

MERGING CORPUS LINGUISTICS AND
COLLABORATIVE KNOWLEDGE
CONSTRUCTION

by

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ABSTRACT

This study relates corpus-driven discourse analysis to the concept of collaborative knowledge construction. It demonstrates that the traditional synchronic perspective of meaning in corpus linguistics needs to be complemented by a diachronic dimension. The fundamental assumption underlying this work is that knowledge is understood not within the traditional epistemological framework but from a radical social epistemological perspective, and that incremental knowledge about an object of the discourse corresponds to continual change of meaning of the lexical item that stands for it. This stance is based on the assumption of the discourse as a self-referential system that uses paraphrase as a key device to construct new knowledge. Knowledge is thus seen as the result of collaboration between the members of a discourse community. The thesis presents, in great detail, case studies of asynchronous computer-mediated communication that allow a comprehensive categorisation of a wide range of paraphrase types. It also investigates overt and covert signs of intertextuality linking a new paraphrase to previous contributions. The study then discusses ways in which these new insights concerning the process of collaborative knowledge construction can have an impact on teaching methodologies.

DEDICATION

I dedicate this thesis to my two great fathers – Father in Heaven and father upon Earth.

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LIST OF ABBREVIATIONS

Abbreviation	Meaning
CMC	Computer-mediated Communication
ICT	Information Communication Technology
L2	Second language
MT	Machine Translation
NE	Named Entities
NLP	Natural Language Processing
QA	Question Answering
SNA	Social Network Analysis
WBB	Web Bulletin Board
ZPD	Zone of Proximal Development

CHAPTER 1

INTRODUCTION

The price of success is hard work, dedication to the job at hand, and the determination that whether we win or lose, we have applied the best of ourselves to the task at hand.

(Vince Lombardi, 1913-1970)

1.1 Introduction

This introductory chapter first presents a brief background of the study and identifies the importance of written discourse to support collaborative knowledge construction in online environments. The substantial contribution of corpus analysis and multiple methods in addressing the methodological challenges of defining knowledge construction is then highlighted, followed by a list of five research questions that my study seeks to answer. The chapter then ends with a discussion of the potential significance of my study and an overview of the thesis.

1.2 Background

“Education has come to the fore in a globalizing discourse that describes the new era as the ‘knowledge society’ ” (Stromquist, 2002, p. iii). Technological breakthroughs and the influx of global information have carved out more opportunities for building knowledge societies. As we are witnessing the progress of knowledge, a knowledge society requires knowledge sharing. “Nobody should be excluded from knowledge societies, where knowledge is a public good, available to each and every individual” (UNESCO, 2005, p. 18). Thus, ensuring knowledge building and maintaining knowledge sharing opportunities has become critical in education, and “the contribution of Information and Communication Technologies to the construction of a knowledge society” has been recognised. (UNESCO, 2002, p. 57).

Since its emergence in the late 1980s, Information Communication Technology (ICT) has had an impact on the way people learn in different parts of the world. In the United Kingdom, for instance, ICT is a part of the National Curriculum. In most parts of Asia, such as Hong Kong, the Philippines and Singapore, ICT is a key subject in education. A major current ICT programme in the United Kingdom is the Curriculum Online Scheme which aims at accelerating the use of ICT in teaching and learning across the curriculum (National

Curriculum, 2008). ICT is implemented in the teaching of all subjects, with exemptions for Physical Education and the non-core foundation subjects at key stage 1, to provide students with opportunities to “follow enquiries and solve problems”, to enhance “their skills in logical reasoning, questioning, analysis and research”, and to “present and share their knowledge and ideas” (National Curriculum, 2008, para. 2 and para. 3). On the other hand, in Hong Kong, the use of ICT has been promoted in primary, secondary and tertiary education since 1998 (Law, 2004). The practice of ICT has been a key element in education, with the first five-year plan (1998-2003) targeting to “facilitate more effective teaching and learning and development of a creative mind” (EMB, 1998), and the second five-year plan (2004-2009) highlighting the digital resources supported by research on knowledge management (as cited in Law, 2004, para. 3).

ICT in education features knowledge transmission and the potential to “maintain, increase and diffuse knowledge” (UNESCO, 2002, p. 61). It has opened up new horizons for the sharing and construction of knowledge that were not available in traditional learning environments, as already discussed in Cheung (2006a, Section I, p. 1-2). ICT is one way to support learning activities that can be categorised as consumption, production or creation of knowledge (Hartnell-Young, 2003). Research studies have shown that learners take an

active part in constructing knowledge in an authentic ICT environment (for example Dillenbourg & Schneider, 1995).

While ICT tools are wide-ranging and categorised according to their nature, as already discussed in Cheung (2006a, Section III, p. 10-12), contemporary research suggests that asynchronous communication has been particularly effective in facilitating knowledge construction. Asynchronous (also known as off-time) conversation includes email and discussion forums, whereas synchronous (also known as real-time) communication is normally offered by video conferencing and online chat. Both asynchronous communication and synchronous chat support web-based dialogues, but the asynchronous nature of discussion forums (also known as Web Bulletin Board or WBB) can encourage more in-depth and meaningful dialogues to construct knowledge (Collot & Belmore, 1996; DeBard & Guidera, 1999; Hodgson, 2000). This unique nature for knowledge construction in terms of formulating ideas by reacting to previous contributions and building knowledge together in a discourse community has already been identified in the literature (Bonk, Malikowski, Angeli & East, 1998; Lai & Lu, 2007; Mahdizadeh, 2007; Rodríguez & López, 2005; Schellens & Valcke, 2006; Schrire, 2006; Stahl, 1999, 2000; Turcotte & Laferrière, 2004).

One particularly rich advantage of asynchronous communication is to allow for “text-response discussion” (Love, 2002, p. 394), in which each user has an equal opportunity to respond to reading texts, that are selected by teachers, through the building of knowledge and experience. The underlying potential to meet this “specific and scholarly” purpose (Love, 2002, p. 384) is two-fold. Firstly, asynchronous discussion can “help students to develop personal positions on the issues arising from those texts” (Love, 2002, p. 384). Thus, the technology allows students to “frame their contributions as more like writing” for “a focused insight to the demands of the topics selected by teachers” (Love, 2002, p. 384). This kind of written discourse can support knowledge construction processes (Langer & Applebee, 1987). Secondly, inflexible class schedules are likely to be an obstacle to in-class discussion. It is suggested that online learning is “a viable resort” for learners “with tight schedules” (Kramarae, 2001, p. 15). Asynchronous discussion can thus play an important role in replacing “classroom discourse patterns with those having more immediate and natural extensions to knowledge-building communities outside school walls” (Scardamalia & Bereiter, 1994, p. 265). The technology may relieve teachers of the pressure of tight schedules and “engage more students more fully in the discussion” of reading (Bean et al., 1999, as cited in Love, 2002, p. 391).

The study of knowledge construction among non-native speakers in ICT environments has also come to the attention of researchers. In the process of collaborative learning, second language (L2) learners “can expand their own L2 knowledge” (Lantolf & Appel, 1994, p. 52) through interaction. With regard to the practice of English as the medium of instruction and the implementation of ICT in higher education in Hong Kong, there is a need for learners to upgrade their L2 (i.e. English) ability to construct knowledge. As an applied linguist, I am interested in the knowledge-construction process of non-native speakers of English. This is important since the purpose of the asynchronous discussion activities of my study is to facilitate L2 learners’ understanding of disciplinary concepts, though the impact of it on writing itself is not the focus of my study.

1.3 Problem

The value of asynchronous discussion in fostering knowledge construction has been recognised. An earlier body of research into knowledge construction tends to generally propose the approach of cognitive analysis, as discussed in Cheung (2006a, Section II, p. 3-9). This approach deals with psychological aspects of language or knowledge of the workings of the mind. The emphasis of knowledge as social construct, however, is a contrast to this previous approach as shown in contemporary literature. The idea that

knowledge should not be looked at as a feature of an individual mind but as socially constructed content has been much discussed in new models of the mind by Bereiter (2002). Still we find that wide-reaching assumptions about the individual mind tend to be made, with particular focus on how the conceptual ideas floating within society are individually acquired through taking part in social practices.

In making assumptions about knowledge as a social phenomenon, various evaluative measures have been implemented to define collaborative knowledge construction in authentic ICT environments. One of them is content analysis which provides tools for assessing the “most obvious data to conferencing evaluators – the transcript of the conference interactions” (Mason, 1992, p. 113). The content of asynchronous discussion can be examined at various levels. For instance, Henri (1992) examines the quality of online postings by focusing on social (statements for social purpose), interactive (statements that respond to other contributions), metacognitive (statements about reasoning), and cognitive dimensions. Gunawardena, Lowe and Anderson (1997) develop an interaction analysis to attempt to describe the process of knowledge co-construction in five phases (e.g. sharing and comparing of information, negotiation of meaning). Chi (1997) and Pena-Shaff and Nicholls (2004) adopt content analysis to examine the depth of understanding and meaning construction.

Social Network Analysis (SNA) is another protocol that evaluates participation via the social level structures of electronic postings and the relations between learners as a social group in an authentic ICT environment. For instance, with a density test, which describes level of linkage among participants (seen as points) in an interaction network, the relations between participants and participant's information flow can be identified (Lipponen, Rahikainen, Lallimo & Hakkarainen, 2003).

On the other hand, discourse has been identified as crucial in knowledge construction, as discussed in Cheung (2006a, Section II, p. 3-9). Scardamalia and Bereiter (1993) perhaps are the pioneers bringing discourse and knowledge together in an authentic ICT environment. They define knowledge construction as a 'social' product (Bereiter, 2002; Scardamalia & Bereiter, 2006), and a 'collective' state of knowledge 'through discourse' (Scardamalia & Bereiter, 1993). They insist on the importance of social groups into which people transform knowledge collaboratively when they interact through dialogues. Lamon, Reeve, and Caswell (1999) also stress that if classroom environments are designed to involve a large community of teachers and students for advancement of the community's knowledge, discourse is crucial in this classroom context.

However, in view of the fact that the role of discourse has been found important to document knowledge construction, scholars are involving themselves with language when they highlight 'discourse', as Carter and Sealey (2004) remind us. If researchers investigate discourse to track down any clue that can interpret knowledge, their studies seem to reflect that they are walking in a direction that *is* akin to the framework of corpus linguistics since it deals with language and discourse as a social phenomenon. Even though Popper (1962) argues that discourse may not be the only way to construct knowledge as there are other ways such as research, experiments and reflection, he does not deny that discourse is the medium through which knowledge is formed, criticised, and amended. While many have acknowledged the role of discourse in the building of knowledge, there is little empirical evidence to suggest that collaborative knowledge construction can be investigated independently of the discourse.

Indeed, in spite of the assumed dichotomy represented by cognitive and corpus approaches, as discussed in Cheung (2006a, Section II, p. 3-9), compelling insights have been brought together recently from the two approaches. Gries (2006, p. 3) shows that:

when compared to a large body of research in other paradigms within 20th century mainstream theoretical linguistics, much work within Cognitive Linguistics has already adopted a much broader and more balanced empirical perspective, one that did not

solely rely on acceptability judgments of isolated or and/or made-up sentences but also incorporated many other kinds of evidence.

Text-based analysis has been carried over to cognitive linguistics. The collection of papers in Gries (2006, p. 6) contains some recent studies using quantitative methodological approaches in corpus linguistics, such as word collocations and word frequencies, dealing with “topics that have long been central to the cognitive-linguistic enterprise, but they all introduce fresh data, ideas, and methods within this still rapidly evolving discipline”, such as the role of image schema. Thus, how corpus-based methods are able to deal with knowledge construction remains a worthwhile question to be answered.

1.4 Research purpose

The practice of asynchronous discussion has shown to foster knowledge construction and enhance academic discourse (Schellens & Valcke, 2006). It has caused an increasing number of researchers to turn to develop their own methodology to assess the knowledge-construction process, as pointed out in Section 1.3. However, “choosing an appropriate methodological approach” has been a challenge (Schrire, 2006, p. 51). To better understand the discourse captured on the asynchronous communication platform, it “requires the adoption of a methodological approach permitting both analytic and holistic

perspectives” (Schrire, 2006, p. 50). Another major problem is “the risk of being overly reductionistic” in the investigation of collaborative knowledge construction (Hmelo-Silver, 2003, p. 397). Knowledge construction is both a multifaceted phenomenon, and one that requires “mixed methods” (Hmelo-Silver, 2003, p. 398) for “a more comprehensive investigation than any single technique” (Hmelo-Silver, 2003, p. 400).

The present study thus aims to use multiple methods to advance understanding of the knowledge-construction process in discourse. Since “questionnaires, case studies”, “focus groups, and interviews with student writers” can “provide valuable insights” (Nesi, Sharpling & Ganobcsik-Williams, 2004, p. 440), quantitative and qualitative analysis of this sort is used in the study to investigate the participants’ evaluation of success of collaborative knowledge construction activities. In addition, the frequency counts of students’ postings to WBB (i.e. messages submitted) can represent the participation pattern that occurs over time. However, “a corpus is needed to support our work as researchers” to “triangulate data collected by other means” to provide strong quantitative and qualitative insights into the knowledge-construction process (Nesi et al., 2004, p. 440-441). Thus, by examining an entire corpus of asynchronous communication discourse, a fine-grained coding of word meaning can assess the extent to which the students use paraphrase and intertextuality

strategies, (corpus) linguistic concepts that deal with contextual indicators of meaning proper of a word, to exercise knowledge construction in discourse. Taken together, it is hoped that these three techniques can be proven useful as a protocol for a more comprehensive picture of the knowledge-construction process than any single technique.

1.5 Research questions

The research focus of the present study is to employ multiple approaches to the examination of collaborative knowledge construction in asynchronous discourse.

In this thesis, I attempt to answer the following research questions:

- 1 How useful are the notions of paraphrase and intertextuality for the collective aspect of knowledge construction in terms of diachronic and social perspectives?
- 2 What can corpus linguistics contribute to the study of collaborative knowledge construction?
- 3 What are students' perceptions of learning value and what is their experience of asynchronous discussion in the process of collaborative knowledge construction?
- 4 If asynchronous discussion results in collaborative knowledge construction, what are the implications for instructional practice?

- 5 Can the employment of multiple approaches (as suggested in this thesis) give a comprehensive picture of collaborative knowledge construction?

1.6 Potential significance of the study

This thesis on a new area of research, namely the linguistic and discourse aspect, into knowledge construction is expected to have far-reaching implications for the methodological challenges involved in defining the knowledge-construction process. By establishing the coding, Categories of Paraphrasing, this study critically examines the idea of collaborative knowledge construction across the theoretical and educational spectrum. A testing of the theoretical framework is examined on the basis of real language data in order to assess whether the notions of paraphrasing and intertextuality (to deal with word meaning) is useful for making sense of collaborative knowledge construction. As a first attempt to discuss the role of paraphrase and intertextuality in the discourse as the relevant linguistic devices in knowledge construction, this study will be of great value and fill the gap that other studies on collaborative knowledge construction have left out. It is hoped that this study can enrich the relevant literature on analysis of collaborative knowledge construction in authentic ICT environments. It is also hoped that this study can yield critical insights into the further application of asynchronous discussion to support collaborative knowledge

construction.

1.7 Outline of the thesis

This thesis consists of eight chapters. Following the present introductory chapter, Chapter 2 reviews literature in four areas. One area is corpora and applied linguistics, including an overview of major corpora applications, specialised corpora in discourse analysis as well as the common points of corpus linguistics and knowledge construction. The other area of research is meaning as knowledge representation. This part of the review covers topics such as meaning as knowledge in the discourse, negotiation of meaning, meaning construction as well as the notion of meaning in terminology. The third area deals with the research topic of knowledge as a product of collaboration, including the notion of collaborative knowledge construction in the primary knowledge acquisition process, social constructivism and social constructionism, social epistemology as well as dialogism. The last area is a review of research on paraphrase and knowledge extraction in computational linguistics. Chapter 3 introduces the theoretical framework behind the research, briefly presents the research objectives and design, and describes the Categories of Paraphrasing. Chapter 4 first examines the lessons learned from the pilot study and outlines the research approach of the final methodology. It then describes the research setting and participants, corpus compilation (of

four sub-corpora), data collection and data analysis. The major findings of the study are reported in Chapter 5, Chapter 6 and Chapter 7. Chapter 5 first uses corpus-driven examples of paraphrase and intertextuality for the examination of knowledge construction in terms of diachronic and social perspectives, followed by a discussion of the theoretical and practical implications. Chapter 6 discusses the process of collaborative knowledge construction across the four sub-corpora with reference to a case study. Chapter 7 presents the students' perceptions of collaborative knowledge construction activities in terms of three aspects: (1) participation and experience of engagement; (2) overall perception and learning value; and (3) initiative and motivation. Chapter 8, the concluding chapter, highlights the main findings of my study, draws major conclusions, discusses the limitations, and points out directions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews research in four areas where my study is grounded. One area is corpora and applied linguistics, including an overview of major corpora applications, specialised corpora in discourse analysis as well as the common points of corpus linguistics and knowledge construction. The other area of research is meaning as knowledge representation. This part of the review covers topics such as meaning as knowledge in the discourse, negotiation of meaning, meaning construction as well as the notion of meaning in terminology. The third area is a review of research on knowledge as a product of collaboration, including the notion of collaborative knowledge construction in the primary knowledge acquisition process, social constructivism and social constructionism, social epistemology as well as dialogism. The last area of research deals with paraphrase and knowledge extraction in computational linguistics. The chapter then concludes with a call for a new debate on identifying collaborative knowledge construction in corpus linguistics to fill the literature gap.

