learning.

Teaching evaluation is a key element in each teaching mode. The evaluation methods and its value of different teaching modes also vary a lot. In Traditional Classroom, the teachers' major task is to explain languages points and the students' major learning activity is to master knowledge. The examination papers are still the main teaching evaluations. Grades are the only standard to examine the students' ability. For the so-called Quality-Oriented Education, the Educational Department tries hard to change evaluation methods under the traditional teaching models. However there are few essential changes in the evaluation methods. New Curriculum Reform aims to emphasize the thorough development of students' knowledge, skills, methods, emotional attitudes and values. The traditional paper test can only evaluate what students have grasped, ignoring other aspects. The Flipped Classroom doesn't totally criticize the traditional examination paper, and it serves for the teachers to know how much knowledge the students have mastered. In addition, the Flipped Classroom gives a comprehensive evaluation of students from multiple aspects.

V. PREVIOUS STUDIES ON THE FLIPPED CLASSROOM ABROAD AND AT HOME

A. Studies on the Flipped Classroom Abroad

The Flipped Classroom originated from two chemistry teachers named Jonathan Berman and Aaron Sams, who worked in an America woodland park school. In 2007, they added explanation to the courseware and recorded teaching videos by recording software. And those videos were uploaded to the Internet for students who are unable to be in the classes for several reasons. The two teachers' innovative teaching practice made this method a new teaching mode, and received praise from more and more teachers and students. Up to now, the Flipped Classroom becomes a popular new teaching mode in America and the whole world.

The three reasons why the Flipped Classroom gained so much praise and became popular are as follows: 1. High technology is the guarantee for the Flipped Classroom, and students can watch autonomous learning videos freely after class. 2. The economic situation of America offers a market for the Flipped Classroom. The Flipped classroom is economically successful concerning with the current situation since American financial situation can't offer the change from the large classroom to individual teaching (Dan Berrett, 2012; Hunt Marc w, 2013). 3. Internet videos are widely used in teaching.

Nowadays, many schools in America have started to adopt the Flipped Classroom. In America the Flipped Classroom centralizes in middle and primary school and focuses on science subjects like math, physics and science. The teaching process promotes the recognition of scholars and teachers for the Flipped Classroom. They summarized the advantages and disadvantages of the Flipped Classroom according to their teaching practice.

Among those scholars and teachers, most of them believe that the Flipped Classroom can get better effects than the traditional one. For example: *Upside Down and Inside Out: Flip Your Classroom to Improve Student Learning* (Fulton, Kathleen. 2012), *Flip Your Classroom: Reach Every Student in Every Class Every Day* (Aaron Sams, Jonathan Bergmann. 2014), *Flipping the Classroom-Unconventional Classroom: A Comprehensive Guide to Constructing the Classroom of the Future* (Matthew Ogles, Brent Bogan. 2014), *The Flipped Classroom - A Teacher's Complete Guide: Theory Implementation and Advice* (Dr. K. Plunkett Jacob Beckerman. 2014), *Evidence on Flipped Classroom is Still Coming in* (Bryan Goodwin, Kirsten Miller. 2013), *Flip Your Students' Learning* (Aaron Sams, Jonathan Bergmann. 2013), *10 Reasons to Flip* (Kathleen P. Fulton. 2012), *How 'Flipping' the Classroom Can Improve the Traditional Lecture* (Dan Berrett. 2012), *The Flipped Classroom: A Survey of the Research* (Jacob Lowell Bishop. 2013). All these articles point out students learn the teaching video at their own pace, and they will turn to the web and social media for information according to their needs. Doing "homework" in class gives teachers better insight into student difficulties and learning styles, and it gives teachers more opportunities to provide feedback to students. Thus the classroom time can be used more effectively and creatively. It turns out student achievement is increasing, so is interest and engagement. In addition, Teachers improve professional development by watching each other's videos and learning from each other. Meanwhile Fulton Kathleen and Kathleen P. Fulton think the Flipped Classroom requires for a higher demand for teachers' teaching design capabilities, for teachers need more time to design the courses. In Jonathan Bergmann and Aaron Sams' articles, they consider that the Flipped Classroom makes students become the center of the courses, and it requires the learners to make schedules for themselves as well as being responsible for themselves. Dan Berrett (2012) believes that the Flipped Classroom is good for students to improve their learning abilities, motivation and getting higher grades compared with the traditional one. The Flipped Classroom offers more interactions and communications between teachers and students, whilst also allowing students to be more willing to join in the classes.

Although the Flipped Classroom has lots of advantages, many scholars and teachers harbor their doubt in the teaching practice. The authors of *The Flipped Classroom Strategy: What is it and how can it best be used?* (Milman, Natalie B. 2012), *Five Reasons I am not Flipping over the Flipped Classroom* (Lisa, Nielsen. 2012) and *Evidence on Flipped Classroom is still Coming in* (Bryan Goodwin, Kirsten Miller. 2013) come up with the idea that in its practice there are lots of drawbacks: students may skip the materials entirely; the quality of teaching videos is different because of the difference in the maker's ability; students may benefit a little from the teaching videos and they don't make full use of the intime classes.

Whether the teaching effects can be improved or not lies on the design of teaching contents and teaching activities. However, the authors of *The Flipped Classroom Strategy: What is it and how can it best be used?* (Milman, Natalie B.

2012), and *How Flipping the Classroom Can Improve the Traditional Lecture*（Dan Berrett. 2012）concentrate on the importance of teachers to the Flipped Classroom. More scholars believe, without scientific design, only inverting the teaching time and improving traditional teaching methods with technology did not change the essence of learning.

B. Theoretical Studies on Flipped Classroom at Home

Compared with the Flipped Classroom abroad, more theoretical researches are presented than the practices. The author searches "English Flipped Classroom" as keywords in CNKI, by the end of July 4, 2019, there are 4324 relevant papers. Its study mainly started from 2013, and there are only 6 papers in 2013. However, in 2014 there are 95 papers, and in 2015 there are 483 papers, while in 2016 there are 1054 papers, 1125 in 2017, by 2018 the number of papers is 1066, which fully shows the Flipped Classroom in China has aroused large attention and has rapid development.

