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Role of Modern Teaching Methods for Providing Quality Education at Higher Level

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Abstract

Teacher's way of teaching has a significance effect on students learning. The major aim of the research was to find out that How to improve the quality education through modern teaching methods. The purpose of study was to investigate which method is the best for the teaching learning process. The present study has pointed out the value of modern technologies in the teaching learning process. The concept of modern teaching is interactive and technology oriented. Modern teaching has necessary component of presenting ideas by students, through group discussion, cooperative learning, open discussion and self-study which is included in this study to furnish the students abilities in learning environment. Data was collected by two public's universities i.e. university of agriculture and university of education Faisalabad using a survey questionnaire. Convenient sampling technique was used for the selection of sample for the study. Thus, the sample size of the study was consisted of 50 respondents. The findings showed that teachers prefer the modern teaching methods for providing the quality education. Modern education is providing these all benefits to the society as whole as also it is reasonable by any class of people.

Keywords: Modern teaching; Quality education; Learning environment; Teaching methods

I.Introduction

The most important purpose of education is to improve the quality of teaching learning processes. There are several modern teaching methods that can be used in teaching and learning (Renata,2000). Modern teaching means to teach the students with the use of electric devices such as multimedia power point computer tablets. The concept of modern teaching is new. The students and teacher role are too active in this method. Computers are being used to provide up to date information. The computer in the classrooms are enhancing students' capability and understanding towards education. Teaching profession can be made attractive through modern devices (Lee, 2000).

Now society moves in 21st century where the education system has rapidly changed with the passage of time. Education is given with different modern IT tools which is helpful in teaching learning process. (Zazaleena, 2005). Many universities and higher secondary schools in the world use technology to increase the students learning tools like an internet access, email, interactive whiteboard, LCD, computers, multimedia projectors, laptop and course software that are according to the curriculum. (Honey, 2005). There are several modern teaching methods and These teaching methods are focused on students´ active work. In this paper we studied some of these methods, i.e. problem–based learning (IBL), Project-based learning (PBL), Brainstorming,

Self-learning, Free Online Learning Tool and Social Media(Goodison, 2005).

Teachers used computer in teaching learning process and try to improve their teaching techniques. Teachers save office work, students and teachers' attendance record, students' bio-data information and students' performance record. They often used computer to set their curriculum and update latest information. (Passey, 2006). Mostly teachers used computer as an attractive teaching tool during lecture, they engage the students with different creative activities in classroom whether students happily done their work. Teacher make lesson easy, interesting and meaningful with the help of computer (Scrimshaw, 2007). Use of multimedia improves the students self-learning ability. Multimedia makes student from passive learners to active learners. It also develops the student's innovative ability. Usage of multimedia in class saves a lot of time which teacher spent on writing on board (Tolstoy, 2008). With a single click teacher can share information in many forms like audio video, text, graphs because it increases the output information. Large number of students can easily be handled by using multimedia in classroom (Balasubramanian, 2009).

Project-based learning (PBL) is the most common method. It is an instructional methodology in which students learn important skills by doing several projects (Gursul, 2010). Problem based learning is often referred to as a form of inquiry-based learning (IBL), which describes an environment in which learning is driven by a process of inquiry owned by the student. The problem can be presented in various forms– question, task, experiment. (Costa, 2011). Teacher is a key element in a teaching learning process. Such teachers who come in classroom without any preparation may cause of poor learning and they must face problems. A teacher should be master in his work to perform all types of tasks. Teacher teaching style also affects the student learning and performance. (Al-amarat, 2011).

The teacher plays various roles. The teacher is a facilitator, a timekeeper, mentor and motivator. Brainstorming is a group creativity technique designed to generate many ideas for the solution of a problem. In 1953 the method was popularized by Alex Faickney Osborn in a book called Applied Imagination. The most important outcome of brainstorming is to improving team work in students. (Klimova, 2012). The 84% students learn through e-learning and 16% learn through traditional methods. Information communication technology improves our educational system day by day (Klimovo 2012). There is an array of free online learning tools available which teachers can use to encourage engagement, participation and a sense of fun into the classroom. Teachers can create an interactive and dynamic classroom environment using, for example, online quizzes to test student's knowledge. (Eady, 2013).

Modern teaching is used to get better the competence of educational system. Modern and traditional teaching is very effective to each other both are used to increase the quality of system (Xuan, 2014). the concept of e-learning has been started since 1999. In the early 90s many educational institutions are set up to delivery online education for students. Learning management system (LMS) has been started in 90s in Pakistan. Some educational institutions develop their own LMS system while some started with taking system from market. LMS is the best way of interaction between students and teachers. In 2000s e-learning concept has increased in business. In modern learning, (MOOCs) and (SOOCs) courses is used to give a new concept for students in 2010. (Gogos 2014).

The learning percentage of students through lecture method is only 5% and the learning outcome of students by using audiovisual method 20%. Similarly, demonstration method increased the learning of students 30% and discussion increased the learning level of students 50%. The learning through practice doing students learned 75% and also has a long-term effect on student's mind. modern teaching develops the student abilities of

thinking and cognitive senses (Amit 2015). The trend of modern learning increased day by day as compare to traditional learning. The use of technology in the classroom is more beneficial for students because students actively participate in the classroom (Muayad and Hadithy 2015).

Modern teaching has become the important part of every filed like, commerce, researchers, management and education. E-learning provide us deep knowledge and help us to identify weakness and strength of every educational system. (Rehman *et al*.2016). Traditional teaching concept is very old and one-way communication. Online teaching is latest education concept by using internet and technologies includes many types of media that projector, multimedia, web learning as well as computer-based teaching. Online learning and teaching environment are very effective than traditional environment. In past people of rural areas shifted to urban places for quality education (Leach and Emerson 2016). modern teaching is more effective for self-education. Online teaching and learning are the new approach that used in modernized schools especially in a private sector. Learning through practices doing has long term effects in student's mind and 75% students learn by practice (Drozdova 2017).

Figure:1 Learning Pyramid
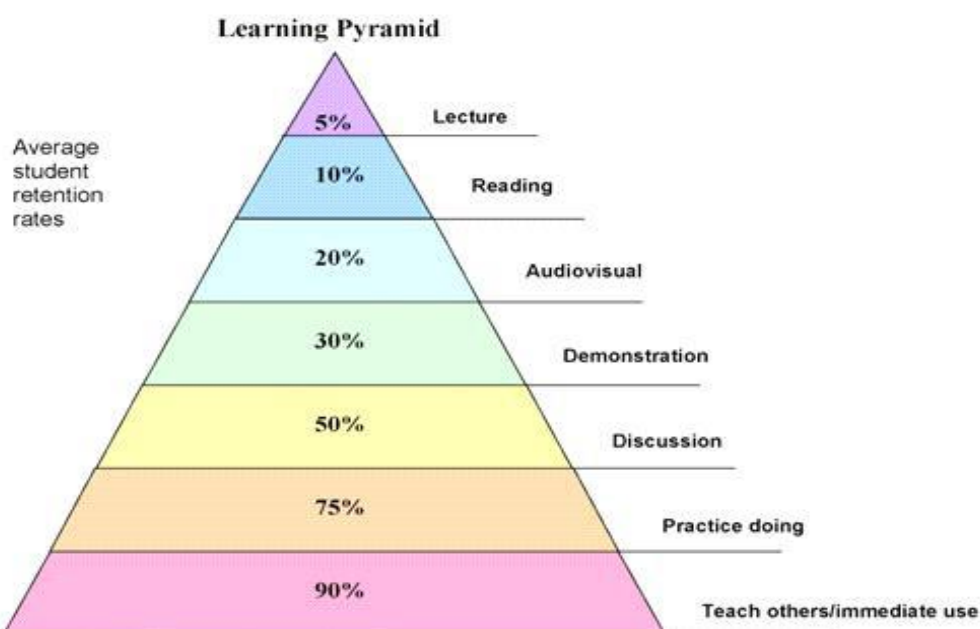
Source: National Training Laboratories, Bethel, Maine

II.Study Area

The present study entitled "Role of Modern Teaching Methods for Providing Quality Education at Higher Level" was conducted in public universities of Faisalabad. Faisalabad is the third most populous city in Pakistan. University of Agriculture is the public sector university in Faisalabad. It is ranked 4thin Pakistan and 1st among agricultural universities. It was also ranked in QS worktops 800 universities in 2015. Data were collected from two public universities, University of Agriculture, Faisalabad (UAF) and University of Education, Faisalabad (UE). All teachers and students of both universities were the population of the study.

III.Material and Method
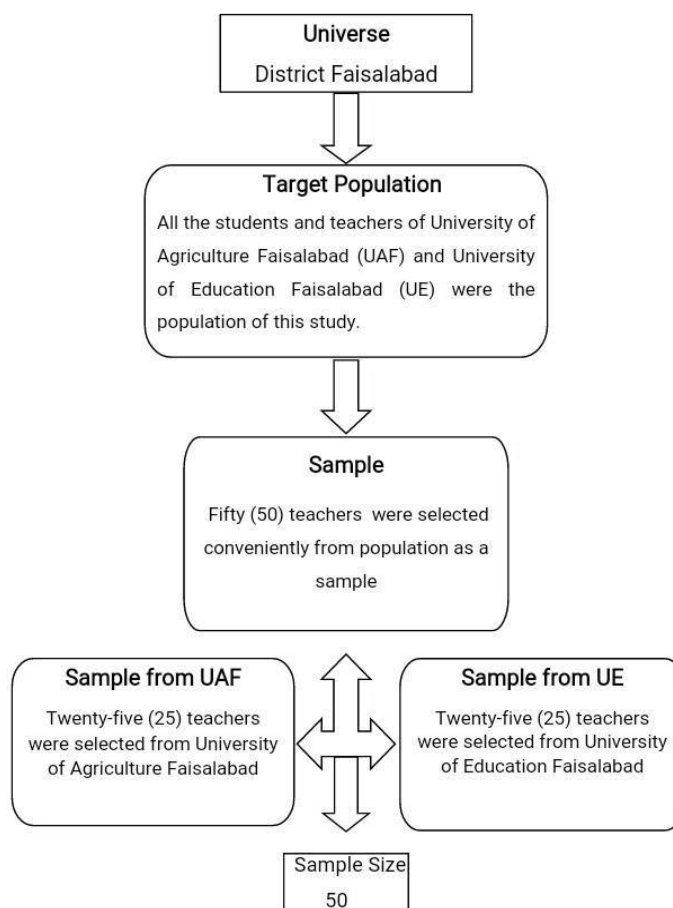
2.1 Data and its resources

Methodology is a system of methods used in a specific area of study and provides us the theoretical analysis of the study. Convenient sampling technique was used for the selection of sample for the study. The study employed a descriptive survey design to investigate the importance of modern teaching methods at higher level.

2.2 Methodology

All the students and teacher of University of Agriculture Faisalabad (UAF) and University of Education Faisalabad (UE) were the population of this study.

The sample size consisted of (50) respondents. Twenty-five teachers were selected from University of Education and twenty-five teachers were selected from University of Agriculture, Faisalabad for the purpose of data collection. The sample size of (50) respondents were determined by the convenient sample techniques. A well-structured questionnaire which was used for data collation from teachers. The data were carefully recorded according to the procedure. The purpose of data collection and procedure was explained completely to all the members before filling up of questionnaires. The copies of questionnaires were distributed among the students. Statistical Packages for Social Sciences was used to analyze the data. The inter-station of raw data is very difficult task. It's important that first data is analyzed and then interpretations are done through it. It is the main element of whole research procedure based on results and the researcher concluded the research.

III.Results and Discussions

Table: 1) Modern Teaching Method

Modern Teaching Method	Mean	Std. Deviation	Weighted score	Rank order
Teacher's roles as a facilitator	4	0.286	200	1
Teachers encourage students to generate their own tasks	3.98	0.654	199	2
Modern teaching plays an important role in the learning process	3.78	1.036	189	3
Students easily access the learning material in short time	3.68	0.819	184	4
Modern teaching provides flexible learning	3.67	1.077	185	5
Provide information's to students in variety of formats	3.66	1.099	183	6
The learn Most of the learning process takes place in group or by the individual students learning takes place with no fixed location	3.6	1.212	182	7

3.1 Findings of Modern Teaching Methods

Majority of the respondents (4.00) were agreed that the teacher role as a facilitator was prominent as indicated by majority of the respondents (with mean value 4.00).Most of the respondents (3.98) were agreed that teachers encourage the students to generate their on tasks was prominent as indicated by majority of the respondents (with mean value 3.98). Most of the respondents (3.87) were agreed that the modern technology play an important role in the learning process was prominent as indicated by majority of the respondents (with mean value 3.87).Most of the respondents (3.68) were agreed that students access the learning metrical in short time was prominent as indicated by majority of the respondents (with mean value 3.87). Most of the respondents (3.66) were that provide the information's in variety of formats was prominent as indicated by majority of the respondents (with mean value 3.66). Most of the respondents (3.60) were that the learn most of the learning process takes place in group or by the individual students learning takes place with no fixed location was prominent as indicated by majority of the respondents (with mean value 3.60).

Table: 2) Effective Teaching Strategies of Modern Teaching

Effective Teaching Strategies	Mean	Std. Deviation	Weighted score	Rank order
Learn from students	4	0.639	200	1
Work together as a Team work	3.96	0.533	198	2
Welcome new ideas	3.92	0.724	196	3
Clarify goals and available intellectual challenges	3.9	0.463	195	4
Build interest	3.8	0.969	190	5
Independence, control and active engagement	3.76	0.916	188	6
Appropriate assessment and feedback	3.42	0.906	171	7

Majority of the respondents were agreed that good teacher got learning from the students. Teacher provides the students plethora of information, but they also learn from students with new ideas. Most respondents (4.00) were agreed that teacher learn from students was prominent as indicated by majority of the respondents (with

mean value 4.00).Most respondents (3.96) were agreed that both teacher and students worked together as a team work was prominent as indicated by majority of the respondents (with mean value 3.96).The majority of the respondents (3.92) were agreed that teacher should be motivated and encouraged the students to participate in the classroom was prominent as indicated by majority of the respondents (with mean value 3.92).The majority of the respondents (3.90) were agreed that clarify the goals and available intellectual challenges were prominent as indicated by majority of the respondents (with mean value 3.90).Most of the respondents (3.80) were agreed that it's very compulsory for a teacher to teach in co-operative environment was prominent as indicated by majority of the respondents (with mean value 3.80).

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Study Habits and Students' Achievement in Mathematics in Ikono Local Government Area, Akwa Ibom State

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Abstract

The study entitled study habits and students' achievement in mathematics is designed to identify form and find out measures to stamp out these unhealthy study habits if any that are eating deep into the fabric of our Educational System. The study is a survey type. Two hypotheses were raised and tested at 0.05 level of significance. The sample of the study consisted of 120 senior secondary two mathematics students in 2017/2018 session selected from the study area. The instrument used in gathering data were Students' Study Habits Questionnaire (SSHQ) and SS II second terminal examination result for 2017/2018 academic session. Independent t-test statistic was used to analyse the data obtained. The result shows that there is a significant relationship between students' study habits and students' achievement in Mathematics. There was no significant difference between male and female students' achievement in mathematics that possess good study habits. Based on the findings, it is recommended among others that school administrators, mathematics teachers, government and parents should create a conducive environment, so as to inculcate and enhance good study habits among mathematics students.

Keywords: Study habits; Students' achievement and mathematics; Conducive environment

1.Introduction

Reading habits are well-planned and deliberate pattern of study which has attained a form of consistency on the part of students toward understanding academic subjects and passing at examinations. Reading habits determine the academic achievements of students to a great extent. Both reading and academic achievements are interrelated and dependent on each other. Students often come from different environments and localities with different levels of academic achievement. Therefore, they differ in the pattern of reading habits. While some students have good reading habits, others tend to exhibit poor reading habits. Academic achievement means how much knowledge the individual has acquired from the school (Bashir & Mattco, 2012).

Palani (2012) is of the opinion that, effective reading is important avenue of effective learning and reading is interrelated with the total educational process and hence, educational success requires successful meaning with them. It requires identification and comprehension. Comprehension skills

help the learner to understand the meaning of words in isolation and in context. Before the advent of the television, both the young and the old found enough time to read. Apart from teachers, other professionals used to spend their leisure time in reading both English and vernacular literature. English medium schools almost always demanded extra reading from their students. But all these have become a thing of the past. Palani (2012) further added that, nowadays, reading habit has lost its importance as both the young and the old are glued to the television. As far as educational institutions are concerned, coaching students for the examinations seems to be the all and end of our educational system.

Singh (2011) examined academic achievement and study habits of higher secondary students. The study was conducted on one hundred (100) higher secondary students randomly selected from two higher secondary schools. The result indicates that girls and boys differ significantly in their study habits and academic achievement.

Bhan and Gupta (2010) on the other hand examined study habits and academic achievement among the students belonging to scheduled caste and non-scheduled caste group. The results revealed that sex has no significant impact on the study habits and academic achievement of students.

Gallo (2007) said "books, yield their best to you, if you read them at the age at which each particular masterpiece can ideally be chewed and digested". There is little knowledge about the everyday reading practice of tertiary education students and how these practices affect their academic achievement. Everyday reading consists of individuals' reading activities for a variety of purposes, such as for relaxation or information (Issa, et al, 2012). They believe that from middle childhood through adulthood, reading becomes a major component of studying, and much information learned through studying is initially acquired through reading. Thus everyday reading activities in which students engage may, considerably influence their studying skills and subsequent academic performance. There is a general sense in which one appreciates the link between good habits of reading and the academic performance of students generally, (Issa et al., 2012).

Guthrie, Benneth & McGough, (2007) believe that "reading" is the act of getting meaning from printed or written words, which is the basis for learning and one of the most important skills in everyday life, Issa et al (2012) further explain that reading is usually associated with books as only the written words provide a complete picture of the act of reading. It means that through reading, the individual is able to build or fix things, enjoy stories, discover what others believe and develop ideas or beliefs of their own. Thus, reading provides the key to all forms of information necessary for our day-to-day survival and growth.

Perhaps, due to lack of good reading habits among students, academic performance with respect to their examination result has been in dismay nowadays creating a great source of worry and concern for all stakeholders in the educational sub-sector (Issa et al, 2012). The setting of "crashed programme," quite prevalent in the school systems today has not been supportive in the development of the good practices of reading. Thus, the enthusiasm associated with the urge to engage in reading practices voluntarily, pleasurably and extensively is almost nearly absent among the greater number of students in the schooling system today (Issa et al, 2012).

Ogbodo (2010) identifies three main types of reading habits. These are Hobby, recreational and concentration. A hobby is an activity one does because one derives some joy and satisfaction from doing it. After formal education's attainment, some people like reading as their hobby. Its purpose is to widen the reader's horizon areas like educational, religious, political, economic, current affairs, fiction and non-fiction. The practice of reading as a

hobby helps one to be versatile in knowledge in many areas and the person can discuss issues knowledgeably with others.

1.1 Statement of the Problem

The problem most students have that contributes to their poor performance in tests and examinations is lack of proper reading habits. For an excellent performance, there is the need for the student to form good reading and study habits. At present, due to the influence of the mass media, people do not show

much interest in reading books, magazines and journals, among others (Palani, 2012). Even the cankerworm of examination malpractices may be traceable to the prevalent poor reading interests and habits among the wide spectrum of students. In addition, the by-products of scientific and technological inventions and innovations have also contributed greatly to the dwindling fortunes of the good practice of reading among majority of the students. Today, many students prefer to watch movies and other shows on the television, listening to audio-CDs, watching video-CDs, among others (Isaa, 2012). Many parents and teachers complain about students of our generation who have not developed reading habits among themselves. Officials of the West African Examination Council and Teachers of Mathematics complain of the kind of answers to Mathematical questions written by today's generation of students (WAEC, 2014). The net result is the poor performance of many students in final examinations. One of the many issues confronting students nowadays is perhaps, not their inability to read but their lack of interest in mathematics. From the assertion above, the work was conducted to examine the reading habits among students and the effects on their academic performance in secondary schools, specifically among students in Ikono Local Government Area of Akwa Ibom State.

1.2 Purpose of the Study

1.To examine the influence of study habits on students' achievement in mathematics.

2.To examine the influence of study habit on male and female students achievement in mathematics.

1.3 Significance of the Study

Specifically, examination bodies may no longer spend huge amounts of money in reprinting examination question papers as a result of leakages. Unhealthy study habit may become historical issue if examination bodies use the services of seasoned God fearing clergymen as examination officials, supervisors, invigilators and paper-markers. The governments, parents and guardians may no longer continue to waste their resources on students and candidates who may be expelled from their respective institutions as a result of unhealthy study habits. Foreign countries will no longer look down on certificates awarded by the nation's educational institutions during employment and further education. It may help students who have the zeal to study hard in selecting classmates as friends who inculcate positive study habits.

1.4 Research Hypotheses

The following research hypotheses were raised to guide the study:

1.There is no significant difference between students who possess good study habit and those with bad study habits in terms of mathematics achievement.

2.There is no significant difference between male and female students' achievement in mathematics who possess good study habits.

1.5 Methodology

This section describes the design of the study, the area of the study, population, sample and sampling technique, instrument, validity of instrument, data collection and analysis.

1.6 Design of the Study

The study is survey in nature, because the elements are studied in their natural setting.

1.7 Area of the Study

This research work was conducted in the senior secondary schools in Ikono Local Government Area of Akwa Ibom State.

1.8 Population and Sample

All senior secondary class two students in the sixteen (16) schools constituted the population for this study, two schools were selected with total number of 120 SSII students based on the fact that they met the following criteria: schools that have boarding facilities, schools that register candidates for WAEC and NECO for the past 16 years. Schools that have at least 3 qualified mathematics teachers as well as mathematics laboratory. This sample size was representative enough to make meanings in the study.

1.9 Instrument and Data Collection

The instrument for data collection was the questionnaire. This instrument was divided into four parts – A, B, C, and D in conformity with the two research hypotheses. The researcher personally administered the questionnaire assisted by teachers in each of the schools. The return rate of the completed copies of the questionnaire was 100 percent. The response categories used were the modified Linkert Scale Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD), and Undecided (UD). These were rated 5, 4, 3, 2 and 1 respectively.

1.10.Validity of the Instrument

To establish the validity of this instrument two measurement and evaluation experts went through the construct for both face and content validations. The corrections and suggestions were considered and built into the final copy of the questionnaire.

1.11 Method of Data Analysis

Data collected were analyzed in line with the two research hypotheses using independent t-test. All hypotheses were tested at 0.05 significant level.

1.12 Analysis

The data collected were analyzed under the following subheadings/tables

1.t-test comparison of mean achievement scores in mathematics between students with good study habits and those with bad study habits.

2.t-test comparison of mean achievement scores in mathematics between male and female students that possess good study habits

Hypothesis 1

There is no significant difference between students who possess good study habits and those with bad study habits in terms of mathematics achievement.

Table 1:   Summary of t-test Analysis between students who possess good study habits and those with bad study habits in terms of mathematics achievement

Variables	N	$\bar{x}$	SD	DF	t-cal	t-crit	Decision at P < 0.05
Students with good study habit	60	50.6	15.13				
				118	2.89	2.00	Significant
Students with bad study habit	60	42.5	16.58				

Table 1 shows that the t-calculated value (2.89) is greater than critical value (2.00). Hence the null hypothesis is rejected.

This implies that there is a significant difference between students who possess good study habit and those without good study habit in terms of mathematics achievement.

Table 1 also reveals that students that possess good study habit perform significantly better than students with bad study habit in terms of mathematics achievement.

Hypothesis 2

There is no significant difference between male and female students' achievement in mathematics who possess good study habit

Table 2:   t-test analysis of mean achievement score between male and female students with good study habit in terms of mathematics achievement

Variables	N	x	SD	DF	t-cal	t-crit	Decision at P < 0.05
Male	30	47.0	12.28				
				58	0.12	2.00	Not significant
Female	30	45.6	15.95				

Table 2 reveals that the t-calculated value (0.12) is less than t-critical value (2.00) with degree of freedom 58 at 0.05 significant level. Hence the null hypothesis is accepted. This implies that there is no significant difference between male and female students' achievement in mathematics who posses good study habits.

2.Discussion of the Findings

The findings of the study as presented in Table 1 shows that students who posses good study habits performed significantly better than students with bad study habits in terms of mathematics achievement. This result is in agreement with (Issa et al, 2012) who said that bad reading habit leads to poor academic achievement. The result is also in line with Palani (2012) who said that effective reading is important avenue of effective learning and effective reading is interrelated with the total educational process and hence educational success requires successful meaning with them.

The findings of the study as presented in table 2 shows that there is no significant differences between male and female students' achievement in mathematics who posses good study habits. This result in line with Bhan and Gupta (2010) who found that gender has no significant impact on the study habits and the academic achievement of students.

3.Conclusion

From the findings of this study, it is concluded that students who possess good study habits performed significantly better than students with bad study habits in terms of mathematics achievement.

It is also concluded that boys and girls that posses good study habits do not differ significantly in mathematics achievement.

4.Recommendations

Based on the analysis and finding presented in this study, the researcher makes the following recommendations:

1.The use of Godfearing people or people with unquestionable character as examination officials, supervisors and invigilators should be adopted by all examination bodies.

2.Scholarship should be given by government and philanthropic organizations to students that take at most the 10th position so as to motivate other students to take their lessons serious.

3.Seminars and workshops should be conducted regularly for the serving teachers so as to expose them to the new methods and techniques in teaching.

4.School administrators should discourage the practice of promoting students from lower class to higher class on trail. This strongly encourages students to develop unhealthy study habit.

5.School administrators, mathematics teachers, government and parents should create a conducive environment so as to inculcate and enhance good study habits among mathematics students.

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On the Construction of Training Mode of Critical Thinking Skills in College English Teaching

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Abstract

Critical thinking skills are the premise of independent thinking and creative thinking. In 2015, Ministry of Education stipulated that critical thinking skill is one of the cultivation indicators of National Standards for undergraduate college students. It is required that English teaching in colleges and universities should improve students' ability of applying, analyzing, evaluating, and creating as well as training their English application skills. Emphasis should be placed on cultivating students' quality of being inquisitive,encouraging them to believe in reason, respect for facts, make prudent judgment,enjoy research, and pursue the truth. To construct a comprehensive training mode of critical thinking skills in college English teaching is a new task and new subject faced by English teachers.

Key Words:. Critical thinking skills; College English teaching; Training mode

I.Introduction

Critical thinking skills, originated in the west, are an important part of thinking skills. Its basic connotation is "using appropriate evaluation standards to conduct conscious thinking and finally make well-founded judgments" (Paul and Elder, 2006: 20). Critical thinking is composed of two dimensions. In the emotional dimension, it includes a series of thinking qualities or psychological tendencies such as diligence, believing in reason, respecting facts, cautious judgment, fair evaluation,curiosity, and persistent pursuit of truth; in the cognitive dimension, it includes a series of skills such as elaboration, analysis, evaluation, reasoning and interpretation of elements such as evidence, concepts, methods, standards, and background. The importance of critical thinking skills is self-evident. It can be said that the development of human civilization is the result of continuous doubt, argument, reasoning, verification, innovation, and transformation of nature through the conscious use of critical thinking skills. In the era of information and globalization, critical thinking skills are indispensable for the sustainable development of human civilization as a whole and the survival and development of each individual. In the context of extremely fierce international talent competition, western society has paid much more attention to the cultivation of college students' critical thinking skills. In 1993, the US government began to list critical thinking skills as the goal of university education (National Education Goals Panel, 1993). However, compared with foreign countries, there is a clear gap in the cultivation of critical thinking skills in China. The gap in research on critical thinking skills between China and other countries is even larger. The study and cultivation of critical thinking skills of college students has just started. In the process of traditional college English teaching in China, teachers' requirements for students' English learning are often targeted at examinations, and more emphasis is placed on students' learning of simple materials such as reading and listening. In addition, the learning methods are mostly memorization, repetition, and retelling, all of which ignores the cultivation of critical thinking skills for college students. It makes it impossible to effectively improve students' comprehensive language application abilities, and students' high-level thinking skills such as application, analysis, synthesis, evaluation, and creation have not been effectively cultivated. Therefore, in order

to better promote students' development,, in the process of college English teaching, teachers should adopt reasonable methods to build an appropriate training mode of critical thinking skills, so as to improve students' overall quality and creativity.

II.Status Quo of Cultivation of Critical Thinking Skills at Home and Abroad

As early as the 1940s, critical thinking skills have become the theme of western education reforms. Since 1993, the US government has listed the cultivation of critical thinking skills as the goal of university education. Many universities offer critical thinking courses. Universities in the United States, Canada, Australia, and New Zealand have listed critical thinking skills as a course for professional students to improve their abilities, or at least have stipulated critical thinking skills as a compulsory course for students in social sciences. Compared to foreign countries, the cultivation of critical thinking skills in China has not yet attracted enough attention from the government and education circles. At present, only a few universities offer special courses of critical thinking skills, most of which focus on logical reasoning. The cultivation of critical thinking skills has not been included in the curriculum and educational system, nor is it systematic.

II. Theoretical Framework of Critical Thinking Skills

Critical thinking skills include critical thinking personality tendencies and critical thinking skills. From February 1988 to December 1989, the Lalfie Project Team adopted a qualitative approach. After six rounds of thorough discussions, a consensus was finally reached, that is, critical thinking skills were defined as two dimensions, namely, cognitive ability and emotional traits. In the cognitive dimension, there are six abilities: interpretation, analysis, evaluation, reasoning, explanation, and self-regulation. Among them, analysis, evaluation and reasoning are the core skills. Each cognitive ability includes multiple sub-skills. In the emotional dimension, there are curiosity, self-confidence, cheerfulness, flexibility, fairness, honesty, caution, eagerness to learn, kindness, etc. (see Diagram 1):

Diagram 1   Hierarchical Model of Critical Thinking Skills (Wen Qiufang , 2012: 32)

| Meta Critical Thinking Skills (Self-Regulation Ability)---First Level		
Critical Thinking Skills---Second Level		
Cognition		Personal Traits
Skills	Standards	
Analysis (classification, identification, comparison, clarification, distinction, interpretation, etc.) **Reasoning** (questioning, hypothesis, inference, elaboration, argumentation, etc.) **Evaluation** (judgment, presuppositions, assumptions, arguments, grounds of arguments, conclusions, etc.)	**Clarity** (articulation, precise) **Relevance** (relevant to the subject, appropriate in detail, clear primary and secondary information) **Logicality** (clearly organized and well-founded) **Profundity** (with breadth and depth) **Flexibility** (changing angles quickly, skillful and alternate use of different critical thinking skills)	**Curiosity** (suspicious, curiosity to ask all sorts of questions, fond of learning) **Openness** (tolerate, respecting different opinions, be willing to correct inappropriate opinions) **Confidence** (believing in his/her own judgment and daring to challenge authority) **Integrity** (pursuing truth and advocating justice) **Perseverance** (determined and persistent, do not give up easily)

Wen Qiufang (2012) defines three core skills in the hierarchical model: analytical skills, reasoning skills and evaluation skills. Analysis skills include sub-skills such as classification, identification, comparison, clarification, distinction, and interpretation; reasoning skills include sub-skills such as questioning, hypothesis, inference, elaboration, and argumentation; evaluation skills refer to judgment skills of assumptions, argumentation process and conclusions, etc. The model has condensed the ten standards in the ternary model into five standards. These five cognitive standards include clarity, relevance, logicality, profundity and flexibility. Clarity means that the thinking should be clear and precise; relevance means that the content of the speculation should be closely related to the subject, and appropriate in detail, with clear primary and secondary information; logicality means that the thinking should be clear, well-founded, and persuasive; profundity refers to the breadth and depth of speculative activities, and flexibility requires the thinker to change angles of thinking skillfully and appropriately.

The emotional dimension in the hierarchical model can be summarized as five emotional traits: curiosity, openness, self-confidence, integrity, and perseverance. Curiosity means that the thinker is interested in new things, likes to probe the truth with common phenomena, is good at asking new questions, and has a strong desire to acquire new knowledge and skills; openness means that the thinker is broad-minded, has a broad vision, is able to respect and tolerate different opinions, and is willing to correct his or her improper opinions; self-confidence means that the thinker is confident in his or her analysis, reasoning, and evaluation abilities, daring to challenge authority; integrity means that purpose of the thinker is for the pursuit of truth and justice rather than personal gains; perseverance means that the thinker has strong resilience, not afraid of setbacks, and is always persistent (Sun Yuan, 2018: 48).