2.2 *Corpora and applied linguistics*

2.2.1 *Major applications of corpora in applied linguistics*

As discussed in Chapter 1 (Section 1.3), quantitative methodological approaches in corpus linguistics have extended to new paradigms such as cognitive linguistics. The present study is a first attempt at analysing knowledge construction in discourse using corpus techniques. It is thus worthwhile, at the beginning of this chapter, to outline the impact of corpus linguistics in a wide variety of fields. Started out in 1967 as a methodological approach based on real language data, corpus linguistics has become a very influential academic research practice. In a review of corpora applications, Hunston (2002) identifies seven major areas: language teaching and learning, lexicography, critical linguistics, contrastive and translation studies, stylistics and literary studies, forensic linguistics, and design of writer support packages.

2.2.1.1 *Language teaching and learning*

Language pedagogy has been increasingly recognised as an important research area of corpus linguistics, with particular reference to material development and language descriptions. Corpus-based teaching materials are growing as an effective tool in the

classroom. In the case of corpora for teaching purposes, corpus data can allow us to realise and confirm language, vocabulary, or grammar patterns (particularly those previously unnoticed). On the other hand, there are issues relating to data-driven learning and reciprocal learning. Data-driven learning motivates students to act as “language detectives” to “discover facts about the language they are learning for themselves, from authentic examples” (Hunston, 2002, p. 170). For instance, Cobb and Horst (2001) examine how students learn vocabulary more effectively with access to concordance lines (text lines centered around a term) produced from a corpus of academic texts (as cited in Hunston, 2002). Reciprocal learning, on the other hand, “occurs when two language learners are paired, each helping the other learn their language” (Hunston, 2002, p. 181). Hunston (2002) cites an example of using parallel corpora to aid reciprocal learning between a French speaker learning English and an English speaker learning French. Examples of grammatical patterns in French (e.g. pronoun *on*) and their translation equivalents in English are extracted from the parallel corpora. The learners then explore the concordance sentences and teach each other’s language.

2.2.1.2 *Lexicography*

Another far-reaching and influential application of corpora is the writing of dictionaries and grammar books. “It is now nearly unheard of for new dictionaries and new editions of old dictionaries published from the 1990s onwards not to be based on corpus data” (McEnery, Xiao & Tono, 2006, p. 80). Corpora have benefited lexicographers in four major ways.

Firstly, the “machine-readable nature” of corpora enables lexicographers to “extract all authentic, typical examples of the usage of a lexical item from a large body of text in a few seconds” (McEnery et al., 2006, p. 80). This can facilitate the dictionary-making process and refute individual intuitions. Secondly, “the emphasis on frequency and collocation” (Hunston, 2002, p. 96) provides valuable information to dictionary makers that traditional dictionaries could not offer. Information of this sort, the diversity of use of very frequent words, can enrich the comprehensiveness of dictionaries. For instance, the *Longman Dictionary of Contemporary English* 3rd Edition (1995) gives over 40 senses of the word entry *know*, but only 20 in its first edition in 1987 (Hunston, 2002). On the other hand, collocation (the tendency of two words to co-occur) offers insights into the typical use of lexical items or grammar patterns in real situations. Thirdly, corpus annotations such as

part-of-speech tagging enable “a more sensible grouping of words which are polysemous and homographs” (McEnery et al., 2006, p. 81). This practice of adding interpretative linguistic information to a corpus may make the lexicographer’s task in disambiguating a polysemous word easy. Last but not least, the use of a corpus can provide up-to-date information about language for appropriate revisions of dictionaries and grammar books.

2.2.1.3 Critical linguistics

Another growing concern in the applied dimensions of corpus linguistics is critical linguistics, which studies the role of language in the social world, “largely by perpetuating the assumptions and values of that world” (Fowler, 1987, as cited in Hunston, 2002, p. 109). Critical linguists have started to use corpus data to study texts in their social context. For instance, Teubert (2000) studies the language of Euroscepticism in Britain with the use of a corpus of Internet texts that take an antagonistic stance regarding the European Union. Identifying recurrent items, phrases and collocations, the implicit assumptions behind the discourse are revealed, showing that “according to the Eurosceptics, only Britain out of the whole of Europe is a true democracy with a truly accountable government” (Teubert, 2000, p. 76-77).

In addition to the study of ideology in specialised corpora, there have been studies on revealing ideological implications in general corpora. Such an application “implies regarding the general corpus as a repository of cultural information about a society as a whole” (Hunston, 1995, as cited in Hunston, 2002, p. 117). For instance, Stubbs takes into consideration ‘cultural keywords’ on capturing significant social facts about a society. He works with “words [that] occur in characteristic collocations, which show the associations and connotations they have” in order to reveal “the assumptions which they embody” (Stubbs, 1996, p. 172). One of his findings is that the range of collocates of the lexical word *family* in the Bank of English can reveal a variety of associations, including the family as a single entity (*family home, family holiday*), as a historical entity comprising continuity between generations (*family tree, family tradition*), or as the site of conflict (*family therapy, family breakdown*), as cited in Hunston (2002, p. 119).

2.2.1.4 *Contrastive and translation studies*

Corpus use in contrastive and translation studies is also becoming a fast growing field.

Corpus-oriented translation studies come in two areas: “theoretical” and “practical”

(Hunston, 2002, p. 123). In theoretical terms, parallel corpora allow for the investigation of

the way in which an idea in one language is translated into another language. This is achievable by comparing the linguistic features, and their frequencies, of the translated language and the original texts. For instance, Xiao and McEnery (2002, as cited in McEnery et al., 2006) conduct a contrastive study of aspect markers with an English-Chinese parallel corpus of 100,170 English words and 192,088 Chinese characters. Both Chinese and English progressive aspect signals the ongoing nature of a situation (e.g. *Martha is speaking*), but the English progressive marker has more specific functions such as the indication of habitual situations (e.g. *Angie is taking cooking classes this summer*). In practical terms, yet, corpora can be used to “create reference tools for translators” (Hunston, 2002, p. 127), since corpora “can be used to raise awareness about language in general” (Hunston, 2002, p. 123). For example, Kenny (2000) shows the way in which corpus evidence can help translators with rendering unusual collocations used for instance by German writers into English (as cited in Hunston, 2002).

2.2.1.5 *Stylistics and literary studies*

The corpus-based approach has been used to conduct stylistic studies of literary texts to decode the authors’ message or establish norms of language use. For instance, Louw (1993)

studies the features of literary style with concordance lines and collocations (as cited in Hunston, 2002). Louw suggests that comparing literary texts with a large reference corpus can reveal the “hidden meaning” in a literary work (Hunston, 2002, p. 128). By comparing the poems of Yeats with the Bank of English, for example, Louw observes that the typical use of the phrase *in vain* is frequently used to describe females, such as “charm and face were in vain” (Hunston, 2002, p. 128). Since the corpus evidence supports that *in vain* is used to indicate unsuccessful attempts to achieve something, Louw argues that an important stylistic feature of Yeats’ literary work is “male arrogance” (Hunston, 2002, p. 129). In addition to the study of stylistic features, Hunston suggests that literary texts, as a large-sized historical corpus, can be used to examine the way in which a language has changed diachronically. This can allow us to analyse the way in which the authors establish conventions and customs in the society in time.

2.2.1.6 Forensic linguistics

The application of linguistics has also been extended to the study of matters involving court cases. One common practice is comparing a corpus of law documents, such as letters, with another general corpus to establish the genuineness of the language in the documents. For

example, Coulthard (1994) compares the written confession made by a murderer in 1953 with the spoken corpus in the Bank of English (as cited in Hunston, 2002). By comparing the concordance lines of *then* across the corpora, Coulthard observes that *then* is unusually placed after the subject and before the verb in the confession. This suggests that the written confession is unlikely to be an accurate account of the murderer. On the other hand, forensic linguists have started to use corpus data in the study of plagiarism, which is often treated as a legal action. The software CopyCatch, developed by David Woolls, has been used to search for similarities of ‘suspect’ texts and ‘control’ texts (not suspected texts), including “shared lexical vocabulary” and “similar strings of words” (Hunston, 2002, p. 134).

2.2.1.7 Design of writer support packages

With a growing body of research into lexicography, grammar studies and translation, corpus data have also been used in designing support packages for writers. Corpus analysis of particular kinds of work can provide evidence for writers to identify typically used phrases, grammatical items, lexical vocabularies, or rhetoric features. Hunston (2002) suggests some recent work of this field, including online assistance for writers to deal with terminology in

multilingual technical documents (Haller, 2000) and for experts to use appropriate phraseology in academic writing (Noguchi, 2001) as well as reference tools for writers of government documents to be aware about general audience needs (Campanelli & Channell, 1994).

2.2.2 *Applications of specialised corpora in discourse analysis*

The overview of the impact of corpus linguistics is having, as shown in the preceding section, shows that mixing of corpora and applied linguistics has been a challenge. This is particularly true in text-based analysis. Discourse analysis in applied linguistics investigates the way in which a particular context affects the use of language and the interrelationship between language and society. Stubbs (1983, p. 1) gives the following definition of discourse analysis:

the term discourse analysis is very ambiguous. I will use it in this book to refer mainly to the linguistic analysis of *naturally occurring connected speech or written discourse*. Roughly speaking, it refers to attempts to study the organisation of language above the sentence or above the clause, and therefore to study *larger linguistic units*, such as conversational exchanges or written texts. It follows that discourse analysis is also concerned with *language use in social contexts*, and in particular with *interaction* or dialogue between speakers.

“Specialised corpora are particularly useful in discourse analysis” (McEnery et al., 2006, p. 111). Political discourse remains the most important and widely used data in discourse

analysis. This is perhaps because it is one of the many areas of “social life in which the increasing salience of discourse has been especially apparent” (Johnson, Culpeper & Suhr, 2003, p. 41). Other types of discourse using corpora are growing, ranging from legal discourse, business discourse, media discourse, to medical discourse and many others (McEnery et al., 2006). Particularly, there have been studies drawing on “specifically compiled corpora to identify and examine generic features of academic writing” (Nesi et al., 2004, p. 440).

A specialised corpus in the academic sphere using a body of asynchronous communication is purposefully chosen as a sample in the present study. Although the corpus compiled is rather small (see Chapter 4 on Methodology) and is of student writing (of online postings) instead of expert writing by subject specialists, it is expected that this student writing collection will provide a valuable database for the search of the linguistic characteristics of knowledge construction patterns in a particular academic context. Moreover, as suggested by Nesi et al. (2004, p. 440), “novice writers do not, however, begin writing for publication”. In this study, students are required to read three academic texts which represent the basic prior knowledge that the students are supposed to acquire (see Chapter 4, Section 4.5.1, for more information on the reading assignments). Students’ attempts at responding to reading texts and exchanging

opinions to construct knowledge on disciplinary concepts, as discussed in Chapter 1 (Section 1.2), are more likely to reveal the concept of negotiation of meaning as an integral part of collaborative knowledge construction. These attempts are even further motivated by the authentic ICT context established in the study, since the technology tends to put participants into a position where they learn to negotiate, persuade, clarify and request (Solange, 2001). A literature review of the concept of negotiation of meaning will be presented in Section 2.3.2.1. Since “academic knowledge consists in descriptions of the world” (Laurillard, 1993, p. 89), the research into the student interaction in my study can offer interesting research opportunities, including the way language is used to explain disciplinary concepts, the relationship between negotiation of meaning and knowledge construction, and the illustration of how disciplinary concepts are distributed from the professionals of expert writing (i.e. the reading assignments in this study) to the non-professionals (i.e. the health care undergraduates in this study).

2.2.3 *Common points of corpus linguistics and knowledge construction*

“Corpus techniques are being used to observe real-world problems” (Hunston, 2002, p. 136).

As described in Chapter 1 (Section 1.3), in recognition of asynchronous discussion to foster knowledge construction, various evaluative measures have been developed to document collaborative knowledge construction in authentic ICT environments. While corpus evidence has been used to solve ‘problems’ in a wide variety of fields, as discussed in Sections 2.2.1 and 2.2.2, methodological approaches in corpus linguistics may be carried over to the problem of defining collaborative knowledge construction. In this section, I will justify how corpus linguistics is compatible with knowledge construction by analyzing the role of language and discourse in the two paradigms. The whole issue of knowledge and where it resides has been an immensely complex and widely debated one. As I will show in this section, there is little consensus among experts on collaborative knowledge construction. The present study aims at clarifying these issues, by turning to epistemology. This venerable discipline may give us some indication what knowledge can mean in an interactive setting. While defining the knowledge-construction process has been a challenge, what this section argues is that the solution to the problem lies in the linguistic analysis of discourse in which collaborative knowledge construction takes place.

2.2.3.1 *Linguistic aspect*

Both corpus linguistics and knowledge construction concern language. Corpus linguistics is an empirical approach to linguistic description, using evidence of language usage collected in corpora. Knowledge construction can be defined as the process of recognizing and interpreting our socio-cultural environment (Guzmán, 2004). While “knowledge is based on perceptions and thoughts”, “the translation of perceptions and thoughts in the language is perhaps one of the most challenging aspects of the transfer of knowledge” (Spuzic & Nouwens, 2004, p. 657). Language is often perceived as “a neutral carrier of ideas between one person and another” (Sealey, 1996, p. 23). While it is claimed that there are almost 7,000 known living languages in the world, our propensity for using language is universal, and perfectly natural. It is with language, as “systems for signifying content” (Teubert, 2007b, p. 2), that we can “express, exchange, or share a wide variety of knowledge to the world” (Salzmann, 1993, p. 153). As Spuzic and Nouwens (2004, p. 647) put it, “sharing of knowledge is greatly facilitated by language”. The role of language in knowledge construction has been addressed in the sociology of knowledge, social constructivism and social constructionism.

It has been apparent that, in the field of sociology, language serves as a vehicle for transmission of knowledge. Marxism advocates that humans use language as the main tool to appropriate knowledge (Volosinov, 1973; first published in Russian in 1929). Marx and Engels (1845) draw a distinction between ideological knowledge and scientific knowledge. Scientific knowledge is generated from human lived experience in real circumstances, while ideological knowledge refers to concepts abstracted from people's lived experience that reflect the interests of a particular class in history. Marx and Engels assert that ideology is presented as universal and is "directly interwoven with ... the language of real life" (1845, p. 37).

Marxist sociologists like Mannheim, in the late 1920s, developed the classic sociology of knowledge as a system of social inquiry of knowledge. The knowledge Mannheim is concerned with is limited to the human and social sciences. His theory relates to the role of language in distributing knowledge in the social matrix. In *Ideology and Utopia*, first published in German in 1929 and translated into English in 1936, Mannheim argues that "the thoughts of a social group can be traced to the group's social situation or 'life conditions'" (1936, p. 78). Herbert Mead, later, argues that language is a socially constituted product.

Mannheim (1950, p. 239-40) remarks that:

it is G. M. Mead's great merit to have pointed [out], like Karl Marx and before him Hegel, that society with its network of relationships in logic and in fact precedes the individual and ego formation ... and he was among those psychologists who regard the Self as deriving from the social process in which it is implicated ... the hypothesis that the social Self emerges from the patterns of social interaction and the concept of role taking are great advances in our language.

It is not my aim here to provide a comprehensive account of the all too many schools of sociology, but their ideas give us a way of realizing the relationship between language, society and knowledge.

The role of language in the translation of knowledge is further linked with social constructivism, which is based on the classic sociology of knowledge. Although the terms 'constructivism' and 'constructionism' are sometimes used interchangeably, Gergen (1985) recommends that the former term is usually referred to Piagetian theory. The social constructivist Piaget focuses on individual learning, but does not deny the co-equal role of the social world in knowledge construction. He argues that the "collective intellect is the social equilibrium resulting from the interplay of the operations that enter into all cooperation" (Piaget, 1970, p. 114). However, this interplay between social context and individual cognition is not a core concern of social constructivism. The concern instead is on "the formal properties of action without regard for the situatedness of actions in a

sociohistorically articulated web of meanings”, as Saxe (1991, p. 6) puts it. In short, social constructivism deals with the impact of the socially constructed reality on the individual mind. Piaget (1926) suggests that individual intellectual development is largely the consequence of social factors such as language.

