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## Contents

Sino-US English Teaching, June 2019, Vol. 16, No. 6, 225-234
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# A Path Analysis of the Interrelationship Among EFL Learners' Humor Style, Anxiety, and Language Proficiency

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Humor is a complicated part of the human experience and therefore an important dimension of humanity's unique ability for language. The main purpose of this study is to find which dimension of humor styles can better predict anxiety and language achievement. The participants of the present study were 210 (103 female and 107 male) Iranian advanced EFL learners with different ages, both genders, and various educational backgrounds. Convenience sampling was employed to collect data. This study utilized one test and two questionnaires which are Preliminary English Test (PET), the Humor Styles Questionnaire (HSQ), and The Foreign Language Classroom Anxiety Scale (FLCAS). Path Analysis and Pearson correlation were used to analyze data. Results showed that all four sub-constructs of humor styles, affiliative humor ($\beta$ = -0.27, $p < 0.05$), self-enhancing humor ($\beta$ = -0.31, $p < 0.05$), aggressive humor ($\beta$ = 0.17, $p < 0.05$), and self-defeating humor ($\beta$ = 0.20, $p < 0.05$) are significant predictors of learners' anxiety. However, among four sub-constructs of humor styles, only affiliative humor ($\beta$ = -0.32, $p < 0.05$), and self-enhancing humor ($\beta$ = -0.25, $p < 0.05$) are positive significant predictors of learners' Language Achievement. In addition, language achievement is predicted negatively by anxiety ($\beta$ = -0.26, $p < 0.05$). Two paths from aggressive humor to language proficiency ($\beta$ = 0.09, $p > 0.05$), and from self-defeating humor to language proficiency ($\beta$ = 0.07, $p > 0.05$) were not significant and removed from the model. With regards to the field of foreign language, humor has been identified as a powerful means to decrease students' anxiety in a foreign language learning situations and it helps language learners in performing in a foreign language.

*Keywords:* humor, humor style, foreign language classroom anxiety

## Introduction

Humor is a complicated part of the human experience and therefore an important dimension of humanity's unique ability for language. In fact, it views as one of the few universals applicable to all peoples and all languages all over the world (Askildson, 2005).

Many scholars have generally specified some causes for applying humor in classroom setting: its influence as a relaxing, comforting, and pressure reducing method, its humanizing influence on teacher image, and its influence of upholding/enhancing student attentiveness and enjoyment. In original language methodologies generating a constructive, safe and tension free environment in the class is a need for language learning

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procedure to take place. Humor, by reducing anxiety and pressure, can lead to class harmony among the language students and create learning procedure more effective and fun. Cr. Ronald Berk says that the psychological and physiological profits of laughter can have a direct influence on teaching and learning, particularly in five important fields: teacher-learner rapport, classroom environment, student reaction, test performance, and student attendance (as cited in Azizinezhad & Hashemi, 2011). Humor and laughter may not openly cause learning; nevertheless, humor makes an atmosphere that encourages learning. Indication documents that suitable humor, and humor that communicates to course components, attracts and sustains consideration, and processes a further comfortable and creative learning atmosphere (Banas, Dunbar, Rodriguez, & Liu, 2011). Humor also decreases anxiety, improves involvement, and enhances motivation (Teslow, 1995).

However, although such extensiveness and scope, the influence of humor style on anxiety and attainment is hardly argued among language investigators or educators—perhaps even hardly applied in the classroom on a conscious level, the present research emphasizes on four scopes of humor style, two adaptive and two maladaptive, namely affiliative, self-enhancing, aggressive, and self-defeating proposed by Martin, Puhlik-Doris, Larsen, Gray, and Weir (2003).

Affiliative humor as one of adaptive styles is hypothesized to foster interpersonal associations in a non-hostile way (Martin et al., 2003). Persons applying this style will frequently crack jokes or create light of stressful circumstances to ease the pressure of others. These persons may create fun of themselves, while upholding their constructive self-image, with the objective of creation other feel better. Self-enhancing humor assists the self while simultaneously being accepting and non-injurious to others. People whose humor style is mainly self-enhancing will usually find laughter in the oddities of life and have a general funny opinion on the world (Martin et al., 2003).

Two other styles which are maladaptive are violent and self-defeating styles. Aggressive humor efforts to encourage the self-concept with little or no concern for the well-being of others. This kind of adverse humor is cooperative to the self only by ridiculing, extreme teasing, demeaning, or mocking others in effort to create oneself feel better. Self-defeating humor encompasses putting oneself down to attain the constructive appraisal of others. Usually, an individual applying this style of humor will let themselves to be the self-denigrating punch-line to a joke in hopes of amusing those around them (Martin et al., 2003).

The other core variable of the current research is foreign-language anxiety. It is characterized as a complex and multidimensional phenomenon (Young, 1991) that refers to “the feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening, and learning” (MacIntyre & Gardner, 1994, p. 284).

## Review of Literature

A plethora of researches on the association between language learning and anxiety (Aida, 1994; Brown, 2000; Cheng, 2002; Ewald, 2007; E. K. Horwitz, M. Horwitz, & Cope, 1986; Young, 1992). Saito and Samimy (1996) stated that anxiety has an important influence on language learning and success. Some researchers conclude that high levels of anxiety frequently have a negative result on the language acquisition procedure (Gregersen, 2003; Krashen, 1985; MacIntyre & Gardner, 1991).

“Humor” has attracted the consideration of scholars regarding with SLA. Recently, there have been some efforts to empirically reveal the topic of L2 humor and the function of humor in language learning. Applying surveys, scholars have established that in some foreign-language classrooms, both teachers and students consider that humor serves constructive roles, like motivating learners (Ketabi & Simin, 2009; Ziyaeemehr, Kumar, & Abdullah, 2011). Others have required to understand L2 humor and its association to learning through examination of native-speaker (NS) and non-native-speaker (NNS) communication. According to the results of a case study including three advanced L2 speakers, Bell (2005) has discussed that humorous language play may outcome in deeper processing of lexical items, rendering them more memorable.

Some of the researchers also concentrated on the impact of humor on stress. Martin and Dobbin (1988) illustrated how a sense of humor can moderate the immunosuppressive effects of stress. In their research, samples of subjects' saliva were taken to check for secretory immunoglobulin A (S-IgA). S-IgA is part of the immune system's prevention against viral and bacterial infections. Their research indicated how humor, in significant levels, could be prevention against viral and bacterial infections. McClelland and Cheriff (1997) stated similar outcomes that recommend a good sense of humor is connected to a decrease in frequency and severity of colds.

Thorson, Powell, Sarmany-Schuller, and Hampes (1997) recognized humor as an instrument to cope with critical life difficulties. Research looked to determine that some individuals are further successful in adapting to serious losses later in life than others. Their research highlighted that those people also look to uphold an air of serenity. Study was clear that a sense of humor is connected with a constructive adaptation with age. This work had led Thorson and Powell (1993) to improve the Multidimensional Sense of Humor Scale (MSHS), a more valid tool of measurement in assessing dissimilar aspects of humor.

Another research seems to support the notion that humor can help one to cope with life stressors. Martin, Kuiper, Olinger, and Dance (1993) discovered that humor does more than prevent probable viral and bacterial infections. Humor also enhances an individual's self-concept and level of self-esteem. A person with humor is observed as having confidence. This research goes on to say that when people feel good about themselves, they also feel good mentally. In other words, overall psychological well-being is developed.

Nevertheless, Jordan (2002) discovered dissimilar consequences. He investigated the communication of humor and stress among the Asian learners. Intensive language learners completed self-report questionnaires measuring stress and humor. The Spearman association exposed that humor has no considerable influence on stress experienced by the Asian learners. When the level of humor was high, stress symptoms were high.

The above-cited literature represents a representation of available research regarding the association among humor, anxiety, and language learning. Although many researches illustrate how humor affects anxiety and learning, no study has been done on the interrelationship among EFL learners' humor style, anxiety, and language achievement in a single model. The main purpose of this study is to find which dimension of humor styles can better predict anxiety and language achievement. Figure 1 shows the hypothesized model of interrelationship among EFL learners' language proficiency, humor styles, and anxiety. To investigate the problem stated above, the researchers formulated the following research question:

Research Question: Is there any significant interrelationship among EFL learners' language proficiency, humor styles, and anxiety?

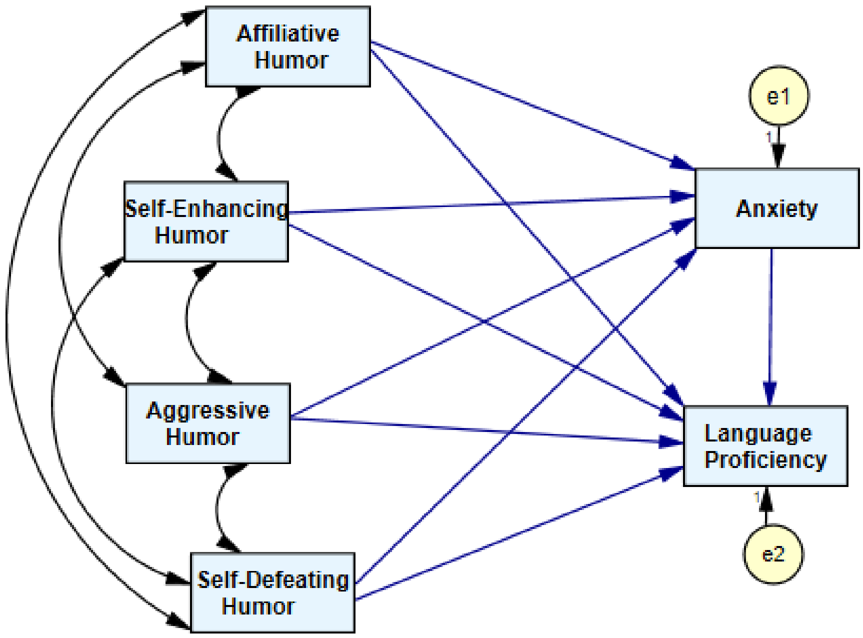


*Figure 1.* The hypothesized model of interrelationship among EFL learners' language proficiency, humor styles, and anxiety.

## Methodology

### Participants

The participants of the present study were 210 Iranian advanced EFL learners with different ages, both genders, and various educational backgrounds. They were 103 females and 107 males whose age varied from 19 to 37 ($M$ = 25.67, $SD$ = 7.11). Convenience sampling was employed to collect data.

### Instruments

The current study utilized one test and two questionnaires which are Preliminary English Test (PET), the Humor Styles Questionnaire (HSQ), and The Foreign Language Classroom Anxiety Scale (FLCAS).

**Preliminary English Test (PET).** In order to assess learners' level of proficiency, a sample of PET proficiency test (Cambridge ESOL Examinations, 2003) was utilized. This test has been composed of three parts: listening, reading, and writing. It is important to note that just one skill of the PET exam, i.e., reading skill, was used which was relevant to the purpose of the study. The reading section of this test includes 35 multiple-choice items providing simple written information, such as signs, brochures, newspapers, and magazines. Reliability of this test was calculated with Kuder-Richardson Formula 20 (KR-20) analyses and turned to be 0.85 for total reading test. It should be mentioned that PET is a standard test and its validity have been tested extensively.

**Humor Styles Questionnaire (HSQ).** Humor Styles Questionnaire is designed and validated by Martin et al. (2003). The scale consists of 32 items measuring four humour styles: affiliative humor, self-enhancing humor, aggressive humor, and self-defeating humor. Sample items are "I do not have to work very hard at making other people laugh—I seem to be a naturally humorous person" (affiliative), "If I am feeling depressed, I can usually cheer myself up with humor" (self-enhancing), "If someone makes a mistake, I will often tease them about it" (aggressive), and "I will often get carried away in putting myself down if it makes my family or friends laugh" (self-defeating). The instrument employs a 5-point Likert scale from 1 = "Totally disagree" to 5 = "Totally agree". Internal consistencies (Cronbach's alpha) for sub-constructs of the scale ranged from 0.80 to 0.85 in this study.

**The Foreign Language Classroom Anxiety Scale (FLCAS).** The third instrument used in this study is the Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz et al. (1986). The FLCAS includes 33 items using a 5-point Likert scale, which ranges from "Strongly Agree" to "Strongly disagree". It measures students' self-reports regarding anxiety by adding up the ratings on the 33 items. The FLCAS's construct comprises three dimensions: (1) fear of negative evaluation; (2) communication apprehension; and (3) test anxiety. The focus of the present study is upon overall anxiety.

