

**THE RELATIONSHIP OF PERCEIVED TEACHER EFFECTIVENESS AND
PERCEIVED TEACHER'S CLASSROOM USE OF DIALECTS WITH
MOTIVATIONAL ORIENTATION FOR LEARNING CHINESE
LANGUAGE OF GRADE 10 STUDENTS IN CHINESE LANGUAGE CLASS
AT HENGXIAN HIGH SCHOOL, GUANGXI PROVINCE, CHINA**

Taoping Lin¹

Orlando Rafael González González²

Abstract: The purpose of this study was to identify the relationship of perceived teacher effectiveness, perceived teacher's classroom use of dialects with motivational orientation for learning Chinese language of Grade 10 students in Chinese language class at Hengxian High School, Guangxi Province, China. Analysis of the collected data revealed that there was a significant, positive, and moderately strong correlation between perceived teacher effectiveness and motivational orientation for learning Chinese language of Grade 10 students in Chinese language class at Hengxian High School. The research findings indicate that the level of teacher effectiveness can affect students' motivational orientation for learning Chinese language in Chinese language class at Hengxian High School. However, teacher's classroom use of dialects does not significantly affect students' motivational orientation for learning Chinese language in Chinese language class at Hengxian High School. Based on the research findings, recommendations for students, teachers, administrators and future researchers are provided.

Keywords: Students' Motivational Orientation for Learning Chinese Language, Student Perceptions, Teacher Effectiveness, Teacher's Classroom Use of Dialects, Chinese Language Class.

¹ M.Ed. Candidate in Curriculum and Instruction, Graduate School of Human Sciences, Assumption University, Thailand.
591380589@qq.com

² Ph.D., Assistant Professor, Graduate School of Human Sciences, Assumption University, Thailand.
ogonzalez@au.edu

Introduction

Students' perceptions of teacher effectiveness involve the students' evaluation of teachers from different aspects, which reveals the effect of this evaluation on teaching, and provides psychological basis for cultivating teachers' good psychological quality (Wan, 2001). Teacher effectiveness affects students' learning motivation, because teachers are the most important single resource for a child's learning (Sutcliff, 2011). In fact, motivational orientation for learning is a kind of internal force that causes students to take part in activities, to maintain the learning activities, and to make students learn to achieve certain academic goals (Harter, 1981). Therefore, if teachers can effectively cultivate and stimulate students' motivation for learning a subject such as Chinese language, they will be able to strengthen and promote learning activities and learning needs, make students move from "my teacher wants me to learn" into "I want to learn" (Yu, 2013).

In the present context, Chinese language has become an important tool for communication and trade relationship in China and worldwide. Furthermore, Chinese language subject is the main subject in the school curriculum in China, because other subjects have to use Chinese language as a support, teachers of any subjects will use Chinese language to teach, even in English class, in which English language teachers still use Chinese language to translate, whenever students cannot understand.

According to the first author's experience, Chinese language is a second language in Heng County, which is comprised of many different ethnic groups. In Heng County schools, such as in Hengxian High School, Chinese language classes are taught in Mandarin. However, most of the students from Hengxian High School using their own dialects to communicate at home. Therefore, their Chinese language proficiency is poor, and the ability to learn Chinese language seems to lower than that of Han students, whose mother tongue is Mandarin. It might be difficult for these students to learn Chinese language, and then most of them will feel bored in Chinese language class. Hence, a fundamental problem for Chinese language teachers in Heng County schools is increasing teacher effectiveness and students' high motivation for learning in Chinese language class.

With all this in mind, the researchers designed and carried out a study to find out whether there was a significant relationship of perceived teacher effectiveness and perceived teacher's use of dialects with motivational orientation for learning Chinese language of Grade 10 students in Chinese language class at Hengxian High School, Guangxi Province, China.

Research Objectives

The following are the research objectives developed for this study.

1. To determine the level of perceived teacher effectiveness of Grade 10 students in Chinese language class at Hengxian High School, Guangxi

Province, China.