Seen as representatives of a different variety of social constructivism, Berger and Luckmann, in the tradition of Mannheim’s sociology of knowledge, argue that language is “the most important sign system of human society” and maintain the “common objectivations of everyday life” (1966, p. 360-7). It is through interpretation of common everyday life experience that we know “reality”, and it is language that “construct[s] immense symbolic representations that tower over the reality of everyday life” (Berger & Luckmann, 1966, p. 40). However, the role of discourse for the construction of knowledge is outside their remit. Lev Vygotsky, an early social constructivist (*avant le lettre*) (1978), had already argued for the view of learning as a social construct which is mediated by language through discourse, not as an internal process. For Vygotsky, “language, scientific language in particular, is a tool of thought” (1987, para. 1). “The most significant moment in the course of intellectual development, which gives birth to the purely human forms of practical and abstract intelligence, occurs when speech and practical activity, two previously completely

independent lines of development, converge” (Vygotsky, 1978, p. 24).

The relationship between language and knowledge is more intimately revealed in social constructionism with Burr (1995) and Gergen (1985) to illustrate that language and thinking is inevitably linked to each during our daily experience. Social constructionism, seen as different to social constructivism, focuses on the social aspects of knowledge creation and examines socially constructed reality as an ongoing and dynamic process. This type of thrust sees language as “a necessary pre-condition for thought as we know it” (Burr, 1995, p. 5). Through language, when people talk to each other, the world is constructed. This idea of knowledge as a product of collaboration will be further discussed in Section 2.4.2. Under social constructionism, the role of language in human thinking is:

‘language is not transparent’, i.e. we should guard against the (common-sense) assumption that language is nothing more than a clear, pure medium through which or thoughts and feelings can be made available to others, rather like a good telephone line or a window which has no irregularities in the glass which could distort one’s view (Burr, 1995, p. 23).

A person is “constructed through language”, and language “brings the person into being in the first place” (Burr, 1995, p. 23). This means that language has provided the means to

structure human experience, which is “undifferentiated and intangible without the framework of language to give it structure and meaning” (Burr, 1995, p. 23-24). As she puts it,

rather than viewing language and thought as two separate phenomena which can affect each other, it is suggested that they are inseparable and that language provides the basis for all our thought. It provides us with a system of categories for dividing up our experience and giving it meaning, so that our very selves become the product of language. Language produces and constructs our experience of ourselves and each other (Burr, 1995, p. 30).

This view is similar to that of Gergen (1985), with respect to social constructionism in psychology, who argues that language has provided the means through which knowledge is transferred from one individual to another. As Gergen and Gergen (2003, p. 61) put it, “if we favor a constructionist view of social life, we are immediately drawn to the importance of language. It is through language that we create the sense of the real and the good, that we create our histories and our destinies”.

If one agrees that humans learn and work collaboratively in most of their daily lives (Resnick, 1987), language is the principal concern in the study of knowledge. Some social constructivists, such as Berger and Luckmann or Vygotsky, emphasise the need for social collaboration. This will be discussed at a later point in this chapter in Section 2.4.2.

Although the work of sociology of knowledge and social constructivism address the role of language as a mediator between the world and humans, emphasis is still put on the study of individual cognitive processes as a way to understand human behavior. Even if Vygotsky holds the view that learning is mediated by language through discourse, the affair seems limited in the sense that meaning is not defined in social constructivism.

In discussing the role of language, the present study is more grounded on social constructionism, whose core concern is on language as the means to give human experience structure and meaning. In my study, the reading assignments represent the prior knowledge that the students are supposed to acquire. The knowledge, however, does not represent the student community's knowledge, as it already exists in the reading assignments. Instead, knowledge is structured through social interaction via language in an ICT context. The asynchronous discussion topic (i.e. adolescent depression) sets a real-life and relevant scenario for students to express opinions (details on the research setting will be given in Chapter 4, Section 4.4). Students will come up with different meanings of the topic, influencing each other's contribution to ultimately construct a collective knowledge of the concept.

2.2.3.2 *Discourse aspect*

“It is the way that language is structured that provides us with the basis for our notions of selfhood and personal identity” (Burr, 1995, p. 31) Thus, it is essential to examine these structures, and one way of it is to look at the discourse. Discourse implies “a complex interrelationship between the linguistic and the social and different approaches construe this relationship on different terms, as there are several ways to see how meaning is created in language use” (Koteyko, 2006, p. 132). Discourse is seen as language in use. It is “a system of statements which constructs an object” (Parker, 1992, p. 5). Thus, corpus linguistics is compatible with knowledge construction, because corpora have played “an important role in language research today” (Nesi et al., 2004, p. 439) and the scrutiny of language is completed on the basis of discourse. It is not only the language system but the discourse (what Ferdinand de Saussure calls *la parole*) that can be shown to be closely linked with knowledge. The emphasis of discourse in this thesis is mainly grounded on social constructionism, which redefines knowledge as “removed from the head and placed within the realm of social discourse” (Gergen, 1985, p. 271). When we tie discourse to knowledge, the view we hold of knowledge (i.e. public knowledge) is different from that of classical epistemology (i.e. private knowledge).

For the study of knowledge in the discourse, a useful point of reference is Foucault's idea of discourse formations. Although language is not his real concern, Foucault does not deny the constructive power of language. For Foucault (1972), discourse is where language is expanded to effectively construct knowledge, social relations, and institutions through rule-based interaction. Foucault (1989, p. 80) acknowledges discourse as:

instead of gradually reducing the rather fluctuating meaning of the word 'discourse' I believe I have in fact added to its meanings: treating it as sometimes the general domain of all statements, sometimes as an individualisable group of statements, and sometimes as a regulated practice that accounts for a number of statements.

For Foucault, the smallest unit of discourse is a statement which subscribes to a particular concept, and discursive formation is the regularity of dispersion of statements in discourse.

Whenever one can describe, between a number of statements, such a system of dispersion, whenever, between objects, types of statements, concepts, or thematic choices, one can define a regularity, we will say, for the sake of convenience, that we are dealing with discursive formation (Foucault, 1989, p. 38).

Discourse is also seen as "individualisable group of statements" which tend to exemplify some coherence (Foucault, 1989, p. 80). Such a view is shared by corpus linguists who see discourse as a totality of texts produced by a social community of members having a common world view (Teubert, 2005b).

Foucault also argues that "knowledge, thus reliant upon institutional support and distribution, tends to exercise a sort of pressure, a power of constraint upon other forms of

discourse” (1971, p. 11). It is inside the discourse where everything that relates to knowledge, including his own work, is buried (Foucault, 1972). This means that a given discourse is created by people who have the means of communication. It is up to the discourse community, rather than an individual, to decide what to discuss in a given discourse (Teubert, 2007b). What different meanings would be brought into a given discourse is determined by the community members. Any individual member is only successful, however, if there are other members of the community who follow suit. The concern with the role of community in constituting the ‘world’ in the discourse is important. With respect to the view that knowledge resides in the discourse, I argue for the need to distinguish public knowledge from private knowledge. The notion that knowledge resides in the discourse has three significant underlying assumptions: (1) the knowledge concerned is a public one; (2) the only knowledge that can be negotiated is public knowledge; and (3) knowledge construction is a social, not individual, process (this notion of knowledge as a product of collaboration will be further explained in Section 2.4). The concern of public knowledge is thus seen as different to private knowledge, with reference to the classic epistemological account of knowledge as absolute truth.

In Greek antiquity, Plato and, in seventeenth century rationalism, René Descartes both

adhered to the view that knowledge must be certain and infallible. In Plato's dialogue, *Theaetetus*, he attempted to give three definitions of knowledge: knowledge is perception, knowledge is true judgment, and knowledge is true judgment with a rational explanation. Plato proposed that "true belief is knowledge" and that "true judgment is knowledge" (200e4-6; cf. 187b4-6). "Knowledge is not to be found in our bodily experiences, but in our reasonings about those experiences" (186d2). Plato argued that humans could not define knowledge as 'true' belief unless they had an account of 'false' belief (the reason why the true belief is true). Therefore, knowledge is true belief "with an account" (201c9-d1). Plato's knowledge, as a cognitive power (together with belief and ignorance), pertains to what *is*. Truth is the only criterion for evaluation of knowledge. In Descartes' eyes, the notion of certainty remained central, and even more intense, in defining knowledge as "conviction based on a reason so strong that it can never be shaken by any stronger reason" (1640, p. 64-65). He also emphasised the role of reason in arriving at true knowledge, which he solved with 'I think therefore I am'. The age of reason stretched from Descartes to the French Revolution. Here knowledge was linked to truth and direct evidence was important to access to truth. Descartes' idea of rationalism implied that for something to count as knowledge, it required a complete absence of doubt.

The review of classical epistemology shows that knowledge has to be true in order to be knowledge, and therefore only an individual mind can be the judge. If there is to be knowledge, there must be reasons found that independently remove the doubts in one's minds about the thing that one perceives. Public knowledge, what this thesis deals with, however, is whatever is accepted by (the majority of the members of) a community and can always be updated. Different individuals may have various good reasons to doubt the same kind of experiential knowledge. Also, one person's reasoning may differ from another person's reasoning. In the end, we may not be able to say this is true or this is not true. Furthermore, for corpus linguists, knowledge is not a matter of one's individual mind. The only knowledge that can be discussed is public knowledge – the knowledge shared (if not necessarily held for true) by the members of the discourse community. In this sense, knowledge that is public does not need to be true. As long as we agree to this, we have to give up the classic epistemological account of knowledge as something eternally true (It is interesting to see that even Mannheim also sees ideological knowledge as eternal, as discussed in Section 2.2.3.1). Such a claim cannot be taken as a basis for my discussion of collaborative knowledge construction – the only knowledge that can be negotiated is public knowledge. As discussed in Section 2.2.3.1, students in the present study engage in such a negotiation by initiating an asynchronous discussion on the topic of adolescent depression.

If a student discusses suicidal tendencies as a feature of depression, it is not the question of ‘truth’ that matters but the acceptance by other members of the community. Thus, what that student says about suicidal tendencies certainly constitutes knowledge for this discourse community.

Indeed, over many decades, scholarship has faced a dilemma between scientific knowledge and socially shared knowledge. The philosophy of knowledge has provided theoretical grounds for defining knowledge as absolute truth (for example Descartes). Yet, as individuals live in societies, they interact with each other and share experiences to develop collective forms that can be called ‘knowledge’. These forms are often “conducive to irrational and vague ways of thought”, and if they are studied at all as ‘knowledge’, they are seen by traditional epistemologists as being strictly “antithetical to science” (Marková, Linell, Grossen & Orvig, 2007, p. 14). The dilemma concerns a “philosophical ‘kind of marble temple shining on a hill’, and on the other hand the world of ‘concrete personal experiences to which the street belongs’” (Marková et al., 2007, p. 14). These two separate worlds are described by the pragmatist William James as “a dilemma in philosophy at the beginning of the twentieth century” (1975, p. 17-18).

Holding opposite opinions upon Descartes' view of knowledge, Charles Peirce (1934), considered the founder of the American pragmatic movement, concludes that there is no test for true knowledge. Pragmatism explores the meanings of linguistic exchanges by humans and the social contexts in which the exchanges occur. The meanings created by speakers or listeners in a given social context constitute that social group's world, or knowledge, of lived experience. Charles Peirce (1934) argues that it is the community to whom we have to appeal; it is not the individual mind which decides over truth. Public knowledge is therefore not necessarily true knowledge but knowledge accepted as true by the community. This central philosophy informs us that people mean (even negotiate the meanings) in relation to different social contexts. Charles Peirce (1934, p. 9) points out that:

in order to ascertain the meaning of an intellectual conception one should consider what practical consequences might conceivably result by necessity from the truth of that conception; and the sum of these consequences will constitute the entire meaning of the conception.

In the discourse, the sum of the different meanings that the participants come up with to express a concept will constitute the entire community's knowledge of the concept. The pragmatist John Dewey (1917) further defines knowledge as a product created by humans, constituting the meaning of objects and events. On this account, the role of learners is shifted from passive individuals to active humans in interacting with others to make

changes to the society, and the knowledge under consideration is removed from the individual heads.

Public knowledge concerns knowledge as whatever is accepted by members of a community.

As all social constructionists argue, “there is nothing outside the text” and “when we talk about reality we can only be referring to the things that we construct through language”

(Burr, 1995, p. 6). Discourse is a coherent system of representation that produces our

identity, and discourse enjoys “widespread acceptance in the form of common sense or

‘truth’ because such discourses are in the interests of the relatively powerful groups of

society” (Burr, 1995, p. 38). Discourse is “an autopoietic system that can be described

without reference to some discourse-external reality or to the mental states of the members

of the discourse community” (Teubert, 2007a, p. 431). Corpus linguists see that discourse

has a reality of its own. Since discourse external ‘worlds’ “are not knowable to us, they

cannot be communicated and thus do not have any meaning outside discourse” (Koteyko,

2006, p. 144). Discourse analyst Parker argues that “discourses allow us to see things that

are not ‘really’ there, and that once an object has been elaborated in a discourse it is difficult

not to refer to it as if it were real” (1992, p. 5).

In the discourse, knowledge is always considered as 'provisional'; at any time members of the discourse community are free to re-interpret what has been said and to re-construct the previously constructed reality. As Luke puts it, "nothing is outside of or prior to its manifestation in discourse" (1999, p. 163). "Knowledge refers to any and every set of ideas accepted by one or another social group or society of people, ideas pertaining to what they accept as real" (McCarthy, 1996, p. 23). Discourse is seen by Fairclough (1995) as both socially constituted and socially constitutive; knowledge, social identities and relationships between humans are the products of discourse. Since this study is interested in the social influences on the practices of constructing knowledge (meaning), whether true or false, justified or unjustified, in a community, private knowledge is not my concern.

The forms of socially shared knowledge thus need attention, as Marková et al. remind us. The idea that knowledge is socially shared in people's everyday worlds has long been studied in different social science paradigms. They agree that "reasoning capacities of individuals are generated in and through interdependencies with 'others', whether with respect to maintaining and changing social realities, facilitating the formation of relationships or communicating and talking about the world" (2007, p. 15).

While the whole issue of knowledge has been much debated, I shall not discuss these different values in detail here. What I argue is that “the world is not ready categorised by God or nature in ways that we are all forced to accept. It is *constituted* in one way or another as people talk it, write it and argue it”, as social constructionist Potter (1996, p. 98) puts it. The notion of dialogism in knowledge construction, as asserted by Potter, is further explored by Marková et al. (2007, p. 17) who state that “socially shared knowledge of the human species has a dialogical nature”. This implies that, instead of assuming “the primacy of the individual’s cognition”, individuals “jointly co-constitute and transform forms of conceptual knowledge” when engaging in communication (Marková et al., 2007, p. 17). The notion of dialogism will be further reviewed in Section 2.4.4.

In summary, I contend that we cannot afford the construction of shared knowledge without reference to discourse (and meaning). “The consideration of language as social practice is often referred to as discourse” (Sealey, 1996, p. 17). Most importantly, this discourse phenomenon is essential for meaning as an integral core of collaborative knowledge construction. As Gergen and Gergen (2003, p. 61) assert, “for the constructionist making meaning is a public process; discourse is important in terms of the relationships in which it is embedded. The major questions, then, concern the public process and not an underlying

mental life”. On this account, Gergen proposes that to communicate and construct knowledge, participants in a discourse community need to reach a social agreement on the context in which language is used. As pointed out by Billig (2003, p. 142), “the thinking is not hidden, but is happening out there in the conversation”, thus knowledge construction can be examined in relation to the discourse. Of course, “not all thinking is to be located in the burble of dialogue” (Gergen & Gergen, 2003, p. 142), such as silent thought. Gergen’s relational process of constructing meaning replaces the traditional emphasis of social constructivism, as defined by Berger and Luckmann, on the individual mind. Knowledge is created through multiple relationships rooted in a historical, cultural, political and economic environment, and because of these relationships, humans employ different meanings to interpret the relational experiences (Gergen, 1999). As he puts it, “meaning is an emergent property of coordinated action”, and because of this, meaning resides in the relationship (Gergen, 1999, p. 145).

As discussed in Chapter 1 (Section 1.2), written discourse, particularly in authentic ICT contexts, can support knowledge construction processes (Langer & Applebee, 1987). Whilst the role of discourse has been acknowledged in the building of knowledge, as mentioned in Section 1.2, there is little empirical evidence to suggest that collaborative knowledge

construction can be investigated independently of the discourse. Knowledge is in the discourse and discourse is an emergent property of meaning, thus the role of meaning is an important concern in defining collaborative knowledge construction. The next section will review the literature on meaning as knowledge in the discourse.