The Chinese scholars pay more attention to the research of teaching design. *Study on the Key Factors of the Flipped Classroom Teaching Mode* discusses several important factors in implementing the Flipped Classroom, namely the design of the teaching videos and classroom activities, together with the construction of the individual cooperative learning environment and so on(Zhang Jinlei, 2013). Mr. Zhang, in the paper *The Exploration of the Flipped Classroom Teaching Mode* summarizes the characteristics and the design of the Flipped Classroom (Zhang Yunfeng, 2013). He believes that the teaching design process mainly covers three parts as the design of teaching videos before class, targeted training and designed classroom activities. In Wang Hong's paper *The Design of Flipped Classroom Teaching Mode—Analysis Based on Typical Cases at Home and Abroad*, she constructs the Flipped Classroom teaching mode by analyzing the domestic and foreign typical cases (Wang Hong, 2013). In an article *Design and Application of Task-based Flipped Classroom Teaching Mode*, the author analyzes the advantages and the facing challenges of the Flipped Classroom, and then constructs the teaching mode named "problem-core and task-driven" (Li Hailong, 2013). These previous studies have played an important role in promoting the widespread practice of the Flipped Classroom in China, and also laid the foundation for the relevant practical research in China.

C. Practical Studies on Flipped Classroom at Home

In recent years, with the development of the Flipped Classroom teaching mode in foreign schools, some Chinese schools begin to practice the Flipped Classroom teaching mode, according to Chinese actual teaching situation. For example, Chongqing Jukui Middle School, Shenzhen Nanshan Experimental Middle School, Shanxi Yuncheng Xinjiang Middle School, and Jiangsu Mudu Senior High School and so on. Chongqing Jukui Middle School and Shenzhen Nanshan Experimental School are the pioneers, whose modes set good examples in the field of domestic education (Zhong Xiaoliu, 2013).

1. "3456" Teaching Mode in Chongqing Jukui Middle School

In 2011, Chongqing Jukui Middle School learns from foreign outstanding cases in the Flipped Classroom Teaching Mode and makes appropriate adjustments according to the actual situation of the school, and then sums up the "Three, Four, Five, and Six" mode. *Three* refers to the Three Flips (flip the teaching objectives; flip the teaching conception; and flip the teaching methods), *Four* refers to the Four parts before class (teachers make teaching plan; teachers make teaching video; students preview; and teachers get to know how much students master), *Five* refers to the Five steps in class (students' mutual cooperation; teachers' illustration; students' more practice; students' self-correction; and teachers' evaluation), and *Six* refers to the Six advantages (teachers teach less, students learn more; teachers can help students one by one; teachers get to know how much students master in time; teachers adjust measures to different levels of students; teachers enrich teaching context; and teachers reduce the burdens). After a period of trial experiment, the school conducts a questionnaire in the experimental class to examine the effect of the Flipped Classroom Teaching Mode. The experiment results show that most students prefer this kind of new teaching mode and they think the new teaching mode improves their interest as well as enhance their confidence. Chongqing Jukui Middle school perfect the teaching mode instead of completely copying the foreign Flipped Classroom, therefore it can implement the Flipped Classroom Teaching Mode well (Wang Hong, 2013).

2. Shenzhen Nanshan Experimental Middle School

With development of the Cloud Computing environment, Shenzhen Nanshan Experimental Middle School implements the Flipped Classroom Teaching Mode with the information technology integration strategy in 2012. The school also learns from foreign experience to implement localization practice to achieve the depth of teaching methods. The results are published in the Southern Education Times, which drew widespread praise amongst scholars and teachers.

Combining with the different characteristics of their own schools in China, some schools have explored the suitable Flipped Classroom Teaching Mode for themselves. It also greatly promotes the development of the Flipped Classroom Teaching Mode in China.

D. Studies on English Flipped Classroom at Home

Compared with a small amount of research studies on senior high school in China, most studies concentrate on application of Flipped Classroom in College. These studies are *On Discussion of the College English Flipped Classroom Teaching Mode* (Fan Xiuli, 2013), *On the Construction of Flipped Classroom Mode in College English* (Fu Lei, 2014), *Feasibility Analysis on the Application of Micro-class Based "Flipped Classroom" Mode in College English Teaching* (Lu Haiyan, 2014), *Flipped Class Mode and Its Application to College English Teaching* (Cui Yanhui, Wang Yi, 2014),

The Application of the Flipped Classroom in College Teaching (Wang Binhong, 2014), *The Application Research of Flipped Classroom in University Teaching —A case study on professional English of Educational Technology* (Wang Xiaodong, Zhang Chengjingzi, 2014). They all focus on the present situation of the college English teaching, and trying to improve students' interests and capabilities in English learning research. Compared with the Flipped Classroom in college, little research, especially in English class has been conducted in junior and senior high school. In this thesis, the author tries to flip the English reading class in senior high school.

VI. CONCLUSION

Compared with the traditional teaching mode, the Flipped Classroom has changed teachers' role, students' role, teaching methods, time distribution, teaching contents, application of teaching methods and teaching evaluation. However, according to the studies on the situation of the Flipped Classroom at home and abroad, there are some achievements in the theory and experiential cases, but there are still some disadvantages. For instance, most studies concentrated on logical subjects like math, science and physics. In China, most related studies focus on the introduction and exploration of the Flipped Classroom, therefore there is much more theoretical research than practical research. Few studies have been focusing on language teaching, especially on English reading class in senior high schools. The Flipped Classroom is a totally new teaching conception and has an abundance of advantages compared with the traditional teaching model.

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Political News Discourse Analysis Based on an Attitudinal Perspective of the Appraisal Theory—Taking the New York Times' Report China-DPRK Relations as an Example

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Abstract—The relationship among China, the United States and North Korea has already been a focus of international politics. From June 19 to 20, North Korea leader Kim Jong-un ended his third visit to China within 100 days. This is also his three consecutive visits to China since he took office in December 2011. The high density and frequency are not only rare in the history of China-DPRK relations, but also seem to be unique in the history of international relations, indicating that China-DPRK relations are welcoming new era. This paper selects the New York Times' report on China-DPRK relations as an example, which is based on an attitudinal perspective of the appraisal theory to analyze American attitudes toward China. Attitudes are positive and negative, explicit and implicit. Whether the attitude is good or not depends on the linguistic meaning of expressing attitude. The meaning of language is positive, and the attitude of expression is positive; the meaning of language is negative, and the attitude of expression is negative. The study found that most of the attitude resources are affect (which are always negative affect), which are mainly realized through such means as lexical, syntactical and rhetorical strategies implicitly or explicitly. All these negative evaluations not only help construct a discourse mode for building the bad image of China but also are not good to China-DPRK relations. The United States wants to tarnish image of China and destroy the relationship between China and North Korea by its political news discourse.

