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Dr. Manoj Kumar

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FOREWORD

I am pleased to put into the hands of readers Volume-3; Issue-2: 2021 (March-April, 2021) of “**Journal of Humanities and Education Development (JHED) (ISSN: 2581-8651)** ” , an international journal which publishes peer reviewed quality research papers on a wide variety of topics related to, Humanities and Education development. Looking to the keen interest shown by the authors and readers, the editorial board has decided to release print issue also, journal issue will be available in various library also in print and online version. This will motivate authors for quick publication of their research papers. Even with these changes our objective remains the same, that is, to encourage young researchers and academicians to think innovatively and share their research findings with others for the betterment of mankind. This journal has DOI (Digital Object Identifier) also, this will improve citation of research papers.

I thank all the authors of the research papers for contributing their scholarly articles. Despite many challenges, the entire editorial board has worked tirelessly and helped me to bring out this issue of the journal well in time. They all deserve my heartfelt thanks.

Finally, I hope the readers will make good use of this valuable research material and continue to contribute their research finding for publication in this journal. Constructive comments and suggestions from our readers are welcome for further improvement of the quality and usefulness of the journal.

With warm regards.



Dr. Manoj Kumar

Editor-in-Chief

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A Study on the Management Effectiveness and Problems of Tribal Colleges in Taiwan

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Abstract— *The main purpose of this study is to analyze the development background and objectives of indigenous tribal colleges, and to understand the effectiveness and problems of its management in Taiwan. After SWOT analysis, the main findings are as follows: 1. Advantages: the unique culture of indigenous people is an opportunity for economic development. In addition, the protection of laws and regulations is the main advantage of tribal college. 2. Weakness: under the current economic system, the indigenous people are limited in land use, inconvenient transportation, inadequate agricultural technology, and unsmooth sales channels, which limit their economic development. 3. Threats: because the population flows to the city, the tribal people do not understand what kind of institution the tribal university is, and some of the funds have to be paid by the learners themselves, resulting in the low participation of the tribal people. Moreover, the units that handle tribal college are almost different every year, which affects the preservation of data. 4. Opportunities: the existence of tribal college also provides an opportunity for the inheritance and reconstruction of indigenous culture. Based on the above analysis, this study puts forward relevant suggestions for the management of tribal college.*

Keywords— *tribal college, adult education, continuing education, lifelong learning, indigenous people.*

I. INTRODUCTION

Taiwan was colonized by Japan and the assimilation policy of the national government, which led to the serious loss of indigenous language and culture, and even faced the fate of disappearance. In view of this, the Taiwan Council of Indigenous People (TCIP) promotes all kinds of cultural revitalization work from bottom to top, hoping to save the endangered indigenous culture. In Taiwan's education system, for a long time, the education of Aboriginal people, whether within or outside the educational system, has been marginalized or attached. There has never been an education system with indigenous people as the main body [1]. Education is the best strategy to save indigenous culture from disappearing. The establishment of tribal university not only echoes the concept of lifelong learning and replicates the success of community college, but also enables Taiwan indigenous people to learn their own cultural courses rather than the mainstream education under national politics [2]. Therefore, the main purpose of

this study is to analyze the development background and objectives of Taiwan indigenous tribal college, and to understand the effectiveness and problems of the management of the tribal college through qualitative research, hoping to provide reference for other tribes to promote adult education.

II. LITERATURE REVIEW

2.1 Social background

Taiwan's Community College movement started in 1998 with Wen-Shan Community College, the first community college in Taipei [3]. However, the promotion of the indigenous tribal college is due to the vigorous development of the community college in Taiwan. In 2001, the advocates of indigenous people self-consciousness proposed the tribal college as a public issue of the year. The Ministry of Education and the TCIP jointly promoted the relevant counseling measures of the

tribal college. In 2002, Taiwan's first indigenous tribal college was officially established in Taoyuan County. So far, there are 15 tribal colleges in Taiwan. The main purpose is to provide opportunities for indigenous people to learn for life and inherit their culture. The purpose is to establish their own ethnic identity and self-confidence through diversified learning, and to use the local mechanism of the tribe. Local elites select teachers to teach, so as to strengthen the tribal organization and inherit the mission of the traditional culture of the tribe. At present, the law source of the aboriginal tribal universities established in Taiwan's counties and cities is the "life-long learning law" formulated by the government in 2002. The first article states that this law is formulated to encourage life-long learning, promote life-long education, enhance learning opportunities, and improve the quality of the people. The definition of Community College in Article 3 (5) refers to the educational institutions that provide lifelong learning activities for community residents outside the formal education system, which are handled by or entrusted by the municipal or county (city) authorities directly under the central government. In 2003, the Ministry of Education of Taiwan promulgated Article 5 of the "detailed rules for the implementation of the lifelong learning law": "when the municipal or county (city) authorities directly under the central government set up or entrust community universities in accordance with Article 9 of this law, they shall make an annual budget. In addition, Article 28 of Chapter V of the "education law for indigenous peoples" promulgated in 1998 and revised in 2013 stipulates that local governments may set up or guide non-governmental organizations to set up promotion and education institutions for indigenous peoples to provide education for indigenous peoples, including (1) literacy education; (2) remedial or further education in schools at all levels; (3) ethnic skills, special skills or vocational training; (4) family education; (5) language education Cultural education; (6) tribal community education; (7) human rights education; (8) women's education; (9) other adult education. The expenses of the first and second subparagraphs of the preceding paragraph shall be fully subsidized by the central government, and other subparagraphs shall be subsidized as necessary. The above "Lifelong Learning Law" and "Indigenous People Education Law" provide the source of law and funding for the establishment of tribal college. But tribal college, like community college, is not a university (formal school). It's a special project, which needs to apply for relevant subsidy every year, and be handled by the elementary school in the tribe entrusted by the administration. The tribal college in the metropolitan area is also run by a primary school, which is equivalent to a community college. However,

some metropolitan tribal college use church classrooms or integrated service centers for Aboriginal people to implement courses.

2.2 Development goals of tribal college

At the beginning of the founding of the tribal college in Taiwan, both scholars and indigenous social activists put forward relevant suggestions on the development goals of the tribal college. For example, Pu (2002) thinks that we should promote the learning environment of academic service and practice, combine the tribal knowledge and academic, widely invite the tribal knowledge elites and establish the tribal external information network [4]. Sun (2004) put forward the idea that tribal college should be the revival or recombination of indigenous tribes and culture, which combines local, tribal and folk resources to produce the education of collective traditional aboriginal culture and modern life [5]. Chen (2003) believes that tribal college exist to inherit ethnic life and reproduce tribal values. Tribal college deeply cultivate tribal education, create vitality for indigenous people, rebuild the dignity of indigenous ethnic groups and create a multi-cultural learning culture, forming a mutually beneficial relationship among tribes, industries and academic cultures [6]. Chen (2004) believes that the tribal college should create a tribal learning organization, practice the concept of lifelong learning, combine with the development of local industry, and support the tribal community-based education. The government also hopes to strengthen the organizational function of tribal college, provide lifelong learning courses for indigenous people, build a lifelong learning environment for indigenous people, and cultivate tribal development talents and modern citizens through the establishment of subsidization points for tribal college. For the development of tribal college, whether it is government policies or scholars' views, most think that we should start from the "tribal" point of view, combine the resources of the tribe, whether it is human or local, and build the cultural assets of the exclusive tribe, so that the tribe can show its subjectivity and promote the development of the tribe [7]. Gu Zong (2004) also concluded that the tribal community college takes "tribal regeneration" as the core, and includes four courses: "lifelong learning", "cultural growth", "tribal construction" and "ethical norms". Through diversified learning, we can build the self-identity and self-confidence of ethnic groups, use the teaching of tribal talents, strengthen the tribal organization, and inherit the traditional tribal culture [8]. Based on the suggestions of the above scholars and the "key points of subsidy for aboriginal tribal college" issued by the Taiwan government, we can find that the main purpose of promoting indigenous tribal universities is to develop aboriginal culture and wisdom, promote the innovation of

aboriginal culture, cultivate talents and modern citizens in tribal communities, and build a lifelong learning environment for indigenous society.

III. RESEARCH METHODOLOGY

This study mainly uses three research methods for investigation, the first is literature analysis method, the second is observation method, the third is interview method.

3.1 Literature analysis

Through the websites of the TCIP and the Taiwan Ministry of Education, we can learn about the management of tribal college in various counties and cities, as well as the relevant information about the evaluation. Secondly, by referring to the research literature of tribal college, to understand the curriculum development of 15 counties and cities.

3.2 Observation method

In the second stage of this study, the researchers went to 15 counties and cities to find out the situation of local residents studying in tribal college.

3.3 Interview method

In the third stage of this study, the administrative staff, students and teachers in tribal college were interviewed. The outline of the interview is as follows:

- (1) What are the courses in your tribal college?
- (2) What advantages do you think tribal college have in their development?
- (3) What are the disadvantages in the development of tribal college?
- (4) What do you think is the threat to the development of indigenous tribal college? And where is the opportunity?

In this study, after the interview, first of all, the interview data will be made into a verbatim draft, followed by a comprehensive literature analysis, as well as the results of the actual observation. In order not to cause the subjective judgment of the researchers, the researchers adopt the way of joint analysis, in the SWOT, in order to obtain a consistent consensus, and then write the results of the analysis.

IV. CURRICULUM PLANNING OF TRIBAL COLLEGE

Due to the fact that the curriculum, an indispensable element of the school, is also tested by the reality, since the core value of the tribal college lies in the "tribe", there are not too many external regulations on the curriculum

planning of the tribal college. As long as the application can be submitted before the course is started, and the course can be started after being approved by the TCIP. According to the research of Wang Jueqing (2015), the courses offered in Taiwan's tribal college are summarized as shown in Table 1 [9].

Table 1. The establish year and program of tribal college

Location	Year	Programs / Courses
Taipei City	2004	Culture and language, art program, digital media, industry program, family and social education, growth program.
New Taipei City	2009	Industrial training, history and culture, health movement, community education, human rights youth counseling, information technology, gender parenting education, industrial management culture exploration, language and literature, health promotion and care.
Taoyuan City	2002	Industry program, natural resources program, culture program, culture program, tribal research program
Hsinchu County	2003	Culture program, community program, industry program, natural resources program, tribal research program
Miaoli County	2002	Indigenous language, indigenous traditional culture, tribal industry and life skills
Taichung City	2007	Indigenous language, tribal art, life skills
Nantou County	2002	Indigenous language culture, art industry, science and technology, leisure services
Chiayi County	2004	Tribal art program
Tainan City	2002	Indigenous language and traditional culture
Kaohsiung City	2003	Indigenous culture, life knowledge and ability, industrial development, environmental protection and ecology
Pingtung County	2002	Culture, community and personal growth, industry, natural resources, tribal studies

Keelung City	2001	Indigenous language, traditional culture and life knowledge
Yilin County	2002	Culture, industry, natural resources and tribal studies
Hualien County	2002	Indigenous language, Aboriginal history and culture, Aboriginal industrial management, Aboriginal ecological knowledge and tribal community
Taitung County	2002	Ecology, science and technology, ethnic culture, art and society

According to the results in Table 1, it can be found that the courses of tribal college can be divided into tribal and ecological construction course, aboriginal culture course, industrial development course, life knowledge and ability course, etc. The results of the research in the tribal college show that the courses offered are more diversified, including: indigenous language and culture, industrial development, information education, community utility, functional license, traditional songs, handicrafts, weaving, pottery making, hunting traditional bow and arrow making, etc.

On the whole, the courses of tribal college can be summarized as follows: (1) cultural courses: courses planned according to the traditional culture, language and lifestyle of all ethnic groups, providing learning contents for lifelong learning and cultural inheritance of ethnic groups; (2) life courses: medical and health, legal knowledge, personal growth, strengthening physical fitness, developing high-quality life, and improving the quality of life; (3) Industry courses: Catering certification, agricultural courses, etc. According to the industrial development orientation of each tribe, the courses of traditional craft training and technical and vocational training should be planned for the tribe people, and relevant courses should be set up in each region to facilitate the study and employment of the tribe people; (4) natural and ecological courses: natural resources management, understanding of wild animals and plants, ecological environment and other courses; (5) tribal construction courses: autonomy and tribal development, training of tribal talents, etc.

V. SWOT ANALYSIS ON THE DEVELOPMENT OF TRIBAL COLLEGE

The results of this part, mainly based on the results of the interview, will be the views of the interviewees, according to SWOT analysis, summarized as follows.

5.1 Advantage

The unique culture of indigenous people is the foundation of cultural and creative industries. The development of cultural and creative industries is an opportunity for the economic development of indigenous people, and also provides a place for the development of tribal college. In addition, in terms of laws and regulations, Taiwan's Ministry of Education's "Lifelong Learning Law" and "Indigenous Education Law" provide the source of law and funding for the establishment of indigenous tribal college. According to Article 7 of the basic law of indigenous peoples, the government should protect the educational rights of indigenous peoples in the spirit of pluralism, equality and respect according to the will of indigenous peoples, and other relevant matters should be regulated by law. So basically, the establishment of indigenous tribal college, with the support of laws and regulations, has become one of its main advantages.