2.3 Meaning as knowledge

2.3.1 Relevancy of corpus linguistics to knowledge construction

A review of epistemology in the preceding section shows that language and discourse serve as the medium through which knowledge is transmitted. As Gergen (1999) argues, knowledge is created through meaning in a social context. From the point of view of corpus linguistics, words embedded in their contexts and thus part of the discourse, form meaningful units. A unit of meaning, which may contain more than one word, has “at least one realisation in text which is sufficiently distinctive to differentiate it operationally from all others” (Danielsson, 2003, p. 110). Thus, the various meanings words have and the different ways in which they refer to others in the discourse can be a useful point of reference for defining collaborative knowledge construction. For corpus linguists, firstly, the meaning of a text in the discourse is an expression of the (public) knowledge it contains. As discussed in Section 2.2.3.2, knowledge not expressed in the discourse is not accessible

by the discourse community. Secondly, discourse is an emergent property of meaning and a discourse community is full of previous traces left behind. The way in which a unit of meaning is referred to in a subsequent text in the discourse can offer critical insights into the construction of shared knowledge. What I argue is that corpus linguistics and knowledge construction are likely to converge. The argument is two-fold.

The theoretical argument is that corpus linguistics deals with meaning (or knowledge) as found in the discourse. The distinction between a lexical meaning (or lexical knowledge) and its truth value in relation to world knowledge has not been uncontroversial. Corpus linguistics does not discuss, as cognitive linguists do, the relationship between the discourse and a discourse-external reality, though several corpus linguists do discuss this relationship (see for example Halliday, 1978 and Sealey, 2004). For Jackendoff (2003) and Seuren (1998), however, this relationship is crucial as it determines what is true (conformant with the discourse-external reality) and what is not. Truth in this sense is something corpus linguists are not interested in, as discussed in Section 2.2.3.3. Instead of making reference to the objects that are outside of the discourse, corpus linguists seek to identify meaning, residing in the discourse, that emerge over time “as social constructs, independently of the issue whether such an object exists in the discourse-external reality” (Teubert, 2007b, p. 7).

On this account, a given unit of meaning is co-referential with the knowledge we have of the discourse object it designates. Discourse object is a label that I purposefully use in this thesis to avoid reference to the ‘real’ world and instead to highlight the emphasis of discourse. Due to the fact that “language is not a mirror of reality but lets us share what we know, believe and think about reality”, corpus linguistics “focuses on language as a social phenomenon, and makes visible the attitudes and beliefs expressed by the members of a discourse community” (Hoey, Mahlberg, Stubbs, Teubert & Sinclair, 2007, synopsis).

The practical argument is that corpus linguistics works with real language data as they are found in the discourse, understood as all texts produced by the members of a discourse community. Corpus linguistics “provides the methodology to extract meaning from texts” (Hoey et al., 2007, synopsis). If texts are stored as a corpus, computer-assisted methods can be adopted to provide incontrovertible evidence from which we are able to identify and specify all units of meaning representing concepts. Researchers interested in knowledge construction can move closer to a position where analysis is made possible on how a piece of public knowledge, being communicated in a discourse community, is created and develops over time.

2.3.2 Meaning as knowledge representation

As already discussed in Cheung (2007a, Section II, p. 8), “meaning might be glossed in terms of a concern with the expression of a given discourse object”. Whenever a discourse object enters a given discourse, someone in the discourse will attempt to understand the content of such a discourse object by interpreting the meaning of the word which expresses that discourse object. There have been studies exploring the way in which this kind of meaning interpretation is accomplished. Social constructivism (Vygotsky, 1978; Lave & Wenger, 1991) has placed emphasis on the need for negotiation of meaning, while some recent researchers investigate the role of meaning construction (Stahl, 2006; Suthers, Dwyer, Vatrapu & Medina, 2007).

2.3.2.1 Negotiation of meaning

As discussed in Section 2.2.2, in this study, students’ attempts at responding to reading texts and exchanging opinions are more likely to reveal the concept of negotiation of meaning as foundational for collaborative knowledge construction. As Scardamalia and Bereiter (2006) put it, knowledge construction is collective improvement of ideas. Undoubtedly, negotiation of meaning is an essence of all communication (Nunan, 1988). The importance of sharing

different perspectives in a community-based context is addressed in the theories of Vygotsky, Lave and Wenger.

Vygotsky's theory (1978) first addresses that learners tend to extrapolate their own meaning from different experiences to assimilate new knowledge with existing schema. To achieve this, learners, instead of working as individuals, work collaboratively as a community through negotiating and generating meanings and solutions. Learners, being exposed to socially rich environments in which to explore knowledge domains with capable others, can move on from an individual's current level of development to the potential level of development, which is described by Vygotsky as the Zone of Proximal Development (ZPD). This view is helpful for this study. In the asynchronous discourse, some members of higher ability or better motivation may take an initiative to construct different meanings of a given concept, while others can learn from them and compromise for a new understanding of the concept. Vygotsky's emphasis on this kind of peer collaboration will be further explored in Section 2.4.1.

Meanwhile, the theory of Lave and Wenger addresses that a social and collaborative phenomenon occurs through negotiation of meaning. This social phenomenon occurs when

knowledge is applied in ‘metalinguistic’ dialogues with other participants within a discourse community, including the negotiation or clarification of the meaning of terms, the identification of areas of agreement and proposals of a compromise or co-construction (Lave & Wenger, 1991). Having knowledge conceptualised as an aspect of practice, discourse, and activity, Lave and Wenger see negotiation of meaning as a practice that a community aims to achieve to construct knowledge collaboratively. Hartnell-Young (2003, p. 23) reminds us that “practice is the social production of meaning, involving negotiation, participation and reification (projection of meanings giving them weight) and is the source of coherence of a community”. In a given discourse, the members produce socially a collective sense of meaning of a concept through negotiation and participation, as shown in the pilot study (Cheung, 2007a). The meaning is shared in the discourse. The sum of all meanings produced as a result of negotiation may constitute the community’s knowledge about that concept. The concept of negotiation of meaning lays the theoretical foundation of my framework (see Chapter 3).

2.3.2.2 Construction of meaning

Stahl, a researcher and professor of information science, has conducted a decade-long project that examines computer-mediated small-group interactions by adopting the notion of

group cognition as foundational for collaborative learning. His idea of group cognition, transcending the limits of individual cognition, emphasises group discourse that results in shared understandings and new meanings. Stahl (2006, p. 307) argues that:

the co-construction of shared knowing in discourse involves the negotiation of tacit meanings, for instance of the affordances of artifact ... The network of these meanings constitutes the social world in which we live, and which we come to understand by building collaborative knowing.

He develops a social theory of computer-supported collaboration focusing on meaning making as a vehicle for collaborative building of knowledge. The term “building collaborative knowing” Stahl (2006, p. 303) uses, derived from Scardamalia and Bereiter (1996, as cited in Stahl, 2006), points to meaning making as a group phenomenon of the building of collaborative knowledge. Stahl looks at “how groups actually create, share, use and interpret meaning as an integral part of social interaction” (2006, p. 319). He adopts several interaction methods and group-cognitive processes to document interactions that constitute shared meaning as a phenomenon of collaborative knowledge construction.

Suthers et al. (2007) are other recent researchers who deal with knowledge mapping representations in ICT environments. A significance of their work is to show that knowledge, rather than being in the individual mind, is what is exchanged and shared collectively. They consider learning as social, rather than individualistic (Suthers et al., 2007). They develop

an up-take analysis of knowledge to examine interactional construction of meaning in collaborative learning – when something is shared and transformed between participants in a community. “Uptake is the event of a participant doing something with previously expressed information, attitudes and attentional orientation or other reifications of prior participation. Uptake affirms and transforms the taken-up by interpreting it as having certain relevance for further participation” (Suthers et al., 2007, p. 3). What they mean by an act of uptake is “the expression of a conception and the interpretation of prior expressions: the act of taking up and the conception resulting from that act are mutually constitutive” (Suthers et al., 2007, p. 3). This act of uptake is examined by a reply structure – dependency graph – to identify how an individual posting in an asynchronous discussion forum refers to prior contributions. The study also deals with analyzing the interactional construction of meaning in online learning by developing an abstract transcript notation to investigate the way in which participants in an asynchronous communication context built on each others’ contributions. Suthers et al. (2007) argue that “learning is conceived of [as] not merely the transfer of information but rather as an interactional process of change” (p.2), and that “meaning is interactionally constructed and situated: the meaning of a given contribution is best understood as a function of its relationships to prior interactions and indexically with respect to the physical and social context” (p.3).

Although the literature reviewed here shows that closer attention has been given to meaning (the linguistic and discourse aspect) in defining the knowledge-construction process, there have been few empirical studies using real language data to deal with lexical meaning. This study as a first attempt to discuss lexical meaning through the analysis of paraphrase and intertextuality can fill the gap that other studies on collaborative knowledge construction have left out. The construction of (public) knowledge is never a solitary act; the renegotiation of knowledge, or, from the linguistic perspective, meaning, is always a collaborative act taking place inside a discourse community. This brings my approach into conflict with the traditional theory of terminology, which will be discussed in the next section.

2.3.3 *The notion of meaning in terminology*

2.3.3.1 *What is a 'term'*

In terminology, terms are said to denote concepts which are strictly defined, if possible, in a language independent way. Thus the term *water* is said to denote H₂O. It is this detachment of the referent (the denoted concept) from the idiosyncrasies of language that sets terms apart from words (i.e. lexical items) whose meaning largely depends on the context in which they are embedded. A term is, in theory, unambiguous and denotes exactly the same

concept and nothing else, wherever it occurs. I agree with Wright (1997, p. 13) who points out that “terms are words that are assigned to concepts used in the *special languages* that occur in subject-field or domain-related concepts”, and with Pearson (1998, p. 15) who refers to a term as the “designation of a defined concept in a special language by a linguistic expression”. However, even for standardised terms, new ideas can always add to the knowledge presented in the definition of the concept. This prior knowledge of terms such as *adolescent depression*, *adolescence* or *gender role* is supposed to be acquired by students in the present study from their reading assignments, and it is contained in existing definitions they find in these texts. The task I have set to the students is to reconsider and renegotiate these concepts. More information on the list of concepts studied can be found in Chapter 4 (Section 4.5.2.1).

The operation that terms perform, namely to denote a concept, implies that there exists a strong relation between knowledge and terminology. As Rey (1995, p. 47) puts it,

the construction of objects of knowledge occurs through a discursive and logic activity by means of signs. In our cultural experience we have used the signs of language, and especially nouns for this purpose: we name in order to differentiate, to recognize and finally to know. ... In this way the lexicon of a language, which is the accumulated product of social factors, is at the same time the receptive medium and the creative means of systems of denotation and, by a process of conceptual ‘purification’, of terminologies. The idea of ‘special languages’ arises from a lexical interpretation of these denotative organisations.

For terminologists, these signs (i.e. words and often units larger than the word) form the core of an investigation into “the extent to which they function as names, denoting objects, and as indicators of concepts” (Rey, 1995, p. 29). These signs, with denotative and referential functions, point to definitions which express “the relevant features of the term” and “reflect those of the notion or concept” (Rey, 1995, p. 42). For a word to be called ‘term’, it must signify a concept, which is in traditional terminology “a mental construct for classifying the individual objects of the outer or inner world by means of a more or less arbitrary level of abstraction” (ISO, Recommendation R704, p. 1968, revised 1986, as cited in Rey, 1995, p. 33). In short, concepts and terms are closely linked together to construct reality. The relationship between concepts and terms has been dealt with in the theoretical literature by terminologists including Felber and Budin (1989), Picht and Draskau (1985), and Sager (1990).

At the conceptual level, the only means of expressing a term is the operation of ‘definition’ (Rey, 1995), which is presupposed to be invariable in standard terminology. As Spuzic and Nouwens (2004) point out, definitions are “fundamental bricks of knowledge” (p.660) and “key elements of knowledge” (p.645). Waser (2004) also argues that it is not the terms themselves but the definitions of the concepts they denote which are indicators of

knowledge. In standardised terminology, if there is a term *caries*, then there must be a definition of what caries is to convey the concept of caries¹. This is important so that the members of the special domain community have the same understanding of what a particular term stands for, that the term will be standardised, and that the term definition is identical with the concept. A term that has been standardised can be called a “hard term” which denotes “exactly described concepts which are static and unchangeable within fixed limits” (Teubert, 2005a, p. 104). The concept is invariable or remains invariable until a new definition is adopted by the standardizing body.

Traditional terminology deals with what Teubert (2005a) calls ‘hard terms’ (in contrast to ‘soft’ terms). However, knowledge construction is something that happens continually, whenever people discuss discourse objects. We must always allow for the possibility to add new ideas, constituting, in my sense, new knowledge (no matter whether it would constitute, for traditional epistemologists, ‘true’ or ‘false’ knowledge) to what has already been said, in a discourse, about a lexical item understood as a term. The body of our knowledge is rapidly and tremendously growing in such a pace that, in spite of academic efforts to categorise special knowledge, it is becoming difficult to freeze the whole body of knowledge through

¹ This is a dental term referring to tooth decay.

standardization, since the interpretations of terms and knowledge can vary significantly (Spuzic & Nouwens, 2004). While terms in the realm of production and maintenance of objects (like airplanes) have to be strictly defined in order to make sure that the final product is indeed what has been designed in its blueprint, in the academic sphere, the development of new ideas, that is the generation of knowledge, is always an ongoing process. This has led to the question of “defining the definition” to catch up with the rate of knowledge enhancement (Spuzic & Nouwens, 2004, p. 652).

There is in terminology just as in ordinary language a diachronic parameter, explaining why specialised glossaries, containing terms and their standardised definitions (concepts), have to have their entries and definitions regularly updated². If we compare an early edition to a later one, we find that there are some subtle changes. *Black's Medical Dictionary* has been thoroughly updated with currently 39 editions. This shows that language “lives through everlasting growth by introducing new definitions” to fit with our growing knowledge (Spuzic & Nouwens, 2004, p. 655). For instance, the term *melancholia*, originating from Greek, was described as a disease in the fifth and fourth centuries BC characterizing “fears

² Apart from modifying term definitions, new terms should be introduced, as argued by Spuzic and Nouwens (2004). However, the impact of new terms in a special domain is not the scope of my study, which mainly sees term definitions as provisional and examines to what extent they are subject to changes.

and despondencies, if they last a long time” (Hippocrates, 400 B. C. E., Section VI. 23). In modern times, the term refers to a specific disorder of movement and mood (Parker & Hadzi-Pavlovic, 1996). *Melancholia* is now defined as “a mental condition and especially a manic-depressive condition characterised by extreme depression, bodily complaints, and often hallucinations and delusions” (Merriam Webster Medical Dictionary, 2008). A random search of Internet by Google even links the term to diverse meanings, though basically fall under the same scope of context of mental disorder. This implies that our idea about a concept denoted by a term may change. Traditional terminology is not interested in the way change in the definition of concepts comes about through negotiation. Its interest is to maintain stability once a term has been introduced and has become standardised. In due time, the standardizing authority “would have to agree to dismiss the old and adopt a new definition” (Teubert, 2005a, p. 99). Yet, terminology is not concerned with the discussions leading to such a change.

2.3.3.2 *What is a ‘lexical item’*

My discussion of ‘hard’ and ‘soft’ or ‘emergent’ terms in the preceding section makes it necessary to set up an opposition between ‘term’ and ‘lexical item’, and in doing so I need to set my argument against the classical theory of terminology. Discussing and improving

term definitions to grasp the special concepts have to be understood as a ‘collaborative’ activity. It takes place within the discourse; this ever-growing entirety of contributions whose content is exchanged between the members of a discourse community and shared by them. In this study, I therefore speak of ‘lexical items’ instead of ‘terms’ for the ‘soft’ or ‘emergent’ terms discussed by my students. The reason is that ‘lexical items’, by their very nature, have meanings; and meanings can be expressed in different ways and can be renegotiated in the discourse. I propose to use the word ‘term’ only for those units which are strictly standardised or established (i.e. ‘hard’ terms) since the concepts denoted by them are supposed to be invariable. Thus, ‘hard’ terms should not be treated as lexical items, but ‘soft’ or ‘emergent’ terms should.

2.4 Knowledge as a product of collaboration

If meaning, as discussed in Section 2.3, can be renegotiated in the discourse, meaning is always a collaborative act taking place inside a discourse community. As Stahl (2006, p. 318) puts it, “collaboration is a process of constructing meaning”. Collaboration is a general term used to “describe attempts of both teachers and students to work together with a common goal or purpose (based on the Latin *co-laborare*: to work together)” in the social context of the classroom (Hartnell-Young, 2003, p. 35). This study is concerned with students’

collaborative attempts to construct meaning in an ICT environment. This section takes account of learning theories of primary knowledge acquisition, social constructivism and social constructionism, social epistemology, and dialogism.

2.4.1 Collaborative knowledge construction: Evidence in the primary knowledge acquisition process

The idea of knowledge as a product of collaboration suggests the key roles of peer mediation and shared practice. This is much informed by the learning theories of primary knowledge acquisition. While the theories deal with the impact of social interaction on cognitive development of the individual child, this study is concerned with the growth of knowledge within a community. Thus this section will only review those works that are relevant for my research.

