



Language Teaching in China

语言
教学

在中国

Enseñanza de
idiomas
en China

A simple way to provide video feedback on
writing coursework with screen-casting
technology

LOOM:
A Team-Friendly Video Recording Software

Quizlet:兼具手机版与网页版的
单词学习工具

ISSUE 2
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CONFERENCE REPORT

English Education China Assembly

SPRING 2023 HAS ARRIVED, ushering in cherry blossoms, festivals, and of course, the Year of the Rabbit. In keeping with the thoughtful and introspective qualities of those born in rabbit years, our Issue 2 contributors have reflected deeply on the most effective ways to engage their Chinese students, from classroom (the innovative Thanos Mission designed by Xiao Cao) to feedback (Providing Video Feedback on Writing via Screencasting Technology by Ana Li Zhong).

Indeed, reflective practice has emerged as a theme of this issue. Yuyang Zhao presents a case for using crossword puzzles to encourage quieter students to speak during online provision – a situation which many of us will recognise, and that contributors Sam Evans and Xiaoqing Bi used as the basis for their research on Chinese Students' Willingness to Communicate. In this issue's Conference Report, Huimin He describes her experience at the Global English Education China Assembly, and how the presentations of Professors Qing Wang and David Crystal particularly resonated with her.

Chinese readers will no doubt find some fascinating takeaways in Shengxuan Qi's close analysis of the word *dafang* (大方) and the complex world of Chinese idioms, as well as Mengqi Hu's bilingual review of Quizlet.

Other APPs and programs reviewed by our contributors elsewhere in Issue 2 include Kahoot, a gamification tool tested by Jiayu Zhou, and Loom – A Team-Friendly Video Recording Software, by Alan Meek and Ivana Vulic. Those interested in a program to support their own writing projects need look no further than Stephen Davis's lively take on Scrivener, a word-and-idea processing tool promising to ease creative lives.

There is certainly a lot to take away from this issue of LTiC – and I do hope you enjoy reading it as much as I did!

Best wishes,

— Kat (Editor)

REFLEC

CTION



Activities

***to Improve
Students' Engagement
in the Language
Classroom***



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Introduction

AS AN ENGLISH teacher working with first year students at a large EMI university in China, XJTLU, I cannot help noticing that most of those students find it hard to communicate in English during their EAP classes. Sometimes, although the instruction of talking to partners has been given, some students remain silent. In order to find the reasons for this, I did an investigation through a focus group interview with some students from EAP027, which is the largest year one EAP module at XJTLU, and common to the majority of first-year students. I found out that most students feel uncomfortable speaking English because of the following three concerns:

1. They fear being laughed at if they make mistakes.
2. They feel nervous when others pay attention to what they are saying.
3. They tend to follow the traditional Chinese class rule in which students are supposed to listen and never talk.

Therefore, I attempted to build an environment that could make students feel comfortable participating in speaking tasks and using English. This article will describe the activities I designed to improve students' engagement based on the concerns mentioned above and how those activities are practiced in my classes.

Using background music

Students tend to feel shy or embarrassed when speaking English in a speaking activity, even though the teacher instructs them to do so. It's not rare that after the teacher has said "discuss with your partner now," the classroom remains quiet. Creating a lively and noisy environment can be the key to encouraging students to make some "noise" of their own. Also, students may be more willing to speak when they know that they will not draw others' attention because of the loud environment. Therefore, I use some background music during the speaking activities.

To increase the students' autonomy and engagement, I let students choose the music they like to use for the class. They can feel engaged since they can contribute to decision making in the class. For example, the student who first enters the classroom or who was born in summer can decide the genre of the music. Students will choose some of their favorite songs, and try to turn the speaking task into a party. With the background music, students feel safe to speak, and they have to speak louder to make themselves heard. The trick is not to play Chinese songs because students may be distracted if they can fully understand the lyrics. Once the music rule becomes a regular part of the class, students will develop a habit of talking while the music is on.

Seat code

Students tend to sit with certain people and never change their table. Some teachers believe the quiet students tend to stay together all the time as it helps them to feel safe. It can lead to the consequence that some louder students stay together all the time while the quieter ones always remain in the corner. Therefore, I employ a seat code policy that requires students to sit at the table according to the day's code. This can ensure that students sit at different tables and talk to different people. The day's code can also be a speaking task to warm up.

Here is one example of the use of the seat code: "Sit by the month you were born." Once students find their tables, I will let them talk to each other and find the person born in the same month. It's just a simple task to help them to get to know each other. After that, I let them think of a team name. Here is a trick for coming up with the team names. I always give some rules to help them name themselves. For example, the team name has to be in the form of "color + shape + animal." Then they will create their names, such as "red triangle fox," and they will do group activities as a team for the rest of the class. Figure 1 shows examples of two group names created by students based on the rule "a super hero and an animal".

The seat code can even create curiosity about what the seat code is, which again can promote learning, which again can promote learning.

Boom

It can be challenging to manage classroom activities. Some students are shy to participate in an activity. To stimulate student participation, I introduced the Boom policy.

The Boom [Figure 2] is a speaking task to collect students' ideas. After the Boom, the students have to give a response to the next table. If they refuse to participate, the boomed group will be punished. After more than three rounds, the student can only answer for one round. Being afraid of punishment can motivate students to contribute. Being afraid of punishment can serve as many ideas as possible during the Boom. Being punished can serve as a punishment. Punishments must be done carefully.

Punishment

I suggest you be careful with punishment. I motivate students to learn by using punishment, however, with a little thought. Rather than a "real" punishment, or scolding, what I use are creative punishments. Punished students feel uncomfortable, but they find the punishments quite acceptable to make mistakes.

ate some excitement for students since they may be
t code of the day is, and whom they might be paired
npt greater engagement.

collect students' ideas during brainstorming
e not very motivated to contribute in such a group
nts to participate actively in group discussions, I
y.

tuffed toy I bring to my classroom and use to
er brainstorming, I will pass Boom to one table.
their ideas in 5 seconds, and then pass Boom
remain silent for 5 seconds, it goes "boom" and
punished. If students can keep giving ideas for
e teacher will be punished. The trick is that each
or the table once, so the quieter ones have to
punishment, students will try to come up with
uring the discussion. Also, seeing the teacher
as a reward to motivate them to try harder.
as a group so that no one feels embarrassed.

nt

h the design of punishment since it aims to
instead of discouraging them from trying;
ht and preparation it can be very effective.
ment in the classroom such as detention
more like party punishments. Few of the
omfortable or embarrassed. Instead, they
e fun and this makes them feel that it is
es.



Antman and Ant

Spiderman
and
Spider

①

Figure 1: Group names created by students
Figure 2: Boom

I will let students choose one punishment from 1- 6, and they can choose the punishment by using “wheel of names” (see figure 3), a random name picker or rolling a dice (a big dice stuffed toy can always be helpful). For example:

1. Sing a children’s song together
2. Silly dance for 10 seconds
3. Pass to another group
4. Model walk with background music
5. Read a tongue twister
6. Make an ugly face

Each punishment can create laughter and even lovely photos. Students are happy to share these funny photos on their social media, which may demonstrate their bond with the class. Usually, I will try to make myself the first person to be punished to show them that it is not embarrassing at all. We are laughing with you, not laughing at you.

Secret number and magazine battle

These two activities are used to decide the order to present or report. Normally, students are not confident with their presentations or group work. They do not want to be the first group to share the outcome of their work. Some teachers decide the order directly or through rock, paper, scissors. Using secret number or magazine battle to decide the order can make the process more fun.

Secret number: Write a number on a piece of paper and hold it in my hand (from 1 to 30) and let students guess the number. The table with the closest number will be the first to choose the order. For example, I wrote 14 on the paper and

hold it in my hand. Group A says 10, Group B says 20, Group C says 2. Then Group B, the winner, goes first to present, followed by group A and then Group C.

Magazine battle: Bring some magazines to class. Divide students from different groups or classes into two teams. Each team chooses a person to read many people there are on that page. The team with the most people wins and the winner can choose the order to present.



Figure 3: Using wheel of names

These two games can also be used to decide the order for any decisions in the classroom. It works well in terms of engaging the students and making part of the teaching and have fun.

s 9, group B says 11, and group
er, can first choose the order to
group C.

gazines to the classroom and let
open them. After that, count how
age, and the page with the most
decide the order.



es to choose punishment

ed to choose a student to make
having students make decisions
them since they feel that they are
wer over the class.

Thanos mission

It is not uncommon for teachers to use random methods for selecting students to answer questions, such as Wheel of Names, an online random name picker [Figure 3]. It can be fun while students stare at the wheel and wait for the lucky one (or we should probably say “unlucky” one). Using this method can also guarantee that all the students have the same opportunities to participate. However, students can only wait passively during this process. Thanos mission is an activity that can turn this passiveness into activeness.

Thanos is a supervillain in the movie Avengers who killed half of the population on earth by using a superpower. A Thanos mission is a chance that students can remove half of the names in the name picker as long as they complete the assigned task successfully. Those whose names have been removed will not be picked for the rest of the class. This can be a strong motivator for students to participate in some challenging tasks. For example, in a listening activity, I will have one student share his or her answer and claim this is a Thanos mission. If the answers are all correct, the student can remove half of the names in the name wheel.

Conclusion

The activities introduced above have been practiced in my classes with significant success. I do believe that a relaxing and comfortable environment can motivate students to participate in all the learning activities during the class. Teachers are very welcome to refine and adapt these tricks according to their individual teaching contexts and environments. Through sharing these practices, I do hope that readers can be inspired to take more innovative teaching approaches in their own classes.

A Simple Way to Provide Video Feedback on Writing Coursework with Screen-Casting Technology

Introduction

OVER THE YEARS, my role as a teacher has changed due to the ability to provide feedback. The changes that lead to student success indicate that nothing comes close to being a one-size-fits-all model. I have found that differentiated equal and that a "one size fits all" information-loaded feedback differs from what I have learned by my experiences which have led to increased student achievement. I am working with.

I have applied several approaches to the Purposen module at XJTLU. I have provided feedback in the form of a checklist, whole group in-classroom, and a majority of students. Despite the fact that written comments is how students receive information for them to respond (Liu, 2012). Therefore I would like to share my experience at XJTLU and suggest a potential

Background

Like many teachers over the past few years, my approach in the classroom has changed. Students and teachers alike, it is a challenge to come back on my previous experience. The changes are unique when the prevalence of technology is personally with my students in the classroom. I have found that meaningful and productively in the classroom experience through the relationship between instructors and students. The changes required when it comes to providing

I've come to recognize and accept the centrality of effective feedback in the classroom. One of the key ways to foster improvement in the classroom is the thoughtful feedback to help students reflect on their learning and make progress towards improvement (Hyland and Hyland, 2006). From experience it is evident that not all feedback is created equal; however, I've also come to recognize that not all feedback is created equal. A "one-size-fits-all" approach misses a variety of opportunities to provide more differentiated feedback to students' needs in various formats. This has been supported by my experience that applying different approaches and methods might lead to different levels of student engagement and satisfaction depending on the type of class and students that I teach.

When I started to provide feedback on writing coursework on a first year English for Academic Purposes Module, the guidelines dictated that students would first receive written feedback on a checklist with comments to clarify areas for improvement. In addition to a written checklist, audio feedback was also provided on common issues that were evident across the cohort. Despite our best efforts as is to provide effective feedback, the problem with written feedback is that students often do not interpret and perceive the feedback, and whether there is enough time for them to read and act on it (Ryan and Henderson, 2018; Leng, Kumar, and Abdullah, 2019). I decided to take this opportunity to share my feedback methods as an educator at XJTLU as an alternative to traditional, written forms of feedback.

In the last two years, the pandemic has forced me to re-evaluate and re-configure my teaching methods. While this experience has been both challenging and humbling for me, it has also presented us with opportunities previously unknown. Looking back at my experience with written feedback, I knew I needed to attempt something different. When I moved to an online context, I struggled to connect with students despite the challenges presented by the mediation of the technology. In an online setting, informal and interpersonal interaction is significantly reduced. Therefore, more personalization and care are required when providing feedback on academic writing in order to maintain or build rapport



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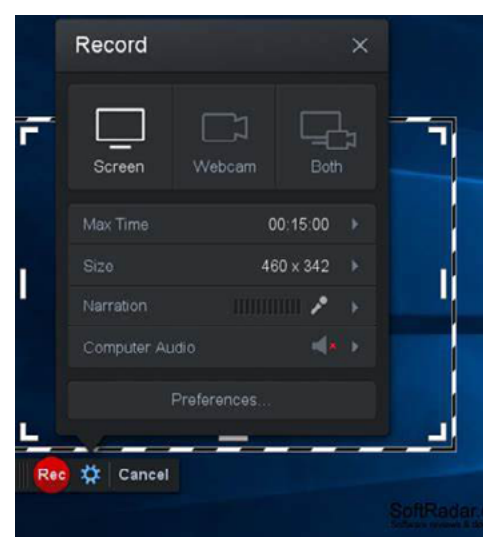


Figure 1 Screencastomatic

with students (Marshall, Love, and Scott, 2020). This is where I turned to research to support and guide my class instruction. Multiple studies have found that video feedback can be a more authentic and effective mode of communication due to its personalization, multimodality, and clarity (Ali, 2016; Hattie, 1999 as cited in Hattie and Timperly, 2007; Cunningham, 2015).

As such, I adopted video feedback techniques in respect of writing coursework in my instruction. I will share my experience with the tools and process I used to create video feedback on writing coursework for the Introduction to Intercultural Communication (LAN010) module, below.

Video Feedback Modality

Tools and Materials

Mediation doesn't change our goals or responsibilities as a teacher; however, it does introduce new challenges and opportunities to meet our objectives. Firstly, there are plenty of services available for making simple feedback videos, and interested teachers don't need to invest in expensive software or time-consuming training sessions. I have found that a simple screen-recording program like Screencast-o-matic (Figure 1) can be powerful even with its basic functions. This is a free downloadable software that is also available through a web version. The website link is "https://screencast-o-matic.com". There are options to record the screen, webcam, or both. With the free version, you can record up to 15 minutes of content. This allows

- Screen-casting program
 - <https://screencast-o-matic.com/>
- Writing Guide/Task Sheet/Class Materials
- Student Drafts

Figure 2 Tools and Materials needed for Screen Casting program

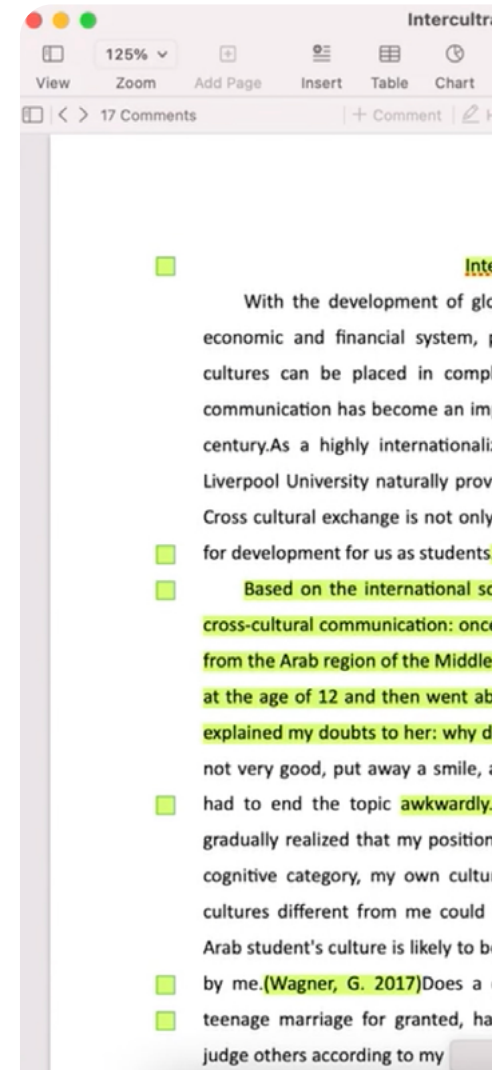


Figure 4 Split Screen

for plenty of time since even the typically exceed a few minutes. On files can easily be saved on your p

Feedback Metho

During the recording process I sta module's writing guide (Figure 3), on the left (see Figure 4). If your writing guide, the task sheet or m the essay requirements could also or materials become a visual refe example that helps to clarify any recording, I go through the stud

3. The Introduction

It is important to use the skills that you have been learning in your EAP classes when writing the introduction. The general structure of an effective introduction is that it follows the progression of being general to being specific. Remember, a good introduction has the following:

- **General Statements** (Providing background information about intercultural communication and international education, e.g. examples of the need for intercultural communication)
- **Thesis Statement** (state your chosen areas of interest; e.g. Stereotypes, Essentialism)

LAN010 – Introduction to Intercultural Communication
Semester 2, 2021-22

961 words | 2,198 words

the most powerful feedback doesn't
once the recording is complete, video
personal computer.

od

art with a split screen to display the
on the right and the student's draft
particular module does not adopt a
materials from the course related to
to be used in this instance. The guide
reference for students, so they have an
y information in the video. Prior to
ent's draft, insert comments in the

4. The Body Paragraphs

It is recommended that you use 2 body paragraphs for this essay. Remember, the word limit is 800-1000 words, so you should be looking to produce 2 body paragraphs which are roughly 300 words each.

For each body paragraph, it is suggested that you choose one of the main topics that have been taught on LAN010 and relate these aspects to your own experiences which have been described in your Portfolio Tasks. Remember, a large portion of your grade for this essay (60%) assesses whether or not you have a good understanding of the module's main theoretical concepts and your ability to reflect on them.

As a reminder, here are some of the main topics that we have covered so far in LAN010:

- Stereotypes
- Essentialism
- Ethnocentrism
- Othering
- Communications Styles
- Culture Shock

Which of these topics have you found the most interesting? Which topics are similar to the experiences you described in your Portfolio Task? You need to make some decisions:

- Which topics will you focus on?
- Will you use your Portfolio Task?

