

PROCEEDINGS OF THE MALAYSIAN ASSOCIATION OF APPLIED LINGUISTICS INTERNATIONAL CONFERENCE (MAALIC)

Swiss Garden and Resort Hotel, Kuala Lumpur, Malaysia
5-6 September 2023

EDITORS:
Vahid Nimehchisalem
Hadina Habil

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PREFACE

The papers you are about to read are the Proceedings of the Malaysian Association of Applied Linguistics International Conference (MAALIC 2023). This was the 3rd international conference organized by the Malaysian Association of Applied Linguistics. The conference was held at Swiss Garden and Resort Hotel, Kuala Lumpur, Malaysia, 5-6 September 2023 with the theme of ‘Innovating Society, Industry and Education through Applied Linguistics: Prospects and Challenges’.

What you are going to read are the shortlisted and edited conference papers that had been submitted to the conference publication committee.

Happy reading,

Editors

10 November 2023

THE NOVEL CONSTRUCTION SAFETY COMMUNICATION TOOL

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ABSTRACT

The importance of safety in construction projects cannot be overstated, given the inherent risks associated with the industry. Despite significant advancements in construction practices, there remains a critical research gap in the realm of safety communication. Ensuring that critical safety information is effectively communicated across all levels of a construction project is essential to mitigate accidents and promote a secure working environment. At the moment, there is no tool available to ensure that safety measure is effectively communicated across the diverse construction workforce. Adequate safety communication can prevent accident by sharing critical information raising awareness, enabling rapid responses, and ensuring compliance with safety guideline. Thus, this paper aims to explore a novel concept of a Construction Safety Communication Tool (CSCT) tailored to the unique needs of the construction industry. The CSCT will be built on the React Native Elements framework. This research leverages a range of pre-designed user interface (UI) components and themes to expedite mobile app development. Additionally, Firebase, a versatile mobile app development platform, will underpin backend services for robust data storage and real-time communication capabilities. The CSCT will encompass critical features such as real-time information sharing, hazard reporting, and instant notifications, all seamlessly integrated using JavaScript and the provided UI components. CSCT will enhance safety awareness, reduce accidents, and improve overall project efficiency by ensuring that vital safety information is readily accessible and effectively disseminated across the construction workforce. This offers a great potential to revolutionize safety communication in the construction industry, making job sites safer for everyone involved.

KEYWORDS

Communication, Construction, Safety, Mobile application

INTRODUCTION

The construction industry is one of the sectors with a high incidence of work-related injuries and fatalities. As per the data from the US Bureau of Labor Statistics (BLS, 2021), approximately 1,000 fatalities are reported annually in the construction industry, accounting for 21% of all fatal occupational incidents. This is linked to an annual economic cost exceeding 100 billion US dollars, encompassing lost production, diminished family income, and the expenses related to workers' compensation. Ineffective communication of safety measures to the construction workforce stands out as a significant factor contributing to accidents on construction sites (Gamil and Abd Rahman, 2023; Kemei, et al. 2016). Communication is an

important aspect of our daily lives that enables us to build relationships, share experiences, and connect with others. The Oxford dictionary defined communication as a means of imparting or exchanging information by speaking, writing, or using other mediums. In the construction context, effective communication enables the multidiscipline team to complete the construction projects on time and within budget and notably reduces site accidents largely (Ohueri et al., 2023).

The fragmented nature of construction activities, the involvement of multidisciplinary teams, and the existence of various software for information exchange have collectively posed challenges to safety communication within the construction context (Rokooei et al., 2023). Hence, many scholars have developed various tools to enhance safety communication in construction projects. For instance, Ramos-Hurtado et al. (2023) proposed an Augmented Reality tool for construction safety inspections. Zhang et al. (2017) created a Safety Inspection Framework using mobile computing for construction sites. Hossain et al. (2023) introduced a BIM-based smart safety monitoring system through a mobile app. However, the existing technologies are often fragmented and lack the seamless integration required for effective communication, potentially leading to misunderstandings, delays in addressing safety concerns, and, ultimately, accidents that could have been prevented (Rokooei et al., 2023). Currently, there is a notable absence of a safety measures tool for sharing critical information, raising awareness, enabling rapid responses, and ensuring compliance with safety guidelines (Gamil and Abd Rahman, 2023). Consequently, safety measures have not been efficiently communicated, as indicated by a report from DOSH, which recorded 6 deaths per 100,000 workers in 2023.

Thus, this paper aims to explore a novel concept of a Construction Safety Communication Tool (CSCT) tailored to the unique needs of the construction industry. CSCT is a unified safety measures communication platform that enables seamless integration of real-time information sharing, hazard reporting, and instant notifications in a user-friendly manner. CSCT practically enhances construction site safety while theoretically addressing the fragmentation in safety communication technologies.

METHODS

The proposed novel Construction Safety Communication Tool (CSCT) is still in the conceptual stage. The development of CSCT follows the Agile methodologies for software development. Agile methodologies refer to the flexible and collaborative approach used in developing software (Al-Saqqa et al., 2020). In the context of CSCT development, this approach involves breaking down the development process into small, manageable iterations, prioritizing customer feedback, and fostering collaboration among diverse construction workforces. The core development framework for CSCT is React Native, enabling the creation of a cross-platform mobile application. React Native is an open-source JavaScript framework for creating cross-platform mobile applications that can run on both iOS and Android (Kaushik et al., 2019). React Native Elements, a UI library, will be integrated into the development process of CSCT for the front-end development, including creating user interfaces, handling user interactions, and ensuring a seamless user experience. Then, Firebase is used to develop CSCT's backend infrastructure. Precisely, it provides a real-time database that stores safety information, hazard reports, user profiles, and project data, ensuring real-time synchronization and access. Additionally, it offers robust authentication services to ensure secure user access. The custom cloud functions trigger responses to specific events like safety hazards. Then, it offers hosting for web-based CSCT components. This comprehensive integration ensures seamless accessibility across diverse devices and platforms.

JavaScript, the primary programming language for React Native development, will be used to code the CSCT's front-end features, manage user interactions, and handle data processing and storage. Testing frameworks will be used to conduct unit testing and ensure the reliability and functionality of the CSCT. Continuous user feedback and testing will be integrated into the development process. Users will have opportunities to provide input and test the tool as it progresses.

RESULTS AND DISCUSSION

The proposed CSCT conceptual framework is illustrated in Figure 1 below.

FIGURE 1

The Novel CSCT Conceptual Framework

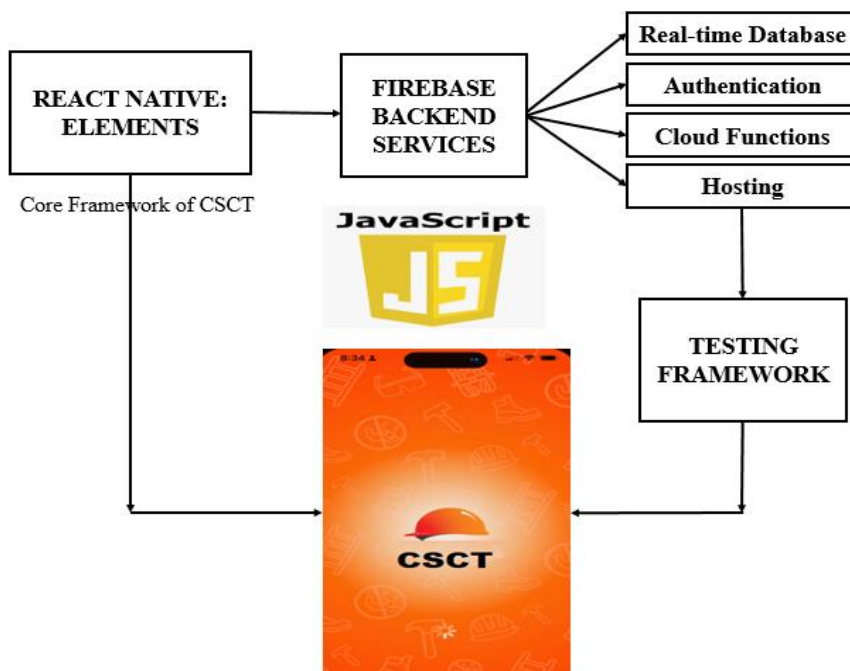


Figure 1 shows the CSCT concept. The proposed CSCT offers a comprehensive solution to the challenges of safety communication in the construction industry. Its benefits include improved safety, real-time information sharing, security, accessibility, efficiency, cost savings, user-friendliness, and a commitment to ongoing enhancements based on user input. CSCT will enhance safety awareness, reduce accidents, and improve overall project efficiency by ensuring that vital safety information is readily accessible and effectively disseminated across the construction workforce.

CONCLUSION

The study aims to fill the gap in safety communication on construction sites by proposing the CSCT. The practical contribution of the Construction Safety Communication Tool (CSCT) is to provide a unified platform for seamless safety communication, reducing accidents and improving construction site safety. The theoretical contribution lies in bridging the gap between fragmented technologies, offering a comprehensive solution that integrates real-time information sharing, hazard reporting, and instant notifications, enhancing safety practices in the construction industry. The CSCT development is ongoing, and a concept has only been provided in this study. Further study will be carried out to fully develop and validate CSCT.

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China English preferences: The case of Chinese overseas students

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ABSTRACT

The study aims to explore the language attitudes of Chinese overseas students towards the variety of English in China. China English (CE), as a developing English variety, has generated a lot of discussion in recent years. Three cross-validated research methods (Questionnaire survey, match-guise technique, and focused interview) were employed. 128 Chinese overseas students from different countries participated in the current study. The study revealed that, more Chinese overseas students were hesitant to express CE traits in their everyday English use. The majority of Chinese overseas students understand and accept CE traits in that they can convey something distinctive inside Chinese culture. In circumstances where local variations of English are developing, the results of the current study may have significance for English teaching.

KEYWORDS

China English, Language attitudes, English learners, World Englishes

INTRODUCTION

The standard varieties of British and American English have long been accepted and promoted as the only internationally acceptable pedagogical models for learning and teaching English. World Englishes experts, however, have disputed this idea. The expanding circle, which is 'norm-dependent' because it depends on the standards established by native speakers in the inner circle, is where China belongs in Kachru's (1985) three-circle theory. According to Bolton (2003), China is thought to have the world's largest population of English learners and users, which China English (CE), as a developing English variety, has generated a lot of discussion in recent years.

Out of all the nations in the world, China has the largest population of English language learners. In this context, China English naturally draws significant attention as a distinctive Chinese variety of English. English proficiency was seen as a key requirement for its modernization (Siqi & Sewell, 2012). The following research questions were addressed in the current study:

1. What are the language attitudes that Chinese overseas students hold toward China English?
2. What are the reasons underlying their attitudinal responses toward CE?

METHOD

A total of 128 participants completed the questionnaire survey and then took part in the MGT test. A total of 118 valid questionnaires were collected. Among all the participants, 12 were interviewed. The respondents were selected based on their answers to some relevant questionnaire questions. Participants aged from 19-35, among them 91 were females and the rest 27 were males. In terms of their educational backgrounds, 65.25% of them are getting their

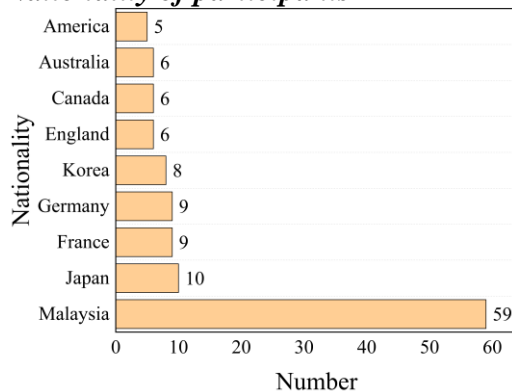
master's degree and 21.19% of them were undergraduates, only 13.56% of them were PhD.

In order to increase the validity and reliability of the data, three different instruments were employed in the study: questionnaire survey, match-guise technique, and focused interview. The three instruments are expected to triangulate with one another, and once the data from these instruments has been analysed, conclusions may be drawn. The questionnaire survey should be specifically considered as the main method of data collecting for the current study (He, 2020).

The participants were invited to evaluate China English features by making choice for each item, two dimensions were offered: Understandability and acceptability. 12 students were further requested to provide justifications for their replies to each questionnaire item in order to investigate the factors behind participants' attitudinal responses.

FIGURE 1

Nationality of participants



The questionnaire survey focused on China English features (e.g., features in phonology, lexis, syntax, and discourse pragmatics). The questionnaire was composed in two parts. The first part providing personal information of the participants and the second part stepping in the area of participants' attitude toward China English. In the second section, items 1, 3, 4, 5, 7, and 9 were adopted from Wang 2015. The rest of the items were collected from daily conversations of Chinese English speakers, and revised slightly to make sure that each example illustrates one category of CE features.

A matched-guise test was conducted to see if the participants noticed any variations in the characteristics of different accents employed when listening to English (He & Miller, 2011). The participants in the MGT heard one speaker reading a paragraph out loud in two accents: one in a typical "China English" accent and the other in a native accent. The fact that the texts were being read by the same individual was not disclosed to the participants.

Two recordings went through the quality check before going through the test. The near-native accent was played to three native speakers, two of them were convinced that the accent sounded authentic and the third remarked on the accent's high level of skill. It should be emphasized that the participants were informed they would hear two spoken text examples: speaker1 and speaker2. However, neither the speaker's identity nor the existence of more speakers was disclosed to them.

The statistical data processing programme SPSS was used to evaluate the numerical data. The understandability and acceptability dimensions' mean scores as well as the percentages of

information about various choices were first calculated by items, and then by categories (such as phonology, lexis, syntax, and discourse pragmatics). MANOVA was used in the MGT test to investigate any potential variations between the two accents that would be significantly different.