5.2 Weakness

Under the influence of Taiwan's current economic system and globalization, the indigenous people are in a weak position. The restrictions on land use, inconvenient transportation, inadequate agricultural technology and unsmooth sales channels limit the economic development of the indigenous people. The development of aboriginal cultural and creative industries is one of the main themes of most tribal college. Many courses related to cultural and creative industries are also offered. Although students can learn relevant technologies through the courses of tribal college. However, it failed to develop its own cultural and creative products in combination with the local culture, so that the curriculum could not be transformed into industrial development and the economic environment of the tribe could not be substantially improved. Because the indigenous areas are located in the border areas and lack of marketing channels, it is difficult to show the function of production and marketing. There are many excellent cultural and artistic workers or studios in the tribe. The products or services they produce often rely on competitions or public departments to hold exhibitions and sales fairs. It is obvious that their marketing channels are not well established. Tribal college takes cultural and creative industries as its main axis. There are many related courses in its courses, producing many products with indigenous characteristics, and building an information platform for product sales. However, product sales are not smooth. It is mainly due to the lack of marketing concepts and effective marketing strategies of the ethnic groups, and the lack of knowledge about indigenous culture among the general public. In order to make the products acceptable to consumers, more cultural transmission is needed. Although the tribal university has set up the tribal ecological tour,

creative food, hand ceremony production and so on, it is a pity that at present, the development of tourism in the tribe still depends on the existing concept of tourism industry development, thinking about how to occupy a place in the scenic area where there are many tourists, selling indigenous products, and falling into the puzzle of economic benefits.

5.3 Treat

Interviewees pointed out that even though the government has introduced many policies and measures, they are still unable to cope with practical problems. Due to the outflow of population, most of the young people choose to live in the metropolitan area because of their professional needs, which makes it difficult to recruit talents for tribal work. The tribal people do not understand what kind of institution the tribal college is and what kind of substantial help it has given them. The students of tribal college are often those who have strong identification with ethnic culture, and they are not popular among all ethnic groups. Moreover, economic factors limit the number of students. Due to the instability of funding sources, it has become the biggest variable for the sustainable operation of tribal college.

In addition, due to economic factors, the tribe is faced with the problem of young people leaving the tribe, resulting in the fault of tribal language and the difficulty of recruiting outstanding young people to participate in tribal activities. As part of the funding of the tribal college is paid by the learners themselves, it is even more difficult for the indigenous groups who are in a low economic situation to recruit students. Due to the low degree of contact among the courses of tribal college and the lack of integrated resource system, it is difficult to achieve a common vision and attract tribal adults to study. However, the understanding of tribal college is low, resulting in the low participation of the people.

Because the tribal university is not a fixed school, it is usually a tribal primary school that uses the existing equipment to undertake the teaching work. Due to the difference of the organizers over the years, there is no record of the data and no transfer. In addition, the tribal university has never had a fixed school headquarters. The school headquarters moves with the entrusted units, which also affects the preservation of the data. Literature and works can record the history of tribal college. Relevant materials can be used as the inheritance of experience. It is a pity if they cannot be preserved.

In addition, the management of tribal college belongs to the category of local governments. Therefore, the relevant administrative norms are not unified according to the conditions, resources and cultural background of each

county and city. The local government and the undertakers have a great influence on the management performance. Although there are specific organizations and special personnel in charge of the local governments, the special personnel still have other positions, and the business of tribal college is only a part of them. It often leads to the situation that the mind is more than the strength, and the business of a few undertakers can last for several years. As a result, the timeliness of the management of tribal college affairs is delayed, which affects the students' learning and school running performance.

5.4 Opportunity

Tribal college is a precious resource for indigenous people. Its existence also provides an opportunity for the inheritance and reconstruction of aboriginal culture. Language and culture are the basis of ethnic education. The curriculum combines the human and material resources of tribal groups, and condenses the learning will of ethnic groups. Tribal groups also include traditional youth organizations and church groups. Through the integration of resources, they can change the purpose of learning and improve the effectiveness of curriculum implementation. For example, the tribal harvest festival in Taitung is the most direct exhibition of curriculum achievements. The tribal youth follow the steps of the elders and retrieve the lost tribal songs word by word.

Since its inception in 2001, the tribal college has been gradually rekindling the spark of tribal regeneration through its local rooted courses and the efforts of people with insight who are determined to rebuild the tribal culture.

In the process of inheritance, it not only continues the life of the indigenous culture and history, but also gives the old people a chance to explain the story of the tribe again. At the same time, it stimulates the elders of the tribe to find self-confidence and dignity in life, and also enables the tribal people to construct their own history. The traditional learning mode of indigenous people is very similar to "apprenticeship". The family and tribe are the school of the indigenous people. The elder of the tribe is the teacher of life and school. The elements of dialogue, sacrifice, hunting, weaving, building houses and so on are the materials of daily life learning and an important way to maintain the ethical order of the elders and children. Through the cultural inheritance of family and tribe, personal learning, tribal life and clan life are closely linked, so that the vitality of tribal culture can continue.

VI. CONCLUSION AND SUGGESTION

6.1 Conclusion

This study found that in the process of promoting the revival of aboriginal culture, all the tribal universities experienced various setbacks and dilemmas. The lecturers or organizers of the tribal universities interviewed all agreed that the tribal learning course had significantly improved the self and family learning atmosphere and cultural identity of the tribal people. Through the construction and development of tribal traditional knowledge, the important elements of culture can be integrated into various aspects of industrial development, and the material basis for the survival of the aboriginal culture can be found, so as to achieve the mission of cultural inheritance more effectively.

However, this study also found that there are the following problems in running tribal college: (1) it is difficult to gather tribal consensus, and it is unable to formulate the curriculum of common needs of tribes. (2) (3) the learning achievement cannot be reflected in the improvement of living economy, resulting in the low willingness of tribal learning. (4) Due to the shortage of teachers, the schools have been run by elite tribes for a long time. (5) Lack of human resources, business development difficulties. (6) The source of funds mostly depends on government subsidies, which leads to the uncertainty of running a school.

Some of these problems are caused by the poor environment of the tribe, while others are caused by the operation strategy. The original knowledge system and values of indigenous tribes have always been an important force to maintain their traditional society. As a result of their long-term contact with the mainstream society, they gradually lose their original traditional knowledge and naturally lose their basis for maintaining social survival.

Therefore, the establishment of traditional knowledge in tribal college will gradually restore the values and life attitudes of the aboriginal society. Only then can we have the opportunity to use these elements to reconstruct a way of life belonging to the aborigines. Only in this way can we have the strength to interact with the mainstream capitalist society, because these elements can be transformed into the main characteristics of the tribal economy, and in the future, we can have the opportunity to continuously manage the indigenous tribal industry.

6.2 Suggestion

As the Taiwan Ministry of Education has implemented the teaching evaluation of tribal college, the management of school affairs has been improved. Therefore, based on the above findings, this study puts forward the following

suggestions: (1) to cultivate learning leaders of each tribe, combine with tribal learning organizations, develop the common vision of the tribe through communication, develop the tribal industry, improve the style of the tribe, and improve the quality of life of tribal members. Let the cultivated learning leaders enter the tribal college as the teachers of promotion, so that the tribal culture and tradition can continue. (2) Use tradition to promote the extension of aboriginal culture and tribe, and integrate the original natural resources, value and positioning of related courses. For example, the concept of deep cultivation of tribal industry, the diversified development of tribes and so on. Through the curriculum design of benign communication, technology, skill training and sustainable development, we can cultivate talents, so that the people can get employment, service, development and aging in the local area, and not live a life far away from their hometown, wandering and discriminated against because of their work. (3) By inviting lecturers with practical operation experience in various fields to share the explanation of operation process and steps and the cultivation of plan writing, the administrative efficiency and curriculum planning ability can be improved.

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A Comparison of Cultural Awareness Directives in Junior Middle School English Textbooks and Teacher's Books of Go for It and English in Mind

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Abstract— *Based on the CAB model of intercultural communication competence (ICC), this paper analyzes the cultural awareness (CA) directives of junior middle school English textbooks and teacher's books of Go for It (GFI) and English in Mind (EIM) through the methods of text analysis and comparative analysis. The study focuses on the teaching activities of reading, listening, speaking, writing and culture in mind, etc. of the two editions of textbooks and teacher's books. During the research process, it has been found that firstly, as for the textbook of GFI, the proportion of the three dimensions is ranked in descending order as follows: cognitive dimension first, behavioral dimension second and affective dimension third. The proportion of cognitive dimension is close to that of behavioral skills. The proportions of both cognitive and behavioral dimension are much larger (8 to 10 times) than that of affective dimension. Second, as for the teacher's book of GFI, the descending order of the three dimensions is the same as in the textbook of GFI. The proportion of cognitive activities is far greater than that of affective and behavioral activities. The proportion of affective activities in both the textbook and the teacher's book of GFI is very low. Thirdly, as for the textbook of EIM, the proportion of the three dimensions is ranked in descending order as follows: behavioral dimension first, cognitive dimension second and affective dimension third. The proportion of cognitive activities is relatively close to that of behavioral activities. The proportions of cognitive and behavioral activities are more than twice as much as that of the affective activities, which may show that the textbook of GFI pays more attention to the cultivation of students' cognitive and behavioral abilities, ignoring the cultivation of students' affective ability. However, compared to the textbook of GFI, the proportion of affective activity in the textbook of EIM is 3 times as that in the textbook of GFI, indicating that the textbook of EIM pays more attention to cultivating students' affective ability than the textbook of GFI. Fourthly, as for the teacher's book of EIM, the proportion of behavioral activities is far greater than that of cognitive and affective activities. The data seems to demonstrate that the teacher's book of EIM has carried out a detailed and in-depth discussion of behavioral activities and paid great attention to the cultivation of students' behavioral skills. Finally, through comparative study, it has been found that GFI can gain some advisable suggestions on how to write cultural awareness directives by referring to EIM.*

Keywords— junior middle school English; textbook; teacher’s book; cultural awareness directives; comparison.

I. INTRODUCTION

The development of English puts forward new requirements for intercultural teaching in English education. Only mastering the British and American cultural knowledge can no longer meet the students’ needs for intercultural communication (Liu, 2012). How to train students to have successful intercultural communication competence (ICC) has become a new challenge for English education.

Spitzberg(1988, 2000) argues that competent communication is the ability to interact appropriately and effectively with others in a given context. “Effectiveness” and “appropriateness” have become the two fundamental criteria to define people’s competency and the basis for a number of theories of intercultural communication competence. Effectiveness suggests that people are able to achieve desired personal outcomes. Appropriateness entails the use of messages that are expected in a given context and actions that meet the expectations and demands of the situation. Some ICC researchers have followed Spitzberg’s effectiveness-appropriateness intercultural communication criterion to define ICC, such as Chen& Starosta(1998) and Bennett (2004). Based on the above criteria and some researchers’ definitions of ICC, the author of this paper assumes that ICC is the ability to transform one’s cultural knowledge, affective attitudes and behavioral skills in order to interact effectively and appropriately in intercultural communication, by which all the communicators involved can better achieve their communication goals.

There is another term “cultural awareness(CA)”, which has a similar connotation as ICC. It refers to the understanding of Chinese and foreign cultures and the identification of excellent cultures, which are intercultural cognition, attitude and behavioral skills of students in the context of globalization(Ministry of Education, 2017). Most scholars in China also agree that the connotation of CA includes understanding and respecting cultural differences and ultimately forming an international perspective and intercultural communication ability(Wu,

Fu& Chen et.al, 2016). Besides, a summary of studies abroad shows that CA is often closely connected with ICC. For example, Baker W.(2012) believes that intercultural awareness is advanced CA, which is a conscious understanding of the role culturally based forms, practices, and frames of understanding can have in intercultural communication, and an ability to put these conceptions into practice in a flexible and context specific manner in real time communication. Therefore, the author of this paper applies ICC theories to the studies on CA cultivation.

He Anping(2007) puts forward that textbook directive consists of instructional texts and instrumental texts. Instructional texts are the input material(e.g.: reading and listening material) of the target language, which not only presents the structure of language knowledge but also reflect the world outlook, value outlook, and moral concept. Whereas, instrumental texts are the instrumental and explanatory discourses organized the content and activities of textbooks. Besides, in Ministry of Education(2003:7), the textbook directive refers to all the words that appear in the textbook to guide students to do things. It specifically includes the headings at all levels of the unit and various practice instructions under the headings. Therefore, CA directives in this paper include the headings of CA activities and the input materials of reading , listening, etc. of textbooks and teacher’s books. Based on the research object and goal, this study attempts to answer the following two questions:

1) What is the overall distribution of CA directives in two editions of junior middle school English textbooks and teacher’s books?

2) What implications can be obtained in compiling CA activities of junior middle school English textbooks and teacher’s books?

In addition, on the basis of previous studies and the research data obtained this time, this paper attempts to overview the distribution of CA directives of two editions of textbooks and teacher’s books. Through comparison of CA directives at home and abroad, it attempts to provide

some useful suggestions for compiling CA activities of junior middle school English textbooks and teacher's books.