Figure 3 Writing guide

word document and highlight areas that I want to address focusing more on global than local errors. By addressing global errors, I ensure that students achieve the core task requirements and understand how their structure and organization can be improved. An example of this can be seen in Figure 3. In this example I reiterated the concept of the thesis statement because this student had missed it in their introduction. With the module’s writing guide next to the essay, the student could see an example and know where to find further information should they need it. This supports the student’s successful revision of the organization of the essay.

Through screen-casting teachers can record mouse movements, annotations, highlighting, and vocal commentary in real time. Although the written comments may be enough to provide students with guidance on their writing, the extra 5-minute video clarifies the comments and enables students to take swifter action. Video feedback also doesn’t limit the amount of information a teacher can provide on student drafts, enabling multiple forms of instruction to support students not only through text, but also via graphics or reference materials to access during their revision.

Anecdotal Evidence

Over the last semester (Spring 2022), I’ve been able to vary my approaches to giving feedback while eliciting reviews and feedback from students on their preferences. Six different forms of feedback were utilized, and it was determined that students still preferred 1-on-1 tutorials (Figure 5). This was no surprise given the ability of live feedback sessions to deliver individualized time, attention, and teacher-student dialogue that can immediately resolve any questions.

What was surprising to me initially, was how well-received video-recorded feedback was from the students’ perspective, despite it being their first encounter with this form. The features of video

feedback that were most beneficial (e.g., visual aids, text and audio), playback, and personalization (e.g., direct to the lecturer). Most students commented on the clarity of the feedback and a feeling of interaction with the lecturer. The video also provided additional listening practice through the playback feature. It encouraged students to reflect on their writing and make changes or avoid identified mistakes. I would like to add that, although the video feedback achieved higher mean scores than the course average, it was not statistically significant.

Ranked 1st - 13/24 students	
Ranked 2nd - 11/24 students	
Ranked 3rd	
Ranked 4th	
Ranked 5th	
Ranked 6th	

Figure 5 Student preferences on writing

N=1051	Mean
N=37 (VF)	Mean

Figure 6 Comparison

beneficial include its multimodality (visual personalization) (increased attention from the student commented on how video feedback provided them with their lecturer. They also appreciated the immediacy that the video feedback inherently offers. This helped them reflect on their errors and consider how to avoid making the same mistakes on their next draft. At this point, the data showed that although the students who received video feedback had a higher mean and median scores compared to the control group, this was not statistically significant (Figure 6).

1-on-1 Tutorial
Video
Written
Audio Recording
Checklist
Group in class

n=54.366 Median: 54
n=59.081 Median 56

Weaknesses and Limitations

In relation to weakness and limitations of video feedback, there were issues with video file size when trying to share the feedback with students via email. Within the VLE used at XJTLU, Learning Mall, there are options to share videos through an embedded media player, or via applications such as Dropbox. These proved a more effective and efficient method to share feedback. Another issue is time commitment – particularly for teachers who are unfamiliar with the relevant technology and who might be concerned about this method of feedback taking much longer. As with all technology and new approaches, there is a learning curve for teachers just starting out. While you may find that individualized video-recorded feedback takes a little longer at first than whatever method you are used to, this added time is not only likely to pay-off, but will very likely decrease once you get the hang of the process.

Research also indicates that the overall time involved in providing feedback and clarifying that feedback is reduced with video feedback because students have fewer follow-up questions (Armagan et.al., 2016). In addition, survey results on the drawbacks of video feedback based on my own action research study revealed that slow download time and a need for subtitles were the main areas of concern. Students also wanted the option of asking questions immediately after reviewing the video or to engage in a discussion. This issue could be resolved by holding tutorials or a forum to follow up with students.

Suggestions and Conclusion

Overall, video feedback was a successful endeavor. All students who received video feedback viewed it positively. Moving forward with this method, its effectiveness may be increased for remedial students who do not have academic writing experience compared to more advanced students. This is because video feedback is a tool for teachers to use when scaffolding academic writing. One might find that students who struggle with the course, materials, and the daunting task of their first academic essay require additional inspiration and that they will benefit from the clarity that video feedback offers.

When looking at the available options for feedback it is possible that a combined feedback approach would be an effective method. Firstly, written notes on the word document could highlight areas that need improvement. This could be followed by a video, to allow students the opportunity to process the gaps between where their essay stands and the course requirements. More forms of feedback, especially video or audio, provide students with direction and motivation. As their lecturers, our voice and even facial expressions in the video can build an interpersonal connection asynchronously making the difficult task of revision somewhat easier with the comfort of their lecturer "in the room" coaching them through the task, further supporting Hyland and Hyland's (2006) conclusion about written feedback as an ongoing dialogue between teachers and students. As we differentiate for our students in the classroom during content instruction, we can differentiate the frequency and types of feedback students

receive. In addition, giving students the opportunity to reflect on what they need and how they can best be supported by diagnosticians and facilitators is an important part of the process. As a result, in order to provide the best possible support, one must be open to options and



ents the choice and allowing them
adds to and enhances our jobs as
in their experience of the writing
provide the most effective feedback,
and willing to employ a variety of tools.



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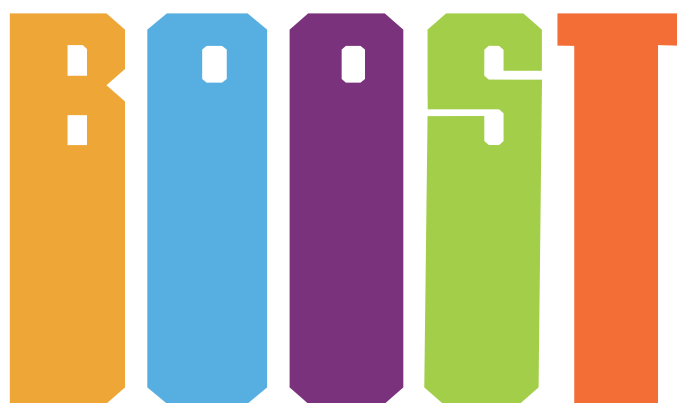
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Leveraging ICT (Interactive Communication Technology) to



Students' Engagement Levels

in an Online Learning Environment



Yuyang Zhao is an EAP teacher at the School of Languages at Xi'an Jiaotong-Liverpool University. She's interested in using ICT in English language teaching classroom, and she believes every student can thrive in an inclusive, fun and engaging classroom.

ENGLISH process in interaction students i at XJTLU where EA is delivered to a sm from 16 to 25 stu module. However was not feasible b the pandemic we was moved from a online mode, two i

- Students' resp questions redu
- Students' in diminished sig

I started to wonder focus, rekindle thei spark their willingn environment. Since a virtual environm and Communicatio felt like the natura refers to systems th communicate info al., 2013). The bene are not limited to, roles (Costley, 201 to retain inform 2014; Tutkun, 201 (Baytak, Tarman a Chen, 2015) and and Chai, 2004). W two tools on a reg increase students'

LANGUAGE TEACHING is a process in which constant back-and-forth communication between the educator and students is needed. This is particularly valued in EAP (English for Academic Purposes) classes, especially in a small class with the class size ranging from 10 to 15 students depending on the specific context. Compared to traditional classroom teaching, online learning came back in 2021 when the impacts of COVID-19 were still lingering. As the delivery of education shifted from face-to-face teaching mode to an online mode, several issues also emerged:

Students' responses to my instructions and feedback were delayed. Interaction with one another was significantly reduced.

To overcome what I could do to regain their motivation, and more importantly, to encourage them to interact in an online learning environment, the classes were being conducted in a hybrid mode, employing ICT (Information and Communication Technology) during my teaching. One of the main options. ICT in educational fields refers to any technology that can access, gather, manage and disseminate information in various forms (Yunus et al., 2010). Benefits of employing ICT include, but not limited to, enabling learners to take on active roles (Khan, 2014; Tutkun, 2011), allowing learners to learn more effectively (Costley, 2011), increasing learners' motivation (Khan, 2011; Ayas, 2011; Wang, Teng and Zhang, 2011) and boosting social interaction (Lim, 2011). With this in mind, I decided to use crossword puzzles as a regular basis to see if they could help improve their engagement levels.

Crossword puzzles

Crossword puzzles are an arrangement of numbered squares to be filled in with words (Kunnu, Uiphanit and Sukwises, 2016). Compared to traditional fill-in-the-blank vocabulary exercises, crossword puzzles have been shown to be more attractive and fun and offer students more opportunities to practice and repeat vocabulary (Njoroge, Ndung'u and Ganthigia, 2013) and increase the retention of the vocabulary (Klepper, 2003; Moore & Dettlaff, 2005). As shown in figure 1, once the vocabulary has been introduced to students, a pre-made Crossword Labs link could be sent to them to complete. Unlike traditional fill-in-the blank vocabulary exercises, crossword puzzles push learners to read, think and process and check the English definition of each word. They also require them to carefully fill in each letter of the word, which itself acts as a reinforcement of the words being learnt. To make it more fun, I also made it more like a 'mini-competition', telling the students that whoever finishes first and completes all the boxes correctly would win the game. The competitive nature of the game further prompted students to focus and engage in the vocabulary building exercise. However, one limitation of this activity is that due to the online teaching mode, it was relatively impractical to have students work in groups, which could have been an apt opportunity for small group work. Instead, I invited my students to work individually, and then nominated a few students to read out loud certain words they'd filled in, checking if they could pronounce them correctly.

With the application of crossword puzzles in class, it came

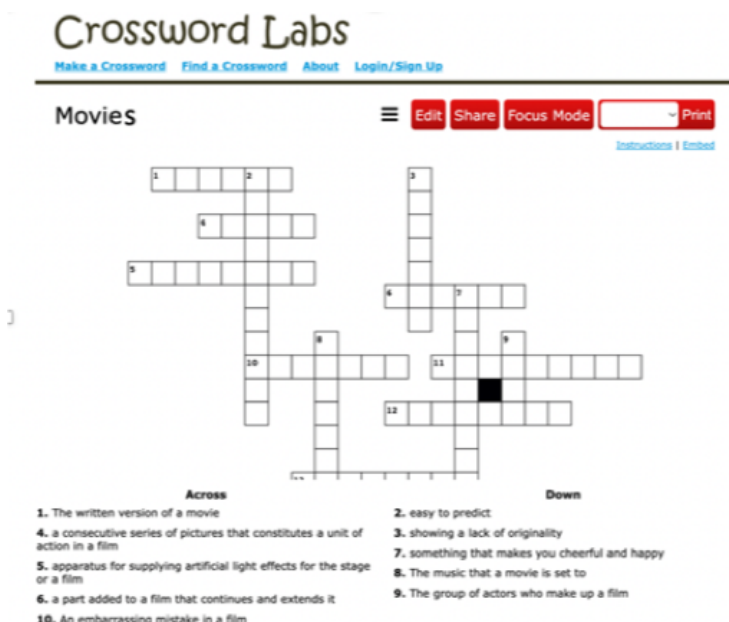


Figure 1. Example crossword puzzle from Crossword Labs

to my attention that students were generally quick to respond to my instructions compared to when asked to simply complete the traditional vocabulary exercises. They read the words as well as their definitions out loud more proactively as they were more interested and engaged in this type of activity. More importantly, students overall showed higher levels of engagement with one another, which was demonstrated by their comments on other students' answers. For example, I would nominate a student to read out their answer to word number 5, after which I would check if the rest of the students agreed with the preceding student's answer. In this way it not only reinforced students' understanding and memory of this word but also allowed me to keep everyone engaged and focused. Sometimes, I also noticed that students would use the newly learned words in their follow-up speaking activities, which is part of the reason that prompted me to continue employing crossword puzzles in my class.

Quizizz

From time to time, I've also used Quizizz as a formative assessment to engage students with personal dilemmas during the online lesson. Due to the lack of an interactive means of checking students' level of knowledge. Quizizz, as a well-known online marketplace, helped me to solve this problem. Quizizz is a quiz platform where learners complete quizzes in order to get the highest number of points (Quizizz, 2021). It helps motivate students and build their confidence (Zuhriyah and Pratomo, 2020). To reduce learners' anxiety during tests (Zhang et al., 2020) of my online teaching, I've used Quizizz to assess their understanding and command of the lesson. As illustrated in figure 2, there are many question types for educators to choose from, such as multiple choice, multiple choice, open-ended and short answer. The content the educator would like to ask can be mixed to form a complete quiz.

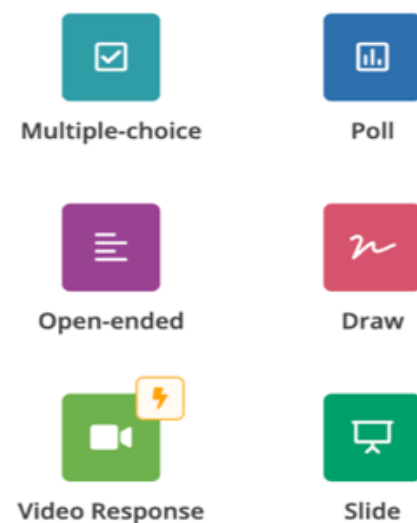


Figure 2. Different question types on Quizizz

ed Quizizz as a form of
 e students. One of my
 online teaching period was
 checking students' command
 designed platforms in the
 his problem. It is an online
 compete with one another
 er of points (Degirmenci,
 to learn and boosts their
 blo, 2020), and reduces
 o, 2019). Over the course
 Quizizz to check students'
 f various tasks including
 d their listening ability. As
 multiple question types for
 as poll, fill-in-the-blank,
 draw. Depending on the
 to assess, these various
 form a test for students to

To enter the game, they just need to enter the website address and the code (figure 3), land on the web page, and then wait for the game to start. It's also worth noting that if teachers wish to control the pace of the test and explain certain questions as students proceed, it is wise to share your screen with the class. In my personal practice, I usually shared my screen throughout the whole test, controlling the pace of the test so that I could stop on any questions that required checking or further explanation. If the educator would like to elicit more interaction among the students, putting students in mini groups and inviting them to complete the test together at their own pace is also a favourable choice. In this way, students could discuss the questions, negotiate the answers, and build their camaraderie in a meaningful manner, which helps them in problem solving, knowledge building and the sharing of ideas (Nevgi and Niemi, 2006).

From my observation, students largely enjoyed their time on Quizizz. They responded more frequently to my questions and appeared more engaged in the tasks following their Quizizz activity. Some students told me that they hoped to play more on this platform because it is

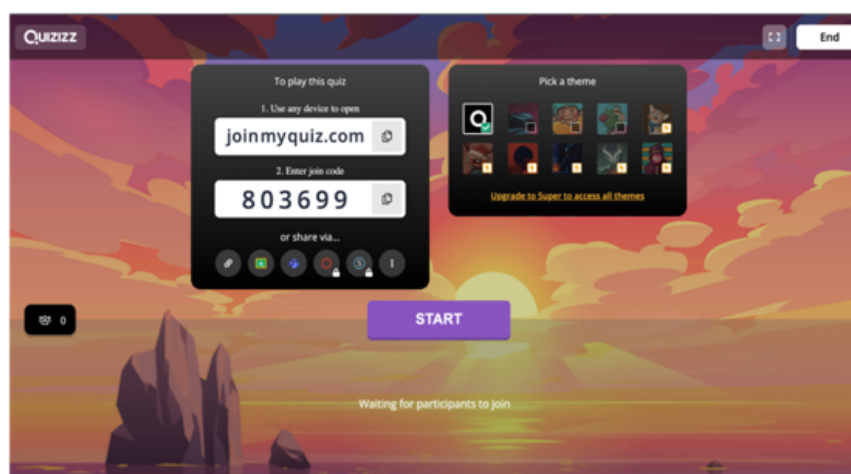
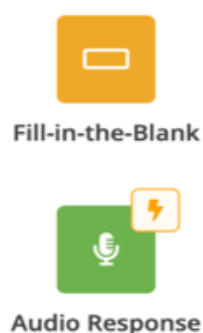


Figure 3. How to enter a game on Quizizz

exciting, fun and interactive. I believe that the competitive element, the coordinated visuals, and the various options for background music all worked harmoniously to pique students' interest and keep them engaged.

Compared to traditional face-to-face teaching, online teaching does present some challenges. During a long session, in our case two hours, students inevitably experience boredom, fatigue and more importantly, lack the sufficient peer interaction they need in a language learning classroom. Therefore, the onus is on the educators to create an online-friendly environment in which students can feel motivated, included, and encouraged to learn. As one of the crucial aspects of learning English, vocabulary building has always been a hurdle for many students. Crossword puzzles effectively help language lecturers to motivate students to expand their vocabulary, even in an online environment where learner's attention is difficult to maintain. Quizizz, a suitable technological platform for assessing students' knowledge, is also recommended by the author for English language educators to experiment with, not only because of its high functionality in assessing students' learning but also its positive effects on students' peer interaction.

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RESEAI

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Action Research on Improving Chinese Students' Willingness to Communicate (WTC) in Online EAP Courses



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Introduction

Come on, admit it. We've all been there in our online lessons. You've spent ages planning a fun, interactive class that you're sure your students will engage with. You've designed an activity that gives the students a clear purpose to communicate. You've explained and demoed the task inside and out. You've carefully grouped the students and sent them off into breakout rooms. Then, when it's time to start monitoring, you join one of the breakout rooms and... silence! Are the students too shy to initiate the discussion? Are their microphones not working properly? Do they hear 'breakout rooms' and somehow interpret this as 'bathroom break'? Or do they simply have nothing to say? Whatever the reason, this lack of communication is surely familiar to anyone who has taught groups of Chinese learners online.

It was precisely these types of experiences that prompted the writers to focus on students' willingness to communicate (WTC) as an action research project conducted on the 2021 summer Pre-Sessional English programme, a fully online course for pre-master's students. This research report will firstly provide a review of the relevant literature. Next, the methodology section will describe the context, participants and research instruments. Following this, the data will be reported and analysed. Finally, the significant results will be discussed, with conclusions drawn and recommendations made for improving students' WTC in online lessons.