RESULTS AND DISCUSSION

The questionnaire results in the study demonstrated high understandability and acceptability of CE to Chinese overseas students. From Table 1 we can see that over half of the participants (64.18%) have no problem in understanding expressions with CE features. Only a few of them (12.08%) describe all the features as “don’t understand”. Besides, an overwhelmingly majority of participants (67.52%) accept China English features in four different levels. However, only a small number of students (22.64%) showed their fully acceptable attitude to CE, as not only they accept the expression itself but also they are happy to use it too. Nearly half of the people (44.88%) accept the expression but they won’t use it in their daily lives.

Table 2 illustrates that most Chinese overseas students are more positive about the understandability of CE, but when it comes to the use the CE expression in some certain occasions, they are less promising. For phonological features, Item 1 explores the respondents’ attitudes towards Chinese accent. In other words, most of Chinese people speak English with a flat tone and shown less pronunciation features compared to native speakers, and item 2 explores the insertion of the final [ə].

TABLE 1
The two dimensions of CE features in four categories

Category	Understandability			Mean	Acceptability					Mean
	1(%)	2(%)	3(%)		1(%)	2(%)	3(%)	4(%)	5(%)	
Phonology	10.6	25.85	63.56	2.53	10.17	5.93	15.25	49.58	19.07	3.61
Lexis	13.56	27.68	58.76	2.45	16.1	6.78	15.26	45.19	16.66	3.4
Syntax	11.01	19.77	69.21	2.58	7.34	9.04	11.86	38.98	32.77	3.81
Discourse pragmatics	13.14	21.61	65.26	2.52	10.17	9.32	12.71	45.77	22.04	3.6
Total	12.08	23.73	64.18	2.52	10.95	7.77	13.77	44.88	22.64	3.61

Note. Understandability (1=No, I don't understand it, 2= I'm not sure, 3= yes, I understand it) acceptability (1=it's not acceptable to me and I won't express like this. 2=it's not acceptable to me, but I will express like this. 3=I'm not sure. 4=I accept the expression but I won't express like this. 5=I accept the expression and I shall do the same

The results exhibited that more people have no trouble in understanding the sentence with Chinese accent (67.49%) and accept speaking English with an accent (73.73%). Item 3 explored the participants’ attitudes towards lexical features with a transliterated CE expression with an English equivalent. For “Ganbei”, 57.63% of students understand it, but half of the people won’t be using the same expression when they speak in daily conversations and another 18.65% of people reject it. For syntax features, Item 7 looked into participants’ attitudes towards using yes in a negative reply such as the yes in A: *You mean your hometown is not so crowded?* B: *Yes, not so crowded.* It is acceptable for 72.89% of people, but only 34.75% choose to express the same feature in English speaking. Item 10 investigated CE expressions juxtaposed in the Chinese contextual schema, 19.49% people reject it, whereas the majority of people (67.8%) accept it, only 26.27% showed their preference of expressing it in English speaking environment.

TABLE 2
The understandability and acceptability of CE features in each item

items	Understandability				Acceptability					
	1(%)	2(%)	3(%)	Mean	1(%)	2(%)	3(%)	4(%)	5(%)	Mean
1. phonological features (Play a recording of a Chinese speaker introducing his family in English)	10.17	20.34	67.49	2.53	8.47	5.93	11.86	52.54	21.19	3.72
2. (Insertion of the final [ə]): My company also did business in China	11.02	31.36	57.63	2.47	11.86	5.93	18.64	46.61	16.95	3.51
3. (Transliteration) For a toast everybody gets up, raises their glasses and touches the others' glasses, saying Ganbei!	18.64	23.73	57.63	2.39	11.02	7.63	16.1	50	15.25	3.01
4. (Loan translation) You mean Xiao Lan, Xiao Li and Xiao Liu? Oh, they three wear the same pair of trousers and breathe through one nostril.	7.63	36.44	55.93	2.48	17.8	5.08	11.02	46.61	19.49	3.45
5. (Semantic transfer) Our manager is his uncle, so he gets this position by using the back door.	14.41	22.88	62.71	2.48	19.49	7.63	18.64	38.98	15.25	3.23
6.(The Null Subject parameter) A: What's the secret to your success? B: I think, is fast learning and hardworking.	11.86	18.64	69.49	2.58	10.17	7.63	10.17	43.22	28.81	3.73
7.(Yes-no response) A: You mean your hometown is not so crowded? B: Yes. Not so crowded.	9.32	22.03	68.64	2.59	5.08	10.17	11.86	38.14	34.75	3.87
8.(Top heavy lion style structure) For me to get up before 6 o'clock in the morning is impossible.	11.86	18.64	69.49	2.58	6.78	9.32	13.56	35.59	34.75	3.82
9.(Chinese pragmatic notions) A: You speak very good English! B: No, no, my English is not good at all.	12.71	23.73	63.56	2.51	10.17	9.32	12.71	50	17.8	3.56
10.(Discourse in line with Chinese culture and value systems) A: have you got your bank card? B: as you know, I have lots of things to do this week, my daughter is coming back tomorrow, i have to go to the supermarket to buy some fresh food and cook her a delicious meal, and this weekends, all of my family members will be together to celebrate my mother's 80th birthday, you know, but next Monday, maybe, I don't have much work so I can hopefully go.	13.56	19.49	66.95	2.53	10.17	9.32	12.71	41.53	26.27	3.64

Overall, it is determined that the MGT results shown in Table 3 are compatible with the questionnaire survey results. With the exception of items 1 friendly and 3 educated, Standard English received significantly better scores than China English for almost all qualities. The means of items 5 and 11 show a considerable difference between China English and Standard English, as can be seen from Table 3.

The results vary greatly from He and Miller's (2011) study. In their study, Standard English was given higher ratings than China English on nearly all the positive choice and China English were reported to be more "arrogant" and "aggressive". What's unusual is, in the current study, Standard English received more negative ratings than CE, especially for arrogance and aggressive. It should be highlighted that despite the significant shift in participant perceptions, China's English accent was not perceived as negatively as it might have been. When it comes to personality qualities like friendliness and education, it is even better than Standard English.

It indicates that more and more people are open to China English features and expressions.

On the attitudinal explanation of CE, there are lots of variations. Some refuse to accept any of these expressions on the basis that they are not grammatically correct. by looking at pedagogical principles. Correctness appears to be the most important factor in participants' assessments of CE. And because of that, all their justifications for their choices are untrue, even grammatically. For instance, some students contend that since "cheers" is the only expression used in Standard English, "Ganbei" should be replaced. Students' strong convictions that Standard English should be observed and followed are understandable.

TABLE 3
Means and differences on 16 traits of CE and SE

Traits	Means			
		China English/Standard English	Difference	
Positive	1. Friendly	3.77/3.63	0.13	
	2. Intelligent	3.47/3.70	-0.23	
	3. Educated	3.80/3.80	0	
	5. Competent	3.50/4.07	-0.57	
	6. Industrious	3.50/3.60	-0.1	
	7. Sincere	3.60/3.90	-0.3	
	9. Approachable	3.50/3.83	-0.33	
	10. Considerate	3.37/3.50	-0.13	
	11. Trustworthy	3.53/4.00	-0.47	
	12. Wealthy	3.20/3.40	-0.2	
	13. Trendy	3.07/3.10	-0.03	
	14. Patient	3.60/3.67	-0.07	
	15. Powerful	3.37/3.67	-0.3	
	16. Confident	3.43/3.80	-0.37	
	Negative	4. Arrogant	2.27/2.33	-0.07
		8. Aggressive	2.03/2.37	-0.33

TABLE 4
Interviewees' comments of CE features

Strengths of CE	Weaknesses of CE
"It can express something unique in Chinese culture."	"Chinese speakers understand it, but native speakers may not".
"Easy to learn and easy for us to understand."	"I won't use it because they are too Chinese".
"It doesn't affect the understanding of the sentence."	"It's hard to say I accept it or not, cause as a student I want to speak Standard English, but sometimes Standard English cannot express the meaning".
"It's funny when you use these expressions, because it feels you are having humorous conversations."	

Some of the responses stressed how important understandability is. As one of the participants argued: "I don't accept the expression simply because I'm concerned that native speakers wouldn't understand it as well, which could lead to ineffective communication". The participants' main concern in these comments was the understandability of CE expressions. But when we read more, it becomes clear that the majority of people see CE as an emerging variety of English. They appear to be more focused on communication than on standards. "If we had our own variety of English, it would be simple for Chinese students to learn and understand," is what I'm quoting.

In other words, language serves the function of communication. We can't apply CE features in our daily lives if people can't understand it. Other students argue that using cultural expressions makes you seem like you're interacting with them in a light-hearted way, which can make the discourse more humorous and funnier. All these comments emphasized the requirement for a unique and legitimate Chinese cultural and identity expression in English. More crucially, all the participants' feedback seems to suggest that even in expanded circle, people are starting to establish norms that are distinctive to their own (Wang, 2015).

CONCLUSION

The study on the attitudes of Chinese overseas students towards the CE revealed that China English, as an emerging variety is preferred by Chinese overseas students. and most of the features in pronunciation, Lexis, Syntax, and discourse pragmatics have gained attractively high acceptability and relatively high understandability. Additionally, the study suggests that China English can play an essential role in expressing locale-specific cultures and identities, suggesting the need for additional research in this area.

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EXPLORING THE TRANSCREATION OF HONG LOU MENG: A CORPUS-ASSISTED COMPARATIVE STUDY

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ABSTRACT

Hong Lou Meng, known in English as *A Dream of the Red Mansions*, *Dream of the Red Chamber*, and *The Story of the Stone*, is a cornerstone of Chinese literature. Its translation into English is fraught with challenges, given its sophisticated narrative, cultural nuances, and poetic undertones. This research delves deeply into the transcreation of this work, emphasizing cultural bridging and the preservation of the original's spirit. We analyse the translation tactics in three versions: Bencraft Joly (1891), Yang Hsien-Yi and Gladys Yang (1978), and David Hawkes & Jon Minford (1986), focusing specifically on a section from Chapter 5 of Volume 1, *The Golden Days*, which offers poetic commentary on the 12 beauties of Jinling. Employing the natural language processing tool NLTK within a corpus linguistics framework, the study probes both source language realia (SL-realialia)—an intrinsic translation challenge—and target language archaisms (TL-archaisms), a translator's choice to evoke a classical ambiance. This dual approach illuminates the intricate translation hurdles faced. The study's qualitative phase ventures into transcreation, using a comparative analysis rooted in cultural adaptation and localization principles. The goal is to discern differences in transcreation tactics across editions. This qualitative assessment reveals how translations differ in linguistic, stylistic, and cultural representations. The results highlight distinct approaches in handling linguistic details, style, and cultural subtleties, showcasing diverse strategies in the transcreation process and ensuring the literature's comprehensibility across languages.

KEYWORDS

Hong Lou Meng, Transcreation, Corpus-assisted analysis, Comparative analysis

INTRODUCTION

Transcreation, where translation and copywriting intersect, is vital for intercultural communication. It shapes how authors and works are perceived by migrating messages across languages while preserving style, emotions, and cultural nuances. This technique is particularly crucial for texts with wordplay, linguistic techniques, or challenging elements as it safeguards the source material's impact and efficacy for new audiences. (Daniel, 2014)

Hong Lou Meng, translated as *A Dream of the Red Mansions*, stands as an eminent classical Chinese novel authored by Tsao HsuehChin in 1792. Along with *Journey to the West*, *Romance of the Three Kingdoms*, and *Outlaws of the Marsh*, it is one of the four renowned classical Chinese novels. The novel holds a significant position on the global literary stage as it vividly portrays the diverse societal strata and professions of the declining Qing Dynasty. Its profound impact offers intricate insights into 18th-century Chinese society and culture, resonating with

both scholars and general readers. Due to its significance, the novel has undergone rigorous scholarly and translational analysis, with various translators aiming to capture its essence across cultures (Levy, 1999; Lin, 1935, as cited in Chan et al., 2001; Wang & Liu, 2017).

Translating *Hong Lou Meng* remains a formidable yet enticing endeavor for many ambitious translators (Liu, 2008; Wang & Yu, 2019; Yu, 2020). However, due to differing interpretative styles, cultural backgrounds, and the socio-political contexts of their respective eras, translators often vary in their approach to handling textual details. This variation has fueled ongoing debates over the best English translation of the novel (Su, 2021).

In the fifth chapter of *Hong Lou Meng*, during Bao-yu's ethereal sojourn in the fairyland, twelve celestial maidens performed a rendition of the novel. This performance, consisting of twelve musical interludes, each encapsulates its own unique charm. As the narrative advances and characters undergo deeper development, these annotations assume a pivotal role in both foreshadowing key events and propelling the storyline forward. For effective translation, employing pertinent transcreation strategies is vital, especially those founded on invoking empathy and aligning with cultural sensitivities (Díaz-Millón & Olvera-Lobo, 2021).

1. What are the SL-realisms and TL-archaisms observed in different English translations of character appearances in the fate commentary of the 12 beauties of Jinling in *Hong Lou Meng*?
2. What strategies are employed in the transcreation process of the selected translation to ensure that the target readers can understand the original meaning and essence of the text while maintaining strong cultural connotations?
3. How do these selected transcreations differ in terms of language, style, and the conveyance of cultural nuances?

Historically, scholars have predominantly engaged in either quantitative or qualitative comparative studies, focusing on translations by the Yang Couple and the Hawkes-Minford duo (Liu, 2008; Wang & Liu 2017; Wu & Fernández Díaz, 2017; Wang & Yu, 2019; Yu, 2020; Su, 2021). Yet, these studies often overlook a comprehensive exploration of the intrinsic nature of *Hong Lou Meng* translation. Our study aims to bridge this gap by adopting a broader perspective.

Furthermore, while past research often used paradigms like domestication and foreignization to analyze translations, Wong (2014) suggests that translators generally prioritize cultural exchange, aiming to evoke empathy in target readers. With this in mind, our study eschews concepts with ideological connotations and instead explores how translators effectively convey Cao Xueqin's message from a cross-cultural exchange perspective.