### Data Collection Procedure

The data collection of this study took place in February and March, 2018. The present study was done among advanced English learners. This correlational study collected quantitative data through two questionnaires and one test: Preliminary English Test (PET), the Humor Styles Questionnaire (HSQ), and The Foreign Language Classroom Anxiety Scale (FLCAS). Respondents had two choices: They could receive either a paper-based survey or an online survey. The process took about one hour. Statistical Package for Social Sciences (SPSS 24) was used for data analysis and computing descriptive statistics, reliability analysis of the instruments, and Pearson Correlation Coefficient. Analysis of Moment Structures (AMOS 24.0) software was used to perform Path Analysis.

## Results

To check the normality of data distribution, the Kolmogorov-Smirnov Test was employed. The results of the Kolmogorov-Smirnov Test indicated that the data are normally distributed across all three variables and parametric statistics can be utilized. Table 1 displays descriptive statistics of sub-constructs of humor styles, anxiety, and achievement including the number of participants, the mean, and the standard deviation.

Table 1
*Descriptive Statistics of the Variables*

| | *N* | *Mean* | Std. Deviation |
|---|---|---|---|
| Affiliative humor | 210 | 28.00 | 6.11 |
| Self-enhancing humor | 210 | 26.96 | 4.24 |
| Aggressive humor | 210 | 20.16 | 3.89 |
| Self-defeating humor | 210 | 12.87 | 2.75 |
| Anxiety | 210 | 103.95 | 8.45 |
| Proficiency | 210 | 30.89 | 2.87 |

As Table 1 shows, 210 learners participated in the present study. Besides it was found that among four humor styles, affiliative humor style (28.00) has the highest mean score and self-defeating humor style (12.87) has the lowest mean score.

Table 2 summarizes the information obtained from Cronbach's alpha analyses. As can be seen, the utilized scales gained acceptable indices of Cronbach's alpha.

Table 2

*Results of Cronbach's Alpha*

| Scale | Subscales | Cronbach's alpha |
|---|---|---|
| Humor style | Affiliative humor | 0.85 |
| | Self-enhancing humor | 0.81 |
| | Aggressive humor | 0.80 |
| | Self-defeating humor | 0.85 |
| Anxiety | Total | 0.86 |

The alpha coefficient for total anxiety with 33 items is 0.86, and for sub-constructs of the humor style scale range from 0.80 to 0.85 in this study which suggest that the items have relatively good internal consistency.

To answer the research question, Path Analysis was utilized. Figure 2 shows the schematic representation of the interrelationships among EFL learners' humor style, anxiety, and language achievement. To check the strengths of the causal relationships among the components, the standardized estimates were examined.

To check the model fit, goodness of fit indices were used. Because some measurement models did not show adequacy to the data, the researcher made some modifications on the model. These modifications included the removal of two non-significant paths (aggressive humor to language proficiency and self-defeating humor to language proficiency). Goodness of fit indices after modification can be seen in Table 3. In this study, $\chi^2/df$, GFI, CFI, NFI, and RMSEA were used. To have a fit model, $\chi^2/df$ should be less than 3, GFI, CFI, and NFI should be above 0.90, and RMSEA should be less than 008. The model with all factor loadings can be seen in Figure 2.

Table 3

*Goodness of Fit Indices*

| | $\chi^2/df$ | GFI | CFI | NFI | RMSEA |
|---|---|---|---|---|---|
| Acceptable fit | < 3 | > 0.90 | > 0.90 | > 0.90 | < 0.08 |
| Revised model | 2.94 | 0.911 | 0.940 | 0.931 | 0.078 |

As Table 3 shows, all the goodness of fit indices are within the acceptable range. Therefore, the scale enjoyed a perfect validity.

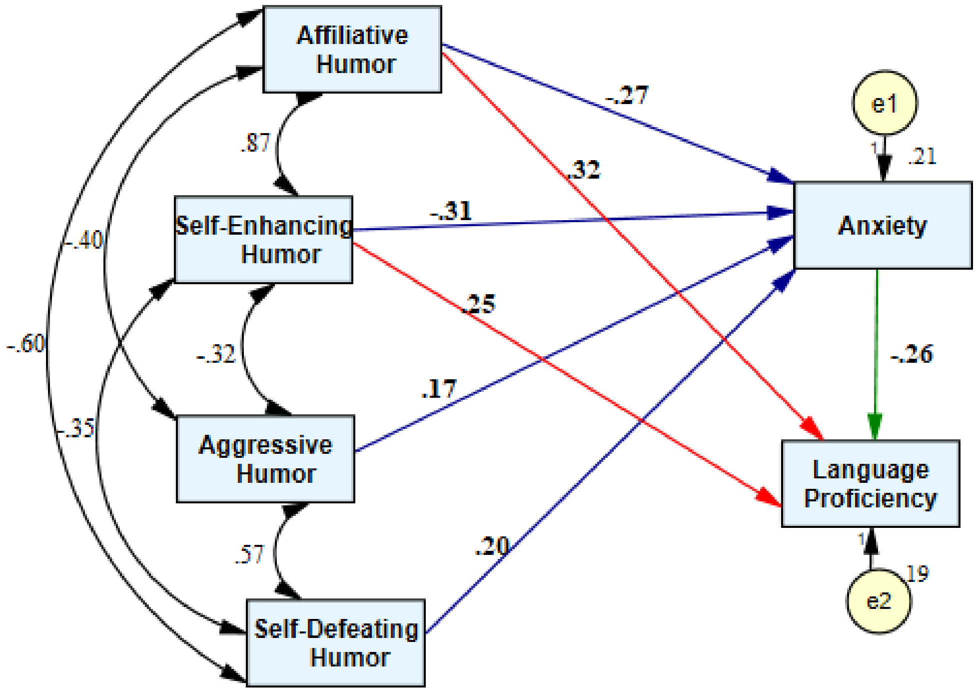


*Figure 2.* The schematic representation of the interrelationships among EFL learners' humor style, anxiety, and language achievement

As indicated in Figure 2, all four sub-constructs of humor styles, affiliative humor ($\beta$ = -0.27, $p < 0.05$), self-enhancing humor ($\beta$ = -0.31, $p < 0.05$), aggressive Humor ($\beta$ = 0.17, $p < 0.05$), and self-defeating humor ($\beta$ = 0.20, $p < 0.05$) are significant predictors of learners' anxiety. However, among four sub-constructs of humor styles, only affiliative humor ($\beta$ = -0.32, $p < 0.05$), and self-enhancing humor ($\beta$ = -0.25, $p < 0.05$) are positive significant predictors of learners' language achievement. In addition, language achievement is predicted negatively by anxiety ($\beta$ = -0.26, $p < 0.05$). Two paths from aggressive humor to language proficiency ($\beta$ = 0.09, $p > 0.05$), and from self-defeating humor to language proficiency ($\beta$ = 0.07, $p > 0.05$) were not significant and removed from the model. Table 4 indicates the results of Pearson correlation among Iranian EFL learners' humor style, anxiety, and language achievement.

As it can be seen in Table 4, among four sub-constructs of humor style, affiliative humor ($r$ = -0.30, $p <$ 0.05), and self-enhancing humor ($r$ = -0.36, $p < 0.05$) have negative correlation with anxiety and aggressive humor ($r$ = 0.13, $p < 0.05$), and self-defeating humor ($r$ = 0.22, $p < 0.05$) have negative correlation with anxiety. In addition, affiliative humor ($r$ = 0.39, $p < 0.05$), and self-enhancing humor ($r$ = 0.24, $p < 0.05$) have positive correlation with proficiency. However, no significant correlation was found between aggressive humor ($r$ = 0.09, $p > 0.05$), and self-defeating humor ($r$ = 0.05, $p > 0.05$) and proficiency have negative correlation with anxiety. Besides, there is a weak negative correlation between anxiety and proficiency ($r$ = -0.33, $p < 0.05$).

Table 4

*Results of Correlation Among Iranian EFL Learners' Humor Style, Anxiety, and Language Achievement*

| | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|
| 1. Affiliative humor | 1.00 | | | | | |
| 2. Self-enhancing humor | 0.88** | 1.00 | | | | |
| 3. Aggressive humor | -0.46** | -0.42** | 1.00 | | | |
| 4. Self-defeating humor | -0.54** | -0.39** | 0.63** | 1.00 | | |
| 5. Anxiety | -0.30** | -0.36** | 0.13* | 0.22** | 1.00 | |
| 6. Proficiency | 0.39** | 0.24** | 0.09 | 0.05 | -0.33** | 1.00 |

*Notes.* ** Correlation is significant at the level of 0.01; * Correlation is significant at the level of 0.05.

## Discussion and Conclusion

Taken together, the results of the present study did indicate that adaptive Humor styles (affiliative humor and self-enhancing humor) are negative and significant predictors of learners' anxiety and mal-adaptive humor styles (aggressive and self-defeating humor) are positive significant predictors of learners' anxiety. In other words, positive forms of humor decreases learners' level of anxiety and negative forms of humor increases their anxiety. These results are consistent with the claims of Martin et al. (2003). The authors theorized that self-enhancing humor as an adaptive style should be an effective shield against depression or anxiety and be negatively associated to neuroticism. Martin and Lefcourt (1983) discovered a considerable and adaptive impact of humor in moderating the impact of stress. Individuals high in humor seemed to be applying an adaptive coping style instead of only having a lower happening of stress. They accomplish that humor is an adaptive coping instrument that support people cope with stress. Martin et al. (2003) also claimed that in compare to self-enhancing humor, which is an effective coping strategy, self-defeating humor style is assumed to be a struggle avoidant procedure. In other words, this style is expected to be connected to general low-self-esteem and an incapability to confront others. As with violent humor, self-defeating humor is theorized to be associated with neuroticism, depression, anxiety, and other negative emotional conditions. Nevertheless, these outcomes are unpredictable with Jordan's (2002) outcome that establishing humor has no significant effect on stress.

Besides, it was revealed that both affiliative humor and self-enhancing humor styles are positive and significant predictors of learners' proficiency. These results are consistent with previous studies in the field of language learning (Askildson, 2005; Deygan Darweesh Al-Duleimi & Naji Aziz, 2016; Munoz-Basols, 2005). They strongly confirmed the effectiveness of humor as an aid to learning and teaching.

In addition, language proficiency is predicted negatively by anxiety. Previous studies found the same association between language learning and anxiety (Aida, 1994; Brown, 2000; Cheng, 2002; Ewald, 2007; Horwitz et al., 1986; Saito & Samimy, 1996; Young, 1992).

The findings of the current study, though preliminary in nature, would seem to strongly support many of the advantageous pedagogical impacts of humor style in the language learning as discussed in the reviewed related literature. With regards to the field of foreign language, humor has been identified as a powerful means to decrease students' anxiety in a foreign language learning situations and it hence helps language learners both in performing in a foreign language and in reducing negative emotions.

Generally, all the above-mentioned benefits combined create humor an effective and influential teaching instrument to be applied in the foreign language classroom. If applied properly and with care, humor can support to simplify both teaching and learning procedures and lead to a constructive classroom environment and to the emotional and mental well-being of all participants engaged. Hence, teachers required to set separately time so as to improve strategies and infuse humor in their own teaching practice for the advantage of their students in addition to their own. So as to be able to apply humor successfully, nevertheless, teachers should attention and be conscious of the function that humor plays not only in the target language and as a pedagogical instrument in the foreign language classrooms, but also in the students' personal progress. Since the present study was done in private language institutes, the results cannot be safely generalized to other contexts of English language learning. In addition, only advanced language learners were participated in this study. Thus, future studies may account for these limitations.

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# Researches on the Differences of Kinship Systems

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Kinship system is the way to determine the family members. Based on the Whorfian Hypothesis, this paper takes Chinese and English kinship terms as the research object to make an analysis about the relationship between language and culture from the perspective of sociolinguistics, expecting to find out the major differences and explore the factors leading to them.

*Keywords:* language, culture, kinship system

## Introduction

Language is a system used to convey messages through various backgrounds. It can be symbolic and rule governed with bunch of traits. Culture is the "knowhow" that a person possesses through the task of daily life. The exact relationship between language and culture has long fascinated people with a variety of backgrounds and will continue to fascinate them, because it has been a long-standing claim that the structure of a language determines the way speakers of that language view the world.

This paper takes the Whorfian Hypothesis as the theoretical framework to make a study on the relationship between language and culture from the perspective of kinship system.

### The Whorfian Hypothesis

Benjamin Lee Whorf, a student of Sapir, believes that the structure of a language influences how its speakers view the world. This idea is regarded as the Whorfian Hypothesis. According to Whorf (2004, p. 217), the background linguistic system (i.e., the grammar) of each language is not just a reproduction of the voicing ideas, but rather the shaper of ideas as well as the program and guide for the individual's activity both mentally and emotionally. This opinion shows that language is not just a linguistic identification but a reflection of culture. Different people experience the world differently just because the languages they speak differ structurally. Whorf (2004, p. 217) also argued that no individual is free to describe nature with absolute impartiality but is constrained to certain modes of interpretation. Thus, we hold the idea that all observers are not led by the same physical evidence to the same picture of the universe, unless their linguistic backgrounds are similar, or can in some way be calibrated.