II. LITERATURE REVIEW

2.1 Studies on ICC Models

In the West, among many conceptualizations of ICC, Chen and Starosta's model is composed of intercultural sensitivity, intercultural awareness and intercultural adroitness(1999). Wiseman(2002) includes knowledge, skills and motivation as the premise for appropriate and effective communication. Imahori and Laningan's(1989) model also includes the components in the categories of knowledge, skills and motivation, and other components including interactional goals and past experience. Byram(1997) has been found to be of particular significance for foreign language teaching. He develops one of the first comprehensive models of ICC, the goal of which is the creation and maintaining of relationships. His model is based on three general factors: knowledge, attitudes, and skills.

In China, some theoretical models have been published until 2013. Based on Hall's high/low-context cultural variation theory, Wen(1999) creates a "cross-cultural competence", together with "communicative competence" as the two branches to ICC. By referring to the development of cultural teaching in both the West and China, Zhang(2007) suggests the construction of the classical three dimensions of ICC: knowledge, skill and attitude. Under the three dimensions are 14 items for content(Zhang, 2007: 70-73). Both Wen's(1999) and Zhong & Fan's(2013) models comprises "cross-cultural competence" and "communicative competence" as the two branches to ICC, while Zhang's model comprises the linguistic communication competence as the primary goal and the intercultural communication competence as the advanced goal in ELT. The general structure of the above three models in China is similar to some extent. However, in Wen's(1999) model, the cross-cultural competence consists of sensitivity, tolerance and flexibility. The three components are hierarchically interrelated with sensitivity of the lowest level and flexibility the highest. While in both Zhong &

Fan's(2013) and Zhang's(2007)models, ICC is concerned with the cognitive, affective and behavioral factors in cross-cultural process, which are considered very significant in intercultural communication.

Besides, models of Yang & Zhuang(2007), Zhang & Yang(2012), Kong & Luan(2012) and Zhang's(2007) regard cognitive(knowledge) and attitude(awareness) as the basics of ICC, and skill(behavioral or communicative practice) as the goal of ICC. Zhang & Yang(2012) tested their model via empirical methods of questionnaire analysis and complementary interviews, and validated that 13 elements of the three dimensions of their models are of nearly the same importance. Both Kong& Luan(2012) and Zhong & Fan(2013) build a framework for college English education aiming at guiding college English education.

In order to achieve a more comprehensive understanding of typical ICC models, we will make an analysis and comparison between Chinese and Western ICC models as follows:

To begin with, Deardorff(2006) and Xu & Sun(2013) interpret ICC as a process. However, Deardorff stressed that his model is not a step-by-step process but as a cyclical process model that "depicts the complexity of acquiring intercultural competence in outlining more of the movement and process orientation that occurs between the various elements" (Deardorff, 2006: 257), yet Xu & Sun(2013) emphasize that ICC development should be put in the interactive context of globalization. Deardorff(2006) and Xu & Sun(2013) emphasize ICC outcomes(behaving and communicating effectively and appropriately) based on one's intercultural knowledge, attitudes and skills in the process of ICC acquisition.

Besides, Byram(1997), Deardorff(2006), Zhang(2007), Yang & Zhuang(2007), Zhang & Yang(2012) and Kong & Luan(2012) regard cognitive and affective as the basics of ICC, and behavioral as the goal of ICC. Affective is the fundamental starting point in models of Byram(1997) and Deardorff(2006) for learners to acquire cultural knowledge and achieve effective intercultural communication goal.

Therefore, this shows that western scholars, most rooted in the studies of intercultural communication, focus on the competence of interpersonal communication.

Chinese scholars, however, most of whom originated in language study or language teaching, put more emphasis on the development of linguistic proficiency. However, among ICC models suggested by both western and Chinese scholars, the cognitive-affective-behavioral(CAB) model still prevails.

2.2 CA in New Curriculum Standards

The English Curriculum Standards for senior high schools puts forward that CA refers to the understanding of Chinese and foreign cultures and identification of cultural essence. It is a cross-cultural perception, attitude and behavior of learners in the context of globalization(Ministry of Education, 2018).

The teaching of cultural knowledge should aim at developing students' CA. Cultural learning requires not only the acquisition of knowledge, but also a deep understanding of its connotation and further internalization of excellent culture into CA behaviors. This is a process of internalization and externalization, which involves four steps: perceive target- language culture and Chinese culture-- analyzing and comparing; identify with excellent culture-- appreciating and learning; deepen cultural understanding -- internalizing; form cultural quality -- behaving and performing.

Therefore, the connotation of CA in new curriculum standards is basically consistent with ICC components of cultural cognition, attitude and behaviors: understanding the differences between target- language culture and native- language culture, appreciating and absorbing the excellence of target- language culture, behaving effectively and appropriately in intercultural communication and spreading native- language culture. New curriculum standards is an important basis for compiling textbooks and teacher' s books. Thus, the author in this thesis regards that cognitive-affective-behavior(CAB) model can be utilized to analyze CA directives in junior middle school English textbooks and teacher's books.

2.3 Studies on CA in English Textbooks for Senior High School

As Ndura E. (2004) submits, the content of instructional materials significantly

affects students' attitudes and dispositions towards themselves, other people and society. Textbooks should incorporate learners diverse racial and cultural backgrounds and empower them to identify different voices and perspectives. However, currently Chinese culture has been seldom introduced in English textbooks and teacher' s books in China and traditional Chinese culture supplemented by teachers in the classroom is also quite limited. Besides, most studies on CA of English teaching materials relate to cultural knowledge but rarely associate with affective and behavioral dimensions.

Common research topics on English teaching materials in senior high school are analysis and evaluation of textbooks, using, comparison and selection of textbooks; topic setting, development and evolution of textbooks and so on. The research methods focus on comparative study, evaluation and analysis and literature review. In recent years, with the emphasis of English curriculum reform on cultivating students' CA, more and more researchers pay attention to the cultural content of textbooks. There are a certain number of papers on text analysis from a cultural perspective, but the overall number is not very large. Besides, there are also studies on the use of cultural content in high school English textbooks in practical teaching activities, which have carried out a reasonable analysis of high school English textbooks. For instance, Zhang & Ma(2004) studies the requirements of EFL students in Chinese universities on the cultural content of English textbooks through questionnaire survey and personal interview. The authors discussed the relationship between cultural quality and linguistic ability and proposed that EFL students' college English textbooks should include not only the target- language culture, but also the native- language culture and cultures of other international countries. At the same time, this paper proposed that students' ability to express native- language culture in English should be cultivated, so as to improve their intercultural comparison and communication skills. Liang(2012) reveals the characteristics and existing problems of cultural teaching. She regards that native- language culture and communicative culture should be supplemented to English textbooks; teachers should appropriately enrich cultural knowledge in teaching to cultivate students' ICC. Luo(2005) points out that there is

a great lack of Chinese culture in English textbooks, which is necessary to be included in the textbooks(Li & Liu, 2007; He, 2018; Wu, Ju & Chen, 2014; Ren, 2009). Furthermore, some researchers evaluated the cultural content and analyzed the cultural distribution by comparing two different editions of textbooks. For example, Tang(2010) compares the cultural contents of the new and old NESC. It is found that the proportion of the native culture, the world culture and the communicative culture in the new edition textbooks has increased compared with the old edition. Therefore, it is proved that the new edition of the textbook pays more attention to the cultivation of native- language culture awareness and global awareness, as well as learners' intercultural communicative awareness. Finally, there are a few studies on CA cultivation in English textbooks, which are mainly empirical introductions. For instance, Zhou(2012) lists some expressive forms of CA in English textbooks, such as greetings, farewell words, addressing terms, etc., and briefly put forward some CA cultivating methods in and out of class.

Therefore, it can be drawn from the above researches that most of the current studies focus on the cognitive dimension of CA, which is centered on cultivation of cultural knowledge, yet few focus on the dimensions of affective attitude and behavioral skills. However, CA includes not only cognitive activities, but also activities of affective and behavioral skills and all of the three dimensions are indispensable for ICC development. Therefore, it is still necessary to further study CA directives in junior middle school English textbooks.

2.4 Summary

The above studies are generally about ICC models, CA cultivation and imbalanced distribution of cultural content in senior high school textbooks. However, through literature analysis and in-depth understanding of ICC, it can be seen that CA cultivation entails cultivating learner's abilities of not only cognitive, but also emotional attitude

and behavioral skills. Therefore, it is still necessary to further study CA cultivation in a more well-rounded way and provide some advisable suggestions for compiling CA activities of junior middle school English textbooks and teacher's books by over- viewing distribution of CA directives and comparing CA directives of two editions of textbook and teacher's book at home and abroad.

III. RESEARCH DESIGN

In this part, the author will introduce the research design, which shows the research questions, research objects, research methods and the framework for CA directives analysis.

3.1 Research Questions

Based on the framework for CA directives analysis, this paper makes a textual analysis of the CA directives in junior middle school English textbooks and teacher's book of GIFFC and EIM. We attempt to answer two questions as follows:

- 1) What is the overall distribution of CA directives in two editions of junior middle school English textbooks and teacher's books?
- 2) What implications can be obtained in compiling CA activities of junior middle school English textbooks and teacher's books?

3.2 Research Objects

In this paper, all of the CA directives in Go for it(GFI) published by People's Education Press and English in Mind(EIM) published by Cambridge University Press were chosen as the research objects.

Due to the limitation of time and length, it is impossible to put all the books into the current study. Therefore, this paper will focus on the textbooks and teachers' books of GFI grade 8 and EIM level 2. The overall framework of two editions of the textbooks and teacher's books is compared in the table3.1 as follows.

Table 3.1 Comparison of the Overall Framework in Two editions of Textbooks

Comparison of the Overall Framework Between Two editions of Textbooks		
Name and Press	Go for It published by People's Education Press(GFI)	English in Mind Students' Book published by Cambridge University Press(EIM)
Editor in chief	Liu Daoyi Zheng Wangquan	Herbert Puchta & Jeff Stranks
Structure	Compiled in the form of modules, totaling 6 books are compulsory for students in junior middle school in China.	Compiled in the form of units, totaling 6 books; student's book 1- 3 are compulsory for junior middle school students in the foreign language school.

Table 3.2 Comparison of the Overall Framework in Two editions of Teacher's Books

Comparison of the Overall Framework Between Two editions of Teachers' Books		
Name and Press	Go for It published by People's Education Press(GFI)	English in Mind Teacher' s Resource Book published by Cambridge University Press(EIM)
Editor in chief	Zheng Wangquan Zhang Xiancheng	Brian Hart with Herbert Puchta & Jeff Stranks
Structure	Compiled in the form of modules, totaling 6 books are compulsory for English teachers in junior middle school in China.	Compiled in the form of units, totaling 6 books; teacher's book 1- 3 are compulsory for English teachers in the foreign language school in junior middle school.

There are two volumes in GFI(grade 8), each volume contains 10 units and two sections are contained in one unit, namely section A and section B. Each section A and section B contains several items, namely 1a, 1b, 1c, 2a, 2b, 2c, 2d, etc..

EIM(level 2) contains fourteen units and every other unit has a section named "culture in mind" which is respectively included in unit 1, 3, 5, 7, 9,11, 13. There are 9 to 15 parts in each unit, namely Read and listen, Grammar, Pronunciation, Speak, Vocabulary, Write, Everyday English, Improvisation, Team Spirit, Check Your Progress.

3.3 Research Methods

1) Text Analysis Method

Text analysis is to analyze and compare a series of related texts with the contents recorded by words, graphs and diagrams and so on. Generally speaking, the subject of text analysis has the characteristics of large capacity and

systematization. Relative subjectivity is the major feature of text analysis. Through text analysis, this study deeply explores the writing ideas and concepts of GFI and EIM, makes a comparison on subjects and topics between EIM and GFI and explains cultural content, so as to deeply understand and reveal the distribution of students' CA directives in GFI and EIM.

2) Comparative Analysis Method

Comparative analysis is the method which is used to compare the things and find out the essences and rules for the purpose to make the true and objective conclusions. In this study, the comparative method will be used for making a comparison on the CA directives in the textbooks and teachers' books of GFI and EIM. It will analyze the similarities and differences of CA directives in two editions textbooks and teachers' books. It is hoped that this study will provide some useful suggestions for editors of English textbooks and teachers' books.