Literature Review

Students' willingness to communicate (WTC) has received a great deal of attention in recent decades. The term WTC was first used to discuss the likelihood of native speakers taking part in communication (McCroskey and Richmond, 1990). WTC has more recently been studied in relation to communication in additional languages and has been referred to as 'a learner's readiness to

enter into discourse at a particular time with a specific person or persons using an L2' (MacIntyre et al., 1998: 546).

A lack of WTC among English learners has been reported by several researchers, with studies highlighting various different factors. Many studies have related a lack of WTC to students' personalities, such as limited self-confidence. Yashima (2002) used questionnaires to examine the relationship between L2 learning, L2 communication, and socioeducational models in Japan, with results suggesting that confidence to communicate in one's L2 influences students' WTC. Other studies, including Wen and Clément (2003), Peng and Woodrow (2010) and Ghonsooly et al. (2012), share similar results. Motivation is another personality-related factor that has often been suggested as a predictor of WTC in lessons (Peng, 2007; Öz et al, 2015). Anxiety related to hesitation can be a further factor affecting students' WTC (Manipuspika, 2018; Liu and Jackson, 2008; MacIntyre and Doucette, 2010).

Other studies have highlighted the influence of environmental factors. These include classroom dynamics, social support from classmates and teachers, and familiarity with teachers and topics, which have all been shown to have an effect on students' WTC (Kang, 2005; Cao and Philip, 2006; Tannenbaum and Taher, 2008; MacIntyre, 2001; Lee, 2019). Group size (Bukhari et al, 2015; Cao and Philip, 2006) and a cooperative group atmosphere (Cao, 2011) have also been identified as environmental factors affecting students' WTC.

Another area of research has focused on how students' WTC can be shaped by macrocultural and contextual factors. Studies into students' WTC have been conducted in several different countries, including China (Ma et al, 2021), Vietnam (Cunningham et al., 2018), Indonesia (Said et al, 2021) and others. However, for the purpose of the present study, the issue of lack of communication among Chinese learners of English is of specific interest. Central to the communication difficulties of Chinese students is the way English is traditionally taught in the Chinese education system. English has been a compulsory subject in Chinese schools since 2003. However, the teacher-centred, exam-oriented education system and pedagogy has tended to make Chinese students of English effective at grammar-based written exams but less effective as listeners and speakers (Qi, 2016). Students' limited experience and competence in listening and speaking often manifests itself in a lack

of WTC (Ma et al, 2021; Wen and Clément, 2003). Furthermore, there tends to be a strict delineation between the roles of teacher and student in traditional Chinese lessons, where it is seen as the teacher's responsibility to impart knowledge and the students' responsibility to listen and absorb information. Wen and Clément (2003) attributed Chinese students' limited WTC to the authoritative role generally played by teachers, with very little individual communication in the class.

However, it has also been observed that English learners' WTC varies within certain cultures and environments (MacIntyre et al., 1998; Kang, 2005), suggesting that additional interconnected factors play a part in determining a student's willingness to communicate. Based on this theory, MacIntyre et al. (1998) developed a heuristic model describing potential factors influencing students' WTC from the perspective of psychology, linguistics and communication (see Figure 1). MacIntyre et al's (1998) model contains six layers, which can be divided into two categories: the top three layers represent situation-specific influences on WTC at a given moment in time, influences that can result in short-term changes in a student's WTC based on different situations. The bottom three layers represent stable, enduring influences, such as the student's personality, the social context, and motivational factors, influences that are unlikely to change in the short-term.

Heuristic Model of Variables Influencing WTC

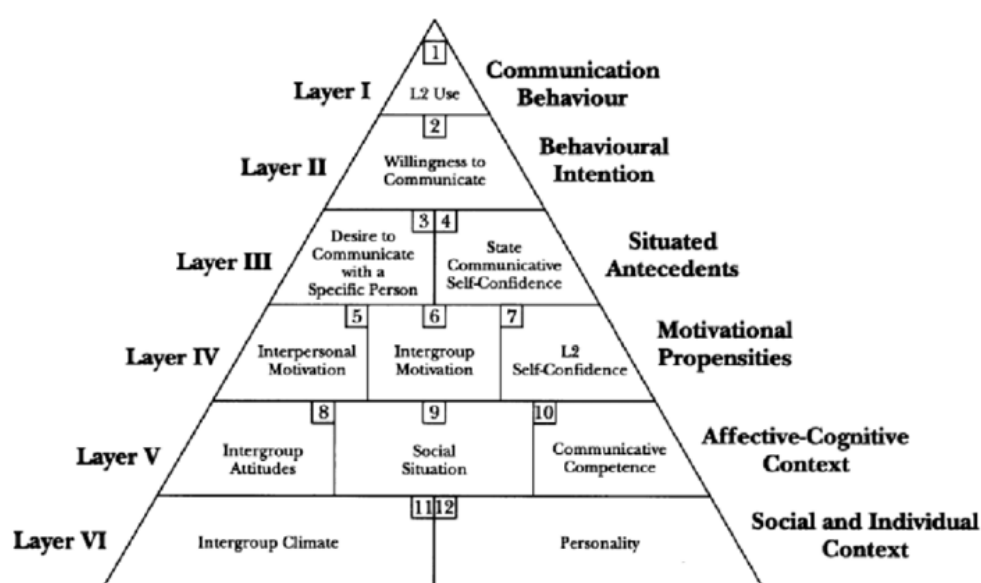


Figure 1. The pyramid model of WTC (MacIntyre et al., 1998)

Given that the bottom three layers of MacIntyre et al.'s (1998) model are largely immutable, it is striking that the majority of previous research mentioned above has tended to focus on these factors of personality, social context and environment, factors over which an individual teacher has little control. While such studies may be valuable in understanding the reasons behind students' lack of WTC, they provide limited insight into what a teacher may actually do to improve communication. It was therefore decided that in planning an action research project in an attempt to improve students' WTC, the researchers would design interventions focused on the top three layers of the pyramid.

The other research gap that the present study seeks to address is investigating students' WTC in an online context. While the majority of previous studies provide insight into students' communication in classroom-based settings, the enforced move to online teaching caused by the Covid pandemic in 2020 has revealed added obstacles to students' WTC. The effect on students' communication of moving from onsite to online lessons has certainly been a negative one in the experience of the present researchers, with the lack of clear expectations, difficulty of creating a collaborative group spirit, and limited opportunity for non-verbal communication all proving obstacles to effective communication. Indeed, the Xi'an Jiaotong-Liverpool University (XJTLU) School of Languages' Quality Assurance Report for Online Learning (2021) identified students' lack of willingness to practice their speaking skills as a major cause of concern. While Covid-19 may have hastened a move to online lessons, some degree of blended learning and remote delivery are undoubtedly here to stay, increasing the importance of further exploration into students' interaction and engagement online.

Finally, while previous research (Ma et al., 2021; Wen and Clément, 2003) has indicated that sociocultural factors may create particular obstacles to WTC amongst Chinese learners, these studies were conducted in the classroom; would these sociocultural obstacles continue to influence Chinese students in the same way in online lessons? This action research project therefore sought to investigate the main factors influencing Chinese students' WTC in online lessons, and to test the perceived effectiveness of various targeted interventions to improve the learners' WTC.

Methodology

Research Questions:

Q1: What are Chinese learners' perceptions of their willingness to communicate (WTC) in English online?

- What factors do Chinese students perceive as contributing to their WTC in English?
- How do these factors influence their WTC in English in an online Pre-Sessional course at an EMI university?

Q2: What are Chinese learners' perceptions of their improvement in WTC owing to different interventions in the online classroom?

Context and Participants:

This action research was conducted at Xi'an Jiaotong-Liverpool University (XJTLU), an EMI university in China. In summer 2021, XJTLU provided an online 9-week Pre-Sessional English (PSE) course for students whose English proficiency was slightly below the standard entry requirements for their master's programme. For operational reasons, the course was divided into two teaching periods. Each group of students had a Reading/Writing teacher and a Listening/Speaking teacher from Week 1-5. Following that, another two teachers took charge from Week 5-9 (see Table 1). One of the present researchers taught Listening/Speaking to two groups during Period 2.

Groups	Week 1-5	Week 5-9
Group 16 & 17	Reading/Writing teacher 1 Listening/Speaking teacher 1	Reading/Writing teacher 2 Listening/Speaking teacher 2 (the researcher/teacher)

Table 1: Distribution of PSE teaching

The participants in this study were the 34 students in Groups 16 and 17. The students were grouped based on their academic disciplines and all were going on to study master's related to Business. The majority of participants already had an academic and/or professional background in business e.g. their undergraduate majors were related to business, they had several years of work experience, and a clear purpose for enrolling in their particular business-related programmes. Before joining the PSE course, students' English level was around CEFR B2, with IELTS exam scores of 5.5-6.0.

Instruments: Questionnaire

Questionnaires were used as the main instrument in this research for the following reasons: ① It is less time-consuming for students. High fee-paying students on the PSE course have only 9 weeks to improve their academic English to meet the required standard to pass onto their master's programmes. As such, participants were involved in an intensive, high-stakes course, so it would not have been reasonable to take too much time away from their studies with additional research projects. ② The process of collecting data via questionnaires can be fast and straightforward (Dörnyei, 2003). For this study, a large amount of data was able to be collected in less than a day.

Two questionnaires were distributed to students, one in Week 5 (the researcher/teacher's first teaching week) and one in Week 9 (the researcher/teacher's last teaching week). Survey 1 (in Week 5) used open questions to ask students about their level of engagement during the first four weeks of PSE and their perceptions of the factors that had influenced their WTC. Based on the students' responses to Survey 1, four interventions were designed (see below). These interventions were applied over the course of 15 lessons during weeks 6-9. At the end of the course, students completed the second survey. Survey 2 (in Week 9) included five-point Likert scale questions, designed to evaluate the effectiveness of the interventions. Students were given different activities or situations and were required to answer the question "I am more willing to talk in online lessons when...", giving a score from "almost never" (1) to "always" (5).

Data Analysis & Results

Survey 1 responses suggest that factors that had most influenced students' WTC over the first four weeks of the course were intrinsic motivation, group atmosphere, and familiarity with teachers and classmates.

Factor	Example Comments
<p><u>Intrinsic Motivation</u></p> <p>At least 15 out of 34 participants mentioned that they did not have enough intrinsic motivation to talk with each other in breakout rooms. Typical comments reflected that students would tend to remain silent unless they had a specific <i>reason</i> to communicate.</p>	<ul style="list-style-type: none"> <i>I just don't see the point in saying anything in breakout room tasks. (Student 7, Group 17)</i> <i>I don't know why teacher always need to put us in a breakout room. I don't know what I should say. (Student 12, Group 16)</i>
<p><u>Group Atmosphere</u></p> <p>At least 11 participants mentioned that group atmosphere seems to influence their willingness to talk in online classes. Several suggested that their own decision to try and communicate or to remain silent is influenced by the collective behaviour of the group.</p>	<ul style="list-style-type: none"> <i>If all the classmates are all active in the breakout rooms, I will most likely be influenced by the atmosphere and try to get involved, but if others not active maybe I also say nothing. (Student 5, Group 17)</i> <i>Someone may be willing to turn on their mic and talk, but most people may be not. We think if everyone turned on the microphone at the same time, it would be embarrassing. (Student 9, Group 16)</i>
<p><u>Familiarity with Classmates</u></p> <p>Around 9 participants mentioned that their WTC was influenced by how familiar and comfortable they felt with their groupmates. Several referred to initial feelings of shyness or embarrassment, and not wanting to stand out in front of peers who they had just met.</p>	<ul style="list-style-type: none"> <i>...at the beginning of Period 1, we don't like to talk with our classmates because we are not familiar with each other. (Student 2, Group 17)</i> <i>At the beginning, we were not familiar with each other, so the atmosphere was very quiet, later, we got familiar and talked more. (Student 11, Group 16)</i>
<p><u>Familiarity with Teachers</u></p> <p>Approximately 5 participants mentioned that their WTC was influenced by how familiar they felt with their teachers. Several mentioned the lack of time available to talk with teachers and lack of understanding of the university's official modes of communication.</p>	<ul style="list-style-type: none"> <i>... we only meet our teachers in class. We don't have much time to communicate with each other. And we just communicate by email after class. I will communicate more with my classmates [than teachers] through Wechat and breakout room. (Student 10, Group 16)</i>

The Interventions and Results

Based on the Survey 1 results, the following interventions were developed:

1. To address the factor of **intrinsic motivation**, the purpose of each breakout room speaking task was explicitly explained, elucidating how the activity was related to the learning aims of that lesson.
2. To address the factor of **group atmosphere**, several cooperative group activities were designed, where it was necessary for students to work together to complete the task, such as information-gap pair work activities or project-based discussions requiring a consensus to be reached.
3. To address the factor of **familiarity with classmates**, a more social environment was created by choosing some famous Chinese parlour games that would be familiar to all participants, such as 'Who is undercover?' (where players need to guess which member of a group is the odd-one-out by asking them to describe a word) and 'Buzz-pop' (a game where players take it in turns to count, replacing multiples of certain numbers with different words). These games were converted into online versions in English and conducted as warmup activities.
4. To address the factor of **familiarity with their teacher**, the researcher/teacher aimed to promote positive student-teacher relationships by engaging personally with each student by making some small talk with individuals before the class.

After these interventions had been applied for three weeks (15 lessons), Survey 2 was distributed to evaluate the interventions' effectiveness in improving students' WTC, with each question beginning with the stem: "I am more willing to talk in online lessons when..."

Table 2 shows that 32.35% of participants were sometimes more willing to talk when the purpose of speaking activities is explicitly explained in relation to learning aims. However, 50% of participants claimed this would rarely make them more willing to communicate, with one student adding: "I never thought about the purposes of

doing activities in classes, I just simply follow teachers' instructions. Knowing the purposes does not make me want to speak more." (Student 7, Group 17).

Q1: the teacher explicitly explains the purpose of speaking tasks in relation to learning aims

	Number	Percent
Almost never	2	5.88
Rarely	17	50
Sometimes	11	32.35
Often	4	11.76
Always	2	5.88

Table 2: Survey 2, Question 1 results

Table 3 illustrates the results relating to the intervention of using tasks requiring student cooperation. Over 40% of participants were sometimes more willing to talk when they needed to cooperate to complete tasks. While almost 30% of participants were often more willing to talk in such tasks, fewer than 3% chose always, the lowest amongst all the interventions.

Q8: I need to cooperate with my groupmates to complete a task

	Number	Percent
Almost never	1	2.94
Rarely	9	26.47
Sometimes	14	41.18
Often	10	29.41
Always	1	2.94

Table 3: Survey 2, Question 8 results

Table 4 contains the results relating to the inclusion of familiar Chinese parlour games, adapted to be played online in English at the beginning of class. It is interesting to note that 11.76% of participants claimed that participating in these games always increased their willingness to communicate, while 17.65% of participants were almost never more willing to speak when playing such games,

with one of these participants adding, “I don’t come to EAP lessons to waste time playing games” (Student 4, Group 17) — the highest percentage among all the interventions for both of these extreme frequencies. This suggests that different students are likely to respond in extremely different ways when it comes to playing speaking games.

Q5: the whole class plays a speaking game at the beginning of class

	Number	Percent
Almost never	6	17.65
Rarely	5	14.71
Sometimes	15	44.12
Often	4	11.76
Always	4	11.76

Table 4: Survey 2, Question 5 results

Table 5 comprises the results relating to the teacher’s individual engagement with students through small talk. Taken together 50% of the participants claimed they would be often or always more willing to talk when they felt familiar with their teacher as a result of such small talk, the highest amongst all the interventions.

Q4: I feel familiar with my teacher through engaging in small talk

	Number	Percent
Almost never	2	5.88
Rarely	4	11.76
Sometimes	13	38.24
Often	15	44.12
Always	2	5.88

Table 5: Survey 2, Question 4 results

Discussion & Conclusion

This action research project was designed to explore the central factors influencing Chinese students' WTC in online lessons, and to evaluate the effectiveness of several interventions designed to improve students' WTC. By analysing Survey 1, the results suggest that students' WTC is mainly influenced by intrinsic motivation, group atmosphere, and familiarity with classmates and teachers, which is consistent with the results of other research (e.g. Öz et al., 2015; Lee, 2019). Furthermore, the results further support the findings of MacIntyre et al. (1998), represented in the pyramid model of WTC (Figure 1), that situational factors have an influence on students' WTC rather than this only being due to a fixed predisposition.

Survey 2 revealed that among the interventions that were applied, most students demonstrated more willingness to communicate online when the teacher engaged with them individually through small talk. Although teacher-student familiarity is not included in MacIntyre et al.'s model (1998), this factor has been included in other WTC research conducted on Chinese students. Wen and Clément (2003) found that the authoritative role of the teacher in traditional Chinese learning environments hindered the opportunity for individual teacher-student communication. Therefore, the opportunity to form and maintain a positive teacher-student relationship where the teacher provides individual support through small talk is likely to be particularly appreciated by Chinese learners, increasing their willingness to communicate. This assumption is supported by the fact that, in the present study, only a relatively small number of students mentioned the lack of personal engagement with teachers in their Survey 1 responses; however, in Survey 2 "feeling familiar with my teacher through engaging in small talk" emerged as a major factor behind their improved WTC. This suggests that many Chinese students may simply not realise that teacher-student familiarity is lacking and that this lack is impeding their WTC until after such personal engagement is provided.

One surprising result from the present study was that there was little significant improvement in students' WTC resulting from explicitly explaining the purpose of activities in relation to lesson aims to motivate students. However, this finding does fit with MacIntyre et al.'s (1998) observations of student motivation and WTC.

In MacIntyre et al.'s (1998) model (Figure 1), the main source of students' intrinsic motivation to communicate comes from the desire to please those around them (affiliation) rather than the desire to engage with activities due to an understanding of their pedagogical purpose. This source of motivation was not isolated and observed within the present research. Furthermore, MacIntyre et al. (1998) observed this phenomenon of affiliation in onsite classrooms, and it seems likely that the motivation to please those around us would be different in online contexts. MacIntyre et al. (1998) also observed this phenomenon in relatively 'informal' general English lessons and suggested that affiliation is more likely to occur in informal situations. This factor may therefore affect students' WTC differently in more 'formal' high-stakes, postgraduate EAP lessons. The relationship between affiliation and students' WTC in different contexts is therefore an area that warrants further investigation.