Index Terms—political news discourse, appraisal theory, attitude resources

I. INTRODUCTION

At the invitation of Chairman Xi Jinping, Kim Jong-un, Chairman of North Korea, paid an informal visit to China from March 25th to 28th. The Chinese side has published a 3,400-word news release, and CCTV News has spent nearly 14 minutes reporting, which is very rare. The main official media of North Korea, such as the Korean Central News Agency, Labor News, and North Korea's CCTV, used a lot of time to report Kim Jong-un's visit to China. It can be seen that both China and the DPRK attach great importance to Kim Jong-un's first visit to China, which is of great significance. This will have far-reaching positive effects on current and future China-DPRK relations and regional situation. The geo-effect and strategic value brought by this visit are enormous.

The meeting between Chairman Xi Jinping and Chairman Kim Jong-un has sensationalized the whole world. In the past few days, the attention of the international community has continued unabated and has been highly valued. This strongly reflects that China-DPRK relations are of great significance to the region and the world at the same time. It also fully demonstrates that China has an irreplaceable key role in promoting the easing of the situation on the peninsula.

The news is generally considered to be a fair and true response to the facts of the public, that is, the reporter collects factual materials, and then objectively reports, presenting the truth of the facts unbiased to the public. News has a certain social nature, and news reports will have certain selectivity, reflecting its social aspect and reflecting the ideology of certain social groups. Because news is presented to the readers in the form of language, language is a social symbol. Therefore, in news reports, the content meaning of news discourse has certain implicitness. Although the ideology implied by it does not have other popular discourses such as news commentary, but because news reports are of an official nature influenced by the mainstream ideology of the ruling class, the reporters must objectively and accurately report the speech activities of government agencies and leaders, and also perform their own media roles, and the media orientation also affects the ordinary people.　Therefore, news reports also directly or indirectly influence and control people's way of thinking, and play an important role in the formation of people's attitudes and opinions about social events. Although Western newspapers are in a free social environment, they face fierce competition. In order to survive, news reports will be presented to readers in the way that they are expected by political groups, social groups, and interest groups, reflecting specfic interests, political opinions, and ideologies. From this we can see that political news reports will also reflect the political intentions and ideologies of specific groups.

The political news *Beijing Said to Abide by Sanctions on North Korea, for Now* published in New York Times. This

news appears to be a report on China's compliance with sanctions against North Korea, but in fact, by analyzing the news based on an attitudinal perspective of the appraisal theory, we can conclude that the United States wants to provoke China-DPRK relations.

II. LITERATURE REVIEW

There are many researchers based on an attitudinal perspective of the appraisal theory to analyze political news discourse. Chen Mei published *A Study of English Translation of Bai Juyi's Poems from An Attitudinal Perspective of the Appraisal Theory* in *Foreign Language Education.*This paper studies the English translations of Bai Juyi's poems by focusing on attitude in appraisal theory. Through a comparative and statistical analysis of the affect, judgment, and appreciation in Levy's 10 English translations of Bai Juyi's narrative poems, this paper demonstrates that Levy's evaluation strategies chiefly lie in his increasing attitude resources and decreasing affect resources, different frequency and distribution of positive/negative attitude resources between Levy's translation and Bai Juyi's original poems (Chen,2013). *An Analysis of Britain's Attitude towards the "One Belt and One   Road Initiative" from the Perspective of Appraisal Theory* was written by Zhao Yaying. Based on Martin's appraisal theory, this paper penetrates into Britain's attitudes through analyzing the reports written by three major British presses with quantitative approach.This study aims not only to provide some suggestions for "one belt and one road" publicizing but also to present a way of analyzing intelligence with quantitative approach, and to enlighten related studies.It has been found that Britain holds positive attitudes towards "one belt and one road" on the whole. Britain worries about this initiative, such as the turbulent Middle East and the matter of sharing profits, but still it is attracted by the great potential and outlook and it regards "one belt and one road" as an opportunity to revive its stagnant economy (Zhao,2016). Wang Qiang wrote a paper named *News Review Analysis With Appraisal Theory —— Based on the Indian Review on the Belt and Road*. In this paper he discovered that the affection resources and judgment resources are highly frequent. There is significantly correlation between positive affection and positive judgment．The news reviews are constructed based on positive affection evaluation so that readers may follow its direction and develop positive attitude (Wang, 2016). Chen Lingjun published *News Discourse of Chinese Dream: An Attitudinal Perspective of the Appraisal Theory* in 2016. With Martin and White's appraisal theory as the theoretical framework for discourse analysis, this study adopts qualitative and quantitative methodologies to analyse the implicit and explicit attitudinal resources in Chinese dream news discourses chosen from Chinese authoritative sources of China Daily and Xinhua News Agency (Chen, 2016).

Many researchers analyzed political news discourses from an attitudinal perspective of the appraisal theory, especially in recent years. The author would also do in the same way, but with a more clear and detailed way to classify the attitude resources to analyze the news discourse.

III. THEORETICAL BASIS

The significance of the evaluation derives from the study of attitudes, emotions and judgments in 1985, but did not form a certain theoretical system at the time. Martin extended this research to the level of discourse analysis. From 1991 to 1994, he hosted a research project called "Write It Right", which launched a study on the language proficiency of institutions in secondary schools in Wales, Australia. Martin then worked with White to create a model structure for the appraisal system. In 2000, Martin published a paper *Beyond Exchange: Appraisal Systems in English* officially proposed the appraisal theory system. The appraisal theory is the development of interpersonal meaning under the theoretical framework of systemic functional linguistics. It mainly studies how the speaker or author expresses his subjective attitude in words. Like other theories of systemic functional linguistics, appraisal theory emphasizes the rhetorical choice of linguistic resources, which is the study of language assignment semantics, and builds a large and sophisticated system to study how language users can give language objects through language. The value of meaning and the strategy of constructing one's own position or discourse sound, the realization of interpersonal meaning helps the listener/reader to better understand the position, viewpoint and attitude of the speaker/author and realize interpersonal interaction. The appraisal theory consists of three main systems, namely attitude, engagement and graduation. This paper mainly studies specific news discourse from the perspective of attitude system.