3.4 The Framework for CA Directives Analysis

According to ICC models and the characteristics of English language education, this study integrates the classification of Chinese and Western ICC models and constructs a framework for analyzing CA directives in junior middle school English textbooks and teacher's books. The author's idea of constructing the analysis framework comes from the classical ICC CAB model. Therefore, this study will analyze the CA activities based on definitions of CAB model as follows:

Cultural knowledge is knowledge communicators should have and use in the process of intercultural communication, which is the foundation of CA. It includes: 1) Based on Cortazzi & Jin's(1999) cultural region criteria, the first is based on knowledge of the interlocutor's country(target- language culture)(Byram, 1997; Zhang, 2007; Wu, Fan & Peng, 2013; Zhang & Yang, 2012; Zhang & Suo, 2019; Kong & Luan, 2012), the second is based on knowledge about one's own country and social groups within it(native- language culture), and the third is based on knowledge of other cultures in the world(Zhang, 2007; Wu, Fan & Peng, 2013; Zhang & Suo, 2019). Here, the target-language culture refers to the culture of the English speaking countries; the native-language culture refers to the Chinese culture; and the international-language culture means the culture of the other countries, nations or regions, but the above two is not included in this one; the fourth is mixed culture which refers to a CA activity involving more than one regional cultures. 2) Based on the content of culture, Allen and Valette(1977), Ovando and Collier(1985) divide culture into two categories: culture with a capitalized C(or big culture), including literature, art, music, architecture, philosophy, scientific and technological achievements and so on, which reflects all aspects of human civilization. Another category includes people's customs and habits, lifestyle, social organization, interrelationship and so on, which is called small culture. Because the two individual classification methods do not fully cover all the characteristics of the cultural content of the textbooks, so most researchers choose to combine the two methods for analysis and research. 3) The third kind of knowledge is meta- knowledge of ICC. It is one that must be developed more intentionally, which is "knowledge of the processes

of interaction at individual and societal levels" (Byram, 1997; Zhang, 2007; Wu, Fan & Peng, 2013; Kong & Luan, 2012). The declarative knowledge though necessary is not sufficient, and needs to be complemented by procedural knowledge of how to act in specific circumstances. It is linked with the skills of interpreting and relating, of using existing knowledge to understand a specific document or behaviour for example, and to relate these to comparable but different documents or behaviours in their own social group. At one level, it is well-known that tea-drinking has different significance in different cultures; at another level a policy document on "the centralisation of education" might be "conservative" in one context and "progressive" in another (Byram, 1997). It is the understanding the role of communicative environment and the universal law of intercultural communication.(Zhang, 2007)

The affective is the key point of CA, which includes emotional affective and awareness. 1)As for the emotional affective, on the basis of understanding of the differences between different cultures, learners should develop a curious, open, appreciative and empathetic attitude to other cultures(Byram, 1997; Wen, 1999; Dearthoff 2006; Zhang, 2007; Wu, Fan & Peng, 2013; Zhong, Bai & Fan, 2013; Zhang & Yang, 2012; Zhang & Suo, 2019); 2)As for the awareness, it includes cultural awareness, intercultural awareness and self-awareness. Cultural and intercultural awareness are closely tied to one another: since one can be aware that culture exists and influences values, attitudes, and behaviour (cultural awareness) only after one has experienced difference and has realised, indirectly, that all cultures influence every aspect of every aspect of human life in an equivalent, if different, manner (intercultural awareness). (Borghetti, 2011: 151). Self-awareness, however, is based on metacognition and the recognition of personal limits, preferences, and abilities. (Moeller, Aleidine & Osborn, Sarah, 2014)

Behavioral skills is the goal of CA. It includes: 1)Skills of interpreting and relating. Skills of interpreting and relating are based upon existing knowledge, which Byram contended differ from skills of discovery and interacting in that "it need not involve interaction with an interlocutor, but may be confined to work on documents" This enables the individual to work at his or her own pace, as there are no requirements for timely response as is

required in interaction with others; 2) Skills of discovery. The skill of discovery “comes into play where the individual has no, or only a partial existing knowledge framework” (Byram, 1997: 37–38) and thus requires building new knowledge (Byram, 1997: 37-38). Discovery may come about from documents, as skills of interpreting and relating do, but it may also arise in interaction with others. The skill of discovery is the ability to recognise significant phenomena in a foreign environment and to elicit their meanings and connotations, and their relationship to other phenomena; 3) Skills of interaction. In interaction, individuals must not only carefully balance their existing knowledge and their diverse identities but also manage any challenges that arise in communicating with others. The individual needs to draw upon their existing knowledge, have attitudes which sustain sensitivity to others with sometimes radically different origins and identities, and operate the skills of discovery and interpretation. (Byram, 1997) Learners are apt to react positively in an ambiguous and uncertain communication environment, and actively confront the tension or suffering brought by cultural conflict in intercultural communication, able to empathetically understand and tackle problems and are flexible and adaptable to adjust one’s speech and behaviors according to various communication styles and needs of different cultural groups. (Zhang, 2007); 4) Skills of spreading Chinese culture, participating in exchanges with other countries and promoting the building of a community with shared future for mankind.

3.5 Data Collection

The teaching activities of GFI and EIM in this study include reading, listening, speaking, writing, culture in mind activities, etc., grammatical activities are excluded in that they are largely not related to CA cultivation; data is collected through close-reading of the textbooks and teacher’s books and then discussing whether an activity is a CA activity and which dimension of CA it belongs to. The CA directives contain the title, the questions and the input materials under the title; all activities are counted as the unit of item. For example, 1a, 1b, 1c under 1Reading are counted as 5 activities. If dimensions C, A, and B of the same activity overlap, one dimension for each activity is calculated according to the principle of main CA cultivating objective.

IV. RESULTS AND ANALYSIS

The results and analysis will be demonstrated in this chapter, which includes two parts. The first one is the overall distribution of CA activities in the textbooks and teacher’s books of GFI and EIM. The second one are some suggestions for compiling CA activities in junior middle school English textbooks and teacher’s books.

Based on the analysis framework constructed in the research design, the author will make a detailed statistics and comparison on CA activities in the textbook and teacher’s book of GFI and EIM.

Table 4.1 The Overall Distribution of CA Activities in GFI and EIM

Dimension	Textbook				Teacher’s Book			
	GFI		EIM		GFI		EIM	
Cognitive	55%	2.8/ unit	41%	4.8/ unit	68%	4.8/ unit	28%	2.3/ unit
Affective	5%	0.3/unit	15%	1.8/unit	4%	0.3/unit	7%	0.6/unit
Behavioral	40%	2.0/unit	44%	5.1/unit	28%	2.0/unit	65%	5.3/unit
In Total	100%	5.1/unit	100%	11.7/unit	100%	7.1/unit	100%	8.2/unit

Note: 3.1/unit refers to an average of 3.1 CA activities per unit.

It can be seen from the above table that first, as for the textbook of GFI, the proportion of the three dimensions is ranked in descending order as follows: cognitive dimension first, behavioral dimension second and affective

dimension third. The proportion of cognitive dimension is close to that of behavioral skills. The proportion of both cognitive and behavioral dimension is much larger (8 to 10 times) than that of affective dimension. The data seems to

show that the textbook of GFI pays more attention to the cultivation of students' cognitive and behavioral abilities, ignoring the cultivation of students' affective ability. However, Deardorff(2006: 255) stressed that the most basic and fundamental aspect of intercultural competence is affective attitude, which he defined as "openness, respect (valuing all cultures), and curiosity and discovery (tolerating ambiguity)". If students cannot accept other cultures with an attitude of understanding, appreciation and recognition, they cannot communicate effectively and fluently in intercultural communication.

Second, as for the teacher's book of GFI, the proportion of the three dimensions is ranked in descending order as follows: cognitive dimension first, behavioral dimension second and affective dimension third. The proportion of cognitive activities is far greater than that of affective and behavioral activities. This situation has its own reasons, as Zhang & Suo(2019) stated that "cultural knowledge is the foundation of CA", which can provide a good foundation for the development of emotional and behavioral abilities. Whereas, at present middle school English teachers may not have enough intercultural knowledge, so more basic cultural knowledge is needed to be supplemented in the teacher's book for their reference. The proportion of affective activities in both the textbook and teacher's book of GFI is very low.

Third, as for the textbook of EIM, the proportion of the three dimensions is ranked in descending order as follows: behavioral dimension first, cognitive dimension second and affective dimension third. The proportion of cognitive activities is very close to that of behavioral activities. The proportion of cognitive and behavioral activities is more than twice as much as that of the affective activities, which seems to show that the textbook of EIM does not pay much attention to the cultivation of learner's affective ability. However, compared to the textbook of GFI, the proportion of affective activity in the textbook of EIM is 3 times as that in the textbook of GFI, indicating that the textbook of EIM pays more attention to cultivating students' affective ability than the textbook of GFI. The average number of CA activities per unit of EIM textbook is more than twice as that of the textbook of GFI, indicating that the textbook of EIM pays more attention to the cultivation of students' CA than the textbook of GFI

while cultivating students' language ability.

Fourth, as for the teacher's book of EIM, the proportion of the three dimensions is ranked in descending order as follows: behavioral dimension first, cognitive dimension second and affective dimension third. The proportion of behavioral activities is far greater than that of cognition and emotion activities. The data seems to demonstrate that the teacher's book of EIM has carried out a detailed and in-depth discussion of behavioral activities and paid great attention to the cultivation of students' behavioral skills. But the teacher's book of GFI has increased the proportion of cognitive activities while decreasing the proportion of behavioral activities compared to its textbook. This data seems to suggest that the teacher's book of GFI supplements a lot of cultural background knowledge, yet does not well explore behavioral skills activities. Therefore, EIM teacher's book may pay more attention to behavioral skills than the teacher's book of GFI.

V. CONCLUSION

5.1 Major Findings

In order to reveal the overall distribution of CA directives in junior middle school English textbooks and teacher's books, this paper adopted text analysis and comparison analysis to study CA directives of GFI and EIM. During the research process of this paper, the author has the following findings:

Firstly, as for the textbook of GFI, the proportion of both cognitive and behavioral dimension is much larger(8 to 10 times) than that of affective attitude dimension. The data may show that the textbook of GFI pay more attention to the cultivation of students' cognitive and behavioral abilities, ignoring the cultivation of students' affective ability.

Secondly, as for the teacher's book of GFI, the proportion of cognitive activities is far greater than that of affective and behavioral activities. A large number of cognitive activities are supplemented in the teacher's book. It may due to the fact that at present middle school English teachers may not have enough intercultural knowledge, so more basic cultural knowledge is needed to be supplemented in the teacher's book for their reference. The

proportion of affective activities in both the textbook and the teacher's book of GFI is very low, indicating that both the textbook and the teacher's book of GFI do not pay enough attention to the cultivation of students' affective ability.

Thirdly, as for the textbook of EIM, the proportion of cognitive activities is similar to that of behavioral activities. The proportions of cognitive and behavioral activities are more than twice as much as that of the affective activities, which seems to show that the textbook of EIM does not pay much attention to the cultivation of learner's affective ability. However, compared to the textbook of GFI, the proportion of affective activity in the textbook of EIM is 3 times as that in the textbook of GFI, indicating that the textbook of EIM pays more attention to cultivating students' affective ability than the textbook of GFI.

Fourthly, as for the teacher's book of EIM, the proportion of behavioral activities is far greater than that of cognitive and affective activities. The data seems to demonstrate that the teacher's book has carried out a detailed and in-depth discussion of behavioral activities and paid great attention to the cultivation of students' behavioral skills.

Finally, through comparative study, it has been found that GFI editors can learn from EIM in terms of CA activities writing as follows. First, more affective activities may be added to the textbook, so as to better train students in treating other cultures with an open, appreciative and accepting attitude. Secondly, the teacher's book can increase the proportion of behavioral activities to develop students' behavioral ability more fully, which is conducive to improving students' cross-cultural ability comprehensively. Third, both the textbooks and teacher's books of GFI and EIM should increase the proportion of emotional activities. Affective ability is the starting point for the development of intercultural ability. Improving students' affective ability is conducive to comprehensively improving students' intercultural ability.

5.2 Limitations and Further Studies

Although the author makes some cherished findings, this study still exist certain limitations. First, because the time is limited, there may be some restrictions on research quantity and only grade 8 of GFI and level 2 of EIM have

been selected for statistics. With the advance of research, research quantity will be expanded and results can become more objective. Second, some special columns such as "Culture Focus" of GFI and "Culture in Mind" of EIM is worthy of being further studied, for example, whether students take the initiative to or passively acquire cultural knowledge in and out of classroom.

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Study on Refusal Strategies and Implication to English Teaching

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Abstract— *This study makes an analysis of the refusal strategies of 30 native speakers of English (NS) and 50 Chinese EFL learners (NNS). It implicates that the latter adopts more strategies than the former when making a refusal in general. Both groups adopts more indirect strategies than direct strategies, and the order and frequency of semantic formulas in each situation were different in different situations. So in English teaching, teachers should focus on developing the learners' ability to overcome obstacles in communicative interactions and to become strategically competent.*

Keywords—*refusal strategies, indirect strategies, direct strategies, English teaching.*

I. INTRODUCTION

As we know, the speech act of refusal is a face threatening act in our daily life. According to Brown and Levinson (1978), *face* is “a public self-image that every member wants to claim for himself” (Brown and Levinson (1978). When we refuse others, the interlocutor’s face may be threatened more or less. Besides, fewer studies are made on the speech act of refusal. In order to make up for the vacancy in pragmatics, the following thesis is concerned with the performance of the speech act of refusal, one of the most important pragmatic competences.

II. LITERATURE REVIEW

Several comparative studies have been conducted on refusals, which includes the refusal study conducted in 1985 by Beebe and Gumming, who compared refusals in spontaneous speech and written discourse completion tasks and the follow-up study by Takahashi and Beebe (1987), who investigated written refusals by native speakers of English, native speakers of Japanese, Japanese ESL students in the United States, and Japanese EFL students in

Japan.