The hierarchical model is the theoretical framework of the construction of critical thinking skills for college students majoring in foreign languages. It also provides a theoretical framework for the cultivation model of critical thinking skills in college English teaching.

It can be said that the research on critical thinking skills in western academia has been voluminous. As early as the 1950s, Benjamin Bloom, a famous American educational psychologist, proposed a far-reaching taxonomy of educational goals. He divided the educational goals into three major areas, namely, emotional goals, motor skills goals, and cognitive goals. The main goal of college education should be the cultivation of the third level of cognitive ability. Lorin Anderson (1990) improved the former cognitive ability classification and proposed a model of six levels (see Diagram 2)):

Diagram 2   Bloom-Anderson's Cognitive Ability Classification Model
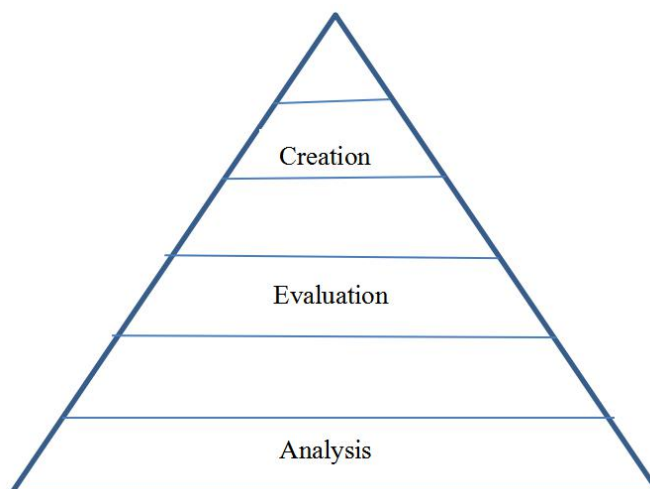
(Sun Youzhong, 2011: 52，with alteration)

According to diagram 2, critical thinking skills such as analysis and evaluation are the highest levels of cognitive ability and are the premise and foundation of creative ability. A thinker with critical thinking skills, who is diligent in asking questions, believing in reason, open-minded, flexible, is fair in making evaluations, honest in the face of personal biases, cautious in making judgments, and is willing to reconsider. When facing problems, he or she has a clear mind, dealing with complex things with organized steps, and is diligent in searching for relevant information. When choosing standards, he or she has well-founded reasons. When exploring problems, he or she focuses on the goal, persistently pursues the truth, and realizes innovation and creation on the basis of rationality and truth.

IV. Insufficiency or Lack of Cultivation of Critical Thinking Skills in College English Teaching

For a long time, due to the impact of test-oriented education, Chinese college English teachers often focus on test requirements in the teaching process, increasing the language training for students' memorization and repetition, ignoring the cultivation of critical thinking skills such as analysis, synthesis, judgment, and reasoning. Eventually students not only lose interest in learning English, but also suffer the so-called "Critical-thinking-skill-absenteeism". When students meet the need for reasoning in speaking and writing, they often have nothing to say, or their thinking is vague, that is, they seem to have ideas, but they are confused, and they don't know where to start, or how to organize their ideas, which indicates that they have a lack of logic. In the process of students' language output, that is, in speaking and writing, the contents are often incoherent, logically confused, or superficial in theory, lacking in depth and breadth, and even lacking the ability to distinguish right from wrong. Today's college students lives in a rapidly changing information age, they must learn to think, learn to think independently. A high-quality college student should be good at using the language he has learned to analyze problems in depth, using creative thinking to think positively, daring to question other people's views, reflecting on them, and making sound judgments and evaluations. Simultaneously, college students should have the courage to put forward their own point of view, and be able to elaborate, analyze and comment on their own ideas. Critical thinking skills are the prerequisite for innovation and creation. The cultivation of students' critical thinking skills is an indispensable teaching goal and teaching task for college English teaching.

V. The Construction of Cultivation Mode of Critical Thinking Skills in College English Teaching

5.1 Raising Teachers and Students' Awareness of the Development of Critical Thinking Skills

To truly cultivate college students with excellent English language skills and critical thinking skills, we must start from all aspects of English teaching, such as constructing a cultivation mode of critical thinking skills for college English from the management, teacher, and student so as to cultivate students' critical thinking skills in an all-rounded and multi-dimensional manner.

Teachers should take emotional training as the forerunner, list the development of critical thinking skills as an important teaching goal, encouraging students to question, reason, evaluate, so as to arouse their interest and activate their thinking about differences, and promote equal exchanges between teachers and students. Teachers should adopt more heuristic, seminar, and debate teaching methods, through smart design, wonderful questioning, to obtain the attention of students, and make them enter the state of excitement of intellectual curiosity. Teachers should also encourage students to boldly put forward their own opinions, and to support their opinions through elaboration, analysis, evaluation, and argumentation.

5.2 Reforming Evaluation Methods and Standards

The evaluation standards of college English should limit the use of objective questions and standard answers. Instead, a certain degree of openness and inclusiveness should be added in evaluation, taking into account the richness and originality of the content. Formative evaluations should be added, especially evaluation methods that are beneficial to the development of students' critical thinking skills, such as discussion, public speech, debate, essay writing, and translation.

5.3 Curriculum Design

For college English curriculum, in order to strengthen the cultivation of students' critical thinking skills, critical thinking questions and seminars should be clearly designed in each unit of compulsory reading, writing, translation, audiovisual listening and speaking courses, with reference answers and discussion examples attached for students' reference. Students should be trained to use analysis and reasoning skills to understand the implication of the input at each stage of language input, and to use evaluation and elaboration skills to give their own opinions. In the output exercises, students should be trained to use facts, examples and details to elaborate their arguments and to prove their views with theories. Selective courses that are conducive to the cultivation of critical thinking skills should be included in a targeted manner, such as logical thinking training, public speech and writing, selective reading of English newspapers, English news listening and writing, British and American culture, overview of European cultures, International relations, Greek and Roman mythology, cross-cultural communication, etc., in order to expand students' knowledge, broaden their horizons, and provide multi-faceted training venues and thinking materials for the cultivation of students' critical thinking skills.

5.4 Reforming the Teaching Mode

College English teachers play a leading role in cultivating students' critical thinking skills. Teachers should start from all aspects of teaching, implementing the training of critical thinking skills in lesson preparation, while teaching, and after-class evaluation, striving to combine language communication functions, information functions and thinking functions so as to effectively combine the cultivation of critical thinking skills with that of language skills, thus to develop students' language ability and critical thinking skills in all directions.

Teachers should integrate meaningful language input with creative language output. while teaching, teachers should inspire and guide students to critically analyze, review and comment on the input materials, and encourage students to express their own views, so as to achieve creative language output.

Teachers should help students construct their own knowledge framework, activate their original knowledge reserves, and help students form coherent English thinking. Teachers should also guide students to gradually improve critical thinking skills in the integration and analysis of original materials and existing materials. Teachers should encourage students to increase the amount of extracurricular reading, actively think about life, society, politics, economy, history, humanities and other issues, and encourage students to boldly put forward their own views and demonstrate them, so as to let them be brave to ask questions, and be brave to solve problems.

Teachers should ensure that classroom teaching is student-centered and guide students to learn independently. Teachers should also supervise students to reflect on their own learning behavior, develop good thinking habits, and gradually develop critical thinking skills.

Teachers should quit the traditional teaching method of cramming, using heuristic questioning and mutual refutation to carry out teaching instead. In the teacher-student Q&A and group discussion activities, students should be guided to develop critical thinking on challenging issues. Teachers should adopt teaching modes such as flipped classroom and seminars, assigning reading tasks before class, and let students take turns to speak and discuss in class. In addition, teachers should ask students to organize their discussion and speech in class into a thesis, so as to achieve the goal of simultaneous development of speaking and writing, simultaneous development of critical thinking skills and logical reasoning skills.

5.5 Teachers' Development

To cultivate students' critical thinking skills, teachers must first be qualified critical thinkers. Teachers must be clear about what critical thinking skills are, which thinking qualities and thinking skills constitute the core of critical thinking skills; how to improve critical thinking skills; how to integrate the cultivation of critical thinking skills in English teaching; how to create a learning environment conducive to the development of critical thinking skills for students; how to evaluate the critical thinking skills of students, etc. It is obvious that in these aspects, Chinese college English teachers are generally congenitally incompetent. Therefore, college English teachers must first strengthen the training of their own critical thinking skills, actively participating in various training workshops and research seminars of critical thinking skills, watching videos of excellent teaching cases, syllabus and lesson plans and other related research results, constantly improving1their own critical thinking skills and literacy.

VI. Conclusion

The cultivation of critical thinking skills is still a field of research and practice that has just started in domestic universities. Critical thinking skills are the prerequisite and foundation of innovation and creation, and they are the necessary ability and literacy for students to participate in international competition in the future. Therefore, the cultivation of critical thinking skills is a teaching goal and teaching task that cannot be ignored in college English teaching. Comprehensively promoting the reform of cultivation objectives, training mode, curriculum, teaching methods, testing and evaluation standards, textbook compilation and teacher development to meet the teaching goals and requirements of cultivating students' critical thinking skills is the advancement direction of the current reform in college English teaching in China.

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Biography

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Harnessing Students' Self Efficacy and Journal Keeping in Teaching Writing across the Curriculum

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Abstract

Writing is an important skill to the development of individual and that of Education. It is a way of presenting one's thought, idea and experience to the world. The major purpose of writing is for communication. Students also write to keep records of all class activities in all the subjects across the curriculum. Writing is also a means of attesting to the knowledge acquired. As important as this skill is to individual development, many students find it difficult to think critically to generate idea for the content of what they want to write on. This is due to the writing instruction they have been exposed to. In view of this, this research explains how teachers can harness journal writing and self-efficacy in teaching writing. The study revealed that students need to be more logical, organised and coherence in writing. They also need to improve on their intelligence in order to gain competence in writing. This they can achieve through their determination and constant writing. The paper therefore, discussed on harnessing the students' self-efficacy and journal keeping in teaching writing across the curriculum.

Keywords:Self-efficacy; Journal keeping; Writing skill; Writing instruction; Writing proficiency.

1.Introduction

Language is a conglomeration of signs and symbols based on tacit agreement within a speech community for the purpose of expressing ideas, thought, fear and concern (Babalola 2013). Language is a means of communication. U. Watt (2013) explained that communication means the mechanical process in which persons respectively take up the responsibility of constructing, encoding message and transmitting same through a chosen channel to prospective receivers who equally have the responsibility of decoding same without losing components parts in order to achieve a given communication purpose. The essence of learning language is for the students to achieve competence and proficiency in the acquisition of language skills whereby the students will be able to use the language extensively. One of the skills of language is writing.

2.What is Writing?

Writing is one of the language skills use in communication. This is usually done by using symbols that represent letters. Writing is an act of putting an idea or thought down on a paper or board using certain symbols. Muodumogwu (2013) explained that, writing is a form of communication and the primary purpose is to transmit ideas, feelings or thought or send out information. It is the ability of the students to put their thought down in a print for others to read. Writing is a means of communication whereby sounds are used to form words and through words sentences and phrases are formed. Essay Master (2019) noted that, writing is an extension of one's speech. It is a means of putting one's idea across for others to read and

digest. A way of expressing one's mind, emotion, with the use of appropriate linguistic components. Oyinloye (2005) in his own view sees writing as an extremely complex cognitive activity in which the writer demonstrates and control some number of variables simultaneously and that it may include control of content of format, sentence structure, vocabulary, punctuation and spelling. It is otherwise called productive skill.

Writing is a form of communication where one can air his view and express his mind to the audience. People write in order to communicate and put their idea, thought and agitations across for future references. It is very important for students to write in order to keep records, records of daily activities, record of class activities, records of assessment are all kept through writing. For students to pass information across to another person, it requires writing. It is very important for students to be competent in writing because all academic works requires writing. Good and co-ordinated writing enables an individual to pass across information and messages to the audience with perfect understanding.

3.Essence of Writing

Writing is a pivotal form of communication in all walks of life (Essay Master 2019) likewise Jonathan Isbill (2017) noted that within each writer there exists an artist's heart and the spirit to share that heart with the world. He further stressed that, writing is an intimate relationship that is formed between the writer and the reader. The main essence of writing is to open up, pour out one's agitation to an audience. To share one's experience, emotion to strengthen one's relationship. Amber (2017) specifically mentioned that in writing, we create something that will outlive us. Writing is a means whereby the extent of acquiring education can be measured, knowledge can also be measured. Writing involves the students to create plan. It also involves making effort to get the information drafted. It involves deep reading in order to revise what the writer has put down. It involves the usage of language and of course concise editing. Obateru (2018) explained that writing requires composing which suggest the capacity to analyse information received in narrative or descriptive form or transform new text as in expository or argumentative writing.

Writing involves various forms of epistles such as:
- Writing papers for publication.
- Writing reports of minutes generated from meetings.
- Writing and taking note of class teaching.
- Accompany memo while placing advertisement.
- Writing examinations.
- Writing out on an assigned topic in case of essay writing.

Scholars, students, professors and researchers in every discipline use academic writing to convey ideas, make argument and engage in Scholarly conversations. (Ollivia 2019). Likewise, Kennedy (2019) opined that writing is fundamental human activity, we write to fulfil many purposes to create, amuse, inform, stay in touch, explain, understand, persuade, remember, learn, report, influence or discover new insights.

Writing entails, given information, making request, entertaining, encouraging, setting disputes, resolving conflicts, writing policies, writing letters, responding to issues, making reports and so many other things that connect to life and the society.

In writing the writer needs to make use of cognition which will enable the writer to think deeply so as to bring out ideas.

4.Forms of Writing

There are four main forms of writing;

Expository

Narrative

Descriptive

Persuasive

EXPOSITORY: This deals with describing something. An explanation of something Andrew Sedillo (2020) explained that expository writing is writing that seeks to explain, illustrate or expose. The writer gives certain information to the audience about a concept. The writer specifically explains or narrates an event to the reader. Cathame traffic (2020) explained that, this type of writing exposes or sets forth, facts. The writer does not make use of his own opinion.

DESCRIPTION: In descriptive writing, the writer encourages the reader to visualize in details a character, events, places or all of these things at once. It makes use of pictorial elements such as imagery to describe what happen.

PERSUASIVE: Persuasive writing is the type of writing where the writer air his view and persuade the reader to be convinced in his opinion. Persuasive writing is a piece of writing in which the writer uses words to convince the readers that the writer's opinion is correct with regards to an issue (Definition. Net 2020).

NARRATIVE: Narrative is to give an account of event. Narrative writing is the type of writing that allow the writer take up the role of narrator. Richard Nordelquist (2019) define narrative as a piece of writing that tells a story and it is one of far classical rhetorical modes or ways that writers use to present information. The story can be personal experience, observed events or fiction. All these are to guide an individual in any form of writing. A writer will choose a type depending on what he or she want to accomplish.

These will guide the writer in choosing any type of writing he want to embark upon and the information he/she want to pass to the reader.

5.Feature of Writing

In writing, there are certain features that manifest in order to write a good write up. They are:- Focus, organization, support, grammatical, conventions and styles.

- **FOCUS:** This is where the writer set up the goal to be achieved. The main reason for embarking on writing, the message he intends to pass. Every paragraph and sentence of the paper should connect to the primary focus (Ollvia 2019)

- **ORGANIZATION:** Means the arrangement, coherency, logical arrangement. Making a sequential arrangement of parts. Making use of the introductory aspect, the body and conclusion.

- **SUPPORT:** Making use of the sub topics in line with the main topic which the writer uses to develop the write up. This will include the full details of related information to persuade the reader to be convinced.

- **STYLE:** This entails the sufficiency of usage of language, the fluency, voice, pitch and all the related linguistic elements, precise expressions.

- **CONVENTIONS:** It entails the correct constructions and usage of sentences. Consistencies in the usage of tenses and language mechanics.

One of the basic rudiments of writing is that, the writer must be able to integrate language Segment coherently in order to give accurate and vivid illustration. Also, students need to be guided on how to present writing logically. They need to be guided on how to be creative, thinking critically to generate idea from their thought. They need to imbibe co-hence and be organized in writing. They also need to develop the power of imaginative. Students need to build their confidence in writing. They need to be trained to be

legible while writing. They need to improve on their intelligence. They also need to gain competence in writing and also imbibe the culture of writing.

6.Competence and Proficiency in Writing Need Effective Teaching and Mentorship

Time4writing (2020) explained that teaching how to write effectively is one of the most important life-long skills educators' impact to the students. Explained further that when teaching, writing, educators must be sure to select, reserves and support materials that not only aid their teaching how to write but that will also be the most effective in helping their students learn to write.

Graham Stanley (2020) Itemized certain processes that can help in helping students develop as writers. They are:

(1)   Establish a positive atmosphere for writing, reading and learning e.g. making the environment to be friendly, respect for the students. Teachers to see herself as writer, routine and expectations.

(2)   Organise for writing, e.g the writing workshop, the writer's notebook, a meaningful approach to writing.

(3)   Arrange for meaningful to students' reasons to write. That is, students' choice and ownership, authentic writing and publishing.

(4)   Arrange for students to read, respond to and use a variety of materials written for a variety of purpose and audience that giving reading a role in the writing classroom, using reading materials to model writing providing diverse reading materials.

(5)   Write regularly across the curriculum and grade level.

(6)   Arrange for students to have constructive response to their writing and offer response to other writers.

(7)   Provide opportunities for students to collaborate as writers, thinkers, learners.

(8)   Conduct mini-lesson on writing.

Activities that can help in the teaching of writing include:

- Pre-writing: Teachers should have it in mind to teach the students how to generate ideas. This could be through brain straining, assisting and guiding the students to be creative. It is equally necessary for teachers to engage their students in free writing on whatever topic that cross their mind. It is also necessary to get them ready for the task of writing. This is the first stage.

- Drafting: The teacher should teach the students how to generate points for the content. It is a sort of rough plan to guide the writer to start developing all the ideas they have generated.

- Editing: This stage the teacher can lead the students to point out errors, draw their attention to these errors, jointly go through the draft of the write up in order to improve on its certain items can still be added or deleted and then read through again.

- Revision: This is concise and coherent arrangement of the edited work. Teachers are to guide the writers in reading through the content to proofread. Putting in mind on the content and the audience.

- Publishing: This can be in form of submission of the write up or exchange and show it to other students. Students can as well place it somewhere on the wall in the class. Teachers should encourage the students to tidy up and submit their work.

Teachers are encouraged to use various methods and approaches in teaching writing such as process and product approach.

(i)   Product Approach: It involves the presentation of the model text which is discussed and analysed (Klimova 2014). The learner can therefore imitate the model write in a similar way until near perfection.

(ii) Process Approach: Involves the process of going through certain steps involved in writing.

Apart from this, the teacher can as well use collaborative method. Supiani (2017) opined that collaborative writing techniques is a good way to teach writing because it facilitates the students to work in pairs or groups. In creating the text. This is to enable the students to build confidence towards writing. Mouduogwu (2013) opined that, writing instruction should focus on providing explicit instruction on a variety of skills that would help students to develop these competencies. Students can acquire the skills gradually according to the learning ability of the students. One of the methods a teacher can use to engage the Students is making use of journal writing.

Journal writing is the process of recording personal insights, reflections and questions on assigned or personal topics (Diedra Taylor 2020). Claudia Pesce wrote that journal writing is a great way to get students to write on a regular basis, plus keep track on their progress as far as writing skills are concerned. Writing is better organized on a piece of paper for later transferring to more convenient paper and this is called jotter or journal keeping. We keep journal to preserve information. Memories can fade away, but information written down can always be there for reference and can be retrieved. We keep journal to store our experiences. Keeping journal gets you in the habit of noticing the details of your daily life and it builds muscles that can be used for other kinds of writing (William Victor 2019).

Keeping journal is a way of training students to be fluent in writing. It enables students to generate ideas through constant practicing. Journal is a self-managed therapy. You can easily keep it to yourself. Keeping journal is one of the best tools to practice trusting your writing and to make sure you keep writing (Sheila Bender 2006). When students keep record of events, experiences, information, they can eventually develop all these to form a good essay. It guides the writers against writing block.

It enables the students to be creative in generating ideas for the content. At times, the writer may not have a particular topic in mind but it encourages free writing.

Journal can be kept using diary or electronic document such as the use of computer and hand phone. It serves as revision note for writers.

7.How Journals are Kept

Keeping journal is a sort of writing exercise. Practice makes perfection. The teacher can encourage the students to get a notebook. Such notebook will serve as journal. Inform the students to constantly write their experiences down or an interesting movie they watch. Topic can as well be given out for the students to write on. It can be on daily basis or alternative day.

The teacher should prepare the mind of the students since they do not have audience, they are only writing for themselves.

Journal writing does not involve grading. It is for self-improvement. In many instances, students often find it difficult to write because they believe that writing involves a great task. Teachers have not been integrating their students in writing and there has not been motivation for students to write. Many students are faced with frustration during writing and many are faced with writing block. Moudumogwu (2013) observed that teachers' writing instructional method do not expose their students to writing skill development and that writing is hardly taught in secondary schools which always result into failure. Oqab

(2018) equally observed that writing has always been seen as the most troublesome challenging area of language learning for all students. Therefore, teachers need to provide an inclusive learning in all circumstances. Teachers should engage their students to learn. He/she should give them every opportunity to practice writing and participate in learning. This will make the students to contribute to their learning outcome.

Students Self efficacy and Journal writing. It is the individual disposition to embark upon a task with the desire and determination to do it and do it satisfactorily. It is a self-motivation in which individual challenge himself to task that can pose as a threat to understanding which may even cause a setback in case of academics. Ukessays (2018) explained that students may create their own path of learning through engaging themselves in task, therefore set their goals for learning a specific subject. Self-efficacy relates to the level of confidence a person has to complete a specific task (Hodges, 2015). Teachers need to build strong passion and confidence on their students to embark on learning writing. Self-efficacy refers to an individual confidence in their ability to complete a task or achieve a goal. Elizabeth Hopper (2019). Once students have sufficient self-belief in their ability to write, their intent in writing may increase. They may display constant effort and great eagerness and resilience why they are working on writing task (Ukessays 2018).

Self-efficacy in all forms influence our thoughts, emotions, actions and motivation. It operates mainly through the cognitive and effective channels and plays a crucial role in shaping our perception of life experiences (Madhau Leena, 2019).

As teachers encourage the students, the willingness to write will increase, the confidence to write will increase, teaching need to achieve the draft writing of their students make several activities such as drawing their attention to a colleague that is able to write. Teachers should boost the aspiration of their students and discourage short comings. Teachers should create a conducive learning environment, assist in providing learning materials.

8.Conclusion

Writing has been discussed as a life skill which cut across all sphere of life. It as also been discussed that students' achievement across the curriculum depends on their proficiency in writing. Every student must imbibe the culture of writing. However, writing has been so difficult for students to embark upon and very frustrating because of the instructional strategies used by their teacher. Many times, writing is neglected and untaught. Hence the use of Journal writing and students' self-efficacy in order to motivate and encourage students, eliminate fear and anxiety that may lead to writing block.

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Students' Expectations for E-mails to Faculty

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Abstract

This paper focuses on students' expectations and experiences with e-mailing professors. A questionnaire study found that students expect quick replies to their e-mails, especially during workdays. Students also expect professors to return e-mails during weekends and in less than three days during breaks. Students' expectations for response time were met during the workday and after work hours during the work week. However, students waited longer than they expected to wait during weekends and breaks between semesters.

Keywords: Common communication; Expectations; Experiences; Faculty-student relationships

1.Introduction

E-mail is a common communication medium in faculty-student relationships (Adams, Brunner, &Yates, 2010; Lam, 2014) and can be beneficial for students' interaction with faculty (Young, Kelsey, & Lancaster, 2011). As a result, we are interested in students' expectations and experiences with the e-mails they exchange with their professors. This paper discusses the use and benefits of faculty-student e-mail exchanges, satisfaction with e-mail exchanges and expectations for e-mail response times. Next, it advances four research questions regarding e-mail responses and reports results of a questionnaire study including implications, limitations and future research directions.

2.Use and Benefits of E-mail

Students frequently engage in out-of-class communication (OCC) via e-mail with their instructors (Taylor, Jowi, Schreier, & Bertelsen, 2011). For example, in a recent study, 71.5% of respondents indicated e-mail as their primary form of OCC (Brooks & Young, 2016). Waldeck, Kearney, and Plax (2001) reported three reasons students e-mail instructors. First, students e-mail for personal or social reasons, such as to self-disclose or to impress the teacher. Second, students e-mail for procedural or clarification reasons. Third, students e-mail for efficiency reasons. Students indicated a desire to avoid wasting time and to minimize face-to-face or telephone contact with instructors. In addition, students in online courses often must e-mail instructors as a primary means of seeking help (Mupinga, Nora, & Yaw, 2006).

E-mail has benefits for students such as increased faculty availability (Adams et al., 2010; Young et al., 2011), convenience, efficiency (Farley-Lucas & Sargent, 2010; Kvavik, Caruso, & Morgan, 2004) and more opportunities for interaction (Yates, Adams, & Brunner, 2009). In a recent study (Parker & Trolian, 2019), frequent communication with professors via e-mail or face-to-face also was associated students' positive perceptions of the campus climate for diversity. Students' communication with faculty members was positively associated with feeling respected and free to express their beliefs.

E-mail also has benefits for faculty members. For example, more than half of the faculty respondents in Yates et al.'s (2009) study reported that e-mail improved their relationships with students and 82% agreed that e-mail increased their communication with students. E-mail also can improve students' motivation and their attitudes toward faculty (Legg & Wilson, 2009). For example, in an experimental study, instructors indicating on the first day of class that they will use e-mail frequently was positively associated with instructor credibility and anticipated positive affect for the instructor and course (Ledbetter & Finn, 2018). Finally, it helps part-time instructors keep in contact with students (Adams et al., 2010).

3.Satisfaction with E-mail Exchanges

Despite the benefits, current research indicates that students and professors are not uniformly satisfied with the e-mails they exchange. Faculty members have four concerns. First, professors are concerned that e-mail is replacing face-to-face interaction with students (Farley-Lucas & Sargent, 2010). Second, professors are sometimes displeased with students' e-mail etiquette and lack of appropriateness (Flaherty, 2019; Knupsky & Nagy-Bell, 2011). As examples, students sometimes ask unnecessary questions by e-mail (Yates et al., 2009), are too informal in their e-mails (Lam, 2014; Stephens, Houser, & Cowan, 2009), or might be too direct in their requests (Economidou-Kogetsidis, 2011). Third, faculty members believe that e-mail has increased their workload (Jerejian, Reid, & Rees, 2013). Finally, e-mail does not allow professors a break from work (Duran, Kelly, & Keaten, 2005).

Students have four grievances about e-mailing professors. They complain that professors do not return e-mail, are unhelpful in their replies, do not return e-mail quickly enough, and sometimes send offensive messages (Duran et al., 2005; Goodboy & Myers, 2015; MacArthur & Villagran, 2015; Sheer & Fung, 2007). Messages perceived as offensive are generally negative, sarcastic, verbally abusive, or indicate favoritism. Such messages are negatively related to students' motivations to communicate with instructors about course-related information (MacArthur & Villagran, 2015). Response time is a key factor in students' perceptions. In an experimental study, instructors' e-mail response time was associated with a range of variables such as social attraction, task attraction, competence, character, and caring (Tatum, Martin, & Kemper, 2018).

4.Expectations for E-mail

Professor and student complaints suggest expectations for e-mail E are an important issue. Expectations are key features in the way humans communicate and interpret communication (White, 2008). There are two sets of expected behaviors: predictive and prescriptive (Burgoon & Ebesu Hubbard, 2005). Predictive expectations are behaviors one expects to see because they are most typical culturally. Prescriptive expectations refer to beliefs about how one *should* behave. Prescriptive expectancies are based on needs, wants, and desires (Burgoon & Ebesu Hubbard, 2005). Burgoon and Ebesu Hubbard (2005) described them as ''idealized standards of conduct'' (p. 151). When expectations are violated, the violation can be viewed as positive or negative, depending on one's social norms for that behavior (White, 2008).

Prior research demonstrates the importance of meeting student expectations for communication in and out of the classroom (e.g., Kearney, Plax, & Allen, 2002; MacArthur & Villagran, 2015; Mottet, Parker-Raley, Cunningham, & Beebe, 2005; Sidelinger, Bolen, McMullen, & Nyeste, 2015). As an example, Gigliotti (1987) studied students' expectations for their Introduction to Sociology professor. He found that if students' expectations for instructional communication were met or exceeded, students were more likely to take subsequent courses with

that instructor, major in sociology, and were more satisfied with the course. The opposite was true when the instructor did not meet students' expectations.

For professors to meet student expectations, professors must know students' expectations. Jerejian et al. (2013) describe students' expectation that professors are "permanently contactable" (p. 992) but information regarding students' prescriptive expectations for response times is limited. Consequently, we advance the following research question:

RQ1: What are students' expectations for response time when e-mailing professors and how does this vary by time of day (during the workday vs. after 5 p.m.), day of the week (workday vs. weekend), and time of the year (classes in session vs. a break between semesters)?

We also would like to assess students' experiences e-mailing their professors and whether instructors are meeting students' expectations using the following research questions:

RQ2: How long are students waiting for replies to their e-mails and how does this vary by time of day, day of the week, and time of the year?

RQ3: How do students' reported wait times for e-mail replies from their professors compare to their expected wait times?

RQ4: How many of students' e-mails to professors go unanswered?

5.Method

5.1 Participants

Undergraduate students at a small private Midwestern college received extra credit for participating in this study between 2008 and 2010. In total, 196 participants completed the questionnaires. Men completed 25% of the questionnaires and women completed 75%. Participants ranged in age from 18 to 52 years old ($M = 21.04$, $SD = 3.95$). The sample included 14.8% first-year students, 23.5% sophomores, 25.0% juniors, and 36.7% seniors.

5.2 Procedure

During communication courses, students were asked if they wanted to participate in a project about how students prefer to communicate with instructors. If students indicated interest, they were provided with informed consent forms to read and sign. Willing participants were asked to complete and return the questionnaires within one week. The last page of the questionnaire included debriefing information.

5.3 Measures

Expectation for e-mail reply time. Students were asked how long they think it should take for professors to return e-mail "during a regular workday," "after 5 p.m.," "over the weekend," and "over a break from school." Respondents were asked to indicate the number of hours, days, or weeks.

Reported e-mail response time. Students were asked how long they typically wait for professors to return e-mail "during a regular workday," "after 5 p.m.," "over the weekend," and "over a break from school." Respondents were asked to indicate the number of hours, days, or weeks.

Number of e-mails unanswered. Students were asked to provide the number of times they e-mailed a professor and did not receive a response.

6.Results

Given the exploratory nature of our study and the large proportion of females relative to males in our sample, we ran *t*-tests for the variables related to each question to determine if males and females differed in their responses. We will report significant differences, when applicable.

Research Question One – Expectations for Response Time

Research question one assesses students' expectations for e-mail response time. Students expect quick responses to their e-mails from professors, especially during a workday (*M* = .62 days or 14.88 hours, *SD* = .50) or after work hours during the week (*M* = .81 days or 19.44 hours, *SD* = .72). Students also expect professors to respond to e-mails during the weekend (*M* = 1.39 days, *SD* = .83) and during breaks between semesters (*M* = 2.71 days, *SD* = 2.34). We ran *t*-tests to establish whether males and females differed in their expectations for response time. The only statistically significant difference involved students' expectations for responses after 5 p.m. on workdays. Females expected quicker responses (*M* = .74 days, *SD* = .46) than males (*M* = 1.00 days, *SD* = 1.18), *t*(177) = 2.10, *p* = .037, 95% CI = [.02, .50].

Research Question Two – Reported Response Times

Research question two measured how long students perceive waiting for responses to their e-mails from professors. Students reported receiving quick responses to their e-mails from professors, especially during workdays (*M* = .60 days or 14.4 hours, *SD* = .81). Students reported waiting longer after 5 p.m. on workdays (*M* = .87 days or 21.12 hours, *SD* = .73), during weekends (*M* = 1.75 days, *SD* = .80), and during breaks between semesters (*M* = 3.49 days, *SD* = 2.90).