METHODS

The study employs a mixed research method, initiating a quantitative corpus-based analysis of linguistic elements in translations of *Hong Lou Meng*. It then follows with a qualitative comparative analysis, emphasizing transcreation and its importance in highlighting emotional and cultural fidelity in translations.

For the sample, five published English translations of *Hong Lou Meng* were initially considered. However, to ensure authenticity, translations by Wang Qichen and Florence and Isabel Mchugh were excluded due to deviations from the original text. The final selections were translations by Hawkes and Minford, the Yang Couple, and H. Bencraft Joly.

Translation and transcreation play pivotal roles in bridging linguistic and cultural divides. SL-realizations, culturally specific terms without direct equivalents in target cultures, and TL-archaisms, outdated linguistic elements, significantly affect the authenticity and cultural accuracy of translated content. A comprehensive analysis of these elements forms the core of this research.

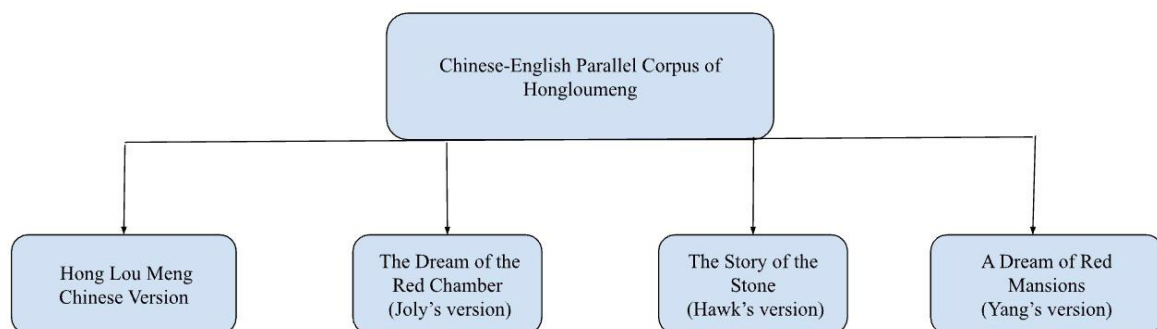
The data collection process involved establishing a parallel translation corpus comprising the original Chinese text of “红楼梦” and English translations by Joly, Hawkes, and Yang as shown in Figure 1. Texts were sourced from printed books or online databases. To ensure the accuracy of translations, tools like the Natural Language Toolkit (NLTK) were used. This process resulted in tokenized Chinese and English texts, which were then analyzed for linguistic and cultural elements.

Regarding cultural adaptation and localization, the researchers aimed to understand the modification of idiomatic terms and cultural references in translations to make them culturally relevant to English readers. Specific terms from the corpus, like four-character idioms and proverbs, were analyzed to understand how they were transcreated in different translations.

In the realm of translation studies, the concept of “fluid text” underscores the dynamic nature of translation. This study particularly focuses on the style of translators and how their individual choices reflect in their work. Using the Wordless tool, the research quantitatively assesses translation styles, focusing on the frequencies of SL-realizations and TL-archaism. Beyond quantitative measures, the study also delves deep into the contextual usage of archaic terms, providing insights into how translators weave these culturally significant terms into their translations.

Lastly, from a transcreation standpoint, the study undertakes a qualitative analysis of the challenges in translating the original text. By examining idioms, proverbs, and archaisms, the research uncovers strategies used in transcreation and cultural adaptation. The overarching goal is to appreciate the art of adapting literary classics, preserving their cultural and narrative essence, and fostering intercultural communication in translation.

FIGURE 1
English–Chinese Parallel Translation Corpus



RESULTS AND DISCUSSION

In this in-depth study, we have primarily anchored our exploration around two pillars of linguistic analysis: Source Language Realia (SL-Realia) and Target Language Archaism (TL-Archaism) within the three English translations of Hong Lou Meng.

Focusing on SL-Realia, our analysis revealed the intricate richness embedded in the original Chinese text. From a pool of 1722 tokens, we identified 103 unique SL-Realia types, yielding a Type-Token Ratio (TTR) of 5.981%. This data underscores the diverse SL-Realia landscape, indicating the nuanced challenges faced when translating such culturally deep elements into English. The Jieba corpus tokenization further highlighted nouns, proper nouns, and idiomatic expressions as the most recurrent SL-Realia types. The prominence of realias such as “宝玉” (Baoyu) and others like “骨肉,” “中山狼,” “金陵,” and “留余庆” emphasize the narrative’s cultural depth. Each realia poses its unique set of translation challenges, demanding linguistic precision coupled with cultural resonance. The translators’ strategies varied, with the Yangs and Joly undertaking a comprehensive translation approach, while Hawks sometimes opted for omissions, possibly to cater to the target audience’s familiarity and ensure narrative fluidity. Additionally, only Hawkes ventured to translate the modal particle “也(ye)” as “Oh”, a testament to the profound depth of translation that extends beyond just linguistic conversion.

Transitioning to TL-Archaism, our examination of the 7,984 tokens across the translations led to the identification of 24 archaic language forms. These archaisms serve as a gateway into the historical depth of the narrative. Joly’s translation, steeped in archaisms, masterfully evokes the Qing dynasty’s ambiance, while the Yang Couple and Hawks took more measured approaches in their use of archaic terms. Notably, Joly’s frequent employment of “Thy”, “Thine”, and “alas” and the occasional use of archaic abbreviations like “tho’lt” and “e’en” painted a vivid historical canvas. This deliberate archaic language inclusion aims to transport readers back in time, ensuring the narrative’s cultural and historical authenticity remains intact.

In synthesis, the dual challenges of translating SL-Realias and incorporating TL-Archaism require a delicate balance of linguistic expertise and cultural sensitivity. The translators, each in their unique style, navigated these challenges, showcasing the intricate dance between maintaining the original’s essence and ensuring relevance and resonance in the target language.

CONCLUSION

The researchers analyzed source language realia (SL-Realia) and target language archaic forms (TL-Archaism) in culturally rich text translations yielding insights for future translation work. Translators should balance faithfulness to the original text and provide explanations and cultural context to render idiomatic expressions comprehensible to English readers lacking Chinese cultural familiarity. Inspired by Hawkes’ nuanced handling of poetry, future poets should preserve the original’s essence without obscurity. Explanations should be used judiciously, with attention to specific cultural references or complex meanings. Caution against excessive literal translation, especially with idioms, poetry, or significant cultural gaps, suggests diversified strategies tailored to context and idioms. Archaic language analysis in Hong Lou Meng translations showcases deliberate choices, with Joly’s extensive use immersing readers historically, Yang Couple employing archaisms sparingly, and Hawkes finding a middle ground, shaping readers’ temporal and cultural experiences. These varied approaches highlight the multidimensional nature of translation, offering distinct perspectives on Hong Lou Meng. Overall, this analysis guides future translations, promoting a thoughtful

and context-aware approach, and ensuring depth, authenticity, and accessibility in culturally rich texts.

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COMPARING LINGUISTIC LANDSCAPE OF RESTAURANT SIGNS IN KIMBERLEY STREET AND LOVE LANE, PENANG

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ABSTRACT

Penang is famous for its diverse cuisine, provides a window into Malaysia's rich cultural tapestry through food. In this study, we analysed 94 restaurant signs along Kimberley Street and Love Lane in Penang employing Ben-Rafael et al.'s (2006) structuration principles of linguistic landscape. The findings revealed distinct language usage patterns that reflect the local Chinese culture and cuisine authenticity in Kimberley Street, where Mandarin dominates the linguistic landscape. In contrast, Love Lane, represent English-dominated landscape, emphasizing the allure of foreign cuisines and cultures. Restaurant signs in Penang prioritize the attraction of patrons based on gastronomic specialties and cultural identities over national language policy adherence, highlighting the importance of economic efficiency in sign creations. The findings have important implications on linking the multifaceted role of language to reflecting authenticity and status of restaurants in international tourism cities.

KEYWORDS

Linguistic landscape; restaurant signs; translations; multilingualism; multiculturalism

INTRODUCTION

Penang developed into a trading port after it was ceded to the British East India Company in 1786 (Khoo & Badarulzaman, 2014). Today, Penang remains a cherished tourist destination owing to its rich blend of cultures and its abundant historical and natural heritage (Penang Global Tourism, 2023). Among the many facets that reflect Penang's cultural tapestry, its cuisine stands out as a major attraction for tourists. In 2022, CNN Travel recognized Penang with the esteemed title of the premier food-oriented destination in Asia (Lo, 2022). It is not surprising that Penang's culinary landscape plays a central role in the region's tourism industry. The diversity in restaurant logos is important, serving not only for conveying gastronomic messages, but also as a tangible representation of the complexities inherent in the choice and use of language in a multicultural society.

From a linguistic landscape perspective, as proposed by Landry and Bourhis (1997), signs in public spaces not only convey information but also convey symbolic meanings related to advertising, social status, and cultural identity. Most studies in this field typically adopt a macro perspective, examining language policies across various types of signs in Penang (Ben-Said & Ong, 2019; Ong & Ben-Said, 2022). The language usage and symbolic meanings specifically within restaurant signs is limited. To address this gap, this study employs a linguistic landscape approach to compare the language choices and translation methods used in restaurant signs on

two streets known for distinctive culinary specialties, namely Kimberley Street and Love Lane in Penang. The findings will reveal factors in sign creation that deepen our understanding of Penang's cultural diversity and contribute to broader discussions regarding the multifaceted role of language in reflecting and preserving cultural heritage.

METHODS

The data for this research was collected on February 19, 2023, using the camera on an OPPO A12 mobile phone at Kimberley Street and Love Lane, Penang. Data collection procedures were as followed:

1. Select clear and relevant photographs.
2. Develop a database of restaurant signs comprising a total of 94 signs, with 61 signs collected from Kimberley Street and 33 signs from Love Lane.
3. Transcribe all texts from restaurant signs into a textual format.
4. Organize the transcribed texts into categories based on language usage and the methods of translation.
5. Interpret the collected data following the structuration principles of linguistic landscape (Ben-Rafael et al., 2006). The main principles are:
 - a. Presentation of self (ability of signs to attract audiences by showcasing their characteristics)
 - b. Good reasons (ability of signs to meet reasonable audience needs)
 - c. Collective identity (ability of signs to assert their identity which exhibit a common fellowship within the public)
 - d. Power relation (the influence of certain groups on language usage, with dominant groups imposing certain ways of language usage on subordinate groups)

For the analysis of translation methods, we considered Mandarin as the source language, and other languages as the target language. This approach is in line with the demographic composition of Penang, where the Chinese population is predominant (Department of Statistics, Malaysia, 2022). In cases of multilingual signs, only English was considered as the target language for analysis.

FINDINGS

This section compares the languages choices and translation methods on restaurant signs in Kimberley Street and Love Lane, Penang.

TABLE 1

Language Choices of Restaurant Signs in Kimberley Street and Love Lane

Language	Mandarin	English	Transliteration of Chinese dialects ³	Malay language	Foreign languages ⁴
Kimberley Street	47	32	31	12	0
Love Lane	0	33	0	1	10

³Chinese dialects: Hokkien, Cantonese and Teochew dialects.

⁴Foreign languages: French, Japanese, Spanish and Swedish.

Table 1 shows that Mandarin predominated on the restaurant signs in Kimberley Street (see Figure 1), while English was the dominant language on the signs in Love Lane (see Figure 2).

FIGURE 1
Chinese Dominant Restaurant Sign in Kimberley Street



FIGURE 2
Monolingual English Sign in Love Lane



The distinction in language choices highlights the effort of most restaurateurs in attracting potential customers by aligning their restaurant signs with the principles of collective identity and presentation of self. The prevalent usage of Mandarin and the absence of foreign languages on the restaurant signs in Kimberley Street appeals to individuals seeking authentic Chinese cuisine and Chinese culture, which is in accordance with the principle of presentation of self. In contrast, neither Mandarin nor transliteration of Chinese dialects were found in signs on Love Lane. English and foreign languages are commonly used to promote the exoticism of foreign restaurants in Love Lane. English and foreign languages on Love Lane aim to attract customers who can converse in English and seek exotic flavoured foreign cuisines, thereby fulfilling the principles of presentation of self. It also in line with the principle of collective identity because common motivations for consumers to visit ethnic restaurants is to taste exotic ethnic food and to experience ethnic cultures that differ from the mainstream culture (Youn and Kim, 2017).

However, despite differences in cuisine offerings, similar language choices are observed on both streets. Firstly, English was prominently featured on restaurant signs in both streets, serving as a global lingua franca to enhance message comprehension, aligning with the principle of good reasons. Secondly, limited use of the national language, Malay, was observed on signs in both streets, as it was not efficient in showcasing the characteristics of the cuisines sold in both areas, thereby conflicting with the principle of presentation of self. Incorporating multiple languages on the signs would lead to an increase in production costs; therefore, priority in sign creation and design always goes to the language that could attract patrons, which take precedence over adhering the principle of power relation.

TABLE 2
Translation Methods of Restaurant Signs in Kimberley Street and Love Lane

Translation Method	Transliteration (to represent or spell in the characters of another alphabet)	Free translation (to convey the general meaning)	Literal translation (word-for-word)	No translation (Mandarin only)
Kimberley Street	36	21	12	4
Love Lane	0	0	0	0

The translation methods of restaurant signs are shown in Table 2. It is worth noting that translation methods in our study were classified using Mandarin as source language. Therefore, no translation method was found on the Love Lane, as none of the restaurants had Mandarin on their signage. In Kimberley Street, transliteration is the most commonly used method, followed by free translation, literal translation and no translation (Mandarin only). The transliteration of restaurant signage information conforms to the principle of presentation of self. Chinese characters on restaurants' signs allow customers to identify the originality and consider it authentic, while equivalent translation allow them to pronounce it accurately. The main purpose of employing translation (transliteration, literal and free translation) is to align with the principle of good reasons (see Figure 3). Translation is especially important for people who cannot read Mandarin to comprehend the message. Conversely, Mandarin-only sign is the fewest, as monolingual sign only appeal to limited customer base.