From the above analysis, we can draw the conclusion that Whorf holds strongly the idea that the relationship between language and culture is that the structure of a language determines the way in which speakers of that language view the world. Next, we will examine this point from the perspective of kinship

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system between English and Chinese.

**Analysis of Kinship Systems**

According to *Oxford Advanced Learner's English-Chinese Dictionary*, "kin" refers to one's family and relations. Kinship is an abstract linguistic form which represents the relationship chiefly concerned with blood and marital relationship. Besides, there are also other legal relations that constitute for the whole kinship system. Kinship can be seen as a tool to divide the whole society in various ranks or sections. As for kinship, it may be the keenest and most sustained interest which has great impact on human beings amid all the topics about anthropological linguistics. One of the most interesting ways in which people use language in daily life is to refer to various kinds of kin, and it is not surprising that there is considerable literature on the research of kinship terminology, describing how people use different words to refer to different relatives by blood and marriage. The study of different kinship terminology, especially in the aspects of ethnic and semantic connotations is not only useful for people to learn the culture difference, but also for better mutual communication. Based on the Whorfian Hypothesis, this paper will make a comparative study between Chinese and English kinship system from the perspectives of sociolinguistics.

Addressing terms of appellation in English and Chinese differs a lot. Among various countries and nationalities, the clearest difference may be that between Eastern Asia and Western countries. The following part is to make a detailed analysis on this point from paternal and maternal sides.

**Paternal Side**

Chinese traditional convention attaches much contact to this. Paternal side can be divided into five major parallel categories as followings: the children of father's siblings', father and father's siblings, children and siblings' children, father's parents, and children's children. This part is the most important and complex one, for example, "great-grandfather (great-grandmother)", "sister-in-law", "daughter-in-law", "uncle (aunt)", "cousin", and "granddaughter-in-law". As a convention, the relationship of marriage and blood tie are also included in this part. It can be divided into three categories. They are husband and husband's siblings, husband's parents, and children of husband's siblings. It is less important than the one below. Also, it mainly includes "father (mother)-in-law", "brother (sister)-in-law", and "nephew (niece)".

In English, taking the word "cousin" for an example, it can refer to all the sisters and brothers in Chinese kinship system, without distinguishing the elder or the younger, males or females, even whether in mother's clan or father's clan. Similarly, the word "uncle", "aunt", "grandmother", and "grandfather" also have vague meanings. It is changeable so that in different conditions they are called differently.

**Maternal Side**

Maternal side can be divided into three major categories. They are mother and mother's siblings, ego and children of mother's siblings, and (parents of) mother's parents. This part is the second important part. It mainly includes "great-grandfather (great-grandmother)", "uncle", and "cousin". It consists of the major kinship system with the paternal side. Similarly, this part can be divided in three categories: wife and wife's siblings, wife's parents, and children of wife's siblings. Also, it is less important than the one below. Its main parts are "father (mother)-in-law", "brother (sister)-in-law", and "nephew (niece)". Similarly, in English, a single word can refer to sisters and brothers in maternal side included in Chinese kinship system.

## Causes of the Differences

One interesting and fundamental way in which people use language in daily living is to refer to various kinds of kin. Different kinship systems differ a lot. Some systems are much richer than others, but all make use of such factors as sex, age, generation, blood, and marriage in their organization. When it comes to the topic, most of us want to figure out what lead to the differences. There are several reasons elaborated as follows.

**Different Cultural Background**

Among various countries and nationalities, the clearest difference may be that between Eastern Asia and Western countries. China has a culture of over 5,000 years, whereas some Western countries, such as America only have a few hundred years. In China, kinship system is so complicated and varied that sometimes even we ourselves do not have a clear classification of blood relatives, direct-related relatives, relatives by marriage, elders and the younger generation, the elderly and young, males and females, and close relatives and distant relatives. They are a really complex system, which includes the influence of the ancient history, political system, and many other factors inherited until now.

Whereas it is not the same in Western countries, what they have been influenced for hundreds of years are individualism, independence, etc. which encourage them to achieve themselves. In English kinship system, as long as they are in the same generation, age seems not that important. On the contrary, in Chinese kinship system, age is very important and it even symbols the politeness and cultivation. If there are several children in a family, they are supposed to call each other with first brother (sister), or second brother (sister). The younger must show respect to the elder, let alone in different generations, such as grandfather and grandmother. The younger must show great respect to them to express politeness. It is a moral principle that everyone should follow. For example, brothers and sisters, no matter which is elder or younger, they are in the same level in a family. Similarly, uncle and aunt, or grandfather and grandmother, they are also in the same level in a family. Only the person with higher hierarchy can call the full name of the lower directly. For example, parents can call their children's full name, while the children should not call their parents' full name directly, which is because of the rule that the lower one cannot call the higher one's full name. Because of this, there is a distinct division of hierarchic system in Chinese kinship system. While in Western countries, there is no such custom for them to obey. The elder and the younger are on the same level. Everyone can call each other's full name; the Western countries' children are becoming more and more casual to call their parents' first name, which will be a very unpleasant thing in China and may indicate terrible relationship of parents and their children. In Western countries, kinship seems of no significance. They do not think the hierarchy division is a good way to show their individuality. That is to say, the Westerners tend to break the bounds of family hierarchy and it is universal for them to call each other's name directly. It is a cultural difference about expressing in different ways.

Address forms contain distinctive linguistic and culture features, which are a good example of politeness expressions. Also, there are some differences between them about the politeness norms of address. As for Chinese, it is known to us all that they are famous for their politeness and courtesy. It commonly includes two aspects in politely addressing. One is to show respect to the one you are talking to, the other is to remain modest, while in China, when the older neighbors of the addresser have no official titles or prestigious occupational titles, Westerners can address their first names Mr./Mrs./Ms., plus last name, or zero address forms. No one think it is strange. However, it is inappropriate for Chinese to address other's first name without other honorific appellation. It is due to this that the use of assumed kinship systems differs from each other between English and Chinese.

**Different Political System**

According to Chinese old feudalism, the emperor was always the most powerful one. Also, the father's power is the greatest in a family. In the patriarchal autocracy family, clan is the most powerful element for the existence of emperorship. Besides, there was an extreme strict hierarchical system in ancient feudalism. It also led to the distinct classification of the young and old, seniors and juniors, and close and distant.

Among those English-speaking countries, they protest the democratic management from the country inside with the legal restraint. In social political life, the law protects the citizens, so that the citizens do not entirely depend on the families and clans. They are just a single person without any other accessories. Therefore, the status of families and clans in Chinese are far more important than in English. Also, the English are independent and individually not getting much contact with their families, blood ties, and marriages. Kinship system is not that important for them. Thus, the classification of kinship system is not as detailed as in Chinese.

**Different Economic Mode**

Chinese traditional culture is a cultural form of agricultural economy as its main economy, that is, peasant culture. From ancient times, Chinese farmers were constrained on the farm land. The farm land was their life. As the peasant culture set family as a unit, men were tilling the farm and women were weaving. They could provide what they need to themselves under the Economic Net. Once leaving the family, neither men nor women can live or produce things. Under this condition, people attached more and more importance to family. That was why family was so dependable in their perception.

In English-speaking countries, they pursue individualism and independence. In Britain, for example, most families are small families, unlike that in China with a great number of siblings in a family. They emphasize the independence of personality and the family members live dispersedly. Also, when children were very young, their parents focused on developing their independence and making decisions for themselves. The closest relatives are like this, let alone the relatives who are not close. Thus, the relation by blood, marriage, and so on seems impolite. Leading a life by oneself is the most significant one in their conventional concept.

The patriarchal clan system refers to a kind of kinship system based on the blood tie, which aims to respect common ancestor and set the succession order and the different rights and obligations of the members of the different status. The patriarchal system established in the Western Zhou Dynasty. It set the patriarchal kinship, just like Confucian ritual system, so that the kinship system is very complex and varied. At the same time, an ancient Chinese society was also an autocratic society. After the Qin Dynasty unified the world, the world became one and the emperor was the largest parent. Thus, the family and clans became the nation's shadow; patriarchal kinship became the social political relations' basement.

In English-speaking countries, especially the whole European civilization system, there is an inheritance relationship with the classical democracy in Ancient Greek. Ancient Greek democracy Athens is the main representative. Engels said that Athens was a highly developed country; the Democratic Republic was directly from the clan society "People". They contracted with each other, rolled out the leaders and the country was different from China in sense, the country did not depend on the control of family to maintain the stability of the country. The most important is that in Europe, the kind of the people, for example, the paternal and maternal descent for relations are not divided; they have no distinctions. Therefore, there is no need to point out which relatives are father's, and which ones are mother's.

## Conclusion

During this study, we have been more familiar with the different causes for the differences between English and Chinese kinship systems from the perspective of language and culture. In a word, knowing the related background of a country is very useful to analyze the difference between the Chinese kinship terms and the English kinship terms. We have learned that the Chinese culture concentrates more on the family and the interrelationship, while the English emphasizes more on the individual personality and equal relationship with each other. Knowing this can also help us communicate more easily with different people with different cultural backgrounds. Chinese kinship is clear and the age is related with the social status due to the effect of Confucianism. But English kinship terms have the semantic feature of generality. In English-speaking countries, after the Industrial Revolution, people reduced and even lost in the families. So, the kinship was very simple without so many siblings. Exploring its profound significance really matters a lot, which still remains a lot to probe into.

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# Primary School Teachers' Perceptions About Refugee Children Inclusion in Greek Schools: Are Teachers Prepared?

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This research is mainly exploring primary school teachers' perceptions about refugee children inclusion in Greek schools. More specifically it focuses on how teachers construct their discourse while talking about refugee students and their intercultural competencies as agents of inclusion and social justice in the context of Inclusive Pedagogy. This paper focuses on two research aspects: teachers' discursive construction about refugee children, their inclusion in Greek educational system and the intercultural communicative competencies that teachers have acquired through their professional development. Teachers blame the government for not being prepared and for its incapacity to educate and train teachers. Therefore, they feel insecure to deal with the new educational multicultural environment and include refugee children in their classrooms, while they discuss the need to give refugee children equal educational opportunities. Twenty-five interviews were conducted and have been interpreted using Critical Discourse Analysis as used by Norman Fairclough, Robert Hodge, and Gunther Kress.

*Keywords:* inclusive education, intercultural education, teachers' professional identity, teaching and teachers' education, Critical Discourse Analysis

## Introduction

During the years 2015-2016, Greece was faced with a rapid influx of refugees, who tried to flee war and poverty in their home countries in the Middle East and South Asia. These refugees are in search of a better, and safer, life for themselves and their families. The refugee population that arrived in our country is not homogenous.

The number of documented refugees in the country rises up to 58,000; 16,000 were moved in the region of Northern Macedonia Greece. 43% come from Syria, 27% from Iraq, 7% from Afghanistan, 5% from Turkey, 4% from Pakistan, and 2% from Iran (UNHCR).

A great percentage of the refugee population having entered the country consists of people under the age of 18 (Hellenic Republic, General Secretariat for Media and Communication, 2017, pp. 2-3).

Over the Greek territory, the number of documented refugees is more than 60.00 including about 12.000 accommodated in reception centers in the islands (UNHCR (2018), Joint Agency Briefing Paper 2017: 8-9). The European Union, considering the facts as well as the Greek government's difficulty to deal with the crisis, proposed an educational program for the children of refugees, which referred to the academic year 2016-2017. The program was flexible and adjustable to the specific needs delineating the refugee crisis. The proposal was

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based on the volatile nature of the refugee population, and on the management of refugee education through the cooperation of different agencies of the Ministry of Education, various other ministries, international and non-government organizations.

The above proposal by the European Union was accepted in June 2016 (Scientific Committee Ministry of Education and Religious Affairs, 2017, p. 33).

The First Reception Service can establish Reception Centers for the accommodation of asylum seekers or citizens of third countries belonging to vulnerable groups, such as unaccompanied minors, seniors, women during pregnancy, single-parent families with minors, victims of torture, etc. (Government Gazette, Issue A', Par. 2, Article 11 of Law 3907/2011, p. 25).

