

Zeng Shuai Poster

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Investigation of Exploring the Role of Rhetoric in College English Reading ---- Take the article “Slavery Gave Me Nothing to Lose” as an example

Research Background

In college English reading classes, there is a lack of courses specifically focused on rhetoric within the English major curriculum. Consequently, the significance of rhetoric tends to be overlooked in these classes, impeding students' comprehension and appreciation of the profound meaning and aesthetic value inherent in English language. By taking Unit 8 of Book 4 of <New Horizons> as an illustrative example, this study meticulously examines rhetorical elements and highlights the indispensability of rhetorical knowledge for enhancing English reading proficiency.

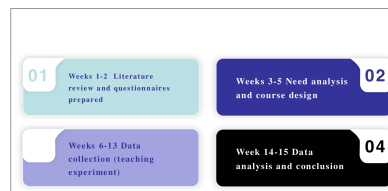
Introduction

<New Horizons>: Reading and Writing Course (second edition) is a college English textbook of English Department of Foreign Languages Department of Sichuan Tourism College. The use of various rhetorical devices in the text “Slavery Gave Me Nothing to Lose” in Unit 8 of Volume 4 in this textbook not only makes the article rich in literary charm, but also makes the reader feel that the article is vivid and easy to understand. This investigation takes “Slavery Gave Me Nothing to Lose” as an example to explore how to appreciate the rhetoric in the article, so as to explore the significance of rhetoric in college English reading and the role of rhetoric in college English reading teaching.

Aims

1. Should teachers provide explanations of rhetorical devices in English during reading instruction to guide students in developing an appreciation for the role and impact of rhetoric?
2. Will students gain a deeper understanding of the language used in the article and grasp the overall structure of the text by mastering rhetorical techniques, thus enabling them to comprehend the author's intended ideas more thoroughly?
3. Explore the positive correlation between supplementary instruction on rhetorical knowledge and students' appreciation for English language and literature.
4. It can be proven that rhetorical devices hold significant importance in college-level English reading.

Timetable



Research Question

1. What are the primary rhetorical devices employed in English language and literature?
2. In "Slavery Gave me Nothing to Lose," what figures of speech are utilized?
3. What is the role and impact of the author's use of rhetoric?
4. What central idea does the author aim to convey?

Research Method

Mixed method:

Quantitative method:

Semi-structured interviews

Narrative inquiry

Observation

Qualitative method: questionnaire

Data Analysis

1. The Statistical Package for Social Sciences (SPSS) will be used to analyze quantitative data.
2. Data from interviews, classroom observations, class comparison and questionnaires will be transcribed into written data, be coded and then grouped in themes.

Bibliography:

Harris, Lech., 2019. Elliptical Orality: Rhetoric as Style in Conrad. *Victorian studies*, 61 (2), p.240-247.
Hongmei Wang., 2012. The Slavery Gave me Nothing to Lose, is the rhetoric. *Journal of Changchun University of Science and Technology (Social Science Edition)*, 42(6).
Meehan, Sean Ross., 2019. A Liberal Education in Late Emerson: Readings in the Rhetoric of Mind. Rochester: Boydell & Brewer
Shutang, Zheng., 2008. New horizon college English. 2nd ed. Beijing: foreign language teaching and research press.

Setting

This study will be conducted in two sophomore English Department (AB) at Sichuan Tourism College, University of China. The college English course "English Language and Literature Reading" utilizes the following textbooks: Book 4 of and the article "Slavery Gave Me Nothing to Lose" from Unit 8. Two teachers are assigned to Class A and Class B respectively. While Class A does not specialize in teaching English figures of speech, Class B focuses on teaching English rhetoric prior to analyzing the article "Slavery Gave me Nothing to Lose."

Evidence:

Questionnaire, interview, observation notes, comparative data

Ethical Issues:

consent forms, confidentiality and anonymity, right to withdraw

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GRADEMARK REPORT

FINAL GRADE

58/100

GENERAL COMMENTS

Feedback Marker 1 JJC

You have succeeded in identifying a key area for further investigation in relation to current Applied Linguistics practice. However, the focus is unclear and remains rather confusing.

Visual elements

The poster has visual impact, but the direction of travel was not immediately obvious and lacked coherence.

Content

There is some attempt to clarify the procedure of the study, but the section labelled 'evidence' does not outline the methodology clearly enough.

Presentation

Your poster presentation was interesting and had adequate visual impact, but the delivery was very rushed and it was very difficult to follow your focus. You have some knowledge of the background reading, but this needs to be explained thoroughly in subsequent assignments. What is the specific role of Narrative Inquiry in the methodology of this study?

Answering questions

You were fairly hesitant with your responses to questions. Conclusions remained weak and unclear.

Use this as a learning experience and keep your audience firmly in mind next time.

PAGE 1



Comment 1

These RQs do not relate well to the overall focus of the presentation.



Comment 2

Confidentiality and anonymity - the setting should not be named!