FIGURE 3

Three translation methods in a Sign



CONCLUSION

The linguistic landscape of restaurant signs in Penang shows that language choice and translation methods are influenced by economic efficiency. Restaurant signs along Kimberley Street and Love Lane adhere to the principles of self-presentation, good reasons, and collective identity. These principles play a key role in expanding the customer base by enhancing readability and comprehensibility while effectively conveying the authenticity of the cuisines offered. However, it's important to acknowledge certain limitations in our study, such as the focus on specific streets and the relatively small sample size. Further research could expand these insights to a broader context. Furthermore, our findings suggest potential policy implications. Policymakers may consider more flexible language policies for restaurant signs to accommodate the cultural diversity represented in Penang's culinary landscape. In conclusion, this research highlights the interplay between language, culture, and economics in Penang's culinary landscape. It also contributes to a wider discussion on approaches to culinary and heritage language protection in international tourist cities.

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CAN CHATGPT ANALYSE TEXTUAL DATA? THE SUB-THEMES REFLECTED BY TYPICAL CONCEPTUAL METAPHORS IN SHORT STORIES OF LANGUAGE ASSESSMENT

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ABSTRACT

Conceptual metaphors (CMs) constitute a basic facet of human cognition, enabling individuals to comprehend abstract concepts by means of more concrete experiences. Previous research has found that metaphors are frequently employed in discourse and have a substantial impact on how we think. However, less consideration has been given to how conceptual metaphors reflect the views of writers and the themes of stories. The primary objective of this study is to examine the underlying sub-themes that are conveyed and reflected through typical conceptual metaphors found in the 22 short stories from the book *Tests and Us – A Collection of Real Stories (Volume 2)*. Additionally, this study intends to delve into the perspectives of the writers on the principles and associated concepts of language assessment. Following the Conceptual Metaphor Theory (CMT) by Lakoff and Johnson (1980), the structural, orientational, and ontological metaphors were identified by the AI program ChatGPT (GPT-4) and validated by linguistic experts. The findings revealed a cumulative count of 250 conceptual metaphors, comprising 131 structural metaphors, 64 ontological metaphors, and 55 orientational metaphors. Meanwhile, the typical metaphors have served as representations of the underlying sub-themes pertaining to the five principles of language assessment, as well as concepts including fairness and equity, formative assessment, learning environment, ethics, and integrity, among others. Through metaphors, thematic analysis not only becomes a tool for dissecting narratives but also an avenue for exploring the profound connections between language, thought, and emotion. This offers some insight for future research into various literary genres and the application of ChatGPT for the analysis of textual data.

KEYWORDS

ChatGPT, conceptual metaphors, thematic analysis, short stories, language assessment

INTRODUCTION

The investigation of metaphorical language serves as a fundamental aspect in the fields of linguistics and literary studies. Particularly, conceptual metaphors - categorized into structural, orientational, and ontological - provide valuable insights for the interpretation of short stories. They play a crucial role in the analysis of themes and sub-themes in short stories due to their ability to encapsulate complex ideas in a succinct and relatable manner. Past research has extensively covered thematic analysis across various literary genres and the role of conceptual metaphors. However, a noticeable gap exists in connecting these metaphors to thematic

analysis within short stories, especially in the context of language assessment. This study aims to fill that gap by investigating sub-themes illustrated by conceptual metaphors in 22 language assessment short stories. Following the Conceptual Metaphor Theory (CMT) proposed by Lakoff and Johnson (1980), the structural, orientational, and ontological metaphors were identified and analysed by ChatGPT (GPT-4) and validated by linguistic experts, and the sub-themes reflected by these metaphors in the short stories were also investigated through the cutting-edge AI-assisted program GPT-4. The findings highlight the interplay between metaphors and story themes, revealing how writers intricately weave layers of meaning, guiding readers through a journey of cognitive discovery.

LITERATURE REVIEW

Conceptual metaphors, central to cognitive linguistics, allow us to interpret one idea through another, offering a way to articulate abstract notions via concrete experiences. Conceptual Metaphor Theory (CMT) posits that metaphors in language are not just stylistic flourishes but hint at cognitive processes grounded in metaphorical structures. Types of conceptual metaphors, such as structural, orientational, and ontological, help us understand abstract ideas by anchoring them in tangible experiences. Understanding one concept in terms of another, usually mapping a less concrete concept onto a more concrete or structured one, is the goal of structural metaphors. Orientational metaphors are those that provide abstract conceptions, grounded in bodily experiences, directionality, or spatial orientation. Ontological metaphors refer to or quantify abstract notions or actions by treating them as entities or objects (Lakoff & Johnson, 1980). Literature, reflecting human experience and culture, often uses metaphors for deep philosophical probing and to portray intricate emotional scenarios. Conceptual metaphors can provide insight into themes and motifs in literature, as they often convey universal truths or beliefs (Podsiadlik III, 2021).

Thematic analysis (TA), a popular qualitative data analysis method, involves six interrelated phases as laid out by Braun & Clarke (2006). For short stories which are typically between 1,000 and 7,500 words, Bamberg and Georgakopoulou (2008) devised a narrative analysis approach, focusing on identity-building. More recent methods like the Structured Tabular Thematic Analysis (ST-TA) by Robinson (2022) offer flexibility and rigor for concise narratives, blending different TA processes. While ample research exists on thematic analysis, a gap remains in understanding how conceptual metaphors illuminate the themes of these brief narratives. Traditional methods of categorizing metaphors and performing thematic analysis are time-consuming. ChatGPT, an artificial intelligence chatbot, has remarkable natural language comprehension skills and the potential to conduct textual analysis to assist humans (Tan et al., 2023). Unveiled by OpenAI on March 14, 2023, GPT-4 is the latest in the GPT series, building on GPT-3.5 to offer improved nuance detection and more accurate responses (Bubeck et al., 2023; DataCamp, 2023). This study aims to explore sub-themes in conceptual metaphors in language assessment short stories using GPT-4 for assistance.

METHODS

This study used a mix-method approach to analyse 22 short stories of language assessment from the book *Tests and Us - A Collection of Real Stories (Volume 2)* where each story possesses a distinct essence, encapsulating the features, issues, and principles of assessment within diverse cultural contexts (Nimehchisalem & Geng, 2023). The quantitative method was to measure the frequency and proportion of typical structural, orientational, and ontological metaphors, as well as the presence of various sub-themes, while the qualitative method sought to investigate the sub-themes connected to language assessment principles and concepts as indicated by typical conceptual metaphors in these short stories.

For the metaphor analysis, we employed the AI program, ChatGPT (GPT-4), using cues to prompt its analysis based on the Conceptual Metaphor Theory (CMT) by Lakoff and Johnson (1980). The outcomes were later verified manually by a linguistic expert, with the distribution of the metaphors statistically analysed through SPSS. Similarly, to decipher the sub-themes represented by these metaphors, ChatGPT (GPT-4) was deployed for inductive coding. The thematic analysis results were validated by the researchers, using Robinson's (2022) Structured Tabular Thematic Analysis (ST-TA) tailored for short stories.

RESULTS AND DISCUSSION

According to the ChatGPT (GPT-4) results, 250 conceptual metaphors were identified. Structural metaphors were the dominant type at 52.4%, followed by ontological metaphors (25.6%) and orientational metaphors (22.0%).

One possible explanation for the popularity of structural metaphors could be their inherent compatibility with the human cognitive process. Take the metaphor "misjudgment is a dagger" as an example, the mapping is from the source domain "dagger" onto the target domain "misjudgment", which hinges on the similarity between the two concepts. In the short story "Misjudgement", the sentence including this type of metaphor is "Like a dagger, Tim glances intently at the black iron gate." The use of the structural metaphor in this context serves to enhance the reader's understanding and visualization of the scene. By likening Tim's gaze to a dagger, the sentence conveys the notion that his glance is not just casual, but rather cutting and deeply penetrating. The word "dagger" carries connotations of sharpness, precision, and potential harm, implying that Tim's gaze is keenly targeted and potentially impactful.

Among the three types of metaphors used in short stories, ontological metaphors are employed less frequently than structural metaphors. This finding is congruent with Zhao et al.'s (2019) study, which examined conceptual metaphors in a Nobel Prize-winning novel. In the case of "the classroom is a desert or oasis" from the short story *A Seed in a Desert or Oasis* (Geng, 2023), the abstract experience or quality of a classroom is being understood in terms of a tangible, concrete things like a desert or oasis. The writer vividly contrasts two starkly different educational environments. In the same way that a desert is barren, inhospitable, and oppressive, representing a classroom that lacks supplies, feels sterile, and restricts creativity, an oasis is its antithesis. An oasis, being nurturing, refreshing, and fertile, resembles a classroom that fosters intellectual development, provides some relief from the stresses of learning, and encourages an abundance of ideas and thoughts. This comparison illustrates the profound effect that classroom environment and teaching methods can have on a student's thirst for knowledge.

Followed by ontological metaphors, orientational metaphors also occur. They are linguistic constructs that facilitate the understanding of abstract concepts through spatial relationships, such as up-down, inside-out, front-back, shallow-deep, and centre-periphery. For example, in the short story *Unforgiven*, punishment sinks someone into humiliation. The writer effectively conveys a downward feeling of humiliation and embarrassment in response to an unjust punishment by this sentence: "My head down, my ears hot, my eyes sewn to the floor..." (Nimehchisalem, 2023). The spatial orientations "down" and "sewn to the floor" are used to conceptualize the emotional state.

The examination of the three types of conceptual metaphors has revealed the presence of underlying sub-themes pertaining to language assessment. For example, in the short story titled *Unforgiven*, the prevailing sub-themes revolve around the trauma and injustice stemming from

the harsh discipline (Nimehchisalem, 2023). Several typical conceptual metaphors are employed to deepen the narrative's resonance, including viewing "education as a torturous journey", perceiving the "school as a vacuum", characterizing the "teacher as a tyrant", equating "misbehavior to a crime", envisioning "fear as a predator", treating "time as a motionless entity", and depicting "memory as a cinema screen".

Regarding the principles of language assessment, "washback" stands out prominently in these short stories. It denotes the impact of testing or assessment on teaching, learning, the individual learner, and even broader entities like government and society. Another recurrent principle is "reliability", emphasizing the consistent conditions for students or test-takers, the objectivity and consistency of raters or scorers, uniform test administration procedures, and the inherent consistency of the test content itself. Conceptual metaphors such as "fear as a predator," "fear as physical confinement," and "coldness as a barrier", suggest that the students are not in an optimal state while taking the test, and this may affect the reliability.

Examining themes through the lens of conceptual metaphors holds paramount importance as it unveils layers of meaning that might otherwise remain concealed. Previous studies also showed that themes and sub-themes can be reflected through metaphors in various literary genres (Ross & Pollio, 1991). This approach allows for a more profound comprehension of the subject matter, providing a gateway to the intricate tapestry of human experiences. Through this method, thematic analysis not only becomes a tool for dissecting narratives but also an avenue for exploring the profound connections between language, thought, and emotion.

CONCLUSION

This study used the AI-powered application, ChatGPT (GPT-4), to investigate conceptual metaphors and the underlying sub-themes they represent in short stories of language assessment. Expert-verified findings revealed that structural metaphors were most common, followed by ontological and orientational ones. These metaphors shed light on the connection between language, cognition, and emotion and highlight the strength of thematic analysis in literature interpretation. The 22 short stories encompassed various sub-themes, which not only addressed the five fundamental principles of language assessment (validity, reliability, practicality, authenticity, and washback), but also incorporated additional concepts such as fairness and equity, formative assessment, learning environment, ethics, integrity, growth mindset, motivation, and others. Although limited by its corpus size, this study highlights ChatGPT's potential in analysing textual data. Future research can expand the story collection and compare AI and human coding in analysing different literary genres.

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A CRITICAL DISCOURSE ANALYSIS OF THE UNITED NATIONS SECRETARY-GENERAL'S SPEECHES ON CLIMATE CHANGE

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ABSTRACT

One of the United Nations' 17 Sustainable Development Goals is Climate Change which is deemed a serious issue nowadays. There has been little research done on climate change from linguistic and ideological perspectives as most studies were conducted from science and technology perspectives. The objectives of this study are to examine the use of linguistic structures on climate change in four selected speeches and to examine power relations between the UN's Secretary-General, António Guterres, and his addressees. This study employs Fairclough's (2013) three-dimensional model, a Critical Discourse Analysis approach for the political nature of the speeches. We found that negative lexical items, active voice, mood choices, and modality underpin his persuasive strategy; whilst power relations were reflected in his frequent use of obligatory modals and imperative mood conveying directive illocutionary speech acts towards the addressees. Such a pattern implies powerful persuasion and clarity of messages to uncover the severe consequences of climate change and dire urgent actions required by the addressed international community. The linguistic features used in the speeches serve as a successful persuasive strategy in eliciting pledges and commitments from various world leaders. By using such speech acts, he effectively urges the global audience to react positively and promptly towards the existing threat of climate change through dissemination of uncompromised messages by the means of journalists and news agencies. Overall, this implies Climate Action (SDG#13).