Apart from the documentation of the newly arrived population, immediate measures had to be taken for shelter, food, and the medical care of these refugees. The need for education was also urgent, considering the thousands of pre-school and school-age children among the newly arrived. Entrance and inclusion of the refugee children in Greek primary schools is an issue that troubled the Greek educational community to a great extent, following the school year 2016-2017, during which the first ministerial decrees were issued, and actions on refugee education were taken.

The plan for the refugee children's inclusion in education comprises of two important initiatives: The creation of Reception and Hospitality Facilities for Refugee Education and the establishment of the role of Coordinator for Refugee Education in the Refugee Reception Centers.

The Ministry of Education and Religious Affairs tends to the education of all the groups of minors. Within the Reception Centers for Refugee Education (Government Gazette, Issue A' 159, Art. 38 of Law 3315/2016, p. 8436), a weekly educational schedule of 20 hours (four hours per day) has been developed for children aged 6-12 years (primary school), given below:

Table 1

*Timetable*

| Teaching subject | hours |
|---|---|
| Greek language | 6 |
| English language | 4 |
| Mathematics | 3 |
| Physical education | 3 |
| New technologies | 2 |
| Art | 2 |

A question that arises and forms the research context:

How far the country's educational system and policy provides equal opportunities for everyone in the framework of the Education for Inclusion, support for the children of refugees, and the creation of a positive atmosphere of acceptance which will reinforce the student's integration in school activities, their socialization, as well as mutual acceptance?

## Theoretical Framework

### Inclusive Pedagogy

The needs of today's school system—and more specifically in Greece, a country faced with the economic crisis, but also one that has received a small portion, compared to international numbers, of the huge refugee crisis—constitute the inclusive approach a one-way street in education. Inclusion is not related to assimilation, and consists of two dimensions, the social and the pedagogical. The social, as well as the educational, aim is for all students without exception, even those considered different, to be treated as equal members of the educational community. The value that the Education of Inclusion promotes is the procurement of equal opportunity for all students, as well as the acceptance and respect of the equality and difference among all children/students. No child can be considered "unable to be educated" in the classroom (Choleva, 2017).

The term "inclusion" is contemporary but subsequent to the concepts of "assimilation" and "integration" and refers to the ways in which a student can fit in a school environment. Inclusion takes into consideration the conditions under which the education of the students takes place, that is, the efforts that are made by a school for the educational needs of all students to be met, without exclusion and discrimination. The schools', and the general educational systems', duty to adjust in order to accept all children without exception and exclusion, responding to their educational needs, is underpinned.

The definitions proposed regarding the education of inclusion focus "on the provision for equal opportunity, interaction, and the procedures followed for its realization, as well as on the institutional, organizational and functional aspect". This concerns a new philosophy of change for the entirety of the processes of today's school, which involves reform concerning all students and aims at their inclusion (Stasinos, 2013; Evagelou & Moula, 2016, p. 157).

What interests a modern Pedagogy of Inclusion is the expansion of what is usually available to the class community. This is based on the shift of educational thought from an approach that works for the majority of the students who exist besides (a few) "different" students facing problems, toward one that includes equal opportunity for learning, sufficient for, and available to, everyone, so that all students can participate in the life of the classroom (Florian & Hawkings, 2011, p. 826; Pantic & Florian, 2015).

Over the last decades, the Pedagogy of Inclusion is an important issue for the educational programme of most countries, so that they can meet the needs of different educational groups, at European, as well as international, level. Twenty first century education must aim at the integrity, acceptance, respect, and wellbeing of the individual in relation to others.

For inclusive education to be successful, not only strategies and specific teaching methods are necessary, but the perceptions, stance, and pedagogy need to radically change, so that all students have an equal opportunity in learning. It is worth noting that Inclusion comes with a social dimension—it does not only aim at academic growth, but also on the student's social development, by encouraging the equal participation in the social becoming (Mamas, 2014, p. 81-83).

It is not only required of the teacher to have the appropriate knowledge on teaching techniques and psycho-pedagogical interventions, or a positive attitude toward difference. There has to be the will for self-improvement and continuing opportunities for professional development in the field, so that the teacher improves on his or her intercultural skills. These skills relate to the experience of a communicative relation to the diverse students and the complete acceptance of difference through practical procedures. This comes with experience and a deep knowledge of dealing with multiculturalism, which can be acquired through experiential situations and practices, by which the teacher improves his or her behavior toward different students (Kiridis & Andreou, 2005, p. 239; Perry & Southwell, 2011).

Research shows that different teachers perceive and allot different meanings to the coexistence of students coming from various countries in the school environment, while they express opposing views (Pickert & Chock, 1997, pp. 18-19). On the one hand, some teachers claim that multiculturalism comes with lower academic performance by non-native students. On the contrary, there are many teachers who revert to the positive aspects of multiculturalism—they claim that difference disperses prejudices and hostility and helps the development of altruism and the reduction of insecurity. These teachers believe that multiculturalism offers them the opportunity to see themselves on the faces of their different students, and challenges them to try and include these students in the educational environment. It is worth noting that this category of teachers promotes the cultural exchange among the Greek and foreign students. According to research on teachers' perceptions, the culturally other is seen as both positive and negative by different teachers since, on the one hand, some claim that difference is positive and creative, while a number of teachers see a negative social situation in such difference. It is also found that highly qualified teachers, who are either trained on issues of intercultural education, or with more years of service, experience of non-native students in the classroom and competence in a foreign language, see and rather handle foreign students, and issues of bilingualism and bilingual education, through a more intercultural perspective (Lampros & Nikolaou, 2014, p. 387).

In one of their studies, Leighton and Harkings (2010) claim that primary school teachers have better cultural skills than those in secondary education. Teachers with more years of experience show better results when it comes to their skills but fall short in their skills regarding the knowledge of interculturalism in relation to their younger colleagues. Teachers, who have been thus trained or have taken part in workshops, show higher levels of intercultural competence. Spinthourakis' studies reveal similar results (2007). According to her research, it is shown that student-teachers, who have been active participants in an interactive environment and who have been informed and trained through different programs, have also changed the way they perceive issues of identity and different.

A study by Bougioukli (2014) on the role of teachers' intercultural preparedness in the promotion of a psychologically positive intercultural environment reveals that as far as the different dimensions of this positive environment are concerned, some factors of intercultural preparedness are determining. These factors are the stock of knowledge and education the teacher must possess, as well as the ability to put theory into practice, so that he or she can choose among the appropriate strategies and methods in order to teach in the intercultural classroom. This study poses the need for the improvement of the interculturally prepared teacher's profile and so also of the psychologically positive environment that he or she creates for the students.

With a few exceptions, the findings of Aslanidou and Derri's research (2013), regarding the stance, knowledge, and practices of teachers and physical education trainers in relation to intercultural pedagogy and teaching, seem to be disheartening, as they reveal the teachers' prejudice, which stems from the lack of relevant training as well as from the teachers' inability to divest themselves of their perceptions and to understand and accept cultural diversity.

## Research

The present research studies primary school teachers' discourse—as well as the factors that positively or negatively influence them—on the inclusion of refugee children in the Greek school system.

Throughout the study we investigate:

(A) Teachers' discourse concerning the integration of refugee children in Greek school and,

(B) Teachers' discourse concerning their professional and intercultural skills.

The main research questions were the following ones:

- Which are teachers' perceptions about the inclusion of refugee children in Greek schools?
- How far teachers are ready to respond to new challenges?

For the purposes of this paper, we study teachers' discourse concerning the main research question that refers to the integration of refugee children in Greek school.

The material for the study comprises of the discourse of 25 teachers through semi-structured interviews (18 women; 7 men), which was gathered through the method of convenience sampling.[1]

Five of them have had training or post-graduate studies in Intercultural Education. The analysis was conducted using the methodological approach of Critical Discourse Analysis as it is studied by Norman Fairclough (1989; 1992; 1995) and Gunther Kress (1988; 1989) which is based on a cultural theory of discourse under the epistemological context of social constructionism. Therefore, discourse is formed, but also limited, by social factors such as class, class systems, institutions, norms and social conventions and constructs social positions, subject positions for the social subjects and the images of the self, as much as social relations, facilitating the construction of systems of knowledge and belief (Fairclough, 1992, pp. 62-65).

The discursive practice is a particular form of social practice. Analysis of a discourse as a piece of discursive practice focuses upon processes of text production, distribution, and consumption. During the phase of description, text analysis comprises of lexis, grammar, metaphor, lexicalization, the coherence of argumentation and inter-textuality. In the analysis of the linguistic practice, coherence and intertextuality is also used. In interpretation the concept of the context is used, which includes what is known as situational context. In this case, the situational context is constituted of the 25 interviews that were conducted at school. The interpreters conclude on certain interpretations for the entirety of the social and discursive practices.

Description, the process that is related to text analysis, and the analysis of the linguistic and social practice, were employed, along interpretation by which we search for the relationship between interaction and the social situation on the one hand and the social definition of the production and interpretation of discourse on the other. Basic elements of analysis were used, such as intertextuality, discourse representation, modality, metaphor, cohesion, nominalization, and naturalization (Fairclough, 1992, pp. 71, 75-77).

Due to the limitations of the technical guidelines of the present paper, the analysis and interpretation of teachers' discourse is paradigmatic.

## Research Results

### Integration of Refugee Children in School

Most of teachers express a positive point of view about refugee children inclusion. They develop their utterances with high modality, expressing their opinions with certainty. They consider cultural pluralism to have a positive influence on the socialization of all students and their interaction to positively affect the acceptance of difference.

> "It's better if they are integrated in the classroom. It's better than we create ghettoes" (man).

> "It goes without saying that these children should be integrated…I don't understand why we make a big deal out of it" (woman).

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> "Basically (refugee) students should not be educated in separate facilities, but within public schools. This will improve their self-respect, and all will benefit from their contact with refugee children. It is very important for a climate of solidarity and respect to be created" (woman).

> "The right thing to do is to integrate (the students) in the Greek reality, as it is unfair to these people, who have been deprived of so many things, if we—a supposedly free country, deny these to them as well" (woman).

We can see the dominant use of the third person in the references to the refugee communities, as they distance themselves through their discourse. Less are the uses of the first person in combination with metaphors, which denotes a sentimental tone: The teachers speak as collective subjects.

> "I believe it is good for reception classes to exist, so that refugee children can attend while the rest of the students follow their basic courses, and the secondary ones can be done in common, so the refugee children's integration is facilitated. However, this shouldn't have a negative impact on the ...eh...the progress of the rest of the students" (woman).

> "I believe they should definitely be integrated as this will help Greek children to be more tolerant of difference. I think that Greek children, too, will be helped by this integration" (woman).

Teachers construct their utterances with strong modality, expressing with certainty their opinion on the necessary integration of refugee children in school but also the necessity for their socialization in the new environment, by placing emphatic adverbs and expressions at the beginning of their utterances "basically, the right thing to do, it goes without saying, definitely", and by using the Declarative. What is more, they consider cultural pluralism and the students' interaction to have a positive effect on their socialization as well as on their acceptance of difference. It is interesting to note that the teachers distance themselves by primarily using the third person in their references to the refugee communities and the need for those children's integration in the classroom. On fewer occasions, we witness the use of the first person along a metaphorical use of the language, which gives it a sentimental tone, where the country's and the school system's duty to accept refugee children is referred. Thus, the teachers express themselves as collective subjects, "to deny them, it's better than if we create ghettoes, I don't understand why we make a big deal out of it, according to me these people have suffered". Teachers revert, in their discourse, to concepts from the scope of intercultural education and the Pedagogy of Inclusion. They talk about "solidarity, respect, improvement of the student's self-image, integration, justice, democratic concepts, avoidance of ghettoes".

One female teacher refers to integration classes already existent in schools, by proposing the "basic" courses to be done in them while the rest of the courses would be done in the regular classroom—alluding to the function of intercultural schools. However, she expresses her concern and reluctance regarding the progress of the other students: "This shouldn't have a negative impact on the ...eh...the progress of the rest of the students".

Another female colleague seems to promote only the benefit of the Greek students, by emphatically referring to the relevant national identity: "Because this will help Greek children to be more tolerant of difference. I think that Greek children, too, will be helped".

## Reluctant Voices

Some voices seem opposing and reluctant. Quite a few teachers express themselves with skepticism toward Reception Facilities for refugees, as well as toward the school systems and their own preparedness to receive refugee students, by starting their discourse with negative utterances as a basic form of modality

(Hodge & Kress, 1993, pp. 145-146), while they reject any positive references to the refugee students' integration:

> "I don't know, probably, it can't be done, they don't want to, the conditions are no better, there is no infrastructure, not immunized children, I think there is no infrastructure, I find it harder to do, the refugee community is tough".

> "In Greece, we generally find it harder to accept difference. Certainly, Greek students' parents will react, as has already happened in many other cases. They do not want refugee children as they are not immunized and the sanitation conditions they live in are not the best" (woman).