According to Martin's interpretation and classification, attitude is the most complex part of the appraisal system.

Attitude refers to the judgment and appreciation of human behavior, text/process, and phenomenon. It is the object of the language user's description (the attitude of object, thing, and person), but this is the perspective of the reader based on the language of the text. Attitude is divided into three subsystems: the judgment system, the affect system, and the appreciation system (Wang, 2001). The affect system is the center of the entire attitude system, from which the judgment system and the appreciation system are derived. Specifically, the affect system is a resource for interpreting linguistic phenomena and is used to explain the emotional reactions of language users to behaviors, texts, processes, and phenomena. As a resource for interpreting emotional language phenomena, the judgment system is used to explain the moral judgment of language users on certain behaviors according to ethics/morality, rules/systems, such as whether they are ethical, reliable, and brave or not. As a resource for interpreting linguistic phenomena, the appreciation system is used to explain the appreciation of the aesthetics of texts/processes and phenomena by language users. In short, as Martin said, they are the resources of choice for emotional performance, moral judgment, and aesthetic evaluation (Liu,

2013).

Attitude can be positive or negative, and can be either explicit or implicit. The affect system can be divided into affect as quality, affect as process and affect as comment. Judgment system is an ethical category, which is the judgment and evaluation of human personality and behavior. The system can be divided into social esteem (related to the behavioral norms of the evaluation object, ability, tenacity, etc.) and social constraints (related to the ethical concept of whether the evaluation object is true and reliable, and whether the behavior is justified). The appreciation system is an aesthetic category, which is used to express our evaluation of things, mainly including things we manufacture or realize (Martin, 2005) .

IV. ANALYSIS OF ATTITUDE RESOURCES OF NEWS DISCOURSE IN CHINA-DPRK RELATIONS

In this part, the writer first introduces the resource of the corpus, as well as the reason why the writer chooses this news as corpus. Then, the writer from three aspects, namely affect, judgement and appreciation, analyzes American attitude toward China.

A. Corpus Source

The corpus of this paper was adopted from New York Times. New York Times, sometimes referred to as The Times, is a daily newspaper published in New York, USA, and has a high degree of influence. It is the representatives of senior American newspapers and serious publications. New York Times has a good credibility and authority. Due to the classic style, it is sometimes dubbed "The Gray Lady". Its original name was The New York Daily Times, and the founders were Henry Jarvis Raymond and George Jones.

In the news report, the New York Times saw itself as a "newspaper record". The result of this policy was that the New York Times rarely reported an incident first, except for local news in New York. And if it really reports an event first, then the reliability of this report is very high, so it is often used as a source of news directly by other newspapers and news agencies around the world. A New York Times index is available in most public libraries in the United States, and its content on New York Times' article is latest events. The New York Times has a reputation for being a reliable source of news. Its editorial is generally considered to be relatively open. But in fact its editorial is written by many different authors, and their views vary from left to right.

But for the media, national interests have priority over their rights and freedoms, and the media must give top priority to national development goals. New York Times is also included in the media. News is for political service, and has always been closely connected with politics, and the principle of the supremacy of national interests is upheld. Due to the huge differences in social systems, political systems, and ideologies between China and the West, the big Western countries have unscrupulously curbed the rapid rise of China, and some mainstream media reports concerning China have added fuel to the flames and wantonly vilified China. They exaggerate the strategic competition of great powers, China threatens.

B. Attitude Resource Analysis

Attitudes are positive and negative, explicit and implicit. Whether the attitude is good or not depends on the linguistic meaning of expressing attitude. The meaning of language is positive, and the attitude of expression is positive; the meaning of language is negative, and the attitude of expression is negative. Both positive and negative attitudes have explicit or implicit characteristics. When the linguistic meaning of expressing an attitude is revealed by the literal meaning of the language, the attitude is explicit; when the linguistic meaning of expressing the attitude is revealed by the meaning behind the language, the attitude is implicit. Implicit attitude is not only related to context, but also to the semantic responsibility of language users.

In the appraisal system, emotions are mainly concerned with the semantic resources of emotions of people, things, events or situations. Martin divides emotional resources into four categories, namely, Un/happiness, In/Security, and Dis/satisfaction, and Non/Pursuit. The judgment system belongs to the ethical category and evaluates the behavior of language users based on ethical standards. Judgment can be divided into two parts: social esteem and social sanction. Appreciation system is an aesthetic category, which refers to the aesthetic evaluation of texts/processes and phenomena, and also has positive and negative meanings. Appreciation can start from three perspectives: reaction, composition, and valuation. China, Chinese, Beijing, are mentioned very frequently in the political news *Beijing Said to Abide by Sanctions on North Korea, for now.* There are many attitude resources in this political news.

1. Affect Attitude Resource

Maritin and White refer to the person who consciously experiences the emotional experience as the emoter, and the phenomenon that causes the emotion is called the trigger. There are six aspects to consider when classifying emotions: the first is whether they positive or not (eg. He is happy. / She is sad.) ; the second, is there any accompanying external action or purely internal state (eg. She wept. / She is sad.); the third, is it for the specific trigger (eg. She is distressed. / She feels proud about her child); the fourth is the intensity of the emotion (eg. The captain disliked leaving. / The captain detested leaving.); the fifth, with or without subjective intentions (He disliked leaving. / He feared leaving.); the sixth is the classification by content (sad-happy; anxious-confident; fed up-absorbed) (Liu, 2013).

There are many negative affect attitudes in the corpus. In the first example, the word angered involves negative affect

expression which implies that the United States has shown that China is acting in its own interest, regardless of the overall situation, on North Korea peninsula issue. The United States, by twisting the facts, aims to destroy China's image and put pressure on China.