2. To determine the level of perceived teacher's classroom use of dialects of Grade 10 students in Chinese language class at Hengxian High School, Guangxi Province, China.
3. To determine the level of motivational orientation for learning Chinese language of Grade 10 students in Chinese language class at Hengxian High School, Guangxi Province, China.
 - 3.1 To determine the level of intrinsic motivational orientation for learning Chinese language of Grade 10 students in Chinese language class at Hengxian High School, Guangxi Province, China.
 - 3.2 To determine the level of extrinsic motivational orientation for learning Chinese language of Grade 10 students in Chinese language class at Hengxian High School, Guangxi Province, China.
4. To determine whether there is a significant relationship of perceived teacher effectiveness, perceived teacher's classroom use of dialects with motivational orientation for learning Chinese language of Grade 10 students in Chinese language class at Hengxian High School, Guangxi Province, China

Theoretical Framework

This research was based on the following theories: students' motivational orientation by Harter (1980, 1981), theory of teacher effectiveness by Sutcliff (2011), perceptual learning theory by Gibson (1969), and second language acquisition model by Krashen (1981).

Motivational orientation. Motivational orientation refers to the students' learning purpose to point the learning activity itself, learning activities it can make students get emotional satisfaction, resulting in a sense of success (Harter, 1980, 1981). Motivational orientation was developed by the theory of Harter's (1981) scale of intrinsic and extrinsic motivational orientation in the classroom.

Intrinsic motivation. According to Harter's (1981) scale, intrinsic motivation of learning needs to engage in learning opportunities, because they are considered pleasant and interesting, or are related to meeting a core psychological need of a person. Intrinsic motivation is also a powerful factor that affects the performance, persistence, and productivity of adults in their work (Grant, 2008).

Extrinsic motivation. Extrinsic motivation refers to an activity that is merely to enjoy the activity itself, rather than its instrumental value, such as seeking to avoid punishment and receiving external rewards. Harter's (1981) scale proposes that there are great differences in the degree of autonomy of extrinsic motivation. For example, a student is doing homework only because he is afraid of parental punishment, which

is an extrinsic motivation because he is doing this work to obtain the separable result of avoiding sanctions (Lepper et al., 2005).

Theory of teacher effectiveness. Teacher effectiveness is defined as the result of effective teaching, which means that a teacher can make students have a good performance and behavior in learning through teachers effective teaching, for the students' to achieve a specific education goal. Effective teachers set high expectations for their students and themselves based on their content knowledge. They have the ability to set achievable goals and display content, and to build a caring and supportive classroom environment, which not only let the students to study well, but also can establish a good relationship between teachers and students (Sutcliff, 2011). According to Sutcliff (2011), teacher effectiveness is composed of three subscales: teacher-students relationship, instructional strategies and justice and fairness. In the present study, only the subscales "teacher-students relationship" and "instructional strategies" were considered.

Theory of perceptual learning. This theory, developed by American psychologist Gibson (1969), points out that children and adults can find, explore, participate and extract information in the environment through perception, which is an active organism that acts in order to understand the world (Wan, 2001). Under Chinese learning environment, students can actively find, visit, participate and extract information in this environment. Instead of passively accepting stimuli and information, students actively search for information. Based on different knowledge backgrounds, purposes and needs, they search different information content from the same information source. It is an active process.

Therefore, in this study students' perceptions refer to students' experience and feelings according to teacher effectiveness and teacher's classroom use of dialects, among them, teacher effectiveness includes two terms: instructional strategies and teacher-students relationship.

Second language acquisition model. This theoretical model was developed by Krashen (1982), who considered second language acquisition as a complex humanistic phenomenon. It refers to the process of absorbing a language other than the mother tongue through conscious learning or unconscious learning in a natural or guided situation (Chen, 2009). This model has been proved valid in the case of dialect-speaking people, because dialects are said to develop into a common language that spreads geographically or socially, the development differences are in pronunciation, vocabulary and grammar.