Research Question Three – Reported vs. Expected Response Times

The third research question compares students' reported wait times to their expected wait times. Students' expectations were met during the workday with professors replying a mean difference of .03 days or 43.2 minutes (*SD* = .74 days) before students expected them to reply, *t*(179) = -.60, *p* = .55, 95% CI = [-.14, .08]. Students' expectations also were met after work hours during the work week with an average difference of .06 days or 86.4 minutes (*SD* = .43 days) between expected and perceived wait times, *t*(177) = 1.73, *p* = .09, 95% CI = [-.01, .12]. However, students waited longer than they expected to wait during weekends and breaks between semesters. Over weekends, students reported an average difference of .36 days or 8.64 hours (*SD* = 1.03 days) between expected and perceived wait times, *t*(177) = 4.72, *p* < .001, 95% CI = [.21, .51]. For breaks between semesters, students reported a mean difference of .80 days or 19.20 hours (*SD* = 2.45 days) between expected and perceived wait times, *t*(170) = 4.30, *p* <.001, 95% CI = [.43, 1.17].

Research Question Four – Unanswered E-mails

Research question four measured how many student e-mails to professors go unanswered during a typical academic semester. Students reported an average of 2.12 (*SD* = 2.65) unanswered e-mails throughout their time in college. When divided by the number of semesters these students completed, students' e-mails are not returned an average of .63 times per semester (*SD* = 1.01).

7.Discussion

7.1Summary and Implications of Results

Our results indicate that students expect quick replies to their e-mails from professors, especially during workdays and after work hours during the week. However, students also expect professors to return e-mails during weekends and in less than three days during breaks between semesters. Professors are meeting students'

expectations during the work week, but students perceive them as taking too long to return e-mails during weekends and breaks.

Meeting student expectations for instructor availability is important for the educational process (Mottet et al., 2005) and has implications for students' perceptions of instructors (Tatum et al., 2018). Prior research found students consider a lack of professor availability to be a form of instructor misbehavior (Kearney et al., 2002). Instructor misbehavior is negatively related with student learning outcomes (Goodboy & Bolkan, 2009; Goodboy & Myers, 2015) and student perceptions of instructor credibility (Semlak & Pearson, 2008). Quick e-mail response times have been associated with more positive perceptions of instructors' competence, caring, and character than were average and slow response speeds (Tatum et al., 2018).

However, meeting student expectations requires little separation between work and home, including working at night, during the weekend, and during breaks (Broeckelman-Post & MacArthur, 2018; Duran et al., 2005). Due to the importance of managing student expectations and perceptions of instructor availability, we suggest that professors and students come to an agreement about students' expectations for availability and professors' ability to meet these expectations, especially during the weekend and during breaks between semesters. Perhaps a discussion about the best way to reach a professor and response times for different forms of OCC would help. Instructing students on how to write appropriate e-mails to faculty members might lessen some faculty complaints regarding e-mails (Flaherty, 2019; Biesenbach-Lucas, 2007).

Statements in syllabi also might help, assuming students read and remember the policies. Students could then make informed decisions about how to reach their instructors and interact with them appropriately.

Professors also should take students' expectations for e-mail exchanges into account (MacArthur & Villagran, 2015), especially when teaching Millennial students. Millennial students expect their instructors to use technology and use it effectively (Goodboy & Myers, 2015). They also tend to prefer individualized attention from instructors and want substantial amounts of communication and guidance in their educational pursuits (Becker, 2012).

In order to meet these expectations, some professors might need to adjust their work styles. For example, some professors might find that working from home one day a week but responding to e-mails quickly is a compromise between not having any time off work and still meeting student demands, assuming the institution allows this. Shorter hours on campus might have the same effect. Atamian and DeMoville (1998) reported on an experimental course in which all interactions besides in-class dialogue took place by e-mail or other means of data transmission. Students were instructed not to telephone the professor or visit his office. In return, students were guaranteed a response to their e-mail messages within 24 hours. Students were satisfied with the instructor's availability and 89% of the students agreed that the course format made the instructor more accessible. The instructor's ratings for "instructor outside availability" improved by 11% when compared to semesters when students were not enrolled in this experimental course. Another idea might include reducing office hours to free time during the workday for other tasks but committing to quick e-mail responses in exchange. Finally, using a mobile or handheld device might allow professors to respond more quickly and also mirrors students' use of these technologies (Adams et al., 2010).

7.2 Limitations

Three limitations must be acknowledged when reviewing the results of our study. First, we recruited students from one institution. The type and size of institution might affect how students view e-mail with their professors. Second, as with other similar studies (Young et al., 2011), our study focused on students' retrospective estimates for

e-mail use and response times. Finally, our sample included 75% women and 25% men. However, we found only one statistically significant difference between men and women. Females expected quicker responses than males after 5 p.m. on workdays.

7.3 Future Research Directions

Researchers should continue to study e-mail's use and effects in educational contexts. Specifically, we would like to investigate the consequences for professors who fail to meet students' expectations for e-mail communication. For example, Kearney et al.'s (2002) research demonstrates that students assume teachers know they are misbehaving and misbehave on purpose. However, some professors may not be aware of students' expectations for e-mail or may not realize the importance of meeting these expectations. Second, e-mail helpfulness is important to students (Sheer & Fung, 2007) so it would be useful to investigate messages perceived as helpful in order to provide guidelines for constructing such e-mails. Finally, investigating professors' expectations for e-mail would be beneficial.

8.Conclusion

Students expect quick replies to their e-mails from professors, especially during workdays and after work hours during the week. Professors meet students' expectations during the work week, but not during weekends or breaks. Discussing expectations for e-mail could be useful, but professors might have to change work styles to meet students' expectations.

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Can Flipped Learning Work in Online Courses?

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Abstract

Flipping a fully online class challenges several assumptions of the traditional flipped classroom. This qualitative study investigated how flipped approaches can be applied to fully online courses. Seven faculty in graduate programs in education were interviewed. Overall, most participants felt that delivering content and lectures through videos was easily accomplished in online settings. Technology tools that can assist with the process are discussed. However, the lack of synchronous face-to-face meetings posed the greatest challenge to providing opportunities for deeper learning.

Keywords: Flipped learning; Online class challenges; Technology tools; Qualitative study

I. Introduction

Flipped classroom approach is continuing to gain popularity in education (Pérez, Collado, García de los Salmones, Herrero, & Martín, 2019; Tomas, Evans, Doyle, & Skamp, 2019). In this approach, the classroom instruction and homework activities are flipped allowing the instructor greater use of class time to get into the topic at a much deeper level involving higher order thinking skills and real-world applications. Even though the flipped approach was first proposed for use in K-12 classrooms (Bergmann & Sams, 2012), its use in higher education has continued to grow, in part due to the increased access to technology and ease of content creation using video. Flipped learning is seen as a blended learning model where part of the instruction is conducted via technology (in this case, faculty created videos), and part of the education takes place in-person, and is generally found to be more effective than fully face-to-face classrooms (Fazal & Bryant, 2019). The concept has expanded beyond topic introduction and is now defined as a "pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter" (Flipped Learning Network, 2014, para. 4). This definition takes away the limitation of time and space, of when and where the instruction is taking place, and focuses on the type of teaching and learning activity instead.

The flipped classroom approach has been suggested as an effective way to improve student learning in traditional courses by developing important skills such as critical thinking, creative thinking, as well as collaborative learning (Awidi & Paynter, 2019; Gilboy, Heinerichs, &Pazzaglia, 2015; Roehl, Reddy, & Shannon, 2013). This approach is distinguished as a learner-centered approach (Lu & Han, 2018). The flipped classroom approach shifts the pedagogy from teacher centered lectures in delivering information to the students in the classroom to more relevant activities such as discussion, problem-solving, hands-on activities, and direct teacher guidance (Akçayır & Akçayır, 2018; Roehl et al., 2013). In the flipped classroom, the students read and watch video to prepare for the class session that is dedicated to applying concepts, analysis of information, synthesizing the learned material, and creating objects of understanding (Caviglia-Harris, 2016; Gilboy et al.,

2015). The advantages of this approach are posited to improve student engagement in learning and in motivation to learn (Akçayır & Akçayır, 2018; Perez et al., 2019). The flipped approach, when compared to the traditional approach has shown to yield increased scores on learning outcomes (Compeau, 2019), and tends to support positive attitudes in students and educators (Inan, Balakilshnan, & Refeque, 2019; Kozikoglu, 2019; Romero, Buzon-Garcia, & Touron, 2019). On the other hand, Tomas et al., (2019) found that even though students reported a high level of engagement while viewing videos in flipped lessons, results were mixed on whether the flipped approach was overall preferred over the traditional methods of teaching.

As courses and programs in higher education are increasingly being offered fully online, institutions of higher education are under pressure to innovate online teaching and learning in order to meet student's learning needs without in-person class meetings. As of 2015, 6 million higher education students were taking at least one online course with almost 3 million taking all online courses (Allen & Seaman, 2017). Despite the surge in enrollment numbers, completion rates for online learning is lower than in the face-to-face programs (Gering, Sheppard, Adams, Renes, & Morotti, 2018). According to Protopsaltis and Baum (2019), by early 2019, almost one-third of all college students took fully online courses with no in-person meeting requirements. The authors also found that student achievement gaps based on socioeconomic status were greater in online than in face-to-face courses and students without a strong academic foundation were more likely to drop out from online courses or had relatively weaker learning outcomes. Thus, there is growing pressure on institutions of higher education to bring innovative pedagogies in online education that can improve student learning, increase student engagement, and decrease student dropout from online programs. Flipped classroom approach is one such pedagogy that is being explored for online learning.

Most fully online courses are asynchronous with some real-time meetings using web-conferencing tools. Hence the question emerges whether instructors can take advantage of the flipped approach in fully online courses. While the flipped approach has been found to improve student learning in traditional face-to-face classroom, there is a paucity of research on using flipped instruction approaches to fully online courses and programs. Flipping a fully online class challenges several assumptions of the traditional flipped classroom. Without synchronous class meetings is it even possible to flip since there is no traditional in-class/out-of-class or before/during/after class (Talbert, 2015). How can the flipped approach be applied to fully online courses? Strategies by independent practitioners appear on blogs however, the field of online learning can greatly benefit from systematic studies on flipped approach in online learning.

1.1 Purpose of the Study

The purpose of this study was to gain insights about incorporating best practices from the flipped classroom approach into fully online courses, from instructors experienced in teaching fully online as well as fully face-to-face courses. This study focused on faculty in the graduate teacher education and school leadership preparation programs at one university. The flipped classroom as a pedagogical approach is taught to the graduate students in these programs and the instructors were well-versed with the flipped methodology. The focus of the study was to understand how these instructors in the sample currently structured their online courses, how they could incorporate the flipped approach, and what support they would need to help with the implementation of these strategies.

1.2 Research Questions

The following research questions were used to guide this exploratory study:

R1. How can instructors incorporate the flipped classroom approach in their fully online courses?

R2. What are the challenges to incorporating the flipped approach in fully online courses?

R3. What support systems can the university provide in order for instructors to incorporate the flipped teaching and learning approach in fully online courses and programs?

II. Method

2.1 Research Design

This study was conducted in Fall 2018 and Spring 2019 semesters. In-depth interview methodology was used to gather data for the exploratory research questions. In qualitative research, the interview method is often considered superior to other qualitative data collection methods when the interviewer is experienced and skillful (Best & Kahn, 1989). People are usually more willing to dialog than they are to write. The interviewer has the opportunity to explain questions in more detail and to probe more effectively to solicit reflective and insightful responses.

Interviews took place over Zoom which is a tool for video and audio conferencing and collaboration. After receiving written informed consent, participants were asked for permission to record the interview using Zoom's recording capability. One investigator led the interview discussion while the other captured notes and highlights of the conversations. Both investigators have the necessary skills for conducting interviews, including developing rapport, asking probing questions, and keeping questions as open-ended as possible. Each interview lasted approximately 45-60 minutes.

2.2 Population and Sample Selection

The study was conducted at one university in large metropolitan city in the United States. Faculty in the department of education were recruited to participate. The department offers several graduate programs in teacher education and in school leadership. Whereas the university has mostly fully-face-to-face programs, the teacher education and school leadership programs run fully online.

The investigators sent an email to 12 full-time and adjunct faculty in the programs, explaining the nature of the study. They were clearly informed that the study was being conducted by individual faculty members in the department and there was no requirement or implication to change their course(s) based on the outcome of the study. Seven instructors consented to participating in the study and were selected as the sample. The participants were assigned numbers to maintain confidentiality and privacy.

2.3 Instrumentation and Sources of Data

A thorough literature search was conducted, which informed the open-ended questions that were used for the interviews. The investigators arranged the order of the questions to allow for a conversational flow. To help with the content validity, questions were presented to those who understood flipped classroom to ensure that the structure, language and content was appropriate. The questionnaire was edited based on feedback.

Questions started with understanding how the instructors structured their typical online courses and the advantages and challenges of the methods they used. These were followed by questions on application of flipped approach to online courses. The questions were worded carefully so that no assumptions were made about the instructor's perceptions of the flipped approach. The final set of questions were designed to elicit information on the ideal situation under which flipped could be incorporated in fully online courses and the support that the faculty and students would need for the development and implementation of strategies with fidelity.

III. Results

3.1 Data Analysis

The interview notes were analyzed, and videos were reviewed to add to the notes and capture verbatim quotes from the participants. The constant comparative method was used to code the data and the resulting text was iteratively analyzed for emerging themes. The constant comparative method is an inductive process for data coding frequently used in research to categorize and compare qualitative data for analysis (Miles, Huberman, & Saldana, 2014). This analysis method allows for a systematic and transparent approach to derive emerging concepts from the data. On the other hand, it is a labor-intensive task that requires significant investment of time.

The researchers met frequently throughout the research process to assure reliable data collection, analysis, and reporting. The meetings involved an iterative process review of the notes and recordings and discussion with a focus on the elimination of any bias.

3.2 Themes

The analysis revealed the following six major themes: (i) a need to define flipped learning for online environments; (ii) asynchronous learning is the core of online courses; (iii) lack of synchronous meetings pose a challenge for flipping; (iv) technology is the easy part; (v) start with creating deep-learning content; and (vi) institutional support for instructors is necessary. The final six themes were derived from initial ten themes through repeated researcher discussion and analysis.

(i). A need to define flipped learning for online environments. The participants identified the need to define the flipped learning approach and what it would look like in fully online courses. Participant 4 explained the challenge of using flipped learning in online courses, "There are so many definitions." The first concept emerging from the analysis was that "deep-dive" discussions based on the content is a central component of the flipped approach. Participant 1 asserted that flipped learning needed, "activities where they (students) apply and demonstrate their understanding." Similarly, participant 5 described the importance to, "free up time for deeper learning." The flipped learning approach was seen as an opportunity for developing deep-level understanding of complex and ambiguous learning topics involved in classroom teaching. The second concept was that learners need to be provided with rich content resources in the form of readings, websites, video, etc. Participant 2 elaborated, "Lectures are not a great way to present material. The true test is if it [learning objective] can be applied. We prepare them for situations that are not well defined, no formula." Participant 5 suggested that, "By its very nature, anytime you provide content-based resources, you are using the flipped approach. All of the information is out there. The instructor is no longer the holder of information."

In effect, data suggests that instructors feel that the part of flipped that happens automatically in an online environment is the presentation of the material via videos and other resources. However, the other part, which is creating opportunities for deep learning can be challenging in an online asynchronous environment.

(ii). Asynchronous learning is the core of online courses. Asynchronous learning through discussion boards is part of most online learning courses and all participants used this format extensively. Typically, students were asked to review videos and other content and then participate in the discussion boards. Class peers as well as instructors could comment and provide feedback through this section creating opportunities for collaboration and deep learning. Participant 2 said that the discussions were, "Like peeling an onion. I can roughly anticipate what they say, it uncovers the learning process." Participant 5 explained the asynchronous discussions, "they share with their peer and get feedback."

Synchronous learning was supported using Zoom online conferencing application. However, it was a challenge to conduct these sessions due to difficulty in scheduling meetings with students as participant 7 said, "I have low attendance so I record the session so if they missed, they can view it. It is difficult to find time that

all students can attend. So, I record it for review. But most [learners] don't review it based on my experience, based on the questions that they have."

The instructors expressed a desire to use Zoom for full class meetings in lieu of physical face-to-face meetings for potentially deeper exploration of topics with a Socratic type of discussion with the learners. However, due to scheduling difficulties and poor attendance, this goal was difficult to achieve which alluded to the difficulty with implementing the flipped approach.

(iii). Lack of synchronous meetings pose a challenge. The data revealed skepticism on whether the online environment could be flipped. Only one participant described using the flipped approach in online courses using instructional resources for the students along with asynchronous discussions. Rest of the participants were skeptical on the possibility of flipping a fully online course due to the unavailability of opportunities for synchronous face-to-face interactions. Participant 1 said that, "time is a big issue…scheduling (face-to-face sessions) is difficult." The lack of real-time student-to-student and teacher-to-student interaction for discussion and application of learning concepts limited the capacity for deep-level thinking for the learners. Participant 3 said, "I'm not sure that we can migrate [to] the flipped classroom model". Similarly, participant 1 asserted that the flipped approach, "required live activities." With regards to the lack of real-time meetings, participant 1 said "I cannot guide them live while they are developing their thoughts." Participant 7 summarized, "We already do videos for presentations, for resources... what's missing is the community of learning…and lack of teachable moments".

A suggestion was to require synchronous meetings to improve the teaching and learning experiences. For example, participant 5 said that, "if there are expectations for live meetings, that helps, even if it is once every other month." The synchronous meetings could take place via web conferencing platforms, however, they concluded that this may not be possible since students in online classes could be in different time zones and work schedules.

The theme centered around the possibility of expanding learner opportunities for more discursive learning through deep-dives into course content. Providing learners greater opportunity for Socratic-type of insightful learner engagement in the content, through group discussions, was identified. However, the absence of real-time opportunities for Socratic seminars poses a challenge for providing "teachable moments" for critical analysis, and deeper learning.

(iv). Technology is the easy part. Flipped learning environments required that students be provided with content related video and resources as well as robust communication tools. Participant 4 commented that the online course was "designed to use these (technology) resources." Participant 1 said that has was, "presenting most of the content in video." The instructors offered suggestions for some technology tools and applications that they had used. The asynchronous learning was enabled through a variety of video production tools that included Zoom with its inherent capacity to record the audio along with the computer screen in the production of a screencast. This was particularly useful in courses where there was a need to demonstrate a new technology tool to the students. Course instructors could use screen capture tools to record presentations for the students to view. Additionally, the instructors had their students produce class presentations. Participant 3 said, "I teach them how to use Zoom to do their group project." The tools varied in applications that were used for communication, video production, learning management systems, etc. Instructors implemented asynchronous activities by creating tutorial videos for explaining content and activities. Participant 7 commented, "I create

videos on how to access articles in the library database. How to do searches online in Google." Table 1 lists all the tools and their primary use identified by the participants.

   (v). Start with creating engaging deep-learning content. The instructors made suggestions for initiating the flipped approach centering on the potential to engage students in deep-level discussions and application of concepts. Participant 1 described that "let them (students) do the work…don't give them information…let them find it." Participant 4 described how she provided students with opportunities for deep—learning and "encouraged (students) making mistakes, while experimenting." Participant 5 talked of the importance of providing students "access to rich and appropriate content." There was a need for supporting faculty in flipping courses. Participant 3 posited that, "… there must be a way to also support for pedagogical approach." In providing deep-learning content, participant 2 described the importance of having students "think aloud…you want to make the thinking of the student visible." However, the online environment could limit the fluid communication that might be facilitated in traditional classrooms. It is not easy to incorporate discursive elements and the online environment might be challenging to learners.

Table 1 *Technology Tools and Uses (listed alphabetically)*

Tool	Uses
Bluejeans	Video conferencing and screencasting
Camtasia	Screencasting and video production
Edmodo	Learning Management System
Educreations	Interactive whiteboard and screencasting
ExplainEverything	Interactive whiteboard and screencasting
Flipgrid	Video recording and communication
Google classroom	Learning Management System
Google sites	Website creation
Jing	Screencasting
Schoology	Learning Management System
Screencast-o-matic	Screencasting
ShowMe	Interactive whiteboard
Snaggit	Screencasting
Taskstream	e-Portfolio, and assessment management
Whatsapp	Social messaging
WolframAlpha	Computational knowledge engine
Zoom	Video conferencing and screencasting

(vi). Institutional support for instructors is necessary. Most participants agreed that the flipped approach would require considerable increase in faculty interaction with students in the asynchronous environment. Three types of support were identified. First, it was recommended that the flipped approach would work only if online class size was optimum. Participant 6 said "If there are too few [students] it does not work [because] they learn from each other… Not less than 10 and no more than 15. With less than 10 [students] discourse becomes sparse… More than 12-15 students, impacts my ability to keep up." Participant 7 felt eight students was the optimum size but no more than 12. Another area of support identified was getting graduate assistants (GAs). Participants felt that if instructors were assigned GAs, they could take care of monitoring the assignments while the instructor focused on providing feedback and asking probing questions to create a two-way discussion. Participant 1 said "Providing individual useful feedback asynchronously is time consuming." Participant 7 expressed that with the help of the GA, the instructor could focus more on conducting frequent small group synchronous meetings via Zoom, thus providing more opportunities for teachable moments and deeper learning. Finally, participants expressed that all faculty receive professional development in the flipped approach.

In addition, the need for supporting faculty in being comfortable with productivity technology was described. Participant 3 posited that, "For someone [faculty] with no experience, they need support from TLC [technology learning center]. Their office has faculty for [technology] support… there must be a way to also support for pedagogical approach."

Supporting learners was also identified as a necessity for creating a flipped learning environment. For example, participant 6 was concerned about learner comfort with technology and said, "I want to make sure they are not freaking out." Beginning the flipped approach in the online environment is daunting for as variety of factors that includes the remote learning situation as well technology use barriers that might be a problem to both the learners and the instructors. The discursive elements enabled through technology tools might also be challenging to learners.

IV. Discussions

Overall, participants expressed that they valued the flipped pedagogy because it provided support for deeper learning. At the same time there was skepticism about successfully applying the flipped concepts in a fully online program. The main challenge identified was the lack of synchronous meeting options which significantly limited the instructor's ability to facilitate discussions and activities. Well-designed text-based asynchronous discussions could potentially lead to opportunities for deeper engagement with the content, however, this approach can require significant instructor time investment. Given this requirement, recommended class size was a minimum of 8 students to allow for sustainable discourse but no more than 12 students to allow for individual input from the instructor.

Content resources that included videos, were available to learners, and faculty expressed no difficulty in preparing instructional material using these tools. However, professional learning in the flipped pedagogy was

identified as important. Faculty might require support in integrating applications and tools for improved online education. In addition, instructors would like the support from a graduate assistant or a teaching assistant so they can focus on small group discussions and discourse.

4.1 Implications

This study confirmed previous research concluding that blended learning is a more effective approach in teaching and learning when compared to fully online learning or fully face-to-face classrooms. Online courses should build in some degree of synchronous meeting even if it is via web conferencing platforms. Synchronous meetings should be conducted in small groups to ensure all students are engaged and instructors can facilitate deep Socratic-type discourse. Even though most learning management systems used in online education primarily rely on text-based input from students, tools such as Zoom and Flipgrid allows for multi-modal interactions that can be used more extensively and effectively.

4.2 Limitations

The sample of seven participants in this study fell slightly short of the target eight participants. Another limitation is that all participants were from one institution and department thus limiting generalizability of results to other programs. Finally, the sample did not include a significant number of instructors using the flipped approach in their courses. Only one participant expressed using the flipped approach while others were skeptical of being able to implement the deep learning components necessary.

4.3 Recommendations for Future Research

Future research should include a larger sample size across multiple programs. Effort should be made to include participants who not only know about the theory of flipped classroom but have also attempted to include the approach in their online courses. Studies should also include interviews or focus groups with students to understand their perspectives on how the flipped approach could work in their online classes.

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The Effect of Primary School Teachers' Experiences on the Signification of Their Pedagogical Work as a Result of the Consequences of the Economic Crisis in Their Everyday Reality

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Abstract

The aim of this paper is to investigate, using concepts from the theory of Alfred Schutz, the lived experiences of teachers in Greek primary education in terms of the consequences of the economic crisis on their everyday reality, and the meaning they attach to their educational-pedagogical work in comparison with the pre-crisis period. The research was carried out during the 2016-2017 school year using semi-structured interviews. The sample was made up of 20 teachers from public primary schools in Patras. The most significant findings of the research revealed that the teachers' lived experiences of the consequences of the economic crisis in their everyday reality were defined by the cut in their salary, the reduction in their buying power and the creation of economic and social problems and difficulties within their families. Moreover, it emerged that the economic crisis did not affect their educational-pedagogical work in comparison with the pre-crisis period.

Keywords: Classroom space; Kindergartens;Teachers; Pupils; Corners; Instructional rules; Regulative rules

1. Introduction

The economic crisis which began with the bankruptcy of the Lehman Brothers bank in 2007 caused a global financial crisis. Since 2008 this crisis has created many problems in the everyday reality of European citizens (Ötker-Robe & Podpiera, 2013). The countries of Southern Europe (Portugal, Greece, Spain, Cyprus, Italy) were hit harder by the global economic crisis resulting in the increase in poverty and social inequality, as well as the reduction of public funding for education and health (Poeschl, Valentim, & da Silva, 2015).

At the start of the 2nd decade of the 21st century Greece went through the most painful economic crisis in its recent history. So, facing the threat of financial collapse, it accepted financial aid from the European Commission, the European Bank and the International Monetary Fund. The results of economic austerity become evident to the Greek population with the increase in poverty, the rise in unemployment, the reductions and cuts in wages and pensions, as well as the rapid increase in taxes (Matsaganis & Leventi, 2014; Vasilopoulou, Halikiopoulou, &

Exadaktylos, 2014). Meanwhile, austerity contributed to the increase in suicides and mental illness (Zavras, Tsiantou, Pavi, Mylona, & Kyriopoulos, 2013).

The institution of education in Greece during the economic crisis is influenced significantly by the shrinking of public spending (Chalari, 2016a.). So, educational reality is characterised by mergers and closures of school units, while at the same time shortages of equipment and in the material infrastructure of the schools grow (Hatziparadeisi, 2017).

The economic recession affects the daily life of the pupils since, due to the economic difficulties their families face, they are unable to participate in the school‴s educational activities (educational excursions and visits) while there are a good number of cases where children display a reduced school performance (Kakana, Garagouni-Araiou, Theodosiou, Manoli, Mavidou, Rousi-Vergou, Chatzopoulou, Androusou, Avgitidou, & Tsafos, 2016). In addition, the residues of austerity are evident as much in the mental as in the emotional health of the pupils (Magaliou & Haniotakis, 2014). Research findings show that the material deprivation index is especially high in Greece and as a result the pupils‴ families are unable to meet their basic life needs (Akrivou, Bonoti, & Dermitzaki, 2016; Papatheodorou & Papanastasiou, 2017).

Research findings on the impact of the economic crisis on greek primary school teachers revealed salary cuts, the reduction in their spending power, the increasing economic difficulties that affect their family life as well as the restriction of social activities with friends (Chalari, 2016b). In addition, research studies depict the professional burnout and anxiety teachers experience, as well as the impact that the reductions and cuts in their salary have on their teaching work (Botou, Mylonakou-Keke, Kalouri, & Tsergas, 2017; Kalyva, 2013; Kamtsios & Lolis, 2016; Mouza & Souchamvali, 2016; Tsakiridou, Kakalopoulou, Karamanidou, Papadopoulou, & Tziouvara, 2014; Ziontaki & Vissariou, 2014; Ziontaki, 2016). The same findings are laid out in research studies that focused on Spain and Portugal which were affected by the economic crisis as Greece was (Flores, 2013; Flores & Ferreira, 2016; Lukaś & Samardzic, 2014).

The aim of this study is, on the one hand, the investigation of the lived experiences of Greek primary school teachers as they are affected by the economic crisis in their everyday reality. In addition, an attempt is made at the investigation of the signification of the effect of the economic crisis on the educational and pedagogical work of these particular teachers.

This paper begins with the theoretical framework which is followed by the section containing the research questions and the methodology. Then the research findings are presented and analysed and the section containing the discussion and conclusions completes the paper.

2. Theoretical framework

This paper makes use of the theoretical framework of phenomenological sociology and in particular of Alfred Schutz‴s concepts. Phenomenology places emphasis on the individual and his social experiences as well as on the tangible social world of his daily life within which social actors co-exist and interact (Mann, 1983, p. 342). As Douglas (1980, as cited in Petmezidou, 1996, p. 281) characteristically states, phenomenological sociology is integrated in the category of theories of the "sociology of daily life".

The concepts of "lifeworld", "signification" and "intersubjectivity" from Schutz's theoretical framework are utilized in this paper.

The everyday world constitutes the fundamental, main and most powerful social reality for all social actors (Williams, 2001). It is understood as a socio-cultural world that is characterised by the intersubjectivity within which as much the daily actions of the individuals, as the forms of contact, communication and interaction that develop during their interaction with other social actors, co-exist (Santiago-Delefosse & Carral, 2015, p. 1267; Schutz, Wagner, Psathas, & Kersten, 1996, p. 26). The structure of the everyday world is characterised by structures which are seen as universal for all the social subjects and as having an unchanging organization and similar content (Eberle, 2015, p. 566). More precisely, as far as teachers are concerned, the everyday world is made up of two interconnected parts: their everyday and their professional reality. Their everyday reality amounts to their directly lived daily life, which at this particular time in Greece is being shaped in the context of the current recession. This reality is composed as much of the bonds of communication and interaction that they develop with their family, as it is of the activities they take part in together (trips, visits to the theatre and the cinema). It is also made up of the bonds and interactions that they develop with their wider social environment. The teachers' professional reality within the school environment, in the context of which they create bonds of communication, interaction and collaboration with their colleagues, their pupils as well as their pupils' parents, is also an integral part of their everyday world. According to the phenomenological approach, the world of everyday life, while it might appear to be a given, is, in reality, composed of the individuals' social action, as well as the social relationships they develop with other actors (Michalakopoulos, 1997, pp. 51-52). According to Schutz (1962, p. 208, 209, as cited in Ritzer & Stepnisky, 2011, pp. 494, 495) the everyday world is constantly being modified, through the action of the social subjects, as well as the interaction they develop with the other social actors and in this way it can be reconstructed. Consequently, through their action as well as their lived experience, the teachers are in a position to reconstruct their daily and professional reality, as this is shaped by the economic crisis, with the main axis being the signification they assign to it.

The process of signification is a structural element in the formation and interpretation of the social action of the actors (Natanson, 1970, p. 105). Signification refers to the way in which the social actors assign meaning to, analyse, interpret and understand the experiences they have in the context of their everyday social and educational reality (Dale, 1974, p. 54). In other words, signification is a process that provides the social subjects with the opportunity to analyse and subsequently interpret their lived social experiences, to assign meaning to them and then rank and categorize them. Hence, through signification, the teachers assign meaning to and interpret their lived experiences, based on the realities of the economic crisis in their daily and professional life. In this way a deeper understanding of the processes that are used for the organization of their social action, as well as for the formation of the social relationships and interactions that they develop with the other social actors in the social world of their everyday life is sought (Michalakopoulos, 1997, p. 53). The analysis and interpretation of the meaning that the teachers assign to their subjective experiences, together with their social actions and practices, form the context for the shaping and reconstruction of their social and educational reality (Schutz, 1962, p. 230, as cited in McLain, 1981, p. 113). Schutz (1964, p. 275) points out that the process of signification is subject to two distinctions. On the one hand, there is "subjective" signification which goes hand in hand with a personal manner of assigning meaning to everyday situations in one's social experience, highlighting the prominent position of the individual, as one with insider

knowledge of the social experiences (Embree, 1991, p. 209). On the other hand "objective" signification appertains to the meaning that the same social experiences, actions and relationships have for the other people in one"s everyday and professional reality beyond the individual who experiences them (Schutz, 1964, p. 275).

The concept of intersubjectivity is another concept from Schutz"s theory that is of central importance. It concerns the common knowledge that unites the social actors, since through it they take on social reality through a set of characteristics and properties that are widely accepted by society at large (Dale, 1974, p. 57; Michalakopoulos, 1997, p. 54). So, the social world is characterised by an intersubjectivity which means it does not constitute a private environment for each individual, but rather a universal world that the social actors share (Schutz, 1987, p. 21, as cited in Van Haecht, 1998, p. 84; Miranda & Saunders, 2003, p. 88). The everyday world links the individuals through common means of contact and communication, thought and understanding of social situations, as well as through common experiences and practices (Schutz, 1973, as cited in Ajiboye, 2012, p. 18). The existence of two or more individuals who live and carry out their daily social activities in a living and commonly experienced present is an essential prerequisite of intersubjectivity (Schutz, 1967, p. 104; Hall, 1977, p. 273). From this point of view, teachers constitute part of an intersubjective everyday and professional reality, within which they are connected to the other social actors (family, social milieu, colleagues, headteacher, pupils) through shared means of contact and communication, thought, and perception of social situations and experiences. Hence, through intersubjectivity, the teachers can construct as much their knowledge of the social world that surrounds them, which in this case is shaped in relation to the economic recession, as the entire Greek society (Mann, 1983, p, 342). Intersubjectivity in other words, is „eavesdropping" on the social experiences of the teachers and is used as a guiding axis in the signification of the similarities and differentiations that exist in their sphere of consciousness, depending on the extent to which they are affected by the economic crisis (Drew, 2008, p. 76).