Then the study by Beebe, Takahashi, and Uliss-Weltz (1990) revealed the interaction of status with directness of the refusals. Stevens (1993) studied Arabic and English refusals by using a written DCT, which is similar to those of Beebe et al. (1990) and Hussein (1995) discussed making refusals in Arabic as part of a larger study of speech acts in Arabic. Besides, Nelson et al. (2002) studied Egyptian Arabic and American Refusals using a written DCT.

After a brief review of the speech act literature, we know that there is little study in literature on the study of the refusal speech act, especially the contrastive study between native speakers of English and Chinese EFL learners. Besides, I am interested in refusal speech act made by Chinese EFL learners because the concept of refusal constitutes a challenging concept to the Chinese communicators.

This study investigated the similarities and differences of refusal strategies made by native speakers of English and Chinese EFL learners. The research questions

in this study are:

1. Does the frequency of direct and indirect strategies used differ between Chinese EFL learners and native speakers of English?
2. Do Chinese EFL learners and native speakers of English use different strategies in terms of order and frequency of semantic formulas?
3. Does the status of interlocutor affect their refusal strategies use between Chinese EFL learners and native speakers of English?

This study is of value in three aspects:

Firstly, it enhances the chances of interactional success and promotes cross-cultural communicative competence. Secondly, it enhances the Chinese English learners' awareness of the cultural differences. Thirdly, implications based on the findings of the study provide helpful suggestions on improvement of teaching English as a foreign language, which will be of practical value to the daily classroom teaching and learning.

Apart from the universally accepted principles such as the Cooperative Principle (CP) (Mey J. L. 2005) and Politeness Principle (PP) (Mey J. L. 2005), Brown and Levinson's *Face Theory* is also acceptable in explaining different speech act. (1987, cited in *Spenser-Oatey* 2000).

III. THE METHOD AND SUBJECTS OF THE SURVEY

3.1 Subjects

Eighty subjects participated in this study: 30 native speakers of English (NS) and 50 Chinese EFL learners (NNS). The native speakers of English are between 23 and 46 years of age, who are studying in Xi'an International Studies University, all of whom have bachelor's degrees. The Chinese EFL learners are students who are now studying in Xi'an international studies University in Grade Two, all of whom are non-English major students and they are about 20 to 21 years old. To avoid the pragmatic statistic error caused by the subjects' English proficiency, the Chinese students whose CET 4 scores are more than 65 are chosen as the subjects of NNS group.

3.2 Materials

In this study, the Discourse Completion Test (DCT) employed by Beebe et al. (1990) (see Appendix A) was

used to collect the data. All the subjects of both groups were asked to fill out the DCT in English.

3.3 Method and Procedure of Data Collection

All 80 subjects were asked to fill out the DCT, which was a written role-play questionnaire consisting of 12 situations randomly arranged. Each situation contained a blank in which only refusals would fit. The 12 DCT situations were categorized into four stimulus types to elicit the subject's expression of refusals: three requests, three invitations, three offers and three suggestions. In every situation, a refuser with one of the social status has set in the situation description: higher, equal, and lower (See Appendix B). The directions were written out on the DCT.

Also in this study, data were collected from the 80 subjects via responses to the 12-situation discourse questionnaires categorized by Beebe (1990) into the following refusals semantic formulas (see Figure 1 which is omitted here).

3.4 Data Analysis Methods

As Cohen (1996) notes, one of the first concerns of speech act researchers is to arrive at a set of strategies "typically used by native speakers of the target language". A strategy is a verbal move such as a statement of regret or a reason that is used as a part of the total act of refusing. In order to arrive at a set of strategies, the utterances are divided into idea units, and then each idea unit was then coded as a specific strategy category.

In analyzing the data, I coded the order of semantic formulas used in each refusal. Besides, the frequency of each formula for each situation is calculated to investigate the difference between the two groups. Descriptive statistics were calculated in order to investigate the similarities and differences and to determine measures of central tendency and dispersion for (1) full-test refusal patterns by NS and NNS groups (including total strategies used, strategies per item, total direct strategies, total indirect strategies, and proportion of direct versus indirect); (2) the order and frequency of semantic formulas used in each situation were coded to investigate the strategies used by the two groups based on Lower, equal, or higher interlocutor status (including direct and indirect strategies used per item); (3) average frequencies of the indirect refusal strategies for each group in the full-length test, and

on lower, equal, or higher interlocutor status items.

A Chi-square test was conducted in SPSS 10.0 in order to determine whether observed differences in average frequency of strategies employed by each group were statistically significant, and whether observed differences in frequency of strategies employed by each group in each situation were statically significant: Graphic displays were created in order to demonstrate distributions of refusal strategies used by the NS and NNS groups on the full-length test as on lower, equal, and higher status item types. Nevertheless, descriptive statistics and graphic displays enable observation of apparent patterns in the data.

IV. RESULTS ANALYSIS AND DISCUSSION

4.1 Results analysis

Firstly, on average, both the NS group and NNS groups used substantially more indirect refusal strategies than direct refusal strategies. Besides, the NNS group used more refusal strategies than did the NS group as reflected in Table 1.

Secondly, it is found that both NS and NNS groups primarily use eight indirect strategies with different frequency. The most frequent strategy used by both groups was reasons, however, NNS group used them more than did NS group. Regret strategy is a common one that is frequently used in both NNS and NS. Besides, the NNS group was more like to use the alternative strategy than the NS group. They were more likely to save the threat on the interlocutors, face by using this strategy when the interlocutors are in. Also for the strategy of off hook, NS consider more of the interlocutor's feelings than the NNS.

4.2 Discussion

The Chinese culture is believed to be collectively oriented and the Western individually oriented. The two societies are extremely different and therefore the relationships between social factors and strategy selections in refusal discourse are distinct. In this study, the above study has proved this point.

4.2.1 Collectivism in the Chinese Culture

It is generally accepted that the Chinese culture is group/collectivity oriented, so every member's verbal behavior to certain maxims in certain context because the

Chinese care much for the respect of the group and a good moral reputation.

As we know, making refusals means hurt the interlocutor's face, so it does not accord with Chinese culture character---harmony. The above studies proved that Chinese EFL learners were greatly influenced by their native culture. When they have to refuse, the EFL learners prefer to use indirect strategies and use more kinds of indirect strategies to save the interlocutors' face; Also Chinese EFL learners are more sensitive to the social hierarchy. When making refusals to a person with high status, most of them chose to express the specific excuses.

In short, collectivism in Chinese and the emphasis on social relationships can partly explain why Chinese EFL learners use less direct strategies and more indirect strategies when making a refusal, why Chinese people are more sensitive to the social status, why they like to offer specific reasons in refusing a high-status. However, it may be quite difficult for the foreigners to understand or even accept such an indirect, non-confrontational and self-restraint way

4.4.2 Individualism in the English Culture

In the English culture, the concept of an individual self is rooted in a philosophical tradition. In the English culture, people are encouraged at a very early age to express their own preferences, make decisions for themselves, and solve their own problems.

Consequently, individualism, as compared with the Chinese collectivism, can also well explain the character of the strategies use when making refusals. They pay more attention to their own feelings. Comparing with Chinese EFL learners, they use more direct strategies even the interlocutors in higher status. They seldom express the definite reasons. They are less sensitive to the social status than Chinese.

V. CONCLUSION

Findings from this study indicate there are similarities and also difference between the Chinese NNS groups and NS of English group. It shows that NNS group uses more strategies than NS group when making a refusal in general. Both NS and NNS groups use more indirect strategies than direct strategies. The order and frequency of semantic

formulas in each situation were different for both groups in different situations.

From the study we know that EFL learners are more sensitive to social status comparing with native speakers of English. This study indicated that NS group was more likely to utilize gratitude, positive opinion, regret strategies than NNS group; excuse strategies were frequently utilized by NNSs when making a refusal to persons with equal and higher status, and it was found from the questionnaires that NNSs were more likely to use specific excuses or reasons to make them sound reasonable and express their regrets, when refusing persons with higher status. But NSs seldom used specific reasons, and they usually gave a vague one. Obviously, NNS used lower frequency of excuses strategies when refusing persons with lower status.

Individualism of the western culture and collectivism of the Chinese which embodies the cultural difference has caused the linguistic difference in the strategic use of language. Therefore, for EFL learners, a good knowledge of different cultural values, social norms and conventions, habits, points of view, thinking patterns, concepts of politeness, face and FTAs is of vital importance in one's successful cross-cultural communication. As to a teacher of English as a foreign language, he/she should focus on developing the learners' ability to overcome obstacles in communicative interactions and to become strategically competent.

VI. IMPLICATIONS AND LIMITATIONS OF THE STUDY

6.1 Pedagogical implications

The study implies that EFL teachers should teach learners how to minimize native interference in language learning in order to prevent impolite, ineffective or inappropriate behaviors that may bring about misunderstanding, embarrassment or offense. To avoid the would-be misunderstanding, embarrassment or offense, and develop the learners' communicative competence, teachers of both languages may focus on the following aspects:

Firstly, reinforce the learners' awareness of the cultural differences. The diversity and distinctions of cultures demand communicators should be sensitive to

cultural awareness. Language teachers must not only be aware of culture and socio-linguistic differences underlying the communicative behavior of native and non-native users of English, but also transmit such awareness to their learners.

Secondly, cultivate the learners' cross-cultural communicative competence. Since using a language appropriately requires not only the knowledge of grammar but also that of communication, as communicative competence is of great significance for foreign language learning. So in the course of teaching English as a foreign language, teachers should pay special attention to developing learners' communicative competence while teaching them grammatical rules, for the development of learners' communicative competence is the main task and ultimate goal in EFL teaching.

To improve the communicative competence, there are suggestions as follows:

- (1) The evaluation of a situation is a useful technique to further reinforce the learners' awareness of the factors affecting the choice of semantic formulas.
- (2) Role-play activities are particularly suitable for practicing the use of speech acts.
- (3) Feedback and discussion are useful activities for speech act teaching.

6.2 Limitation

This study investigates Chinese NNS and NS of English refusal strategies by asking interviewee to respond orally to hypothetical situations. There are some limitations in this study that will be significant for the future study.

Firstly, it is important to point out that what people believe they would say in a given situation may be different from what they would say if the situation arose in daily interaction.

Secondly, one could argue that the DCT elicits the pragmalinguistic features of languages more effectively than the sociopragmatic features, because the individual could not refuse in the situation. That is the also the DCT's limitation.

Thirdly, if we are to enhance the validity of significant differences, we must increase the number of subjects in each language group, and controls must be instituted in order to study the effects of varying 1.2 proficiency levels,

length of years of learning English, sex of the refusers, and other factors believed to affect the data. In this study, only the status is considered.

VII. SUGGESTIONS FOR FURTHER STUDIES

Based on the limitations of this study, some suggestions are provided for future studies.

- (1) Natural speech versus questionnaire responses.
- (2) Influence of contextual internal and external factors on the strategy use in refusals.
- (3) Amount and tone of negotiation involved in refusal.

The DCT is lack of contextual variation, a simplification of complex interactions, and the hypothetical nature of the situations. What people claim they would say in a hypothetical situation is not necessarily what they actually would say in a real situation.

Because the speech act of refusal is complex, the future study will focus on the level of directness in refusals and on the ways in which feelings of obligation and frustration affect their form and content.

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The Management and Operation of Presently Registered Milk Tea Store in Cabanatuan City

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Abstract— *Milk Tea Industry has evolved rapidly compared to the other business industry. This study was undertaken to know the profile of the milk tea store, the management and operation, the SWOT analysis, and the problems encountered by the Milk Tea store in Cabanatuan City. Ten (10) Milk Tea stores around Cabanatuan City were included in the study. Various techniques for data gathering were used like informal interviews, observation and questionnaires. The researcher discovered that most of the Milk Tea store operated ranging from one to five years and majority of them has three maximum numbers of branches with an initial capital of not more than one hundred thousand. Most of the respondents have earned average weekly sales of not more than twenty thousand pesos. Each Milk Tea store has different numbers of employees. They met and always maintained the management quality standards of the organization's operation. Few of them used direct advertising and discount promo as a tool in promoting their business. The taste of their products is what attracted the customers most. Results of the study also showed the continuous effort of the owners in making strategies that can help and improve their business like making the image of their products more appealing and healthier to their customers. Current challenges faced by the respondents are: there was a fast entry of competitors; the scandal issue directly affected the business as well the behavior of the consumers. But in spite of that, management of different Milk Tea Stores always remain positive, confident and ready to device ways on resolving problems.*

Keywords— *Milk Tea Store; quality standard; SWOT analysis; image of the product; consumer behavior; effects of the milk tea scandal issue.*

I. INTRODUCTION

Milk Tea Store is one of the most popular businesses now days. Milk tea shops became prevalent, not just in upper- and middle-class professionals, but also to high school, college students and even to individuals who simple looks for a good ambiance, a cool place to hang around while enjoying a sip of their favorite milk tea product. People are patronizing this product mainly because it brings different kind of sensation causing them to feel refresh and relax aside from it really satisfies their taste buds.