Vygotsky sees knowledge as being developed by means of social interaction with peers. There are two underlying assumptions which are relevant for my research. First, building upon his socio-cultural theory of human learning and his concept of ZPD, as mentioned in Section 2.3.2.1, Vygotsky (1962, 1978) argues that knowledge is mutually built and socially

constructed. Like Piaget, Vygotsky emphasises the relationship between individuals and the social (see Section 2.2.3.1). Yet, unlike Piaget, Vygotsky argues that cognitive development does not occur within the individual. Instead, there is a dynamic relationship between individuals and the social environment, and it is through this interaction that collaborative learning occurs. Instead of learning in isolation, a learner interacts or co-operates with more knowledgeable others to construct an understanding of the concept. This allows the learner to move on from an individual's current level of development to more advanced level of potential development, which is limited to the ZPD as it is the area of evolving understanding of knowledge domains through social interaction (Vygotsky, 1978). Thus, ZPD is the distance between what an individual child can do and the next learning that the child can achieve with competent peer assistance.

Second, Vygotskian 'scaffolding' has a significant place in defining knowledge as a product of collaboration in a social context. Scaffolding instruction, developed by other sociocultural theorists applying ZPD to education, is the "role of teachers and others in supporting the learner's development and providing support structures to get to that next stage or level" (Raymond, 2000, p. 176). It aims to facilitate a learner's ability to build on prior knowledge and internalise new knowledge. In view of this, there has been a growing

amount of modern research seeing scaffolding as an effective strategy for collaborative knowledge construction through discourse discussion, prompts, hints, partial solutions, think-aloud modeling and direct instruction (Hartman, 1997). If scaffolding techniques can be applied in ZPD, which is an essential feature of learning, learners can share their thinking with their peers and finally be motivated “to excel beyond their current skills level” (Jaramillo, 1996, p. 138). Thus, Vygotsky (1978) sees the importance for learners to be guided and supported through appropriate scaffolding activities to take them to the next level of learning.

Vygotsky’s theory has important implications for my study. As Raymond (2000) puts it, a learner constructs a new understanding of the concept, by expanding on the prior knowledge, through the guided learning experience received in social interaction. My study uses asynchronous discussion to allow students to compromise for a new understanding of a given concept by engaging themselves into a dialogue with their peers. As Vygotsky (1978) argues, by engaging in discussion, learners can create dialogues with themselves in which they check and refine their own thinking, finally reaching new knowledge and understanding. Since it is equally important for the teacher to prompt discussion to make sure all learners are involved (Vygotsky, 1978), teacher’s guiding questions are used in my

study as scaffolds to motivate students to solve the problem of an incomplete definition (see Chapter 4, Section 4.5.1, Table 4.1), and to prompt them to express what and why they are thinking about the definition, leading to awareness of their own thinking. As Shamsudin and Nesi (2006, p. 320) point out, language learning through the medium of a single disciplinary content may “offer opportunities for Vygotskian ‘scaffolding’, in which students work with a language instructor or help each other to grasp difficult concepts and skills”. In my study where students learn English in a health care disciplinary content, combined with asynchronous discussion beyond the classroom, students can collaborate with their peers, particularly those knowledgeable others who are capable of elaborating on the prior knowledge, to improve their understanding of the special concepts as an meaningful input for their academic writing³.

Moreover, Lave and Wenger’s (1991) community of practice emphasises the idea of mutual engagement in collaborative knowledge construction. The idea of a community of practice can facilitate knowledge construction that focuses on bringing people together to “interact with each other and with the world”, resulting in practices that are seen as “the property of a kind of community created over time by the sustained pursuit of a shared enterprise”

³ In this English course, students are required to complete assigned background reading as an input for the literature review essay (see Chapter 4, Section 4.4).

(Wenger 1998, p. 45). This concept of situated learning stresses that apart from engaging in practice one must also be involved in the social world in the process of learning. At the same time, Pea (1993, p. 48) observes that “knowledge is commonly socially constructed, through collaborative efforts towards shared objectives or by dialogues and challenges brought about by differences in persons’ perspectives”. Pea’s account that knowledge is socially accepted is drawn upon Vygotsky’s argument of social interactions, stressing that social interaction takes place in groups having more than one participant interacting with each other.

The major implication of Vygotsky, Pea, Lave and Wenger is that knowledge is mutually constructed in a social community. Followed in this direction are some distributed cognition proponents including Salomon and Perkins who see knowledge as shared practice within a community.

Some distributed cognition proponents argue that learners construct knowledge in partnership with others (Salomon, 1993) and with the support of social resources (Perkins, 1993). For instance, Salomon (1993, p. 111-138) argues that “individual and distributed cognitions a[re] interacting over time, affecting each other and developing from each other,

[thus] it is important to recognise the interdependence of both individual and the social construction of knowledge”. He proposes that “cognition is distributed among individuals, that knowledge is socially constructed through collaborative efforts to achieve shared objectives in cultural surroundings, and that information is processed between individuals and the tools and artifacts provided by culture”. He (1993, p. xiii) writes:

what characterizes such daily events of thinking is that the social and artifactual surrounds, alleged to be ‘outside’ the individuals’ heads, not only are sources of stimulation and guidance but are actually vehicles of thought ... It is not just the ‘person-solo’ who learns, but the ‘person-plus’, the whole system of interrelated factors.

Perkins (1993, p. 89) introduces the notion of person-plus as a distributed view of thinking and learning by taking the “*perso- plus* surround”, not the “*person-solo* - person without resources”, as the unit of analysis. Perkins (1993, p. 90) explains that:

the surround – the immediate physical and social resources outside the person – participates in cognition, not just as a source of input and a receiver of output, but as a vehicle of thought. The residue left by thinking – what is learned – lingers not just in the mind of the learner, but in the arrangement of the surround as well, and it is just as genuinely learning for all that.

The aforementioned concept of distributed cognition lends support to my study on examining discourse to uncover knowledge construction. Salomon (1993, p. 93) argues that:

the distributed thinking and learning of the person-plus perhaps comes most to the fore in situations of authentic and extended inquiry – a student or a professor developing an essay, an advertising executive contriving a campaign, a director mounting a play, an engineer designing a bridge.

Such creative processes have been studied, for instance, in Gruber (1974), Perkins (1981) and Tweeney (1985, 1992) (as cited in Salomon, 1993, p. 93). Take my study as an example. From the standpoint of knowledge, the student-solo bring to the discussion task a technical repertoire in long-term memory, but the student-plus also bring to the discussion task the reading assignments and the teacher's guiding questions. The reading assignments represent a kind of source input, while the guiding questions represent instruction of inquiry. The instruction thus aims to acquaint students with the art of making best use of the asynchronous discussion system to scaffold the concept expressions. The students employ texts on the asynchronous system for expressing their opinions.

Consequently, knowledge is represented in the discourse. The discourse allows the students to interact with others' viewpoints and to develop ideas based on what has been said previously. The students benefit enormously by taking advantage of the discourse in developing higher-order knowledge – inquiring into the characteristics of the expression of a given concept. All these points about the knowledge, representation, retrieval, and construction address the social surround. If Perkins (1993) argues that one's reading notes can be viewed as part of one's cognitive property, the situation is not unlike the study presented in my thesis in which participants of a discourse community write texts on the

online discussion system to give meanings to the thoughts of a discourse object (representing a concept). The meaning of the object has reflected one's thinking. Thus cognition is viewed as an emergent property of the discourse. In that case, if we want to examine knowledge, we may need to examine discourse. Unlike reading notes, the discourse is not an extension of one's memory, but an emergent property of (collaborative) cognition.

Though emphasizing the role of social or physical factors and the sense of collaboration in the cognitive processes, distributed cognition theory's dependence on the individual mind cannot make sense to characterise collaborative knowledge construction in this study. For example, Salomon states (1993, p. 111) that "while cognitions can be distributed, they need a few 'sources' for this distribution such that they can operate conjointly":

distribution means sharing – sharing authority, language experiences, tasks, and a cultural heritage. Unlike cognition and ability, which are traditionally seen to reside solely inside the individual (leading to the inevitable disregard for social, situational, and cultural contexts), distributed cognitions do not have a single locus 'inside' the individual. Rather, they are 'stretched over' (Cole, 1991; Lave, 1988); they are 'in between' and are jointly composed in a system that comprises an individual and peers, teachers, or culturally provided tools (p. 111).

What Salomon means by 'distributed' cognitions is something in the sense of "jointly emerging cognitions" (1993, p. 116). For him, cognitions, whether be they distributed or individual, must be examined in interaction. What Salomon understands as interaction is the

distributed system of cognitions instead of the sum of its components. Thus, he argues that, as it is impossible to examine any isolated parts, one has to examine the system as a whole. He emphasises that “cognitions are distributed not so much as a division of labor (although some of it still exists), but as a shared activity, as when two individuals plan together or solve a problem jointly” (Salomon, 1993, p. 133). For Salomon, the idea of distributed cognitions is based on the assumption that all cognitions can be distributed. However, as he admits, this assumption could be questioned since there may be the possibility that some cognitions cannot be distributed due to their inherent nature.

2.4.2 Social constructivism and social constructionism

Knowledge is not individual, but is shared and public. Knowledge is the product of processes of social interaction. This is informed by both social constructivism and social constructionism, though they are considered as different types of thrust by Gergen, as discussed in Section 2.2.3.1.

Social constructivism emphasises that our perception of reality is constructed through social interaction. According to Berger and Luckmann (1966), an individual’s conception of reality is produced by his or her interaction with social structures, and that experience of the world

as other is constituted for each individual in social settings. Berger and Luckmann (1966, p. 3) assert that “all human knowledge is developed, transmitted and maintained in social situations and through social institutions”. In spite of their emphasis on individual mind, their theory posits that social interaction plays a fundamental role in creating the world and the meanings we create in the world. Social interaction, in Berger’s and Luckmann’s terminology, is talking with other people and living in a cultural environment.

The social constructionist Potter (1996, p. 12) elaborates on the role of social interaction by claiming that “the worlds in which we all live are not just there, not just natural objective phenomena, but are constructed by a whole range of different social arrangements and practices”. Gergen’s work also emphasises that our perception of reality is constructed through social interaction. He argues that “knowledge is not something people possess somewhere in their heads, but rather, something people do together” (1985, p. 270). He points out that the social process is the foundation of reality, and that much of our knowledge of the world is derived from social interaction. As Gergen and Gergen (1991, p. 78) put it, “it is within social interaction that language is generated, sustained, and abandoned. . . The emphasis is thus not on the individual mind but on the meanings generated by people as they collectively generate descriptions and explanations in

language”.

From one corpus linguistic perspective, as in social constructionism, knowledge is neither private nor in people’s heads, rather knowledge is public and found only in the discourse.

This study describes how students negotiate and construct social knowledge about the standard definition of a given concept through their social interaction in an asynchronous discussion environment. It is this kind of talk, or social interaction in Berger’s and

Luckmann’s terminology, that transmits meanings of the concept to the members of the

community. In the end, all the meanings created out of the ‘talk’ constitute the community’s

knowledge of the concept. The reading assignments to which students respond online, seen

by Gergen (1985) as the tradition of knowledge, are discussed by the students in the course

of the semester. The whole communication process is thus ongoing and dynamic.

2.4.3 Social epistemology

Regarding knowledge as intrinsically social, Fuller (1998, p. 5) claims that social

epistemology “has been a well-motivated, autonomous field of inquiry only insofar as it has

been concerned with the social organization of knowledge”. He asserts that “science is not a

clearly defined activity. Rather, it is many different activities that are typically connected

more to their social context than to each other” (Fuller, 28 June 1998, para.8). For Fuller, all scientific explanations are socially constructed.

Longino is another contributor to the rather recent enterprise of social epistemology. She proposes that scientific inquiry is a social rather than individual process, and that, instead of a product of an individual mind, scientific knowledge is produced in collaborative efforts “through the clashing and meshing of a variety of points of view” (1990, p. 69). Scientific inquiry “is complex in that it consists of different kinds of activities ... these activities are carried out by different individuals”, while “the integration and transformation of these activities into a coherent understanding of a given phenomenon are a matter of social negotiations” (Longino, 1990, p. 67). She thus suggests “return[ing] to the idea of science as practice” and “regard[ing] scientific method as something practiced not primarily by individuals but by social groups” (1990, p. 66-7). This “shift in perspective” is essential because “the application of scientific method ... of any subset of the collection of means of supporting scientific theory on the basis of evidential data, requires by its very nature the participation of two or more individuals” (1990, p. 67) .

Anti-classical social epistemology has theoretical importance for my study because of its crucial role of society in the process of forming socially constructed knowledge in a

community. My study is based on the conception of knowledge that has little or no use for concepts like truth and justification. As observed in the pilot study (Cheung, 2007a, Section IV G, p. 25-38), variations of the unit of meaning, *body image*, were observed on an asynchronous discussion platform. All these paraphrases constituted knowledge of body image within the discourse community. This kind of knowledge was what was 'believed' or 'institutionalised' conditional on the assent of the discourse community.

Second, in this study, individual students cooperate together, 'through the clashing and meshing of a variety of points of view', to paraphrase a concept repeatedly in different ways to produce knowledge collectively. As Longino (1994, p. 142) argues, "knowledge is the outcome of interaction between people that is mediated by the appropriate social processes". In this study, meanings are repeatedly "adjust[ed]" by students through "introducing new" explanations or "by redefining terms" (Longino, 1990, p. 220). It is by this type of "social negotiations" that "a coherent understanding of a given phenomenon", or concept, is established, thus leading to the construction of knowledge (Longino, 1990, p. 67). Last but not least, my students, as a social group, create alternate realities that challenge the expert knowledge, which is represented by the original definition of a given concept. As a result, different explanations would come up with the definition of the concept, and these

explanations reside in the discourse community. Since the expert knowledge falls short of the expectations of the students and since they are not satisfied with the explanation of the concept, they need to discuss the concept⁴. On this account, they replace, as Fuller (1998) puts it, the notion of an ideal form of knowledge by an alternative form of knowledge production.

2.4.4 *Dialogism*

When an utterance is responded to by a speaker, dialogue is created. At the dialogue level, interaction occurs when both speakers exchange utterances. The dialogue turns into a discourse once the communication moves into clarifying a new concept. For example, students in this study discuss what they understand as *depression*; the (written) utterances exchanged have turned into a discourse on *depression*.

Dialogism has been underlined as the central concept of socially shared knowledge.

Dialogism is “a phenomenon that is still very much an open event” (Holquist, 1990, p. xi).

There are different theoretical traditions of dialogism, such as Herbert Mead’s (1934) theory of Conversation of Gestures. The theory asserts that humans negotiate with each other to

⁴ Students are invited to discuss to what extent they consider the original definition is appropriate to refer to the concept, and to improve the definition of the concept.

actively reconstruct their social world via social interaction. Mead founds 'symbolic interactionism' which sees people construct selves and identities through everyday encounters in social interaction. Thus, the mind, or knowledge, is a "social phenomenon – arising and developing within the social process, within the empirical matrix of social interactions" (Mead, 1934, p. 133). The point of departure in this study, however, is Bakhtin's dialogical perspective.

The kind of dialogism inherent in Bakhtin's work is that "humans live in the world of others' words" (1986, p. 167). In a dialogical perspective, according to Bakhtin (1986, p. 89), understanding (or knowledge) is an "actively responsive" process that originates from participation in dialogue. For Bakhtin (1986), dialogical understanding is a sort of social knowledge that is constructed from a dialogue in which a meaning of an individual comes into contact with the meaning of others. Consequently, new meanings are created that are different from the original meanings. Bakhtin (1986, p. 7) foregrounds dialogue as "a necessary part of the process of understanding", but adds that "if it were the only aspect of this understanding, it would merely be duplication and would not entail anything new or enriching". Thus, Bakhtin (1986, p. 69) argues that a person, in a dialogue, "does not expect passive understanding that, so to speak, only duplicates his own idea in someone else's

mind”, but is creative and responsive for an enriching dialogue.

In a similar vein, Sealey (1996, p. 25) argues that “language is not the product of single, separate individuals, but is produced collaboratively as people interact in social contexts”.

She reminds us that “there is a process of interaction between pre-existing discourses and the potential for new meanings” (1996, p. 25). This can be said as associated with dialogism, “where a dialogue between people produces discourse which is not the exclusive property or product of any one person” (1996, p. 25). Although in the discourse, meaning tells us something presupposed as ‘truth’, at a particular time (see Section 2.2.3.2), Sealey suggests that “texts ‘position’ their readers to make meanings dialogically” (1996, p. 26). To what extent the meanings are predetermined by the pre-existing discourse and how far meanings are negotiated in response to a text remains an interesting topic to explore.

Recently, sociolinguists and social psychologists like Marková et al. (2007) explicitly consider the notion of dialogic discourse as the means by which humans share certain kinds of knowledge when they talk and think. They argue that “socially shared knowledge has a dialogical nature”, and is “formed and maintained in and through dialogical thinking and communication” (2007, p. 17). A dialogue is a symbolic interaction between two or several

individuals, and “involves a multitude of forms and activities in which humans communicate and think about their socially shared knowledge and imagine their social realities” (2007, p. 28). Socially shared knowledge is thus referred to types of collective knowing that “circulate through public discourse and transform themselves into new forms” (2007, p. 15).