3. Research Questions - Methodology

In this paper we will be concerned with answering the following research questions:

1) What experiences do primary school teachers in Greece have regarding the consequences of the economic crisis for their everyday reality?

2) How do these teachers bestow meaning on their educational – pedagogical work as this is influenced by their lived experiences of the current economic crisis, in comparison with the pre-crisis period?

The research was carried out during the 2016-2017 school year in the city of Patras since, as research findings reveal, the area of Western Greece presents increased levels of poverty, unemployment and economic destitution as a result of the austerity measures that are in place (Ballas, Dorling, & Henning, 2017).

"Convenience" sampling was used to carry out the research (Babbie, 2011, p. 290). Based on its principles, 20 primary schools to which we had easy access were selected from the total number of public primary schools in the area of Patras. The research sample was made up of 20 teachers (10 women, 10 men) who worked in these particular schools. They had an average of 18.6 years of teaching experience (the smallest number of years" experience was 10, and the greatest was 26).

The research tool used was the semi-structured interview as through this the research subjects could express their thoughts and opinions on the effect of the economic recession on their daily and professional life freely

(Robson, 1993, p. 237). The interviews were conducted using a digital tape recorder, after the consent of the teachers in the sample had been obtained.

Then, qualitative content analysis was performed on the transcribed research material, with the theme as unit of analysis, aimed at the systematic processing, study and presentation of the research findings (Cohen, Manion, & Morrison, 2005, p. 102). Based on the theoretical framework, the aim of the research and the research questions, we formed the following analysis categories:

A. The lived experiences of primary school teachers regarding the consequences of the economic crisis for their daily reality.

B. The significations of the primary school teachers regarding their educational – pedagogical work as it is influenced by their lived experiences, in comparison with the pre-crisis period.

B.1. The meaning the teachers assign to the approach to and support of pupils as a result of their lived experiences of the economic crisis.

4. Presentation and analysis of the research results

Next the findings of the qualitative content analysis are presented.

A. The lived experiences of primary school teachers regarding the consequences of the economic crisis for their daily reality

For Schutz (1962, pp. 229-234, as cited in Lengermann & Niebrugge, 1995, p. 26), the everyday world sets out the teachers‟ direct and daily bio-environment. The approach to, examination and analysis of the social world of daily life is attempted through the experiences of the social actors. In this context and guided by the phenomenological perspective, we do not seek a superficial examination and analysis of the everyday practices and activities of the acting subjects but rather an in-depth analysis of the significations that they themselves assign to their social experiences, actions and behaviours (Dale, 1974, p. 54). So, as it is highlighted in the teachers‟ lived experiences, the consequences of the economic crisis are especially apparent in their everyday reality. More specifically, they themselves have suffered large reductions and cuts in their salary, which in some cases approach 45%. A direct result of this situation is the fact that their buying power has decreased noticeably as they have limited their family expenses, such as: supermarket shopping, trips, eating out, as well as the purchase of clothing and footwear. In contrast, they concentrate solely on the purchase of the essential goods, necessary for their survival, as emerges from the following representative excerpts:

"*My salary has been cut by between 350 and 400 euros a month. So your income is affected and if you have children and family you just try to meet basic needs and you leave shopping, travels and trips that you might have enjoyed before, to one side*" (Interview – I.10.m – man).

"*When our salary was higher, since my husband is a teacher too, we would eat out or we'd go shopping more easily. Now, we no longer do these things at all. We were even forced to sell one of our two cars just to make ends meet*" (I.2.w – woman).

Everyday reality is the intersubjective environment of existence for the teachers, within which they engage in their daily activities. Within the social framework the teachers develop relationships and bonds of contact, communication and interaction with the other social actors (Berger & Luckmann, 1966, pp. 65-66; Ritzer, 2012, p. 121). "*The we-relationship*" according to Schutz‟s terminology, develops between the teachers, their family, and the

individuals in their social environment. These relationships materialise in the directly experienced, living present, as this is formed under the influence of the economic crisis, a fact which has created other important difficulties in the family life of Greek teachers. So, they appear to have limited or given up their visits to the theatre or the cinema and have concentrated on the acquisition of their essential daily goods and the effort to ensure their children‟s well-being:

"*With the cut in my salary, clothes, travels, holidays, trips are very limited. We have restricted ourselves to the essentials and given priority to the children*" (I.1.w).

"*I have three children and my husband and I have put aside our personal pleasures. We no longer go to the cinema so often and we give priority to the children*" (I.4.w).

"*We haven't been to the cinema for I don't know how many years, the same with the theatre…in other words we have cut back a lot on our spending. That is our daily life*" (I.2.w).

From the analysis of the interview data it appeared that the relationships that the teachers develop with their social circle have not eroded due to the economic crisis. On the contrary, the teachers stated that the economic crisis has had a positive impact on the relationships they develop with their social circle and friends. This is because due to their reduced income, they have limited their nights out for food and entertainment and instead visit the homes of friends and relatives more frequently. As a result, the social bonds with their immediate family and friends are strengthened, as emerges from the following statements made by the teachers:

"*We no longer go out any more and we meet instead at each other's houses. We are now closer to our family friends and when we meet up, each of us brings whatever he can. For example, we all take something to parties, a plate of food….so I would say that the crisis has had a positive effect on relationships with our friends*" (I.2.w).

"*I'd say that the economic crisis has had a positive effect on people's relationships. In other words, we are closer to the other people and especially our friends*" (I.1.w).

B. The primary school teachers' significations regarding their educational – pedagogical work as these are influenced by their lived experiences, in comparison with the pre-crisis period

The educational reality constitutes the everyday environment of the school and as such is made up of the acts of the social actors that are integrated in it and comprise an integral part of it. As a result of this it emerges that the structures of the educational reality are reconstructed, led as much by the acts and actions of the actors, as by their past lived experiences (Schutz, as cited in Lamnias, 2001, p. 191). The teachers‟ significations regarding their experiences are being developed within the everyday educational reality (Dale, 1974, p. 63). The subjective signification of experiences leads the teachers to understand the role their lived social experiences play in the world of their professional life (Schutz, 1962, p. 230, as cited in McLain, 1981, p. 113; Schutz, 2013, p. 48). The teachers‟ lived experiences, as these emerge from the effect of the economic recession on their everyday and professional reality, do not seem to have influenced the meaning the teachers assign to their educational and pedagogical role. Hence, the teachers assign weighty significance to the vocation they carry out and to their educational – pedagogical work, which does not appear to have altered in relation to the significance and meaning they assigned it during the pre-crisis period. This particular signification of their work stems from two factors. Firstly, from the prominent position the teachers assign to the institution of education, which they see as that institution which can shape able citizens capable of meeting the challenges of the economic crisis through the acquisition of the necessary

knowledges and skills. And secondly, from the perception of their educational role as shapers of the pupils" personality. The following excerpts are representative of these findings:

"*I believe that my educational work is just as important now as it was before the crisis because education is above everything else. It plays a very great role and is the means through which the economic crisis can be overcome*" (I.3.w).

"*It doesn't mean that because we have an economic crisis we are going to change anything educationally or pedagogically…we are still doing the same job. We are responsible for the children receiving the essential education. That is the least we can offer in this period of crisis*" (I.2.w).

Consequently, based on the research findings, the teachers" lived experiences, driven by the realities of the economic crisis, have not influenced the meaning that they assign to their motivation and attitude towards the execution of their educational – pedagogical work, since they remain as strong as they were in comparison with the pre-crisis period. This is because the teachers place their pupils and their vocation to ensure their all-round cultivation and growth as their main motivation. Hence, the teachers "put to one side" the problems and difficulties that they experience in their everyday reality, as a direct outcome of the shrinking of their salary, and try to remain in possession of the same motives and the same powerful energetic attitudes towards the performance of their work, in comparison with the pre-crisis period:

"*I still have the same attitude to work. I believe that I still have something to give and I enjoy what I do. I may see problems, mainly economic ones due to the reduction in my salary, but despite that I continue to work in the same way*" (I.3.w.).

"*I can say that I haven't cut any corners in the work I do as a teacher…none…perhaps because I never linked my salary with my profession*" (I.2.w.).

Moreover, as emerges from the analysis of the research, the experiences of the economic crisis that the teachers live through, have not influenced the time they devote to preparing the lessons they are to teach. The teachers'greatest priority is the importance and value of their pedagogical role, as well as the responsibility that comes with imparting the necessary knowledges, values and skills to the pupils. Hence, it appears that the reductions and cuts in their salary do not constitute an obstacle for the teachers, and they continue to spend the same amount of time on the preparation of their lessons:

"*For the preparation of my pedagogical work, the time I spend on lesson preparation remains the same, despite the economic crisis. That's because the conditions of the crisis have added other goals to my work, such as helping the children handle the difficult situations they experience due to the crisis*" (I.6.w.).

B.1. The meaning that the teachers assign to the approach to and support of the pupils, as a result of their lived experiences of the economic crisis

The research findings show that the experiences of the economic crisis that the teachers live through have strengthened the value they assign to their educational work during the approach to and the treatment of their pupils, as well as the relationships that they develop with them. The current economic recession and the strict austerity measures have created a number of problems and difficulties for Greek families and in this case the inability to obtain the essential daily goods as well as school supplies for their children, and the inability to find work in Greece. These difficulties inevitably influence the pupils' behaviour within everyday school life. So, two different views in terms of the opinions of the teachers on the approach to their pupils emerge. More precisely, it appears that many

teachers approach and treat their pupils with greater compassion, sensitivity and understanding owing to the problems that they experience in their family environment. For that reason they devote more time to the children, discussing things with them and trying to support them, as emerges from the representative excerpts below:

"*The time I devote to the children is greater than in the pre-crisis period. I need to support them because the crisis has affected them. They bring many of their family problems to school with them. Many of the children's parents are unemployed, looking for work and they can't feed their children and there are a lot of difficulties*" (I.2.w.).

"*I devote more time to the children because we are more sensitive when we know what is going on at home. When we know that there are economic problems, that the parents are out of work, and they are not able to buy the school supplies their children need. In such cases, we treat the pupils with greater sensitivity and we support them*" (I.2.w.).

In addition, our research revealed that due to the difficulties that some pupils experience in their families, they display more aggression, creating tension in the space of the school. This creates a distance between some pupils and the teachers, influencing the relationships they develop with their teachers. In this case, the relationships that many teachers develop with their pupils are more distant in relation to the pre-crisis period:

"*Unfortunately my relationships with my pupils have changed because a lot of children bring with them problems from home, which influence their behaviour in school. Chiefly it is the parents' economic problems that make the children more aggressive, more insecure….all these things come out in the children's behaviour here at school, and as a result our relationships are more distant*" (I.4.w.).

"*The crisis has affected all the population so there is tension among the parents who are obviously facing economic problems. These tensions are brought into school by the children themselves who are a lot more aggressive and in certain cases more distant. I wouldn't say that our relationships with the pupils are as close as they were before the crisis*" (I.1.w.).

5. Discussion and Conclusions

In this paper an examination of both the lived experiences of primary education teachers regarding the consequences of the economic crisis for their everyday reality, and of the way in which they signify their educational-pedagogical role under the influence of their lived experiences in comparison with the pre-crisis period, is attempted. From the study and analysis of the research results the following conclusions can be drawn:

Regarding the first research question, the primary school teachers" lived experiences reveal the consequences of the economic crisis in their everyday reality. Schutz points out that the social world of everyday life is composed of human actions and practices, and in this case, of the actions of teachers, as well as of the social relationships, actions and interactions that they develop with the other social actors (Jesus, Capalbo, Merighi, Oliveira, Tocantins, Rodrigues, & Ciuffo, 2013, pp. 729-730). The research results showed that the teachers have suffered great reductions in their salary which in some cases reach 45%. So, their buying power is noticeably reduced and they have limited their spending on clothing and footwear, travels, eating out and entertainment and they have concentrated on obtaining the basic goods that they require for day-to-day living. The findings of this research are in line with the results of Ziontaki's work (2016) where it became clear that the teachers' earnings were reduced drastically, negatively affecting their standard of living. From an inter subjective perspective, the teachers' comments reveal that the economic crisis has created a number of difficulties in their families. So, they have limited

their spending on travel and entertainment as they have made their children's well-being their top priority. At the same time, the teachers have drastically reduced the events and activities they took part in in the past with their families, such as excursions, and visits to the theatre and cinema. Indeed it appears that the interaction that develops between the social actors is a structural element in the creation of an intersubjective world in which the actors interact with and understand the position of the others in the present and in a commonly experienced place and time (Petmezidou, 1996, p. 16). The findings of Chalari's research (2016b) are in line with the findings of this paper since they highlight the fact that the economic crisis has greatly affected the daily life of Greek primary school teachers and has reshaped their way of life. In addition this research showed that the economic crisis has a positive impact on the teachers" communication and interaction with individuals in their social circle.This is because their reduced income leads the teachers to meet up in the homes of relatives and friends, something that strengthens the social relationships between them. As far as the second research question is concerned, the research findings underlined the meaning that primary school teachers attach to their educational – pedagogical work due to the effect of their lived experiences, in comparison with the pre-crisis period. In the context of the educational reality, the importance of signification is revealed, as it focuses on the action and behaviour of the teachers, as well as on the way they assign meaning to their social and professional experiences and actions (Schutz, 1964, p. 274). More specifically, the experiences that the teachers in the sample have lived through in their everyday and professional reality as a consequence of the economic crisis, do not appear to have affected the vocation they follow. This is because the lived experiences of the teachers during the period of the economic crisis do not seem to have changed the meaning that they attach to the importance of their educational – pedagogical work in comparison with the way in which they worked in the pre-crisis period. So the interpretation and meaning that the teachers assign to their educational work is founded on the weighty importance that they attach to the institution of education, which constitutes the means for the formation as much of the pupils" personality, as of their own role. Consequently, through the teachers' subjective significations, the powerful motives that they continue to possess for the implementation of their work are highlighted. These particular research findings are confirmed by the corresponding research result of Tsakiridou et al. (2014) where it appeared that the teachers' salary cuts have not affected their productiveness and their effort to maintain their teaching work at a satisfactory level. In contrast, in Kossyva's research (2017) it appears that the consequences of the economic crisis for the teachers' everyday reality reduced their interest in performing their educational work.

At the heart of phenomenological – sociological interest is the meaning that the actors assign to their social experiences and to their action, which is formed through these significations (Ritzer, 1975, as cited in Petmezidou, 1996, p. 282). The research results showed that the teachers' lived experiences of economic crisis increased the amount of time they devoted to helping and supporting their pupils. This is because the economic crisis has created serious problems and difficulties in the pupils' families, affecting their behaviour in school. What's more, the teachers spend the same amount of time on preparing their lessons in comparison with the pre-crisis period as they believe that their profession is significant for the shaping of their pupils. So, the meaning that the teachers assign to their lived experiences does not appear to influence the way they think and act or the way they assign meaning to their professional position and daily life (Schutz, 1962, p. 2, as cited in Embree, 1991, p. 208). The problems that occur in the pupils" families affect their behaviour at school, and as a consequence in certain cases, the teachers' approach to and treatment of the pupils is based more on compassion, sensitivity, understanding and the provision of

help and support in comparison with the pre-crisis period. However, there were cases of teachers in the sample who stated that their pedagogical relationship with their pupils was negatively affected due to the latter‟s bad behaviour as a result of the transfer of family problems to the microcosm of the school.

Although the results of this research cannot be generalised, they are still useful since they highlight the effect of the teachers' lived experiences on the meaning that they themselves attach to their educational role in relation to the pre-crisis period. As an extension of this paper it would be useful to investigate the meaning that teachers in compulsory education in Greece attach to their educational work as a consequence of the economic crisis. This is because a comparative examination of the results would be interesting in order to depict the level of education most affected by the economic crisis.

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Authentic Dialogue in Online Classrooms

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Abstract

Authentic dialogue about social and cultural issues is an imperative in the current educational zeitgeist of national standards, high stakes testing, and neoliberal accountability reform. As social justice educators, it is important to remember that it is our responsibility to create spaces in our online courses where students can engage in authentic discourse. This article provides examples of ways faculty can create online environments that encourage authentic discourse among students.

Keywords：Authentic Dialogue; Cultural issues; Online classrooms; National standards

I.Introduction

Authentic dialogue about social and cultural issues is an imperative in the current educational zeitgeist of national standards high-stakes testing and neoliberal accountability reform. As social movements continue to take center stage in the day-to-day lives of many of our students, it is crucial that we include authentic dialogue about social change, within our classes (Adams & Bell, 2016; Sleeter & Carmona, 2016). This is especially important in an online environment, where trolling and cyberbullying can take place. It is essential for teachers to use tools and strategies that encourage authentic discourse while engaging with potentially divisive topics (Martins-Shannon & White, 2012; Sprow Forte & Blouin, 2016).

Through curriculum redesign and the use of online course tools, virtual classroom environments can be constructed in ways that encourage students to participate in conversations about social issues more authentically (Pacansky-Brock, 2013; Palloff & Pratt, 2013). While this type of dialogue is to be expected in social sciences courses like Sociology, those opportunities rarely arise in learning design and technology courses within a College of Education. This article looks at ways I, a learning design and technology teacher, use culturally responsive theory as the basis for (re)designing online curriculum.

Specifically, I share course content and assignments used to authentically discuss issues of race, class, and gender in my learning technology courses. By sharing my experiences, I hope to provide other teachers with ideas and recommendations for designing online courses that engage students in open and honest dialogue about social inequities, diversity and social justice.

II.Culturally Responsive Teaching

So, what is culturally responsive teaching online and what does that have to do with engaging students in authentic discourse about race, gender, class, and social justice? A culturally responsive classroom includes "the cultural characteristics, experiences, and perspectives of ethnically diverse students as content conduits for teaching them more effectively" (Gay, 2002, page. 106). Culturally responsive teaching is about designing dynamic environments that honor the cultural, ethnic, and linguistic diversity that students bring to classrooms. Culturally responsive classrooms acknowledge and value student diversity by encouraging academic success as well as cultural competence. According to Ladson-Billings (1995), "not only must teachers encourage academicsuccess and cultural competence, they must help students to recognize, understand, and critique current

social inequities"(p. 476). Thus, culturally responsive classrooms become an ideal environment for authentic discussions about social inequities as well as diversity issues and social justice.

III.Designing Culturally Responsive Online Classrooms

"Culturally responsive teaching and design practices flip the online classroom by creating an environment that acknowledges, celebrates, and builds upon the cultural capital that learners and teachers bring to the online classroom" (Woodley, Hernandez, Parra, & Negash, 2017, p. 43). As online course designers and teachers, it is essential that we begin by first acknowledging our positionality and the cultural capital we bring into the classroom. Authentic dialogues begin with the acknowledgment that even the way we choose to design our courses is rooted in our own culturally constructed ways of knowing, being, and doing.

I have been designing and teaching online courses for over 20 years. Initially, my theoretical groundings were in constructivism. My theoretical framework shifted to feminist and womanist leanings as I began designing women's studies and sociology courses. As I advanced in my degree studies, my theoretical framework expanded to include the work of critical race theorists. As my theory became more interdisciplinary, so did my online course design methods. "As the field of online education continues to expand and grow, especially with massively open online courses (MOOCs) that reach the world, it is of vital importance that teachers become leaders in developing curriculum and course offerings that act as counter-narratives to the dominant narratives of White supremacy and gender oppression" (Woodley, Mucundanyi, & Lockard, 2017). Culturally responsive teaching became the foundation of my course design as I became more and more committed to having my design theory match my fundamental teaching philosophy.

IV.Examples of (Re)Designed Online Course Content

As a learning design and technology teacher, I teach masters- and doctoral-level courses in technology, pedagogy, and instructional design. The majority of students enrolling in my classes have little or no background in social justice education, critical theory, or feminist practices. Except for the one required multicultural education course they took as undergraduates, the majority of students entering my online courses have not engaged academically with issues like homophobia, racism, sexism, classism, or any of the other -isms that plague our society.

My theoretical groundings are in Black Womanism [1] (Cannon, 1995; Hudson-Weems & Sofala, 1995; Walker, 1983), and Critical Race Theory [2] (Crenshaw, Gotanda, Peller & Thomas, 1995; Delgado & Stefancic, 2017) and the curriculum in my courses are designed to engage students in an authentic discussion about those social issues that may divide us. Although the course is about the pedagogy underlying the use of technology in education, students are invited to engage in critical conversations about race, class, and gender all while seeking to understand social inequities, diversity, and social justice. For most of my students, this means they gain an understanding that social justice is about "struggling with the inherent biases that plague our society and, for many of my learning design and technology students, it requires them to think beyond the technology" (Woodley, 2016, p.4). This is uncomfortable for some students, but it is vital for them to understand and identify ways they can relate to the children they will someday teach.

The following are four (4) examples of things I have done to (re)designed my online courses in culturally responsive ways.

(Re)design curriculum to be validating. The curriculum does not have to be static. It can be flexible with the ability to change quickly. One of the best ways to encourage authentic dialogue about social issues is to have the course content be comprehensive and speak to the whole learner. Culturally responsive teaching utilizes "cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make

learning encounters more relevant to and effective for them. It teaches to and through the strengths of these students" (Gay, 2010, p. 31).

During the first week or two of each class, students are asked to submit an assignment that requires them to create a backup plan should their technology fail. I have purposefully written the backup plan example to include references to family, friends, peers, community members, and even supervisors. There are also examples of locations that students can find free computers to use like libraries, community centers, and places of worship. By inviting students to talk with those people in their lives that support them and identifying places where they can go should they have technical problems, the assignment validates their existing frames of reference. It also normalizes the idea that support from others can be an acceptable part of academic success.

1.Ensure the use of diverse images and readings.

An easy way to transform an online course is to be more inclusive in the images and readings used in the course shell. Choose to use images that are representative of our global diversity. Some institutions have images they have taken of students around campus that can be integrated into courses. Images are a great way to diversify the look and feel of online classes. Readings are also an excellent way to bring various conversations into your online course. They are also a way to include authors of color in the course. Students can get diverse theoretical frameworks, ideologies, and even diverse perspectives based on the images and the authors included on the reading list.

In my online classes, this change is most evident in the learning modules area of the course. The learning modules went from being a single-page of instruction with an assessment to extensive storyboards with video, audio files, and reading material. The learning modules include racial, age, and gender diversity as well as reading and videos that represent international diversity. There are different theoretical perspectives on a variety of subjects. As I make continuous quality improvements on my courses, I take the time to incorporate articles, videos, and even audio clips that cover social issues. In the end, the learning modules become an excellent way to invite inquiry into issues of diversity and social justice.

2.Integrate assignments that allow students to participate in social justice movements not just talk about them.

Part of the nature of culturally responsive teaching is finding a way to educate the whole person. Taking a holistic approach to teaching means creating opportunities to engage students in ways that cause them to move beyond their comfort zone when it comes to some of the social issues they discuss in your online classroom. Culturally responsive teaching is about educating the whole learner by "helping students of color maintain identity and connections with their ethnic groups and communities; develop a sense of community, camaraderie, and shared responsibility; and acquire an ethic of success" (Gay, 2010, p.32).

The first time I taught the social justice and education course online, I struggled with offering a social justice course that did not include some social justice activity. I believe in giving students the opportunity to participate and demonstrate practice as well as learning theory. Inside of a commitment to educate the whole person, I designed a project that students could do in cooperation with the American Library Association (ALA) Readout Program. The ALA Readout Program gives people the opportunity to record themselves reading from banned books. The recorded readings are then placed online as active resistance to book banning around the world.

The ALA Readout activity in my courses gives students the opportunity to participate in a social justice movement online while learning to record a video and upload it to YouTube. That assignment is one of the best assignments, according to student comments on my performance evaluations. Some students include their children in their videos while others include friends and family members. Most students include a statement about the book they chose and the impact their reading has on social justice in education. The statements are

powerful, moving, and most speak to the need for educational reform. In this case, technology is the conduit for them to actively participate in resistance even though they are in an online course.

3.Utilize the tools available in the learning management system.

Whether your institution uses Canvas, Blackboard or any other learning management system, most systems include different tools you can use as you engage students in conversations about social issues. Discussion boards are the go- to for most of us. They provide a space for students to be able to interact with one another, as well as with the instructor, as they critically reflect on social issues. So discussion boards are a great place in which to engage with your students about social issues.

In my courses, the discussion boards become a place for students to discuss issues like the digital divide, othering, and social inequities. The discussion boards are a place for students to deal with the weekly subject matter while partnering with their colleagues to engage in authentic dialogue about issues that may pull them out of their comfort zone. As the facilitator, it is crucial that I provide students the opportunity to engage with one another without feeling the need to interject myself into their dialogues continually. At times, because the political can be personal, I have had to intervene when one or two students forget to follow the netiquette guidelines that are in place to assist with those problematic discussions. However, even those times I must model civil behavior on discussion boards to allow students "to be more open and willing to share their ideas without fear of retribution" (Han & Brazeal, 2015, p. 26). This model of behavior supports the kind of authentic dialogues that are necessary for promoting civil discourse in online classrooms (Birnie, 2016).

V.Conclusion

By designing, or redesigning, the curriculum to affirm the cultural capital that students bring into the online classroom, it is possible for faculty to invite students to engage more authentically about social issues. As social movements continue to impact the lives of our students, it is essential that we continue to find ways to incorporate discussions about such events into our social justice classrooms. Through the use of culturally responsive design and teaching principles, online faculty can create validating and affirming learning environments which provide students with opportunities to discuss potentially divisive topics.

Endnotes

[1]Black women scholars developed the theoretical and research framework of *Black Womanist Theory* as a counter-narrative to the marginalization they experienced in both Afrocentrism and White feminist theory. While Walker (1983) is credited with the origination of the term, *womanist*, in her book, *In search of our mother's garden: Womanist prose*, the work of Black womanist scholars like Cannon (1995), Hudson-Weems & Sofala (1995), Banks-Wallace (2000), and Maparyan (2012) have contributed to growth in use of the term.

[2]Critical Race Theory (CRT) began as an outgrowth of the Critical Legal Studies movement. CRT provides a foundational theory which allows for examination of societal issues of race, class, and power from a critical race perspective. Since its inception, CRT has become a foundational theory for research and practice across many fields of study as evidenced by the work of scholars like Crenshaw, Gotanda, Peller, & Thomas (1995), Ladson-Billings (1995), Lynn & Adams (2002), Bell (2008), and Delgado & Stefancic (2017).

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Biography

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A Practical Study on the Construction of College Upgraded English Mixed Curriculum
—Take Beijing City University as an Example

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Abstract

With the help of network teaching platform, hybrid teaching organically integrates online and offline teaching methods, enriches learning forms, optimizes teaching process and improves students' learning experience. Beijing City University has carried out the construction practice of College Upgraded English mixed curriculum. This paper combs the difficulties faced by the College Upgraded English teaching, formulates and implements the mixed English course teaching scheme, carries out the two-year mixed teaching practice with the help of youmu course network teaching platform, and establishes the College Upgraded English mixed teaching mode.

Key words: Upgraded English; Mixed Courses; Network Teaching Platform

I.Introduction

Hybrid teaching organically integrates online and offline teaching methods and technologies, which can enrich learning forms, optimize teaching process, enhance students' investment and improve learning experience. At present, blended teaching has become a common foreign language teaching reform measure in Colleges and universities in China. The construction of a large number of foreign language courses and micro courses and the application of foreign language learning platform have accelerated the popularization of blended teaching.

The author's school, Beijing City College, is based on the practical needs of junior college students eager to successfully enter undergraduate education, and solves the problems existing in the present traditional classroom teaching mode by means of network teaching under the background of educational informatization.

II. Review of Research at Home and Abroad
2.1 Research on Blended Teaching

Hybrid teaching can give full play to their respective advantages online and offline, and form a joint force of education. Lee et al. (2017: 431) believed that online should pay more attention to stimulating students' active inquiry spirit, and offline should pay more attention to carrying out challenging and high return teaching activities; Online should pay more attention to information exchange and offline should pay more attention to reaching consensus. From the perspective of constituent elements, hybrid teaching should create a teaching ecology conducive to learning through systematic design. Hybrid teaching should realize the organic combination of teaching content, teaching resources, teaching strategies, teaching activities, teaching support, teaching evaluation and other elements.

Li Kedong et al. (2004:7) pointed out that the main idea of hybrid teaching is to organically integrate face-to-face teaching and online learning, solve problems in different ways according to different problems and requirements, and adopt different media and information transmission methods in teaching, so as to reduce costs and improve benefits. He Kekang (2004:21) pointed out: "blended learning is the integration of the reform of traditional teaching and the reform after reflection on e-learning. Through modern information technology, we can create an ideal learning environment, realize a new learning method, completely change the traditional teaching structure and educational essence, and cultivate innovative talents needed in the 21st century".

2.2 Research on Hybrid Curriculum Construction

In China, blended curriculum has been practiced in undergraduate English Teaching in Colleges and universities and achieved preliminary results. Some colleges and universities are carrying out the construction of College Upgraded English mixed curriculum, but the construction of College Upgraded English mixed curriculum in Beijing City University is still blank. The exploration of College Upgraded English mixed teaching mode is of practical significance.

The school offers application-oriented majors such as preschool education, exhibition, traditional Chinese medicine, crude medicine and food. At present, there are nearly 2000 college students, and the demand for students to upgrade from college to college is high. However, the English students from college to college are weak in English foundation, low in learning enthusiasm in class and unable to preview before class. In the classroom, the teaching class is too large, the classroom feedback is not timely, and there is a lack of network teaching platform to support the whole teaching process. It is imperative to solve the contradiction between the needs of junior college students and the backward English teaching mode, build hybrid courses and bring better solutions to the improvement of English teaching quality.

III. Practice on the Construction of College Upgraded English Mixed Curriculum

Beijing City University has carried out the construction practice of College Upgraded English mixed curriculum. Firstly, a questionnaire is used to sort out the difficulties faced by College Upgraded English teaching, and a mixed English curriculum teaching plan is formulated and implemented. Secondly, the two-year mixed teaching practice is carried out with the help of Youmu course network teaching platform. Finally, we reflect on the shortcomings of mixed teaching, adjust and optimize the mixed teaching scheme, build a College Upgraded English mixed teaching mode, and improve students' English ability and online and offline autonomous learning ability, so as to exercise teachers' teaching ability and research ability.

3.1 Teaching Objectives

3.1.1Students' Training Objectives

In teaching of Higher Vocational Colleges it is pointed out that the basic purpose of English Course Teaching in higher vocational colleges is to enable students to master certain basic English knowledge and skills, have certain abilities of listening, speaking, reading, writing and translation, and carry out simple oral and written communication in daily and business activities involving diplomacy. And it is to lay a foundation for further improving English communicative competence in the future. The goal of the mixed teaching design scheme is to solve the contradiction between the examination needs of college students and the backward College English teaching mode. Through online and offline mixed teaching, it can help students who are willing to upgrade to college improve their interest in English learning and their learning efficiency and cultivate their lifelong learning ability.

3.1.2 Goal of Teaching Mode Development

Junior College Students' English foundation is weak, but they are full of creative talent and desire for expression. The traditional classroom can not provide a stage for students to show, so the classroom atmosphere is dull and the teaching effect is worrying. Most students have a single way of learning and rely on teachers' classroom explanation. The quality of students' classroom listening is greatly affected by individual subjective factors, which is difficult to implement knowledge, and students are in a passive state. The mixed teaching mode organically combines language ability practice and curriculum activities through the network teaching platform to improve students' enthusiasm for learning English and participation in classroom activities, so as to make students learn something and use it. (see table: differences between traditional classroom and mixed classroom)

3.1.3 Goal of Teacher Development

College foreign language teachers should also seek change and innovation, become the designer of mixed courses, abandon the "water course" and build a "golden course". In the process of practice, they should actively improve their own information-based teaching literacy, and improve teachers' online and offline hybrid teaching ability and teaching research ability.