Today, Milk Tea Store is considered as a viable business because of continuous increase in demand as well as it is easy to set up. A milk tea product was formerly called pearl tea, but also commonly referred to as bubble tea or boba tea in different countries. The name was taken from the fact that it originated as a drink made out of a combination of chilled tea with milk, a sweeter (traditional

sugar), and rehydrated tapioca pearls for chewiness. The term does not cover a wide range of other products commonly seen and served by vendors on the street, like “sago at gulaman.” These products may refresh the thirst of some buyers, but definitely, milk tea products, from its total packaging, to its preparation and place/location where it could be bought, spells a lot of difference.

But just like any other businesses, Milk Tea Stores also encountered challenges and problems, like what happened on the 2015 Sampaloc, Manila Milk Tea Poisoning that resulted to a tragic event where two people died. The said incident affected the Milk Tea Industry as well as the behavior of consumers who patronizes milk tea products. The currently registered ten Milk Tea Stores here in Cabanatuan City have experienced the negative implications of that event, as to what and in what ways, as well as the strategies how they handle such kind of

problem and other things, are the prime concern of this study.

II. OBJECTIVES OF THE STUDY

This research study focused on the management and operation of 10 presently registered Milk Tea Store in Cabanatuan City. Specifically, it seeks to determine the following:

1. To describe the profile of 10 presently registered milk tea stores in terms of the following;

- 1.1 Number of years of operation;
- 1.2 Average weekly sales;
- 1.3 Number of branches;
- 1.4 Initial capital; and
- 1.5 Number of employees

2. To describe the management strategies of registered milk tea stores in terms of;

- 2.1 Qualities of products;
- 2.2 Pricing; and
- 2.3 Advertising and promotion

3. To identify the current condition of the milk tea businesses in terms of its;

- 3.1 Strengths;
- 3.2 Weaknesses;
- 3.3 Opportunities; and
- 3.4 Threats

4. To describe the effects of harm done as experienced by the registered milk tea stores in Cabanatuan City caused by the 2015 Sampaloc, Manila Milk Tea Poisoning

5. To describe different strategies practice and performed by registered milk tea stores in Cabanatuan City in handling various challenges or problems in their operations

III. METHODOLOGY

Descriptive method was used by the researcher in gathering information such as informal interviews, observation and questionnaires in the 10 presently registered Milk Tea Stores in Cabanatuan City.

The statistical treatment used was the simple frequency, percentage, average weighted means and ranking. Those procedures were performed to compute and evaluate the result of the survey in terms of the Milk Tea Stores' management and operation particularly in the areas of

quality standard, pricing, advertising and promotion, including its current SWOT analysis and problems met.

IV. FINDINGS

1. Profile Description of the Presently Registered Milk Tea Stores in Cabanatuan City in terms of:

Table I: Number of Years in Operation

<i>Number of Years</i>	<i>Frequency</i>	<i>Percentage</i>
1-5	8	80%
6-10	2	20%
11-15	-	-
Total	10	100%

Most of the respondents of Milk Tea Stores here in Cabanatuan City are just newly established and were operating between 1 to 5 years.

Table II: Average Weekly Sales

<i>Weekly Sales</i>	<i>Frequency</i>	<i>Percentages</i>
P 1000 – 5,000	1	10%
6,000 – 10,000	2	20%
11,000 – 15,000	2	20%
16,000 - 20,000	5	50%
Total	10	100%

It could be seen that majority of milk tea store in Cabanatuan City are earning profit that can sustain the daily operation of the business.

Table III: Number of Branches in Cabanatuan City

<i>Number of Branches</i>	<i>Frequency</i>	<i>Percentage</i>
0	1	10%
1	1	10%
2	3	30%
3	5	50%
Total	10	100%

Based on the information gathered, it could be interpreted that 80% of the owners' of presently registered milk tea business has branches that is three and above, an indication that this business is really viable and in demand.

Table IV: Initial Capital

Initial Capital	Frequency	Percentages
P 20,000- 30,000	1	10%
P 30,001- 50,000	1	10%
P 50,001- 70,000	-	-
P 70,001- 100,000	8	80%
Total	10	100%

Majority of the respondents started their business operation with an initial capital between seventy-thousand pesos to one-hundred thousand pesos only. This shows that this kind of business is easy to put up considering the reasonable start-up capital requirement.

Table V: Number of Employees throughout Cabanatuan City

Number of Employees	Frequency	Percentage
1 – 3	4	40%
4 – 6	5	50%
7 – 9	1	10%
10 above	-	-
Total	10	100%

Four to six employees are mostly the number of employees this kind of business have. Running this kind of business requires only a minimal number of employees, since it involves only simple, yet standardized operation of servicing refreshment or meal to customers.

2. Management strategies of milk tea stores in Cabanatuan City in terms of:

Table VI: Quality of the Products/Services

Item Statement	Weighted Mean (WM)	Descriptive Value (DV)
1. Maintaining quality standard of milk tea services.	5	Always
2. Handling breakable /sensitive milk tea commodities.	4.6	Always
3. Assigning specific job to every employee.	4.6	Always
4. Disposing ingredient	4.7	Always

Item Statement	Weighted Mean (WM)	Descriptive Value (DV)
of shorter expiry date.		
Average weighted mean (AWM)	4.74	Always

The above information shows that the presently registered Milk Tea Businesses around Cabanatuan City always meets the management’s quality standard set for the organization’s operation in maintaining the quality of their products’ taste and services.

Table VII: Pricing

Item Statement	Weighted Mean (WM)	Descriptive Value (DV)
1. Fixed pricing policy	4.7	Always
2. Owned pricing technique	2.5	Seldom
Average weighted mean (AMW)	3.5	Often

The above data shows that the milk tea store often use pricing strategy as their way to attract buyers but most of the Milk Tea Store used a fixed pricing scheme even if there is an stiff competition. In a fixed price system, the management sets already the prices of their products at an amount where they could get a desirable mark-up on it that cannot be subjected to bargaining.

Table VIII: Advertising and Promotion

Item Statements	Weighted Mean (WM)	Descriptive Value (DV)
1. Radio and Television	1.5	Never
2. Direct Advertising	1.9	Seldom
3. Social Media	2.9	Sometimes
4. Discounts promo	2.3	Seldom
5. Leaflets	1.7	Never
Average weighted mean (AWM)	2.06	Seldom

Milk Tea Businesses in Cabanatuan City seldom use advertising and some promotional tool in promoting their products and services, although, sometimes they use social media for it is the cheapest and convenient tool in promoting businesses at present.

3. Current condition of Milk Tea Businesses in terms of:

Table IX: Strengths

Item Statements	Weighted Mean (WM)	Descriptive Value (DV)
1. The location of the business is ideal.	5	Strongly Agree
2. Have sufficient income to support the day to day operation.	4.8	Strongly Agree
3. Accessible to the target market/ has a strong customer base.	4.7	Strongly Agree
4. The deliciousness and popularity of the milk tea offered.	5	Strongly Agree
5. The affordability of the price.	4.5	Strongly Agree
6. The workers are well trained and friendly.	5	Strongly Agree
7. The loyalty of the customer was established.	4.9	Strongly Agree
Average weighted mean (AWM)	4.84	Strongly Agree

Milk Tea Businesses have a numerous strength which enable them to meet their organizations’ objectives as well as meeting their customers’ needs and expectations. The key why they were able to establish a very strong foundation of their strengths is caused by excellent planning that includes the most basic of all, and that is choosing the right location for the business, hiring the right person for the job and setting a standard products’ taste that will mark as their brand.

Table X: Weaknesses

Item Statements	Weighted Mean (WM)	Descriptive Value (DV)
1. Improving the areas of the business that is lacking.	3.4	Sometimes
2. The location is far from the target market.	2.2	Rarely
3. The employees are not competitive.	1.7	Never
4. The prices are not affordable	1.4	Never
5. Negligence in processing the product.	2.1	Rarely
6. The customers lose their loyalty.	2.1	Rarely
Average weighted mean (AWM)	2.22	Rarely

From the above listed item, never did the Milk Tea Businesses encountered problems on the performances of their employees as well as complaints from their customers on prices of their products. This situation indicates that they really choose well and trained their employees before assigning them to do the job. Customers’ complaints on prices were avoided because of the fixed price system practiced mostly by Milk Tea Businesses that made the customers agreed on the given prices set by the management. Over all, rarely did this type of businesses encountered problems in dealing with their weaknesses.

Table XII: Opportunities

Item Statements	Weighted Mean (WM)	Descriptive Value (DV)
1. The availability and use of modern technology and equipment for the betterment of operation of the business.	4.7	Strongly Agree
2. Discovery of new resources that could	2.7	Sometimes

<i>Item Statements</i>	<i>Weighted Mean (WM)</i>	<i>Descriptive Value (DV)</i>
be used in developing new product offerings.		
3. Potential increase in market share and customers.	4.3	Strongly Agree
4. Accessibility to different utilities like cable signal, internet connection, & others.	4.8	Strongly Agree
5. Gaining benefits on the perception of consumers that milk tea products are good for their health.	4.8	Strongly Agree
Average weighted mean (AWM)	3.56	Agree

The potential opportunities Milk Tea Businesses always seize involves the installation of different utilities particularly the WI-FI connection for it is the most sought among their various customers. In addition, they continuously present their product offerings in a way that it creates impression that is good for the health and acquiring modern technology and equipment to speed up and ensure standard quality of their products and services.

The discovery of new resources for product development is an opportunity that Milk Tea Businesses sometimes take. It is because of the diversity of their current product offerings serves enough to satisfy the needs and demands of their different customers.

Table XIII: Threats

<i>Item Statements</i>	<i>Weighted Mean (WM)</i>	<i>Descriptive Value (DV)</i>
1. The fast entry of competitors in the market.	4.3	Strongly Agree
2. The seasonal demand of the product offered.	4.3	Strongly Agree

<i>Item Statements</i>	<i>Weighted Mean (WM)</i>	<i>Descriptive Value (DV)</i>
3. The competitiveness of competitors.	3.9	Agree
4. The negative implication on the reputation of the business brought by the milk tea scandal.	3.1	Sometimes
Average weighted mean (AWM)	3.56	Agree

The greatest threat faces by the Milk Tea Businesses are the fast entry of competitors and the seasonal demand for product. The presence of a number of suppliers for a certain commodity resulted in a distribution or division of market share of each business. Although we are in a tropical country, but during rainy season, it causes a decrease of number of buyers due to change of climate.

The milk tea scandal sometimes affects the Milk Tea Businesses in Cabanatuan City but only it is something they consider as minor and manageable. It is because owners or the management of these businesses are confident on the standard operations, they practice that gain the trust of their customers.

4. Effects of harm done as experienced by the registered milk tea stores in Cabanatuan City caused by the 2015 Sampaloc, Manila Milk Tea Poisoning

Table XIV: Effects of Milk Tea Scandal

<i>Description</i>	<i>Frequency</i>	<i>Rank</i>
1. Changing buying habits of customers	8	2
2. Sales volume decreased	8	2
3. Abating of reputation of the business	8	2
4. Weakening of competitors	7	4
5. Changing of government rulings and others	6	5

The milk tea scandal causes doubts and worries to the buyers of this product that resulted to a change of buying habits of regular customers of milk tea stores which causes the decrease of sales generated by the businesses.

It only shows that the reputation or image perceived by customers greatly affects the business.

5. Strategies practice by Milk Tea Stores in handling problems

Table XV: Strategies in Handling Problems

Description	Frequency	Rank
1. Systematic problem approach through improving customer satisfaction and efficiency	7	1
2. Picking the right issue	6	2
3. Performing problem solving strategies road map	5	3
4. Having multiple back up plans	4	4
5. Rely on predictable events of the situation	-	0

It is being said that, in business, customers must come first. That is the principle that guided the milk tea businesses in doing strategy on how they handle problems. Everything must always be focused on providing the best product and service offering to their buyers and even when something went wrong, it is easy for them to recover since it will just give way to improve more their operation.

Relying on the predictability of the situation is something that milk tea businesses didn't practice because for them results or outcomes of this strategy will mostly be unpredictable which is very risky.

V. CONCLUSIONS

After the analysis of gathered data, the researcher the come up with the following conclusions:

Milk Tea Businesses is a new industry emerging in Cabanatuan City. This type of business is easy to put up and easy to manage, with minimal capital and employee's requirement to operate. But the popularity and type of services it offers to various customers, like a good place to

hang out and to relax while having luscious refreshment and snacks make this type of business viable.

Strategies in managing this type of business is necessary, particularly in maintaining the quality standard of product and services for this is how they can obtain the loyalty and trust of their customers. That is why businesses of this type seldom use advertising and promotion as a means to promote their business. A word of mouth is enough to gain additional customers. Furthermore, a fixed pricing policy is mostly practice by these businesses where a desirable mark-up is already included on the selling price acceptable to their buyers.

The main strength of this type of business is in its location as well as the superb taste, branded services offered by the milk tea stores, and the efficiency and effectiveness of employees. All those strengths can be achieved through proper planning. In terms of the weaknesses, rarely did the milk tea stores encountered problems in dealing with their weak points. An indication that the businesses are well manage and that it continuously meet the organization's objectives while continuously satisfying their customers' needs and wants. Because of the perception of the general public that milk tea products are healthy or good for the body, considering that a number of individual now days are health conscious, milk tea businesses take that advantage and package their products in a healthy way. The leading pressure among the threats in this type of business is the fast entry of competitors that leads to further distribution and decrease of market share of each milk tea businesses.