KEYWORDS

Climate action, Climate change, Critical Discourse Analysis, Fairclough's three-dimensional model, Linguistic structures, Sustainable Development Goals (SDGs)

INTRODUCTION

The mission of the United Nations (UN) has always been to proactively strive to deal with various problems faced by the global community (Troy, 2021). In 2015, the UN introduced its sustainability initiatives in the form of its 17 Sustainable Development Goals (SDGs), and one of SDGs is Climate Change, signalling the UN's acknowledgement of the severity of the threat of climate change. Climate change has received much scholarly attention from scientific and technological perspectives such as Leal Filho et al. (2022), Rolnick et al. (2022), Olabi and

Abdelkareem (2022) and Outhwaite et al (2022). However, this issue has not been adequately studied in the field of linguistics and discourse analysis, let alone the focus of the speeches on climate change produced by the UN Secretary-General. The UN Secretary-General's speeches play a significant role in ensuring a united effort made by the international community to combat climate change as he needs to skilfully balance between appeasing and competing interests of member nations to pave the way for more effective and efficient global cooperation in the fight against climate change (Tsalis et al., 2020). Despite the UN's emphasis on the climate agenda, previous discourse studies focused mainly on the speeches on peace, political issues and international relations such as Alemi et al. (2018), Najarzagagan et al. (2017) and Sharififar and Rahimi (2015). To fill the gaps, this study aims (1) to analyse the use of linguistic elements in relation to the topic of climate change in the speeches given by the UN Secretary-General and (2) to examine power relations between the UN Secretary-General and the addressees via his speeches.

METHODS

This study utilized a qualitative research method in the form of CDA to analyse the linguistic elements and implications behind the speeches given by the UN Secretary-General, António Manuel de Oliveira Guterre. The data was collected from four speeches given by the UN Secretary-General related to the topic of climate change within the period from November 2021 to March 2022. The four speeches were selected to be analysed in this study due to their focus being solely on the topic of climate change, with the transcriptions of the four speeches being obtained verbatim from the UN archives. The speeches were analysed based on Fairclough's (2013) three-dimensional model in which three stages of analysis were employed, namely (1) text analysis (description of the text), (2) processing analysis (interpretations of discursive practices within textual production and consumption), and (3) social analysis (sociocultural explanation of discursive event). This model is useful because it highlights the dialectical relationships between discourse and other social practice elements, thereby enabling the analyst to unpack how power manifested in social actors or institutions as in the UN and its Secretary-General is enacted through discourses to convince and control others (Catalano & Waugh, 2020). Moreover, this model features eclecticism as it functions as a guide rather than a blueprint. It provides multiple layers of analysis. That is, the analyst can use any layer of analysis as a starting point (e.g., lexical choices) based on the data and/or purposes of the study (Fairclough, 2013; Janks, 1997).

RESULTS AND DISCUSSION

Four linguistic elements, namely negative lexical items, active voice, mood choices, and modality, were found to be salient in the four selected speeches. First, the UN Secretary-General predominately used negative lexis in his speeches to consistently highlight the worsening climate threat to the addressees. This included highlighting issues faced by climate vulnerable and developing countries by using scientific facts and figures as well as anecdotes to bolster the credibility of his claims. In line with Salama and Aboukoura (2018), this evocation of negative sentiment has the effect of imparting a sense of fear in the collective psyches of the addressees through placing emphasis on the threat posed by climate change. Second, the UN Secretary-General's frequent use of active voice in his speeches emphasises the agents in his statements. The use of active voice is to emphasise the contributions of other countries and financial institutions which might have the effect of instilling the image of a growing climate coalition amongst the addressees as a persuasive appeal. Active voice is also used to emphasise the key actors that they need to contribute more to climate mitigation efforts, calling on developed countries to put their commitments to action as well as developing nations to play their role positively. Third, the UN Secretary-General used the declarative mood most

frequently, followed by the imperative mood. He frequently made declarative statements in his speeches to convey scientific facts and figures and to state the requisite actions to be taken by all the addressees, thus serving as an appeal to the addressees using facts and logic to convince them to commit more resources to combat climate change. He also used indirect imperative statements to express directives that the addressees need to comply with and direct imperatives to express his commands. Lastly, echoing Takal (2018), the UN Secretary-General frequently used high modals *must* and *will* to convey a sense of certainty and strength in his beliefs on climate change, hence functioning as commissive and directive illocutionary speech acts.

CONCLUSION

The UN Secretary-General effectively enacts his power through the strategic deployment of linguistic resources (i.e., negative lexis, active voice, declarative and imperative moods, and high modals) to persuade his addressees and to influence their actions. This can be seen in his successful elicitation of commitments and pledges from heads of state and private financial institutions which he explicitly states in his speeches as a way of exemplifying their contributions to encourage other heads of state to make their own pledges and commitments benefitting the UN's climate agenda. Additionally, an increasing number of signatories signing up to the UN's Principles for Responsible Investment (PRI) which promotes the incorporation of environmental factors into investment decision-making is another evidence of his success in promoting the UN's climate initiative. Methodologically, this study has substantiated the suitability of Fairclough's (2013) model for the analysis of political speeches due to its capability to uncover how the speaker exercises power through language to promote societal changes. Lastly, the findings of this study contribute to achieving SDG #13 (Climate Action) because they can enlighten other climate activists who rely on speeches to raise public awareness of climate change about the effective roles that certain linguistic devices play in persuading audiences. It is hoped that more convincing speeches on climate change can drive more people to take urgent action to prevent further increases in world temperatures and other unpleasant changes.

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ANALYSIS OF THE TOP TEN CHINESE INTERNET BUZZWORDS FROM THE PERSPECTIVE OF SOCIOLOGICAL LINGUISTICS

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ABSTRACT

As the Internet grows swiftly, numerous Internet buzzwords emerge and vanish rapidly. In China, it has been a tradition to post the top Internet buzzwords or hot words every year. The meanings and usages arouse heated discussion among Internet users are widely studied. However, there isn't a clear distinction between buzzwords and hot words. The overall characteristics and value of Internet language based on the top Internet buzzwords are rarely studied. Thus, with the purpose of analysing the features and functions of Chinese top Internet buzzwords from the perspective of Sociolinguistics, this research focuses on the top ten Chinese Internet buzzwords released by *Language and Character Weekly* from 2019 to 2022. Through investigation, we found that the Internet helps form a virtual speech community among Internet users from different regions. Dialects and English contribute to the variation and change of Internet buzzwords. Additionally, Internet buzzwords express diversified emotional meanings. Furthermore, the meaning and usage of Internet buzzwords are distinguished in different periods. In conclusion, Internet buzzwords are the product of Internet development and carry information about the characteristics of society and individuals. We need to be more discerning about the change in Internet buzzwords from the perspective of sociolinguistics. It is of great significance to be more discerning about the annual Internet buzzwords in the future.

KEYWORDS

Chinese Internet buzzwords, Internet language, Speech community, Sociolinguistics

INTRODUCTION

In contemporary society, the Internet has become an indispensable component in our daily lives. Crystal (2017) states that if the Internet is a revolution, it is likely to be a linguistic revolution. Individuals engage in online communication, thereby catalysing the Internet language. According to the 51st report from the *China Internet Network Information Centre* (CNNIC, 2023), China counted 1,067 million netizens as of December 2022, encompassing more than 75% of the Chinese. Among the various applications, instant messaging claims a remarkable 97.2% share. Significantly, the Internet serves as a platform for the incorporation of Internet buzzwords into people's instant messages.

In China, it is common to encounter a detailed analysis of some hot Internet buzzwords. Jie in 2020 studied the spectacle effect of 2021 top ten Internet buzzwords in the context of new media. Yanling and Siyu (2022) examined the linguistic phenomenon just from the perspective of emotional relevance through the investigation on the top Internet buzzwords posted by YAOWENJIAOZI. The characterization of Chinese Internet buzzwords, however, cannot be

ascertained convincingly in a certain year. Besides, it is not so persuasive to undertake the features and functions just from one point. So, there is a dearth of comprehensive investigations on the characteristics of Internet buzzwords from different aspects. Consequently, this study endeavours to bridge these gaps by undertaking an analysis of lists compiled by *Language and Character Weekly* during the period from 2019 to 2022, with the aim of achieving the following objectives:

1. To examine the characteristics of these top Internet buzzwords from 2019 to 2022;
2. To analyse the functions of the Internet language used by Internet users; and
3. To propose more details in terms of the relationship between language and society.

The following are the corresponding questions in the research:

1. What are the characteristics of the top ten Chinese Internet buzzwords in recent years?
2. What are the functions of the Internet language in the virtual speech community?
3. What's the relationship between language and society on the basis of the investigation of the top Chinese Internet buzzwords?

METHODS

This study centres its investigation on Internet language, with a specific focus on the top ten Chinese Internet buzzwords, and a selection drawn from *Language and Character Weekly's* annual releases spanning from 2019 to 2022. The corpus includes 40 Internet buzzwords (Appendix), which were collected as the primary data.

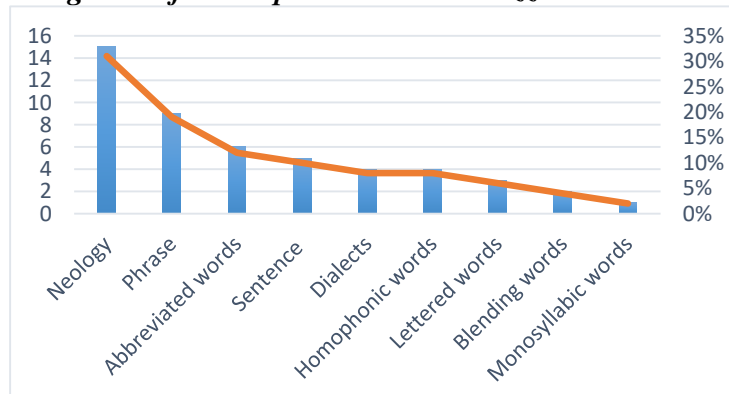
To facilitate this analytical endeavour, the research draws upon the tenets of the theory of speech community in sociolinguistics, which provides valuable insights into how linguistic communities within the digital landscape engage with Internet language. Examining the characteristics and development of these top Internet buzzwords necessitates the study of language variation and change within the virtual speech community. The research places significant emphasis on several aspects. Firstly, it involves an exploration on their word formation. Secondly, the study delves into the emotional dimensions embedded within these buzzwords. Furthermore, the analysis extends to the topic of these buzzwords over distinct temporal periods across diverse context.

RESULTS AND DISCUSSION

The collected top ten Internet buzzwords are classified from the angles of word formation, emotion, and topics. The results are shown below and the forthcoming discussion will expound upon the questions in the research.

FIGURE 1 shows the outcomes in accordance with the principles of word formation. Neology constitutes the most prolific category, accounting for 31% (15) of the listed Internet buzzwords, highlighting the proclivity for linguistic innovation and the creation of entirely new lexical entities in the new era of social media. Abbreviated words constitute 12%. Even phrases and sentences here are very short and brief, reflecting the inclination towards brevity and conciseness when using buzzwords. Dialects account for 8% of the dataset, confirming the weakened regional limitations in the virtual speech community. Also, in the classification, most of the blending words, abbreviated words, homophonic words, and letter words are related to English, indicating the incorporation of regional and cultural linguistic variations into the digital era, and revealing the diversity of language within the online community. In total, each category in the table is accompanied by a corresponding percentage value, reflecting the dispersion and fusion of the Chinese Internet language from other groups to the entire language community.

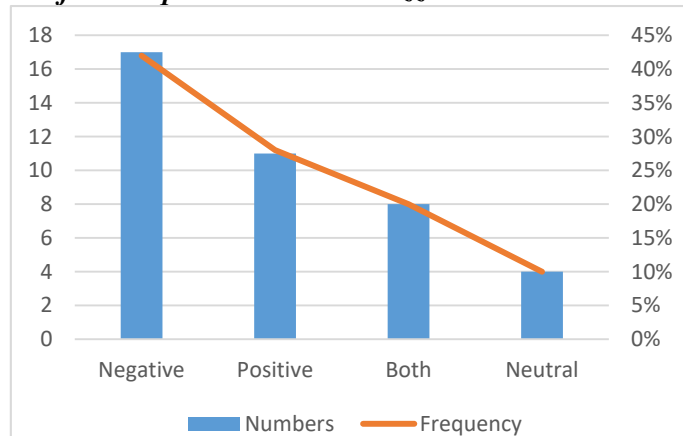
FIGURE 1
The Formation Categories of the Top Ten Internet Buzzwords



As a special ideograph of Internet culture, Internet buzzwords have diversified emotional meanings (FIGURE 2). A significant portion of internet buzzwords, constituting 42% (17) of the total buzzwords, are associated with negative emotions. Individuals use them to vent their dissatisfaction, unhappiness, or other negative emotions. Of Internet buzzwords 28% (11) convey positive emotions, reflecting moments of joy, satisfaction, and contentment. 20% (8) of internet buzzwords can swing between negative and positive emotions, lying in its adaptability to context, underscoring the dynamic nature of Internet buzzwords. A smaller proportion of buzzwords maintain a neutral stance, which neither convey negative nor positive emotions. Instead, they often serve as humorous or satirical expressions related to events in individuals' lives or society. Overall, individuals can express themselves more freely and anonymously and we can judge their emotions or attitudes reflected behind the Internet buzzwords.

FIGURE 2

The Emotion Categories of the Top Ten Internet Buzzwords



Almost all the 40 top Internet buzzwords are directly related to hot topics or current events that people are particularly interested in. Therefore, they can be considered a quick and accurate reflection of the reality of people's everyday lives and social events. Through the investigation of top Internet buzzwords that occurred at a certain time, the change or feature of society can be recorded and presumed. Vice versa, people in different periods pay attention to different social topics in their lives, causing the appearance and popularity of various Internet buzzwords. Thus, we can say that there exists a covariance relationship between language and society.

CONCLUSION

Through the Internet, there is a virtual speech community where people from different regions or even countries can communicate with each other, which provides a platform for the variation and change of Internet language, revealing the development of Chinese Internet buzzwords in these years.

Doing such research on the top 10 Chinese Internet buzzwords is really of great significance because it tells us how the modern Chinese language evolves in the age of information technology. The fusion of distinct linguistic components to form innovative terms is clearly examined through the investigation of the top Chinese Internet buzzwords from different angles. Also, the two variables of language and society influence, interact with, and restrict each other, and language and society are in a covariant relationship. The changeable buzzwords reflect what is changing in our society and how individuals express themselves and view the world with different kinds of emotions.