By reproducing the dominant stereotypical representation of public discourse regarding the non-immunized refugee children, she claims with certainty, and by generalization, that "in Greece we do not accept difference", speaking as a collective national subject. The high modality with which she ascertains her discourse is characteristic, either with the use of the extreme "generally", or with the use of the Declarative and the emphatic adverb "certainly".

> "I don't know. They carry their own stock of values and customs, mentality, and sometimes the refugee community is harsh" (man).

> "Being a teacher is, probably, the last role to play—teachers are called upon to be child therapists, nurses, electricians, parents' consultants—it's very demanding, there is no respect left any more. Society has devalued the role of the teacher, and now they cannot be called upon to respond to additional demands…asking them, for example, to include the refugee children" (man).

Using non-conjunctional propositions, the teacher enumerates—slightly ironically—the many roles of the teacher and emphatically refers to the professional identity being devalued by the impersonal collective "society", which is emphatically repeated twice. The teacher's devalued identity seems to be further burdened by the additional demand to integrate refugee students "for example, to include the refugee children".

## The Absence of Organization, Planning and Training as Reasons for a Sense of Insecure Identity

Many of them refer to the lack of infrastructure and teacher training on issues of intercultural education, but also to teachers' willingness to engage in the pedagogical practices for the integration of refugee children.

> "I believe that, if the ministry takes measures in order to train teachers, and if there is the appropriate briefing of the Greek students' parents, certain fears will be overcome" (woman).

> "My involvement would be more effective if I had adequate preparation and training, and the right conditions at my workplace" (man).

> "I believe there is no infrastructure to support the children's integration in the Greek schools, there is no serious infrastructure. Everything is done, I think, based on the teacher's diligence" (woman).

> "You have to know the subject. Since I don't know it, I don't know what role it plays, the infrastructure. It's not something that we can, just, take responsibility for" (man).

> "I do not find integration negative, as long as there are the right conditions, infrastructure, and institutions" (male teacher).

Characteristic is the use of the conditionals in the teachers' utterances, through which they present the conditions for an effective teaching to refugee children. These conditions relate mostly to infrastructure and the training programs for which the state, and not themselves, should be responsible. Thus, they use the third person in their utterances, as well as several nominalizations: lack of infrastructure, teacher training on issues of intercultural education, the integration of refugee children, adequate preparation and training etc. The teachers' willingness and the subject's knowledge are also mentioned once in each discourse.

## Discussion

Most participants express themselves positively concerning the influence of multi-culturalism. Teachers' discourse is often revealed as reluctant and insecure about their competence and especially their intercultural competencies, even if most of the participants have more than 10 years of teaching experience. However, it should be noted that the teachers have not had any kind of relevant training, nor have they acquired a relevant post-graduate degree. Two female teachers are the exception—one attended classes on intercultural education during her under-graduate studies, and the other was currently studying at post-graduate level. Both expressed themselves with positive utterances regarding the integration of refugee children in school without pre-requisites. There were other teachers within the sample who expressed similar views, without having had any relevant academic background.

As far as the contradictory discourses that have been developed, the results of the present study are similar to those drawn by other studies that also underline how teachers conceptualize the co-existence of students coming in the classroom from diverse countries in different ways (Pickert & Chock, 1997), while they also express opposing views. In the present study, there seems to be no willingness from the part of the teachers to teach in multicultural classrooms—as in one relevant study by Bougioukli (2014)—however, there seems to be a need for the improvement of the interculturally-prepared teacher's profile, as well as of the psychological environment that he or she creates for the students. It is imperative for teacher training initiatives to be taken on intercultural subjects, especially for the teachers in the region of North-Western Macedonia in Greece, so that they begin to formulate their intercultural competencies and an awareness and sensitivity regarding issues of Intercultural Education and the Pedagogy of Inclusion.

Several teachers refer to the lack of infrastructure and appropriate teacher training on issues of intercultural education.

It is also found that teachers are generally not familiar with issues of intercultural education and do not know about projects by either social institutions, universities, Non Governmental Organizations, or even by the government relevant to reception and accommodation facilities for refugees, their function and operation. It should be noted that in the specific geographic region of Northwestern Macedonia of Greece there had not been, until very recently and not in the city of Florina in Greece, any Refugee Reception Centers.

Over the last decades, Inclusive Education has been of critical importance for most countries' programs and planning. Twenty first century education needs to aim at dignity, acceptance, respect, and the good living conditions of all people.

The results of the present study, albeit a work in progress, shed light on the views of active teachers and press for the necessity of improving the profile of the inter-culturally sensitive teacher. They also underpin the need for training teachers in matters of intercultural education, while posing questions for further investigation.

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# A Reliability and Validity Analysis on Vocabulary and Structure of NEPCMSS Test in 2010

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Reliability and validity are two criteria to evaluate whether a test paper is successful. This paper analyzes the vocabulary and structure MCQ (Multiple Choice Question) of National English Proficiency Competition for Middle School Students (NEPCMSS) test in 2010, evaluating the reliability and content validity by using SPSS software. It is concluded that the 20 multiple choice questions are not difficult in terms of difficulty; the reliability is good but the content validity is not so satisfied.

*Keywords:* reliability and validity, SPSS, vocabulary and structure MCQ, NEPCMSS

## Introduction

As an integral part of the teaching system, examinations are the main means of checking students' academic achievements in school. If examination is regarded as a measurement, the test paper is a tool of measurement. The reliability and validity of examination questions are related to the correct evaluation of the student's language level. How to evaluate the quality of a test paper scientifically is very important to the teachers and school administrators. An effective test paper analysis can objectively reflect the teaching level and effect, which can also help the teachers and students find weakness in their teaching activities, improving the quality of teaching and learning. Zou (2000) holds that reliability and validity are two important indicators used to measure the quality of examinations in terms of teaching. Through analyzing reliability and validity, this paper studies National English Proficiency Competition for Middle School Students (NEPCMSS) in 2010 (senior two group) in China, so as to give an objective and impartial evaluation to the the quality of the test paper, teaching work as well as the student's feedback.

## Methodology

This material is selected from the vocabulary and grammar multiple-choice questions of National English Proficiency Competition for Middle School Students in 2010. The significance of this material is that the statistical results and data produced by the competition will provide reference and basis for all kinds of foreign language teaching and research projects all over the country, so as to check and evaluate the quality of English teaching in high schools, improve the quality of English teaching, and strengthen the student's English competence. On the basis of this, we need to cultivate the student's comprehensive ability to use English and raise English teaching to a new level. Therefore, the authors choose this test paper as the research material. The

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collection of data was conducted in a senior high school in Henan Province. One intact class of the second year students consists of 50 participants in the study. The test was administered in March 2018 during their regularly scheduled class. The authors designed 25 minutes to finish the vocabulary and structure multiple-choice questions. The research methods adopted in reliability analysis include internal consistency reliability, normal distribution, and descriptive analysis. The reliability and frequency analysis program of SPSS software was used for data analysis. As for the validity analysis, the authors will discuss the content validity in terms of national curriculum standard for reference. With the advent of the information age and the increasing frequency of international communication, English has become increasingly important as an international lingua franca. In order to enable high school students to better meet entrance, employment, and cultivate lifelong learning ability, the Ministry of Education has set the English Curriculum Standards of high school. The English Curriculum Standards for Senior High School comprehensively specify the nature, design ideas, curriculum objectives, content standards, teaching tasks, and learning methods, and put forward suggestions for the implementation of teaching and evaluation. Since the test paper was constructed in 2010, we need to test the validity according to the curriculum standard in 2010. Through the above analysis methods, we can evaluate the school teaching and improve the efficiency and level of teaching management. At the same time, it is of certain reference value to the teacher's self-evaluation.

## Results

In this section we will analyze the reliability and validity of MCQ (Multiple Choice Question) of NEPCMSS in 2010 on the basis of testing results.

### Reliability Analysis

Reliability analysis is made from the perspectives of facility value, mean and standard deviation of score, normal distribution, internal consistency reliability.

**Facility value.** The facility value is the data which can reflect the difficulty degree of the test questions. The greater the facility value is, the higher the score rate of the question is, and the less difficult it is. Usually, facility value can be understood as "easy degree". Its range is from 0 to 1, and 0.3-0.7 is an ideal value of difficulty. The FV value of Multiple Choice Question is shown in the following table:

Table 1

*The Facility Value of 20 Items of MCQ*

| Item | N 1 | N 2 | N 3 | N 4 | N 5 | N 6 | N 7 | N 8 | N 9 | N 10 | N 11 | N 12 | N 13 | N 14 | N 15 | N 16 | N 17 | N 18 | N 19 | N 20 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| No. of correct answers | 42 | 29 | 36 | 42 | 43 | 30 | 36 | 38 | 35 | 32 | 20 | 24 | 30 | 40 | 40 | 43 | 24 | 41 | 40 | 37 |
| No. of student | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 |
| Facility value | 0.84 | 0.58 | 0.72 | 0.84 | 0.86 | 0.6 | 0.72 | 0.76 | 0.7 | 0.64 | 0.4 | 0.48 | 0.6 | 0.8 | 0.8 | 0.86 | 0.48 | 0.82 | 0.8 | 0.74 |

From Table 1, we find that six values of the 20 multiple-choice questions are located in the interval of ideal difficulty coefficient, which indicates that these six questions are of moderate difficulty. Among them, according to the principle that the higher the facility value is, the less the difficulty is, there is no question whose value is below 0.3, which shows that these 20 questions are not difficult as a whole.

**Mean and standard deviation of score.** Descriptive analysis by SPSS software generally includes dispersion and central tendency. The measures of central tendency include mean, mode, and median. The measures of dispersion include range and standard deviation. The bigger the range is, the bigger the standard deviation is.

Table 2

*Mean and Standard Deviation of MCQ*

| | N | Range | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|---|
| Total score | 50 | 15.00 | 5.00 | 20.00 | 14.0400 | 3.42833 |
| Valid N (listwise) | 50 | | | | | |

From Table 2, it is found that the difference between the highest score and the lowest score of the 50 students in this class is 15, and the lowest score is 5, the highest score is 20. Its average score is 14.04. In addition, the standard deviation is 3.43. It is obvious that the values of the standard deviation and range are all very large, which indicates that the student's language level in the class is very varied and polarized. However, in terms of the average score of this testing item, most of the students in the class have good grades, and the students with poor grades are in the minority.

**Normal distribution.** Normal distribution is a theoretical hypothesis about how the scores should spread. The concept of normal distribution starts from people's observation of the nature. For instance, height of trees in a forest, intelligence of people, and human height all conform to normal distribution; the averages are in majorities, while the high or low extremes are in minorities. Since people's intelligence is normally distributed, their scores of language learning should also be normally distributed. Whether the scores obey normal distribution or not can be observed by a graph or by calculating the skewness and kurtosis values as shown by Table 3:

Table 3

*Skewness and Kurtosis Value of 20 Multiple-Choice Questions*

| | N | Skewness | | Kurtosis | |
|---|---|---|---|---|---|
| | Statistic | Statistic | Std. Error | Statistic | Std. Error |
| Total score | 50 | -0.482 | 0.337 | -0.262 | 0.662 |
| Valid N (listwise) | 50 | | | | |

When the skewness and kurtosis value are 0, they are completely normal. Positive and negative values of skewness suggest positively skewed and negatively skewed respectively. The positive and negative kurtosis indicate that the peak is "high and thin" (fractional concentration) and "short flat" (fractional dispersion). Through the values of Table 3, we can see that the kurtosis value is -0.26, whose fraction is over dispersed. The skewness is -0.48, which is negatively skewed distribution. It shows that more scores are above the mean and the test is easy. Nevertheless, as a rule of thumb, values for skewness and kurtosis of between -2 and +2 indicate a reasonable normal distribution. Therefore, we can draw a conclusion that the 20 multiple-choice scores are basically normal distributed.

**Internal consistency reliability.** Internal consistency reliability, also known as homogeneity reliability, refers to the consistency of all subjects within a test. The Cronbach's Alpha was used to test the internal consistency reliability of a test. The Cronbach's Alpha value is between 0 and 1. According to Gay (1996), the greater the alpha value is, the stronger the correlation between the test items is, and the higher the credibility of internal consistency is. Generally speaking, if the Cronbach's Alpha is higher than 0.8, it indicates excellent internal consistency; if it is between 0.6 and 0.8, it is better, while if it is lower than 0.6 it indicates poor internal consistency. In practical applications, the Cronbach's Alpha value is at least higher than 0.5, preferably above 0.7.