(1) Such an image would seem to bolster Mr. Trump's suggestion that China, **angered** by American tariffs on its goods, was no longer a partner in the effort to disarm the North.

In the second example, the word suspicions involves the expression of emotional intent, expressed through this emotional word to drive a wedge between the China and North Korea. This is because from June 19 to 20, North Korean leader Kim Jong-un ended his third visit to China within 100 days. This is also his three consecutive visits to China since he took office in December 2011. The high density and frequency are not only rare in the history of China-DPRK relations, but also seem to be unique in the history of international relations, indicating that China-DPRK relations are welcoming a new era. The United States doesn't want to see the relationship between China and North Korea getting better and better, so here in the American press, the word is used to separate the two countries.

(2) China, they say, still harbors deep **suspicions** about the North and Mr. Kim, despite the recent thaws in the neighbors off-and-on relationship.

In the third example, intensity, passive, both of these words express negative, passive emotional attitudes. The United States uses trade war as an excuse to smear China, saying that China, because of the trade war between the United States and China, is unwilling to assist U.S. President Trump to resolve North Korea peninsula issue. In fact, that is not true. This is very bad for China's image in the world.

(3) Still, he said, the **intensity** of the trade war with the United States, along with the increasing likelihood that it will become a protracted standoff, has led China to be more **passive** about assisting Mr. Trump on North Korea.

The word burned is also affect attitude in the fourth example. This is because Sino-US trade relations have developed in friction and twists since the two countries established trade relations. Recently, trade relations between China and the United States have deteriorated, and China has been reluctant to bow to American power. Therefore, the US media wants to distort the facts to worsen China's image in the world, and to put pressure on China in order to make China bow to the US power. China's accession to the WTO with the development of economic and trade relations between the two countries, the frequency of trade friction has increased, and the United States has become the country with the most trade friction with China. More than 20% of US companies' dumping allegations against overseas competitors involve China. Despite the huge US market and the rapidly rising Chinese market, as well as the increasingly close economic and trade exchanges, these two countries have huge economic interests with each other, but such fierce trade frictions can not help the prospects of Sino-US economic and trade relations. American trade is not a simple economic decision, but a balance between economic interests and political reality.

(4) China is less interested in backing the denuclearization efforts because it **feels burned** by Mr. Trump on trade, according to a Western diplomat with contacts among the Chinese leadership. Its leaders had believed that Mr. Trump would not proceed with the confrontational trade policies he promised during the presidential campaign if China helped him by going along with tougher United Nations sanctions against the North last year, the diplomat said.

Although there are two positive affect attitude words in the beginning of the sentence, there are also two negative emotional words in the ending of the sentence. China-DPRK relations are gradually on the right track and relations are getting better and better. The United States wants to provoke relations between China and North Korea. The United States wants to suggest that the relationship between China and North Korea is neither stable nor secure.

(5) I very much **expect** this visit could happen, and it would **greatly improve** bilateral relations, Lu Chao, director of the Border Study Institute at the Liaoning Academy of Social Sciences, said of Mr. Xi's trip. Sept. 9 is a particularly meaningful date for North Korea, and Mr.Xi's presence would further strengthen a relationship that is **warming** but still **not secure**, he said.

From the above examples analysis, we can conclude that most of the attitude resources used in this report are negative attitude resources. Behind these negative attitude resources is that the United States hostile to China, and the United States wants to discredit China, and to undermine the image of China in the international. At the same time, the US also wants to undermine China-North Korea relations, making China's geopolitical relationship more complicated and worse.

2. Judgement Resource Analysis

The judging system is based on the ethical, moral and social statutes of the commentator's actions, and whether the praise or condemnation is made. Social judgment judges the personality and behavior of a person from the three perspectives of normality, capacity, and tenacity. It is judged whether a person's behavior is in line with the routine, whether it is talented, and whether it is strong. This criterion of judgment is often verbal and there is no written provision. Social constraints mean judging the positive and negative meanings. The positive meaning makes people envious, the negative meaning should be criticized, but the criticism is not in the legal sense, and the criticized behavior is not malignant. Social constraints are also positive and negative. The positive meaning is praise, the negative meaning is condemnation, and the condemnation behavior has legal meaning.

There are several examples of judgement resource analysis in this news discourse. In the first example, blame refers to condemn China. It is a judgement resource which suggests that China should responsibility for the Korean peninsula issue. However, in fact, the responsibility for the Korean peninsula issue lies mainly with the United States, while the

United States puts the responsibility on China.

(1) BEIJING -- When President Trump said on Friday that there had not been sufficient progress toward ridding North Korea of its nuclear weapons, he made it clear that he thought China was partly to **blame**.

The word, punish, in this sentence refers to judgement resource. In this sentence, the American press reported that China punishes North Korea in order to provoke the contradiction between the two countries.

(2) China, they say, still harbors deep suspicions about the North and Mr. Kim, despite the recent thaws in the neighbors off-and-on relationship. And while it is giving the North some economic help around the edges, they say,China is mostly abiding by the international sanctions meant to **punish** Pyongyang for its nuclear pursuits.

3. Appreciation Resource Analysis

Appreciation system is an aesthetic category, which refers to the aesthetic evaluation of texts/processes and phenomena. It also has positive and negative meanings. Appreciation can start from three perspectives: reaction, composition, and valuation. However, there is almost no positive appreciation resource in this political news which indicates America does not appreciate China.

V. CONCLUSION

From the above analysis, we can see that the attitude resources of this political news are mostly affect attitude resources, and also negative affect attitude resources. There are some judgment attitude resources, while appreciation attitude resources are almost none. Since recent days, North Korea leader Kim Jong-un frequently visit China which makes the relations between the two countries have been advancing by leaps and bounds. America is unhappy to see this. Therefore, US is going to damage the relations between the two countries through this report, and discredit China's image in the world. From the analysis of this news report, we can conclude that the United States is hostile to China. This is conducive for the Chinese people to come and understand America's intentions.

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Research on the Application of Cooperative Learning in College English Teaching

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Abstract—By collecting and sorting out relevant theoretical materials, the author analyzes the current situation of college English teaching, and by selecting experimental classes to demonstrate the obvious progress before and after the adoption of cooperative learning teaching model, the author holds that it is imperative to implement cooperative learning teaching model at the present stage, On this basis, this paper tries to put forward several effective cooperative learning strategies and suggestions, hoping to enlighten the front-line teacher's engagement in college English teaching and researching.