The milk tea scandal causes doubts and worries to the buyers of this product that resulted to a change of buying habits of regular customers of milk tea stores which causes the decrease of sales generated by the businesses. This shows that the reputation or image perceived by customers greatly affects the business.

The principle of, customers must come first guided the milk tea businesses in doing strategy on how they handle problems. Everything they do always focus on providing the best product and service offering to their buyers. Relying on the predictability of the situation is something that milk tea businesses didn't practice because for them results or outcomes of this strategy is most likely unpredictable and very risky.

VI. RECOMMENDATIONS

After the analysis of the study and making conclusions, the following recommendations were made:

1. The Milk Tea Business must impose and maintain at all times the standards in processing their product and servicing their customers. They should always be reminded that the reputation or image of the business has great influence to the successful operation of the business.
2. Provide continuous training and other personnel development programs that could motivate the spirit of the employees at all times for them to perform well.
3. Giving sales promotion like discount card, loyalty card and taking advantage more of social media could further increase the sales and number of the customers.
4. Developing or discovering new product offerings can give additional competitiveness to the business, especially if it is something original and can only be found or experienced in their store.

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Netizens' criticism of the government's policy of "Meme Lockdown" during the Covid-19 pandemic; in Indonesia

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Abstract— Indonesia was shocked by the presence of the Corona-19 virus in early 2020. Indonesian people respond to policies related to handling Covid-19 by closing access to their territory and making memes about corona. One of the interesting phenomena that occurred during the Covid-19 pandemic was the number of banners or memes posted in the alleys of human settlements in Indonesia, as a form of freedom of opinion to respond to the policies of the Indonesian Government Program in preventing the more massive spread of Covid-19. This study uses a qualitative descriptive method with the data used in this study is a language game on photo uploads in the form of memes on Instagram accounts. The selected data is adjusted to the research needs and is representative data. The purpose of this study is to describe language games with sound and semantic substitution in the Lockdown Policy Meme on the Covid-19 pandemic in Indonesia through Instagram. The results showed that in the field of phonology tended to use substitution language games, while in the field of semantics, the most widely used was homonym language games. The language game in memes during the Covid-19 Pandemic has not yet become a force affecting the policies implemented by the Indonesian government. In other words, the anxiety and uncertainty were hidden in the Corona meme only meant as a pun or humor that can make the reader smile a little and feel optimistic. This paper has implications for developing criticism of government policies via the internet as a medium of communication and for managing the balance between stability and change due to the Covid-19 pandemic in Indonesia. This paper fulfils an identified need to study how the internet as public sphere and medium to communicate about government policies in the current era.

Keywords— Covid-19, Lockdown, Meme, Social Change, Social Media, Social Policy.

I. INTRODUCTION

The world is shocked by the spread of new viruses, namely the new type of coronavirus (SARS-CoV-2) and the disease is called Coronavirus disease 2019 (COVID-19). Indonesia announced its first case in Indonesia in early March 2020 (Kompas, 2020). Until now 6,194,533 Confirmed cases, 376 320 Confirmed deaths, and 216 Countries, areas or territories with cases. (WHO, 2020a). Initially, epidemiological data showed 66% of patients were related or exposed to a seafood market or live market in Wuhan, Hubei Province of China (Huang, et.al., 2020). On February 11, 2020, the World Health Organization named the new virus Severe acute respiratory syndrome coronavirus-2 (SARS-CoV-2) and the name of the disease as Covid-19 (WHO, 2020b). Finally, it was confirmed that

the transmission of pneumonia could be transmitted from human to human (Relman, 2020). Until now this virus is quickly spreading still mysterious and research is still ongoing.

An interesting phenomenon amid the Covid-19 pandemic is a large number of banners or memes with posts posted on the entrance to residential areas and then posted on social media as a form of freedom of opinion to respond to the policies of the Indonesian Government Program in preventing the more massive spread of Covid-19. Some memes related to Covid-19 that contain language games that are the focus of this study are 'Jalan ini sedang di Download' (Figure 1), 'Lauk Daun' (Figure 2), 'Lagi Lockdown, Nekat Smackdown' (Figure 3) 'Calm Down' (Figure 4), 'Lockdown ngeyel Smack down' (Figure 5). At

first glance, these writings smelled of jokes or mere pun, but in fact, this is a mirror of anxiety that is not visible in Indonesian society. In the old era, news and information were controlled by media workers and distributed massively to the public. Meme is quickly spreading through the internet and one of them is Instagram media, the speed of information dissemination is supported by the availability of technology and internet networks (Brunello, J., 2012; Leung, L., and Lee, PS, 2005; Haythornthwaite, C., 2005; Robinson, JP, et.al., 2000; Isma, et.al., 2020)

In the era of cyber media, audiences are not only given space to interact in the mass media that converges technology to the internet but now the public has shifted even become competitors because the public is involved in the production and distribution of news and information. Enough with sophisticated devices such as mobile phones that are equipped with camera facilities, voice recorders, even image processors, and connected to the internet, the public can already spread the events he met right then and there. The increasingly affordable price of smartphones makes this technology a primary need and is easily owned by the public. This smartphone ownership makes the public tend to not only passively hit by the media but can be involved in the process of production and distribution of information including memes. Computer technology and the internet as new media have varied and have even changed the way of communication. People once went online seeking the anonymity it offered (McKenna and Bargh, 2000).

Every human being needs humor to eliminate fatigue and boredom during activities that require a lot of concentration. The existence of humor can provide a sense of fun, cheerful, and makes the brain more relaxed. Humor can be in any form, such as daily conversation, drama, film, novel, short story, song, rhymes, comics, stand-up comedy, talk shows, memes, even in the learning process it is also not infrequently inserted humor to melt the atmosphere to be more relaxed and not strained. Humor is everything that can make someone laugh, be entertained, and feel pleasure. (Wijana, 2004) humor is a verbal and or visual stimulus that is spontaneously intended to provoke the smile and laughter of the listener or the person who sees it. Stimulation is all forms of human behavior that can cause feelings of joy, amusement, or funny on the part of the listener, audience, and reader.

The humorous discourse is a discourse that contains all forms of stimulation that have the potential to provoke a smile or laugh response to the audience, contains many implications of conversation as a result of deviations from the principles of cooperation and politeness principles, even though the actors are not aware of them (Brewer and Lichtenstein, 1982) Semantic-pragmatic categories, such

as expressions, humor, jokes, and anecdotes that overlap between them can be observed and categories can be combined in certain examples of humor (Haspelmath, 2003). Forms of disappointment in some linguistic formulations are presented with word plays, irony, and figures of speech. (Dyner, M., 2009). This study intends to understand meme phenomena circulating in Instagram social media related to the existence of the Indonesian government program in overcoming the spread of Covid-19, for example, behavior, perception, motivation, actions, and others, holistically, and employing descriptions in the form of words and language, in a special natural context.

II. LITERATURE REVIEW

A meme is a cultural construct that in social settings moves from one person to another e.g., an idea, value, or pattern of behavior (Hill, M. L., et.al., 2017). 'Meme' which is interpreted (Dawkins, 1999) as a form of the birth of culture which is the formation of many replicators has developed into an internet 'Meme' as stated by (Shifman, L., 2012). This internet meme, if examined in communication studies, is a message that is packaged in the form of a media in the form of photos or images that can be changed or replicated in various forms following the objectives desired by the creators who made them and spread on social media. Meme as a pseudo-reality in cyberspace is difficult to determine which is truly original and which are engineered. Shifman, L., 2014). Combining humor with cultural relevance, Internet memes have become an ubiquitous artifact of the digital age (Beskow, D. M., et.al, 2020)

Research on memes is still being echoed by researchers from various parts of the world. Memes are often associated with politics, especially when presidential elections take place in a country such as the study of memes associated with presidential elections Donald Trump (Beohm, C., 2020; Woods, HS, & Hahner, LA, 2019) memes that are used jokingly become serious in politics (Löf, R., 2020; Kirner-Ludwig, M., 2019). Other research on memes on the internet is from the field of ethics (Wood, M. A., 2020; Marciszewski, M., 2020). Other researchers emphasize that memes are becoming a new culture in the current cyber media (Kanashina, S., 2020; Theisen, W., et.al, 2020). While meme research on social media that links with language use has also been carried out such as (Bernhard, E. M., 2020; Afifah, N., & Sari, R. P., 2020; Bolshakova, M. G., 2019). The researchers expanded their research area by examining memes used in the business environment in the context of promoting products and developing businesses (Ward, M. R., 2020; Hirsch, P. B., 2020; Kovalyova, I., 2020).

With the current Covid-19 Pandemic, the use of social media during the Covid-19 pandemic highlights the relationship between memes and the effectiveness of the quarantine program implemented (Abbas, A. M., et.al., 2020) The use of social media to obtain information during the covid-19 pandemic. The misinformation of sharing and social media fatigue during COVID-19 (Sulistyaningtyas, T., et.al., 2020) Analysis of the use of social media in Sri Lanka used Social Media to voice their opinions regarding such events and those involved in them, enabling the ideal avenue to explore the social perception. (Lenadora, D. S., 2020).

By looking at the description of studies on the use of social media during the Covid-19 pandemic period and research related to internet memes, this study highlights memes as a space of expression in response to lockdown policy undertaken by the Indonesian government to prevent the spread of the corona virus in terms of wider use of language in memes. But this policy also resulted in many people with low downward income being unable to do much in economic terms. The memes are used to convey protest to the government and to insinuate rich people to pay attention to the condition of the surrounding community.

III. METHODOLOGY

This research is based on the phenomenon of lockdown banner photos due to Covid-19 which is currently on the Instagram network most phenomenally and loved by Indonesian people today. Instagram is a photo sharing application that allows users to take photos, apply digital filters, and share to various social networking services, including Instagram's own. The application is the right place for someone to express themselves through a photo, video and meme.

The design of this research is a qualitative research that is research that intends to understand the phenomena about what is experienced by the research subject, for example behavior, perception, motivation, actions and others, holistically, and by means of descriptions in the form of words and language, on a special natural context and by utilizing various natural methods (Moleong, 2013). The use of this descriptive method is because the research that will be conducted is a language game on the Lockdown discourse due to Covid-19 on social media Instagram.

The data used in this study is a language game on photo uploads in the form of memes in an Instagram account. The selected data is adjusted to the needs of research and in the form of representative data. Data collection is done using documentation techniques. This technique is done by taking photos or screen capture via mobile phones. The

data is then transferred to the computer for editing-cropping using a photo editing application on each data taken. This technique makes it easy in the data analysis stage because the research will be more focused on the photo alone without any disturbances such as likes and comments contained in the photo upload.



Fig.1: Calm Down (a play on the sentence of the word lockdown)



Fig.2: Lockdown 'ngeyel' Smackdown (ngeyel = Indonesian-Javanese) for insists a stern warning to anyone without the interest to enter the area because the area is 'Lockdown'. Daring to enter the area will result in 'smack down' which is interpreted as a sports show on television that shows wrestling, fighting, fighting strength in the ring, the word smack down becomes a strong message to anyone who reads it not to enter the area that is a lockdown



Fig.3: Jalan ini sedang di Download (This road is being downloaded, so do not enter the area)



Fig.4: Lauk Daun (in Indonesian means that what is eaten every day is only leaves without any other food (Indonesian satire for low economic conditions 'poor')).



Fig.5: Lagi Lockdown – Nekat Smackdown (warning to the people in the area aimed at anyone who intends to enter the area not to continue their intention or a crackdown by the people in the area against migrants who are determined to enter the area)

IV. RESULT AND DISCUSSION

Memes appear as a way of criticizing in different ways. The meme was chosen by Indonesian netizen as a means

of delivering criticism that was felt to be subtler. The element of humor contained in the meme pictures seems to be able to wrap criticism messages that are sometimes spicy, but the critic can still smile (Shifman, L., (2014). Through meme pictures, someone who is exposed to criticism can laugh at himself and the community. Meme makers can also represent the oppressed to protest the politicians who distort the mandate of their people. Although it may seem funny, satire is an attack on a person or institution (Schutz, 1977). This is an attack on untruth or injustice based on comedy sets, by combining the pleasure of humor and the morality of social criticism (Coletta, 2012).

Satire has historically been used as a 'tool to discredit authorized people' (Cameron, 1993), and has taken various forms, ranging from pamphlets, novels, poems, caricatures, films, and songs to memes produced by users. Although its presence continues, satire changes over time, because it reflects the mentality of the period in which it was created (Cameron, 1993, Da Silva and Garcia, 2012). People's expectations or understanding of what constitutes civic engagement and participation can also change due to the use of the internet and social media (Bennett, et.al, 2011); (Bimber, B., 2014). Miltner (2018) suggests that some memes are shared to express emotions. Participants in the study described spending time finding perfect memes to match interpersonal situations. Because of this, it is possible for people to look for memes as a type of emotional release. Emotions can also be important motivators for sharing memes (Guadagno, et.al., 2013).