Table 4a

*Cronbach's Alpha Coefficient*

| Reliability statistics | |
|---|---|
| Cronbach's Alpha | N of items |
| 0.704 | 20 |

Table 4b

*Correlation and Cronbach's Alpha Coefficient*

| | Scale mean if item deleted | Scale variance if item deleted | Corrected item-total correlation | Cronbach's Alpha if item deleted |
|---|---|---|---|---|
| N1 | 13.1800 | 11.375 | 0.105 | 0.706 |
| N2 | 13.4400 | 11.476 | 0.015 | 0.720 |
| N3 | 13.3000 | 10.296 | 0.438 | 0.677 |
| N4 | 13.1800 | 10.640 | 0.413 | 0.682 |
| N5 | 13.1600 | 11.198 | 0.193 | 0.699 |
| N6 | 13.4200 | 10.820 | 0.218 | 0.699 |
| N7 | 13.3000 | 10.255 | 0.452 | 0.675 |
| N8 | 13.2600 | 10.686 | 0.320 | 0.689 |
| N9 | 13.3600 | 11.051 | 0.155 | 0.705 |
| N10 | 13.3800 | 10.812 | 0.228 | 0.698 |
| N11 | 13.6200 | 10.200 | 0.421 | 0.677 |
| N12 | 13.5400 | 10.417 | 0.339 | 0.686 |
| N13 | 13.4200 | 10.902 | 0.192 | 0.702 |
| N14 | 13.2200 | 10.583 | 0.391 | 0.683 |
| N15 | 13.2200 | 10.665 | 0.359 | 0.686 |
| N16 | 13.1600 | 10.464 | 0.524 | 0.674 |
| N17 | 13.5400 | 11.600 | -0.023 | 0.724 |
| N18 | 13.2000 | 10.857 | 0.300 | 0.691 |
| N19 | 13.2200 | 11.481 | 0.048 | 0.712 |
| N20 | 13.2600 | 10.074 | 0.553 | 0.666 |

There are five columns in the above Table 4(b). The first column are variables, which are the 20 multiple choice questions. The second and the third column are the average and variance of the rest items after the deletion of the item. The fourth column is the correlation coefficient between the item and the other items. The fifth column is the change of Cronbach's Alpha value after deletion of this item. The fifth column is very useful in evaluating the test questions of poor reliability. If the Cronbach's Alpha value becomes higher after deleting the item, the item influences the reliability of the test.

As shown in Table 4 (a), the Cronbach's Alpha value is 0.704, between 0.7 and 0.8, indicating that the 20 questions have good internal consistency. In addition, we can use the fifth column to add or delete questions to improve the reliability. Usually, we will delete the question whose Cronbach's Alpha value is higher than 0.704. After several rounds of deletion and screening, we get the final result.

Table 5a

*Improved Cronbach's Alpha Coefficient*

| Reliability statistics | |
|---|---|
| Cronbach's Alpha | N of items |
| 0.766 | 11 |

Table 5b

*Improved Correlation and Cronbach's Alpha Coefficient*

| | Scale mean if item deleted | Scale variance if item deleted | Corrected item-total correlation | Cronbach's Alpha if item deleted |
|---|---|---|---|---|
| N3 | 7.2400 | 5.288 | 0.555 | 0.730 |
| N4 | 7.1200 | 5.700 | 0.461 | 0.744 |
| N7 | 7.2400 | 5.492 | 0.449 | 0.744 |
| N8 | 7.2000 | 5.837 | 0.302 | 0.762 |
| N11 | 7.5600 | 5.517 | 0.383 | 0.754 |
| N12 | 7.4800 | 5.642 | 0.315 | 0.763 |
| N14 | 7.1600 | 5.566 | 0.484 | 0.740 |
| N15 | 7.1600 | 5.851 | 0.326 | 0.758 |
| N16 | 7.1000 | 5.765 | 0.453 | 0.745 |
| N18 | 7.1400 | 5.919 | 0.308 | 0.760 |
| N20 | 7.2000 | 5.306 | 0.583 | 0.727 |

From the above Table 5(a), it is found that the reliability coefficient is raised from 0.704 to 0.766. After we deleted the N1, N2, N5, N6, N9, N10, N13, N17, and N19, the reliability coefficient of the remaining 11 questions is lower than that of the whole reliability 0.766, indicating that these questions do not affect the overall reliability. In this way, we can analyze the reliability of all the items and find out those that affect the whole reliability. Moreover, we can select excellent questions and build up high quality items bank.

**Validity Analysis**

Validity is one of the criteria for language test evaluation. In general, it consists of content validity, criteria validity, and construct validity. Content validity, as an aspect of validity study, refers to whether the exam outline stipulates the exam, or to what extent the test questions can represent the target to be measured. In this paper, the authors will discuss to what extent the MCQ is consistent with the curriculum standard.

According to the comparison and analysis of the consistency between the 20 multiple-choice questions and the curriculum standard, we obtain the following results:

From Table 6, we can see that there are 23 grammatical items put forward in the national curriculum standard. Among them, only nine grammatical items are included in the 20 multiple-choice questions; less than 50% of the prescribed grammatical items are tested. In addition, in the 20 questions, 16 of them are intended to examine grammatical rules and the rest are intended to test vocabulary. However, the grammatical points are not evenly covered, so the content validity of the 20 multiple choice questions is not so satisfied.

Table 6

*Distribution of Grammatical and Lexical Items*

| Grammar item | Noun | Pronoun | Numeral | Adverb | Prep. & prep. phrase phrase | Conjunction | Adjective | Article | Verb | Tense | Non-finite verb | Passive voice |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| No. | | 1 | | | 3 | 2 | | 1 | 1 | 2 | 1 + 1(5) | |
| Freq. | | 0.05 | | | 0.15 | 0.1 | | 0.05 | 0.05 | 0.1 | 0.05+0.05 | |

| Grammar item | Word-building | Types of sentence | Sentence constituent | Types of simple sentence | Emphasis | Compound complex sentence | Subordinate clause | Ellipsis | Inversion | Subjunctive mood | Total | Lexical item |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| No. | | 2 | | | | | 3 | | | | 15 + 1 | 4 + 1(5) |
| Freq. | | 0.1 | | | | | 0.15 | | | | 0.8 | 0.2 + 0.05 |

*Note.* The data “1 + 1(5)” and “4 + 1(5)” means Question 5 not only tests the grammar of non-finite verb, but also the vocabulary.

## Discussion

Firstly, by analyzing the difficulty of 20 multiple-choice questions, we find that these 20 choices are not difficult. And the simple questions account for 60%. From this we can see that this set of questions is simple for the students in this class. From the descriptive analysis data, we can see that the students’ academic achievements are polarized. The teachers should pay more attention to this part of the students whose grades are not good, and find appropriate teaching methods to help them. From the kurtosis and skewness values, we can see that they are all negatively distributed, which fully shows that the vocabulary and structure MCQ of the test paper is simple, and most students can get good grades. In addition, we also analyze the reliability of the 20 questions through the internal consistency reliability. The results show that the reliability is good. In order to help the school teacher build a high quality test paper bank, we also selected 11 excellent questions for the school students through several rounds of deletion. Finally, according to the Table 6, we know that the 20 multiple-choice questions only cover nine grammatical items prescribed by the curriculum standard, which cannot fully reflect the requirements of the curriculum standard. Also, there are 16 multiple-choice questions intended to test grammar and only five questions intended to examine vocabulary. The proportion of testing contents is unbalanced. Therefore, the validity of the 20 multiple-choice questions is not high.

## Conclusion

Through the analysis of the part MCQ of the test paper, based on the results of 50 students from a senior high school (senior grade two), it is concluded that the reliability and the facility value of MCQ are appropriate enough to achieve the goal of designing this competition, while the validity of MCQ is low.

According to the research results, the student’s language proficiency is polarized in the class. The teacher should pay more attention to those slow students and take appropriate teaching methods to change the unbalanced situation. Furthermore, the design of the choice questions can combine grammatical items with vocabulary, which will balance the proportion of the two types of testing points, which will improve the validity of the test paper. The findings will provide reference and basis for the improvement of English test papers construction and English teaching in high schools in China.

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# Admiration and Doubt—Comparing *Crossing Brooklyn Ferry* and *To Brooklyn Bridge*

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American poet, Walt Whitman and Harold Hart Crane both write poems about the place connecting Brooklyn and Manhattan, in *Crossing Brooklyn Ferry* and *To Brooklyn Bridge* respectively. By comparing the similarities of these two poems, this paper analyses the two poets' attitudes towards the development of modern society, finding that both poets not only show admiration for modern society but also doubt about the fast development. It aims to reveal the influence of fast development of modern society on people's mentality.

*Keywords: Crossing Brooklyn Ferry*, *To Brooklyn Bridge*, admiration, doubt

## Introduction

American poet, Walt Whitman was born in Long Island of New York. As a New Yorker, he devotes his passionate love to this city. Many works of him are closely related to this city, since the rhythm of urban life has great influence on him. *Crossing Brooklyn Bridge* is a famous poem in his poetry anthology—*Leaves of Grass*. This poem wins Whitman the title of "The first city poet of the new world" (Killings, 2008). In his poem, he sings high praise of national spirit (Huang, 2005).

Another American writer, Harold Hart Crane, inherited Whitman's imagination: hope and doubt, order and chaos (Lehan, 1998). Having an experience of living in New York in 1924, for a time, Crane has an experience of living near Brooklyn Bridge, from which he could have a panorama of Brooklyn Bridge from his apartment. Inspired by Brooklyn Bridge—the poetry landmark of New York, he writes down the prelude to "The Bridge" *To Brooklyn Bridge.*

*Crossing Brooklyn Ferry* and *To Brooklyn Bridge* were written in 1856 and 1930 respectively. In these two poems, the place connecting Brooklyn district and Manhattan is the main scene depicted in the two poems. With the development of modernization, ferry is gradually replaced by the bridge. As important locations connecting two districts of New York, Ferry and Bridge witness thousands of men and women shuttle back and forth in these two districts, so there are some similarities in between. In these two poems, Walt Whitman and Harold Hart Crane both show their admiration for New York mixed with a little doubt about the development of modern society. And this similar experience and feeling of these two poets reveal the impact of fast development on people's mentality.

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## Ferry and Bridge: Witness of Urban Changes

Ferry and bridge, especially a location between Brooklyn and Manhattan, have one thing in common—vital urban place. From this perspective, even though the development of modern society has changed the way of transportation from Brooklyn ferry to Brooklyn Bridge, ferry and bridge play the same important role in connecting two districts of New York.

In the poem *Crossing Brooklyn Ferry*, Brooklyn ferry is a place where large flow of people gathered and converged. In 1950s, with the development of civilization, America enjoys a booming economy. Meanwhile, this country is confronted with instability. Many people choose to leave New York while many others go to this city with the dream of making a fortune. Whitman mentions some images from the bank of Brooklyn Ferry—such a bustling ferry, such as ships, steamboats, flag of all nation, granite storehouses by the dock, foundry chimneys (Ma, 2001), etc. These images are not expected to see in the past time, but the consequence of industrialization.

In the poem *To Brooklyn Bridge*, Harold Hart Crane also mentions many typical images of urbanization like "elevators", "subway scuttle", derricks", "elevators" (Hammer, 2006), and so on. All these images make up a busy city scene. With the finish of industrialization and the development of civilization, a large influx of immigrants into America aggravated the instability of the city. As an important location, Brooklyn Bridge witnesses the changes over the years.

## Admiration for Modern Society

Whitman deeply loves his motherland; it is not difficult to sense his genuine love for the country in this poem. In the forth stanza of *Crossing Brooklyn Ferry*, Whitman directly expresses his love for the country. As the lines go, "I loved well those cities; I loved well the stately and rapid river" (Whitman, 2015). When Whitman witnesses the busy ferry, he could not help expressing his admiration for the development of his nation. For Whitman, nothing is more enjoyable than watching the beautiful scenery of the city; any piece of this city seems lovely. In the following stanza, the poet expresses his feeling about the sight he sees, such as river, sunset, waves of flood tide, seagulls over the sky, and the hay-boat in the twilight; all of these images seem to be attractive and beautiful and alluring in the poet's eyes, "nothing is more stately and admirable than Manhattan" (Whitman, 2015). Whitman speaks out his love for the city directly.