Limitations and Future Plans

Several limitations of this action research need to be mentioned. First, the interventions were only applied for 15 lessons, unlikely to be long enough for students to get used to the intervention and form the habits that can lead to lasting improvement in their WTC. Also, due to the intensive nature of the Pre-Sessional, there was insufficient time to interview participants at the end of the course to receive deeper insights into their evaluation of the interventions. The second limitation relates to sample size; the number of participants (34) was not large enough for the findings to be generalised to all Chinese students.

This study can be further taken forward by adopting a mixed-methods methodology and recruiting participants from more diverse academic backgrounds with different levels of language proficiency. Furthermore, some additional questions should be considered for future research: 1) Is MacIntyre et al.'s (1998) heuristic model also appropriate for Chinese students since it was based on research principally conducted in the western world? 2) Is a more specific model needed for students from specific cultural backgrounds? 3) Is a more specific model needed for EAP students? If so, should it be different for different academic disciplines?

In conclusion, this study has sought to fill the research gap of the factors affecting Chinese students' WTC in online English classes and the effectiveness of various interventions to improve students' WTC based on these factors. Based on the results, the following top tips to increase Chinese students' WTC in online classes can be recommended:

1. It's extremely difficult to improve students' WTC by trying to change their personality or deeply ingrained sociocultural factors. Instead, focus on the things you can change, such as creating a cooperative class atmosphere and designing activities that give students a tangible reason to communicate.
2. Explaining the purpose of activities in relation to lesson aims isn't necessarily going to make a huge difference to students' motivation. Various other motivational factors, such as students' desire to please, also need to be considered.
3. Adapting familiar speaking games to be played online in English can be a great way to get some students talking, but other students will likely have a negative response to such gamification. Think about varying the types of games frequently and perhaps disguising the fact that 'we're playing a game'.
4. Cooperative group activities where it is necessary for students to work together to complete a task, such as information-gap pair work activities or project-based discussions requiring a consensus to be reached, may often make students more willing to communicate. But these are unlikely to be effective all of the time, so use sparingly, in combination with other activity types.
5. Taking the time to talk to individual students is the single most effective way to improve their WTC. Students from traditional Chinese learning environments are unlikely to expect teachers to engage with them personally through individual small talk, making the effect even more powerful.

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The Primary Semantic Meaning of the Word

Dafang in Zhuangzi

and Discussions on One of the Commonly Seen

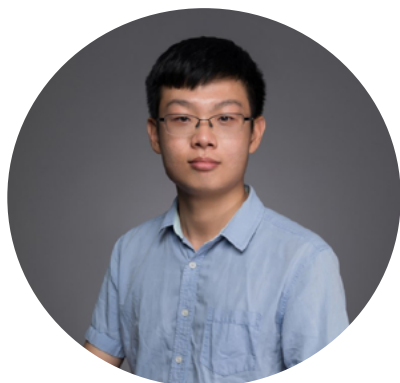
Misunderstandings

When Learning Chinese Idioms

《庄子·秋水》

“大方”语义小考

——兼论成语学习中的常见认知误区之一



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Abstract

Through analysis of lexical meanings, grammar structures and Chinese characters, this essay aims to prove that the primary semantic meaning of the word Dafang (the great truth) in the Chinese idiom Dafang Zhi Jia (great spirits) and Yi Xiao Dafang (show one's incompetence) which originated from Zhuangzi is "a massive quantity of water". Furthermore, it will also argue that the explanation, "the great truth", which is commonly adopted when using this Chinese idiom in modern Chinese language, is a provisional metaphor in the original text. This essay also points out that arbitrary changes in the standard of understanding original texts forms one of the commonly seen misunderstandings when learning Chinese idioms.

Key Word: Chinese idiom Dafang Zhi Jia (great spirits)

摘要

本文通过词义、语法和字形三方面的分析,指出成语“大方之家”“贻笑大方”中的“大方”在《庄子·秋水》原文中初始的含义为“大水”,而现代汉语中使用对应成语时通常理解的“大道理”义则是典故原有语境中临时的隐喻义。另外,本文还指出对原文含义的理解标准的随意变动是成语学习中应尽力避免的常见认知误区之一。

【关键词】成语 大方之家

“大方之家”是常用成语之一,通常被理解为“懂得大道理的人”,例如,《中国成语大辞典》199页:“大方”即“大道理”(王涛等,2007)。普遍认为,“大方”(“方”读平声)“指代专家、权威人士”的含义仅在成语“大方之家”“贻笑大方”中激活,既与另一基本词汇“大方”(“方”轻读)的“慷慨”“自然”“不俗”等义项在词性、词义上显著不同,又与“方”的基本含义无直接联系(嘉行,2015)。另外,“大道理”和“权威、专家”两种含义之间本身也存在无法忽视的差距。综上,“大方”在成语“大方之家”中的解释不够明晰,有待进一步探究。

由于成语“大方之家”“贻笑大方”均出自《庄子·秋水》“吾长见笑于大方之家”,本文将《庄子》原文中“方”的初始义作为考证的关键目标。

下面将从词义解析、语法解析和字形解析三方面进行讨论。

一、“方”的词义解析

“方”作为基本词汇,其词义从古至今的变化较为有限,通过归并在语料库检索结果中出现的相同含义,可以得到“方”被广泛使用的义项。其中,与现代汉语基本一致的义项主要有:

a) 名词,方向。

《庄子·山木》:“庄周游于雕陵之樊,睹一异鹊自南方来者。”

柯灵《为了和平》:“我们确信,一个新的局面将要出现在中国,出现在世界的东方,这是我们历史上从来没有的局面。”

b) 名词,地方。

《管子全·版法解》:“爱施之德虽行而无私,内行不修,则不能朝远方之君。”

张懋《绘画与中国文化》:“风高浪急,乌云正从远方袭来,大自然显出它严酷的面孔。”

c) 名词,方法。

《韩非子·外储说左上》:“知治之人不得行其方术,故国乱而主危。”

章乃器《金融恐慌中金融制度的论变》:“可是,为应付一时计,这种方策实在是比滥发纸币强得多。”

d) 名词,药方。

王充《论衡》:“然而不能伐木以作室屋,采草以和方药,此知草木所不能用也。”

林枫《新闻理论与实践》：“这显然是找错了病根，开错了药方。”

e) 名词，方形。

《荀子·礼论》：“规矩诚设矣，则不可欺以方圆。”

陈左黄《篆刻艺术大会谈》：“这种字体的特点是方中寓圆，规矩而不呆板。”

f) 形容词，正义。

《韩非子·奸劫弑臣》：“我不以清廉方正奉法，乃以贪污之心枉法以到私利。”

陈廷《蒋氏家族全传》：“蒋介石口口声声要‘物色品行方正之人才’，而他自己就算不上是个‘品行方正’的人。”

g) 副词，正、尚且，强调时间上的延续。

《淮南子》：“木方茂盛，终日采而不知，秋风下霜，一夕而殒。”

史景星《工业经济管理》：“但是必须看到，当今世界新技术革命方兴未艾，新兴产业蓬勃发展。”

h) 副词，才，强调变化的时间节点或逻辑上的先后。

《韩非子》：“故人来，方与之食。”

陈光全《追踪问题阅读法》“真正有成效的阅读是要透过书中的表面字句去捕捉问题，然后穷追不舍，方能进入书中的‘洞天’。”

另有以下在现代汉语中使用较少的义项：

i) 名词，道术、法术。

《太平广记》：“是时玄宗皇帝好神仙释氏，穷索名僧方士，而夜光迫于贫，不得西去，心常快快。”

j) 动词，并。

《庄子·山木》：“方舟而济于河。”

k) 动词，相当。

《战国策·赵策》：“今者齐韩相方，而国围攻焉。”

l) 动词，占地。

《管子·轻重丁》：“管子问于桓公：‘敢问齐方于几何里？’桓公曰：‘方五百里。’”

m) 介词，引出时间。

《庄子·养生主》：“方今之时，臣以神遇而不以目视。”

《黄帝内经·素问》：“方其盛时必毁。”

根据以上义项之间的意义联系和发展脉络，可以进行如下的大致归类：

分组	义项及引申关系	义素
①	a	空间、朝向
	b	空间、范围
②	c	方法、措施
	d	方法、医药
	i	方法、道术
③	e	方正、形状
	f	方正、道德
	l	方正、面积
④	g	时间、延续
	h	时间、承接
	m	时间、引介
⑤	j	并列、具象
	k	并列、抽象

表1.1 “方” 常见义项分组

分组	义项及引申关系	核心义素
①	a → b	空间方位
②	c → d → i	方法
③	e → l e → f	方正
④	g → h → m	时间节点
⑤	j → k	并列

表1.2 “方” 常见义项引申关系

尽管这些常见义项的关键义素都与“大道理”“专家”“权威”等含义有较大差距，并不能从中直接定位出“大方之家”中“方”的初始义，但仍可以提供这些信息：

首先，除组①和组④之间已被谷峰(2008)证实有演化关系外，各组义项之间不存在较强的直接关联，汉字“方”大概率映射了不同语源的同形词(孔凡秋，牛春生，2011)。

其次，《庄子·秋水》原文中“方”的初始义无法归纳到表1.2的任何一个发展脉络中去，要么是由于它有着完全不同的语源，要么是它根本没有完整的含义，因而无法与其它义项比较。

换言之，当前的分析可以转化为——判断以下命题的真假，以解释上述现象，并进一步发掘“方”的词义：

命题P 《庄子·秋水》中“方”的初始义来自与a至k所有义项都不同的另一个同形词。

命题Q 《庄子·秋水》中的“方”本身没有完整含义。

为此，需要对“大方”进行语法结构的进一步分析。

二、“大方”的语法解析

在语法上，如果承认命题P，则“方”可能为词或语素；如果承认命题Q，则“方”不足以构成完整的语素，换言之，“大方”为连绵词。如果“大方”为连绵词，“大方”本身即为一个语素，其中包含的“方”不可能同时又是词或语素，P、Q两命题不能同时为真。仅“方”一字又显然不可能是词组及更大的语言单位，所以P、Q两命题中又至少有一个为真。

设若命题P为真，可能“大”“方”分别成词，也可能“大方”为合成词。“大方之家”可能为多层定语，也可能只有一层定语。这两种可能的语法结构可以用以下示意图表示：

大	方	之	家
定	中		
	定	中	

图1

大	方	之	家
定		中	

图2

若将其与成语“贻笑大方”进行比照，则显然，“大方”在“贻笑大方”中只能解释为一个词，示意图如下：

大	方	之	家
定	中		
	定	中	

图3

虽然典出同源，但成语“大方之家”与原文“吾长见笑于大方之家”完全一致，成语“贻笑大方”则是对原文的截取和改写。据此，不难推断出“大方”在现代汉语中被定义为词，且两个成语中的“大方”被视为同一个词。

然而，按照现有的解释，现代汉语中“大方”的含义，并不是“大”“方”两个语素合成的。若按照“大道理”的含义，“大方”包含“大”“高等”“道理”“规律”“境界”等义素；按“专家、权威”的含义，又有“专业”“经验”“资历”“地位”等义素。这些含义显然不可能全部来自词根“大”，这就排除了“方”是后缀或者“大方”是偏义复词的可能。但如果认为“方”也是提供实意的词根，则既无法解释如下三个问题：第一，“方”在其他词汇中并未体现出相关含义；第二，这里的含义亦很难解释为“方”其他基本义的引申；第三，基于前两点，“大”“方”之间的关系混沌不清，既不是联合关系、定中关系，也难以解释为其它结构。

“大方”作为合成词难以解析，通常对“大方”的解释都只能直接从原文中提取含义，这种释义方法可以追溯到中古时期(邓声国， 2001)。将“大方”直接和“道”“大道”等难以定义的哲学理念相对应，固然是无法证伪的，但客观上也就脱

离了语言研究的范畴。按照这种理解方式，即使由于“大”的含义边界性弱而泛用性强，可以勉强被“拆分”出来，也无法解释清楚“方”的含义和“大方”的结构。这样的解释客观上就是在将“大方”视为了连绵词。

将“大方”视为连绵词，看似简单有效，实际上则充满了既泥古不化，又以今律古的矛盾意味：为了严格按照原文含义解释“大方”的词义，就必须无视原文，将其强行定义为连绵词，而这在原文中又没有任何依据可言。更严重的是，这种解释从一开始就没有将普遍的词义和词汇在语境中临时指代的对象划定清楚。

因此，本文认为，现有的释义至多只能说翻译或者注解了原文，并没有揭示“方”的初始义。为了探究“方”作为词或语素的含义，则需对其字形进行进一步分析。

三、“方”的字形解析

首先尝试将“方”作为象形字，或表形符号，进行解析。观察“方”的甲骨文字形“𠄎”（福3合6691）“𠄎”（鐵162.4合8618），可知这些字形最多只与表1中的分组○5有关联的可能。《说文》的解释为：“方，併船也。象两舟省、总头形。”在这种解释中，字形原本应通过“两舟”表现“併”，但实际字形又省略为一个，“并列”的核心义素完全没有体现。这种“省形”的分析即使不牵强，也不会是分析“大方”原始义的正确路径。据田胜男(2009)分析，除“舟”外，“方”字可能还与“刀”“人”“耒”的象形有关。这些义项均不能对应《庄子·秋水》原文中的含义。

再尝试将“方”作为指事字，或表义符号，进行解析。“方”表示其另一基本义“方形”，则原本有另一个字形，即“口”。这一基本几何图形很容易被不同的字形使用，使“方”与“围”“丁”“口”“圆”等词混淆。可以推断，如今这一义项（及其衍生义）所使用的正体字“方”是假借字。“方”与部分义项是通过假借关系，即语音路径，相连的。假借义通常与字形无直接关联，但假借关系却涉及了语音平面，为解析“大方”的含义带来了新的路径。

再尝试将“方”作为假借字，或表音符号，进行解析。《论语·宪问》：“子贡方人。”这里的“方”是“谤”的假借。在《十驾斋养新录》中，钱大昕将其作为古无轻唇音的例证之一。

除了假借，同声旁的形声字之间也具有类似的同音关系。如果这一族形声字又恰好都是由同一母字分别添加形旁而成以表示其分化的引申义，那么它们之间的含义就有所联系。在这一族同源形声字中，不同的形旁指明其分化后的不同外延，而共同的形旁则表明其相似的内涵，同时也可以视为母字的核心义素。类似的研究方法已经在实践中被屡次证明有效(侯占虎, 1990)。

罗列以“方”为声旁的汉字如下（不包括罕用字）：

仿坊塋妨房放旁甬昉舫沆魴防纺肪觞芳蚡访跂钐防霁髟魮飏防旁
怱拊秭边圀帙玳笄闲放旻旼

截取《庄子·秋水》原文，自该篇目开始起，至成语“大方之家”出处“吾长见笑于大方之家”一句止，提取所有名词如下（专有名词、成语加下划线表示）：

秋水 川 河 泾 流 浹 渚 崖 牛 马 河伯 天 美 已 流 东 北海 面 目 野 语 道 仲尼
伯 夷 义 门 大方之家

其中，秋水、川、河、泾、流、湓、渚、河伯、流、北海等大部分名词可形成与含义“水”相关的语义场，而该语义场亦可容纳“汾”“雾”。

《诗经·邶风·北风》：“北风其凉，雨雪其雩。”这里的“雩”即“滂”，表水大，其中，“水”的含义（外延）与形旁“雨”“水”相关，而“大”的含义（内涵）则与二字的读音相关。同样，“滂”的含义应当与“雩”相近，同样表示大水。

参考原文，河伯“望洋向若而叹”，所言都是因比较河水与海水的大小而引发的思考，后文中北海若也据此进行阐释，并对河伯说“此其自多也，不似尔向之自多于水乎”，在这一具体语境下，水的多少与境界的高低被对应起来，“大方之家”是对处于更高境界的上位者的隐喻。

总之,“大方之家”中的“大方”原始义即为“大水”,在原文语境中临时隐喻更高境界,并非具有“大道”的基本词义。在现代汉语中,使用成语“大方之家”“贻笑大方”时,只化用典故中的隐喻义。又由于该成语在现代汉语中具有敬语的语体色彩,“专家”“权威者”等被敬称为“大方之家”,其含义由色彩义而非理性义提供,故而与现有解释、原始义均有相当大的差距。这些隐喻义和色彩义不能简单视为原始义的引申,亦不能以强行关联其它义项的方式并入“方”词义演化的路径。

四、余论：成语学习中对原始含义的认知误区及应对

在成语学习中，对原文典故的理解和学习是关键环节之一。大部分成语由原文浓缩提炼而成，即使其语法结构没有因截取而遭到破坏，也很难保证完全符合现代汉语的语用习惯。另外，成语中包含的古语词、专有名词也难以理解，必须结合原典进行学习。

然而，目前，对于成语原始含义的理解并没有统一的标准，大部分学习者，乃至辞书，都在采取一些实用主义的策略，根据需要随意解释，包括而不限于下列情况：

混淆临时语境义和词汇基本义的，如前文提到的将“大方之家”中的“大方”抽离出来单独解释为“大道理”。又如《礼记·大学》：“富润屋，德润身，心广体胖。”为强调“胖”此处为褒义“健康”，“心广体胖”中“胖”的读音不同于其他任何用法。然而，将“胖”与“不健康”相联系显然是生产力高度发达的现代社会才有的现象，这里的古今差异源于社会背景，而非语言事实本身。

为方便语言规范的执行而避重就轻的，如“身无长物”。刘义庆《世说新语·德行》：“对曰：‘丈人不悉恭，恭作人无长物。’”表“多余”的“长”古读去声，但在现代汉语中使用频率低，仅在成语“身无长物”中出现，所以在普通话中改读平声。“多余”这一义项原本就是从基本义中引申而来的，其细微的古今异义往往被忽视。