Conceptual Framework

This study has three types of variables, two independent variables (perceived teacher effectiveness, perceived teacher's classroom use of dialects) and a dependent variable (motivational orientation for learning Chinese language of Grade 10 students). The

conceptual framework showing how these variables are related is depicted in Figure 1.

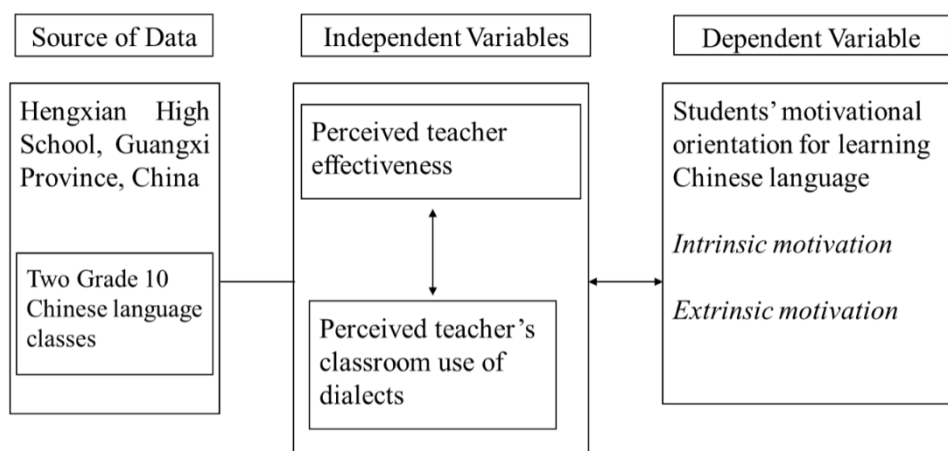


Figure 1. Conceptual framework for this study.

Literature Review

In this section, some previous research studies on students' perceptions of teacher effectiveness, teacher classroom use of dialects, and students' motivational orientation.

Teacher effectiveness.

Sutcliff (2011) developed a quantitative study to study the responses of high school students and used questionnaires to determine student responses. Sutcliff (2011) found that the means for each of student-teacher relationship scales revealed that students felt good about their relations with their teachers and that a friendly atmosphere was present, on the average, in the schools surveyed. According to the level of agreement for the instructional strategy scale indicated that the means were lower across the board than for teacher-students relationship, within these means, the students' responses indicated an average overall of 3 (unsure), rather than an obvious learning to the higher or lower end of the scale. In addition, the findings of study by Duke and Simmons (2006), which was conducted the nature of expertise. The findings of Duke and Simmons (2006), suggested that the highly effective implementation of instructional strategies in conveying information is necessary for professional music instructions.

Teacher classroom use of dialects

Blackman (2014) conducted and completed two pilot studies in three comprehensive

schools and two gymnasia on EFL teachers' perceptions on the use of L1 in a primary and secondary classroom in Belarus. The study findings revealed that teachers with a wide range of teaching experience tend to use the L1 in class.

Students' motivational orientation.

Harter (1981) conducted a study on age differences in intrinsic and extrinsic motivation and found the relationships of each based on academic outcomes. Also, the findings revealed that the level of students' motivational orientation was different depending on different kind of the motivational orientation, particularly intrinsic and extrinsic motivational orientation. Harter (1981) also found that intrinsically motivated students preferred to seek the challenging, interesting assignments and activities. Moreover, these students were more likely to face difficulties when they go on to do or solve these task and assignments independently. Instead, the characteristic of extrinsically motivated students preferred to seek the easy and assigned work, they would be sure to get success and credit. Students were also found to prefer to be dependent on the teacher and ask for help from the teacher when they meet difficulty assignments. Based on the study of Harter (1981), Lepper, Corpus and Iyengar (2005) developed a quantitative study to examine age differences in intrinsic and extrinsic motivation and the relationships of each to academic outcomes in an ethnically diverse sample of 797 Grade 3 to 8 children from two public school districts in the San Francisco Bay Area of California. Through this study it was found that intrinsic and extrinsic motivation to be only moderately correlated, suggested that they may be largely orthogonal dimensions of motivation in school.