3.2 Teaching Content Reform

The mixed curriculum construction of College Upgraded English in Beijing City University covers two aspects: College English curriculum construction and College Upgraded English curriculum construction. The former lays a solid foundation for college students' English, including the construction of two compulsory courses of general basic courses "English 1" and "English 2". The latter further improves the application ability of College Students' Comprehensive English knowledge, including the construction of two courses: College English improvement class and College Upgraded English guidance and sprint.

This study focuses on the construction of network curriculum and the design of classroom activities. The construction of online courses mainly includes course resources (unit introduction, micro course production, glossary, grammar ppt handouts, test site lecture, test question bank construction, question type explanation, micro course construction), course activities (online homework, online test, questionnaire survey, discussion and Q & A), question bank construction, column design, etc. The design of offline classroom activities should highlight the dominant position of students and is combined with the teaching content. Students not only value teacher-student interaction and evaluation, but also care about peer evaluation among students. Increasing students' interaction in teaching links is also the focus of hybrid curriculum research.

The College Upgraded English hybrid course combines online self-study and offline teaching to build a College Upgraded English online course platform to facilitate students' online learning at any time and anywhere through mobile phones or computers, and break the space and time limitations of classroom teaching. In class, teachers stimulate students' interest in learning and improve their learning motivation through rich and diverse classroom activities. After class, students consolidate the language points learned in class through course resources, online homework and online tests on the network teaching platform. When students encounter unclear points, they can leave messages in the Q & a discussion area and get answers on the teacher's duty line. The time and place of fragmented learning before and after class are relatively flexible. Using smart phones for learning is novel and easy. Compared with traditional learning, it can give full play to students' autonomy, cultivate their ability of autonomous learning and urge students to learn.

3.3 Teaching Method Reform

The mixed teaching methods of College Upgraded English mainly include situational teaching method, task-based teaching method and the communicative teaching method.

3.3.1 Students Centered

First, we get the students' needs for college upgrading learning, incorporate the practical English test

oriented micro skills and organically integrate them into each unit. It not only provides the introduction of knowledge points of test oriented skills, but also creates situational tasks for students to internalize their knowledge. Second, we attach great importance to the diversified design of exercises and tasks, encourage students to actively participate in and cooperate in exploration, and guide students to actively construct meaning. Third, we fully consider the students' knowledge structure and cognitive level, and select video based extracurricular supplementary materials, including speeches, songs, film clips and online short videos, which do not require high English level of students and do not need too much professional background knowledge.

3.3.2 Base on Content

The teaching materials are arranged according to the theme. Students are exposed to various meaningful input materials through various modes such as viewing, listening and reading, so as to learn and apply listening and reading skills. Oral and writing skills are also constructed based on unit theme related tasks. Therefore, the academic skills in teaching materials are no longer empty and abstract knowledge, but become concrete and real problem-solving tools and methods.

3.3.3 Creating a Learning Environment for College Entrance Examination Preparation

Teachers set up a real question bank and special exercises for examination questions online, require students to complete them independently, and count the test results before class. Offline we check students' autonomous learning, feed back their achievements, and focus on the students' errors. And we encourage students to discuss in class and evaluate each other. This method is easier for students to accept than teachers' painstaking emphasis on the importance of classroom notes, and transforms passive learning into active learning. At the same time, the online teaching platform is conducive to saving teaching materials and accumulating teaching achievements. Through a series of online and offline teaching tasks, junior college students can learn English grammar more deeply and lay a good foundation for upgrading from junior college to undergraduate.

3.4 Teaching Evaluation Reform

The hybrid classroom teaching evaluation system includes the combination of formative evaluation and summative evaluation, online evaluation and offline evaluation. Among them, online learning evaluation mainly includes the completion of pre-class preview tasks, class attendance, class test questions and after class homework. Offline learning evaluation includes classroom state, self-evaluation and learning results, in which classroom state includes communication state, emotional state, attention state, thinking state and result state.

IV. Research Conclusions and Improvement Measures

Since 2018, our university has carried out mixed curriculum construction, promoted the process of curriculum informatization, and improved the teaching quality. The feedback from teachers and students is good. The advantages of hybrid teaching platform are more obvious, which can meet the needs of digital generation college students, and the learning effect of students has been significantly improved. But at the same time, there are still some problems in the specific construction process:

4.1 Teaching Design from the Perspective of Students

Unreasonable teaching design will increase students' learning burden, have a negative impact and affect the smooth development of teachers' teaching process. This requires teachers to take student factors into account in designing teaching and carefully analyze students' general characteristics, initial ability and learning needs from their perspective.

4.2 Learning Tasks Set Reasonably

For a teacher, the number and difficulty of curriculum learning tasks should be formulated in accordance with the students' ability to jump so as to avoid great pressure on students' psychology and cognition. Teachers

should provide students with teaching content of appropriate difficulty, mobilize students' enthusiasm and give full play to their potential so as to surpass themselves and reach the next stage of development.

4.3 Supervision of Students' Online Learning Effect

The results show that students' learning attitude and learning effect need to be improved before and after class. Through interviews with students, it is analyzed that there are two main reasons. One is that some students are used to traditional classroom teaching methods, do not like new things, and feel that they occupy a lot of extra-curricular time. Second, online learning before and after class is unsupervised. Although teachers will monitor the learning situation of each student in time, it can not achieve much effect for students. Students have strong autonomy and lack of self-control. Teachers need to take certain measures to strengthen the monitoring of online learning.

4.4 Improvement of Teachers' Information-based Teaching Ability

Blended English classroom requires teachers to have strong information-based teaching ability. First of all, they should establish a modern educational concept. Teachers should change their roles in time, guide, organize and coordinate students' learning activities, and pay attention to cultivating students' ability of autonomous learning and cooperative learning. Secondly, we should have the ability to apply modern information technology, which requires teachers to skillfully use all kinds of learning tools and software, cultivate data awareness, master relevant data processing technology and improve information literacy.

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Biography

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A Linguistic-stylistic Analysis of Post-appeal Court Victory Speech of Selected State Governors in Nigeria

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Abstract

This demonstrates the approach of Linguistic-Stylistics in the analysis of political speeches by examining post-appeal court victory speeches of selected Governors in Nigeria with the objectives of identifying and analysing prominent linguistic features; relating the identified linguistic features to the message of the speeches; and determining the way the linguistic features mark out the victory speeches as a unique stylistic genre. The data for the study were drawn from the victory speeches of the governors delivered between 2003 and 2009. These were the governors that challenged the outcome of the elections in their states and had their victory restored in the appellate courts without a re-run before 2010. The data were collected from the national dailies, such as Daily Independent, The Guardian and The Hope. The speeches were carefully studied, with close and cautious attention paid to the syntactic features. The identified predominant syntactic features are the pronominal references and structural parallelism, which the governors used to convey their messages and foreground the theme of their speeches. The study concluded that the identified features were basically used by the governors to convey their messages and intentions. The features were also used to achieve cohesion in their respective addresses. Again, with various sentential repetitions in the speeches, the governors reinforced their thematic focus as they sought to legitimize their administrations. These features thus marked out the speeches as a unique political genre.

Keywords: Political speech; Stylistics; Language; Discourse; References.

1.Introduction

Language is a basic instrument or tool of communication. Indeed, it is most significant medium of achieving diverse communication-related objectives among humans. In the society, language is crucial in the successful running of any democratic governance. It is in this regard that Taiwo (2009) rightly notes that language is the conveyer belt of power; it moves people to vote, debate or revolt. Therefore, language is the central point of political stability or polarisation. The importance of language was emphasised by Akinkurolere (2017) thus: Language is distinctively a human phenomenon. In fact, the society at large depends so much on the use of language for its continual existence; this is to say that people use language for different purposes in the society. These include communication, association, integration, education, etc. Once an individual acquires a language, it becomes the greatest tool in his hand as a social being. To this end, language is essential to every politician because most of the activities performed by the politicians are done through the means of language. Various types of political address are delivered through language which include but not limited to campaign, manifesto, inauguration, budget presentation, etc. There is no gainsaying that language and politics are closely related. This is due to the fact that language is a very important weapon; in fact, the major vehicle of politicking

as noted by various scholars. No wonder, Opeibi (2009) refers to the relationship that exists between language and politics as symbiotic.

Therefore, we can say that no political programmes or goals can survive, or be consolidated without language, since it is the very means through which the view and culture of every society is preserved and expressed. Because language itself is a science, it becomes the medium of political expressions through which the policies, programmes, ideologies, and affairs of any political group are propagated across the globe. Corroborating this assertion, it is cited in Ayeomoni (2001:119) that 'we can use language to rule or govern men', Thorne (1997:368) argues that political language often conceals the truth by using euphemism which makes harsh reality more palatable'. Thorne's submission could be attributed to the fact that politicians often use language for defensive purpose.

From the above, language can be seen as a strong weapon used by political leaders in their politicking and power acquisition processes. It is in view of this that Ayeomoni (2001) concludes that 'the strength of language in politicking is enormous'. This suggests that language and politics are closely connected and cannot be separated because language plays a significant role in the political behaviour of every society. Politicians, both in Nigeria and other parts of the world, use language to cover up and escape whenever the populace wants to make them accountable for their words; they also use it to solicit for support. This interrelatedness of language and politics is further demonstrated when language is used to mobilize, educate, incite and persuade the public for political reasons.

Political speech is a popular concept anywhere politics is being practised. It is seen as a means of establishing and maintaining relationships, expressing thoughts and feelings, and projecting an ideology in the society. So, it is a speaker-audience phenomenon since every speech given is meant to address a particular audience, as it serves the purposes of influencing, informing, persuading, inciting, or entertaining people. Thus, politicians employ political speeches to sell their images as well as party policies, using carefully worded statements involving euphemisms or paraphrases in order to avoid controversy or public loss of face (Wales 1989).

2. Methodology

The approach to the research is linguistic-stylistic, a significant approach in Stylistics. In stylistic analysis, items are usually isolated and described using a framework chosen from whatever school of descriptive linguistics, the stylistician or analyst subscribes to, or considers as appropriate for a particular purpose. Supporting the above, Ayeomoni (2004) states that 'linguistic stylistics is an analytical approach which helps readers to objectively study both literary process and non literary materials'. It is along this reasoning that, it can be categorically stated that stylistic appraisal of language is Linguistic-stylistics. For this study, syntax is the level of linguistic analysis considered for this work because it is discovered that certain syntactic features are among the prominent linguistic features in the speeches. Therefore, syntax is regarded as the framework or linguistic tool of analysis.

From the foregoing, we can postulate that stylistic approach provides insights into the immense variation within language; as it provides and enhances the practical linguistic evidence used to explicate the nuances of any discourse and arrive at the general interpretation of such text. In line with the core objective of linguistic-stylistic analysis, which is to provide systematic and empirical analysis of texts, the speeches were carefully studied with close and cautious attention paid to syntactic features.

The data are examined for the various syntactic components of the speeches in order to aid an objective generalization on the syntactic features that characterize the victory speeches of selected Nigerian governors. The data for this study are inaugural/victory speeches of selected state governors in Nigeria from 2003 to 2009. These governors are Olusegun Mimiko from South-Western part of the country representing the Labour Party;

(LP); Adams Oshiomole from the South-South representing Action Congress of Nigeria (ACN) now All Progressive Congress (APC), and Peter Obi from the South-East representing All Progressive Grand Alliance (APGA). The rationale behind the selection of these governors was premised on the fact that, they were the only three governors that contested the outcome of the elections in their respective states in election-petition tribunals between 2003 and 2009, and had their mandates restored at the appellate courts without a re-run before 2010. The data were obtained from the Daily Independent, The Guardian, and The Hope newspapers

No doubt, the scope of Syntax is wide; hence, the analysis will be restricted to pronominal reference items as the main focus. For clear analysis, below is the tabular representation of the governors, the titles of the speeches, and the date in order of their presentation.

Table 1: Representation of the Governors and their Speeches

Label	Governors	Speech Title	Date Presented
Speech A	Mr. Peter Obi	Our God Is Faithful	March 17, 2006
Speech B	Mr. Adams Oshiomole	A New Dawn	November 12, 2008
Speech C	Dr. Olusegun Mimiko	I will Work for You	February 24, 2009

Analysis procedure

In order to arrive at a logical and objective conclusion, the data were subjected to careful study, and analysed using the framework of syntax. The sentences in the speeches were numbered for the purpose of easy references. To this end, pronominal references were noted to be significant in each of the speeches, therefore, the linguistic-stylistic approach and syntactic framework were discovered to be appropriate for the study, and found to provide the tools to objectively analyse the texts of the speeches. The data analysis procedure involved identification, sorting and classification of the various identified pronominal references and the data were discussed in relation to the relevance and significance of these features to the success of the speeches.

3.Results and Discussion

Pronominal References in the Speeches

In the text of the speech of Mr. Obi, various pronominal reference items are used by the governor. These include first person singular pronoun 'I' which appears twenty-three (23) times out of the total forty-seven (47) pronouns in the speech. The reason for this could be explained by Thorne's (1997) submission that 'the use of pronouns by politicians is significant in that pronominal choices often reflect the ideology of individual politicians by conveying their personal negative or positive attitudes'. She further opines that 'pronouns enable politicians to accept, deny or distance themselves from their responsibilities; to encourage their supporters; to distance the opposition; and to give a personal touch to their discourse'.

The governor uses the first person pronominal items 'I' to refer to himself twenty-three times, 'our' fifteen times, the possessive form 'ours' one time, and 'we', 'us',' me', 'myself' and the determiner 'my' eight times in the text. This is done to show that the governor really identifies with the people, and to emphasise his commitment to championing the cause of the people of Anambra State. Consider these excerpts from the speech. 'I offered myself…' (s. 4). 'I contested the…' (s. 5). In sentence five, the speaker uses the pronoun 'I' to express humility and his determination to serve his people by way of offering himself, and so contested the election in 2003. It also portrays him as Christ, who offers himself to be sacrificed in order to save the world. In sentences 7 and 8, the speaker expresses his total trust in God as demonstrated in the title of the speech, and shows that he eschews violence and wants peace and calmness to continue to prevail in the state, so he decided to go to court. 'I looked for the face of God' (s. 7). 'I turned to the judiciary…' (s. 8).

Here, the governor uses the first pronoun 'I' to reiterate his efforts in alleviating the problems in the state through the recovery of his mandate. In what follows, the governor appreciates the judiciary for its commitment to justice, which restore his mandate. These expressions in sentences 10 and 11 corroborate this assertion. 'I pay tribute to…' (s. 10) 'I commend the ability…' (s. 11). The governor uses the forum to praise God, the judiciary and, perhaps, the people for hearkening to his cry. We find that Mr. Obi has employed the first pronominal item 'I' to refer to himself to great advantage. This is in line with the submission of Alo and Ebuka (2009) that 'pronouns are referring expressions'.

Having thanked God and the judiciary, Mr. Obi goes on to lament the woes that have bedevilled the state and reiterate his resolve to see that things change for the better in the state, as evident in the following sentences. 'I' make a solemn…' (s. 26). 'I' shall do everything…' (s. 26). 'I' pledge to do…' (s. 34). The governor emphasises his determination to change the social, economic, and political situation of the state in the expressions above using the first person pronoun to refer to himself and not any other person. Also, Mr. Obi briefly mentions his predecessor and invites him to support his administration in building and revamping Anambra State. The governor states the fact that he acknowledges the contribution of the former governor to the development of the state. He, however, uses the objective third person pronoun 'him' to distance himself from the former governor and achieve cohesion in the text. Thus, in sentence 30, he states: 'I acknowledge… and offer him…'

He also praises the Anambra State legislature for what he describes as 'outstanding, courage, and independence'. And vows to do all he could to reciprocate such good virtues (s. 33 and 34) 'I have watched…' (s. 33). 'I pledge to do all…' (s. 34). He uses the same forum to solicit for support and cooperation from the civil servants in the state. This could be as a result of the fact that the governor recognizes the importance of public servants as stakeholders in the growth of the state. In sentences 35 and 36, he states: 'I appeal to all…' (s. 35).'I intend to…' (s. 36). The first person pronouns are used here to refer to the governor himself, and this suggests that he cannot succeed without the people's support. Mr. Obi further expresses his intention to involve the private sector in the task of developing Anambra State through the use of first person pronominal reference 'I'. For instance, the following expressions are used to emphasise his determination to carry the public sector along: 'I understand…' (s. 38). 'I intend to…' (s. 36). 'I appeal for peace…' (s. 40).

As noted by various scholars that pronouns are rhetorical tools in the hands of politicians, Obi has shown his ability to employ this linguistic item to solicit for solidarity, patriotism, and create rapport and alignment with all the sectors and masses in the state (see Opanachi, 2009). The governor also salutes the unflinching support he enjoyed from his party (APGA) and its national chairman Dim Chukwuemeka Odumegu Ojukwu in sentences 41 – 46: 'I cannot end…' (s. 41). 'I salute…' (s. 42). 'I ran…' (s. 43). 'I bow to….' (s. 45). 'I felicitate with…' (s. 46). The first

person pronominal reference items in the above expressions are used by the governor to show his gratitude to his party, its chairman and the good people of Anambra State for the opportunity given him to run for the office, and to Nigerians as a whole for his victory at the appellate court.

Other first person pronominal items used in this speech can be seen in s. 48 and 49. He uses them to reiterate his commitment to the growth of the state and to consolidate on his earlier promises to the masses and the people of Anambra State. The expressions have the self-referring 'I' to show that he and not another person will fulfill all his promises to his people, e.g., 'I pledge to run…' (s. 48), and 'I will officially…' (s. 49). We find that the governor on this occasion makes use of the first pronoun 'I' greatly to present himself and his programmes to the state. It is a rhetorical device used to solicit support, patriotism, and create rapport between the speaker and the audience.

The use of possessive determiner 'our' in the speech appears in sixteen instances. It is observed that politicians usually employ this to indicate that the politicians and the masses both own the state. It is in this

regard that Ayoola (2005) describes this usage as 'inclusive our'. From the title of the speech 'Our God Is Faithful', we found that Mr. Obi employs the inclusive possessive determiner 'our' to tell the people of the state that our God is faithful and not only his God. This, perhaps, is predicated upon the fact that there is a universal God, the God of everybody on the one hand, and the fact that the governor is a Christian, who so much trusted in God during the period of the litigation. This expression is used in the title of the speech, while its variant possessive pronoun 'ours' occurs once in the speech. The phrases 'our people harkened' (s. 6), 'our long ordeal', 'our state' (s. 12), 'Ours is a state' (s. 13), 'Our children' (s.15), our problems (s.26), 'future of our children' (s.29), 'our collective', 'lot of our people '(s.30), 'restoring our state to' (s. 35), 'our jointly' (s.39), 'our stolen mandate' (s. 41), 'our national chairman' (s. 42), 'of our state' (s.49), 'of our great country' (s.56) reveal that Governor Peter Obi on this occasion makes use of an inclusive possessive determiner in different ways to prove that the state, children, ordeal, problems, and stolen mandate belong to them all in the state.

For instance, 'our people' presupposes that he refers to himself, the political party that produced him and the entire people of Anambra State. In the same vein, he repeatedly uses this device to bring himself closer to the people. He identifies with the people and their problems and states that whatever affects them affects him as well. This device is used to persuade the people. The governor only uses the first person plural pronominal item 'we' six times in subjective form while its variant 'us' appears one time in the objective position, e.g.: 'we have a state' (s. 14), 'we previously attained' (s. 17), 'we begin' (s. 35), 'we shall collectively' (s. 39), 'we laboured to' (s.41), 'we will employ' (s. 53), 'to use us to bring' (s. 12).

The governor employs the inclusive pronoun 'we' to demonstrate his humility in presenting himself at the same level and condition with the masses of the state. He notes that they both own the state that has fallen from its place of pride. Mr. Obi goes ahead to use this style to call on all of them; the public and the civil servants to join him and his party in the task of restoring the state to its former glory. Thus, the first person pronoun 'we' is used in this context to refer to the governor and his political party (APGA). The use of pronoun 'we' inclusively in s. 39 refers to the governor and the stakeholders in the private sector. The same usage in s. 41 also refers to APGA and the governor, perhaps, and his friends who stood by him during the litigation.

While in s. 53, the governor uses the first person plural pronoun 'we' to refer to himself and his cabinet, he states that 'we will employ the service of any one capable and willing to contribute towards the achievement of our common goals' that is, the administration and the party will welcome whoever is capable of contributing to the goals of the governor, his cabinet and his party. The first person plural objective pronoun us occurs in the speech only once. In s, 12, the governor states 'God has a design to use us to bring about some positive changes in our state', which implies the governor and his party. Mr. Obi uses the distance second and third person plural/singular pronouns 'your' and 'him' respectively in the speech.

First, the plural pronoun, 'your' refers to the entire Anambra people. The governor here calls for the support of the people in his determination to take Anambra State back to its place of pride. Like every other politician, he employs this pronoun to seek for solidarity and acceptance from the people. Secondly, he employs the third person singular pronominal item 'him' to refer to his predecessor as he distances himself from him. He states that '… I offer him my hand…' in s. 30 thus inviting him to work with the new administration in the state. This is the usual way politicians invite their opponents to accept defeat and cooperate with whoever wins at the end of elections.

In s. 6, the governor also uses the first person singular objective pronoun 'me' to refer to himself '…vote massively for me…' This presupposes that the Governor is loved by all as demonstrated by their votes. The possessive determiner 'their' is also used by the governor to great advantage. For instance, we have the following expressions: 'their mandate' (s. 6), 'give their best' (s. 35), 'their vast experience' (s. 36), and 'their union' (s. 40). The governor talks about 'their mandate', which refers to the confidence and vote that the people gave him during the election. It thus presupposes that since it belongs to the people, it cannot be taken away

except by the people, because they freely give it to whoever they wish. Mr. Obi acknowledges the fact that the mandate was given to him and not that he owns it. That means, the power resides in the people and not an individual. In the same vein, he talks about giving their best in s. 35. The governor is soliciting for the cooperation of the public servants in the state. And in s. 36, he mentions 'their vast experience'; the governor is here appealing for solidarity, cooperation and patriotism from the civil servants through the use of their experiences.

He, in s. 14, uses the demonstrative and reflexive pronouns 'those' and 'themselves' to distance himself and perhaps his party from the people he considers enemies of progress in the state. He sees this group as a clog in the wheel of progress of the state. This may not be unconnected with the political tension that covered the state in the past; the kidnapping of the former governor and godfatherism in the state. Having possessed the official platform, he renounces and condemns this group in totality as he addresses the state. The governor laments that 'our children are today plagued by the wrong values as a lot of those who put themselves forward as role models represent the worst that can be found in any decent society'. These pronouns are what scholars refer to as distance strategy usually employed by politicians. In all, the pronominal reference items are used by the governor to enhance the unity of the text, and to avoid unnecessary repetition of certain nominal items in the speech.

As noted above, Governor Oshiomole also uses various pronominal references like the singular and plural first person pronouns, (I, we, me, us), second person pronoun and its possessive variants 'you' and 'your'; third person pronouns 'they' and 'them'; and reflexive pronouns 'myself', and 'themselves' over 200 times across the text. He uses these items in different ways to achieve cohesion and avoid redundancy in the text. Oshiomole begins by using the personal pronoun 'I' and the possessive determiner 'my' across the speech to refer to himself, his quality and the new office. This style draws attention to the person of the governor, his aims and plans for the state. It also portrays the governor as somebody who is grateful, and sympathetic to the plight of the people of the state.

The governor's use of this style predominantly in the speech shows his acceptance of responsibility for the wellbeing and social welfare of the people. The first person plural pronouns, 'we', 'us', and the possessive determiner, 'our' are used to refer to the ACN and LP as a whole. This is because he is just a part of the whole system, and the fact that the governor is interested in unveiling the programmes and the agenda of the party for the state. This style also creates a sense of unity and stresses the importance of the party and its policies above any individual on the victory at the appeal court. This use of plural pronouns 'we' and 'us' is what Thorne (1997) calls inclusive pronoun; that is, the governor refers to the party, the state as a whole, and himself in some instances. This style also widens the field of reference as he includes all the Edo people and Nigerians as a whole. This act enables the governor to move beyond the ACN to the electorate, appealing to them for cooperation and patience. This permeates the whole speech.

In the victory speech of Governor Mimiko, we identified about 40 first person pronominal reference items 'I' and 'me'. These pronominal items are employed by the governor to make reference to himself as he promises to work for the people since he has offered himself to do so. It is found that in the speech, Dr. Mimiko tries to show the people of Ondo State his personal commitment to the service of the state. By this strategy, he can also be said to have accepted responsibility for providing an enabling environment for all the citizens of the state. To this end, the first person pronominal reference items are judiciously used by the governor as a cohesive device.

The use of first person plural pronominal reference items 'we/us/our' occurs in about 149 instances. These uses are in different perspectives; first as plural pronouns referring to the governor and the Labour Party. There is an inclusive use of this set of pronouns which occur severally in the speech. Consider the pronouns in the following expressions: '… what we offer is a completely new paradigm of governance under which we shall use existing communal structures and our legendary my-brother's-keeper spirit to drive development...' , 'our

conviction is situated ahead of us to deliver Ondo State' and 'our duty is to begin to work very hard to ensure that the sun continues to produce a sustaining beam (s.50, 23, and 46).'

The second type is of collective plural 'we/us/our' referring to the entire Ondo State people, both the ruled and the rulers. This is what Ayoola (2005) refers to as the inclusive 'we'. This is employed by the politicians to make the masses believe that both the ruler and the ruled belong to the same class, e.g.: ' …our greatest asset in this state today is not 'our' oil wells. It is not 'our' luxuriant bushes and extensive forests… 'our' greatest and most important asset as 'we' stand today on this threshold of history is 'your' trust, people of Ondo State… (s. 53-58). 'I' plead therefore for that change in attitude in all 'our' ways; from the way 'we' dispose our pure water sachets to how 'we' dress, from how 'we' celebrate to how 'we' handled government money, from how much attention 'we' pay to 'our' children to how committed 'we' are to the good of 'our' neighbourhoods…' (s. 68).

Other pronominal items he employs for various purposes include the third person plural pronoun 'they/them' and its possessive variant, 'their', and the third person singular pronoun 'he', and its possessive variant 'his'. The third person plural pronouns occur in the speech about six times. The use is of two perspectives: the first is to acknowledge those who lend him a helping hand and support during the litigation period. He uses these reference items 'those', 'they', 'them' and their possessive variant, 'their', to refer to them while thanking and pledging not to disappoint them in any way; e.g. …and for which many of 'our' loved ones lost 'their' freedom, properties and limbs…, 'we' stand committed to the ideals of a better society for which 'they' struggled and died (s.18), …these great patriots of 'our' state who stand tall even in 'their' death…(s.19), …for 'their' dedication and total commitment to the common goal (s.20). …and 'those' men and women of God who toiled for 'us' in prayer, for 'their' multidimensional and unwavering support these past months.., for 'their' total commitment to my cause, for 'their' patience, for 'their' perseverance and for 'their' unqualified understanding…' (s, 14, 31 and 35).

'Ours' is a people-oriented government in which 'we' shall help the masses to take decisions that will empower and ennoble 'them'…., that the weakest in the society is given the opportunity to develop and actualize 'their' potentials, (s. 51)… 'we' want all of 'us', especially 'our' children, pregnant women and the vulnerable, to have unfettered access to quality health care when and where they need it. 'We' want 'our' educational institutions to look good and functional and 'our' children to be equipped with the type of instruction that will give 'them' competitive edge in the national and global market place. 'We' surely want employment for all those who are unemployed. 'We' also want all citizens and residents of 'our' dear state to be able to go about 'their' businesses in a secured space…'(s. 100-4).

The second use of these pronouns is for the governor to distance himself from his political foes, e.g.: '…It therefore behoves 'us' in utmost deference to the Almighty to forgive 'those' who either or out of misguided conviction or deliberate mischief stood against 'us'. For 'our' leaders to be accountable, 'they' must know that they owe 'their' positions to the people…' (s.75, and 122). In a related manner, the reflexive pronouns 'myself', 'ourselves', and 'themselves' are used by the governor to refer to himself, e.g.: '…I offered 'myself' for service before the people of Ondo State at different periods of our chequered history as a state (s. 4). 'It was an auspicious moment for me to present 'myself' to Ondo State as a candidate for the office of Governor…' (s. 6). 'By the swearing-in of the Deputy Governor, Alhaji Ali Olanusi and 'myself', which we just had, deliverance has come for Ondo State…' (s. 36). The governor uses this reflexive to refer to himself as the messiah who has brought succour to the people of Ondo State.

The reflexive pronoun 'ourselves' is a reference to the governor and the Labour Party in Ondo State. It is thus used inclusively, e.g.: '…To these ends and many others, we have committed 'ourselves' (s. 111)…'. The third person reflexive pronoun 'themselves' is used by the governor to refer to his political opponents in his bid to distance himself from such people, e.g. '….It is in this same spirit that I once again appeal to all of our compatriots, politicians and leaders who found 'themselves' on the other side of the political divide these past

21 months that the time for collective action is now… (s. 77)'. This pronoun is also used by the governor to solicit for support and cooperation from his political opponents. The third person plural pronoun 'you' and its possessive variant 'your' occur across the speech about sixty-one times, while the subject/object pronoun 'you' occurs about forty-six times and the possessive form 'your' occurs about fifteen times. The governor adopts this pronoun and its possessive variant 'exclusively' to refer to the people of Ondo State and his political opponents. This presupposes that the governor uses the pronouns to distance himself from his opponents on the one hand and to attribute the victory celebrated to the electorate in the state, on the other.

He employs this to tell the people that the government and, perhaps, decision making in the state belong to the electorate, e.g.; '…I will work for you' (title) '… I stand before you…' (s. 1) '…I cannot thank you enough for your attention…' (s. 8), which you demonstrated by your tumultuous welcome…' (s. 8), 'you have confounded me by your resolute commitment….' (s. 9), ...the same way you stood by us for us … so will I always stand by you'…,that government which you laboured for, for which you were traumatized… remains your government…' (s. 13 and 14).

He also uses the pronoun 'you' and its possessive variant to refer to the judiciary for standing on the path of truth and honour, e.g., My lord, I and indeed the entire people of Ondo State and democrats across this great nation cannot thank 'you' enough (s. 24). By 'your' determination and insistence… 'you' have renewed our faith in Nigeria (s. 25). 'You' all had a choice to do otherwise (s. 26). But 'you' chose to stand firm till the end…, we shall continually be challenged by 'your' action to do only those things that are enobling… (s. 27 and 28). Dr. Mimiko also uses this to refer to President Umaru Yar'Adua as he thanks him and salutes his courage to stand for truth and justice even when it affects him and the party under whose platform he emerged as president, e.g. '… Mr. President, Ondo State looks ahead to working closely with 'you' as 'you' strive to lift Nigeria out of years of unfulfilled expectations' (s. 30).

While thanking his friends, he also uses this pronoun, e.g.; 'You' stood by us during a time of truly suffocating difficulty. 'Your' support made so much of a difference. I can assure 'you' all that as a people, we in Ondo State do not forget our friends. (s. 33-35). '… After all, this is what 'you' voted for. And in the intervening period, when 'your' mandate was stolen, this is what 'you' fought for, this is what 'you' stood for, this is what 'you' suffered for, and this is what 'you' will surely get now that 'your' mandate has been restored' (s. 62 and 63).

'…I want to know 'you' all by name… what 'you' do… to talk to 'you'… I hereby solicit 'your' support and full participation in making the exercise a success…' (sd. 85-92). '… I pledge before 'you' again today that I will provide appropriate leadership (s. 116). 'Your' struggle will be my struggle, 'your' joy will be my joy, and 'your' aspiration will by my aspiration… (s. 117). I will work for 'you'…' (s. 119).

Here, we find that Dr. Mimiko employs these pronominal references to achieve cohesion and avoid redundancy as he seeks to legitimize his government and familiarize himself and his government with the people who elected him.

4.Conclusion

From all the observed realizations in the analysis above, it can be concluded that Nigerian governors' victory speeches certainly possess distinct linguistic features, which marked them out as a unique political discourse. In the course of the study, we found that the victory speeches of Nigerian governors, especially after legal battles, have the prevalence of pronominal references. It can thus be deduced that the frequent use of pronominal reference items by the governors is in concomitance with the submissions of Asiyanbola, (2009), Ayoola (2005), and Thorne (1997),
that politicians employ the use of these items to express various purposes; to distance themselves from certain groups or for inclusion, and to cover up. Also, in line with Abdullahi-Idiagbon's (2010) submission, the

governors employ the devices to foreground the themes of their speeches and as beautiful echoes to appeal to the sense of judgement of their audience.