By tracing the development of the term buzzword, we know how it has been understood and operated in different aspects. As the social media emerges and develops rapidly, a buzzword can be proposed and adapted quickly in society or even the world within a short time. Studying the change and development of Internet buzzwords helps to understand language and cultural trends. In a digital society, all social life, social events, and social relations can be revealed through it. Thus, we need to be more discerning about how these popular Internet buzzwords evolve from a sociolinguistic point of view. The following annual Internet buzzwords in the future, as a media language, should be taken and analysed seriously, too.

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APPENDIX

The Corpus of Top Ten Chinese Internet Buzzwords from 2019 to 2022

Year	Top Ten Chinese Internet Buzzwords
2022	栓Q; PUA; 大冤种; 小镇做题家; 团长; 退!退!退! 嘴替; 一种很新的xx; 服了你个老六; xx刺客;
2021	卷; 躺平; 破防; emo; yyds; 夺笋; 赓续; 社恐/社牛; 一整个x住; 普信男/女;
2020	逆行者; 甩锅; 后浪; 打工人; 爷青回; 凡尔赛; 你品, 你细品; 有内味了; 内卷; 社会性死亡;
2019	阿中; 盘它; 上头; 我酸了; 我太难(南)了; xx自由; 咱也不知道, 咱也不敢问; 上班996, 生病ICU; X千万条, Y第一条; 我不要你觉得, 我要我觉得;

DESIGNING A PRONUNCIATION SELF-ASSESSMENT CHECKLIST FOR AIRCRAFT ENGINEERING TECHNOLOGY STUDENTS IN AN ESL HIGHER EDUCATION CONTEXT

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ABSTRACT

This study aimed to design a self-assessment checklist for pronunciation intended as a useful pedagogical tool for use by Bachelor of Aircraft Engineering Technology students in an ESL Higher Education context in a private university in Malaysia. The emphasis on pronunciation arises from the importance attached to communications in maximising safety in the aviation industry. Self-assessment is defined as developing students' understanding of how to self-assess. Globally, self-assessment of pronunciation is a subject of interest and the number of studies has increased in recent years. Most previous studies focused on the reliability and accuracy of self-assessment, or on perceptual training, whereas this study focused on students' use of learning strategies before, during and after a speaking activity. The checklist design was adapted from another checklist and based on the literature review. The checklist statements to be completed and accompanying extended guide were contained in two separate documents.

These documents were submitted for expert validation, followed by semi-structured interviews with Aviation English teachers and a structured group interview with students, to ensure clarity and understanding. Interesting issues regarding criteria, item wording and layout were raised by experts (n=2), teachers (n=2) and students (n=8), which led to changes in the checklist and the creation of a single document incorporating the extended guide. This is an ongoing study that will ensure the usefulness of the checklist prior to its implementation in Aviation English classes for aircraft maintenance students at the university.

KEYWORDS

Self-assessment; pedagogical tool; development research

INTRODUCTION

The majority of Bachelor of Aircraft Engineering Technology students will become Aircraft Maintenance Technicians (AMTs) who must achieve a specified level of English proficiency on a rating scale determined by the International Civil Aviation Organization (ICAO). Clear pronunciation is associated with maximizing aviation industry safety. The Civil Aviation Authority of Malaysia has made language proficiency rating mandatory for aircraft maintenance personnel (Department of Civil Aviation Malaysia, 2014). Additionally, the introduction of problem-based learning in the university has meant that students are expected to be more independent as learners. Greater learner independence is encouraged by self-assessment (Yan & Brown, 2017), while the use of formative self-assessment in the language learning classroom has also increased (Butler, 2023). The existing Aviation English timetable allows 2 hours per week for 18 weeks for delivery of a full syllabus with insufficient time for pronunciation teaching. Lecturers had previously researched assessment and self-assessment instruments but found nothing suitable for pronunciation for BAET students with individual needs for improvement. Self-assessment of pronunciation has been less investigated (Isaacs & Harding, 2017; Isbell & Sakai, 2022). Although more studies have been published in recent years (e.g., Brannen et al., 2021; Khonamri et al., 2021; Strachan et al., 2019), no available instrument matched closely enough to student needs or the classroom context.

The objective of the study was therefore to design a pronunciation self-assessment checklist to be used as a pedagogical tool. Self-assessment was defined self-assessment for learning as distinct from self-assessment of what they had learned. The tool was intended to enable students to develop their understanding of how to self-assess their pronunciation by thinking about the pronunciation learning strategies they used and how well they worked in terms of achieving the standard they wished to achieve.

METHODOLOGY

The study adopted the initial design stage of a development research approach which is associated with a variety of teaching and learning activities, including the design and development of a specific instrument, based on both practice and theory, to address a problem in a particular context (Richey & Klein, 2005). The steps in this stage are presented in Table 1.

Checklist v1.0 was adapted from three main sources. The structure of before, during and after the activity, together with the use of a separate extended guide, was taken from a self-assessment checklist for writing (Nimehchisalem et al., 2014). Specific items that encouraged students to think about their thinking processes were adapted from a metacognitive awareness questionnaire (Vandergrift et al., 2006), while learning strategies were adapted from some of those in the Strategy Inventory for Language Learning (Oxford, 1990). Whilst interviews were chiefly focused on assuring the clarity of individual items and the checklist and extended guide

as a whole, they also probed students’ and teachers’ views of self-assessment. Proposed changes were carefully considered before acceptance or rejection, while data regarding perceptions of self-assessment were analysed thematically.

TABLE 1
Steps in design stage

ACTIVITY	METHOD	PARTICIPANTS
Produce Checklist v1.0	Literature review.	Researcher
Expert validation	E-mail / online discussion	2 assessment experts with particular experience of the ICAO rating scale
Check clarity and understanding of checklist and extended guide with end users	a) Structured group interview b) Semi-structured interviews	8 BAET students 2 Aviation English teachers
Produce Checklist v2.0	Amendments to Checklist v1.0	Researcher

RESULTS

A major concern raised by both experts and teachers was that students would not understand technical language such as ‘rhythm’ or ‘intonation’ and assessment standards. This concern was addressed by preparing a briefing session for students that included explanations and examples of the technical terms as well as proficiency levels. Suggestions regarding the explanation and positioning of the guidance were addressed by including sections of the extended guide immediately before the sections of the checklist which students would have to complete. Teachers’ suggestions for improving the readability of the checklist were accepted, namely using bullet points, and reducing unnecessary wording. These suggestions were supported by Dunham et al. (2020) and the Australian government Style Manual (www.stylemanual.gov.au), among others. Table 2 presents an extract from the checklist illustrating these changes.

Students and teachers thought that the concept of pronunciation as specified in the checklist was complete, without unnecessary words or items. They were also happy with the number and order of sections. Students highlighted the importance of layout and their suggestions on minimising unnecessary scrolling when the checklist was transferred to Google Forms were adopted.

Regarding perceptions of self-assessment, five of the eight students considered that self-assessment skills were necessary for their future careers as well as independent learning at university, while the others were uncertain. The teachers were interested but lacked experience in self-assessment. Further preparation is therefore necessary to enable all students and teachers to realise the benefits of self-assessment.

TABLE 2*Example of wording changes to improve readability*

ORIGINAL VERSION	REVISED VERSION
Evaluative criteria	Evaluative criteria
	Before the speaking activity...
1. I practise my pronunciation before a speaking activity.	1. I practise my pronunciation.
2. When preparing for a speaking activity, I choose words which I can pronounce easily.	2. I choose words which I can pronounce easily.
3. I check on the pronunciation of difficult words before a speaking activity.	3. I check on the pronunciation of difficult words
4. When I am preparing, I pronounce the words clearly in English.	4. I pronounce the words clearly in English.
5. As part of my preparation, I stress the words accurately in English.	5. I stress the words accurately in English.
6. During preparation, I speak English with a regular rhythm.	6. I speak English with a regular rhythm.
7. Before a speaking activity, I practise speaking English with a natural intonation.	7. I practise speaking English with a natural intonation.

CONCLUSION

There are three main implications for the design and development of checklists and the implementation of self-assessment. Firstly, teachers and students as well as experts can make a valuable contribution at an early stage in the design process, which may save time making changes later in the process. Secondly, a considerable body of literature may need to be reviewed to design an effective checklist, and this is an area where practitioners and researchers could work more closely together. Finally, teachers may need professional development support to enable them to effectively support students when a self-assessment checklist is introduced for the first time.

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INTERCULTURAL MISCOMMUNICATION IN HIGHER EDUCATION INSTITUTIONS: A SYSTEMATIC REVIEW (2013-2023)

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ABSTRACT

Internationalization is one of the best ways for higher education institutions to integrate talent and resources. The “Belt and Road Initiative” has accelerated internationalization in China. The cultural and linguistic diversity among students and staff in Chinese universities frequently results in intercultural miscommunication issues. This review study surveys the empirical research on intercultural miscommunication in higher education institutions published in Web of Science and Scopus indexing journals from 2013 to 2023. Out of 96 studies initially identified using PRISMA search based on intercultural barriers/challenges keywords, 17 met this study's criteria. The study's findings indicate a focus on linguistic and cultural barriers, along with intercultural communication strategies. The research is predominantly concentrated in Western contexts like the UK and Australia, with only several studies conducted within Chinese university settings. Furthermore, the prevailing research methodology is qualitative in nature. Overall, this systematic review intends to arouse more scholars to conduct empirical studies on intercultural miscommunication in the context of Asian countries and find out solutions to it.

KEYWORDS

internationalization; intercultural miscommunication; intercultural barrier; language and culture; strategy

INTRODUCTION

Nowadays, the internationalisation is typically seen as a contemporary trend, and it is one of the features and functions of the comprehensive universities. “Belt and Road Initiative”, as China’s most significant international policy, has largely bought “Internationalization at Home” (IaH). As is illustrated by Xu and Boudouaia (2023) that IaH is the introduction of an international and intercultural dimension into the curriculum studied in a local setting, helping students gain intercultural skills and a global perspective. However, there are many challenges faced by internationalization. According to Yassin et al. (2020), language challenges, academic challenges, and research challenges were found to have a significant negative impact on the learning sustainability. Li and Xue (2023) stated that institutional international curriculum

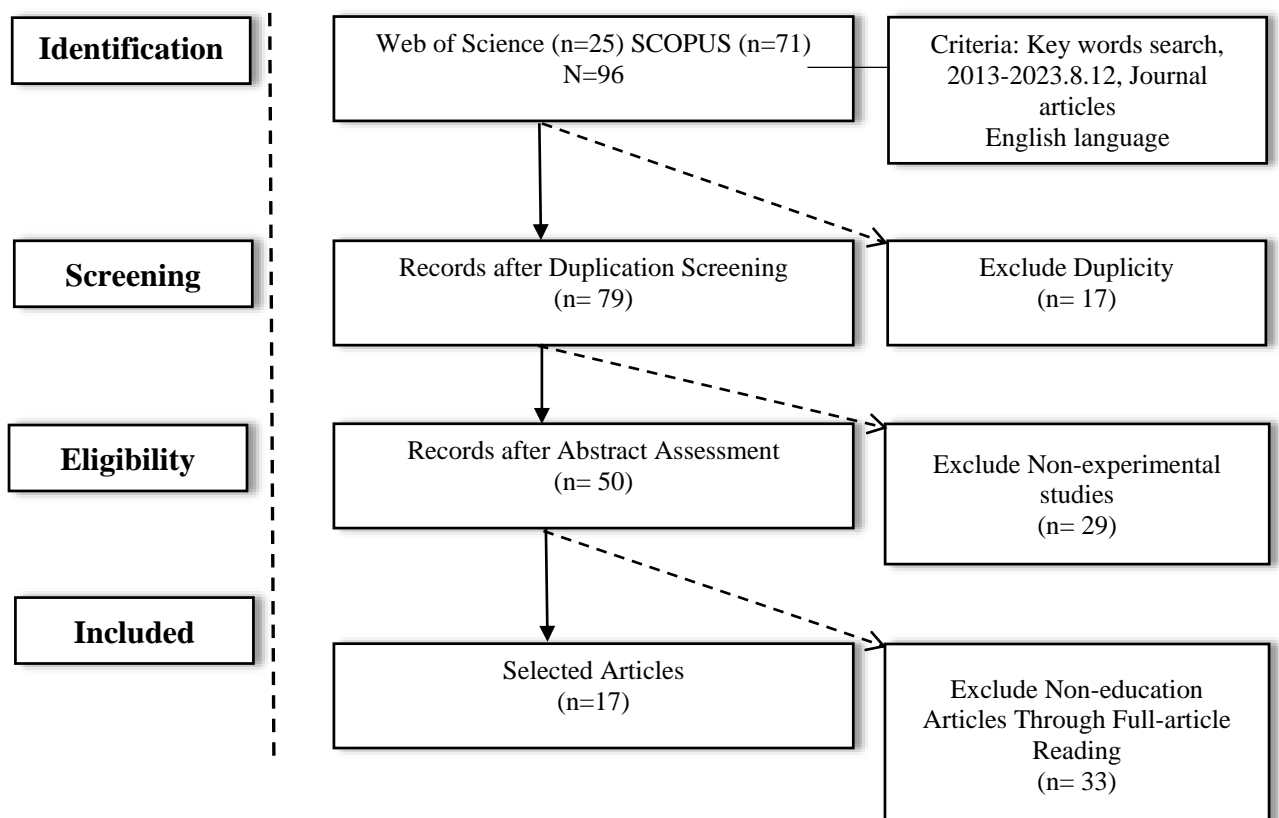
mechanism needs further construction, faculty’s intercultural teaching ability is insufficient, international campus environment and culture building is lacking, etc. What is more, with more foreign experts and international students in Chinese universities, there is an increase in intercultural communication. Still, communicating with culturally and linguistically different people may lead to intercultural miscommunication, and it largely influence the learning and management of foreign experts and international students.