因古人误解而将错就错的，如“狼狈为奸”。段成式《酉阳杂俎》：“故世言事乖者称狼狈。”“狼狈”原本是连绵词，不能强行分开解释。成语“狼狈为奸”在近代汉语中（主要是在清代小说中）的大量出现，本质上就是古人将“狼狈”误解为名词“狼”“狈”联合而成。尽管连绵词“狼狈”在现代汉语中仍为基本词汇，对“狼狈为奸”的解释却大多将错就错，不去深究“狼狈”的结构和含义。

在原始含义和社会约定之间摇摆不定的，如“空穴来风”。宋玉《风赋》：“臣闻于师：枳句来巢，空穴来风。”考虑到原句中的对仗关系，“空”“穴”应均为名词。在现代汉语中，成语“空穴来风”经常被用来表示谣言毫无依据，如果这样理解，则“空”为形容词。依照当前的语言规范，“空”读平声，事实上等效于以约定

俗成的今义为新的标准；但大部分辞书在释义时，都要强调出处和与今义恰好相反的原义。最终，该成语在实际运用中基本不能提供有效的词义信息，只有借助语境才能消除歧义。

以过时的社会约定否定当下社会约定的，如“粉墨登场”。臧懋循《元曲选后序》：“而关汉卿辈至躬践排场，而傅粉墨。”可见，“粉墨登场”并不天然包含贬义。在一些典范的现代白话文著作中，“粉墨登场”一词被语境赋予了讥讽的含义，如老舍《四世同堂》：“及至北平攻陷，这些地痞流氓自然没有粉墨登场的资格与本领，而日本也并未准备下多少官吏来马上发号施令。”据此，“粉墨登场”的使用与贬义色彩深度绑定，用于表达中性、褒义色彩则被视为误用。然而，随着社会约定的逐渐变化，所谓误用现象越来越普遍，如1996年12月《人民日报》：“由文化部、广播电影电视部联合主办的‘新年京剧晚会’将在元月2日晚播出，一批京剧名角粉墨登场，与广大戏迷一起同贺新年。”新华社2003年8月新闻报道：“大运会柔道比赛25日粉墨登场，中国选手夺得一金一银。”这样一条新的规律正在逐渐浮现：“粉墨登场”用于政治相关话题时通常为贬义，而在文体领域则更强调其形象义，且往往为褒义。如果“粉墨登场”与贬义绑定的使用规范可以不考虑原始义，仅由之前的社会约定赋予其合理性，那么这样的使用规范就必须根据新的社会约定做出调整。

不难看出，这些认知误区产生的根本原因都是语言规范和成语学习中的实际需求之间的矛盾。语言规范原本就是现代化社会降低语言使用成本的工具，从根本上就不可能既要保留语源和理据、又要体现当代人对语言的实际使用、还要指导语言的教学并约束其使用。而许多辞书在编写的过程中，也需要反复平衡其作为工具书的实用性和作为语言规范具象代表的规范性。因此，成语学习者不应盲从语言规范和辞书，而应根据学习需求来制定学习理解原文含义的标准，并在实践中改进。以下是针对上述误区，本文给出的建议：

第一，为了厘清临时语境义和词汇基本义，学习者应当参照相关语料，从语音、词汇、语法、汉字等全方面了解成语的含义，而不是教条地从原文翻译中截取成语的含义，并盲目推广至其运用范围。

另外，在文献研读过程中应尤其提防信息茧房的负面影响(彭兰，2020)。再以成语“大方之家”为例，将“大方”简单与“大道理”相对应的数个容易获取的信息来源，如不同作者先后发表的、以此为关键词且屡次被引的数篇论文在本质上没有引入任何新的有效证据，却容易在形式上形成相互映证的假象(陈明娥，1999；孙凯，2022；赵丕杰，2014)。

事实上，并非没有前人注意到将临时的语境义和词义直接混淆的矛盾，例如，邓声国(2001)就指出，“大方”在其它语境中与“大邦”对应，但不能套用在《庄子·秋水》原文中。但谈及“大方”的具体解释时，邓又回到了“大道”的语境义上。另外，邓在文中提及的《庄子》另四则“大方”释为“大道”的语料，无一例外均直接采用语境义（见下文表2例1至例4）。如前所述，词汇与哲学理念的直接对应是无法证伪的，其结论不能简单搬用到语言研究中去。如果将“方”简单与“道”对应，那么“道”又能与“方向”“方法”“方圆”等不同含义普遍联系（见下文表2例0），每种解释都不能证伪，最终全部混为一谈。

0	由也为之，比及三年，可使有勇，且知方也。（《论语·先进》）
1	不知义之所适，不知礼之所将；猖狂妄行，乃蹈于大方。（《庄子·山木》）
2	或使莫为，在物一曲，夫胡为于大方。（《庄子·则阳》）
3	知大一，知大阴，知大目，知大均，知大方，知大信，知大定，至矣。（《庄子·徐无鬼》）
4	大一通之，大阴解之，大目视之，大均缘之，大方体之，大信稽之，大定持之。（《庄子·徐无鬼》）

表2 《论语》“方”例句与邓声国《〈“大方之家”正义〉商榷》中引用的《庄子》“大方”例句对比

第二，为了充分理解古今差异，尤其是分辨语言的差异和社会文化背景的差异，了解古读并将其与真正的词汇含义对应，不拘泥于语言标准的限制。后人为附会、托古而生造的读音、训释并不符合语言的发展规律，不可过度解读。

第三，为了兼顾成语知识的学习和成语在语言交际中的运用，应清楚界定典源的训诂和当前社会约定的归纳，杜绝相互干扰。对于典故中不存在，因后人的使用习惯而产生的新含义（尤其是色彩义），应明确认识到其临时性和发展性，切勿与原始义混淆。

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REVIEW

N

EMPLOY

Kahvoot

**FOR DYNAMIC LEARNING
AND TEACHING**



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IN THIS ERA of technology, it is not uncommon for teachers to use PowerPoint to present their teaching content to students. However, if you want to turn your lectures into more interactive and engaging learning experiences, this is where Kahoot! can help.

Kahoot! is a game-based learning app on which teachers can create quizzes or slides to help students learn in an engaging and motivating way (Kahoot.com, 2022). It provides different question forms and flexible modes for teachers to design their content from scratch for various pedagogical purposes. Compared with other similar quiz-making software, Kahoot! can be more visually appealing with gamification elements and therefore can activate students' agency. Boller (2012) summarizes four essential elements of games designed for learning: motivation, timely feedback, relevant practice, and retrieval of knowledge and skills when learners need it, all of which can be fulfilled by Kahoot!'s features (Zhang & Yu, 2021). According to Licorish and Lötte (2022), students' perception about the application of Kahoot! in the classroom are mostly positive as they could consistently feel their learning motivation stimulated and willingness to participate increased.

Kahoot! is user-friendly for both instructors and learners. This platform can be used on various electronic devices, including smartphones and laptops, if connected to the internet. To use Kahoot!, instructors need to first create an account on <https://create.kahoot.it/>. Then, on either the webpage or the app, they can start to make their quizzes or slides. To launch the game, teachers need to share the screen so that everyone can see it, and a game pin will be automatically generated. After learners join, teachers click on 'start'. Without registering for an account or downloading an app, learners can simply go to the website <https://kahoot.it/>, enter the game pin and their nicknames on the screen, and wait for the game to start.

During the game, questions will be shown on the screen one by one. Answers will be listed in different colors and symbols. While reading the questions and answers, players can hear the countdown ticking sound and lively background music, which adds to their excitement and competitive spirit. Then, on their device, learners choose the color or symbol that represents what they believe is the right answer. Depending on whether their answers are correct and how fast they respond, players will be awarded different numbers of points. After each question, people can see the most updated leaderboard; in the end, trophies are displayed with names of the top three players. These elements work as competitive incentives that facilitate learners' participation.



Pic 1. Joining the game



Pic. 2. Leaderboard

This platform may first seem to fit virtual classrooms better, as teachers are always racking their brains to better attract students' attention and engage them in classroom activities. Playful activities delivered via Kahoot! can maintain learners' attention and allow positive teacher-student and student-student interactions in the virtual classroom (Del Pilar Amador-Alarcon, 2021). However, we should not ignore the fact that Kahoot! works just as well for onsite lessons and allows more fun interactions in the physical classroom, creating a blended learning environment. Alternatively, it can even be assigned as an after-class assignment for students to play at their own pace.

This

Icebreakers

On the first day of class, it is hard for students to engage in introduction activities. Getting students to share is a matter of introducing ourselves, and then sharing. When students feel relaxed and start to share, they could share personal information and facts about themselves. This is a 'formal'. In the form of a Kahoot! game, students can share in this way. Kahoot! has a template called 'Get to know me' where teachers can use quiz questions to share about themselves and fun facts. The fun game 'Two truths and a lie' is a Kahoot! activity. Teachers can first let students share two truths as they reveal the answers.

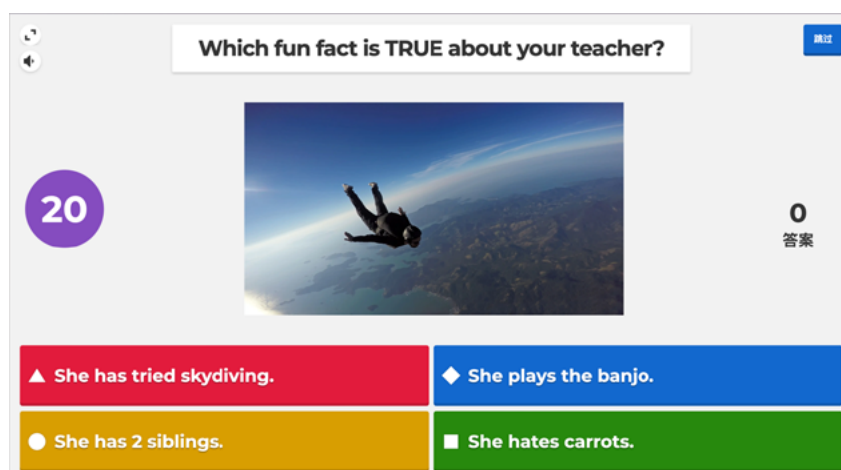
'Blind' Mode a new topic

The lead-in is one of the basic parts of a lesson in classrooms and a good one can succeed in capturing students' attention and improve their focus. However, it should be interesting enough. Kahoot! can be used for this purpose. It has a special template called 'Blind Quiz' which can start the game with a challenging question that students haven't studied but are going to learn. After giving their answers based on their prior knowledge, after knowing the correct answer, they need to explain their understanding of this topic and this is when the teacher can intervene with a prompt to reveal and explain the concept. Videos can be inserted as visual aids. The teacher can ask 'I understand' or 'Can you explain again?' to check their comprehension or share their understanding. This is the teacher's instruction, reinforcement and encouragement for students to apply their newly learned concepts. It's still fresh in their minds, which helps them retain it. Moreover, teachers can check students' answers for accuracy to decide whether further explanation is needed.

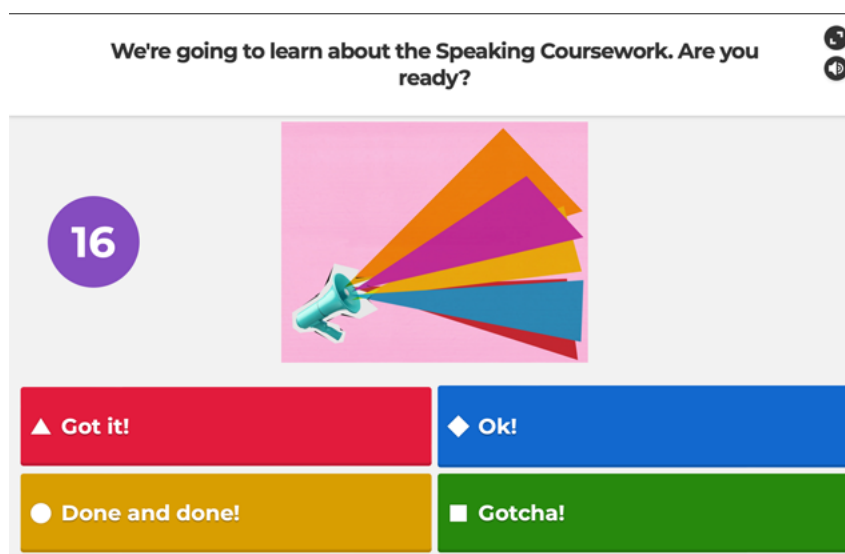
or teachers to avoid doing self-introductions to know their teacher is not just a formality but also an opportunity to make conversation. However, reading out questions can be somehow tedious and too formal. To break the ice in a more fun way, we can use a game called 'Get to know your teacher!', in which teachers share their hobbies, hometown, and favorite food, and a lie. This game can also be adapted as a classroom activity where students choose, and then explain

to introduce

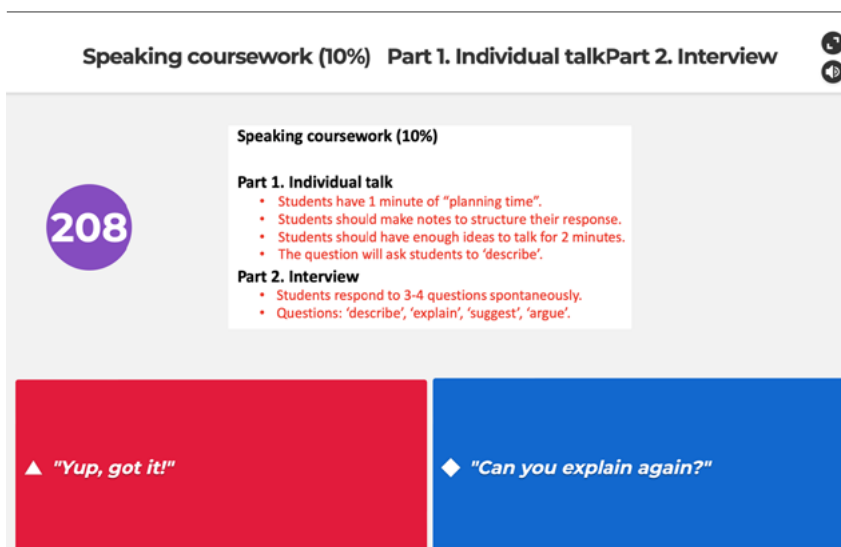
pedagogical practices in language learning can successfully stimulate learners' curiosity. However, it is not always easy to make it work. A game can be a helpful tool in this situation. In 'Find' Mode, in which teachers can ask a question – something that learners need to learn. Players could attempt to give the correct answer based on their knowledge or simply on instinct. Not all learners may be eager to learn more about the teacher, so the teacher can replace the next question with a check-in question. The provided choices can be 'okay, yes, no, maybe' to allow learners to confirm their understanding. Even better, right after a check-in question, follow-up questions can be designed for learners to check their knowledge immediately when they need it. This helps facilitate knowledge retention. Teachers can also check students' understanding based on the feedback given. If an explanation is necessary,



Pic. 3 Icebreaker



Pic 4. Lead in question



Pic. 5. Check-in question

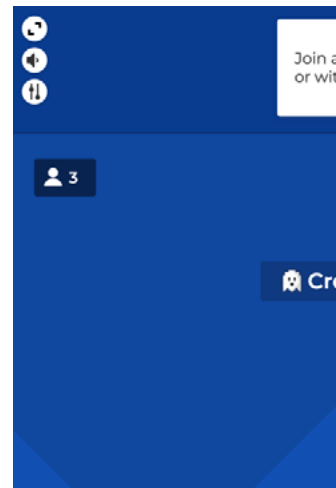
All (20)

Difficult questions (7)

Search

Question ▾	Type ▾	Correct/incorrect ▾
18 When suggesting, you can list your suggestions and use examples or reason...	Quiz	<div><div></div></div> 0%
14 When explaining something, what can be talked about?	Type answer	<div><div></div></div> 0%
15 When explaining something, what can be talked about?	Quiz	<div><div></div></div> 0%
3 What are the two parts of the SCW?	Quiz	<div><div></div></div> 13%
2 What is the weight of the speaking coursework (SCW) this semester in your ...	Quiz	<div><div></div></div> 17%
1 We're going to learn about the Speaking Coursework. Are you ready?	Quiz	<div><div></div></div> 29%
10 What are the two parts of the SCW?	Quiz	<div><div></div></div> 33%

Pic 6. Question report



Pic 7. Ghost mode

Formative Assessment

Kahoot! is also a practical tool for formative assessment, either for regular class reviews or a formative one before important exams. Designing questions about previously taught content, teachers can monitor students' progress, spot common problems, and provide ongoing feedback to help students perform better. Various question types are available, including multiple-choice questions, true or false, and open answer, catering to instructors' own needs. To make the game more low-stakes and reduce participants' anxiety, students can choose their own nicknames. Based on the responses, teachers can pause at any time to provide instructions. After the game, teachers can access reports that are generated and visually presented by the system to efficiently evaluate class performance and identify the areas that require follow-up. A spreadsheet of results with correct answers and incorrect ones coded in different colors is available for downloading as well.

Ghost mode

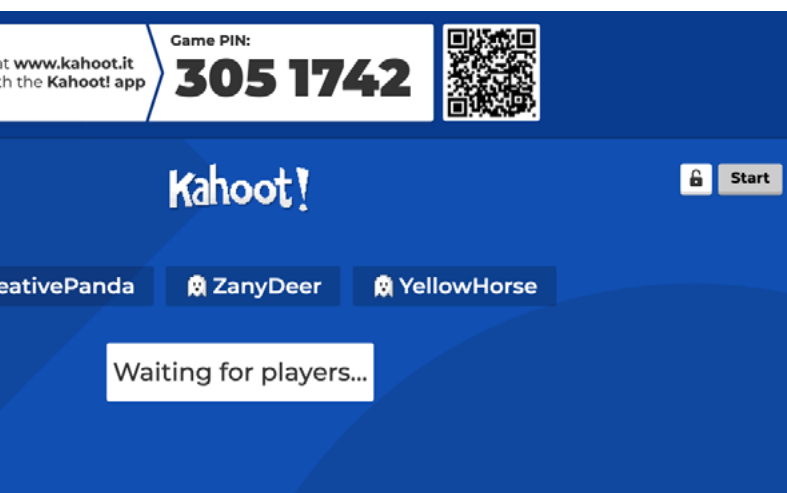
To help students consolidate their knowledge and skills, after-class assignments are common and necessary. The ghost mode of Kahoot! can spice up normal assignments. After a game is finished, learners can relaunch the game without a teacher starting the game. This offers students an opportunity to review materials at home and compete with themselves. The game can be played repeatedly so they can correct their previous mistakes until they understand all the content thoroughly. The timer can be switched off to allow learners more time to think and improve their accuracy.