It is evident that pronominal references characterised the victory speeches. This use is in line with the spirit of the times, since it was the period when the manifestoes or programmes of the parties were unveiled, on the one hand, and the electioneering campaign promises were reinforced, on the other. Though, it is quite difficult to examine all the stylistic features in the data, but the paper's focus specifically on pronominal references in order to be thorough and detailed.

Furthermore, this research establishes the fact that politicians deploy stylistic features when it becomes imperative to use language to express their feelings, convince their audience and seek for continual support. This ability is premised on the choice and use of words. thus, the study has provided an insight into the stylistic analysis of victory speeches of selected governors in Nigeria. It, thus, complements the existing literature on political discourse of civilian governors in Nigeria after legal battles over their elections. The study also established the post-appeal court victory speeches as a unique stylistic and political genre in Nigeria.

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A Study of Stylistic Features of Female Language in *Girls*

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Abstract

Based on linguist Lakoff's theories on the features of female language, this paper analyzes and studies the female language in the drama *Girls* in terms of stylistics, mainly including lexical and syntactic features. By analyzing the female language in the play and then comparing the research results with Lakoff's theory, the stylistic features of female language summarized in this paper are basically consistent with Lakoff's theory, while there are new findings. In terms of vocabulary, women are more likely to use color words, intensifiers, extravagant adjectives, and euphemisms. In terms of syntax, women are more likely to use hedges. In addition, the paper finds that women's use of expletives and tag questions differed from Lakoff's theory. After the study, it is found that women became more confident and bold when speaking. The change and development of women's status can be found through the change of women's use of expletives and tag questions, which helps us understand the relationship between language and society and also plays a role in our daily communication.

Keywords: *Girls*; Female language; Features of language; Stylistic analysis

1.Introduction

1.1 Background

The issue of gender differences in language was noted by linguists as early as the 1920s, but it was not until the 1960s and 1970s, with the rise of the feminist movement, that the issue was more widely studied and focused on. In this context, Lakoff published her book Language and Women's Place (1973), and language and gender differences have since become an important part of sociolinguistic research. Lakoff (1973) points out that in the picture of the world reflected in language, men are at the center, while the image of women is incomplete, and the gender difference reflected in the use of language by men and women is a reflection of the unequal status of men and women in society. Lakoff's hypothesis has generated a great deal of enthusiasm in the academic community, with proponents searching for more relevant evidence and opponents proposing different theoretical models, such as difference model, politeness model, constructivism model and so on. These studies have examined the differences in language use between men and women from different perspectives and using diverse methods, and a large number of papers and monographs have appeared.

By searching for domestic and international studies of female language in recent years, the author found that many research materials are from TV series or novels. In recent years, TV series and novels with female protagonists have emerged, such as *Desperate Housewives* and *2 Broken Girls*, and they have caused a huge craze around the world. *Girls*, a TV series released in the 2010s, was the most popular time for female character group dramas. *Girls* is an American TV series written and directed by Lena Dunham, which aired its first season on HBO on April 15, 2012. The series follows the urban life of four girls in New York City, Hannah, Marnie, Jessa and Shoshanna, who are good friends and also share an apartment together. *Girls* tells the somewhat complicated, failed lives of four ordinary girls, a drama that embodies women's examination of issues such as emotional life, sex, social survival, and relationships. Unlike other dramas, every character

in *Girls* is very real, and their words and phrases are very close to everyday life in America. In addition to the four female leads, there are male leads and other characters, providing a rich corpus for studying language and being able to draw contrasts.

1.2 Objectives of the study

This paper has both theoretical and practical objectives.

First, this paper examines the stylistic features of female language and validates or complements previous research. We can compare the results of this paper with previous theories to see if the results are consistent with them and attempt to improve and enrich the theories of feminine linguistic and gender and language. In previous studies, many theories are only results without data collection and proof. In this paper, the authors collect actual data for analysis and compare the results with previous studies.

Second, by studying the characteristics of women's language, we can identify the problems that women have in society. Despite the great development of the times, women are still in a disadvantaged position compared to men, and this phenomenon is reflected in language. In this paper, the authors intend to compare women's language with men's language and try to explore the reasons behind these differences and the social issues that reflect them.

Third, studying the features of female language can help us understand feminist ideas. By studying women's language, and the language people use with women, linguists have been able to discover the sexism behind these phenomena and draw attention to the status of women. The changes in women's language reflect the changes in women in society and the fact that language is closely related to society.

2. Literature Review

2.1 Gender and language

Before elaborating the features of female language, we need to understand that there are gender differences in language and hence male language and female language. The study of language and gender by linguists has been conducted in three areas: first, to analyse the features of female language from a structuralist perspective; second, to generalize the characteristics of the language used to describe women, taking into account social factors to reveal the sexism reflected in the language; and third, to study the conversation strategies used by people of different genders from the perspective of verbal communication, exploring the specific impact of gender factors on language use (Zhao Ronghui, 1999).

Li Jingwei (2001) summarized the 5 doctrines of gender and language. The first is defect theory, the representative figure of which is R. Lakoff. Lakoff argued that linguistic inequalities could not be eliminated as long as there were inequalities in social status and power. In a patriarchal society, the way a man speaks is seen as the norm, and the way a woman speaks is seen as a violation and deviation from that norm. This means that being a woman is a deficiency in itself, a deviation from the standards and norms. The second is the dominance theory, which is held by D. Zimmer-man, C. West and P. Fishman, among others. They thought that women are in a powerless social position, and therefore they are always passive and dominated in verbal communication. The third is the theory of difference, the main argument of which is that men and women, growing up in different subcultures and with different socialization processes, exhibit marked differences in the use of language. Fourthly, the politeness theory, New Zealand scholar Holmes (1995) borrowed Brown and Levinson's (1987) theory of politeness to analyze and explain the gender differences reflected in the English used by white New Zealanders. She argues that, on the whole, women are more polite than men. Fifthly, there is the constructivist theory, which is a new doctrine developed by some linguists in recent years. The constructivists are strongly opposed to the traditional dualism, in which men and women are diametrically opposed, and they even believe that gender is interchangeable.

2.2 Features of female's language

There are gender differences in language, and men and women each have their own style of speaking. As feminism developed in the 1970s and 1980s, linguistics and feminism combined, and linguists began to study the relationship between gender and language. Many scholars at home and abroad have researched female's language and have identified and summarized some of the features of female's language.

2.2.1 Study abroad

Linguists in the West who were first influenced by the feminist movement pioneered the study of female's language. The most famous of these is probably Lakooff's 1973 paper Language and Woman's Place. In this paper, Lakoff (1973) makes it clear that women have their own speech features and styles, and it appears from her analysis that the causes of these features are negative. Lakoff (1973) studied female corpora using intuitive hypothesis and empirical perceptual methods, and identified three main features of female corpora: lexical traits, phonological traits, and syntactic-pragmatic traits.

Coates (1988) analyzes the features of female language in terms of minimal responses, hedges, and tag questions. Minimal responses are the smallest responses given in a conversation, e.g. right, mhm, yeah. Such research focuses on female's use of such forms in mixed interaction, where they function to support men as speakers(Coates 1988,5). Women are often used to indicate the reaction of participants in a conversation to the topic establishment. Lakoff had mentioned that women use hedges more often than men, but Coates' research and data collection revealed that men and women each have their own common hedges. Coates (1988) found that men use *"you know"* more often than women, and women use *"I mean and I think"* much more often than men. Overall, females used hedges more than males, but not all hedges. Coates added to Lakoff's research on female's use of the tag questions. Research indicates that men use more modal (those which seek information), affective tags while women use more affective tags (those which indicate concern for the addressee) (Coates, 1988). Males often use modal tags where the speaker seeks confirmation and new information, while females often use affective tags to show the speaker's attitude and seek support.

2.2.2 Study at home

In China, linguists' research on gender and language emerged in the 1980s, and some linguists have summarized the results of research abroad, such as Dai Weidong (1983) and Xu Xiangwu (1986). From the 1990s to the present day, many Chinese linguists have begun to devote themselves to the study of gender and language, and they have drawn some conclusions about the features of female's language.

Zhang Ailing (1995)'s analysis focuses on three domains: semantics - the choice of lexical items and their frequency of occurrence, grammar - syntactic structure, and phonology. Firstly, in terms of semantics, Zhang's study mentions that women are more likely than men to use exaggerated adjectives such as divine, gorgeous, heavenly and so on. Females also use more adverbs of degree than males to strengthen the inflection, such as awfully, quite, so, terribly, etc. In terms of using exclamations and swear words, women avoid vulgar language such as shit and damn and instead use "Oh dear, My goodness" to express exclamation. Secondly, in terms of grammar, Zhang's study also mentions that women are more likely to use hedges and tag questions, and that women are more likely to use the pronouns "we" and "you"as subjects in conversation. Thirdly, in terms of phonology, the analysis of some recorded materials (especially informal conversations) shows that female pronunciation is much more standard than male pronunciation (Zhang Ailing, 1995).

Zhang Congjiang (2002) mentioned the following points about the grammar of the female language: First, euphemisms are more commonly used by women. A euphemism is an unspecified, amusing or ambiguous statement that replaces an expression with an unpleasant meaning or a lack of respect. Third, women are more likely to use embedded imperative sentences to ask someone to do something, such as "Will you please open the window?".

Zhang Ruolan (2003) analyzed the features of female language at the level of verbal communication.

First, women are more likely to choose topics that are close to their personal lives, such as family, their own feelings and aspirations. Second, women are more cooperative in conversations than men, which means that usually everyone gets a chance to talk, everyone takes turns, and few individuals have the sole right to speak. Women also react more positively when other people are talking, saying "mm, hmm, yeah, oh" to show that they are listening, nodding their heads or commenting on what is said, sighing or asking questions. If they want to disagree, they usually use more euphemistic language, hesitation, ambiguity is more obvious, such as sort of , maybe , I think , I suppose , I guess and other such hedges.

Domestic research on women's language characteristics is much the same as foreign research, with linguists generally agreeing that women's discourse is more polite and euphemistic. In addition to research on the stylistic features of women's language, linguists in China have also studied the topics that women talk about when they communicate.

2.3 Theoretical framework

In this paper, the author attempts to analyze the characteristics of women's language at the lexical and syntactic levels, so the main theoretical framework of this article is stylistic analysis. The inferences and results drawn from the stylistic analysis in the article will be mainly contrasted with the hypothesis given by Lakoff. This approach allows us to understand the linguistic characteristics of women today and how they are similar and different in *Girls* and in Lakoff's theory.

2.3.1 Stylistic analysis

Stylistics is the application of modern linguistic knowledge to the analysis and study of the language of literary works, in order to help readers understand more deeply, interpret rationally and fully appreciate works from the perspective of the relationship between linguistic skills and intellectual content. Enkvist (1973) wrote that we can think of stylistics as a subdivision of linguistics, a section devoted to the study of the characteristics of literary texts; we can also think of stylistics as a subdivision of literary studies that sometimes uses linguistic methods to conduct research; we can also think of stylistics as a separate sector, which can freely and eclectically borrow from both linguistics and literary studies.

Shen Dan (1994) summarized several styles of stylistic analysis. One can be called the "layer by layer method", that is, select a representative paragraph of the work, and then analyze it by different levels of vocabulary, grammar, rhetoric, inter-sentence illumination and context. The second model can be called the "sentence-by-sentence" method, in which you select a typical passage in a work and analyze it sentence by sentence. It follows the author's creative process and the reader's reading process, which is closer to reader response criticism. The third mode of analysis can be called "several-paragraph comparison", that is, selecting several different sections of the work for comparative analysis, and exploring the specific thematic significance of the different stylistic features in the different sections and their interrelationships. The fourth mode of analysis, which may be called "text-tracing," focuses on one or more persistent stylistic features in the context of the entire text, such as a certain syntactic structure, a certain rhetorical device, or a particular way of expressing a character's speech throughout the work.

2.3.2 Robin Lakoff 's hypothesis on women's language

During the seventies, many linguists published articles and opinions on the features of female language, the most famous of these publications being Lakoff's Language and woman's place (1973). Lakoff believes that there are significant linguistic differences between women and men, such as the choice and frequency of lexical items, the performance of syntactic rules, and differences in phonological intonation. Although Lakoff's theory was born in the 1970s, it is still very important today and has great reference value for linguists to study women's language. Since this paper mainly explores the features of female languages at the syntactic and lexical levels, the theory of these two aspects is explained here.

At the lexical level, Lakoff first notes that women are better at using words that describe colors, such as

beige, ecru, aquamarine and so on. As Lakoff says in Language and woman's place, "these words are unremarkable in a women's active vocabulary, but absent from that of most men." The second point Lakoff mentions is expletives, women use "weaker" words more often, such as oh dear, goodness, oh my god, while men use "stronger" words, such as shit, damn and fuck. The third point is about evaluative adjectives, Lakoff says that there are some neutral words that both men and women use, like great, terrific and cool, and some that are commonly used by women, such as adorable, charming, sweet and lovely.

At the syntactic level, Lakoff summarized several features, and here the author will present the main two points of Lakoff's view. One is the use of tag questions, which are abbreviated question sets placed at the end of declarative sentences. The use of tag questions has a strong connotation of solicitation, which can avoid being too direct and certain. Tag questions are used when a speaker is stating a statement but does not feel confident about the truth of the statement. For example, "Is Jack a doctor, isn't he?". Lakoff suggests that women use tag questioning more often than men because women lack confidence when asking questions, avoid fully assuring their words, and want to avoid conflict.

Another point is the use of hedges, which, according to linguist G. Lakoff's (1972) definition of hedges, are words that are intentionally used to make things ambiguous. According to this definition, words that do not give the listener exact information, such as kinda (kind of), sort of, etc., are hedges; and words that express speculation or uncertain meaning, such as "I guess, I think" are also considered hedges. Lakoff argues that hedges like "well, sort of, you know and I think" are more often found in women's speech.

To conclude, according to the above mentioned, many linguists in China and abroad have conducted research on the features of female languages. It is true that domestic and international research on female language has made a number of discoveries, and women have their own characteristics in various aspects of language, but these studies still have some shortcomings. Domestic studies are basically based on Lakoff's theory to make a description, relatively few specific research objects and examples. Foreign studies have research processes and objects, but they basically focus on the 70s to 80s, and the language context is very different compared to modern times.

3. Research Design

3.1 Purposes and questions of the study

At the very beginning of this paper, the authors have completely and carefully watched the series and researched the script for *Girls* (Season Ⅰ). Then browsing through the relevant literature and theories, the authors come up with the following questions for this paper:

①Are the stylistic features of female language in *Girls* (Season Ⅰ) consistent with Lakoff's hypothesis and previous studies?

② Are there any new features that were not found in previous studies? If so, what are the reasons for these new features?

3.2 Data collection and analysis

The material chosen for this paper is the script of *Girls*. *Girls* released its first season on HBO in 2012 and had six seasons until its final season in 2017, with 62 episodes in total and an average of 28 minutes per episode. To ensure the reliability and feasibility of the study, the authors choose only the first season as the material for analysis. For the statistical data, the authors make the data into several tables, including two female characters and two male characters. Due to the different conversation targets between the actors, which is not conducive to data reliability, the authors compare the data by collecting statistics mainly from conversations between these four analyzing objects. Other data that do not need to be compared and counted, the authors also choose other roles for analysis.

The authors take three steps to collect the data. The first step is to separate out the dialogue of the main

characters Hannah, Marnie, Adam and Charlie from the 30,000-word script. The second step is to create a table with statistical data based on the divided conversations to form a comparison of the data. The third step is for the authors to collect nearly 30 scenarios as a backup for examples relevant to the study.

This paper will use both qualitative analysis and quantitative analysis. The process of using qualitative research has these steps:

(1)Stating the phenomenon to be described.

(2)Using quantitative methods to collect data.

(3)Searching for patterns in the data.

(4)Validating initial conclusions by returning to the data or collecting more data.

(5)Recycling through the data processing.

The study of the TV series *Girls* in this dissertation is a case study, which is a type of qualitative research. The analysis of this paper has the following stages. First, the authors carefully select the subjects for the study, and the criteria for selection are that the subjects will reflect the features of women's language. Second, the research object is analyzed and studied at two levels, including the lexical level and the syntactic level. Third, the results of the study are compared with Lakoff's theories on female language features. Finally, the results of the study are summarized and suggestions are made for future research.

4. Results and Discussion

4.1 Results

In order to better study the features of female language in *Girls*, the authors will summarize the stylistic characteristics of female language and compare them with Lakoff's theory. From former linguistic studies, linguists have identified women's lexical characteristics, mainly in terms of color words, expletives, extravagant adjectives, intensifiers and euphemisms. At the syntactic level, feminine linguistic features are mainly reflected in hedges and tag questions.

4.1.1 Feminine linguistic features at lexical level

4.1.1.1 Color words

According to Lakoff's theory, women are better than men at using exact color words when describing colors. Women tend to use more complex color words to accurately describe and portray things, such as mauve, beige, aquamarine.

Lakoff mentions that when discussing topics such as color, men see it as a trivial issue that is not relevant to the real world. It is customary to think that such trivial matters as color identification are not the concern of men and should be left to women. Men are concerned with political, economic, religious, sports and other matters, while women are concerned with housekeeping, childcare, laundry and cooking. In addition, it is widely believed that women care more about fashion and appearance and are more sensitive to color and style perceptions than men. We will show you an example in *Girls*:

(1)Ray: What color's that, aquamarine?

Female customer: Eggshell blue.

Ray: Eggshell blue? I like the way it finely clashes with your mascara. It is just kind of aggressively clashes.

(Episode 5, Season Ⅰ)

The above conversation is between Ray, the male owner of the coffee shop, and the female customer, where Ray is asking about the color of the female customer's clothes. Although Ray says the word aquamarine, which is not commonly used by men, he still does not accurately describe the color eggshell blue. In modern society, the words aquamarine and beige may be recognized and used by more men, but they still cannot accurately say the correct color words when faced with those colors that are refined.

In addition to women having a larger vocabulary of color words and using color words more accurately, the authors find in *Girls* that women also prefer to use color as an adjective.

(2)Jessa: How could you even finish a book like that? That book is so idiotic, I couldn't even read it on a toilet.

Hannah: It might be pink and cheesy, but there's actually some very real wisdom in there about how to deal with men and--

(Episode 2, Season Ⅰ)

In this situation, Jessa and Hannah are discussing a book, and Hannah uses pink and cheesy to describe the book. Pink usually represents youth, love, and even childhood innocence, full of femininity. In this conversation, Jessa mentions that the book is idiotic, and according to the turn of phrase in Hannah's words, we can also know that pink and cheesy should mean negative. Here pink Hannah uses should mean that the book is childish, some of the content is immature. There is another example of women using pink to describe people:

(3)Hannah: I'm coming from work.

Marnie: And why do you look so pink and smiley?

(Episode 4, Season Ⅰ)

In this conversation, Marnie describes Hannah as pink and smiley. The scene in the play is that this conversation takes place after Hannah and her boyfriend Adam have gotten back together and Hannah gone to a party. According to the Collins dictionary, if you are in the pink, you are fit, healthy, and happy. Marnie says Hannah looks pink because she looks happy, and maybe she looks love-related.

4.1.1.2 Expletives

In the Oxford dictionary, the definition of expletive is a word, especially a rude word, that you use when you are angry, or in pain, which is synonymous with swear word. In Webster's dictionary, one of the meanings of expletive is an exclamatory word or phrase, especially the one that is obscene or profane. In the past, expletive was a social taboo, especially when words related to religion, sex, and body parts were used. However, in today's conversations and interpersonal interactions, expletive is a fairly common linguistic phenomenon and is very popular in everyday speech.

In Language and woman's place, Lakoff mentions that men and women use different expletives, with women using weaker words like "oh dear", "goodness" and men using stronger words, such as "shit", "damn", "hell". Lakoff believes the reason for this situation is that women are asked from an early age to be ladies and to be polite, while men are rarely asked to do so. Women are allowed to complain and fuss, but only men are allowed to be in rage.

However, through data collected in *Girls*, the authors found that the expletives used by women changed over time. As the feminist movement grew and women became more powerful and respected by society, they didn't have to be afraid to show their emotions, so women also used those stronger expletives. The weaker expletives mentioned by Lakoff, "oh dear" and "oh fudge", are not present in this season. Goodness appears only once, and it is a situation where a father expresses surprise at the implication of running into his two young daughters. Female characters will also use these stronger swear words to express their feelings, perhaps in anger, awe or pain. Here is an example:

(4)Marnie: You're such a fucking bitch! Fucking hell.

Hannah: That was awesome! I think I'm gonna puke.

(Episode 4, Season Ⅰ)

The scene is that Marnie's boyfriend Charlie has written a song about Hannah's diary with Marnie's complaints about Charlie, so Marnie is furious with Hannah and uses several swear words to express her anger.

The Table 1 shows the frequency of the choice of swear words for the two female characters and the two male characters:

Table 1 Expletive words

	Oh my god	bitch	shit	fucking	total
Hannah	6	0	2	4	12
Marnie	5	2	1	7	15
Adam	2	0	8	10	20
Charlie	3	0	0	8	11
total	16	2	11	29	58

From the table, female characters use "oh my god" more frequently than male characters, while men use shit and fucking more frequently than women. "Oh my god" is usually used at the beginning of a sentence, or as a separate response to express surprise. Sometimes it has no real meaning, but is used as a phrase to reinforce feelings, and it does not have such a strong negative connotation. The word bitch is only used by Marnie in these four characters, and in one instance she uses it to describe her own:

(5)Marnie: I know, I just-- And it makes me feel like such a bitch 'cause I can feel him being so nice to me. And yet it makes me so angry.

(Episode 1, Season Ⅰ)

4.1.1.3 Extravagant adjectives

Lakoff believes that some adjectives, like great, cool and terrific are neutral and used by both men and women, but some adjectives are preferred by women and are used not in a referential sense, but in an emotional sense, like adorable, charming, sweet, lovely and divine. Lakoff points out that these adjectives commonly used by women are empty with exaggerated meanings, which is a typical feature of female language. Here are two examples:

(6)Hannah: I told him everything. How he was torturing me. How sad I was, and he responded in such a lovely way. He kissed me and kissed me and kissed me and he said, "Be who you are." And he touched my face. And, like, we're basically together now.

(Episode 5, Season Ⅰ)

(7)Shoshanna: I hate today. I hate today so much that I might not even go to class.

Marnie: Why? It is so gorgeous outside.

Shoshanna: Yeah, I know. It, like, really gives me this uneasy feeling. It's like this certain kind of spring itch.

(Episode 10, Season Ⅰ)

In the above example, Hannah mentions "a lovely way" as a reference to how her boyfriend Adam treats her, and here "lovely" reflects her feelings about Adam's tender behavior. After Shoshanna says she doesn't like the day, Marnie describes the weather outside as gorgeous. "Gorgeous" is an exaggerated adjective here, showing Marnie's feelings about Shoshanna's words.

4.1.1.4 Intensifiers

Although Lakoff did not mention intensifiers in Language and woman's place, many linguists believe that women use intensifiers more often than men in order to reinforce their emotions. Intensifiers are a very important semantic subclass in the subordination of adverbs. The most basic semantic function is to aggravate the semantic meaning, highlight the information, and strengthen the nature, state, quantity, and other quantitative roles, which can be used to modify adjectives, verbs, prepositional phrases, noun phrases, etc. Trudgill (2000) believes that women lack the security of social status and therefore feel the need to

protect and show their social status verbally, so women prefer to use special words such as very much, extremely, very, so, to vent their emotions. The following examples are from *Girls*:

(8)Hannah: Think Jessa will really appreciate the welcome-home dinner. It's a very friendish thing of us to do.

Marnie: What? I just know she's going to show up late, wearing some fabulous blankety dress from a Grecian marketplace and be like... "Oh, I can't remember where I got this."

Hannah: I'm really glad that she's coming home.

(Episode 1, Season Ⅰ)

In this situation, Hannah and Marnie's friend Jessa is coming back to the US and they decide to prepare a dinner to welcome her. Marnie has little interest in the matter, and Hannah believes that Jessa would also be fond of their preparation, so Hannah uses "really" and "very" in her first sentence to emphasize the feelings. After Marnie refutes Hannah's words, Hannah uses "really" to express her happiness at Jessa's return, again emphasizing her attitude. From this conversation, we can see that women use intensifiers to emphasize their attitudes and feelings when someone's attitude is opposite to their own.

(9)Adam: It's a stupid play.

Hannah: Not a stupid play. It's really good. When I was watching it, I was so excited because it was so, so good.

(Episode 8, Season Ⅰ)

This conversation takes place between Hannah and her boyfriend, Adam, who is an actor. Here is Adam coming back from the audition unhappy with the play, and Hannah is comforting him. Hannah uses "really" and "so" to emphasize her emotions in order to express her like for Adam's play. Women use intensifiers to reinforce their feelings when comforting someone in order to uplift the feelings of others and have a soothing effect.

The Table 2 shows the frequency of intensifiers used by the four characters in *Girls*, where Hannah and Marnie are female and Adam and Charlie are male.

Table 2 Intensifiers

	so/such	very	really	pretty	too	total
Hannah	14	7	23	2	2	48
Marnie	9	0	20	0	1	30
Adam	3	3	6	2	0	14
Charlie	3	3	8	1	0	15
Total	29	13	57	5	3	107

As can be seen from this table, women use intensifiers to stress their words more frequently than men in these four roles. In collecting the data, the author found that women continuously use these words to enhance their tone and impress the listener, such as "really, really", "so, so good". In addition, the word "really" is used much more frequently than other intensifiers. According to Hongjie Guo's (2016) study on gender differences in intensifiers, "really" has developed into the most popular intensifier word between young women and young men, and "so" is an intensifier particularly favored by young women, ranking after "really" in frequency of use, which is consistent with the data in the table.

4.1.1.5 Euphemism

In the Oxford Dictionary, euphemism means an indirect word or phrase that people often use to refer to something embarrassing or unpleasant, sometimes to make it seem more acceptable than it really is. Differences in social roles lead to some differences in the way men and women speak and choose their

words. Women's discourse tends to be indirect, repetitive and euphemistic, while men's discourse is more direct, clear, concise and to the point. Lakoff believes that women use more euphemism in conversation and are more likely to use polite gestures such as "would you please and would you mind". The following conversations are from *Girls*.

(10)Hannah:I am so sorry I'm so late.

Marnie: Would you please come here and talk to us?

(Episode 1, Season Ⅰ)

At Jessa's welcome party, Hannah is late, but the party was suggested by Hannah, so here Marnie is unhappy with Hannah's behavior. As there are other people present, Marnie does not directly blame Hannah, but uses "would you please" to politely urge Hannah.

(11)Marnie: I'm just worried, you know? What if she's in a gutter or changed her mind?

Shoshanna: She seemed really excited about it this morning.

(Episode 2, Season Ⅰ)

This conversation takes place at the hospital, where Marnie helps Jessa make an appointment for an abortion, and Jessa is late, and Marnie is worried that Jessa has changed her mind. Shoshanna, in order to calm Marnie, mentions the state of Jessa before she left the house, instead of giving a completely positive or negative answer.

(12)Adam: Why do you look so surprised?

Hannah: No, it's just like -- you know, I just didn't think you were into that.

Adam: Into what? Love?

Hannah: No, I just -- you know, I just associate that with, like, Marnie and Charlie and people starting to talk a lot about there relationship, you know?

(Episode 10, Season Ⅰ)

The situation is that Adam expresses his love to Hannah, but Hannah is surprised and frightened by the situation. Hannah uses "just" and "you know" to blur her response, and in the first sentence she uses "that" without specifying what it is because she doesn't want to hurt Adam's feelings. Also in Hannah's second response, when Adam hits on the truth, she feels too scared to express it directly, but instead mentions Marnie and Charlie's relationship.

Through these examples, the author found that women are more likely to be considerate of others in conversation, but this situation is not absolute. The use of euphemisms is not only due to gender differences, but may also be influenced by other factors, such as age, personality, and other personal backgrounds.

4.1.2 Feminine linguistic features at syntactical level

4.1.2.1 Hedges

In 1972, G. Lakoff, a leading American generative semanticist, published the paper "Hedges: a study in meaning criteria and logical of fuzzy concepts", in which he first introduced the term "hedges" and defined them as words whose job is to make things fuzzier or less fussy. There are also different types of hedges, including variable, such as sort of, somewhat, approximately, essentially, and moderate, such as "I think, seem, I mean". The hedge is a rhetorical and communicative strategy. The use of hedges can avoid being too direct, abrupt and arbitrary, and it can be more polite, modest and appropriate, and the tone will not be too strong.

Shui Miao summarizes three reasons why women commonly use hedges. First, women are mostly in a subordinate social position, and women are traditionally taught to speak in soft tones, not to easily contradict others, and to avoid arbitrariness and overconfidence in verbal interactions. Second, it is the need for the topic itself. Women talk more often about sensitive topics, mostly about people or feelings, or self-disclosure, so they need to be polite, and hedges are an important tool to make such topics seem natural and less abrupt.

Third, due to traditional social etiquette, women are more sensitive to other people's feelings and personal dignity than men, and are more inclined to abide by the Politeness Principle and thus have a greater sense of cooperation.

In Language and woman's place, R. Lakoff argues that hedges are a distinctive feature of female language, and that women use them more often than men. She argues that words like "well, sort of, you know, I think" are more common in women's speech. The following examples are collected from *Girls*.

(13)Hannah: Oh, you know, for an STD test. I mean, since we're gonna be there anyway. And it's like, you know, I'm gonna be there, you're gonna be there. Maybe we both get them. Maybe we all get them.

(Episode 2, Season Ⅰ)

In this situation, Hannah calls Marnie to make an appointment for her to get tested for an STD, but she is a little ashamed to ask. She uses "you know" to try to normalize the tone and make the passage sound normal, "I mean" to change the subject, and "maybe" to cover up her emotions.

(14)Adam: I think your stomach is funny.

Hannah: Well, maybe I don't want my body to be funny. Has that ever occurred to you?

(Episode 3, Season Ⅰ)

The scene is that Adam is pinching the fat on Hannah's body and thinks it's funny, however Hannah doesn't think her fat is funny. Obesity is a sad thing for Hannah, but she doesn't want to directly contradict her boyfriend Adam and get mad at him, so she uses "well" to moderate her tone and "maybe" to blur her answer, which she actually doesn't find funny.

The author counted how often four characters, Hannah and Marnie, Adam and Charlie, uses hedges, and the data is shown in the Table 3.

Table 3 Hedges

	I think	I guess	Well	Maybe	You know	Kinda/ kind of	I mean	Total
Hannah	8	2	12	10	12	5	17	66
Marnie	5	0	11	6	6	2	11	41
Adam	2	5	7	1	4	3	5	27
Charlie	3	2	5	2	5	2	7	26
Total	18	9	35	19	27	12	40	160

From this table, the male characters Adam and Charlie use "I guess" more often than the female characters, and the female characters use "I mean" much more often than the male.

4.1.2.2 Tag questions

In the Oxford dictionary, the meaning of a tag question is a phrase such as isn't it? or don't you? that you add to the end of a statement in order to turn it into a question or check that the statement is correct. The use of tag questions has a stronger connotation of solicitation and can avoid being too direct and definitive.

Lakoff believes that the use of tag questions by women to indicate hesitation and lack of self-confidence in expressing their opinions needs to be carefully examined. However, some other linguists considered Lakoff's view too one-sided and conducted an empirical study on the functional and gender distribution of the tag question. Holmes(1984)' research shows that women use tag questions more than men, but women use tag questions for different purposes than men. Women place more emphasis on the polite or affective function of tag questions, using them as facilitative and positive politeness techniques, whereas men use tag questions as expressions of uncertainty more than women do. Here are some examples from *Girls*.

(15)Tako: I just assumed that everyone that knew him, like, I mean, really knew him, knew that. That's like the main defining thing about him, isn't it? Well, that and his love of books.

Hannah: Well, he's got, like, huge ears.

(Episode 7, Season Ⅰ)

Tako and Hannah are discussing Hannah's boyfriend Adam, Tako is a good friend of Adam's, here she is talking with Hannah and finds that Hannah doesn't know Adam that well, using a tag question to confirm with Hannah and cover up the awkward atmosphere.

(16)Hannah: Wait, so you actually bought Tally Schifrin's book?

Marnie: It was a book party, so I bought the book.

Hannah: Well, you don't like it, do you?