In *To Brooklyn Bridge*, Brooklyn Bridge is not only an architecture, but also the symbolization of the nation spirit. Brooklyn Bridge spans the East River of New York and connects Brooklyn with Manhattan Island. Completed in 1883, it was the longest suspension bridge in the world at that time. Until now, it is still the landmark of New York, as famous as the Statue of Liberty and Empire State Building. Since its opening, it becomes the icon of New York, which symbolizes creativity and civilization of America. Such a magnificent architecture was a miracle at that time. Therefore, the construction of Brooklyn Bridge shows the great power of a nation and represents the development of modern society. In the past, people travel between Brooklyn and Manhattan by ferry, while thanks to the development of industry, ferry is replaced by bridge. This change is the manifestation of industrial development. The admiration for the development is more vividly shown in this poem, "building high over the chained bay waters Liberty" (Hammer, 2006), which not only shows the grand gesture of Brooklyn Bridge, but also praises the spirit of freedom embodied in the bridge. Since the bridge is a symbol of American creativity and the achievement of civilization, "O harp and altar" (Hammer, 2006), the bridge is regarded as both “harp” and “altar”, which are related to music and religious worship. The metaphor of the bridge as “a harp” is suggested by the shape of the bridge. The altar is a holy place used in ceremonies, so this comparison regards Brooklyn Bridge as a place of sacrifice and worship. In the eyes of Hart Crane, Brooklyn Bridge is regarded holy and solemn which represents the spirit of modern society.

## Doubt about Fast Development

Modernization leads to the constant expansion of cities, and the infinite expansion makes people feel the ineptitude and insignificance of one man. Therefore, the rapid urban change greatly affects feeling of citizens there.

Ferry is a common place in the city, and the place where people gather. In the 1950s and 1960s, the busy New York Ferry is the epitome of the whole city. The busy scenery of modern city is drawn by depicting ferry boats and bustling crowds.

In *Crossing Brooklyn Ferry*, Whitman describes crowds of men and women with different social background cross two districts through Brooklyn ferry; Whitman is so curious about them so that he has the strong desire to know about them. As Whitman mentions in the sixth stanza, when he walks home late at night or lies in bed, some curious questions comes to him. And it looks as if the darkness falls on him, “it is not upon you alone the dark patches fall, the dark threw patches down upon me also” (Whitman, 2015). This darkness shows Whitman’s uncertainty and anxiety to fast development. When he sees the hope of the country, he also feels somewhat lost in such a fast-developing city. As Whitman wrote down, the best thing he used to do seems to be blank and suspicious at the present. He also experiences many evil human emotions. Greedy, shallow, sly, cowardly, these feelings are just like the wolf, the snake, and the hog that almost engulf him. He shares the feeling of the rest, experiences not only happiness but also sadness.

In *To Brooklyn Bridge*, Hart Crane describes the scene around the bridge in one day. From seagulls to derricks, from elevators to subway scuttle, these images altogether formed a busy urban scene. However, one scene connected to the bridge is one man committing suicide (Huang, 2002). This scene seems to be absurd compared with the praise of the city in the front lines in the poem. This scene, however, shows another aspect of city life and symbolizes Hart Crane somewhat doubts whether the fast-development drives people crazy or not. Since the identity of the bedlamite is not mentioned, he could be anyone, a successful businessman or a tramp hanging in the street. There is possibility that the next one who commits suicide could be anyone living in this city. Still, in the next stanza, Hart Crane starts to change the perspective view; he observes prayer of pariah, cry of lover, the traffic lights that skim. These images convey a suffocating, restless, irritable, and anxious atmosphere. Unhappy scenes described and negative feelings generated in the poem reflect the doubt of Hart Crane.

## Conclusion

The doubt about the fast development of city is an everlasting concern in the process of city development. Walt Whitman and Harold Hart Crane, never lose their hope for the development of modern society. However, the endless urban expansion somewhat makes them constantly doubt about the existing problems arising with the development of civilization, industrialization, and economy. Thus, in such a fast developing society, they suffer from doubt.

In general, both Whitman and Hart Crane sing high praise of their motherland, show admiration for the development of modern society, while such fast and tremendous changes cause a series of impact on people's mentality. Consequently, in *Crossing Brooklyn Ferry* and *To Brooklyn Bridge*, Whitman and Hart Crane show they feel somewhat doubt about the fast developing society as well.

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# Austin“ 言语行为三分说 ”术语翻译在中国

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[摘要] 从文献上看，中国学者对英国分析哲学家奥斯汀的 locutionary act、illocutionary act 和 perlocutionary act 三分说术语的翻译有几十种，没有统一的译法，也没有引起学界的足够重视，以至于教师在课堂教学时的术语使用不一致，造成博士、硕士以及本科学生在撰写学位论文时的困惑和混乱。本文对 1955 年以来使用频率较高的 25 种“ 言语行为三分说 ”术语翻译进行回顾和梳理。此外，还对“ 言语行为三分说 ” 术语的汉译提出建议。

[关键词] 言语行为三分说；术语翻译；译法迥异

19 世纪末 20 世纪初西方哲学史上发生了语言转向，出现了语言哲学，并先后形成逻辑实证主义学派和日常语言学派。日常语言学派代表奥斯汀（Austin，1962）应哈佛大学邀请，于 1955 年开办 How to Do Things with Words（《如何以言行事》)的学术讲座，共 12 讲，提出经典言语行为理论。其核心内容是言语与行为无法分离，言即行，言事即做事，说话就是做事，语言本身包含着行动的力量。言语行为理论的提出，立刻掀起了西方语言革命的高潮，使其成为语言哲学的核心理论，并奠定了语用学产生的理论基础。值得一提的是奥斯汀的“ 言语行为三分说 ”，即 locutionary act、illocutionary act 和 perlocutionary act，引起欧美国家的专家、学者的广泛关注，我国哲学界、语言学界、社会学界、人类学界、法学界、心理学界等领域的学者也致力于该研究，纷纷著书立说。

从文献上看，国内学者们对“ 言语行为三分说 ”（ locutionary act、illocutionary act 和 perlocutionary act）的三个术语至今没有一致的翻译说法。这三个术语的汉语译文迥异，一直没有引起中国学界的足够重视。

## 一、60 年来“ 言语行为三分说 ”术语的汉语翻译回顾

自 1955 年奥斯汀提出“ 经典言语行为理论 ”以来，言语行为（Speech Act）成为语言哲学中发展较快的一个领域。60 年以来，我国学者和师生们先后从不同视角探讨言语行为理论，该理论被应用到不同的学科，包括转喻言语行为、小说翻译言语行为、思想政治教育言语行为评价、言语行为现象学、外语教学言语行为模式、跨文化交际中的言语语用失误分析、商务英语谈判言语行为、英文广告言语行为、修辞问句认知机制、法庭言语行为、文学叙事言语行为、戏剧反讽的言语行为、新闻语言、医疗活动中言语行为特征、文学批评言语行为、手机短信不道德言语行为的伦理思考、隐喻、新闻发言人言语行为、公益广告言语行为、婚姻对话言语行为、公文言语行为、灾难报道中所涉及人物的言语行为、电影中拒绝言语行为、课堂教学言语行为、恭维言语行为、听觉障碍儿童言语行为、公安民警的言语行为规范、企业领导者言语行为、翻译等值的相对性、虚构性言语行为的递归结构、从社会心理语言学角度看言语行为性别差异、诗歌语篇象似性言语行为、面子言语行为、刑法中的言语行为、警告言语行为、安慰言

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**[作者简介]** 杨红（1968—），女，海南大学旅游学院，副教授，博士，英国、美国、加拿大、澳大利亚访问学者，并获得加拿大科研专项奖，研究领域为话语分析、语用学等。

语行为、国家行政公文言语行为、抱怨言语行为、劝说言语行为、幽默言语行为等等。

值得一提的是，在中国知网上输入关键词“言语行为”，可以查到 16052 条论文检索结果。其中，有关“言语行为三分说”（locutionary act、illocutionary act 和 perlocutionary act）术语汉译就有几十种，专家和学者以及广大的师生们对三分说术语的说法各异，互换使用。在此有必要对专著和论文中出现频率较高的“言语行为三分说”术语翻译进行回顾，这些翻译分别是：

- 语意行为、语行行为、语效行为
- 说话行为、施事行为、取效行为
- 说话行为、行事行为、取效行为
- 说话行为、以言行事行为、以言取效行为
- 语言行为、以言行事行为、以言取效行为
- 话语行为、话语施事行为、话语施效行为
- 言之发（以言指事）、示言外之力（以言行事）、收言后之果（以言成事）
- 言之行、言之力、言之果
- 言之行、言之的、言之果
- 以言指事、以言行事、以言成事
- 以言指事行为、以言行事行为、以言成事行为
- 以言指事、以言行事、以言取效
- 以言表意、以言行事、以言取效
- 以言表意行为、以言行事行为、以言取效行为
- 以言表意行为、以言施事行为、以言取效行为
- 直陈行为、行事行为、语效行为
- 言辞行为、非言辞行为、超言辞行为
- 叙事行为、施事行为、成事行为
- 表述性行为、施为性行为、成事性行为
- 语谓行为、语用行为、语效行为
- 本体行为、意向行为、效应行为
- 言说行为、意向行为、取效行为
- 言中行为、言外行为、言后行为
- 言内行为、言外行为、言后行为
- 话语言内行为、话语言外行为、话语取效行为

## 二、25 种“言语行为三分说”术语翻译的梳理

从回顾来看，奥斯汀的“言语行为三分说”术语的汉语翻译说法主要有 25 种，相互之间有文字共同部分，也有完全不同之处。这 25 种汉语译文皆出自公开出版的著作和发表的论文中，译法多样，纷杂缭乱，现对其进行梳理和比较如下：

### 1、“语意行为、语行行为、语效行为”三分说翻译

夏征农（1999）主编出版《辞海》新版，将奥斯汀的 locutionary act、illocutionary act 和 perlocutionary act 分别译为语意行为、语行行为、语效行为。这种《辞海》模式的翻译，专家学者们在引经据典时采用。

**2、“说话行为、施事行为、取效行为”三分说翻译**

顾曰国（1989）在《奥斯汀的言语行为理论：诠释与批判》一文中，将奥斯汀的言语行为三个术语翻译，分别译为说话行为、施事行为、取效行为。之后，国内一些学者纷纷效用此种译法，如付习涛（2004）、於晓丹（2006）、刘振聪和杨莉芳（2006）、孙海燕（2007）、戴林红（2007）、朱慧敏（2009）、崔冬梅（2009）、红燕学（2012）等采纳了顾曰国的术语翻译。

**3、“说话行为、行事行为、取效行为”三分说翻译**

王大方（2009）在《透过言语行为理论看塞尔对西方哲学的发展》中，使用了“言语行为三分说”的术语翻译，即说话行为、行事行为、取效行为。该翻译与顾曰国的翻译比较起来，第一、第三的术语翻译一致，而第二个译文有区别，王大方与顾曰国把 illocutionary act 分别翻译成了“施事行为”和“行事行为”，关键差别在于汉字“施”和“行”。

**4、“说话行为、以言行事行为、以言取效行为”三分说翻译**

与王大方的翻译比较，吴延平（2007）对“言语行为三分说”术语翻译稍加调整和补充，他在王大方的基础上，保留了顾曰国第一个术语翻译不变，针对第二、第三的术语翻译，增加了两个字“行为”。

**5、“语言行为、以言行事行为、以言取效行为”三分说翻译**

牟博、杨音莱、韩林合（1998）翻译了美国哲学家 A.P. Martinich 的著作《语言哲学》（The Philosophy of Language），认为将 locutionary act、illocutionary act 和 perlocutionary act 翻译为“语言行为、以言行事行为、以言取效行为”较为妥当。保留了顾曰国的“取效”译法，又有自己的创新翻译，即“语言行为、以言行事行为”。

**6、“话语行为、话语施事行为、话语施效行为”三分说翻译**

杨玉成和赵京超（2013）对奥斯汀的原著“How to Do Things with Words”进行翻译出版，将 locutionary act、illocutionary act 和 perlocutionary act 三个术语翻译为说话行为、话语施事行为、话语施效行为。这种翻译保留了吴延平的两个字“行为”和顾曰国的“施事”，改变了顾曰国翻译的部分文字，如将“说话”改为“话语”，将“取效”改为“施效”，三个行为前面都增加了“话语”两个字。

**7、“言之发（以言指事）、示言外之力（以言行事）、收言后之果（以言成事）”三分说翻译**

何自然（1988）将奥斯汀的言语行为三分说翻译为“言之发（以言指事）、示言外之力（以言行事）、收言后之果（以言成事）”，何莲珍（1996）、何国雄（2005）、刘晓云和高建波（2006）、程绍驹（2009）等也采用了何自然的这种术语翻译。束定芳与肖本罗和李彩虹等人的“九字”译法是对何自然的“言之发、示言外之力、收言后之果”翻译的语言提炼。