Limitation

As an online platform, the system has some limitations without which the activity would not be possible. Firstly, students may struggle to join the game if the network is slow. A backup plan may be necessary for such situations. One solution to this is to use the team mode which reduces bandwidth. Secondly, instant feedback is not possible in some aspects. For example, it is not possible to pause the game if it is too short, learners may not have enough time to think and therefore be forced to guess. The same issue applies for open-ended questions. As questions can cause information overload, it is not possible to have longer be a challenge (Zhang et al., 2020). Although questions are offered by Kahoot!, it is not possible to have time and text count limits. This may limit the activity on certain areas of the curriculum.

Conclusion

Kahoot! can be an effective tool for formative assessment. It can be used for various purposes such as reinforcement after lessons, revision, and to stimulate students' interest in learning.



ns and Suggestions

Successful operation of Kahoot! requires a stable internet connection, which can be time-consuming and counterproductive, as students may become impatient and feel frustrated by the slow loading speed. Therefore, a backup plan should be prepared for students who cannot join due to internet issues. Another solution is to use group mode instead of individual mode, which can reduce the network load. Instructors need to be very careful with material creation in many cases. It is important to leave enough time for students to think. If the time is too short, students may not be able to think or even finish reading the choices and maximize their score. However, if too long, the game can become tedious. Adjust the difficulty levels. A question containing too much information can cause information overload and confusion, while questions that are too easy will not engage students (Zhang & Yu, 2021). Last but not least, although many question types are available, Kahoot! is not ideal for assessing in-depth understanding of a subject due to its format. If necessary, teachers can set up discussions following the Kahoot! game to reinforce knowledge or skills.

on

Kahoot! is a simple and practical tool to make classrooms dynamic and engaging. It can be used for various pedagogical purposes such as learning assessment and knowledge reinforcement. With carefully-designed questions on Kahoot!, instructors can increase student interest and encourage their participation.

Rating: 4.5/5

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loom

Team-Friendly

VIDEO RECORDING SOFTWARE

WITH THE UBIQUITOUS PARADIGM shift towards blended learning models within many tertiary institutions, creating content-focused lecture-style videos has become a common task for educators and curriculum developers. A wide range of applications on the market can support this process, and their developers are increasingly designing their products to meet the specific needs of education content creators.

Last academic year, as developers of the asynchronous learning environment, our team needed to record weekly video lectures, which were part of independent online lessons on Y1 Core (a large Year 1 English for Academic Purposes (EAP) module being delivered by over 60 tutors at Xi'an Jiaotong-Liverpool University). These bite-sized lessons aimed to be as interactive and engaging to students as possible. In addition, a professional level of consistency in terms of video quality, layout, resolution, and use of features was deemed necessary for a student-facing product.

Loom is a video recording software/application advertised as a tool for recording video messages, presentations and feedback. A free account offers to record up to 25 5-minute videos, but you will need a business account for longer videos and additional functions. However, the software is set apart from much commonly used software with the convenience it brings to teams working collaboratively on series of video lectures, as well as the intuitive ease of use.

Our team of online content creators adopted Loom to provide a more consistent level of video quality for our students, hoping to avoid incongruities such as different resolutions, webcam placement or other visual features.

This review will evaluate Loom's use for the purpose of creating and sharing recorded lectures using the five lenses of accessibility, functionality, data efficiency, team orientation, and cost.

Accessibility 4.5/5

Loom can be downloaded as a desktop app or used as a browser extension. It works just as well on both Windows and Mac OS. The desktop version provides more functionality, so this is what we used. For example, recording controls and other functions can be used with hotkeys. Set up was slightly challenging for some team members, but it only needs to be done once. Once these are configured, even the self-proclaimed 'technophobes' were able to do this when they tried it. In addition, the software is accessible in China without special network requirements.

Functionality 3/5

Loom provides a basic range of functionality that can assist a lecturer in delivering their presentation and subsequent production. In terms of assisting delivery, 'Speaker Notes' allow the speaker to display notes or a script on the screen while recording, which will not appear in the final video. Secondly, Loom includes the ability to 'Draw' on the screen (see figure 1). These highlighter colours do not entirely obscure text behind the lines or shapes you create, and they automatically fade after a few seconds. We found this function useful for drawing the viewers' attention to key points or creating connections by drawing arrows. In essence, it turns your PowerPoint into an interactive canvas.

Regarding post-recording production, the online repository where videos are stored includes basic editing capabilities, which allow teachers to trim, edit and combine videos which can save a great deal of time, particularly when a verbal slip or other error occurs towards the end of a video. Rather than re-recording the whole video, the lecturer can start a new video where the error occurred and quickly stitch



WHEN/WHERE DO I LEARN THE SKILLS FOR SCW?

1. In the D4 **online** lessons

These classes will be focused on the following topics:

- Presentation Structure & Language
- Presentation Body Language
- Answering Follow up Questions
- Pronunciation / Intonation
- Creating Research Questions
- Creating a Survey Questionnaire
- Creating Charts & Graphs
- Describing Charts & Graphs
- Creating effective PPTs
- Understanding the Room (Grading Sheet)

2. In the **on-site** lessons

D5 classes will be focused on SCW and WCW.

For SCW you will:

- Practice giving mini-presentations
- Engage in group discussions
- Review key skills from the online lessons

Okay. Now you will also have many opportunities to practice speaking



8

Figure 1. Drawing tool and subtitles

them together without needing a third-party editing application. However, this is the limit to the editing functionality, and more sophisticated editing software is necessary for visual effects and transitions.

The highlight, however, is the very accurate transcript generator incorporated into the software. Generated transcripts were incredibly accurate, despite being subjected to various accents from around the world. These can be edited in the browser and downloaded, and there is an automatic 'filler word removal' function which saves much editing time. The downside is that these subtitles can only be viewed in the player on the Loom website, which is not ideal for those institutions which share videos through their internal platforms. Currently, there is no option to download the video with embedded subtitles, though this has been raised with the Loom development team. A rather inconvenient workaround is to play the video on Loom with subtitles displayed while simultaneously recording the video using Loom. This creates a second lecture version, with subtitles displayed that can then be downloaded. Hopefully, this will be addressed in coming iterations of the application.

Data Efficiency 5/5

Loom's speed and data efficiency are excellent. Videos recorded locally on your computer are almost immediately uploaded to the online repository, where anyone with access to the account can download them. This is expedited by the efficient compression of the videos, which outperforms any other recording software we have used. Ten-minute videos can be expected to be smaller than 20 megabytes compared to a Zoom-recorded video which would often be 100 megabytes for the same resolution and quality. This makes file handling and video viewing much more user-oriented. Considering our cohort of 4,000 students, this resulted in significantly less bandwidth stress on the university network and decreased any frustration users might have by buffering inefficiently compressed videos.

Team-Orientation 4/5

The main advantage of Loom for teams who are individually creating video content towards a common goal is that videos are all automatically stored on a centralized Loom server. They are organized chronologically, displaying the title, date recorded and title page of the video, making it easy for the convener to organize these into the available folders (see figure 2). Videos can be quickly downloaded due to the above-mentioned data efficiency, and notifications of new video uploads can be set so that the leader is aware of their teams' progress.

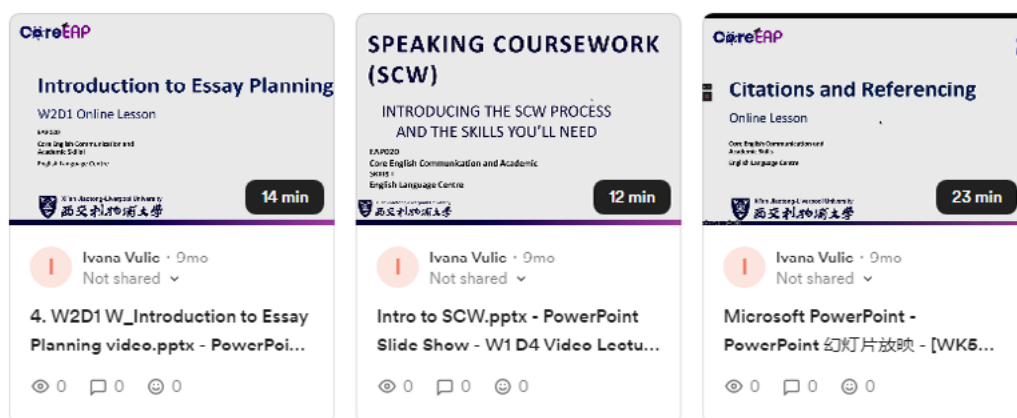


Figure 2. Video organization

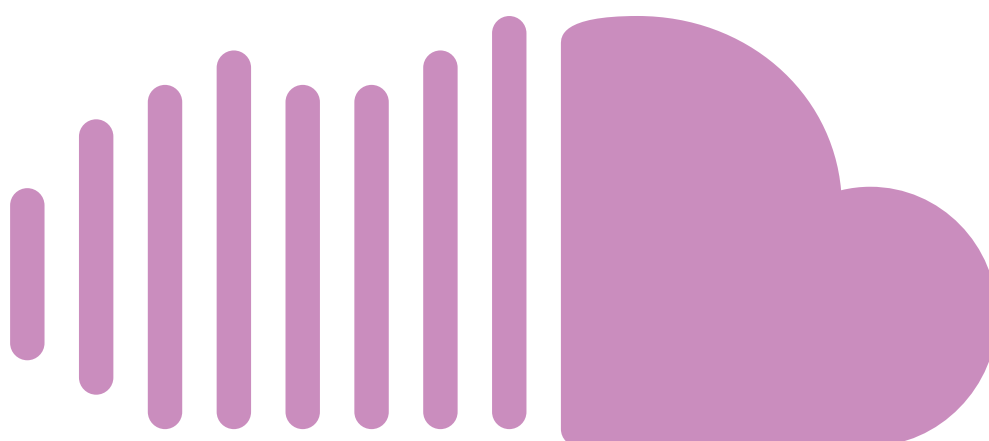
Cost 4.5/5

For 8.00 USD per month, if paid annually, a team of up to 50 'creators' can simultaneously use and create content for a single account, which equates to 16 cents per person. Put this way, it seems like an excellent deal.

Overall 4/5

Loom is a superb choice for institutions that want a reliable tool for teams of content

Rating: 4/5



Review for Scrivener



Stephen has been living, writing, and researching in China for about 10 years where he teaches primarily business strategy, ethics, and IB. His current research resides at the intersection of linguistics, economics, and language policy.

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Introduction

GREETINGS CREATIVES!

As writers, researchers, and instructors, we all need an app that makes the process of creation as frictionless as possible.

And for those of us inclined to measure the value of our life and time by the quality and quantity of what we create, a fresh approach to tackling important writing projects is always welcome.

To this end, I would like to offer an endorsement (a/some caveats) of the word and idea processor Scrivener.

Not only is the program replete with every tool I need for brainstorming and getting the job done, it has also altered my workflow itself.

I would even call it my desert island writing program.

What is it?

It would be unfair to understand Scrivener as just another word processor in a crowded market.

Scrivener, as the name evokes, is for writers and content creators who feel endlessly frustrated by medium-sized projects (95% of the projects I care about) and are looking for simple, compelling ways to reorganize their material, stitch together all components, and fuel it all with a measurable boost in incentives to revisit the work later. That's synergy!

While Scrivener is a general purpose (albeit sleek and muscular) draft horse, its real power comes from the ways it incorporates and organizes a wide range of data and media types while displaying them all in a way that invites easy access with multiple content display options.

For example, Scrivener offers creators about a dozen or so templates for various project types, which can all be easily adjusted to suit most needs. I find myself returning to “general non-fiction” for most projects, but the program is just as generous to engineers of fictional worlds while also lending itself surprisingly well to academic buccaneering and course prep, which I also use it for. See pic 1 for a screenshot of its interface

I also routinely pick through many of its lesser used features like collaboration mode, writing stats, basic scheduling, and all of the note-taking and organizing capabilities it contains. It’s “outline” and “cork board” (see pic. 2) features allow me to view the overall scheme of the project with a commanding ease.

Writing

These days, I use this meaty yet nimble program as my go-to word and idea processor for just about every project I work on. The results have been satisfying. Scrivener encourages both impulsive jotting as well as more ponderous examinations of story or project structure and does so better than any standard word processor by a mile. I use Scrivener for just about every stage of the writing process. I take notes, pursue diversions, gather scraps, write drafts, polish them, add references and format all with this simple and intuitive power program for creatives and academics alike.

The tools are familiar enough to anyone using a

common word processor.

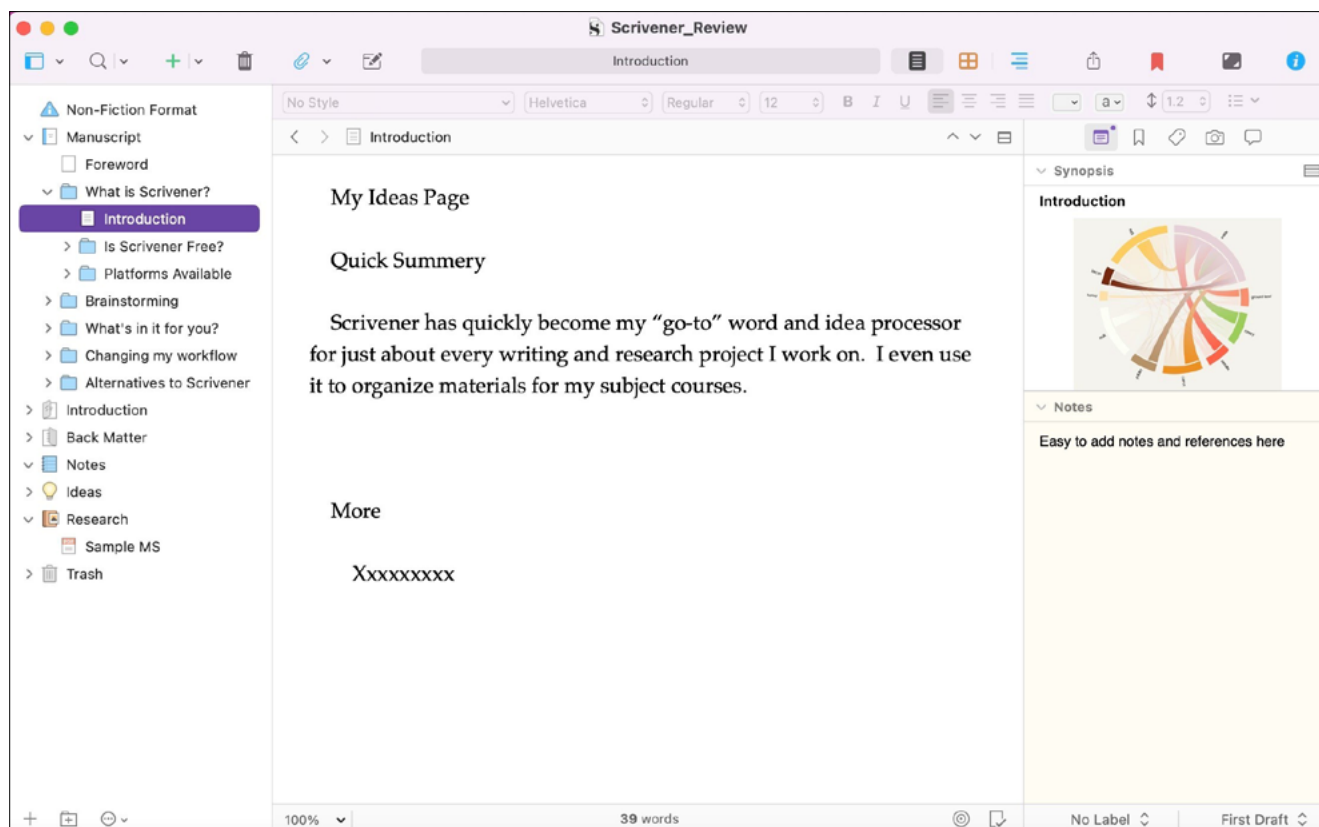
While it’s not reasonable to ask any single piece of software to satisfy all of your project or creative needs, neither is it possible to exhaustively describe all of the features that Scrivener brings to the table. Its design for enabling creativity as well as its style and format encourages me to revisit projects often and look at them from fresh perspectives. I don’t have higher praise for any other program I use so regularly. The program also invites users to enhance their experience by altering the aesthetics of the program. If there is anything more beautiful and encouraging than a cork board succumbing to the weight of a hundred ideas being pinned upon it, I have not encountered it.