(Episode 9, Season Ⅰ)

In this case, Hannah finds out that Marnie bought her nemesis Tally's book, and that Marnie knows that Hannah doesn't like Tally. Hannah finds the book and feels betrayed by her friend, she hopes that Marnie wouldn't like it, but she isn't sure, so she uses a tag question to express her emotions.

(17)Man: I wanna be part of the group.

Jessa: That will never happen.

Marnie: Jessa.

Man: This isn't right, is it? This can't be the way that this goes.

(Episode 8, Season Ⅰ)

In this drama, in addition to women, there is a male using tag question. The scenario is that the man is asking for a date with both Jessa and Marnie, and Jessa turns him down. The man thinks that if Jessa and Marnie accept his drink treat, things will go as he wants, however, someone turns him down. He uses a tag question to express his uncertainty and disbelief.

However, the tag question is not used very often in this drama, and only appears above three times. Although women use tag question more frequently than men, it is impossible to make a fair comparison because the total number is small. Also, the male in the play uses tag question with emotional meaning because he is on the weaker side when he invites the two ladies.

4.2 Discussion

4.2.1 Stylistic features consistent with Lakoff's theory

First, in lexical level, the findings of this paper have the following similarities with Lakoff's theory. In terms of color words, women are indeed more perceptive than men and can distinguish colors more easily, especially in relation to clothing or fashion. In the use of extravagant adjectives, women use them more frequently and with a certain emotional meaning, while men tend to use them for the referential meaning of the word. Women use intensifiers to reinforce their emotions and tone of voice during conversations, which Lakoff believes is a result of women being more emotional. In addition, women use euphemisms more often in conversations because they want to be sensitive to the feelings of others, which is what Lakoff calls more polite.

Second, it is the syntactical level of similarity found. Through the statistics, women use hedges more often than men in this drama, such as "I think, I mean, maybe", which is in line with a feature of female language that Lakoff proposes.

4.2.1 New features and reasons

There are some language changes and new findings. A new finding related to color words that Lakoff did not mention is that in addition to being good at describing colors, women also use color as an adjective to describe people or objects, and not in the referential meanings of color words. Women will use the

metaphorical meaning of color words to describe, such as "you look pink". In lexical level, a variation from Lakoff's hypothesis emerges in the choice and use of swear words and expletives by women. According to Lakoff, women use weaker expletives, such as "goodness and oh dear", and the author's data collection and research revealed that no women in *Girls* use these weaker words, instead they use stronger ones, such as "oh my god, fuck, shit". The reasons for this change are related to the advancement of women and the development of the feminist movement. When women express surprise, anger, or other more extreme emotions, they no longer suppress their words, but use swear words to express their emotions like men do.

In syntactical level, there is a change in the use of tag questions. In Language and woman's place, Lakoff gives examples like "It is so hot, isn't it?". In her opinion, women often use tag questions to express their uncertainty. In *Girls*, the women use the tag question sparingly and with other emotional connotations than just uncertainty. Lakoff argues that women often use tag questions because of the lower status of women compared to men, while the author finds that in the play, women are confronted with the same sex when using tag questions, which is not related to the status of gender. Furthermore, a man uses a tag question when confronts with two women, not because of social status, but because men are on the weaker side compared to women in a specific social situation. Thus, Lakoff's claims about the phenomenon and causes of women's frequent use of tag questions are too one-sided.

In the 1970s, when Lakoff proposed these features of female language, the reasons were basically related to the social status of women, which was indeed lower at the time. In modern society, as the feminist movement continues to grow and the status of women continues to improve, women's language has changed as well. When one tries to study women's language, not only gender differences should be considered, but also other aspects should be included. In conclusion, female language does have stylistic features that are different from those of men, and these features are related to gender differences, to gender status, and to personal reasons.

5. Conclusion

5.1 Major findings

According to the results of the study, female language does have its own stylistic features, and most of the results are consistent with Lakoff's theory. Women are better at using color words, adjectives and intensifiers to express their emotions and feelings. Women are more sensitive to the feelings of others, as shown by the use of euphemisms and hedges. However, women have changed in their use of expletives and tag questions, and they are becoming bolder and more confident in their expressions and more sure of their words than in the past.

5.2 Implications of the study

This paper has many limitations and it does need to be improved. One limitation is that, due to the language data, this paper focuses only on the lexical and syntactic levels when studied from a stylistic perspective, without examining the phonological level. The second limitation is that the authors' research on lexical and syntactic aspects is also not comprehensive. As to the lexical features of women's language, in addition to the use of color words, swear words, extravagant adjectives, intensifiers and euphemisms, there are other aspects that can be studied, such as the use of diminutives, words that express emotions. In syntactical level, in addition to hedges and tag questions there are also minimal responses, which can also be studied for the features of female languages. Another limitation is that, for the reason of the length of the paper, all the data of the paper come from the first season of *Girls*, and *Girls* has six seasons, the first season is only a part of the show, the corpus is not rich enough. Also because the corpus is motivated by the TV series, the use of the characters' language is not only gender specific, but also influenced by the

characterization and the story.

Based on the limitations mentioned above, the authors make several suggestions for subsequent research. First, the study of the stylistic features of female language could be more comprehensive. Second, women's language is related to sociolinguistics, and further study of sociolinguistics can be of great help in this study. Finally, when collecting data, especially from film and television works, the influence of the context and characterization of the work should also be considered.

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Critical Discourse Analysis of Italian News Reports on China's COVID-19 Vaccine Assistance

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Abstract

From the perspective of Critical Discourse Analysis, this paper extracts the news reports of Italian mainstream media on China's so-called "vaccine diplomacy" in LexisNexis news database, combining Python quantitative analysis and qualitative analysis, which aims at revealing Italian news media's general attitude towards China's vaccine overseas assistance and the ideological factors from behind. The study finds that Italian news media pay more attention to the export of Chinese vaccines than before; their attitudes tend to be mostly negative, and there seems to be some misunderstanding in the reports.

Keywords："Vaccine diplomacy"；Italian mainstream media；Critical discourse analysis

I. Introduction

Since the outbreak of COVID-19 in early 2020, the Chinese government has attached great importance to the prevention and control of the epidemic, and has taken active anti-epidemic actions. At present, the epidemic prevention and control has achieved significant effects. It has been found that vaccines can help prevent and control the epidemic effectively. Researchers in China have developed efficient vaccines and advocated the implementation of vaccination and strengthening of immunity around China. Simultaneously, China shoulders responsibilities of being one of the major powers in the international community. It always upholds the concept of a community with a shared future for mankind, and tries its best to provide vaccine assistance to countries and regions in need. As of July 2021, China has provided more than 700 million doses of vaccines and helped more than 100 countries fight against the epidemic without any political requirement attached. However, some Western countries have criticized and discredited China's action, calling China's vaccine assistance "vaccine diplomacy". In news reports, voices criticizing China for engaging in so-called "vaccine diplomacy" emerge, it has a serious impact on China's international prestige.

As an important partner of China on the "Belt and Road" initiative, Italy's mutual assistance with China during the epidemic has strengthened the relationship between the two countries. Meanwhile, as a member of the G7 nations, Italy's international status and influence in the Western world cannot be ignored. When it comes to the attitude of the Italian mainstream media towards China's vaccine assistance, only a few scholars pay attention to this topic. Therefore, this paper aims to take this topic as the research subject. We will collect, sort out, and analyze data and texts of news reports of Italian mainstream media on Chinese vaccine assistance, so as to explore the general attitudes and discuss social ideologies behind them.

II. Critical Discourse Analysis

In the context of Systemic Functional Linguistics, a group of linguists and literary theorists played a pivotal role in developing critical linguistics (Fowler et. al., 1979; Kress & Hodges, 1979). In late 1970s, the Critical Linguists began to use CL as research tool, and Critical Discourse Analysis (CDA) stemmed out from CL. Van Djik, Wodak, Leeuwen and Norman Fairclough are significant protagonists of CDA approach, which uses the meta-theory of systemic functional linguistics as the basis of the evaluation system or evaluation theory as the research method (Hu Zhuanglin, 2012; 7).

In 1989, Fairclough conducted an in-depth study of CDA and pointed out that CDA reveals implicit relations between language, power and ideology by analyzing language form in the text, and explains how the ruling class uses language to exercise ideological control and maintain position of power (Fairclough, 1989). CDA covers the study of the relationship between discourse events and social, political and cultural factors, especially the ideology hidden in society by discourse. The CDA framework put forward by Fairclough includes three dimensions: text analysis, discourse practice and social practice. Based on this theoretical framework, this paper explores how a text reflects the relations between texts and social, cultural factors.

III. Research Methods and Tools

Since the second half of 2020, with the development of China's international vaccine cooperation, China has provided numbers of vaccines and anti-epidemic supplies to other countries. This action has attracted the attention of Western media and politicians. Especially since August 2020, there have been some voices criticizing China's so-called "vaccine diplomacy" in some Western countries' reports, and so far, with the spreading of public opinions, the number of such reports has been gradually increasing. Therefore, the corpus collected in this paper will be news reports published from August 2020 to July 2021.

Firstly, we use advanced retrieval function in the global database LexisNexis. With two phrases: *diplomazia dei vaccini* (vaccine diplomacy) and *cina* (China) as search terms, this paper has selected a total of 165 relevant news reports from eight local Italy's mainstream media (including La Repubblica, ANSA Notiziario Generale in Italiano, Agenzia Giornaistica Italia, Corriere della Sera, Avvenire, II Giornale, La Stampa, II Fatto Quotidiano) from the search results. Secondly, through manual reading, we have selected seven most relevant news reports to download and analyze, including two special reports, one online news, and four news agency commentary articles. Then, the author converts those articles to the txt format with the titles and texts remained, so as to clean up the corpus. Thirdly, we use self-edited Python program to count statistic data of word frequency. Words like modal particles, function words, and prepositions may interfere the results, so that only the words with actual meaning are kept. Finally, we obtain the word frequency statistics.

Based on the three dimensions of CDA, the text analysis dimension in this paper analyzes high-frequency words and discourse characteristics; the discourse practice dimension focuses on how news texts are produced, distributed, and consumed; and the social cultural practice dimension explores the influence of Italian society, history and culture embodied in news texts on its discourse.

3.1 Text Analysis

After crawling the text with Python program, 70 high-frequency words are obtained, which have appeared 471 times in texts. After sorting out the words and calculating the percentage of the total number of high-frequency words in each category, the results are as follows:

Table-1: High-frequency Words in Eight Italian News Texts

Ranking	Classification	Words	Percentage
1	Country/Region and group of People	*Cina* (China), *cinese* (Chinese), *Pechino* (Beijing people), *paesi* (country, region), *Gli Stati Uniti* (the United States), *mondo* (world), *globale* (global), *sviluppo* (developing country), fuori (foreign), *Emirati* (United Arab Emirates), *Arabi* (Arabs), *Russia* (Russia), *persone* (person), *nazionale* (national), *parte* (party), *clinici* (clinic), *presidente* (president, chairman)	40%
2	Vaccine Related	*Contro* (control), *avere* (own), stare (stop), *diplomazia* (policy), *Sinopharm* (Sinopharm), *Vaccini* (vaccine), *trattare* (discussion), *dichiarato* (public), *fornitura* (supply), *esempio* (example), *modo* (model), *lineare* (consistent), *usare* (use), *consegnare* (delivery), *vaccinazione* (vaccination), *dosi* (dose), *aumentare* (increase), *produzione* (production), *dire* (presentation), *fare* (do), *rapportare* (reveal), *studi* (research)	22%
3	Time and Phases	*Agosto* (August), 2021, *febbraio* (February), *fine* (final), *fase* (phase), *mese* (month), *stata/o* (status), *scorso* (past)	10%
4	Numerals	*Milioni* (thousands), *prima/o* (first), *due* (two), *3*, *miliardi* (billions)	8%
5	Virus Related	*Virus* (Virus), *Covid*, (COVID) *Covid 19* (COVID-19), *coronavirus* (coronavirus), *pandemia* (pandemic)	7%
6	Adjectives and Adverbs	*Piu'* (more), *solo* (only, merely), *molto* (a lot)	5%
6	Comment/attitude	*accusare* (accusation), *sicurezza* (safety), *critico* (criticize), *incredibile* (incredible), *pericolosa* (dangerous), *astuzia* (cunning), *efficaci* (efficient)	5%
7	Politician	*Xi* (Xi Jinping), *Biden* (Joe Biden), *Donald Trump* (Donald Trump), *Heiko Maas* (Heiko Josef Maas)	3%

Word frequencies can help researchers quickly, intuitively and systematically know the lexical characteristics of texts from a large amount of news reports. As shown in Table-1, the classification of high-frequency words concludes that the key contents of the Italian mainstream media's reports on the overseas assistance of Chinese vaccines is the country/region, group of people and vaccine related, which together account for 62%. Among them, the reports of country/region and group of people account for 40%. Moreover, the evaluative vocabularies only account for 5%, reflecting the objective characteristic of news reports. However, behind the seemingly objective reports, texts are conveying information with strong potential purposes to readers. For example, vaccine development is the key to global epidemic prevention and control, and the current allocation of vaccine resources remains problem. We can see that most of evaluative words such as *accusare* (accusation), *sicurezza* (safety), *critico* (criticize), *incredibile* (incredible), *pericolosa* (dangerous), *astuzia*

(cunning), *efficaci* (efficient) are negative in some sense. By searching for those keywords in original texts, we found that the Italian media seldom use the method of direct evaluation; instead, they evoke positive or negative emotional reactions from readers by quoting other people's comments or through pure information contents. This is called the recessive attitude expression, which is commonly used in news discourse.

Through the analysis of country/region terms, we can see that the ability of a country to develop vaccines is a manifestation of the country's soft power, and the competition for vaccine resources has evolved into a war of public opinion between countries. Especially the major countries such as "*Cina* (China), *Gli Stati Uniti* (the United States) and Russia (Russia)" are placed in such a competitive context. For example, there is a research report titled *Coronavirus: Russia e Cina vogliono battere Europa e Usa su vaccino* (Coronavirus: Russia and China Want to Use Vaccines to Defeat Europe). This type of reports reflects the anxiety of Western governments in the epidemic prevention and control. Western governments use the media to convey to the public that their own interests are threatened, and let readers to have sense of urgency and prejudice against China, thereby strengthening their recognition of China's so-called "vaccine diplomacy".

3.2 Analysis of the Discourse Practice

The analysis of discourse practice is involved in the study of the production, distribution and consumption of discourse. On the basis of existing lexical analysis, it explores the construction and understanding of discourse from the discourse level, and studies its impact on social reality. This paper extracts three example texts for analysis.

（1）"*I cinesi non possono continuare a condurre la loro diplomazia sui vaccini in questo modo che ha solo lo scopo di aumentare la propria influenza e non necessariamente di salvare la vita delle persone",ha affermato Maas. Sebbene non abbia fornito alcun esempio specifico, Taiwan ha accusato la Cina di utilizzare la consegna dei suoi vaccini per fare pressione sui paesi affinché abbandonino il loro sostegno a Taiwan, che Pechino rivendica come proprio territorio*. (Covid, Heiko Maas: La Cina usa donazioni di vaccini per fini politici--Agenparl, 2021)

English Translation: "China shouldn't continue to conduct vaccine diplomacy in this way. This method is only to increase its influence, but not necessarily to save people's lives", Maas says. Although there is no specific evidence, Taiwan (of China) accuses mainland China of using vaccine resources to put pressure on countries to abandon support for Taiwan and recognize the one-China principle.

The example text in (1) above is part of a report and commentary on the speech by German Foreign Minister Heiko Maas. Some Western politicians believe that China is shipping vaccines to other countries for political purposes and to expand its influence. The negative and critical attitudes can be seen in the phrases such as "*accusato*" (accuse) and "*fare pressione*" (put on pressure) in the example. The aim is to link vaccine donations to the sovereignty issue of Taiwan, thereby to make China questioned by the international community.

（2）*Pechino combina, qui, abilmente filantropismo e "astuzia" diplomatica. Il Dragone ha donato vaccini a 53 Paesi e ha venduto sieri ad altri 27. Un esempio su tutti per scoprire il modus operandi cinese. Il presidente serbo Aleksandar Vucic, dopo l'arrivo in Serbia di altre 500 mila dosi di vaccino della Sinopharm, ha annunciato «una sensibile intensificazione degli investimenti cinesi in Serbia, in particolare nel campo delle infrastrutture e dell'agricoltura».* (Ora la Cina vuole vaccinare il mondo--Avvenire Online, 2021)

English Translation: Beijing has skillfully combined philanthropy and diplomatic "tricks" here. The oriental dragon has donated vaccines to 53 countries and sold serum to 27 other countries. The first case that has revealed China's motives is that: after another 500,000 doses of Sinopharm's vaccines arrived in Serbia, Serbian President Aleksandar Vucic has announced that, "China will substantially increase its investment in Serbia,

especially in infrastructure and agriculture."

As shown in (2), the Italian phrases "astuzia" (tricks) and "il modus operandi" (crime techniques) show clear derogatory and critical meanings, and these two phrases are often used to describe criminal suspects and cunning people. Italian media believe that China's use of economic investment as a bargaining chip makes other countries to accept China's vaccine donations, so as to expand China's regional influence. Since the day when China's vaccines began to be exported, this kind of opinion has always existed in all the activities that China has participated in, which has seriously affected China's international reputation.

（3）*Alcuni esperti sanitari occidentali hanno avvertito che la Russia e Cina si stanno muovendo troppo velocemente, prima che gli effetti collaterali e l'efficacia dei vaccini possano essere adeguatamente accertati. Entrambi i Paesi stanno cercando di utilizzare la diplomazia dei vaccini come parte di una piu' ampia spinta per aumentare la loro influenza globale a spese degli Stati Uniti e dei loro alleati, con Pechino in particolare che sostiene i suoi successi contro il coronavirus come prova che il suo sistema autoritario e' superiore a quello democratico occidentale.* (Coronavirus: Russia e Cina vogliono battere Europa e Usa su vaccino--MF-DJ, 2020)

English Translation: Some Western health experts warn that Russia and China move too fast before the side effects and efficacy of vaccines are fully determined. Both countries hope to use vaccine diplomacy as part of expanding their global influence at the expense of sacrificing the interests of the United States and its allies. Beijing has especially publicized its achievements in fighting the epidemic as a basis for the superiority of China's centralized power system to Western democratic systems.

The ideological difference as can be seen in (3) is one of the main reasons for the contradictions between China and the Western countries. There is no obvious evaluative word in (3), but it contains China's intention to use so-called "vaccine diplomacy" to impose ideology on other countries. China's national conditions determine that its collective interests are higher than individual interests. This conflicts with the principle of the supremacy of individual interests in the Western countries. European and American countries divide their camps by ideology and judge which political system is better can only deepen misunderstandings between countries. Putting aside ideologies when disaster strikes and strengthening active international cooperation could be a better solution.

3.3 Social and Cultural Factors

The analysis of social and cultural practice covers the study of the relationship between discourse and social ideology, which is also the main purpose of text analysis and discourse practice analysis.

Currently, views in media reports of Italy and other European countries are becoming diversified. The reports on China include both positive and negative remarks. The phrases such as "*astuzia*" (cunning) and "*il modus operandi*" (crime techniques) can show that the Western countries believe that China's assistance has some political purposes. In addition, due to the influence of the Western political system and overall ideology, the contents that are full of misunderstandings and stigmatization of China still occupy a large amount of media coverage, which easily misleads people to have prejudice against China.

From the perspective of historical politics, society of capitalist countries are deeply affected by various political and economic factors. The unstable political situation and interest competition among parties within a country may reflect their views in media reports and disturb public opinions. From an economic perspective, the epidemic has severely affected the development of the world economy. The intensity of the fiscal and monetary policies adopted by the European Union in response to the epidemic confirms that their economy are experiencing difficulties. In March 2019, the *EU-China: Strategic Outlook* issued by the European Union has pointed out that China is a "competitor of the EU's new economic and national governance model system". It

can be seen that the EU's lack of confidence in its own economy has caused speculation and over-interpretation of the purpose of China's vaccine assistance.

IV. Conclusion

This paper has used Critical Discourse Analysis as the research framework. Combining with news databases and programming tools, we have analyzed the news reports by the Italian mainstream media on China's vaccine assistance from the perspective of text analysis, discourse practice analysis and social and cultural practice analysis. The paper has found that the Italian media have more negative reports than positive ones on "China's Vaccine Overseas Assistance", and the misleading information transmitted could leave a negative impact on China's international reputation. This means that a country needs to make efforts in the international discourse while developing rapidly. Only by finding a more effective way to tell the stories of a country and establish a good international image can the world better understand the country.

Acknowledgements

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A Comparative Study on the Discourse of Chinese and American Women in Perspective of Intercultural Communication

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Abstract

Women's discourse symbolizes their social status and social identification. Historically, women's discourse has been always neglected. With the changes of social systems and the struggles which were led by women's organizations, females' awareness of liberty and equality has been raised gradually. At the same time, the gap between the two sexes in terms of social status, social rights is narrowed along with the rapid growth of advanced technologies, which plays an crucial role for women to break through the traditional male-dominated society. As an important and new perspective, the post modernism provides Chinese people opportunities to examine current theories and realities since it was introduced in China. This paper will explore the discourse between Chinese and American women in post-modern era based on the intercultural communication theory and social identity theory.

With the development of feminist movement, the rights of women in Western countries have been greatly improved. After the 1980s, the original feminism was replaced by post-feminism. Although China has witnessed idea of equality between men and women gradually spreading into society after the May Fourth Movement, male voice still occupies a dominant position in real life, and women's voice power has not achieved the same status as men. Postmodernism provides an effective critical weapon for Chinese native feminism.

I. The Connotation of the Discourse

During the Spring and Autumn and Warring States period, various scholars were lobbying in different countries. Then, poetry of Tang and Song dynasties were widely spread. They all expressed people's views, reflecting the discourse. It can be seen that the role of the discourse in promoting culture and society is a manifestation of freedom and equality. Having the discourse is a prerequisite for everyone to demonstrate their ability. People express their thoughts, opinions, and emotions and show themselves through language. In human's history, there are matrilineal society, slave society, feudal society, and capitalist society. Except matrilineal society, most of them belonged to patrilineal ones. Women gradually lose their rights to speak in the political, economic, cultural, and family fields. They are not only an accessory in family life, but also are more dependent on men in economic terms, resulting in women's lack of independence. Moreover, because of the influence of the mainstream of society, the discourse of men stipulates the aesthetics of women, and has endowed women with empathetic, meek and respectful characteristics according to their own standards, making people gradually think that these characteristics are the natural attributes of women. Therefore, women's discourse is also determined by men. Patriarchal society realizes its own rights through the control of the Discourse. Foucault believes that discourse and power are inseparable, and where there is discourse, there will

be power, and power is a manifestation of discourse (Foucault, 1969). Women are constrained by various conditions, and their discourse is dominated by men for a long time. At the same time, women's silence is also a manifestation of their loss of discourse. With the development of a society, feminism is constantly limited. Postmodern feminism is a new feminist genre. Foucault, a master of postmodernism, has proposed the relationship between power and knowledge. He believed that power generates knowledge, and knowledge also generates power (Xu, 2010). In the past, feminism paid more attention to specific things and neglected the discourse. Postmodernism has changed from focusing on things to paying more attention to the discourse.

II. The Status Quo of Women's Discourse in Postmodernism
1. Lack of Opportunities for Equal Dialogue with Men

In the current society, due to the dominance of men, women have fewer opportunities to speak up compared to men. Regardless of age, gender, occupation, or education level, as long as the information is received, it is the audience of the society. No matter how one expresses his views, the fundamental purpose is to get the support of the public. As one part of the social group, women should have the same opportunities as men to spread their thoughts and opinions. However, because men dominate the society, they place women more in a subsidiary position, pay more attention to women's daily life, tastes, and other aspects, and ignore women's struggle history, achievements, etc., resulting in the power imbalance between strong men and weak women. In daily life, it can also be seen that the number of women civil servants is less than men, and in families, women who are housewives often account for the majority. In employment, gender discrimination is often obvious, which rarely reflects women's Discourse. In news reports, most of them are from the perspective of men, making women lack the opportunity to have equal dialogue with men.

2. The Lack of Opinions of Female Leaders

In the current society, the discourse is still controlled by men. In China, businessmen such as Ma Yun and Liu Qiangdong, writers such as Feng Jicai and Jia Pingwa, and experts and scholars such as Lang Xianping are regarded as successful elites. However, women's names are rarely seen in these fields. Although the feminist movement has developed rapidly in the United States, men are still the dominant power in politics. Although there are a large number of female audiences in various social media, there is a lack of certain female leaders. In addition, most of the female leaders who rank top are concentrated in the entertainment circle. For outstanding female representatives, they are rarely the same as men in various fields. In postmodernism, women's Discourse is not only reflected in one aspect but also in all the aspects. Like men, they have scientific guidance on public events and public opinions, and it is difficult to reflect their influence on entertainment stars. This also leads to the lack of women's Discourse.

3. Limitation of Fields of Women's Discourse

Compared with men, women are more willing to express their emotions and thoughts and record their lives. They are less involved in the more serious social and people's livelihood, politics, economics and other fields, which also leads to the field of women's discourse limited compared to men. Even if there are female leaders with certain influence in society, they are more concerned by people because of curious psychology, hoping to see the privatization of celebrities. Moreover, men and women also exist huge differences in preferences for social topics. For men, they pay more attention to social news, current affairs, politics, sports, automobiles, etc., while for women, they pay more attention to food, entertainment, tourism, and fashion. In comparison, the field of women's discourse is more limited to women-related fields, and lacks attention to the social and public sphere, which also leads to a smaller influence of women's voice.

III. Reasons for the Lack of Women's Discourse in Postmodernism

1. Women's Collective Unconsciousness Caused by Specific Historical Conditions

In the long history, men have always occupied a dominant position. Whether it is Chinese traditional values such as the three cardinal guides and the five constant virtues as specified in the feudal ethical code or the succession of male monarchs in European and American countries, they all reflect the leading role of men in society. Although in the modern society, male superiority is no longer the mainstream consciousness of society, it is difficult to completely eliminate their influence in all aspects of people's lives under the influence of history (Nie Wen, 2020). With the development of the feminist movement, women's rights and status have been greatly improved, but there are still certain problems. Influenced by history in China, women's attachments to men are a symbol of men's wealth for a long time. After the founding of People's Republic of China, women were given equal political and economic rights with men. However, due to various restrictions, women have not learned to protect and use those rights. Although the May Fourth Movement has liberated women's minds and gradually spread new ideas into society, the concept of equality between men and women has still not been able to completely change social prejudices. Male voice is still in an absolutely dominant position, which has led to women's collective unconsciousness (Wang Jinling, 2001).

2. Women's Lack of Cultural Education and Unsound Social Supervision

The inequality of women's discourse is not only a problem in China, but also a problem around the whole world. From a global perspective, compared with men, women's knowledge level is lower than that of men, and more women live at the bottom of society. Due to the limitation of women's overall knowledge and quality, it is determined that women's use of various methods to receive information is not to realize their own discourse, but to accept the consciousness of men (Cong Xiaoming, 2012). This has also led to women's easier acceptance of male-dominated culture in terms of cultural identity. The low quality of women also restricts the channels for them to express their opinions, leading to the low influence of women's voice. Although all theories in the information society can be disseminated, and the amount of knowledge of all audiences will also be increased, the people with higher social status and cultural level have a higher acceleration of knowledge than the people with lower cultural levels, thus increasing the gap between women and men. Women belong to a group with a lower culture. If the gap cannot be shortened quickly, the discourse in society will gradually decline. In the era of rapid economic development, the discourse has changed from production to post-modern consumption, which means commercializing everything that can be commercialized as much as possible, maximizing profits, regarding the mass as consumers and catering to the consciousness of the mass. Under the premise that the backward image of women has not been completely changed, men occupy a dominant position. In order to pursue high profits, they will also teach women continuous commercialization. With the public identity and cultural identity, gender is more ignored. In addition, due to the lack of a certain social supervision mechanism, the patriarchal awareness of pursuit of economic benefits will continue to enlarge, resulting in the gradual reduction of women's discourse.

IV. Reconstruction of Women's Discourse

Under the background of postmodern feminism, more attention is paid to the reconstruction of women's discourse. It is believed that the reconstruction of women's discourse is a complicated process, which is restricted by ideology, culture and ethics. Women's discourse is not talking to itself, it has to face the public and put itself in the right of society. Postmodernism emphasizes pluralism and it provides effective weapons for

Chinese postmodern feminism.

1. Overview of Cross-cultural Perspective

Different countries and ethnic groups have various historical and cultural backgrounds. Under varied cultural backgrounds, communication and exchanges are necessary. It is not only a collision of languages, but also a collision of values. The values and cultural literacy expressed in cultural works have important practical effects on the exchanges between different cultures (Zhao Haotian, 2017). In the process of interpreting literary works, analyzing literary works from a cross-cultural perspective must find common ground in the domestic and foreign cultures. Under the cross-cultural perspective, it is emphasized that on the basis of understanding and mastering the local culture and the culture of other countries, the culture is used to interpret literary works and strengthen the understanding of different cultures. This approach can help readers better understand literary works and experience the cultural literacy expressed in literary works, thereby better constructing readers' values, allowing them to understand the difference between local and foreign cultures, and applying the knowledge to the appreciation of literary works.

2. Women's Discourse from a Cross-Cultural Perspective

In the research process of women's discourse from a cross-cultural perspective, values are very important contents. The people living in different cultural backgrounds for a long time can easily produce different ways of thinking and values. For example, in the literary work *The Portrait of a Lady*, there are different cultural backgrounds in the United States and Europe, which will cause certain conflicts. This requires people to look at the work from a cross-cultural perspective in the process of interpretation, so as to strengthen the understanding of literary works. In this book, men are the absolute masters and control everything. Although Isabel's cousin Raftchett is a patient, he has a strong desire to possess and is the master of Isabel's fate. In *The Portrait of a Lady*, although his original intention is to persuade his father to give Isabella enough financial support so that Isabel can pursue independence, readers can also feel his selfishness by reading the full text. Due to long-term illness, he is unable to experience many things in life personally. As a result, he hopes to obtain a sense of life experience through his cousin, and regards Isabel as a tool to achieve his goal. Although the financial support has provided Isabel with an opportunity to pursue freedom and independence, it has also brought her a crisis. Raftchet's father once reminded him, but he still chose to do so and did not give Isabel the discourse. After Isabel rejected Lord Warburton, although he did not understand why, he still chose to accept it because he wanted to know what Isabel would do. His mother was the same as him. Just because Isabel has made a different decision compared to common people, it has been regarded as an interesting thing by others. Raftchet knew that his cousin was full of curiosity about life. In order to experience life through his cousin, he provided Isabel with plenty of property so that she could choose the life she loved and add the joy of life to herself. As the author said, Raftchet 's peculiar illness did not trap him, but provided him with a broader stage to observe life as a bystander and experience the joy of life. As the one to experience life, Isabel did not have enough discourse out. Although there have always been women's pursuit of freedom and equality in literary works, most of women finally return to marriage. If the patriarchal social system cannot be broken, then women's discourse will never be improved (Zhang Honglei, 2017). The Chinese film *Li Shuangshuang* tells the story of the heroine who is brave, kind, selfless, daring to adhere to principles, and resolutely fighting against selfishness. On the one hand, the heroine embodies traditional Chinese women's role in families; but on the other hand, it also shows Chinese women's pursuit of Gender equality (Gu Jinsong, 2014). However, although China has achieved equality between men and women in law, their inequality still exists in real life. As Western countries entered the post-industrial era, postmodern feminism has also emerged. The postmodern feminism in both the United

States and China has well inherited the tradition of subversion and questioning.

3. Fighting for the Rights of Feminist Groups

According to postmodern feminism, women's discourse has been gradually achieved through constant resistance of feminist groups. In the industrial society, women's awareness of rights has been greatly enhanced, and large-scale women's movements have emerged. However, most of them concentrated in the fields of education and employment, and they still cannot effectively break the discourse for men. In the post-modern society after the 1980s, due to the development of information technology, the intelligence and ability gap between men and women basically no longer exists. The feminist movement has been extensively developed in the 20th century. Women's groups under postmodernism have expanded their original demands, from the relief of underage children and women to anti-war movement. It is precisely because of the continuous efforts and struggles of these feminist groups that the discourse for women under postmodernism can be improved, and the status equality of men and women can be truly realized.