To Bakhtin, every word is directed to an answer and interpretation (1984, p. 300):

the word, the living word, inseparably linked with dialogic communion, by its very dialogic nature, it presupposes an ultimate dialogic instancing. To receive the word, to be heard. The impermissibility of *second-hand* resolution. My words remain in the continuing dialogue, where it will be heard, answered and reinterpreted.

As Sealey (1996, p. 25) argues, dialogue serves as a means of construction of “new meanings”. What is said by a speaker or presupposed in a text is expected to be responded and “reinterpreted” (Bakhtin, 1984, p. 300) in the discourse. These new interpretations of a unit of meaning are the product of collaboration in a social context. Thus, examining these interpretations of meaning can allow us to better define the knowledge-construction process. The next section will deal with the last area of research in this chapter: paraphrase as interpretation of meaning.

2.5 *Paraphrase as interpretation of meaning*

What I have reviewed in the preceding section holds a stronger view of group knowledge. If knowledge (and meaning) is always a collaborative act taking place inside a discourse community, how meaning, being co-referential with our knowledge (as discussed in Section 2.2.3.2), is created collaboratively in the discourse can offer critical insights into defining the knowledge-construction process. Thus, our (shared) knowledge of a given discourse object can be evidenced in examining the meaning of the lexical item which expresses the discourse object through social interaction. The present study proposes that meaning can be created in paraphrase, taking the notion of meaning as interpretation as the ground of analysis.

2.5.1 *Meaning as paraphrase*

Meaning is a kind of interpretation in the discourse. Stahl (2006, p. 318-9) argues that “meaning in the context of collaboration is viewed as an integral part of communication, and therefore necessarily as shared within a community”, and that “individuals must learn to interpret these meanings”. How people create, share and interpret meaning forms an integral part of collaboration. Stahl argues that “the *meaning* is defined for the community involved in the given situation and that the individuals each develop their own *interpretation* of that

meaning” (2006, p. 322). He observes in his study that the students in his transcript interpret meanings in their own words, and employ argumentation, clarification, and explication to construct a network of meaning. This interpretation is “making an implicit idea, *x*, explicit as [having the meaning] *y*”, following Heidegger’s idea of interpretation (Stahl, 2006, p. 320). As Stahl puts it, “discourse is interpretation. It makes things ‘explicit’, or puts them into words. As man-made embodiments of meaning, words are semiotic artifacts that are part of the network of significations” (2006, p. 321). Within the discourse, different participants can take different interpretations to explore shared themes, and this process is ongoing. An interpretation can even be re-interpreted or further elaborated in the discourse. Consequently, “the meaning is deeply synergistic, arising through the intertwining or negotiation of the individual perspectives within the group situation” (Stahl, 2006, p. 324).

Interpretation of meaning, from the corpus linguistic perspective, can take the form of paraphrase. Teubert (2007b) argues that paraphrases are interpretations. Paraphrases are the metalinguistic statements that serve for explanations, explications, or re-definitions (Teubert, 2005b). He advocates a new direction of corpus linguistics – towards an analysis of the ways in which units of meaning in a discourse community can be described, negotiated, explained, defined, or replaced, towards a study of paraphrases. Teubert (2007b) argues that

in the discourse, the only means of expressing the meaning of a given discourse object is by paraphrasing the lexical item which stands for it. Regardless whether the interpretations for a given lexical item may or may not be 'true' facts, the meaning of that lexical item, for the members of the discourse community, is the sum of all that has been said within the discourse, including what has been given as the 'standard' definition of the lexical item, for instance in a textbook. "All citations together are everything one can know about" the meaning of that lexical item (Teubert, 2007b, p. 38). In this sense, the knowledge of the concept, manifested by the meaning of the lexical item that denotes the concept, is co-constructed by the members of the discourse community, no matter whether it is true or not. This gives up the traditional separation of lexical (word) knowledge (the knowledge of how the word is to be used) and encyclopaedic knowledge (the knowledge of the nature the denotatum of the lexical expression), as mentioned in Section 2.2.3.2.

On the other hand, if discourse is a set of interlinked texts, any new paraphrase is an interpretation of previous paraphrases (Teubert, 2005b). Each interpretation, or paraphrase, is a unique contribution in the discourse. Once a paraphrase is introduced to interpret a unit of meaning in the discourse, other participants will re-interpret it or further elaborate it repeatedly and in different ways, as suggested by Stahl (2006), in order to reach an

understanding (or formulate a disagreement) about the nature of a discourse object, or, from the perspective of lexical semantics, to negotiate the meaning of a lexical item. As discussed in Section 2.4, knowledge (or meaning) is a product of collaboration. Thus, a paraphrase is linked to other paraphrases, as the outcome of the collaboration within the discourse community over a period of time, which ultimately constructs the knowledge of the concept. The variations of a unit of meaning as well as the interrelationship between the variations (or the diachronic patterns) can allow us to realise how knowledge is constructed socially and diachronically. This semantic variability has been addressed in the literature in the field of Natural Language Processing (NLP).

2.5.2 Paraphrase and knowledge extraction in computational linguistics

As already presented in Cheung (2007a, Section III, p. 12-15), recent research into paraphrases is widely covered in NLP including information retrieval, Question Answering (QA), text summarization, and Machine Translation (MT). Sekine (2005, p. 80) distinguishes paraphrase from synonym: “if the expression is a word or a short phrase (like ‘corporation’ and ‘company’), it is called a ‘synonym’”; in contrast, “if the expression is longer or complicated (like ‘A buys B’ and ‘A’s purchase of B’), it is called ‘paraphrase’, i.e. a set of phrases which express the same thing or event”. In NLP, paraphrases are “alternate

verbalizations of the same concept” (Barzilay & Lee, 2002, p. 167) or as rewriting sentences without changing their semantics (Kanayama, 2003, as cited in Worlton, 2005). Paraphrase usually refers to a text that more or less conveys an equivalent meaning of the original text. Cheung (2007a) has already presented a general overview of paraphrase and knowledge extraction in computational linguistics. Given that from 2005 and on new works related to the use of paraphrases in QA and MT have been developed, this section will present an updated review of paraphrasing in NLP.

New machinery has been developed to acquire reformulations automatically in QA:

Barzilay and McKeown, 2001; Duclaye, Yvon and Collin, 2002; McKeown, 1979; Singh, 2002 (Cheung, 2007a, Section III, p. 12-14). Paraphrases have not only been used in QA for enhancing systems but also for taking advantage of QA resources. For example, Herrera, Peñas and Verdejo (2007) compile a Spanish corpus of assessed answers from a QA exercise proposed in the 2006 edition of the Cross Language Evaluation Forum. The related pairs of statements (question and correct answer) are assessed by experts to determine if there exists a paraphrase relationship between them. For instance, if both statements express the same idea, they are a “semantic paraphrase” (Herrera et al., 2007, p. 41). While 74% of the pairs of statements are considered paraphrases, some disagreements are observed in

“difficult” pairs. One possible reason is that “there is not a bidirectional entailment between the two statements of the pair”. For example, the pair *lepra* (*leprosy*) and *enfermedad infecciosa* (*infectious disease*) might not be a paraphrase because leprosy is an infectious disease but not every infectious disease is leprosy.

In addition, paraphrases have been used in the field of recognizing textual entailment.

Romano, Kouylekov, Szpektor, Dagan and Lavelli (2006, p. 409) conduct a paraphrase-based approach to “identify all the different variations in which a target semantic relation can be expressed”. “X interact with Y” is a case in point. Under this syntactic representation, the configuration will assume a set of “templates” which are “text fragments containing variables” (Romano et al., 2006, p. 410). Some template variants are based on “morphological derivations” (e.g. “X interact with Y” and “X Y interaction”) while some groups reflect a certain syntactic phenomenon (p.412). Learning generic morphological and syntactic variations, the study offers insights into matching paraphrases in texts.

On the other hand, there has been recent MT research in automatic paraphrasing, in particular, to syntactic level paraphrasing. Paraphrases are usually induced from parallel or comparable monolingual corpora (see for example Pang, Knight & Marcu, 2003). A variety of

paraphrasing methods have been developed that lead to significant variations in the performance of MT. Kauchak and Barzilay (2006), however, study the impact of paraphrases on the accuracy of MT evaluation. Analyzing 10,728 reference translation pairs used in the MT evaluation, only 21 (less than 0.2%) of them are identical, with 60% of the pairs differ in at least 11 words. Thus, paraphrase methods are used to refine automatic evaluation techniques to reach the accuracy of human evaluation. The technique used is called paraphrasing algorithm which is based on “the *substitute in context* strategy” (Kauchak & Barzilay, 2006, p. 456). The algorithm first identifies a reference sentence and its translation from the system output. The algorithm then filters appropriate words that appear in the system output, and rewrites a new sentence for every pair of human and machine translated sentences. For example, 1a and 1b are not identical. In the paraphrase in 1c, the algorithm filters the appropriate words that appear in 1b, *answer* and *remove*, to replace the original sentence.

- 1a. However, Israel's reply failed to completely clear the U.S. suspicions. (reference sentence)
- 1b. However, Israeli answer unable to fully remove the doubts. (machine translation)
- 1c. However, Israel's *answer* failed to completely *remove* the U.S. suspicions. (paraphrase)

Sekine's study (2005) shows some relationship with my study, when considering keywords to detect paraphrases. The study discovers paraphrases by focusing on phrases that constitute two Named Entities (NEs). A total of 1.9 million pairs of NE instances are extracted from the newspaper corpus, such as “Person – Person” or “Company – Company” (Sekine, 2005, p.

82). A total of 5,184 (one-word) keywords are found for the 2,000 NE pairs. Phrases that contain the same keyword are grouped as sets. By a given keyword (e.g. *buy*), the meaning of the phrases can be captured to detect paraphrases. For example, under the “Company – Company” category, the paraphrases captured in the *buy* set include “agreed to buy”, “said it will buy”, “said it agreed to buy” or “is offering to buy the portion of” (Sekine, 2005, p. 86). In my study, keywords are also used – lexical items under consideration (e.g. *adolescent depression*). Paraphrases of a keyword are extracted with corpus methods, though the focus is on the variations of a unit of meaning instead of the same meaning.

2.5.3 *New field of knowledge construction research*

However paraphrases are widely used in NLP, semantic variability is seen as “contextual substitution” (Dauchak & Barxilay, 2006, p. 457). The semantic variations are the different ways of expressing the ‘same’ information. Yet, in the sense of collective aspect of collaborative knowledge construction, the notion of paraphrase has more to do with modifying and enhancing the information previously given, as discussed in Cheung (2007a, Section II A, p. 11).

This notion of paraphrases is dynamic by nature and presents meaning and knowledge as a

diachronic phenomenon. The study of paraphrases in a corpus “allows a detailed and documented diachronic analysis of intertextual links that uniquely characterise any text segment in the focus of analysis” (Koteyko, 2006, p. 150). My notion of paraphrase is different from a conventional paraphrase that is based on an equivalence operation of two formulations from the semantic or the pragmatic point of view. The traditional notion is irrelevant for my study as it implies “duplication” (Bakhtin, 1986, p. 7) that does not entail anything new, as discussed in Section 2.4.4.

The innovative way of studying paraphrases in this thesis is noteworthy as it constitutes the investigation of a significant function of language: how the participants in a discourse create shared knowledge by exchanging their various explanations of the discourse object for which the lexical item stands over time. As far as I can see, no similar attempts have yet been made. “One main goal of corpus linguistics consists of extracting meaning from texts by looking at the way words (or larger lexical units) are used in sentences and texts” (Teubert, 2005a, p. 103). I will use corpus linguistics as a methodological tool that will enable me to observe collaborative knowledge construction in every detail. I hope that my study can fill this gap by conducting a linguistic and semantic analysis of discourse, and can contribute towards establishing corpus linguistics as a complementary approach to existing

knowledge construction research. Taking the perspective of text as a whole and as interlinked groups (Teubert, 2007b), a theoretical framework is developed and presented in Chapter 3. How corpus methods can be adopted to implement the framework will be discussed in Chapter 4.

CHAPTER THREE

CONCEPTUAL FRAMEWORK

3.1 Introduction

Making no assumptions about the individual mind, knowledge is understood not within the traditional epistemological framework but from a social epistemological perspective, as the content proper of a discourse object that is constructed and shared between the members of a discourse community. The construction of (public) knowledge is never a solitary act; the renegotiation of knowledge, or, from the linguistic perspective, meaning, is always a collaborative act taking place inside a discourse community. Incremental knowledge understood in this sense corresponds to the (always provisional) meaning of the lexical item that stands for the discourse object in question. By discussing concepts as lexical expressions, people continuously negotiate their meaning. The sum of all that has been said about this lexical expression constitutes the discourse community's knowledge about that discourse object. In these discussions, the object in question is paraphrased, and these paraphrases express the ways in which it is seen by the members of a discourse community. Paraphrases therefore are seen as evidence that we view knowledge construction not as a

solitary but as a collaborative activity taking place in a community. Taking the perspective of text as a whole and as interlinked groups (Teubert, 2007b), the paraphrases of a unit of meaning as well as the interrelationship between the paraphrases demonstrate that the traditional synchronic perspective of meaning in corpus linguistics needs to be complemented by a diachronic dimension. An appropriate theoretical framework is thus essential.

This chapter first describes in detail my theoretical position that draws upon the literature review. The chapter then deals with the underlying rationale behind the proposed theoretical framework and its purposes, and presents the details of the framework. An implementation of the model will be presented in Chapter 4.

3.2 Theoretical position

As already discussed in Chapter 2 (Section 2.3.3), my view of term definition has a different focus. The key difference in the way I look at terms is that, in the framework of my study, any definition of a term is always considered as provisional. The justification of it is, from a diachronic perspective of corpus linguistics, that term definitions can be (and are) continually updated in a given discourse, by presenting new interpretations, which I propose

to call paraphrases, of these terms to express the objects of the discourse they denote. In this sense, terms which are being discussed should be viewed not as ‘hard’ terms, but as ‘soft’ or ‘emergent’ terms. This is different from traditional terminology, in which “the concept of a fixed, ‘real’ meaning of a word, central to any prescriptive form of lexicography, means that semantic changes are seen as regrettable departures from an authoritative standard” (Barnbrook, 2005, p. 35).

Depression, one of the selected concepts in my study, is such a case. It refers to an institutional fact that is primarily a dynamic, not yet settled, concept and is ontologically dependent on language for its existence, while other concepts, like that of a *dog*, can be regarded as settled (as a ‘brute fact’, as realists would have it), with a claim to exist independently of language (Searle, 1995). *Depression* is featured as a term and defined as “a mood disorder in which feelings of sadness, loss, anger, or frustration interfere with everyday life for an extended period of time” (Merriam Webster Medical Dictionary, 2008). However, the still ongoing development of knowledge in the area of depression should not escape attention, as Gotlib and Hammen remind us “an explosion of research over the past decade has resulted in significant advances in our understanding of all aspects of this debilitating condition” (2002, front flap).

Thus in this study I have to look at the terms which I have selected from the reading assignments of my students (for example *depression*) as ‘soft’ or ‘emergent’ terms because their definitions are subject to amendment. Yet, these ‘soft’ or ‘emergent’ terms can be said to be ‘standardised’ as their sources are from medical journals or books, such as *Journal of Mental Health Counseling and Treating Depression in Children and Adolescents*. Such a ‘standardisation’ for medical terms, however, allows still for a modicum of fuzziness and thus differs from the standardization of even ‘harder’ terms, which are presupposed to be ‘established’ and ‘invariable’ (for instance the size of an A4 sheet of paper), though even they may have to be updated at some point in the future. However, in their day-to-day treatment of patients, psychiatrists are bound by such standardised definitions of *depression*, whatever they might think about them in their academic research. It is this ‘academic’ discussion that my experiment is recreating. The task set for the students is to set free their inspirations concerning the ‘soft’ or ‘emergent’ terms that I have purposely selected from the reading assignments in my study. The students are encouraged to carry out such deliberations on the ‘soft’ terms in question as a collaborative effort, as already discussed in Chapter 1 (Section 1.2). Thus, I am not concerned with the really invariable ‘hard’ terms that are the concern of traditional terminology.

This theoretical position is backed up by the pilot study (Cheung, 2007a). As observed, *body image*, being a selected concept presupposed for the students' reading assignments, was the most frequently discussed object in the asynchronous discourse with 318 paraphrases (Cheung, 2007a, Section IV, p. 24). Findings show that to some extent the students repeated the 'standard' definition, to some extent they reformulated it; but they also deviated from it, either because they disagreed, or because they had found a way of saying what the subject was. This kind of shared knowledge construction is partly a reconstruction of the knowledge that was already contained in the reading assignments, and partly a generation of new knowledge by introducing new interpretations not covered by the input received from the reading assignments. Although the pilot study provides evidence that a member of the discourse community would paraphrase lexical items that were not selected by the teacher, such as *confidence* (Cheung, 2007a, Section IV, p. 26-30), it is not the research focus of this thesis.