**8、“言之行、言之力、言之果”三分说翻译**

束定芳（1989）对言语行为理论展开评述，提出三分说术语翻译为言之行、言之力和言之果。束定芳与顾曰国、王大方、吴延平、杨玉成和赵京超的翻译，完全不一致，并没有按照直译的方法将“act”翻译成“行为”。

**9、“言之行、言之的、言之果”三分说翻译**

肖本罗和李彩红（2006）对三分说术语翻译采取了“九字”对称译法，这与束定芳的翻译有相似之处，如第一、第三术语翻译一致，但第二个则修改了一个字，他们把束定芳的“言之力”改为了“言之的”，用“的”字代替“力”。

**10、“以言指事、以言行事、以言成事”三分说翻译**

张旭春（1998）、房红梅（2001）、陈成辉和刘绍忠（2002）、周维娣（2009）、彭述初（2009）、陈正红（2013）等沿用了上述括号里何自然的术语翻译，即以言指事、以言行事、以言成事。

**11、“以言指事行为、以言行事行为、以言成事行为”三分说翻译**

冉永平（2005）、曹静（2007）、姜琳琳和袁莉莉（2008）以及易明勇（2013）的“以言指事行为、以言行事行为、以言成事行为”，是在何自然、张旭春等人的三分说翻译基础上，增加了“行为”两个字，其核心部分保留不变。

**12、“以言指事、以言行事、以言取效”三分说翻译**

王健平（2003）与张旭春、房红梅等使用的第一、第二术语翻译一样，而第三个它们是有区别的，分别是“以言成事”、“以言取效”。

**13、“以言表意、以言行事、以言取效”三分说翻译**

陈嘉映（2003）在《语言哲学》著作里将奥斯汀的“言语行为三分说”术语翻译为以言表意、以言行事、以言取效。此后，曹若男（2011）在《言语行为理论的哲学梳理》论文中也沿用了这一术语翻译。陈嘉映与王健平的三分说翻译中，第二、第三译法相同，而针对 locutionary act 的翻译分别是“以言指事”、“以言表意”。

**14、“以言表意行为、以言行事行为、以言取效行为”三分说翻译**

刘志丹（2012）在陈嘉映的术语翻译基础上，补充了“行为”二字，形成“以言表意行为、以言行事行为、以言取效行为”的三分说翻译。

**15、“以言表意行为、以言施事行为、以言取效行为”三分说翻译**

韦森（2005）从言语行为理论视角探讨了制度的形成，与翟弘和徐美彦（2005）提出了“以言表意行为、以言行事行为、以言取效行为”三分说术语翻译，此后杨宁芳（2008）也采用了这种译法。翻译7、“言之发（以言指事）、示言外之力（以言行事）、收言后之果（以言成事）”三分说。

**16、“直陈行为、行事行为、语效行为”三分说翻译**

钱冠连和霍永寿（2003）将奥斯汀的 locutionary act、illocutionary act 和 perlocutionary act 三个术语，诠释为“直陈行为、行事行为和语效行为”。

**17、“言辞行为、非言辞行为、超言辞行为”三分说翻译**

史忠义（2010）翻译了法国巴黎大学哲学教授阿兰 · 米哈伊尔 · 苏波特尼克的《言语行为哲学》，在这本专著中，他考虑了外语术语的词源和构成，将奥斯汀的“言语行为三分说”术语的译为“言辞行为、非言辞行为、超言辞行为”。将 locutionary act、illocutionary act 和 perlocutionary act 的概念翻译为“言辞行为是指人们在说话时区别和组合声音、使用和联结词汇所代表的概念店行为；非言辞行为是指语句的陈述本身即构成某种行为，并在一定程度上改变了对话双方的关系；超言辞行为是指语句的陈述服务于另外的更深远的目的，如向某人提问的目的，是替他解围，使他难看或表示赞同他的意见等”。

**18、“叙事行为、施事行为、成事行为”三分说翻译**

李海荣（2008）、崔凤娟（2009）在阐述翻译等值和会话含义时，对言语行为三分说的术语翻译提出了“叙事行为、施事行为、成事行为”说法。

**19、“表述性行为、施为性行为、成事性行为”三分说翻译**

赵明（1999）、姜海清（2004）从翻译原则的视角，先后提出了“表述性行为、施为性行为、成事性行为”的三分说术语翻译。

**20、“语谓行为、语用行为、语效行为”三分说翻译**

邱惠丽（2006）从当代哲学意义视角，提出了语谓行为、语用行为、语效行为是 locutionary act、illocutionary act、perlocutionary act 的翻译。语谓行为即说出一句有意义、大家可以听懂的话；语用行为是指通过说出这句有意义的话完成了一个告知或警告行为，从而让大家得知这件事；语效行为是指这句话产生了一个相应的后果。

**21、“本体行为、意向行为、效应行为”三分说翻译**

郭聿楷（1990）将奥斯汀的三个层次言语行为分别翻译为本体行为、意向行为、效应行为。这种译文在国内少见，也是国内首次出现的三分说翻译。

**22、“言说行为、意向行为、取效行为”三分说翻译**

孙淑芳（1998）提出言语行为三层次术语的翻译为“言说行为、意向行为、取效行为”，采用了顾曰国的“取效行为”和郭聿楷的“意向行为”的翻译，有了自己的翻译创新“言说行为”。该学者认为，言说行为是指说出合乎语言习惯的有意义的话语，即说出有一定语音结构、符合语法关系、有一定意义和所指对象的句子；意向行为是指以某种方式运用言说行为来表示说话人意图和目的的一种行为；取效行为是指说出话语会对受话人的思想、行为、意志、感情等产生某种作用和影响，引发某种效果。

**23、“言中行为、言外行为、言后行为”三分说翻译**

崔建斌（1999）在论述语用学时，提出了“言语行为三分说”术语翻译为言中行为、言外行为、言后行为，并将它们的定义分别翻译为：言中行为即说话的字面意义；言外行为就是所说的话语是构成一道命令、请求、许诺；言后行为即所说的话在听话人身上产生对效果。

**24、“言内行为、言外行为、言后行为”三分说翻译**

大批学者效仿崔建斌的“言中行为、言外行为、言后行为”翻译模式，调整了“言中行为”，将“中”字改为“内”字，并保留了后二者的翻译，即使用了“言内行为、言外行为、言后行为”三分说术语翻译模式，这些学者包括陈海庆和张绍杰（2004）、高桂珍和时真妹（2004）、雷卿（2006）、杜卫卫（2007）、栾吉斌和单军娜（2007）、叶红英（2007）、韩仲谦和左进（2007）、刘海云（2008）、李明（2009）、胡铁生和马岩峰（2009）、侯风英（2011）、尹付（2011）、孟娜佳（2011）、王晶红（2011）、金英（2011）、曹方蓝（2012）、姜晖与王强和王泽霞（2012）、王澎（2013）、杨红（2014）等。

**25、“话语言内行为、话语言外行为、话语取效行为”三分说翻译**

张洪芹（2012）出版译著《如何以言行事》，尽管与杨玉成、赵京超的译著书名完全相同，但是针对奥斯汀的“言语行为三分说”术语，却提出了不同的翻译，即“话语言内行为、话语言外行为、话语取效行为”。这种翻译既采纳了崔建斌的“言外行为”，又保留了顾曰国的“取效行为”和陈庆等人的“言内行为”，并在三个层次行为前面增加了两个字“话语”。

## 三、对“言语行为三分说”术语翻译的建议

除了上述使用频率较高的 25 种“言语行为三分说”术语翻译以外，学界和课堂教学中还存在着其他的译法，如将奥斯汀的 locutionary act、illocutionary act、perlocutionary act 术语翻译为“言有所述、言有所为、言后有果”，“以言述事、以言做事、以言成事”，“言内行动、言谓行动、言成行动”等等。同一英语术语，被翻译成几十种汉语译文，至今翻译界没有统一说法，学界也没有人质疑，这就是问题。值得一提的是，这个问题对于学者和教师，特别是对学生已经造成了极大的困惑和混乱。有问题，就应该解决。为此，针对剖析出来的问题，对“言语行为三分说”术语翻译提出一些不成熟的建议：

**１、参考《辞海》翻译模式**

语意行为、语行行为、语效行为是《辞海》中对于奥斯汀“言语行为三分说”术语的翻译模式。既然这一翻译出自《辞海》，可以作为“言语行为三分说”术语翻译的一个标准版本。《辞海》意为海纳百川，是几代人千锤百炼的知识结晶，是中国最大最全的综合性辞典。因此，学者、师生们在撰文写稿时，不妨参考或引用《辞海》中的“语意行为、语行行为、语效行为”三分说术语翻译说法。

**２、创新顾曰国翻译模式**

顾曰国，师从英国院士 Leech，是我国研究奥斯汀经典言语行为理论的早期专家，现任中国社会科

学院研究所研究员和当代语言学研究室主任。他将奥斯汀的 locutionary act、illocutionary act、perlocutionary act 三分说的术语和概念分别翻译为说话行为、施事行为、取效行为，说话行为指说出合乎语言习惯的有意义的话语；施事行为指在特定的语境中赋予有意义的话语一种言语行为；取效行为指说话行为或施事行为在听者身上所产生的某种效果。此后，许多学者关于奥斯汀“言语行为三分说”的翻译皆依据和参考顾曰国的“说话行为、施事行为、取效行为”翻译模式，展开演变和拓展，包括用词模式相近的几种术语翻译，即“说话行为、以言行事行为、以言取效行为”,“语言行为、以言行事行为、以言取效行为”,“话语行为、话语施事行为、话语施效行为”,“直陈行为、行事行为、语效行为”,“言辞行为、非言辞行为、超言辞行为”,“叙事行为、施事行为、成事行为”,“表述性行为、施为性行为、成事性行为”,“语谓行为、语用行为、语效行为”,“本体行为、意向行为、效应行为”,“言说行为、意向行为、取效行为”。

**3、借鉴何自然翻译模式**

言之发（以言指事）、示言外之力（以言行事）、收言后之果（以言成事），这种翻译出自语言学家何自然之作，该翻译模式被许多学者和师生借鉴，并在此基础上加以调整和创新，如“言之行、言之力、言之果”、“言之行、言之的、言之果”,“以言指事、以言行事、以言成事”,“以言指事行为、以言行事行为、以言成事行为”,“以言指事、以言行事、以言取效”,“以言表意、以言行事、以言取效”,“以言表意行为、以言行事行为、以言取效行为”,“以言表意行为、以言施事行为、以言取效行为”,“言内行动、言谓行动、言成行动”,“言中行为、言外行为、言后行为”,“言内行为、言外行为、言后行为”,“话语言内行为、话语言外行为、话语取效行为”,“言有所述、言有所为、言后有果”,“以言述事、以言做事、以言成事”等。此外，从文献来看，自 20 世纪末以来，诸多学术著作和论文都直接采用何自然模式，可见“言之发（以言指事）、示言外之力（以言行事）、收言后之果（以言成事）”三分说术语翻译的可取之处。

## 四、结语

近年来关于奥斯汀“言语行为三分说”术语翻译的论文很多，涉及到不同的学科和不同层次的研究者，没有公认的翻译标准和一致的翻译模式。上述的 25 种“言语行为三分说”术语翻译，是目前国内出现在著作、论文以及课堂教学中频率较高的译法。仁者见仁，智者见智，每一种汉语译法都有自身的焦点和侧重点以及研究视角，难以决断孰是孰非。然而，这种纷繁多样的翻译现状，历经了自奥斯汀提出“言语行为三分说”术语以来的 60 年岁月，应该是规范统一术语翻译说法的时候了。

统一“言语行为三分说”术语翻译，既方便学者著书立说，又能方便学生撰写论文时引经据典，更有利于教师的课堂教学。“言语行为三分说”术语翻译的一致性使用，也是对奥斯汀言语行为理论负责任的交待。奥斯汀既然能用英语单词 locutionary act、illocutionary act、perlocutionary act 准确表达言语行为的三个层次，我们也期待着中国翻译界和学术界群策群力，能够用博大精深的中国文字精确地翻译和传递奥斯汀三分说的经典思想。

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# Terminology Translations of Austin's Speech Act Tripartite Model in China

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Judging from the references, Chinese scholars have dozens of terminology translations on the British analytic philosopher Austin's locutionary act, illocutionary act and perlocutionary act. There is no unified translation for it, and scholars did not cause enough attention to this. Thus teachers use the terms in the classroom inconsistently, resulting in doctoral students, graduates and undergraduates writing dissertations in confusion and chaos. This paper reviews and trims 25 frequently -used terminology translations of Speech Act Tripartite Model since 1955. Furthermore, some suggestions on Chinese terminology translations of it are put forward as well.

*Key words:* Speech Act Tripartite Model; Terminology Translation; Translation Differences

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