Although the status of women has been improved after most countries have entered modern society, women's voice and thoughts are still greatly restricted in many countries (Wang Ning & Guo Ke, 2018). In the process of feminists' constant struggles for the discourse with men, women's discourse has also been improved, especially in the post-modernist period after the 1980s. Postmodern feminist theory provides a solid foundation for the promotion of women's discourse.

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On the Translation Practice of English Text for Science and Technology

---- Taking the Translation of "Pressure relief valves for transportable refillable cylinders for LPG" as an Example Based on BS EN 13953:2003

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Abstract

The progress and development of science and technology have increased international cooperation, which makes science and technology translation increasingly prominent. This paper takes the translation of "Pressure relief valves for transportable refillable cylinders for LPG" as an example to explore the translation methods and strategies, so as to provide reference for scientific and technological translation practice.

Keywords: English text for science and technology; Translation practice; Analysis; Strategies

1. Introduction

English for science and technology belongs to a branch of English for special purposes, it has unique features compared with other English styles. In the opinion of the book of English Chinese Translation Course (2008,177), the stylistic of English for science and technology is precise, systematic and strict in logic. And the writing is concise, the key points are prominent, the sentence pattern is strict, and there are few changes. Therefore, all translation should be in accordance with its current context strictly while we are in the process of translation. This paper takes the translation of "Pressure relief valves for transportable refillable cylinders for LPG" as an example to explore the strategies for scientific and technological translation.

2.Analyzing the Sentence Structure and Dividing the Complex into the Simple While Translating Long Sentences

The book of Essentials and Techniques of Practical Scientific and Technological Translation （2012, 178）points out: the difficulty of English complex long sentences is that the sentence is long, the sentence core is not obvious, and it is not easy to distinguish. For its complex structure, it is not easy to catch the core meaning of the text, which sometimes blocks people's thinking. If we simplify the complex sentence like the following example, we can understand the meaning easily.

"The British Standards which implement international or European publications referred to in this document may be found in the BSI Catalogue under the section entitled "International Standards Correspondence Index", or by using the "Search" facility of the BSI Electronic Catalogue or of British Standards Online."

This is a compound sentence with an attributive clause. Firstly we should find the subject and predicate of the sentence, then the adverbial of place, " The British Standards may be found in the BSI Catalogue" ，then the core meaning of the sentence is clear. The attributive clause modifies the subject, and the prepositional phrase tells where the catalogue BSI can be found. The second "or" in the prepositional phrase link "of the BSI

Electronic Catalogue" and "of British Standards Online" is juxtaposed. The translation version goes like the following:

执行本文引用的国际或欧洲出版物的英国标准可在BSI目录中名称为"国际标准对应索引"一节中找到，或使用BSI电子目录或英国标准在线的"搜索"功能找到.(Zhixing Benwen Yinyong de Guoji huo Ouzhou Chubanwu de Yingguo Biaozhun Kezai BSI Mulu zhong Mingchemg wei "Guoji Biaozhun Duiying Suoying" Yijie zhong Zhaodao, huo Shiyong BSI Dianzi Mulu huo Yingguo Zaixian de "Sousuo" Gongneng Zhaodao.

Compound sentence is a complex and changeable structure in English grammar. The book of Practical Scientific English Translation （2008, 233）have mentioned: there are various patterns like compound sentences with subject clause, compound sentences with object clause, compound sentences with attributive clause, compound sentences with adverbial clauses. Anyhow, no matter how the sentence pattern changes, we can be logical and clear in translation if we master the sentence structure.

3.Accurately Conveying the Connotation of Text Vocabulary

Translation should be faithful to the text, and do not arbitrarily expand or narrow the extension and connotation of the text concept for the sake of beautiful wording and rhyme. We should do the translation based on the context of the text. For example:

"Annexes A, C and D are informative, Annex B is normative"

In the text, "informative" and "normative" should be translated according to the context, not based on rhyme, then the translation version as following:"附件 A,C 和 D是告知性的(资料性的), 附件 B 是规范性的." (Fujian A, C, he D shi Gaozhixing de (Ziliaoxing de), Fujian B shi Guifanxing de)

Another example: Connector, we have English meaning插头,插孔,插座(Chatou,Chakong, Chazuo), it also have the meaning of 连接器,连接头(Lianjieqi, Lianjietou),sometimes it have both of the meaning, if we are not sure the exact meaning in the text, we would rather expand its meaning than narrow it. Therefore, we translate it 连接器 (Lianjieqi). If the context has obvious directivity, it will be translated into the exact meaning.

4. Using Formal Technical Language to Express in Line with the Habits of the Target Country

For example:

"The following minimum information shall be marked on the body of all pressure relief valves, except where the information is already included on the integral cylinder valve:" we translate the sentence as following:

所有压力泄放阀的阀体上都应标记至少如下信息，除非组合瓶阀上已经包含了这些信息：(Suoyou Yali Xiefangfa de Fatishang Douying Biaoji Zhishao Ruxia Xinxi, Chufei Zuheping shang Yijing Baohan le Zhexie Xinxi:)

The above example is a non-restrictive attributive clause. Both the subject clause and subordinate clause are the passive voice, and each of them has the pattern of subject-predicate-object. We adjust the language order to the active voice in order to conform to the habit of Chinese expression, which can make the meaning of translated sentence brief, at the same time it can highlight the key points, please to the target readers, but we must be faithful to the original text.

5.Be Consistent Throughout the Text in Translation of Proprietary Technology Names and Terms

In the text of "Pressure relief valves for transportable refillable cylinders for LPG" based on the standard of BS EN 13953:2003, all the abbreviation, technical terms and proprietary names are explained in one chapter.

In chapter "Terms, definitions and abbreviations", about "Terms and definitions" it is stated like that: "For the purposes of this European Standard, the following terms and definitions apply"（对于此欧洲标准而言，采用下列术语和定义 Duiyu ci Ouzhou Biaozhun Eryan, Caiyong Xialie Shuyu he Dingyi）：

"Nominal discharge capacity" translated into 公称排放量(Gongcheng Paifangliang）

"Minimum discharge capacity at the flow rating pressure expressed in cubic metres per minute of free air at STP rounded down to one decimal place." Chinese version as following:

是指STP情况下每分钟自由空气立方米数表达的流率压力下的最小排放量，圆整（四舍五入）到1位小数。(Shizhi STP Qingkuang xia Meifenzhong Ziyou Kongqi Lifangmishu Biaoda de Liulv Yali xia de Zuixiao Paifangliang, Yuanzheng (Sishe Wuru) dao Yiwei Xiaoshu.)

Each technical term in the text has a precise definition and description in order to avoid ambiguity.For example"nominal set pressure （公称设定压力Gongcheng Sheding Yali），"flow rating pressure"（流率压力 Liulv Yali）"ect，I will not repeat them here.

As for the abbreviations, the text also has the explanation：

①STP： Standard Temperature and Pressure （STP 标准温度和压力 STP Biaozhun Wendu Yali）

②BSI： British Standard Institution （英国标准协会 Yingguo Biaozhun Xiehui）

③LPG： Liquefied Petroleum Gas(石油液化气 Shiyou Yehuaqi）

There are a lot of technical terms, definitions and abbreviations in the text. As professional translators, we should keep on alert on those terms and definitions, in the process of translation, we must make them be consistent throughout the text. If there are some mistakes, it is easy for us to correct them through the whole text.

6.Conclusion

To sum up, English for science and technology usually has certain characteristics: ①widely used present tense and passive voice ②many long compound complex sentence and used post modifier frequently ③ present tense and a large number of non-finite verbs are widely used.

Translation of English for science and technology should be formal in style. The translation requires not only solid language foundation, but also translation skills and highly professional. The language being translated should be accurate, concise and smooth. for the established professional terms, we should follow its rules.

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Effect of Irrigation Plan on Wheat Performance and Water Use Efficiency in Esfahan Province, Iran

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Abstract

We studied the effect of four irrigation regime on Mahdavi wheat performance and water use efficiency, straw, weight of 1000 grains, protein percentage in Esfahan province, Iran according to randomized complete blocks design. Irrigation treatments included four irrigation interval after T1=50, T2=75, T3=100, and T4=125 mm evaporation from a Class A pan in four replications. Fertilizers were consumed according to the soil test, soil productivity, and plant nutrition as 350 kg/yr at the first year and 250 kg/yr at the second year and triple super- phosphate and potassium sulfate fertilizers, each 100 kg/ha in year. The results showed that the effect of year on grain weight, straw, water use efficiency, and protein percentage was significant in 1% level. Grain protein of the second year was more than that in the first year significantly. The effects of irrigation treatments on Grain yield, Grain protein percentage and water use efficiency by Grain production were significant in 5% for Grain and in 1% for straw. Grain and straw yield were decreased by changing irrigation interval in T1, T3, and T4 periods, which were significant in T3 and T4. Grain protein percentage in treatment T1 was most and its diference with T3 was significant. Water use efficiency significantly increased by elongation of irrigation interval. Least water use efficiency was for T1 with 0.99 and most water use efficiency was for T4 with 1.24 kggrain per m3.

Keywords: Irrigation plan; Protein; Evaporation pan; Water use efficiency (WUE)

I.   Introduction

Arid and semi-arid climate and limited water resources are the most obstacles for stable agricultural development in Iran. Therefore, increment of Water Use Efficiency (WUE), especially in agricultural sector (as the most water consumer) in economic, social, and cultural development plans must be considered. WUE improvement in this sector includes various infrastructure, technical, and managerial strategies including irrigation monitoring, increment of water transfer efficiency, decrement of water loss, earth leveling, using rain and drop irrigation systems, volume delivery, suitable water tariffs, and suitable cultivation patterns.

Although water is an effective factor for product performance, WUE has not a direct and linear relation with irrigation, and maximum performance is not always the economic one. Irrigation management, among the other environmental, botanic and managerial factors affecting WUE is the most important effective factor on the other entities (Sadeghzadeh and Keshavarz, 2000). Notice to irrigation management is from the important strategies in optimal use of water and soil resources, environment protection, production with acceptable qualitative and quantitative standards, and decreased production costs. Irrigation management includes irrigation periods and

depth. Up to now, there have been numerous studies for suitable irrigation management, which their results emphasize the importance of irrigation program and WUE.

There are different methods for determination of two irrigation time and volume, including Total Available Water (TAW), growth stages, aggregated evaporation factor from Class A pan, canopy and air temperature difference, and water potential in earth and plant. Zhang and Oweis (1999) had studied wheat irrigation plans by supplying 20, 40, 60, and 80% water in different climate conditions during 1985-96. The results showed that product performance falls by decrement of more than 55% required soil humidity. grain increases by increased water (irrigation and raining) up to 450 mm linearly, and its slope is lower after that up to 600 mm. Water use efficiency is used in arid regions to evaluate produced crops for used water rate and is obtained through marketable yield or biomass over plant evapotranspiration (Allison and Jones, 2005).

By studying the effects of complete and complementary irrigation plans on wheat WUE, Oweis et al. (2000) concluded that complementary irrigation had more WUE than complete irrigation. Li Feng et al. (2001) compared the effects of three irrigation regimes by different humidity fractions in lower and higher soil layers of wheat development area and three spring wheat genotypes and concluded that maximum WUE obtained by irrigation when 50-60% of TAW of lower layer is consumed. Deming et al. (1999) about irrigation optimization and WUE emphasized on irrigation management importance in optimal water usage in NW of China. Carefoot and Major (1994) studied the effects of irrigation period and depth in three complete, low, and combined irrigation regimes during growth and genesis steps on wheat and barley performance and WUE. The results showed that short irrigation periods had not a significant effect on seed performance and WUE, but increases straw. In addition, short irrigation period decreases barley WUE significantly. Adcocke and McNeil (2003) studied wheat performance and WUE in cultivation of rape, tare, lawn, barley and wheat in a lime earth in arid climate. The results showed that maximum wheat WUE was 8 kg/ha/mm after cultivation of rape, and its minimum was 6.8 kg/ha/mm after cultivation of tare. Hill and Allen (1996) studied the effect of irrigation plan on wheat WUE and concluded that fixed irrigation periods and depths improves WUE and production. Wang et al. (2001) studied the relation between irrigation, evaporation, plant growth and WUE for wheat-corn. The results showed that WUE increased by decreased evaporation by irrigation mulch for $800 \, m^3$.

The results of Farshi and Ghaemi (1996) for wheat WUE showed that maximum efficiency obtained by 95% decrement of soil humidity at root development area. But economic performance was obtained by 65% decrement of soil humidity. Vaziri (1999) studied five irrigation plans by 20, 40, 60, 80, and 100% soil humidity fractions on wheat grain performance and WUE and concluded that decrement of irrigation period decreased seed performance and WUE significantly. Most product was obtained after 60% decrement of soil humidity. Galavi and Akbari Moghaddam (2012) showed that yield, harvest index, water use efficiency and evaportrans piration efficiency were affected by deficit irrigation.

In Golpayegan, wheat is one of the most water products. Since water is one of the limitations due to special climate of the region, WUE is the goals of farmers. The present research studies irrigation plan effect on wheat WUE in Golpayegan, Iran.

II. Materials and Methods

2.1 Project Area Specifications

Golpayegan Station is located in 185 km NW from Isfahan, which has a cold step climate by Gaussian allotment and semi-arid and cold climate by Amberjeh Method. The height of this region is 1800 m above the sea

level and its maximum temperature is 34°C and its minimum temperature is -8°C. Its raining level is about 265 mm/yr. According to pedological studies and terrestrial classification by Mohammadi and Ghazi Zahedi (1986), the regional soil is deep and its surface layer is brown to light brown with silty clay texture and compressed structure. The 25-50 cm layer has a weak cubical structure. There are many lime spots and hard grains with partial motling in its profile. According to Soil Taxonomy (Soil Survey Staff, 1999), this soil is among Typic, Mesic, mexed, fine Haplocalcids. Some studies (Li et al., 2001 and Shamsi et al., 2010) suggest that limited supplemental irrigation and fertilization during the growth season can significantly increase WUE and wheat yield.

The ground water was deeper than 5 m during test period. Fig. 1 shows raining during test period and its average for 11 years. Total raining at first and second year was 277.6 and 238.5 mm respectively, which were more than the average value of 243 mm. Total spring raining at the first and second year was 86.5 and 77.5 mm respectively, which most variance was in April. Total monthly evaporations during April to July (irrigation season) were 163, 272, 376, and 432 mm for the first year, and were 170, 314, 415, and 446 mm for the second year, respectively. Most monthly evaporation variance was in July.

In the adjacent areas of Golpayegan Station, regarding to the heavy earth texture, the average irrigation period was in May and June for 12 days. After cultivation in autumn, two irrigation turns are done in April.

2.2 Soil and Water Decomposition Results

Tables 1 and 2 show some of chemical and physical specifications of test station. This soil is not salty and alkali with low organic carbon, phosphor, and potassium. The surface texture is clay loam and its profile humidity up to 60 cm in farming capacity (FC) and Permanent Wilt Point (PWP) were 25 and 12 weighting percentage, respectively, and its apparent density (BD) was 1.5 g/cm^3. Utilizable water in each layer (W) is obtained from eq.

$$W = \frac{(FC - PWP)}{100} \times D \times BD$$

in which, D is layer depth. Utilizable water in 60 cm layer is 88 mm.

The results of chemical decomposition of irrigation water (Table 3) show that this water has no pH and Sodium Attraction Ratio (SAR) limitations. It has much chlorine and limited bicarbonate (Ayers and Westcot, 1985).

III. Methodology

During two cultivation years (2012-2014), the effects of four irrigation plans on wheat performance and WUE were studied. This project was executed in the framework of Full Random Blocks (FRB) statistical plan with four irritation repetitions and four treatment after T1=50, T2=75, T3=100, and T4=125 mm aggregated evaporation from a Class A pan. Irrigation depth was calculated by earth humidity weight percentage by root depth (max. up to 60 cm) by eq. (2). Earth humidity before each irrigation period was determined by weighted method for three layer of 0-15, 15-30, and 30-60 cm.

$$I = \frac{(FC - \theta)}{100} \times D \times BD$$

In which,
I: Irrigation depth (cm)
FC: Humidity weight of root depth earth by farm capacity (%)
θ: Humidity weight of root depth earth during irrigation (%)

D: Root depth (cm)

BD: Apparent earth density by root depth (g/cm^3)

Fertilizer volume was determined by earth decomposition results (Table 1) and recommendations of Chemical Research Center for first and second years equal to 350 and 250 kg/ha for urea, respectively. In addition, 100 kg/ha superphosphate triple and 100 kg/ha potassium sulfate were used for each year. All phosphorous and potassium fertilizer and one-third of nitrogen fertilizer were used during cultivation and the rest were used in spring. Consumed seed was 180 kg/ha from Mahdavi wheat. Irrigation was done by terracing method and water was measure by ParshalFlom. Terrace area was 60 m^2 (5×12 m) and terrace gap was 1.6 m and repetition gap was 2 m.

Wheat grain was harvested from a certain area (5 m^2) and seed and straw performance, weight, and protein were measured. WUE was calculated by produced seed volume and straw by ratio of grain performance to irrigation. The results was analyzed by MSTATC software and the averages were compared by Danken multi-area test.

Figure 1: Raining level in test station
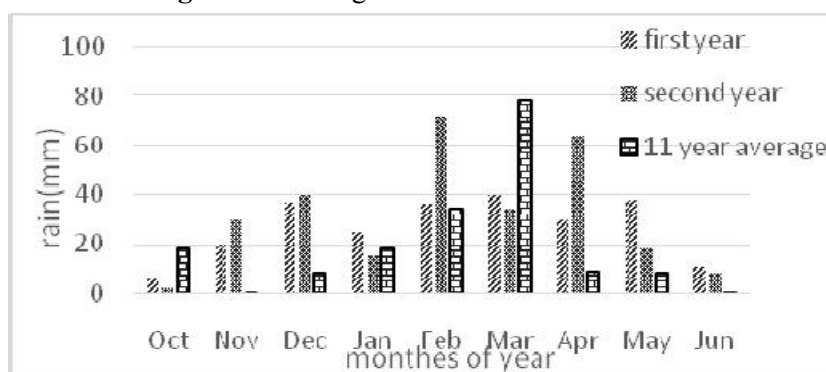
Table 1: Earth chemical and texture characteristics in test station (0-30 m depth)

Depth (cm)	Density (gr/cm^3)	FC (w%)	PWP (w%)	Humidity (mm)
0-15	1.44	23	12	24
15-30	1.55	26	13	30
30-60	1.52	27	12	34
Average or total	1.50	25	12	88

Table 2: Physical soil characteristics in test station

Year	pH	ECe (dS/m)	Neutralized material	Organic carbon	Azote	Phosphor	Potassium	Sand	Clay	Silit	Texture
			(%)			(mg/kg)		(%)			
1	7.7	2.6	24.5	0.92	0.09	7.9	190	22	34	44	Clay Loam
2	7.6	3.5	24.5	1.1	0.10	11.6	216	-	-	-	

Table 3: Results of chemical decomposition of irrigation water

pH	EC (dS/m)	mEquivalent/lit							SAR
		HCO^{3-}	Cl	SO$_4^{2-}$	Total anions	Ca^{2+}+Mg^{2+}	Na$^+$	Total cations	
7.0	1.4	2.8	12	0.8	15.6	9.8	5.5	15.3	2.48

IV. Results and Discussion

According to variance analysis, irrigation effects on grain volume for the first and second year were not significant, but seed performances for T1 were 8425 and 7225 kg/ha and for T4 were 7000 and 6000 kg/ha for both years, respectively. The effects of irrigation treatments for the first year on straw were significant, and its maximum value was for T1 for group 1 and 3 treatments for group 2. For the second year, the effects of irrigation treatments on straw performance were not significant. The effects of irrigation treatments on seed protein and weight of 100 grains were not significant for both years.

The variance analysis for treatments for average qualitative and quantitative performance and WUE shows that the effect of year on grain and straw performance, protein, and WUE was significant by 1% and was not significant on weigh to 100 grains and WUE (Table 4). Most grain, straw, and WUE for the first year were 7525, 13980, and 2.18 kg/ha/m^3, respectively. grain protein for the second year was more than that in the first year and was equal to 13.52% (Table 5).

The variance analysis for average of both years (Table 4), irrigation effect on grain and straw performance, protein, and WUE in 5% level, and WUE and straw in 1% level was significant. Most grain performance for T2 was 7825 kg/ha and most straw performance for T2 was 13625 kg/ha, which their differences with T3 and T4 were significant. Seed performance for T1 had decrease than T2 significantly (Table 6). Comparison of grain protein and 1000 grains weight in different irrigation treatments (Table 7) shows that maximum grain protein for T1 is 12.79% and its difference with T3 is significant. Maximum 1000 grains weight for T3 is 53.06%, which was not significantly different with the other treatments. Maximum WUE for production of grain and straw for T4 were 1.24 and 2.22 kg/m^3, respectively (Table 8). The mutual effect of year and irrigation of qualitative and quantitative performance was not significant. Frequency of irrigation was 6-14 turns and irrigation volume was 5224-7345 m^3/ha (Table 9).

Changes of grain and straw performance against irrigation water increment is shown in Fig.2. grain performance is 13 and 20% by increments of irrigation water of 40 and 23% for T1 and T2 than T4, respectively. grain and straw volume was non-significantly decreased by increment of 15% of irrigation water for T1 than T2. Also, straw volume was increased for T1, T2, and T3 than T4 equal to 8, 17, and 2%, respectively.

Table 4:   Variance analysis for irrigation treatments on wheat performance (1997-99)

Source	F					
	grain (1)	Straw (2)	Protein (%) (3)	1000 grains weight (4)	grain WUE (5)	Straw WUE (6)
Year	7.95**	36.41**	166.43**	1.61 ^{ns}	1.93 ^{ns}	15.31**
Irrigation	3.47*	3.96*	4.24*	0.91 ^{ns}	3.09*	7.41**
Irr. × year	0.11 ^{ns}	0.22 ^{ns}	2.36 ^{ns}	0.60 ^{ns}	0.32 ^{ns}	0.67^{ns}

* Significant difference in 5% level

** Significant

difference in 1% level

ns: no significant

difference

(1) CV=14.56%   (2) CV=10.32%   (3) CV=3.86%   (4) CV=6.71% (5) CV=15.64% (6)

CV=11.33

Table 5:   Wheat performance and WUE during two years of test period

Year	grain	Straw	Protein (%)	1000 grains weight (gr)	grain WUE*	Straw WUE*	Spring raining
	(kg/ha)				(kg/m³)		(mm)
1	7525 A	13800 A	11.33 b	52.48 a	1.19 a	2.17 a	86.5
2	6506 B	11062 B	13.52 a	51.46 a	1.11 a	1.86 b	77.5
Average	7015	12431	12.42	51.82	1.15	2.02	82.0

* Excluding raining

Table 6:   Grain and straw performance for different treatments (1997-99)

Treatment	grain performance (kg/ha) (1)			Straw performance (kg/ha) (2)		
	Year 1	Year 2	Average	Year 1	Year 2	Average
T1	7900	6725	7313 A	13700	11550	12625 A
T2	8425	7225	7825 A	15200	12050	13625 A
T3	6775	6075	6425 B	13300	10375	11837 B
T4	7000	6000	6500 B	13000	10275	11637 B

(1) LSD (5%) = 1025 kg/ha   (2) LSD (5%) = 1682 kg/ha

Table 7:   Protein and 1000 seeds weight for different treatments (1997-99)

Treatment	Protein (%)			1000 grains weight (gr)		
	Year 1	Year 2	Average (1)	Year 1	Year 2	Average (2)
T1	11.92	13.66	12.79 a	52.27	51.00	51.64
T2	11.03	13.51	12.37 a	51.87	52.62	52.25
T3	10.77	13.41	11.97 b	53.55	52.62	53.09
T4	11.65	13.48	12.56 a	52.22	48.37	50.30

(1) CV=3.86%   LSD (5%) = 0.67   (2) CV=6.72%

Table 8:   Grain and straw WUE for different treatments (1997-99)

Treatment	grain WUE (kg/m³)			Straw WUE (kg/m³)		
	Year 1	Year 2	Average (1)	Year 1	Year 2	Average (2)
T1	1.05	0.94	0.99 B	1.82	1.61	1.72 B
T2	1.23	1.20	1.22 A	2.23	2.00	2.11 A
T3	1.16	1.13	1.14 A	2.27	1.93	2.10 A
T4	1.33	1.15	1.24 A	2.47	1.98	2.22 A

(1) LSD (5%) = 0.2472 kg/ha (2) LSD (5%) = 0.3385 kg/ha

Table 9:   Irrigation volume and frequency for different treatments (1997-99)

Treatment	Irrigation volume (m³/ha)			Irrigation frequency		
	Year 1	Year 2	Average	Year 1	Year 2	Average
T1	7520	7171	7345	15	13	14
T2	6827	6018	6422	10	9	9
T3	5854	5381	5617	8	7	7
T4	5254	5201	5227	6	6	6

Comparison of grain and straw WUE for different treatments show that grain and straw performance increases by increment of irrigation frequency, but WUE is different by seed and straw (Fig.3). The results of other studies for relation of water and wheat product show that increment of irrigation frequency increases grain significantly, but WUE is more in low water volumes, and it has a slow or negative slope by water increment, which may be due to bad water consumption and providing unsuitable conditions for wheat roots.

AnabiMilani (2003) studied different wheat irrigation plans in East Azerbaijan and concluded that increment of irrigation depth from 80 to 100 would increase aggregated evaporation percentage from Class A pan, but would not increase product significantly. In other words, WUE would decrease by grain production.

Mostafavi (1998) studied the effects of different irrigation volumes by 50, 70, and 90% evaporation from Class A pan in different irrigation periods on wheat in Yazd and concluded that wheat product of Roshan and Qods types would be 3150 and 4040 kg/ha, respectively, for irrigation in a depth of 70% aggregated evaporation and a period of 12 days (7480 m^3/ha of water consumption). Yazdani (1992) studied the effects of irrigation volumes by 60, 80, and 100% evaporation from Class A pan on wheat in Isfahan, and the most wheat performance was for Roshan Type with 100% evaporation; however, water performance decreased by increment of irrigation depth. Raeissi (1992) studied the effects of irrigation volumes by 15, 30, 45, 60, and 75% evaporation from Class A pan and concluded that irrigation plan by 60% evaporation would increase water WUE.

QajarSepanlou et al. (2000) studied the effect of irrigation on grain performance and WUE for four wheat types and concluded that seed WUE would increase by decrement of irrigation volume significantly. Vaziri (2000) studied arid strength of wheat by WUE in a cold region of Kermanshah, and reported that maximum grain WUE was for 3750 m^3/ha of water in 5 irrigation turns. Vaziri (1999) studied the effects of five irrigation plans in Mahidasht, Kermanshah, by 20, 40, 60, 80, and 100% of soil humidity in root development area on seed WUE. The results showed that grain WUE decreased by decrement of irrigation period and increment of water volume in 20 and 40%. Asadi et al. (2000) studied the effect of arid stress on water-performance relation and concluded that if irrigation was accompanied with sensitive steps of wheat growth, grain WUE increased.

The results of studies on wheat irrigation plans by North (2001) showed that if Class A pan factor (Kp) is equal to 0.8 in equation $ET_{crop}=E_{pan} \times K_p \times K_c$ (in which, ET_{crop} is wheat water need, E_{pan} is pan evaporation, and K_c is herbal factor) and inclusion of raining, WUE for production of 5 ton of wheat was 2 kg/ha. The results of different irrigation plans by humidity changes of different earth layers in wheat root development area by Oweis et al. (2000) showed that most WUE was for an irrigation plan with higher period by 50-60% of humidity in lower earth layers. The results of studies of Zhang et al. (1999) for wheat irrigation showed that WUE slope decreases by increment of water consumption from 450 to 600 mm. Carefoot and Major (1994) reported that wheat grain performance and WUE would not significantly decrease by irrigation during the end stages of growth.

Study of relation between wheat grain protein percentage and irrigation in different treatments showed that seed protein percentage would decreased by increment of irrigation period and water volume from T1 to T3, and would increase after that. Bauder (2003) concluded that wheat grain protein would decrease in high performance levels. The results of studies of Sayre et al. (2000) showed that nitrogen consumption management and wheat variety affected wheat grain protein. McGinley (2002) concluded that irrigation with short frequency, especially in the end

stages of growth, decreased wheat seed protein.

The results of this test indicates a non-significant decrement of 1000 grains weight against long irrigation and low water volume. Although different studies emphasize on decrement of 1000 grains weight in arid stress conditions, arid stress range in this test did not affect 1000 seed weight. Asadi et al. (2000) reported that 1000 grains weight would not decrease by stoppage of irrigation till growth of stem and then continuation of irrigation up to the end.

Figure 2: Grain and straw performance increment in irrigation treatment than T4
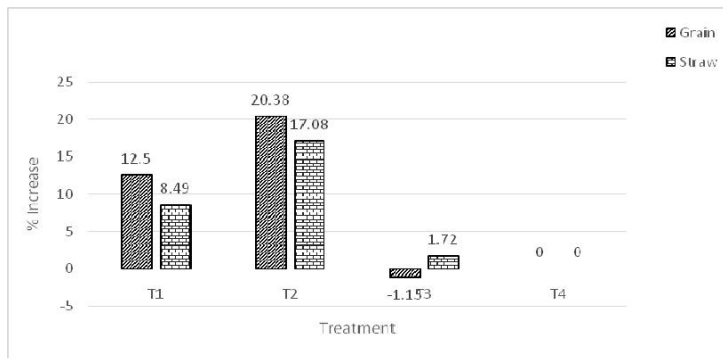
Figure 3: Changes of WUE in different treatments
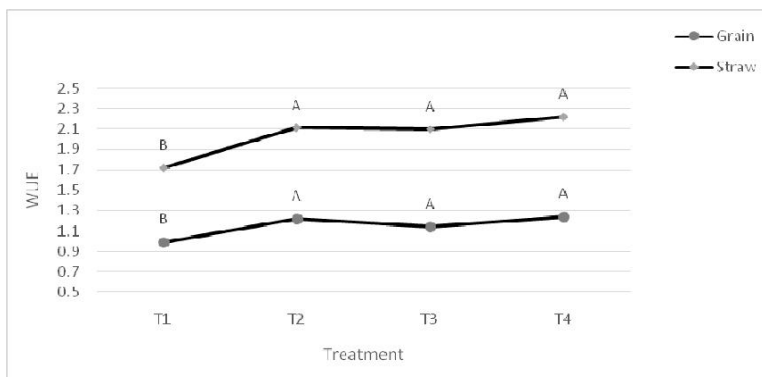
V. Conclusion and Proposals

The results show that irrigation plan is one of the most important tools for water consumption optimization. In test conditions, irrigation after 75 mm of aggregated evaporation from Class A pan with grain and straw performance of 7825 and 13625 kg/ha, respectively, and grain and straw WUE of 1.22 and 2.11 kg, respectively, was the best treatment. Irrigation frequency was 9 turns from cultivation to harvest in this treatment, and water volume was about 6420 m^3/ha. Thus, it is recommended that in similar conditions, if there is no limitation for water resources, irrigation frequency will be set by 75 mm of aggregated evaporation from Class A pan, with 75 mm for each irrigation turn (excluding irrigation efficiency).

The results show that irrigation plan is one of the most important tools for water consumption optimization. In first year, grain and straw yield was more than second year.Average grain yield in first year was 7525kg/ha and in

second year was 6506 kg/ha. In first year, grain and straw water use efficiency were 1.19 and 2.17 kg/m3 respectively. In two years, grain and straw yield of irrigation interval after 75 mm of aggregated evaporation from Class A pan was more than other treatments but this treatment had not different significant toward irrigation interval after 50 mm of aggregated evaporation.

Amount grain protein of irrigation interval after 100 mm of aggregated evaporation from Class A pan was less than other treatments but other 3 treatments had not significant different with each other.

Consumption water of irrigation after 50 mm of aggregated evaporation from Class A pan was the most and for irrigation after 125 mm of aggregated evaporation was the least.

In test conditions, irrigation after 75 mm of aggregated evaporation from Class A pan with grain and straw performance of 7825 and 13625 kg/ha, respectively, and grain and straw WUE of 1.22 and 2.11 kg/m3, respectively, was the best treatment. Irrigation frequency was 9 turns from cultivation to harvest in this treatment, and consumption water volume was about 6420 m3/ha. Thus, it is recommended that in similar conditions, if there is no limitation for water resources, irrigation frequency will be set by 75 mm of aggregated evaporation from Class A pan, with 75 mm for each irrigation turn (excluding irrigation efficiency).

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