Index Terms—cooperative learning, college English, examination- oriented education system, application in teaching

I. INTRODUCTION

When China initiated the reform and opening up policy in the late 1970s, English has been gaining accelerating public importance and governmental attention, and its college English education has made great progress. However, under the current college English education system, people are often affected by exam-oriented education, and the phenomenon of dumb English and deaf English is prevalent. Therefore, college English teaching reform is urgent. Since 2011, China began a new round of education reform of college English courses, the teaching theory of cooperative learning is put forward and discussed just conform to the requirements of curriculum reform of college English. It combines the traditional teaching with modern psychology, pays attention to the development of interpersonal cognition, and makes up for the deficiency of traditional classroom teaching to some extent.

The single learning method in traditional teaching makes students' enthusiasm for English learning low and the learning efficiency is very few. It is difficult for students to improve their academic performance substantially, the main performances are in the following aspects:

A. Vocabulary

English words have always been a big obstacle for students to learn English. If they do not master enough vocabulary, students will not be able to read, write and speak English efficiently, and they will have great obstacles in English listening. If this goes on, it will certainly affect the passion and effect of English learning. Therefore, it can be said that vocabulary is the most basic thing of learning English.

B. Grammar

The mastery of grammar is also a big difficulty for Chinese students to learn English, this is mainly because there is a big difference between English grammar and Chinese grammar, It is difficult for students to understand, and many difficult points of grammar are easily confused and difficult to remember, students will be afraid of grammar at the sight of it, this will inevitably affect their interest in learning.

C. Reading

The improvement of English reading level is related to the practical application of English ability. If you do not have basic reading ability, you will have difficulty understanding English materials, emails, etc., and there will be obstacles in communication too. In the traditional Chinese English teaching, the teaching of English reading is more focused on the exam-oriented level and the cultivation of students' exam-oriented ability, rather than the cultivation of students' reading ability, which also leads to the dull learning of English reading.

D. Writing

When talking about the English writing teaching in Our country, the teaching methods are too single, we will usually learn the model essay only, this method is very good for coping with taking exam, but the result is that we all write in the same pattern, with no ideas of our own, such writing has deviated from the purpose of writing teaching, although some students have their own ideas, they still can not write efficiently due to the lack of vocabulary or the lack of grammar knowledge.

All of the above problems are the practical difficulties that Chinese students encounter in learning English, and they are also the problems that English teaching must solve, traditional teaching methods can no longer solve the above

problems. The introduction of cooperative learning will spark new hope for English teaching and bring a glimmer of vitality and dawn to the current situation.

II. BACKGROUND

Cooperative learning is an effective means to rapidly improve the mastery of knowledge through cooperation and mutual assistance in the learning process, this innovative educational teaching concept has become the focus on the content of the education field, relevant scholars and researchers are aiming at a series of researches on this aspect, and some satisfactory results were obtained.

A. Research on Cooperative Learning Abroad

As early as in the last century, some countries in Europe have carried out in-depth research on education and proposed the method of cooperative learning to break through the limitations of traditional education mode. In the last century, European and American countries have made corresponding researches on cooperative learning model. However, at the beginning, it was only on the theoretical level, and then it was gradually applied to teaching practice, until it was vigorously promoted and used by the American education circle.

Cooperative grouping can make learning more effective, learning should not only involve competition, but also cooperation (Dewey, R.T.1994). Cooperation and competition promote and transform each other. In the process of education, we should not only attach importance to competition, but also encourage cooperation. The field theory proposed that students' initiative should be emphasized in the process of education. If teachers hold the initiative and students only passively accept knowledge, the teaching effect will be unsatisfactory. Appropriate return of the dominant power of learning to students will be conducive to the improvement of students' interest in learning (Lewin, 1998). On the basis of this theory, Dodge carried out further research, He proposed that grouping students into groups to study in a team mode would help improve the learning effect of students, and at the same time, cultivate a certain sense of teamwork and competitive spirit. He formally introduced cooperative mode into Pedagogy, and proposed that teachers and students should strengthen interaction in the teaching process.

B. Research on Cooperative Learning at Home

The idea of cooperative learning was originally proposed by David Koonts, a famous American educator. This innovative concept was the most substantial teaching theory strategy in the mid-1970s and 1980s. Now all countries in the field of education are deeply aware of its potential functions and actively promote its application in classroom teaching. In recent years, although cooperative learning appears frequently in classroom teaching, its practical application is still very serious, the fundamental reason is that teachers do not really realize the essence of cooperative learning concept and lack of practical application skills, they simply think that as long as the students organize themselves into a team to discuss and analyze problems together, it is cooperative learning, which does not reflect the deep connotation of cooperative learning, nor fully explore students' potential independent learning ability.

At the present stage, cooperative learning has become the main breakthrough and manifestation of the transformation of traditional teaching system into modern teaching system, and it has been frequently used by teachers in classroom teaching of various subjects. This is also an important achievement of China's quality-oriented education reform, and students can learn with individuality in the atmosphere of independent inquiry and cooperation. Although college English has been developing towards the direction of quality-oriented education reform, it is still influenced by the traditional teaching mode and it is rare to create language practice opportunities for students, teachers occupy the main body of the classroom and seldom consider students' individual learning habits, strategies and language needs. This kind of education and teaching mode has been unable to meet the development needs of the times. Therefore, it is very urgent and important to understand the deep connotation of cooperative learning and guide teachers to cultivate the educational and teaching concepts keeping pace with the times.