3.3 *Parameter: (Social and diachronic) negotiability of meaning*

The theoretical position allows us to draw a big picture of the knowledge construction process in the present study. The students are asked to rethink the concepts presupposed for the reading assignments by improving the original definition of the 'soft' terms in question.

When the lexical item, representing a concept, enters the asynchronous discourse, a member of the discourse community will assign ‘additional’ content to the unit of meaning of the lexical item by explaining it in different ways. With reference to the prior knowledge, represented by the original definition, the students will introduce their own interpretations to improve their understanding of the knowledge. This kind of interpretation or explanation (of a lexical item) is first noted by Sinclair (1995) who has developed it as the Cobuild defining strategy. He points out that people may explain the meaning of a word (or a lexical item):

in full sentences, using vocabulary and grammatical structures that occur naturally with the word being explained ... It also enables us to give a lot of information about the way a word or meaning is used by speakers of the language (Sinclair, 1995, p. xviii).

This Cobuild-type definition “incorporates the purpose of the act of explanation” (Barnbrook, 2002, p. 22). Consequently, there are variations of a unit of meaning that take the form of “ordinary prose” in natural language (Pearson, 1998, p. 83). The variations of meaning are the outcome of “social negotiations” (Longino, 1990, p. 67) or “negotiation or clarification of meanings” (Lave and Wenger, 1991), as discussed in Chapter 2 (Section 2.3.2.1 and Section 2.4.3), if we see knowledge construction as a social and collaborative phenomenon. The various definitions we find in Cobuild (Sinclair, 1995), or what I propose to call paraphrases, may come in as clarification (Pena-Shaff & Nicholls, 2004; Stahl, 2006),

elaboration (Pena-Shaff & Nicholls, 2004), argumentation or explication (Stahl, 2006), which are dependent on our interpretation if we accept this data as new knowledge. A wide range of paraphrases may deviate from the original text of the definition by different degrees. In the end, it is these variations of a unit of meaning on which the construction of all (public) knowledge is based.

Moreover, in the social construction of knowledge, each new paraphrase represents one moment within a temporal continuum. For any discourse object, new knowledge can be introduced into the discourse at any time. This is why it is so important to focus on the diachronic dimension of the discourse. Negotiability expresses ‘interpersonal’ lexical meanings in a discourse community (Martin, 1992). This idea corresponds to the conception of knowledge as a product of collaboration, as in the primary knowledge acquisition process, social constructivism and social constructionism, social epistemology, and dialogism (Chapter 2, Section 2.4). From this, we can argue that meanings, or paraphrases, are not treated in isolation, but as a cline or a continuum. What has been paraphrased in a text in the discourse will leave traces in a subsequent text. In the end, all that have been paraphrased constitute the community’s knowledge of the concept (represented by the lexical meaning).

The parameter for this process to document knowledge construction is its ‘success’, diachronically, which is in principle unpredictable. A given lexical item can (and often will) be paraphrased in various ways by different members in the discourse community. A paraphrase is successful if subsequent texts refer to it explicitly or implicitly, by adopting the interpretation given in the paraphrase. The more frequently a paraphrase is referred to or at least implicitly invoked, the more successful it is. Since people normally want to see that their contributions make an impact on the discourse, they will enter paraphrases they believe will stand a chance of leaving traces in subsequent texts. Whether a new paraphrase is more successful than the ones it competes with is therefore something we can see only in the diachronic dimension of a discourse. In this study, the original paraphrase of a (‘soft’ or ‘emergent’) lexical item found in the students’ reading assignments will often be altered to a smaller or larger degree in the paraphrases the students use for these terms in their discussions. Some of these new paraphrases will be referred to in subsequent contributions, and these are the more successful ones. They will add something ‘new’ to the meaning of the lexical item in question, thus also enhancing our public knowledge of the discourse object for which this lexical item stands. As already discussed in Chapter 2 (Section 2.4.4), “if it were the only aspect of this understanding, it would merely be duplication and would not entail anything new or enriching” (Bakhtin, 1986, p. 7).

In summary, the construction of knowledge is ‘linguistically’ manifested in the employment of paraphrasing, hence of increasing negotiability. In terms of social and diachronic perspectives, the quantity of knowledge increases with the progression of negotiability over time. In the end, all the paraphrases as a result of social negotiations constitute the whole discourse community’s knowledge.

3.4 Purpose of conceptual framework

The major objective of my study is to discuss the eminently important role of paraphrase, a notion that seems to have almost escaped the attention of both corpus and cognitive linguists. I will argue that in order to understand how knowledge is (re-)constructed and meaning is (re-)negotiated, we have to study the phenomenon of paraphrasing.

The review of the literature that addresses the issues of knowledge construction in Chapter 2 together with my theoretical position stated in this chapter provide the basis for the proposed conceptual framework. The aim of the framework is to document collaborative knowledge construction with the purposes of:

- Adopting a linguistic methodology, in a verifiable and controlled context, to analyse how meaning is negotiated and how knowledge is constructed in a collaborative effort

in the written discourse captured on an asynchronous discussion platform; and

- Featuring the diachronic and social dimensions of discourse of knowledge construction through the analysis of paraphrases and intertextuality.

The proposed conceptual framework features the connection knowledge has with language, discourse, and meaning in a substantial way, as discussed in Chapter 2. In such a way, it complements the current studies on meaning construction and gives their ideas a new and essential focus on language (see Chapter 2, Section 2.3.2.2). What I argue, namely that meanings are not treated in isolation, finds echoes in Suthers et al. (2007, p. 1) who state that meaning is constructed interactionally. While Suthers et al. (2007, p. 2) see ‘meaning’ as the function of an act in the context of interaction, namely “solving a problem, maintaining interpersonal relationships, and/or affirming identity in a community”, I investigate meaning as a discourse phenomenon. In this study, the unit of analysis is meaning, as it is described, negotiated, explained, defined, or replaced by Cobuild-type explanations or what I propose to call paraphrases in the discourse. This alteration of meaning of a lexical item can be taken up and responded to by other participants, consequently leading to collaborative knowledge construction.

To further the contribution of corpus linguistics to cognitive linguistic enterprise, as already discussed in Chapter 1 (Section 1.3), this study shows how corpora can play an important role in measuring collaborative knowledge construction by using methodological approaches such as concordance lines or word collocations. While a growing amount of research, as discussed in Chapter 1 (Section 1.2) and in Cheung (2007a, Section III, p. 12-15), expounds the positive effects that ongoing discussion (i.e. discussion viewed from a diachronic perspective) has on knowledge construction, no experimental studies in corpus linguistics seem to have documented what actually happens in the diachronic dimension of the discourse whenever knowledge is constructed. In recognition of the value of corpus data, meaning and discourse, this study thus develops a diachronic paradigm for a systematic corpus analysis of naturally-occurring language data that constitute the discourse of asynchronous discussion to attempt to give a full and accurate picture of shared knowledge construction. As a matter of fact, the text-based approach to knowledge or knowledge construction is currently experiencing rapid development, but there seem to be no empirical studies examining the role of paraphrasing, as already mentioned in Cheung 2007a, (Section I, p. 4).

3.5 Conceptual framework

It is difficult to draw up a conceptual framework, which lies in the foundation of corpus linguistics, for collaborative knowledge construction that can earn credibility amongst researchers who have been used to other contemporary trends in knowledge construction studies such as cognitive-based approaches or content analysis, as discussed in Chapter 1 (Section 1.3). This is especially true when there have been so far no comprehensive conceptual models that acknowledge the relationship between knowledge, language and meaning. And there seem to be no standard approaches that are precisely of this direction for collaborative knowledge construction that can be followed. Since previous literature provides no relevant conceptual models for the purpose of this study, I set out to develop a new theoretical model of approaching knowledge construction with the phenomena of paraphrasing and intertextuality, drawing upon the exploration of the corpus evidence from the pilot study (Cheung, 2007a, 2007b, 2008).

Collaborative knowledge construction occurs at two levels: paraphrases at the micro level and intertextuality at the macro level. Section 3.5.1 presents the micro perspective of the conceptual framework while Section 3.5.2 discusses the macro perspective.

3.5.1 Micro perspective: Paraphrase

At the micro level, the members of the discourse community use paraphrases to discuss the features of a discourse object in different ways. What is being said about a discourse object in the original text (i.e. when it first enters the discourse) will often be altered to a smaller or larger degree in its paraphrases. Since paraphrase counts as evidence for the construction of knowledge, in the following I will first define what paraphrase is in my study, followed by a description of the Categories of Paraphrasing.

3.5.1.1 Nomenclature

There are two underlying assumptions about the notion of paraphrase. Firstly, according to Foucault, discourse is a collection of statements, as discussed in Chapter 2 (Section 2.2.3.2). On this account, a paraphrase is analysed as a statement that interprets the meaning of a lexical item. Meanings of lexical items can be studied through their paraphrases in discourse. As Pêcheux (1982) puts it, paraphrases play a significant role in the meaning-construction process in discourse. A corpus can be analysed as a collective body of paraphrases (or statements) to reveal knowledge construction. Secondly, as discussed in Chapter 2 (Section 2.3.2.1), meaning can be negotiated within a discourse community. Describing and analysing this ‘negotiation of meaning’ in terms of ‘paraphrase’ allows us to show in detail

how discourse participants collaborate in their endeavour to negotiate the knowledge about a discourse object, which is equivalent to negotiating the meaning of the lexical item which stands for this discourse object. Paraphrase usually refers to a rephrase of the original sentence with word reordering, use of synonyms and modification of syntactic structures (Zhang, 2002), as discussed in Chapter 2 (Section 2.5.2). In contrast, the notion of paraphrase in this thesis is not to reformulate the original meaning, but to assign additional content to the meaning by explaining it differently. The key difference I see in paraphrase is its dynamic ability to modify and enhance the information previously given over time.


Such a new notion of 'explicit' paraphrase, using my own typology, to document knowledge construction can be defined as:

A kind of (corpus) linguistic concept that deals with contextual indicators of meaning proper of a lexical item, rather than viewing them as usage data, as evidence of discourse participants' attempt to express the concept of a discourse object represented in the meaning along a dimension of social negotiability.

3.5.1.2 *Mechanism*

While relevant paraphrastic content can be found in almost any context of a given lexical item, the analysis presented in this thesis shows that particularly in academic environments such paraphrases tend to come in a limited number of patterns. In considering the contextual elements of lexical items, representing disciplinary concepts, that I have explored in my pilot study (Cheung, 2007a, Section V, p. 41-46), I now undertake a revision, by categorizing these contextual elements into types with reference to their paraphrastic content, and by drawing a connection between the paraphrasing behaviour and its significance in knowledge construction. The outcome of the pilot study analysis serves as a reference pointer for the development of the Categories of Paraphrasing to interpret the corpus data in this thesis. Figure 3.1 shows the Categories of Paraphrasing which form the basis of the present study. The first category indicates a smaller degree of alteration of the original text, while the fourth category implies a larger degree of text alteration.

Figure 3.1 Categories of Paraphrasing

Paraphrase	Main activity	Smaller degree of text alteration	
Modification	<p>The paraphrase modifies ‘part’ of the original concept or what others said previously. Modifications can be made as follows:</p> <p><i>Expansion:</i> The paraphrase attempts to modify the discourse object by widening the scope.</p> <p><i>Reduction:</i> The paraphrase attempts to modify the discourse object by narrowing the scope.</p> <p><i>Relating:</i> The paraphrase attempts to modify the discourse object by making reference to some known concepts or shared information, or by bringing the discourse object into new situations and contexts.</p>		
Exemplification	<p>The paraphrase expresses the meaning of a discourse object (entry) by giving an example, either in order to “exemplify the meaning of the entry (i.e. the referent) or ... to exemplify its usage” (Pearson: 1998, p. 81)</p>		
Metaphor and Simile	<p>This paraphrase covers all forms of comparison of a discourse object to something else that has similar qualities of the original concept, or any description of the original concept by comparing it with something else using the words ‘as’ or ‘like’.</p>		
Arguing	<p>This paraphrase indicates agreement or disagreement with other explanations. The explanations that come with the agreement or disagreement normally are:</p> <p><i>Description:</i> The paraphrase is a general description of the original concept or what others said previously.</p> <p><i>Explication:</i> The idea is an extended (thorough) description.</p>		Larger degree of text alteration

Category one represents a reconstruction of the knowledge, which is already contained in the reading assignments, via modification. The motive behind this paraphrase behaviour is that the students are asked to improve the original definition of the soft terms, as mentioned in Section 3.2. The students may retain parts of the 'standard' definition when they improve the original text. This category has three sub-types: Expansion, Reduction, and Relating.

Category two draws on Pearson's defining strategy of exemplification (1998). Instead of modifying the standard definition, a participant may alter the original text by "exemplify[ing] the meaning of the entry (i.e. the referent) or ...exemplify[ing] its usage" (Pearson, 1998, p. 81). The first involves citing examples of the word and may replace a definition, while the second uses an example to exemplify the usage to supplement a definition (i.e. "an extension of the definition", as cited by Pearson, 1998, p. 81). Since the linguistic concept of paraphrase in this study deals with contextual indicators of meaning proper of a lexical item, rather than viewing them as usage data, the second type of exemplification is not the concern of my study.

Although Category three did not exist in the corpus of the pilot study (Cheung 2007a, Section V, p. 46), metaphors and similes can be counted as a paraphrase category. Metaphor is a technique of comparing one object to another in order to describe it (Richards, 1936), and can

be a basic means for extending the lexicon (Dirven, 1985). Simile is a way to describe a resemblance between two things with little in common using surface signals such as *as* or *like*. The new meaning might encourage interpretation as it could open up space for other participants to think about and choose from many possible meanings. Precisely because of this, the category Metaphor and Simile represents a larger degree of text alteration than Exemplification. Category four represents a generation of new knowledge by introducing new interpretations not covered by the input received from the reading assignments. This is because the students are prompted by the teacher's guiding questions to have their "own understanding" of the concept (see Appendix 3). While reasons are usually given to support an argument for a new interpretation, Stahl's (2006) term, 'argumentation', is adopted (and slightly modified) to represent Category 4 in this study. To demonstrate this wide spectrum of paraphrases, relevant corpus citations will be used and discussed in Chapters 5 and 6.

However, it should be noted that the notion of paraphrase can also have cognitive implications. The paraphrase of the meaning of a given a lexical item can be seen as "an intuitive response to data [which] may be more immediately useful than a more statistical approach" (Hunston, 2002, p. 38). Because of the unique nature of intuition, the paraphrase that co-occurs with the lexical item, such as what would be co-occurring with the lexical

item *depression*, can be viewed as a category in the mind of the beholder only (or as a mental representation). From the cognitive perspective, what we call a paraphrase is what we take to be the expression of someone's intuition about the meaning of a lexical item, whichever form it takes. In this framework, however, a paraphrase is something that can be detected in a text through its formal properties. While the evidence from the results of the pilot study shows that there are a number of formal devices (i.e. Categories of Paraphrasing) that indicate the presence of a paraphrase, in the end it is the researcher (or reader) who decides what they take to be paraphrastic content in the context of a lexical item.

3.5.2 *Macro perspective: Intertextuality*

At the macro level, what is being said about a discourse object in a new text (or a paraphrase) may build upon what was said in previous texts and may leave traces in subsequent texts. The interrelationship between the variations of a unit of meaning (or the diachronic patterns) forms the central concept of intertextuality. What underlies this conception is that it is not only the sum of individual paraphrases of a discourse object that constructs knowledge in a collaborative sense, but the paraphrases with respect to one another in the totality of the texts making up the discourse.

3.5.2.1 *Mechanism*

If we say that discourse is a set of texts relating to each other, it implies that the way in which a text of the original meaning of a lexical item is paraphrased can be closely associated with the other texts. “The texts which make up a discourse are not entered into it simultaneously. Whenever a new text is being contributed, we have to understand it as a reaction to something that has been said before” (Teubert, 2007a, p. 13). If we say that whatever is said about a discourse object in a text constitutes the knowledge of the concept represented in the text, it implies that this knowledge can be built upon things said before in the other texts. Most importantly, it implies that knowledge is socially shared and exchanged between the members of the discourse community over a temporal arrow because knowledge, in this sense, has a diachronic nature. If we say this, it implies that collaborative knowledge is formed and maintained through the intertextual links between the different texts contributed by the community.

The notion of intertextuality is referred to by Foucault (without using the term) who points out that “there can be no statement that in one way or another does not reactualize others” (1972, p. 98). According to Foucault (1989), statements relate to previous statements and constitute some features of the subsequent ones in the discourse. This notion is also present

in Fairclough's (1992) idea of intertextuality in academic discourse (following Bakhtin, 1981), which refers to ways in which texts derive their meanings from other texts.