Some previous studies of intercultural miscommunication have been conducted in the context of HEIs. The findings reveal both the barriers and strategies for addressing intercultural miscommunication. However, no literature review studies have been found related to intercultural miscommunication in the educational field. Therefore, this study investigates the trends of intercultural communication, and systematically examines about the barriers resulting to intercultural miscommunication in HEIs from 2013 to 2023. According to Zhang et al. (2020), intercultural miscommunication is defined as a breakdown in communication between speakers of different cultures and languages, resulting from cultural differences and sociolinguistic transfer. Insufficient or ineffective communication can also result in discomfort in intercultural situations, hindering the trust-building process, ultimately impacting the success of internationalized education. The previous studies illustrate the barriers resulting in intercultural miscommunication. Nonetheless, there is currently limited comprehension regarding the mechanisms underlying miscommunication itself(Paxton et al., 2021). In addition, there is lack of empirical studies, especially within the context of Oriental countries. Therefore, the aim of this study is to illuminate the research trends in intercultural miscommunication and analyze the systemic barriers contributing to it.

METHOD

The review procedure consists of search strategy, selection of the articles, and analysis(Minary et al., 2019). To gather pertinent studies, this systematic literature review was conducted following the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines in Figure 1 (Liberati et al., 2009).

FIGURE 1
PRISMA Flow Diagram



A systematic search was conducted in two prominent databases, Web of Science (WOS) and Scopus, to identify pertinent journal articles. This involved employing pertinent keywords related to: 1. “intercultural miscommunication” 2. “intercultural misunderstanding” 3. “intercultural barriers” 4. “intercultural communication barriers” 5. “intercultural challenge” 6. “intercultural communication challenge”. Those keywords were utilized for conducting searches in those two databases.

As can be seen from the PRISMA model (Figure 1), the selection of the articles includes four stages of identification, the screening, eligibility, and inclusion. During the identification stage, a search period spanning from 2013 to 2023, was implemented. After identifying a total of 96 articles from the two databases, the authors removed 17 articles due to duplication. In the screening stage, title and abstract of 79 articles were reviewed, and 29 articles that violated the inclusion criteria of empirical studies were excluded. During the eligibility stage, 50 complete articles were thoroughly reviewed, and 17 English-language studies remained.

In summary, the following criteria were employed to determine their inclusion:

1. Only studies that were conducted between January 1, 2013, to August 12, 2023
2. Only articles published in English-written, peer-reviewed journals
3. Experimental research
4. Intercultural miscommunication in HEIs

To analyze the data, the authors adopted a four-step integrative review method as provided by Whittemore & Knafl (2005). This method consists of data reduction, data display, data comparison, and the drawing and verification of conclusions. Additionally, the distribution of publication year, country, and methodology are analyzed using SPSS, and displayed in charts. The authors adopted NVIVO, a qualitative data analysis software, in order for the trends and themes to be extracted from the articles.

4. RESULTS

4.1 Searching Outcomes and Descriptions

The search process resulted in the identification of 96 articles that were published between 2013 and 2023. Following a thorough review and selection process, a total of 17 articles were included for further analysis and reporting. A summary of reviewed studies is presented in the appendix. Of these articles, 4 out of the 17 studies were conducted in the year 2016, signifying the predominant focus of research during that specific period (Figure 2). The remaining studies are evenly distributed across each year, with an average of one or two studies per year. The bulk of the studies (10) were carried out in Western countries, including the UK and Australia. Additionally, six studies were conducted in Asian countries, with two each in China, Japan, and Malaysia, and one in the African nation of Ethiopia. (Figure 3). The majority of the conducted studies, specifically 11 out of 17, were grounded in a qualitative research design (Figure 4). The appendix presents an overview of the findings extracted from the selected studies.

FIGURE 2
Article Distribution by Year

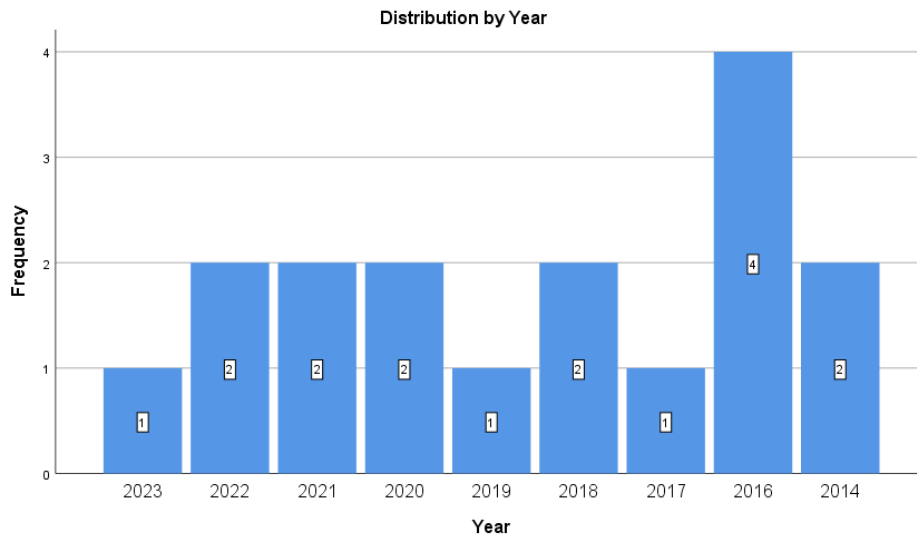


FIGURE 3
Article Distribution by Country

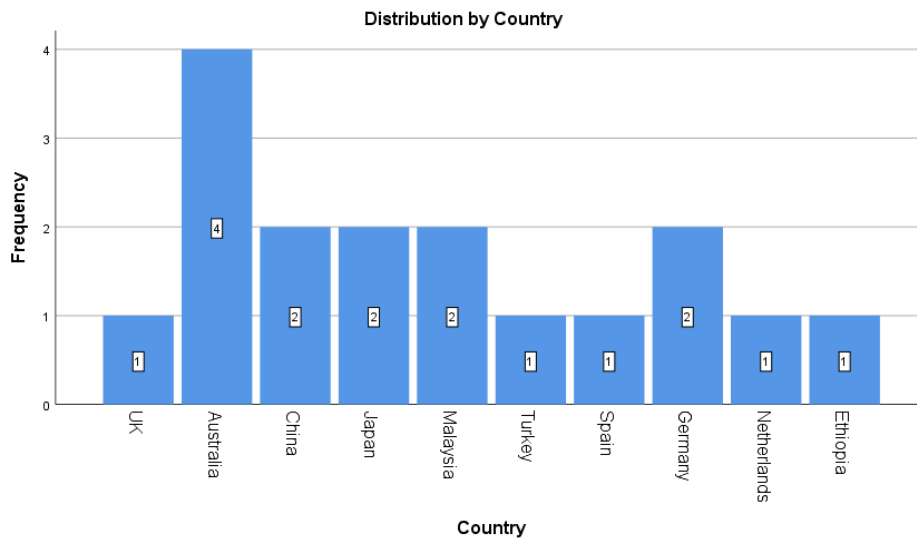
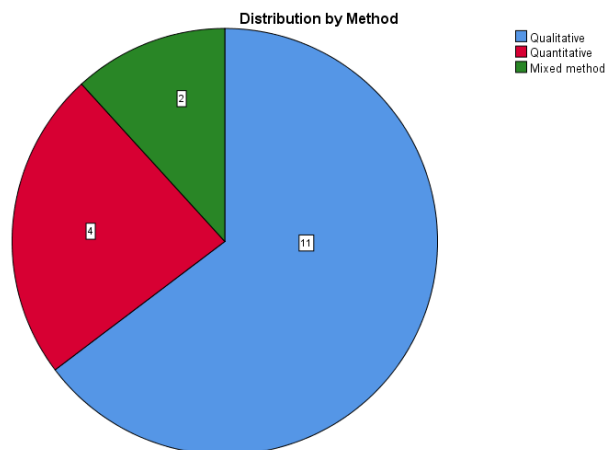


FIGURE 4
Article Distribution by Method



4.2 The Primary Research Trends Observed in the Studies

The authors employed NVivo software to generate the word cloud (Figure 5). The key research trends in intercultural miscommunication in HEIs that have surfaced from the analysis include those such as students, intercultural communication, culture, differences, English, language, international, teachers, challenges, and development, among others. Under the umbrella of internationalization, English emerged as the dominant language, with challenges in intercultural communication primarily stemming from cultural and linguistic differences (Yarosh et al., 2018; Huhn et al., 2017; Dumessa & Godesso, 2014).

FIGURE 5
Word Cloud by NVivo



4.3 Main Themes Identified

Following the comparison and discussion of the individual research analyses, we synthesized and presented the findings in a narrative format, leading to the identification of five themes: (1) internationalization of HEIs; (2) the role of English as a Lingua Franca; (3) challenges associated with intercultural interaction; (4) barriers leading to intercultural miscommunication; (5) strategies for mitigating intercultural miscommunication.

5. CONCLUSION

This systematic review synthesized the existing articles and examined the trend of intercultural miscommunication, and the barriers leading to intercultural miscommunication. Five themes were identified related to intercultural miscommunication. This study highlights the importance and value of identification on intercultural communication barriers, implying more training programs enhancing the intercultural communication competence should be put into practice. Given the paramount significance of identifying barriers that contribute to intercultural miscommunication, forthcoming research endeavors should delve into the realm of teachers' intercultural miscommunication within the context of IaH. This investigation has the potential to yield profound insights into the structural and functional dynamics of such miscommunication.

This review study has certain limitations. Firstly, it exclusively encompasses research articles

found within two well-regarded databases, specifically Scopus and Web of Science. Secondly, it focuses on studies published between 2013 and 2023. Lastly, the study selection is limited to research conducted using qualitative, quantitative, or mixed-method research designs. These constraints could potentially influence the overarching findings derived from this systematic review. Furthermore, despite the diligent application of researcher triangulation techniques, the subjective assessment of the quality of the included articles, combined with the narrative approach employed in systematic reviewing, may pose challenges to the validity of the findings. It is suggested that future studies should concentrate on intercultural miscommunications among teachers occurring within the context of IaH in the Asian context.

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APPENDIX

An overview of the findings extracted from the selected studies

Study	Country	Method	Instrument	Sample	Barriers	Findings
Meletiadou (2023)	UK	Mixed method	Reflective reports and anonymous feedback	50 multilingual students	Linguistic and cultural barriers	Students in the current study of Lego Serious Play developed valuable professional skills, such as storytelling, negotiation, creativity, intercultural communication, and teamwork.
Park (2022)	Australia	Qualitative	Close-ended and open-ended questions	306 East Asian students	Accent, unfamiliarity, different speech style, the use of colloquialisms	It revealed that there were two main strategies: (a) verbal strategies, and (b) non-verbal strategies.
Yi & Meng (2022)	China	Qualitative	In-depth semi-structured interviews	3 non-local English-speaking EFL teachers	Teacher-dependent and shy students, oversized classes	The non-local EFL teachers strategically shift their teacher identities and instrumentalize their non-local identity to adapt to their intercultural teaching work and to empower themselves professionally in their language teaching work.
Sato & Miller (2021)	Japan	Qualitative	In-depth semi-structured interviews	7 American students	Communication styles, cultural differences, sarcastic expressions	Four different themes (seeking strategies for overcoming intercultural communication challenges, addressing challenges for explaining sarcasm concepts, finding mutual hobbies and interests, and integrating field trips into the conversational program) were extracted related to American students in interacting with Chinese international students.
Khor et al. (2021)	Malaysia	Quantitative	Self-administered survey questionnaire	450 undergraduates	Anxiety, uncertainty, and ethnocentrism	When there is an opportunity to communicate with students from different cultural backgrounds,

Study	Country	Method	Instrument	Sample	Barriers	Findings
						anxiety, uncertainty, and ethnocentrism will negatively influence students' willingness to initiate the communication and indirectly influence intercultural communication.
Kimura & Canagarajah (2020)	Japan	Qualitative	Interview excerpts and artefacts	1 international professional	Accent	Certain professional task structures are framed in such a way that status differences are finely distributed, collaboration encouraged, and nonverbal resources treated as more important than verbal
Yassin et al. (2020)	Malaysia	Quantitative	Cross-sectional survey	273 international students	Academic, language and research barriers	1. English language, research, and academic challenges have a negative effect on learning sustainability among international students 2. Intercultural challenges did not have a significant influence on learning sustainability
Benabdelkader (2019)	Australia	Mixed method	Online survey, focus group	124 students and a series of focus groups (N= 16)	Comprehension difficulties, hard to keep the conversation going, lack of sensitivity	While students were aware of language and cultural differences, many were not well prepared for challenges generated subsequently.
Genç, (2018)	Turkey	Quantitative	Questionnaire	145 prospective English teachers	Age, gender, year of study at the university, overseas experience	Gender, year of study at the university and overseas experience are important factors connected to students' intercultural communication levels.