How to effectively apply cooperative learning strategy to college English teaching reform plays an important role in improving the quality of college English teaching (Zhong, 2013). In her paper, *Research on Cooperative Learning Strategies of College English Based on Individual Differences of Students*, Wang (2013) points out the uniqueness of cooperative learning mode, that is, it emphasizes equality and mutual cooperation, and it also recognizes that this teaching mode has a very broad development space in college English subject, and there will be many problems in the implementation process, so it needs to put energy into continuous improvement to obtain the ideal effect. The focus of cooperative learning is the cultivation of learners' self-learning initiative, cooperative awareness and coordination ability in learning practice, as well as giving play to their own advantages, activating classroom atmosphere and improving learning efficiency (Wang, 2011). In cooperative learning, there is a relationship of cooperation, mutual assistance, mutual dependence and mutual promotion among learning partners. In class, each group member can evaluate each other internally and also exchange and evaluate each other, so as to promote the formation of cooperative skills and learning skills among cooperative learning members and improve the learning efficiency and effect. College English teachers should not only learn the theoretical knowledge of cooperative learning, but also combine it with practice so as to obtain better verification in the classroom, so as to master the cooperative learning mode that is really suitable for college English education and teaching, and ultimately improve the overall teaching quality (Zhang, 2007).

In Rescue Strategy of Teachers for Students' Cooperative Learning, Huang (2013) takes Wuxi regional higher vocational colleges as the research object, and focuses on the effective measures of practical application of cooperative learning mode, which also provides valuable operational experience for other teachers.

To sum up, under the continuous and deep influence of China's educational reform, the concept of cooperative learning has been gradually extended to college English classes, but there is still no consensus on how to effectively implement this strategy in practice, Therefore, the research on its theory and practice strategy is of great significance to improve the relevant system.

III. RESULTS AND DISCUSSION

In order to further verify the effect of cooperative learning on improving English learning, we apply the method of cooperative learning to actual English teaching classes, and then we put forward the corresponding cooperative learning methods according to the specific situation of teachers and students. At the end of the semester, we will make comprehensive evaluation of English cooperative learning through the students' actual learning results and surveys from other aspects , such as from the learning results, from experts and from the students .

A. Cooperative Learning Can Effectively Improve the Quality of College English Teaching

Students' English final exam scores before and after the experiment are shown in the following table:

COMPARISON OF ACHIEVEMENTS BEFORE AND AFTER COOPERATIVE LEARNING

	Average score	Pass rate (%)	Excellent rate (%)
No English cooperative learning	84.10	95	40
English cooperative learning	92.17	100	67.5

As can be seen from the table , by comparing the results before and after the cooperative learning of English, we can easily find out that after the cooperative learning, the overall performance of the students is increased significantly, the average score is increased by nearly 8 points, and all the students passed the exam, this can fully illustrate that English cooperative learning has a great promoting effect on actual English teaching.

B. Cooperative Learning Can Effectively Improve College Students' Oral English Ability

In order to help students practice their oral English skills, the school often encourages students to participate in various oral English activities, including competitions, exams and English speaking contests. In the past, the experimental classes had average performances on these tests, but after the cooperative learning model, obviously, the test performances of this class are greatly improved compared with those of the class without taking cooperative learning, which also indicates that cooperative learning can help students to carry out effective oral expression practice.

C. Cooperative Learning Can Improve College Students' Learning Interest, Cooperation and Communication Ability

This survey is conducted among 42 students from the Social Science Department, class 1171 in a school, and it is based on the results of English learning. For example, it can be carried out from the aspects of mastering the knowledge, their interests and learning methods in English learning, their evaluation and acceptance in the use of cooperative learning, etc.

Through the data analysis after the survey, it can be found that the original students are not interested in learning English, and there are difficulties in understanding, remembering and using the English language. Through cooperative learning, they can deepen their understanding and memory of English words when participate in the actual discussion of English words,And then it is generally believed that learning English is not so difficult as imagined, so the interest in learning English has increased.

A very important step in cooperative learning is group discussion. According to the survey, after group discussion, each student has a sense of mission and responsibility, and the discussion results of each student will affect the group's performance, therefore, they will actively participate in the discussion and constantly learn from the experience of other students, which not only enhances the memory of the students themselves, but also strengthens the cooperation among the students.

Through the survey, students hope that teachers can adopt this method in their future English learning and their attitude towards English cooperative learning is also changing day to day after taking this learning method. In this way, students can not only master the knowledge in books, but also have a strong interest in learning English, this fully demonstrates that English cooperative learning has produced an effect in the actual teaching process and effectively improved students' English ability.

IV. REFLECTIONS

Any attempt of a new teaching method cannot be smooth sailing. There are also some problems that cannot be ignored in the implementation of group cooperative teaching in college English teaching.

A. Group Activities Are Formal and Lack of Substantive Cooperation

We can not simply divide the students into several groups in Cooperative learning. We should not only let the group learning stay in the superficial form, but also pay attention to many deep issues in the specific teaching process. If students are assigned to make an English courseware related to the teaching topic according to *Five Famous Symbols of Chinese Culture*, it is necessary to supervise the participation of students in the production process, specify the division of labor, and ensure that each member of the group can participate and give full play to their own strengths. Some students are responsible for collecting pictures, texts, video and audio materials, some students are responsible for editing, and the final presentation. We must ensure and supervise that every student works hard for this learning task, so as to improve students' participation and enthusiasm in English learning. If we only assign a cooperative task from the form, and do not give full play to the advantages of group cooperation, the learning results cannot fully represent the level of the group. The reason is that the students' self-management ability is poor, and they haven't formed the consciousness and ability of cooperative learning. The teachers haven't timely reminded and guided the students in each group to discuss and communicate with each other.

B. Student Participation Is Uneven

Group learning does increase the opportunities for students to participate, However, students who have a better mastery of the English language will usually have more opportunities to participate and often play a helpful role. Students whose English are not so good will become listeners and often get information directly from the top students without the opportunity to think independently. As a result, poor students benefit less from group cooperative learning than from the usual class teaching. One of the main reasons for this situation is that teachers will usually focus on the results of group learning only, rather than on the learning process and individual learning situation; The second reason is that the group leader did not manage the group activities well, and those students who will sneak off easily are usually lack of the sense of collective responsibility.

C. Cooperation among Students Is Not Active Enough

In the process of group cooperative learning, students should form a good relationship of mutual help and interaction, however, in group activities, the phenomenon of not being friendly, not listening and not sharing often occurs, which will affect the smooth development of cooperative learning, nowadays most students are only children, some of them are selfish and independent, which is the main reason for the above problems.

D. Value and Reward the Whole over the Individual

When we study group cooperative learning, we think that group cooperative learning takes the performance of the group as the evaluation standard, which is undoubtedly correct, but it may lead the teachers who implement group cooperative learning to the misunderstanding that teachers tend to place too much value and reward on the group as a whole and neglect individual development, this is also not useful for a successful cooperative learning.