Researching

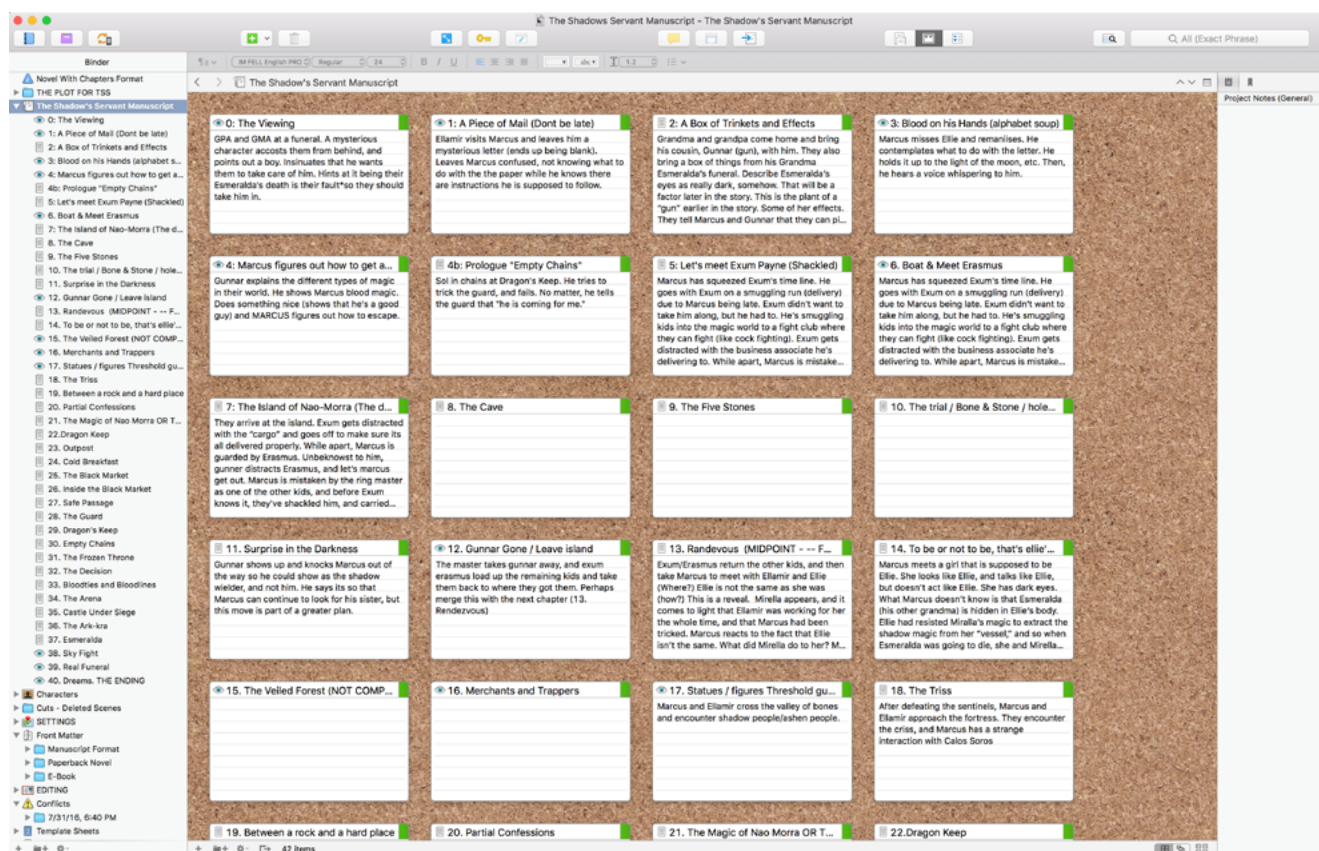
I have even begun using Scrivener for my larger research projects and article creation.

There’s a lot to keep track of when working on a large research project. The program includes templates for several commonly used research styles (APA, etc.) and can be adjusted to accommodate more. I like to include research notes and citations in the side bar and connect them to the relevant passage in the text. Research deadlines and word limits are simple to set and monitor.

My most current research projects are at the intersection of linguistics, economics, and language policies and necessitate not only a large number of references but also a wide variety of sources. I haven’t yet had a problem including large data sets, audio files and other media types into the fold.



Pic. 1. Scivener interface



Pic. 2. Cork board view on Scrivener

And when I break from my most immediate research, revisiting half-completed vanity projects has become almost a treat as I can view outlines and rearrange their contents to yield new perspectives and approaches. I no longer view the act of revisiting old or long-term projects as entering into a morass of half-baked ideas and fragments but as an empowered flight over said swamp in which I can easily descend to adjust, edit, add, and even delete the darlings that don't quite seem to fit. In a word, Scrivener renders the act of creation easy. Or, at least 10% easier, which in my line of work can easily spell the difference between a peaceful or fussy sleep at night.

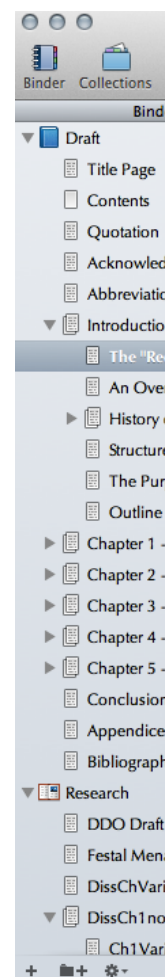
Teaching

For teaching, Scrivener has been an actual game-changer. I keep pre-written responses to common inquiries from my International Marketing students nested under each subject heading, which are alongside my lecture materials and inventory of case studies, and all quickly accessible without having to search, scroll or grimace. Discussion questions, mp4s, links to podcasts, and relevant charts are quickly stored and just as easily located when the muse deigns to descend and I'm fired up to peruse and edit.

Software Limitations

As a word processor, Scrivener has limitations. But Scrivener is not meant to be a full-sized word processor where 800 fonts might be tinted twice as many colors. The vision and value of the program is elsewhere. The simple, irresistible beauty of Scrivener lies with its ability to arrange ideas, quotes, links, graphs, and other content in a concise, approachable package.

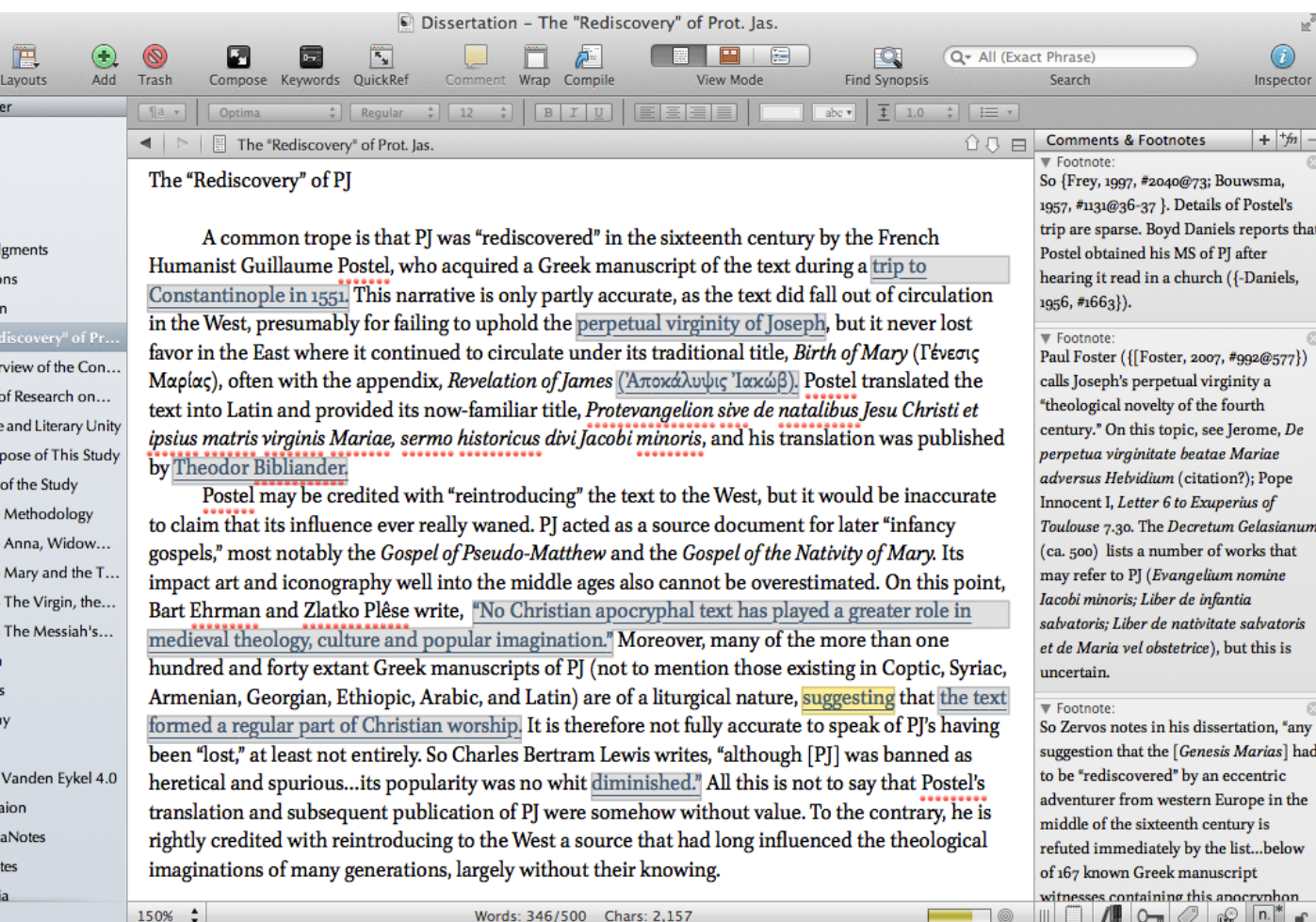
And bite-sized articles with little research investment, like the one you are reading now, don't benefit much from the style and features that the program does possess. Ditto vast research projects requiring literature reviews with their stacks of citations. Writers and researchers searching for more specialized or expansive features will still need to hang on to Final Draft, Wordpress, Mendeley, and Indesign for advanced screenwriting, blogging, citations, and thesis formatting respectively, even though newer versions of Scrivener offer basic solutions for all of these. And while Scrivener fits me like a glove for content creation, it hasn't displaced my need for other project management tools



Pic. 3. Using Sciv

like Clickup
and Scapp
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I use Scriv
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don't blog
more power
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ener for research

o for gantt charts, Notion for daily planning,
le, from the makers of Scrivener, for solving
murders on digitized evidence boards.

ener as a mostly self-contained ecosystem.
s perfect for me, I can see others becoming
that the program only indirectly integrates
popular outside programs (by using "external
ich is fine by me since I avoid Grammarly and
through WordPress. And Scrivener is overall
erful and works on more platforms than its
competitor, Ulysses.

Final Details

The program itself is also well-supported with robust tutorials from both the company and an enthusiastic and independent community of far flung user typologies who delight in sharing their approaches for academics, authors, researchers, instructors, and more.

Scrivener is available on PC and Mac. Lifetime use costs the same as a modest bar tab and interested users can begin with an exploratory free trial.

Rating: 5/5

Quizlet

A MOBILE AND WEB-BASED VOCABULARY LEARNING TOOL

兼具手机版与网页版的单词学习工具



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Background

背景

VOCABULARY HAS LONG BEEN considered a key element in language learning that connects the four language skills (speaking, reading, writing and listening). However, the actual teaching of vocabulary has often been deemed far less effective since it is better learnt when in use by the individual (Çöker and Yılmaz, 2020).

单词是结合听说读写四项语言技能的关键。然而，教学主导的单词学习远不及个人自主学习效果好 (Çöker and Yılmaz, 2020)。

As an emerging tool in both computer-assisted language learning (CALL) and mobile-assisted language learning (MALL), Quizlet has become a popular vocabulary learning platform due to its convenience and effectiveness (Pham, 2022). You may access its homepage via <https://quizlet.com/>, register for an account, select default definitions and images where appropriate, and add your sets of vocabulary to create a 'study set'. Unlike vocabulary books or practices, Quizlet study sets can be created, merged and managed by individual teachers to fit the needs of their own class and curriculum design. Moreover, it enhances learners' senses of sight, hearing, and touch, and keeps individual records to track their

vocabulary learning process on their mobile devices. This MALL approach is believed to transform second language learning into an informal, interactive, and even collaborative experience (Montaner-Villalba, 2019).

Quizlet在计算机辅助语言学习和移动语言学习的背景下应运而生，其便利高效的属性受到广大单词学习者的青睐 (Pham, 2022)。你可以登录 <https://quizlet.com/>，注册用户，随后输入单词条目并筛选默认的注释和图示，从而创建学习集。与传统单词书和单词练习不同，Quizlet里的学习集都可由教育者创作，合成，管理，并与课程设计结合，从而应用在课堂中。Quizlet还能加强学习者的视觉，听觉，触觉等感官，提供个人单词学习进度表等个性化设置。这种移动语言学习的方式将二语习得过程变得更加生动，互动，有趣 (Montaner-Villalba, 2019)。

Main Features

主要功能

Quizlet is a free and easy-to-use tool. Upgrading is optional, with a growing number of paid functions. These functions can be made available to students with free accounts if the teacher's Quizlet account is upgraded. I've been using Quizlet Plus to create and share study sets on a Year 2 EAP (English for Academic Purposes) module

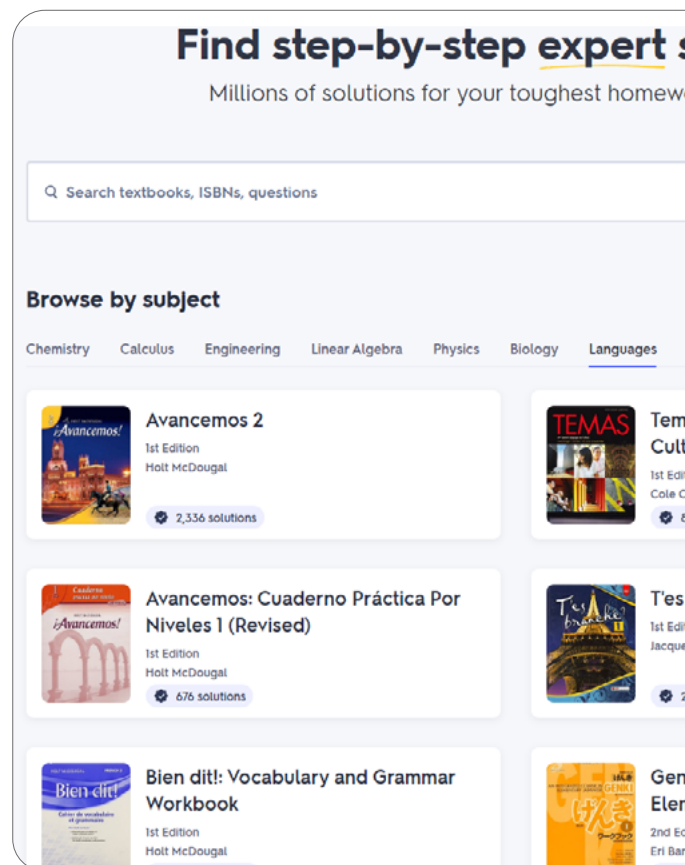
for Design School students in the last two years. The following is my experience using some main features of this software and my students' comments on them.

Quizlet教师账号升级后, 学生使用免费账号学习单词集时也能享受各种付费功能。在过去两年里, 我在教大二建筑系学术英语的同时, 一直有用Quizlet付费账户创建并分享课堂及课后的单词集, 供学生学习使用。接下来我会主要分享一下使用这个软件主要功能的感想以及学生的反馈。

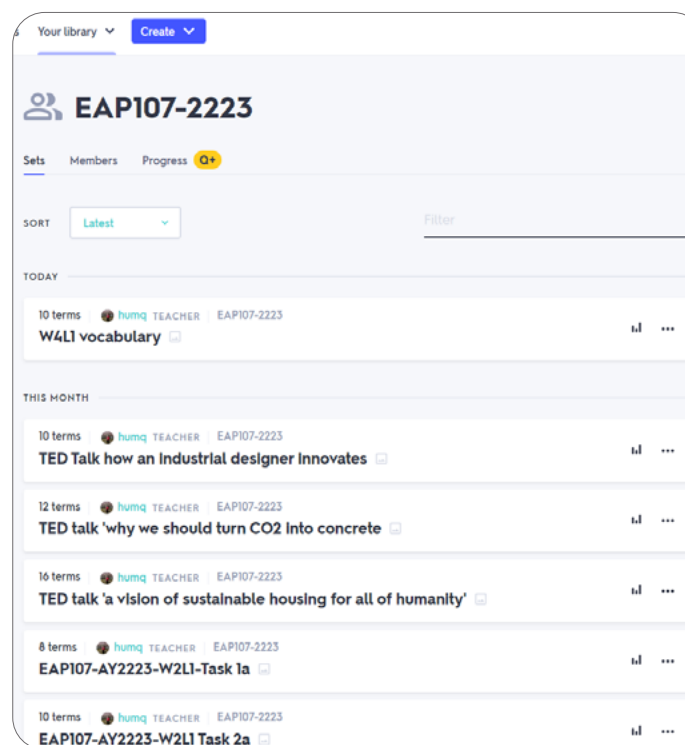
“Expert solutions” (see pic.1) on Quizlet Plus is an e-library of textbooks organized by different subjects and languages. Users can search for a major, identify a textbook in a specific discipline, then explore examples and definitions of key terminology and understand it in context. Although there are many EAP vocabulary books and lists in the market, this e-library offers the academic vocabulary specific to a learner's discipline.

“专家解答功能”(见图1)是一个电子图书馆, 里面有各种专业和语种的电子书词汇习集。你能搜索自己专业名称, 点开一本专业书查阅时, 你会很直观地看到专业词汇术语的含义以及语境。虽然现在市场上也有很多学术英语单词书或者单词表, 但是“专家解答功能”将专业知识和学术词汇学习有机地结合起来。

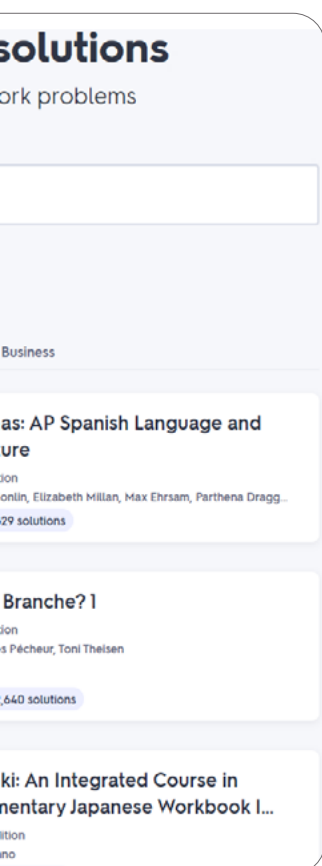
“Class management” (see pic.2) is a useful mode for organizing study sets into class folders and tracking the learning progress of members in the class (see pic.3). A detailed report on individual activity and learning



Pic. 1. Expert solutions
图1 专家解答功能



Pic.2 Class management.
图2 课堂管理模式



progress in relation to specific words can be accessed in this mode, which is handy for teachers to identify some less frequently-practiced vocabulary when monitoring students' self-study.