Methodology/Procedure

Population and sample

The target group chosen for this study was all 300 students for Grade 10 in Hengxian High School, Guangxi Province, China, during the academic year 2018. Grade 10 has six classrooms and there were about 50 students per class. A purposive sample of 100 students from the total population for Grade 10 students was chosen as participants at Hengxian High School.

Research instrument

In this study, the research instrument to be used is comprised of three parts: the questionnaire of secondary students' perceptions of teacher quality questionnaire, teacher's classroom use of dialects questionnaire, and intrinsic and extrinsic motivational orientations' questionnaire.

Part I is students' perceptions of teacher effectiveness, this part of the questionnaire was divided into two subscales: teacher-students relationship and instructional strategies. Among the original 30 items by Sutcliff (2011) and the original 24 items by Brown (2006), the researchers removed some of the items which were found not

relevant to the current study. In this study, the researchers used 10 items for teacher-students relationship by Sutcliff in 2011, and 16 items for instructional strategies by Brown in 2006. Items from Sutcliff (2011) and Brown (2006) were adopted for the present study, using a 5-point Likert scale (1= *strongly disagree*, 2= *disagree*, 3= *unsure*, 4= *agree*, 5= *strongly agree*).

Part II is teacher's classroom use of dialects questionnaire, developed by Blackman in 2014. This part is concerned to perceived teacher's classroom use of dialects, which is comprised of eight items. This part of the questionnaire used a 5-point Likert-type scale (1= *never*, 2= *almost never*, 3= *sometimes*, 4= *very often*, 5= *often*).

Part III, intrinsic and extrinsic motivational orientations' questionnaire, was developed by Lepper et al. in 2005. This part of the questionnaire was divided into two subscales, intrinsic motivational orientation and extrinsic motivational orientation. Intrinsic motivational orientation subscale is comprised of 17 items, and extrinsic motivational orientation subscale is comprised of 16 items. The questionnaire used a 7-point Likert-type scale (1= *not at all true for me*, 2= *untrue for me*, 3= *somewhat untrue for me*, 4= *neutral*, 5= *somewhat true for me*, 6= *true for me*, 7= *very true for me*).

This study questionnaire was finally comprised of three parts, totaling 66 items. This 66-item instrument was translated into Chinese language by the professional translator from Chinese translation agency. The translated version was exactly developed based on the original English one, and a back-translation procedure was used for checking the translation validity. After this validation, for present study followed, resulting in a total Cronbach's alpha of .87, with partial Cronbach's alphas of .78, .86, and .86 for the items in the subscales teacher effectiveness, teacher's classroom use of dialects, and motivational orientation for learning Chinese language, respectively. The collected quantitative data was analyzed by using descriptive statistics (means, and standard deviations) and statistical hypothesis testing (Pearson's correlation coefficients and multiple correlation coefficient) in order to address this research's objectives.

Findings

In the following sub-sections, the findings regarding each research objective will be summarized.

Research Objective 1.

Table 1 displays the total mean scores, standard deviations, and the interpretation for students' perceived teacher effectiveness in Chinese language class, as well as students' perceptions of each subscale of teacher effectiveness considered in this study.

Table 1: Mean Scores, Standard Deviations, and Interpretation of Perceived Teacher Effectiveness and Its Subscales

Scale	<i>M</i>	<i>SD</i>	Interpretation on teacher effectiveness
Perceived teacher effectiveness	3.69	.91	Effective
Teacher-students relationship	3.91	.98	Effective
Instructional strategies	3.53	.81	Effective

Note. $n = 100$

Regarding to this research objective, the following findings were obtained. Students, on average, perceived their Chinese language teacher's effectiveness in Grade 10 Chinese language class as effective. Students, on average, perceived their Chinese language teacher's effectiveness regarding teacher-students relationship in Grade 10 Chinese language class as effective. Students, on average, perceived their Chinese language teacher's effectiveness regarding instruction strategies in Grade 10 Chinese language class as effective.