E. Abuse of Group Cooperative Learning

Group cooperative learning is a kind of learning method advocated by the new curriculum, however, in the eyes of many people, it has become the symbol of the new curriculum. It seems that it cannot be called the new curriculum without this. Therefore, it is widely used in classroom teaching of various subjects, regardless of whether such cooperation is really necessary or beneficial to improve classroom teaching efficiency, the main reason for this phenomenon is that teachers lack a comprehensive understanding of the nature of the new curriculum.

V. SUGGESTIONS

A. For Teachers

First of all, teachers should not only have good psychological quality, but also improve their teaching ability through continuous learning. It is necessary to understand the psychological state of students and deal with the problems in cooperative learning teaching flexibly. Before using the cooperative learning teaching model, they should not only master the current research results at home and abroad, but also choose the appropriate method according to the national conditions and the actual educational level of our country; They should not only to be familiar with the teaching content, but also to understand the learning ability of students learning situation, find problems, to actively summarize, and seek solutions; Teachers should also strengthen exchanges, learn from each other and learn from each other's successful teaching experience.

Second, the basis of cooperative learning is to divide students into small teams, which is not an easy thing. Only on the basis of having a basic understanding of the whole class's learning level, learning ability and even personality, can a teacher make a reasonable arrangement. In the cooperative learning of college English, scientific and reasonable grouping should be carried out first. When grouping, make sure the overall differences between the different groups are small, and at the same time, it is also necessary to ensure the balance of students' learning ability in English reading within each group. Small differences between groups require that students with equal learning abilities be averaged among groups before they are grouped, while the balance between the group and other groups requires that the students in the group and other groups average their reading ability, comprehension ability and generalization ability. Only in

this way can each group achieve the same task, so that each group member can complete the assigned learning task, and then can communicate and assist each other.

Third, according to the relevant requirements of the new curriculum reform, education should be student-led, and the initiative of learning and the dominant power of class should be given to students, especially for college students with strong self-consciousness and mature cognitive ability who have formed their own values. When designing teaching programs, students' actual conditions should also be fully considered. No matter it is group cooperation or other modes, students' acceptance ability and learning effect should be the evaluation standard, and teachers should strengthen the dialogue and communication with students.

The last, interest is the source of motivation for students to learn. Teachers should try to cultivate students' interest in learning English, especially in cooperative learning. If it is difficult to learn, they should adopt traditional teaching methods, if the cooperative learning teaching mode is still adopted without considering about the special situation, it is easy for students to lose interest in learning due to difficulty. For the topics and contents that students are interested in, teachers can actively adopt the teaching mode of cooperative learning without hesitation.

B. For Students

Firstly, due to the limitation of geographical conditions, every university will have students from all over the country. For some students from remote areas and rural areas, their English pronunciation is obviously with local accent, plus by exam-oriented education, the former middle school learning English is to do papers, exercises, although their English vocabulary is large, and they have a good grasp of grammar, but the practice of oral opportunities are few and far between, this kind of dumb English phenomenon has continued to the university stage. All these are not conducive to the development of college English cooperative learning model, not conducive to the improvement of college students' English level.

Secondly, students are the principal part of learning, they should give full play to their subjective initiative and active learning so as to achieve good learning results. In the process of group discussion, students should speak up actively, bravely express their own views and opinions, rationally communicate and discuss with the members of the group, and be in a correct state of mind, be good at listening and absorbing different opinions and opinions. When assigning tasks to groups, they should obey the management and arrangement and actively participate in group learning activities.

C. For Teaching Process

Whether cooperative learning teaching mode can be carried out smoothly is a dynamic process. Only by adjusting and correcting problems in time can we ensure that this teaching mode is not mere formality. This dynamic process is mainly manifested in the following three aspects: First of all, reasonable selection of English teaching materials. Teachers should first have a comprehensive understanding of the content of teaching, conduct corresponding teaching analysis, classify the key points and difficulties, and then decide whether to take it as the content of cooperative learning according to the corresponding standards; Secondly, teachers should first have a comprehensive understanding of the content of teaching, conduct corresponding teaching analysis, classify the key points and difficulties, and then decide whether to take it as the content of cooperative learning according to the corresponding standards; Thirdly, the evaluation and reward of cooperative learning should be positive and pertinent. On the one hand, the evaluation of cooperative learning is conducive to discovering the problems existing in practical cooperative learning and helping teachers to improve the methods and methods of cooperative learning, on the other hand, evaluating cooperative learning from the perspective of students can help to develop deeper cooperative learning among students, effectively inspire and motivate students, cultivate students' deep interest in learning English and cultivate the spirit of mutual help, friendship, solidarity and upward with other students.

D. For Teaching Environment

Colleges and universities should pay attention to students' English learning, realize that the traditional teaching mode can not meet the needs of current college English teaching, and actively adopt new teaching modes such as cooperative learning to better achieve the teaching objectives. The school should provide support for the development of cooperative learning model in English teaching. At the same time, relevant training courses should be provided for teachers to improve their ability and level of teaching in this mode, encourage teachers to learn from each other, and organize exchanges and cooperation between colleges and universities in the sharing learning mode when necessary.

VI. CONCLUSION

Under the continuous and in-depth influence of China's educational reform, the concept of cooperative learning has been gradually extended to college English classes. However, there is still no consensus on how to effectively implement this strategy in practice, therefore, after collecting and sorting out relevant theoretical materials, the author expounds the research background of college English cooperative learning, analyzes the problems that may exist in the implementation of cooperative learning strategies in colleges and universities and the related factors that cause the problems, and tries to put forward several effective cooperative learning strategies and suggestions, has a discussion on how to carry out college English teaching reform under the new situation and improve college students' English

communicative competence by using effective cooperative learning methods. At the same time, they should strengthen their independent learning ability, cultivate their sense of cooperation and improve their comprehensive cultural quality to meet the needs of China's social development and international exchanges. It is hoped that the research results of this paper can be used to enrich the existing theoretical system, and meanwhile, it will have some enlightening significance for front-line teachers engaged in college English teaching and research.

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