“课堂管理模式”（见图2）下，教师能将单词集放在对应班级文件夹中，随时查看各个学生或者班级的学习进度（见图3）。当教师在查看自学进度时，能获得类似个人学习活动，个别单词完成进度等反馈信息，从而轻松选取需要进一步加强学习的词汇，制定下一步学习计划。

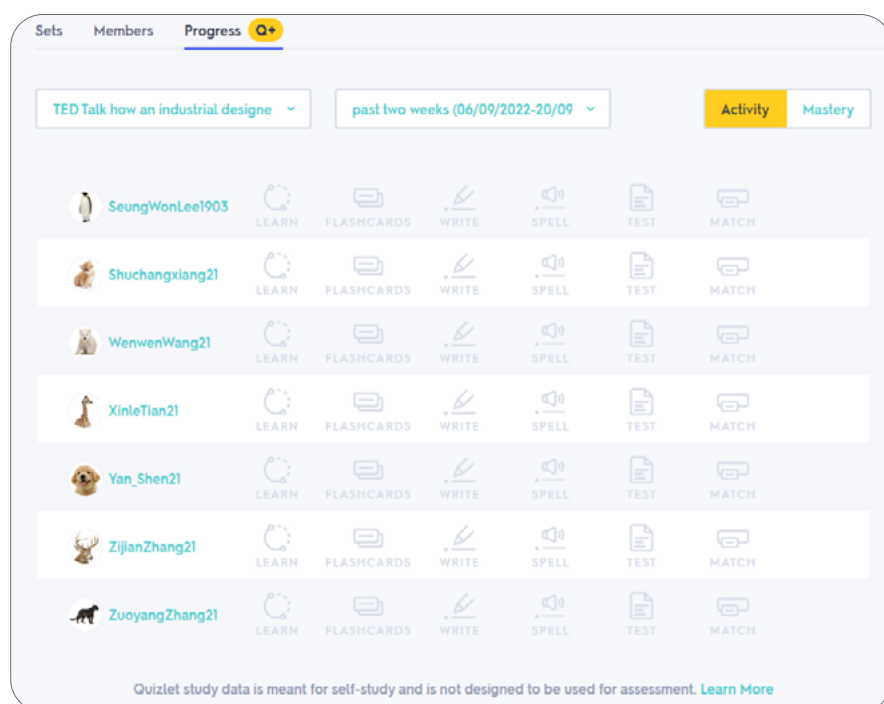
When creating a study set on Quizlet, you may import it from Word, Excel, Google Docs or manually type down the terms, and choose the automatically-generated definitions and images. If you are not satisfied with the automatic input, you may edit definitions, record your pronunciation and upload images according to your own preference.

当你在Quizlet里创建单词集时，可以从word, excel,谷歌等文件导入，或者手动输入单词，随即选择注释和图片。如果不满意现有的默认注释和图片，你也可以自己输入注释，录音，上传自己所选的图片。

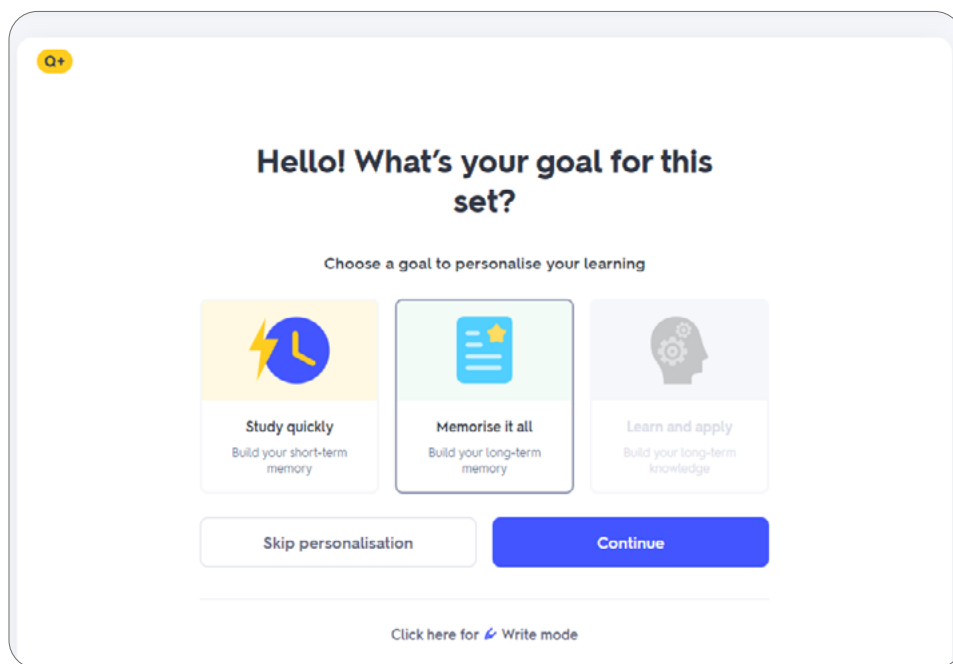
Collaborative learning tasks are available under the “classic live” mode where teachers can randomly place students into teams of up to four players or let students play games on their own. Teachers can change whether students

should answer by choosing the term or the definition, whether to show the leaderboard, and whether to allow students to join late in this collaborative task.

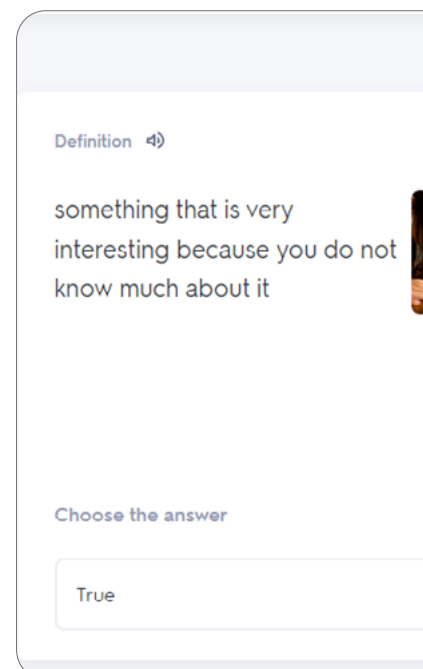
“经典模式”下，教师可以随机将学生分成四人一组，来完成一些互动类小游戏。老师可以选择一些人性化的设置，比如是显示注释还是单词，是显示还是隐藏得分板，迟到可否随机加入等等，来增加趣味性。



Pic.3 Members' progress.
图3 学生或者班级的学习进度



Pic. 4 Learn mode.
图4 学习模式



Pic.5 Test mode.
图5 测试模式

“Flashcard” is one of my students’ favourite activities on Quizlet. Motivating messages about their achievements and further suggestions for next-steps will appear upon students’ completion of a set of flashcards. There are many study modes such “Learn mode” , “Test mode” (see pics 4 and 5), as well as matching activities, which are interesting and individualized ways to allow learners to study, apply and check their vocabulary acquisition.

“单词卡”是学生最喜欢的模式之一。每当学生完成一组单词卡学习，一些反馈和建议会跳出来引导学生进入下一个模式（学习，测试，配对游戏）来多元化、趣味化单词学习过程。

Feedback 师生反馈

Overall, from the module questionnaires in the previous two years, which survey students’ experience on the module, positive comments were made on using Quizlet to learn vocabulary. Students enjoyed the use of Quizlet study sets on TED talks, reading texts and in-house materials in EAP classes as preview activities. Teachers also find Quizlet of great pedagogical value in Flipped Classrooms. It is free and available in webpage and mobile devices, making it popular among teachers and students. Many students like to check the spelling, see visuals and hear the pronunciation simultaneously when learning vocabulary on Quizlet.

总体来说学生很喜欢Quizlet，尤其是由TED演讲、专业课阅读资料、课堂教学资料中的

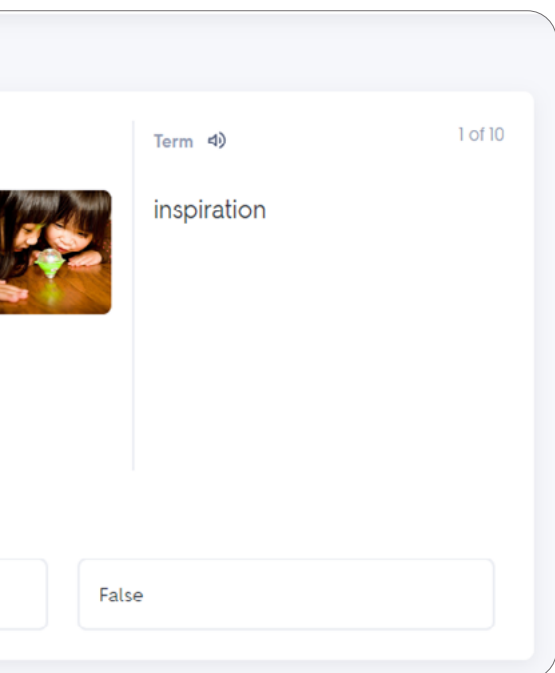
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单词组成的单词集。Quizlet也方便老师应用一些教学法，例如翻转教学。Quizlet支持网页版和手机版，方便又免费，令其很受师生欢迎。很多学生喜欢通过同时听发音，看图片，拼写等活动来学习单词。

Disadvantages 不足之处

Since Quizlet is free and open-sourced, people can create and share any study sets without censorship and evaluation. However, teachers may need to be cautious with shared Quizlet sets and keep an eye on the accuracy of the automatically-generated definitions. For example, ‘driver’ can either mean the person who controls the car, a factor, or the stimulus that motivates people in certain situations. Sometimes, users need to refer to dictionaries to verify the definitions.

Quizlet是有免费账户的，人们可以自由创建和

分享各类单词集，单词集的质量和不会受到审查。然而，教育者在使用别人分享的单词集时，需要小心检查。有时在创建自己的单词集时，也要留心系统默认生成的注释和图片。比如 “driver” 这个词，可以是“司机”的意思，也可以指激发人们在某些环境下做出某些决定的因素，影响等等。有时，查看一下字典或许是更保险的做法。

Rating: 4/5

CONFERENCE REPORT

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The Global English Education China Assembly

CONFERENCE REPORT



Huimin He is an EAP lecturer at XJTLU and a Fellow of the Higher Education Academy. She received both her Bachelor's Degree in English Literature and Master's Degree in Applied Linguistics from Sun Yat-Sen University (Zhuhai & Guangzhou, China). Her research interests include second language writing, EAP pedagogy and discourse analysis.

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Introduction

THE FIFTH ANNUAL Global English Education China Assembly, an academic conference and partnership workshop, was held from 15-17 November 2019 at XJTLU in China. The conference was organized by XJTLU and was to facilitate dialogue between EAP practitioners abroad. The event covered a range of topics in research and publication. These were delivered through keynote speeches, featured presentations, demonstration

Conference

On the first day of the event, the School of Languages co-organized a 'Scaffolding argumentation' workshop among undergraduate EAP students. We developed this pre-



Pic. 1. The opening ceremony of the event

tion

ANNUAL EVENT of the Global English Education China Assembly which was an international conference organized by China Daily in Hangzhou with domestic and overseas academic professionals from the 28th-31st July 2022 in Hangzhou, China. It was held online and onsite. Its primary aim was to connect among ELT professionals in China and abroad. It covered 12 sub-topics, ranging from academic research to curriculum-based political awareness. The conference featured various types of sessions, including keynote speeches, panels, workshops, paper presentations and workshops.

Conference attendance

At the event, I co-presented with another XJTLU colleague, Minyue Zhou, on the topic of 'Supporting evidence-based writing for EAP learners: a blended learning design'. My presentation was by building upon a previous

professional development session that we had facilitated by elucidating the collected data in greater breadth and depth. In our presentation, we introduced and evaluated a blended learning design for developing EAP learners' argumentation skills in academic writing. In doing so we drew on the argumentation structure framework by McNeill and Krajcik (2009) who divided argumentation into three components, namely: claim, evidence, and reasoning.

During the conference itself, I was impressed by the keynote speakers' insights into their own fields of study. There were ten keynote speakers from both China and abroad. Among these speakers were well-known scholars in English education such as Qiufang Wen, David Crystal, Qiang Wang and David Nunan.

Conference take-aways

There were many schools of thought put forward at the conference. I will highlight a few that resonated with me, those put forward by Qiang Wang and David Crystal, below.





Pic. 2. The author and her co-presenter Minyue Zhou

In line with the recently-issued English Curriculum Standards for Compulsory Education (2022 Edition), Prof. Qiang Wang, from Beijing Normal University, proposed applying ‘big ideas’ to curriculum design to meet the goal of ‘cultivating students’ core competencies through English’. ‘Big ideas’ refers to the major concepts within various disciplines. In the subject of English, according to Prof. Wang’s research, two types of big ideas, namely content-related and language-related ideas, should be combined and included in lesson planning. The former provides a context for students to achieve a cross-cultural understanding that can impact their emotions, attitudes, and values through language learning, while the latter emphasizes the ontological



Pic. 3. The plenary speech at the conference



Pic. 3. The plenary speech at the conference



knowledge of the English subject. In addition, Prof. Wang suggested a unit-based instructional design where multiple sub-themes embodied in different texts constitute a unit theme. To incorporate 'big ideas' into a unit, the teacher needs to analyze, synthesize and reorder the texts from the teaching materials for extracting content-related and language-related big ideas in order to construct and generate unit-level big ideas. Prof. Wang clearly defined 'big ideas' and justified the employment of 'big ideas' in lesson design. Additionally, her detailed example of lesson design explicitly showcased how this concept could be contextualized within a specific English course.



Furthermore, David Crystal, an honorary professor of linguistics at the University of Bangor, spoke on the features of informal conversation in English and the importance of using it in English teaching materials. His presentation covered some of the findings reported in his book, 'Let's Talk: How English Conversation Works'. Prof. Crystal analyzed the spoken discourse from the first recorded instance (a thousand years ago) to the latest trends taking place online today. In the talk, he illustrated the features of spontaneous English conversation regarding intonation, rhythm, grammar, vocabulary and other aspects, with a few specific and common real-life examples. Prof. Crystal revealed that informal conversation was taken for granted because of its naturalness and ignored in English teaching materials. Consequently, English learners cannot be exposed to genuine English language which they are more likely to hear in an authentic English-speaking environment. He also claimed that it was the teacher's mission to consider how natural English conversation should be collected and used for long-term teaching purposes. Although no use of a PPT was made by Professor Crystal, his online speech was clear and inspiring, embodying an enjoyable sense of humour.

Practical Implications

One of the practical implications that may inform my teaching, aligned with the ‘big ideas’ proposed by Prof. Qiang Wang, is that there should be a balance between content and language in EAP teaching and assessment. For example, in an EAP curriculum, we may over-emphasize the importance of language components, such as vocabulary and grammar, but ignore the meaning of students’ language output that contains their attitudes or values. In other words, we could make use of more scaffolding techniques regarding idea development in both spoken and written modalities by explicitly guiding the students on how to develop ideas in a relevant, logical and efficient manner. As such, in future practice, I intend to communicate the significance and challenges of idea development in academic contexts to students, and design research-informed lessons and activities to support their learning.

The pedagogical influence from David Crystal’s presentation that most resonated with me was about spontaneous speech. Prof. Crystal advocated for the incorporation of natural, informal English conversation into English teaching and learning materials so that learners are more likely to acquire ‘real’ English. Prof. Crystal was concerned about the genuine input of English language, while I am more concerned about students’ output of spontaneous speech in English. For many students spontaneous EAP speaking may be overwhelming due to the fact that it can be cognitively and logically demanding, despite being exposed to an EMI environment. To assist students with

this, it is suggested that the input should be structured and independent speaking activities should be provided for students. For example, students could use artificial intelligence technology to generate speech and receive individual feedback in the classroom.

Conclusion

Overall, the conference was very informative and I highly recommend that teachers attend, as well as present, at the next conference. Generally, the conference was well-organized. The coordinators were coordinators from the organizing committee that provided guidance and support from proposal submissions to the final presentation. Importantly, a total of more than 100 topics in English education were presented by domestic and foreign ELT professionals with different backgrounds. It was a great opportunity to build networks and strengthen our knowledge since many attendees were from international schools or state universities. It was interesting to communicate with colleagues and share teaching practices to our own classrooms.

I believe that one of the drawbacks of the conference was that nine concurrent sessions were held simultaneously. As a result, we could only attend one session and had to choose between sessions we were interested in watching. It was difficult to watch sessions of all presentations within the limited time of the conference, affording us with

incorporation of more in-class activities would be beneficial to students can be encouraged to use technologies to practice spontaneous personalized feedback outside the

worth attending, and I would teachers and educators alike the conference in future years. as well-organized, and there organizing committee present assistance at different stages, certificate distribution. More than 150 sessions on a variety were presented by a number practitioners and/or scholars. It was also an invaluable exchange and gain ideas, knowledge and skill sets. In addition, EFL or EAP teachers from universities, it was particularly with them and compare their experience at an EMI institution.

drawbacks of the conference sessions were happening we were only able to attend choose between speakers we present; however, recorded were made available after the with the opportunity to review

and watch the presentations we were unable to attend. A further drawback of the conference was that Q&A sessions were not designated at the end of each presentation unless the presenters catered for Q&As at the end of their own presentation time. This was a challenging task due to the limited amount of time granted to each speaker. Despite this, we were afforded the opportunity to speak to presenters after their presentation time slots, or contact them online for more information. Overall, this was a rewarding and inspiring experience, and I look forward to participating in similar events in the near future.

The link to the website for the fifth annual event of the Global English Education China Assembly (2022) is <https://tesol.i21st.cn/2022/>.



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