Study	Country	Method	Instrument	Sample	Barriers	Findings
Yarosh et al. (2018)	Spain	Qualitative	Semi-structured interviews	29 students and graduates	the differences between national and academic cultures, and the language barrier	It is important for students to conceptualize IC as a competence and thus something they can develop intentionally; to value IC development efforts and to start reflecting on their own IC level and developmental priorities.
Huhn et al. (2017)	Germany	Quantitative	OSCE	1033 students	Language problems and cultural barriers	International students showed poorer results in clinical-practical exams in the field of psychosocial medicine, with conversational skills yielding the poorest scores. However, regarding factual and practical knowledge examined via a multiple-choice test, no differences emerged between international and local students
Brendel et al. (2016)	Germany	Qualitative	Interview	8 students	Language barriers, prejudice, lack of understanding, cultural misinterpretation	Fieldwork in multicultural groups triggers intercultural learning processes on a personal level.
Hu et al. (2016)	Netherlands	Qualitative	Self-study	1 doctoral supervisor	how formal the supervision should be, how feedback and assessment should be provided and understood	Causes of these misunderstandings are layered, partly rooted in cultural and educational differences, partly related to the transition to an independent researcher that is new to most PhD students, and partly related to supervisor and student personalities.
Henderson et al. (2016)	Australia	Qualitative	Focus group	19 clinical facilitators	Prejudice, unfamiliarity with culture, stereotype, difficulty understanding English	The study provides another perspective of how each of the four categories of intercultural communication challenges were

Study	Country	Method	Instrument	Sample	Barriers	Findings
						conceptualized and uniquely experienced by participants, including the actions they took to address challenges.
Babai Shishavan & Sharifian (2016)	Australia	Qualitative	DCT and FGI	24 Persian native speakers, 24 Anglo-Australian undergraduate and postgraduate students	Cultural underpinnings of speech acts as well as the cultural conceptualizations attached	The production of speech acts varies from one language and culture to another. The preference for generally using more indirect refusal strategies seems to arise from the face-threatening properties of refusals.
Dumessa & Godesso (2014)	Ethiopia	Qualitative	Focus group discussion and in-depth interview	About 100 participants	Linguistics, cultural and former political prejudice and ethnocentrism	Causes of the intercultural communication barriers are clearly listed, such as ethnocentrism, linguistic and cultural difference, and food habit of the different students might be a source of intercultural communications challenges.
Qin (2014)	China	Qualitative	Participant observation, document analysis, and interview	20 American	Roles, place, time, audience, and scripts	This five-element analytic model highlights the key elements in a communicative event and provides intercultural practitioners a practical tool to analyze the complicated reasons caused by culture in intercultural misunderstandings.

SUCCESS STORIES OF POSTGRADUATE ORAL PRESENTATIONS: USAGE OF ARTIFICIAL INTELLIGENCE, DIGITAL TOOLS, AND EFFECTIVE PRESENTATION SKILLS

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ABSTRACT

Postgraduates are frequently tasked with delivering their research findings in oral presentations at both local and global platforms, where effective knowledge dissemination is a crucial aspect of this process. In such competitive and time-sensitive environments, postgraduates must prioritize clarity to engage their audience and leave a lasting impression on the judges. Achieving such clarity necessitates a combination of apt presentation skills and strategic use of AI tools, like ChatGPT, Grammarly, Google Translate, video clips, and others. The growing reliance on technology supported learning environments is undoubted due to escalating student enrollment and simultaneous reductions in instructional time and opportunities for teacher-student interactions (Rinekso et al., 2021). Furthermore, with the shift towards hybrid presentations, harnessing available technology is imperative for delivering research concepts and processes. Hence, this timely research investigates postgraduates' use of diverse technologies in oral presentations. Using a qualitative approach with semi-structured questions, 25 winning presenters were surveyed from a pool of 92 symposium postgraduate participants. Additionally, 5 presenters voluntarily engaged in follow-up interviews, providing deeper insights into their presentation preparation and digital tool usage. The findings revealed that while some English as a Foreign Language (EFL) postgraduates required use of translation devices, others, however, emphasized humor, time management, coherence, and eye contact. This indicates an interplay of presentation skills and innovative technologies to disseminate knowledge in postgraduate education. Ultimately, the onus lies upon the presenters to successfully weave innovative technology into their presentations and enthrall their audience in this Volatility, Uncertainty, Complexity and Ambiguity (VUCA) world.

KEYWORDS

Postgraduates, Oral Presentation, Presentation Skills, Artificial Intelligence, Digital Tools, Learning Environment

INTRODUCTION

Oral presentation is a required spoken genre among postgraduates in academic and workplace settings. To deliver oral research findings at both local and global platforms, postgraduates need to focus on audience needs, meticulous planning, and polished delivery (Arwae & Soontornwipast, 2022). Such competitive and time-sensitive environments require the mastery of visual aid and technology support in both the preparation phase and during the actual presentation, as clarity to engage their audience and leave a lasting impression on the judges (Hollenbaugh, 2021).

The growing reliance on technology-supported hybrid learning environments is undoubted due to escalating student enrollment and simultaneous reductions in instructional time and opportunities for teacher-student interactions delivering research concepts and processes (Rinekso et al., 2021). Nowadays, postgraduate students face various challenges. These include limited teacher-student interaction, English Speaking Anxiety (ESA) among English as Foreign Language (EFL) learners, and language barriers in the EFL context due to restricted English language use (Syam et al., 2023). Additionally, EFL learners often encounter limitations in accessing specific digital tools and software like Google and Word.

Hence, this timely research investigates postgraduates' use of diverse technologies in oral presentations, presenters require a combination of apt presentation skills and strategic use of AI tools, like ChatGPT, Grammarly, Google Translate, video clips, and others (Overstreet et al., 2023).

In educational settings, the mastery of presentation skills and the effective use of digital tools are increasingly recognized as essential factors contributing to success in both academic and professional success (Medvedeva et al., 2022). With the evolving landscape of teaching and learning, particularly in the context of hybrid presentations, there is a growing reliance on technology to facilitate the communication of complex research concepts and processes (Li et al., 2021). Thus, this research seeks to investigate postgraduates' use of diverse technologies and the necessity for technology-assisted digital tools outside the classroom to enhance their postgraduate oral presentations.

The research questions that guide this research are:

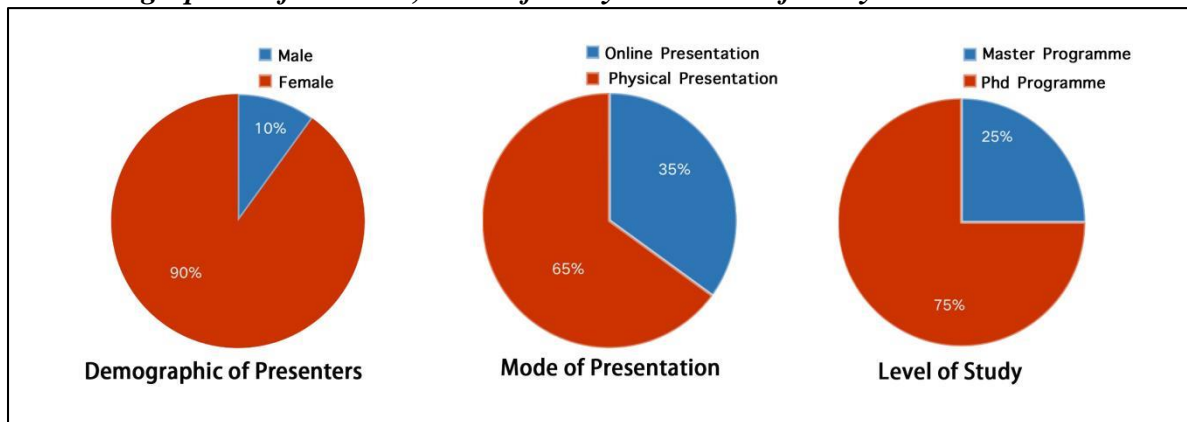
1. What are the diverse digital tools used by postgraduates in their postgraduate oral presentations?
2. How are these tools applied in postgraduate presentations?

METHODOLOGY

A qualitative approach was employed, involving semi-structured surveys with 25 successful presenters. These individuals were chosen from a pool of 92 postgraduate participants who participated in a postgraduate symposium. These postgraduate presenters are adult learners and working professionals from diverse backgrounds such as Education, Business, Science, Information Technology expertise. An email invitation was sent to the said participants, where 20 responded to partake in the semi-structured interviews. To gain a deeper understanding of their presentation preparation and the utilization of digital tools, 5 presenters voluntarily agreed

to participate in follow-up interviews. The demographic information, level of study, and mode of study is provided in Figure 1.

FIGURE 1
The Demographic Information, Level of Study and Mode of Study



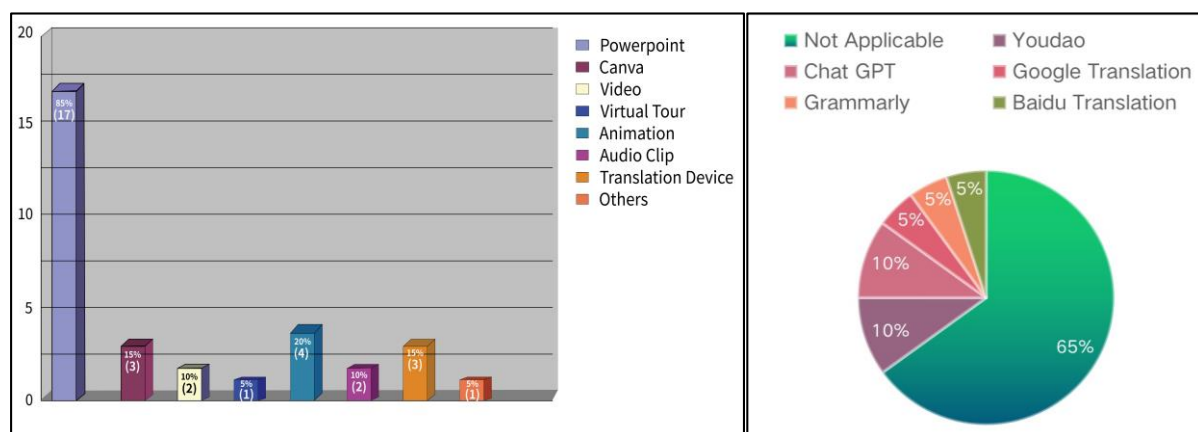
The participant demographics is provided in Figure 1 where 90% participants are female presenters, while 10% are male presenters. 25% are master's degrees holders, while 75% are from diverse educational backgrounds. 35% favor online presentations, emphasizing the importance of virtual platforms. In contrast, a significant 65% lean towards physical presentations, emphasizing the continued relevance of face-to-face communication.

Following the completion of online data collection, the analysis of the gathered data was conducted using NVivo Version 12. This analysis adhered to the Thematic Analysis methodology (Creswell, 2007), which provides a structured and systematic approach to identify, analyze, and report patterns and themes within qualitative data, ensuring a rigorous and comprehensive examination of the collected information (Kamila & Jasrotia, 2023).

FINDINGS

In answer to the first research question on the types of diverse digital tools used by postgraduates in their postgraduate oral presentations is provided in Figure 2 on “Digital Tools and Translation Device Utilized in Oral Presentation”.

FIGURE 2
Digital Tools and Translation Device Utilized in Oral Presentation



Presenters opt for various tools, and usage of translation devices in presentations. Out of the 20 respondents, 17 (85%) use PowerPoint, while 4 participants (20%) rely on animation. 3 participants (15%) indicate reliance on Canva and translation devices prior to presentations. Video is used by 2 participants (10%), and virtual tour accounts for 5%. This implies that PowerPoint is a reliable widely used presentation tool (Shrestha et al., 2023). Animation is also appealing to enhance audience engagement and visual appeal.

Based on the results, 65% (13 respondents) did not need translation software as they were fairly competent in the English language, based on their years of teaching experience. However, 35% (7) used the translation App, including ChatGPT, Youdao Dictionary, Baidu Translation, Grammarly, and Google Translate. 5% used Google Translation, Grammarly, and Baidu Translation each. Furthermore, 2 postgraduates (10%) required the application of Youdao, and an additional 10% employed Chat GPT for their presentations. Thus, the findings indicate that specific AI and digital translation tools can significantly aid postgraduates in achieving accurate and efficient translations during their oral presentations.

For the second research question on the application of tools in postgraduate presentations, a comprehensive analysis was conducted employing the thematic analysis approach by involving the coding and thematic categorization of the interview transcripts with aid of NVivo version 12. The detailed information is illustrated in Table 1 on “Codes and Sub-themes of the Research.”

TABLE 1
Codes and Sub-themes of the Research

Codes	Sub-theme	Theme
Research and Collection of the Material	Prior Presentation	Success Stories of Postgraduates Oral Presentation
Topic Familiarity	Preparation Needs:	
Non-Verbal Skills	Tools and Skills	
Clarity	Presentation Day	Success Stories of Postgraduates Oral Presentation
Visual Storytelling	Needs: Tools and	
Time Management	Skills	
Well-Structured Slide (WPS)		

As the results show, 5 participants (6.18%) shared experiences on preparation required prior presentations, where all 5 (2.96%) emphasized the significance of topic familiarity, 1.70% on importance of research and material collection, and 8 participants (1.70%) stressed the significance of the non-verbal skills. On the presentation day 7.70% stressed on effective engagement techniques, 4.98% stressed the value of visual storytelling, 1.96% emphasized clarity, 3 participants (0.66%) mentioned the importance of time management, and 5 participants (1.49%) pointed out the significance of well-structured slides. This implies a blend of AI, digital tools and presentation skills requirements are essential for presentations.

CONCLUSION

The findings from the research indicate the need for synergy between Artificial Intelligence and Human Intelligence for effective oral presentations. Educators need to incorporate digital technologies and relevant Information and Communications Technology (ICT) skills (Rahimi, 2023). Additionally, innovative platforms like Virtual Speech play a pivotal role in building presenter’s confidence, serving as a valuable preparation tool for effective oral presentations

(Sethuraman et al., 2023). At the same time, for presentations to be impactful, presenters require the personal ability to incorporate choiced and impactful diction as well as storytelling to deliver an impactful and distinct presentation to the audience (Kipp, 2023).

EFL presenters can incorporate varied AI tools like “Writer, Presentation Spreadsheet” (WPS) within the constrained time environment for clarity of message (Schmid et al., 2023). Utilizing digital tools, postgraduates' oral presentations are enhanced as these tools provide invaluable assistance in organizing, visualizing, and effectively conveying complex information (Zia, 2023). AI and digital tools function as virtual architects, aiding in the organization of presentations by establishing coherent outlines, thereby ensuring a logical progression of ideas and captivating content for the audience. Nevertheless, these tools truly come to life only when combined with effective presentation skills, allowing postgraduates to ignite enthusiasm for the topic and captivate the audience's interest.

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