Research Objective 2

Table 2 displays the total mean scores, standard deviations, and the interpretation of perceived teacher's classroom use of dialects.

Table 2: Mean Scores, Standard Deviations, and Interpretation of the UoD Variable.

	<i>M</i>	<i>SD</i>	Interpretation on teacher's classroom use of dialects
Teacher's classroom use of dialects	1.45	.73	None

Note. $n = 100$

Regarding to this research objective, the following finding was obtained. Students, on average, perceived teacher's classroom use of dialects in Grade 10 Chinese language class as none.

Research Objective 3

Table 3 displays the total mean scores, standard deviations, and the interpretation for students' motivational orientation for learning Chinese language in Chinese language class, as well as students' perceptions of each subscale of motivational orientation considered in this study.

Table 3: Mean Scores, Standard Deviations, and Interpretation of Motivational Orientation and Its Subscales

Scale	<i>M</i>	<i>SD</i>	Interpretation on motivational orientation
Motivational orientation	4.11	1.49	Moderate
Intrinsic motivational orientation	4.24	1.52	Moderate
Extrinsic motivational orientation	3.97	1.46	Moderate

Note. $n = 100$

Regarding to this research objective, the following findings were obtained. Students, on average, students' perceptions of motivational orientation in Grade 10 Chinese language class as moderate.

Students, on average, students' perceptions of motivational orientation for learning Chinese language regarding intrinsic motivational orientation in Grade 10 Chinese language class as moderate.

Students, on average, students' perceptions of motivational orientation for learning Chinese language regarding extrinsic motivational orientation in Grade 10 Chinese language class as moderate.

Research Objective 4

Table 4 displays the bivariate correlations between perceived teacher effectiveness, perceived teacher's classroom use of dialects and motivational orientation for learning Chinese language of Grade 10 students in Chinese language class at Hengxian High School, Guangxi Province, China.

Table 4: Bivariate Correlations Between Perceived Teacher Effectiveness, Perceived Teacher's Classroom Use of Dialects and Motivational Orientation for Learning Chinese Language of Grade 10 Students in Chinese Language Class

Variables	1	2	3
1. Perceived teacher effectiveness	-		
2. Perceived teacher's classroom use of dialects	-.34* (.001)	-	
3. Motivational orientation	.49* (<.001)	-.11 (.27)	-

Note. *denotes a statistically significant relationship (statistical significance level set at $p = .05$, two-tailed). p -values appear within parentheses below the correlation coefficients.

Regarding to this research objective, the following findings were obtained. Grade 10 students' perceptions of teacher effectiveness correlated significantly, positively and

moderately strong with their perceptions of motivational orientation.

Grade 10 students' perceptions of teacher effectiveness correlated significantly, negatively and weakly with their perceived teacher's classroom use of dialects.

Grade 10 students' perceptions of teacher's classroom use of dialects did not have a significant relationship with their perceptions of motivational orientation for learning Chinese language. Thus, since only one of the independent variables correlate significantly with the dependent variable, further calculation of the multiple correlation coefficient was not needed.

Discussion

Based on the findings obtained by the current study, this section presents a discussion about the relationship between the findings of the current study and of the previous research studies.

Students' perceptions of teacher effectiveness. The findings of the current study showed that Grade 10 students, on average, regardless of their perceptions of teacher effectiveness, teacher-students relationship, and instructional strategies, were interpreted as effective. This result seemed to agree with the study carried out by Sutcliff (2011), which was conducted in the southeastern portion of the state of Georgia to examine secondary students' perception of teacher quality, in order to identify from the data the actions, behaviors, and disciplines used by teachers that promote increased student learning and engagement in the classroom. According to teacher effectiveness regarding teacher – students relationship. An examination of the means for the teacher-students relationship scale provided insight into how students value their teachers. The findings of Sutcliff (2011), found that students seem to place high value on good relationships with teachers, teachers who are polite and friendly, students and teachers who get along well in class, and the desire on the part of students to have a good relationships with teachers. Therefore, the findings of Sutcliff (2011) align with the findings of the current study.