Comedy is seen as an art form and pedagogical tool, and its main benefit is its ability to make the audience think critically (Friedman, 2014). Meme as part of comedy stimulates community participation which makes them a source of political communication in the form of discourse, criticism, and humor. In recent years, the results of the research have found the importance of memes in current political dialogue, which designates them as a form of involvement of every citizen and political satire (Plevriti, V., 2014; Shifman. L., 2014). It's easy to ignore memes because of their humorous nature, but this humor is an analytical intrinsic to the norms of society (Gray, Jones, & Thompson, 2009). Language games are language manipulations (phonetically, lexically, syntactically, etc.), creative language styles, variations of code, or styles used in everyday conversation (Kirshenblatt-Gimblett 1976). In line with Kirshenblatt-Gimblett's opinion, (Sherzer, J., 2002) adds the concept of language play as manipulation of language elements and components concerning social and cultural contexts in their language use.

Language play is a form of improper use of language and contains various deviations, such as phonological,

grammatical, forms of meaning and disorder, and various pragmatic violations, which are intended to achieve various objectives, such as joking, criticize, advise, forbid, and various other goals that are often not easily identified. Based on the research results it is known that language games in memes related to Lockdown and Covid-19 on Instagram in the field of phonology tend to use substitute language games. This substitution language contains meaning that is very different from the meaning of the word being replaced but contains almost the same pronunciation. Language Games with Sound Substitution Sound substitution is the process or result of replacing language elements by other elements in larger units to obtain distinguishing elements or to explain a particular structure. Based on the results of the study found data using sound substitution as an element of making memes. The following is an example of sound substitution language game data. In the sample data, there is a sound substitution located on the word 'Lockdown' which is replaced with Look Down, Lauk Daun, Calm Down, there is also the word Smack Down which is written behind the word Lockdown. The writing on the banner photo is a form of deliberate action as a manifestation of the community's attitude in responding to the Indonesian government's program in preventing the spread of Covid-19. This understanding, by the photos written on the banners presented, was present when the lockdown discourse was rife in Indonesia.

Banner makers use this moment to create an entertaining meme. This meme is funny because of the writing that when read according to the real meaning has nothing to do with the word lockdown itself. 'Lookdown' is a subtle allusion to the government and also people who have more property to see the economic situation in the surrounding environment to be more sensitive and caring. While 'Lauk Daun' in Indonesian means that what is eaten every day is only leaves without any other food (Indonesian satire for low economic conditions 'poor'). 'Calm Down' was written to remind the wider public who read to be calm in the face of the Covid-19 pandemic in Indonesia. The Lockdown sentence is Smack down', this sentence is a warning to the people in the area aimed at anyone who intends to enter the area not to continue their intention or a crackdown by the people in the area against migrants who are determined to enter the area. The word 'Smack Down' written behind the word 'Lockdown' means a stern warning to anyone without the interest to enter the area because the area is 'Lockdown'. Daring to enter the area will result in 'smack down' which is interpreted as a sports show on television that shows wrestling, fighting, fighting strength in the ring, the word smack down becomes a strong message to anyone who reads it not to enter the area

that is a lockdown in a way that relaxed or light humor that makes people who read smile without feeling intimidated.

Language Games with Sound Substitution

Sound substitution is the process or result of replacing language elements by other elements in larger units to obtain distinguishing elements or to explain a particular structure. The following is an example of sound substitution language game data. In the sample data, there is a sound substitution located on the word 'Lockdown' which is replaced with 'Look Down', 'Lauk Daun', 'Calm Down' there is also the word 'Smack Down' written behind the word 'Lockdown'. The writing on the banner photo is a form of deliberate action as a form of public attitudes responding to the Indonesian government program in preventing the spread of Covid-19. This understanding, in accordance with the photos written on the banners presented, was present when the lockdown discourse was rife in Indonesia. Banner makers use this moment to create an entertaining meme. This meme is funny because of the writing that when read according to the real meaning has nothing to do with the word lockdown itself.

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Semantic Field Language Games (Homophones and Homonyms)

Homophones are words that have different spellings and meanings, but have the same pronunciation. In a study of meme language games, two data were found that utilize

the field of homophones as the making of meme humor discourse. From the data above, the text utilizes homophonic language games by using the word 'Lockdown' which means people must stay at home unless they need to go out for certain reasons, such as going to work, buying food or taking exercise. (<https://www.collinsdictionary.com>, 2020) and 'Lookdown' means to feel that someone is less important than you or does not deserve respect.

The word 'Lauk Daun' in Indonesian means that what is eaten every day is just a leaf without any other food (Indonesian satire for low economic conditions 'poor'). The meme becomes even funnier because of the similarity of the sounds of lockdown and lauk daun, and the meaning of the meme itself, which is a slightly absurd notification or recommendation the words look down, calm down, and lauk daun are words that have very different meanings from one another, but have almost the same pronunciation.

The words in the meme are also the reaction of the people with the Indonesian government's program in preventing the spread of Covid-19 so that the researchers conclude that the sentences in the banner have an anxiety meaning even though it only appears as a joke that means consolation, even though in words The irony is stored with a satirical tone towards language which tends to be scattered with jargon without any real action in realizing it. Reality is always represented - what we treat as 'direct' experience is 'mediated' by perceptual codes. Representation always involves the construction of reality (Burton, 2010).

Messages that are not colloquially become official languages which are usually readily understood by readers. Official messages from the government are too official and some words are exclusive words so that only those who are capable of it are able to understand. That is why the power of words derived from knowledge has been named as the official sentence of those in power and rarely comes from the experience of everyday life. It makes sense if what is written is not infrequently contrary to what happens in life in society. In other words, there appears to be loose, even perforated, bonds between noise and sound, between words and deeds. Communication can be fresh as people get information to be shared in new ways, new audiences to be created, new positions to be played in communication, new types of policy and control. (Gershon, 2017).

This is where the power of words can be easily deflected to meet the interests of certain parties. In the context of the Covid-19 epidemic the anxiety experienced by the Indonesian people was merely entertained with words of wise and motivating, but there was no real action to

overcome. Among all memes, there are a number of memes that have a content and information format that allows them to achieve the maximum transmission process. This meme then spread and survived so firmly in culture, (Blackmore, S., 2009) called it meme-fountain and meme lexes. According to (Bauckhage, 2011), memes usually develop through comments, imitations, parodies or even the results of media coverage. Meanwhile, according to (Shifman. J., 2013), meme phrases are generally applied to describe propagation on content such as jokes, rumors, videos, or websites from one person to another via the Internet. Memes can spread in their original form, but many are also found to appear in their derivative forms, in the form of remixes, mimicry or user-made updates.

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Mememes can spread in their original form, but many are also found to appear in their derivative forms, in the form of remixes, mimicry or user-made updates. Based on the above reality, it can be observed that the development of technology, especially social media (Facebook, Twitter, and Instagram) is a reality and historical record that has brought changes in the culture of the world community and especially changes in the process of human communication and this communication process has implications for the style too human communication especially netizen communication style on social media. The communication process that was previously only through face-to-face communication, group communication, mass communication, but with the

presence of new media has brought a very big change. Social media is designed to spread messages through social interaction via the internet and is made with publication techniques that are very easily accessible and large-scale. The ability of electronic media enables designers of media setting agendas to create reality using a production model that (Baudrillard, 1983) refers to as simulation, namely the creation of real models without origin or initial reality, this is what he calls Hyperreality.

V. CONCLUSION

Various kinds of entertainment can satisfy needs, depending on taste. One of the entertainment that we can use is comics and cartoons. Through words that are familiar to the eyes and ears, people write what they are going through. Although it reads strange, the word 'lockdown' is translated as 'look down' or side dish. This is the language of anxiety that is conveyed with humor, light but shows the absurdity of those who are still fond of words just for the sake of preserving power. The humor captured in the writing on the banner can be interpreted as a comment or humorous act about an actual event or problem that is ongoing, namely Pandemic Covid-19.

The phenomenon that can be observed now is when netizens make 'memes' on every interesting event in the social media. While other netizens are always fun to spread it to the social media, the spread is sometimes also followed by changing the meme, a netizen sees it as a joke or parody but some others see it as a satire or subtle resistance to someone who is the object in the composition the meme. So it can be understood that the spread or rapid growth of 'memes' because it is done by way of replication of existing memes. This means that memes continually replicate through certain habits or ideas so that they become repetitive patterns and eventually form a large-scale 'culture' pattern. The nature of memes not only replicates but also undergoes a process of evolution or change over time, and at the same time memes also sometimes survive the effects of new memes.

A meme can be a public image reflection. Therefore, the impact of social critics in memes could not contribute much to public policy. The memes that circulate are not just jokes, but are reflections of offline reality and are presented with interesting visuals. Of course, consolation can be the ringing of a critical reminder of the anxiety that is ignored by positioning entertainment as part of humanity worthy of review. Lest that consolation sterilizes anxiety just to ward off the boredom experienced during the Covid-19 pandemic. An experience that is interpreted as 'uncertainty' or something is approaching 'is felt by most of the world's population, this experience of being

something new is a word that is not easy to find in the English equivalent, whose semantic meaning can mean anxious, trembling, unmoored, expectant. Unfortunately, the anxiety reflected in the words on the banner about Covid-19 did not appear to be his power. In other words, the anxiety that is hidden in a millennial language is only meant as a pun or humor.

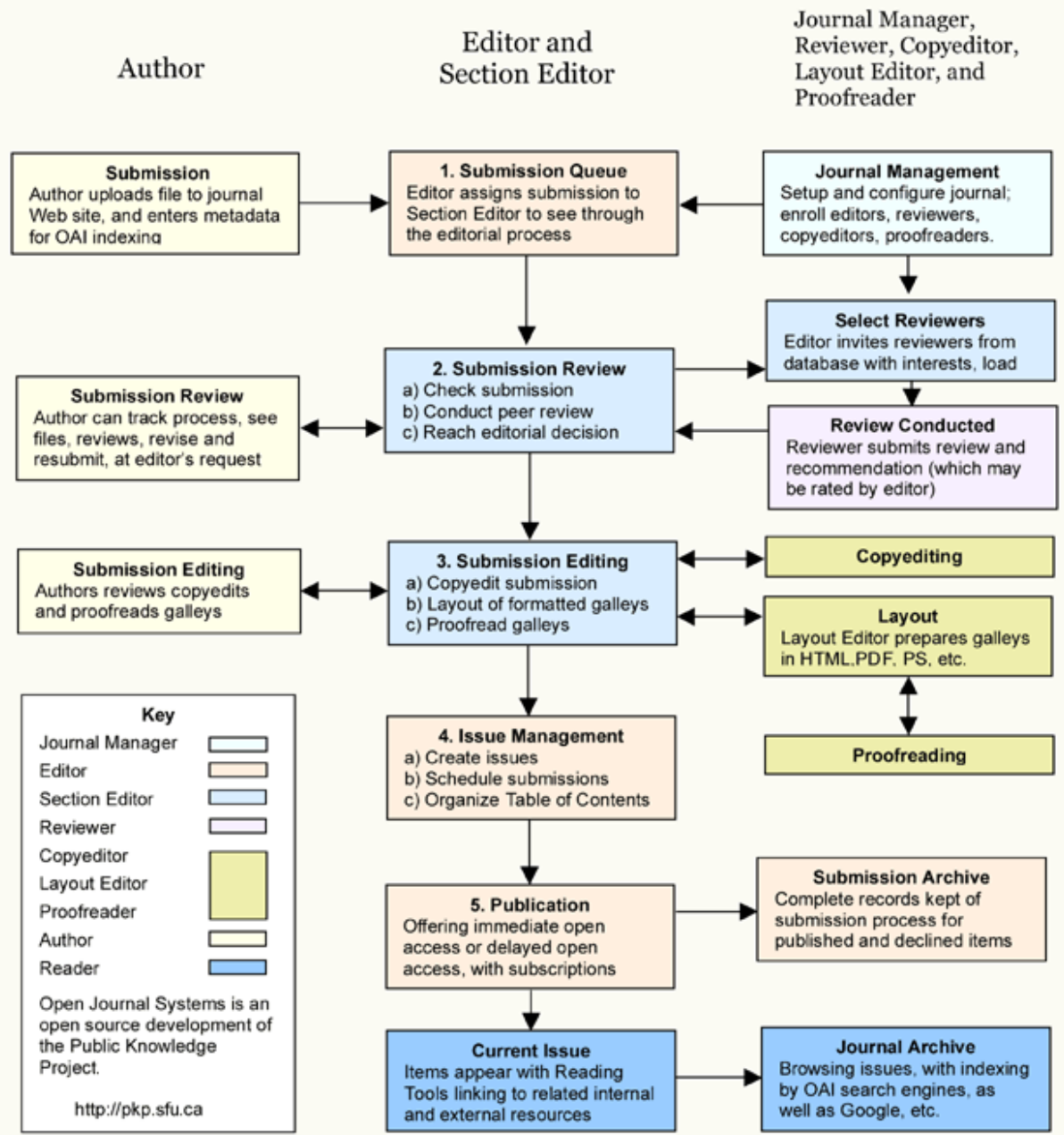
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