In addition, according to the study of Duke and Simmons (2006), which was conducted in the University of Texas at Austin on the nature of teacher expertise, highly effective implementation of instructional strategies in conveying information is necessary for professional music instructions. As an effective teacher must be able to adopt instruction strategies and to effectively convey information to students in Chinese language class. Hence, the findings of Duke and Simmons (2006) aligned with the findings of the current study.

Students' perceptions of teacher's classroom use of dialects. Based on the questionnaire findings, students' perceptions of teacher's classroom use of dialects in Chinese language class at Hengxian High School, was interpreted as none. This result seems to contradict the study of Tang (2009), who stated that in multi-ethnic countries, the second language is often used at the same time as the first language. In

the case, the students come from different ethnic groups and they have their own language, Chinese language as a second language for students in Hengxian High School. However, according to the questionnaire findings, not only teachers but also students almost never use dialects to communicate in Chinese language class, which, according to the interpretation, students' perception of teacher's classroom use of dialects as none.

In addition, the study of Blackman (2014), which was conducted on EFL teachers' perceptions on the use of L1 in a primary and secondary classroom in Belarus, found that EFL teachers in a primary and secondary classroom in Belarus used L1 to teach and communicate more than use English. The findings of Blackman (2014) did not align with the findings of the current study. Based on the current study findings, Chinese language teacher would like to use Chinese language to teach and communicate more than use dialects.

Students' motivational orientation. Based on the findings of this study, students' motivational orientation for learning Chinese in Chinese language class at Hengxian High School, was interpreted as moderate, under two of categories in motivational orientation, IMO and EMO. This meant that the students from Hengxian High School were neither motivated as the highest nor as the lowest. This result seems to agree with the study by Harter (1981), who found that students from two public school districts in California perceived their intrinsic and extrinsic motivational orientations for learning English in the same way, as neither motivated as highest nor as the lowest. Harter (1981) also found that intrinsically motivated students preferred to seek the challenging, interesting assignments and activities. Moreover, the characteristic of extrinsically motivated students preferred to seek the easy and assigned work, they would be sure to get success and credit. The findings of Harter (1981) align with the findings of the current study.

On the other hand, the students from Hengxian High School were neither motivated as the highest nor as the lowest for learning Chinese language, teacher should be improve their teaching skill, adjusting teaching strategies, so that students are motivated as higher for learning Chinese language.

Relationship of perceived teacher effectiveness and perceived teacher's classroom use of dialects with motivational orientation for learning Chinese language of Grade 10 students in Chinese language class at Hengxian High School, Guangxi Province, China.

Grade 10 students' perceptions of teacher effectiveness correlated significantly, positively and moderately strong with their perceptions of motivational orientation. This result indicated that a highly effective teacher can improve students' motivational orientation for learning Chinese language at Hengxian High School.

Grade 10 students' perceptions of teacher effectiveness correlated significantly,

negatively and weakly with their perceived teacher's classroom use of dialects. This result indicated that teachers almost never use of dialects to teach and communicate is not suitable for the students who come from ethnic areas. Effective teacher should proper use of dialects to teach or communicate in classroom, it can be able to easier understand for students who are difficult to learn Chinese language.

Grade 10 students' perceptions of teacher's classroom use of dialects did not have a significant relationship with their perceptions of motivational orientation for learning Chinese language. This result indicated that teacher's classroom use of dialects cannot affect students' motivational orientation as higher for learning Chinese language at Hengxian High School.

Recommendations

Based on the findings of the current study, there are some recommendations made for students, teachers, administrators, and for future researchers. In the study, students were able to recognize quality teaching and voiced the importance of teachers showing a genuine interest in their lives and a dedication to content knowledge; teachers were able to modify their teaching to meet the needs of students; administrators could do support outside of classroom such as helping and encouraging students that were struggling in class to better their classroom learning strategies; and this study also can help future researchers to conduct future study to concern the level of perceived teacher effectiveness and perceived teacher's classroom use of dialects with motivational orientation for learning.

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