Intertextuality has been adopted as a common academic citation practice which is vital in developing interaction between the writer and the audience. Academic authors do not develop arguments by including one or two citations, but by establishing networks of references which in turn play a key role in developing intertextual relations to further strengthen the structure of arguments. For instance, Fairclough (1992) discusses two types of intertextuality: manifest and constitutive. Manifest intertextuality refers to an explicit or overt reference of a text under analysis to other texts being "manifestly marked" (for example by quotation marks); while constitutive intertextuality refers to any covert reference by "the configuration of discourse conventions that go into its production" (Fairclough, 1992, p. 104). Although the idea of intertextuality in academic research writing is not relevant to this study, Fairclough's conceptualization of intertextual relations, seen as both overt and covert, contributes to our understanding of the ways discourse practices have served in constructing dialogues between the writer and the audience. This is central to considerations of how knowledge is constructed and transmitted (Hunston, 1993).

From the point of view of collaborative knowledge construction, the idea of intertextuality

is fundamental to my analysis of paraphrases in terms of meaning proper of a lexical item.

Meaning is an emergent property of a discourse. The gradual paraphrases with respect to one another in a totality of the discourse to represent knowledge enter into relationships of alignment with a set of discourse relations. A given paraphrase in the discourse could have been derived from a paraphrase in a previous text, and it may 'carry' some part of its content to a subsequent text. This nature of texts is significant in understanding knowledge construction in a collaborative sense. Taking Fairclough's idea of intertextuality, the paraphrases that I discuss in this study can be seen via explicit and implicit intertextual links: attribution and lexical collocations.

Discourse participants, as shown in the pilot study, may utilise some explicit linguistic devices to attribute their views in response to a previous or subsequent text, which I propose to call markers of intertextuality in Cheung (2007a, Section IV, p. 32-35). They categorise any devices of attribution explicitly employed by the discourse participants to refer to a particular text that has been introduced before in the discourse. Examples of markers of intertextuality include *(I) agree with (X)*, *same as X*, *according to X*, *as/what X (said)*, *as/what X (mentioned)*, *all of us*, *(I) share as (X)*, and *other than*, representing only some of an endless list of devices indicating attribution. However, whether markers of attribution are

employed or not by discourse participants, intertextuality is essential for any investigation of collaborative knowledge construction. In the end, in my opinion, it is up to the researcher to interpret any citation of an intertextual link.

Intertextuality may also occur implicitly via lexical collocations, when there is a recurrence of selected keywords that were said before in previous paraphrases within the discourse, as already discussed in Cheung (2007a, Section IV, p. 35). These collocations give us clues to covert intertextual links between paraphrases in the discourse. Lexical collocations can be viewed as a common shared text property that contributes to the cohesive ties of the discourse. Howarth and Nesi (1996) remind us that at least one collocation is found in most sentences. While corpus linguistics emphasises textual continuity, recurrent strings of co-occurring words, both single words and multi-word units (for example 'lexical bundles' as discussed in Nesi & Basturkmen, 2006), may display an intertextual link. From this, we can say that a given paraphrase, if it contains a recurrence of identical or varied segments used before, is likely to be built upon a previous text in the discourse. In that sense, negotiation of meaning is a shared practice. Consequently, a totality of paraphrases of a given lexical item establishes complex networks spanning stretches of text to create textual continuity. Thus, the analysis of lexical cohesion signaling discourse relations can allow us

to draw a big picture of collaborative knowledge construction.

3.6 *Summary*

My contribution to the field of collaborative knowledge construction is the proposal of the Categories of Paraphrasing. This conceptual framework is compelling as it underlies the analytical means for exploring collaborative knowledge construction at two levels.

Paraphrastic material in the context of lexical items is important since these paraphrases construct the knowledge we have of the discourse objects (concepts) these lexical items stand for. An analysis of the diachronic patterns of paraphrases also allows for an exploration of how knowledge is constructed in a collaborative way. Since knowledge is not what a person has in the head but what is in a special discourse, and this knowledge is constantly renegotiated, the proposed conceptual framework can offer critical insights into collaborative knowledge construction. Information of the two levels build around a unit of meaning, and corpora are particularly useful for extracting meaning from texts (Hoey et al., 2007, as discussed in Chapter 2, Section 2.3.1). Thus it is essential to work with a collection of texts if we want to document knowledge construction in a collaborative sense. A detailed description of how corpus methods are adopted to implement the conceptual framework will be given in the following chapter.

CHAPTER FOUR

METHODOLOGY

4.1 Introduction

An original conceptual framework has been articulated in the preceding chapter to approach collaborative knowledge construction through the analysis of paraphrasing and intertextuality. This whole framework states my theoretical position that a corpus of texts is useful for examining how meanings are attached to a discourse object and how they are paraphrased and negotiated in the discourse, resulting in an exchange of knowledge. The Categories of Paraphrasing, as described in Chapter 3 (Section 3.5), could allow educators and researchers to take a closer look at the processes that learners use to construct knowledge collaboratively in the discourse. The use of a suitable corpus and appropriate corpus methods such as the use of concordance lines or lexical collocations could advance our analysis of collaborative knowledge construction. The purpose of this chapter is to describe the application of corpora in implementing the conceptual framework in the study presented in this thesis.

This chapter first deals with the methodological issues addressed from the pilot study (Cheung, 2007a), followed by a description of final methodology in the present study. The chapter then explains the setting in which the study was undertaken, and the procedures involved in data collection and analyses.

4.2 Lessons from the pilot study

I now summarise the success and limitations observed during the pilot study, and in the following section I will explain how the final methodology is different and improved.

Observations from the corpus-based paraphrase data in the pilot study, as mentioned in Cheung (2007a, Section V, p. 39-46), have clearly shown that:

- Knowledge construction can be dealt with in terms of paraphrasing and intertextuality;
- Corpus linguistics can be an alternative methodology for understanding knowledge construction as a collaborative activity; and
- It is possible to investigate the issue without having to rely on cognitive models or other evaluative methods such as Content Analysis (as described in Chapter 2, Section 2.3).

Findings of the pilot study have thus offered a successful point of departure for my study: to make a contribution to the field of collaborative knowledge construction through the proposal of the Categories of Paraphrasing, as described in Chapter 3 (Section 3.5). The pilot study is a pivotal part as it demonstrates the value of a corpus methodological approach to extracting paraphrases and their intertextual links. It also demonstrates that the research setting established is a definable one in which discussion activities can be placed meaningfully (to foster collaborative knowledge construction) within a specific asynchronous social environment – WBB on MOODLE (see Appendix 1).

However, lessons learned from the pilot study have led to some improvements to the final methodology of the present study. The use of a suitable corpus and the classifications of paraphrasing (Cheung, 2007a, Sections IV, V, p. 21-22, 39-46) have given a good basis for the conceptual framework articulated in the preceding chapter. While the framework can be adopted as an analytical means to assess knowledge construction, research would benefit by identifying richer data sources, both quantitative and qualitative.

This calls for a larger sample and the employment of multiple approaches. First, the rather small-sized corpus of 88,736 running words in tokens compiled during the pilot study

(Cheung, 2007a, Section I, p. 1) suggests that the sample size of subjects could be increased and student motivation in online participation could be improved. As already discussed in Cheung (2007b, Section IV, p. 22) and Cheung (2008, p. 40), the asynchronous discussion component could be counted as part of the course requirement to increase student motivation. On the other hand, in the pilot study, two separate Nursing groups, each of 21 students, initiated WBB discussion within their own class groups (Cheung, 2007b, Section II, p. 47). One single batch on MOODLE could motivate different groups of students to interact in one single community, yielding more linguistic data with varying paraphrase types. Second, while in the pilot study the use of a suitable corpus remained the main methodological approach, the measurement of WBB database usage was also employed to show the effectiveness of WBB in facilitating learners' ability to construct knowledge (Cheung, 2007b, Section II, p. 10). Yet, how students perceive WBB application as a valid approach of knowledge construction is left unexplored. Whether the students consider WBB application as effective in fostering knowledge construction may provide more comprehensive quantitative and qualitative information for a big picture of the issue.

4.3 *Final methodology*

In general, the main approach of the pilot study forms the basis of the present study:

- Student-centered discussion activities that took place in a health care context over a twelve-week semester at the University of Hong Kong;
- An asynchronous social environment provided by MOODLE⁵ as an outside-class course component ;
- A suitable corpus of four sub-corpora representing the process of knowledge construction;
- Frequency counts of messages as overall information of WBB usage showing participation; and
- WordSmith as the main analytical tool.

The following features set the present study apart from the pilot study:

- A slightly increased subject size that involved three class groups in a health care domain, having all participants registered in one single community on MOODLE;
- A new health care topic for the discussion activities on WBB, contributing towards part of the participation grade of the course (i.e. 5% out of the 10%);

⁵ A detailed description of MOODLE has already been given in Cheung (2007b, section I, p.2, p.9; 2008, p. 28, 30).

- A slightly larger corpus as a result of larger subject sample and increased students' motivation of the use of WBB;
- Occurrences of paraphrase employed from WBB were recorded to quantify the Categories of Paraphrasing; and
- Student questionnaires and focus group interviews as two additional sources of quantitative and qualitative data to elicit students' perceptions of knowledge construction. Multiple approaches that involve this, the use of a suitable corpus, and WBB usage could give a full picture of collaborative knowledge instruction.

The following section sets out the case being studied and its various elements including the participants involved, and the duration and materials required.

4.4 Research setting

Subjects in this study were local first-year undergraduates from the University of Hong Kong aged between 18 and 38 with English as their second language. They included two professional undergraduate teams in health care coming from three individual class groups: Nursing as major (N=38; two class groups) and Chinese Medicine as major (N=11; one class group), with a total of 36 females and 13 males. In spite of group difference, all students were enrolled on an English language enhancement course with the same content and objective: requiring students to produce a literature research essay in response to some

reading assignments on the topic of adolescent depression. Considering the pilot study's limitations in including all students in one single community on MOODLE to construct knowledge, all subjects in this study registered in the MOODLE community: 'Health Science E-forum 2007'.

All subjects engaged in four online discussion activities, over a twelve-week semester (from September to December 2007), that required desktop or laptop computers installed with an Internet connection, the WBB embedded in MOODLE and three reading assignments for asynchronous discussion. Appendix 2 gives the instruction sheet that clearly lists what the students were required to do over the semester. The WBB discussion on MOODLE functioned as a conceptual activity that allowed the students to construct knowledge based on what ideas they had about a specialised concept relating to adolescent depression, which could come either from the source reading or the WBB discussion. Details on the source reading are presented in Section 4.5.1. MOODLE served as a restricted learning platform where only the subjects were allowed to read, post, and comment on messages. Similar training to the pilot phase was provided to all participants in the first class of the semester (as explained in Cheung, 2007b, Section II, p. 7; Cheung, 2008, p. 29-30).

4.5 *Data collection*

As discussed in Chapter 1 (Section 1.4), multiple approaches were adopted in this study to attempt to document collaborative knowledge construction. A corpus methodology was employed as the main approach to obtain paraphrase data as the basis for discussion of knowledge construction (as described in Chapter 3, Section 3.5). In addition to frequency counts of messages to show participation, two other data sources (i.e. questionnaires and focus group interviews) were used to gain further insights into the students' perceptions of WBB application in fostering knowledge construction.

How the corpus data were compiled and additional sources of students' perceptions and participation were collected will be discussed in the following section.

4.5.1 *Corpus data*

Following the pilot study, a monolingual corpus of four sub-corpora was compiled in this study to represent different stages of knowledge construction during the running of the English course. As explained in the pilot study (Cheung, 2007a, Section I, p. 6), a comparison of the four sub-corpora would allow for an examination of knowledge construction as a diachronic dimension – which lexical item was contained in a reading

assignment and addressed in the teacher's guiding question, how the lexical item discussed on WBB was different to the original definition in the reading, or how the lexical item was adopted in the post-course test. This corpus design, as shown in the case study of *body image* in the pilot study (Cheung, 2007a, Section IV, p. 25-37), could identify the practice of shared knowledge construction over time and evaluate how a state of 'less knowledge' (i.e. basic knowledge acquired from the reading assignments at the beginning of the course) moved diachronically to a state of 'more knowledge' (i.e. group collective knowledge towards to the end of the course).

To compile a corpus of four sub-corpora, the following procedures were set out following the pilot study:

- The scripts from the three reading assignments were scanned for developing the Reading Corpus;
- The texts of forum posts, guiding questions, and final test captured on MOODLE were collected through the built-in feature of 'mail integration'; and
- The texts were documented to compile the last three sub-corpora (i.e. Question Corpus, WBB Corpus, and Post Test Corpus).

Table 4.1 presents the information about each of the four sub-corpora and its function in the process of collaborative knowledge construction.

Table 4.1 A corpus of four sub-corpora

Sub-corpora		Content	Function
1	Reading Corpus	Two research articles that were published in established medical journals (Chan, 1995; Wisdom, Rees, Riley and Weis, 2007) and a chapter from a handbook (Matson, 1989)	Represented the basic prior knowledge that the students were supposed to acquire
2	Question Corpus	The teacher's guiding question on MOODLE (see Appendix 3)	Served as a prompt for the students to express their opinions about the definition of a given concept and to give their own understanding of the definition.
3	WBB Corpus	Four discussion forums on the selected concepts (see Table 2 for details)	Enabled students to construct and advance group collective knowledge of the key concepts
4	Post Test Corpus	A final open test on MOODLE on the selected concepts	Allowed students to paraphrase the key concepts discussed in the WBB context to present their final knowledge

4.5.2 *Additional sources of students' perceptions and participation*

The present study was undertaken in a computer-supported academic writing context. It can be seen at the same time as an education-oriented experimental study to broaden knowledge about students' need for using the WBB system. It thus provides two research questions, as presented in Chapter 1 (Section 1.5): What are students' perceptions of learning value and what is their experience of asynchronous discussion in the process of collaborative knowledge construction? If asynchronous discussion results in collaborative knowledge construction, what are the implications for instructional practice? A measurement of the student attitudes towards the WBB system before and after the course was therefore essential. An emphasis was placed on investigating the preparedness of the 49 participants to engage in MOODLE discussion, and the changes in their attitudes towards WBB activities over the semester. In addition to frequency counts of messages, two additional sources of pre- and post- course questionnaires and focus group interviews were collected.

4.5.2.1 *WBB usage*

All messages were automatically dated and archived on MOODLE to show the pattern of activity across the four discussion forums over the twelve-week semester, as presented in Table 4.2. In each forum, a lexical item (representing a concept) with its definition was

selected from an article or a book chapter on the reading assignment list. The order of discussion activities (i.e. concepts addressed) was constrained by the syllabus. All four discussion forums remained open over the semester, and the students were freely allowed to go back to any discussion forum at any time to contribute.

Table 4.2 WBB discussion activities over the twelve-week semester

Forum	Period of time	Concept addressed
1	10 September – 30 September 2007	Adolescent depression (Wisdom et al., 2007)
2	1 October–21 October 2007	Gender role (Wisdom et al., 2007)
3	22 October–11 November 2007	Adolescence (Chan, 1995)
4	12 November–2 December 2007	Depression (Matson, 1989)

4.5.2.2 *Initial and end of semester questionnaires*

Two major sources of data provided quantitative and qualitative information relevant to the students' perceptions: an initial questionnaire on the students' understanding and expectation of the WBB system, and a second questionnaire at the end of the semester on the students' evaluation of the system.

The initial questionnaire elicited the students' perceptions of their own preparedness for WBB activities, ranging from familiarity and comfort with the WBB system, frequency of and purposes for WBB application, and expectations on the system to previous experience with the system. Prior to undertaking any WBB activities beyond the class, all participants were asked to complete the questionnaire which contained six items, with both open-ended and close-ended questions (see Appendix 4).

At the end of the semester, all students completed the second questionnaire (see Appendix 5) that was composed of nine items to elicit responses from the students on their perceived expectation of WBB activities, participation in student-centered discussion, opinions of the usability of the system, and ways to improve the activities. Again, both open-ended and close-ended questions were included.

4.5.2.3 *Focus group interviews*

One effective channel for understanding students' perceptions of the discussion experience is interviewing a focus group, which is "a research method based on open-ended group discussions that examine a particular set of socially relevant issues" (Marková et al., 2007, p. 32). A focus group of students, around 10% of the subjects (N=5), was thus invited to attend

a one-hour interview at the end of the course to further elicit their perceived value of the web-based asynchronous learning. The focus group interview questions are presented in Appendix 6.

4.6 *Methods of analysis*

As explained in Section 4.2, multiple approaches were adopted in this study, including quantitative methods of online participation, and quantitative and qualitative analysis of paraphrasing, intertextuality, and students' perceptions. These sources of data were analysed using both linguistic and statistical procedures.

4.6.1 *Linguistic analysis*

Drawing on the conceptual framework described in Chapter 3, paraphrase extraction is the key to exploring collaborative knowledge construction in this study, the relevance of which to the corpus method of concordance lines is discussed here.

First, the relationship between paraphrases and terms implies that we can only find the paraphrases by detecting the terms they come with, as already argued in Chapter 3 (Sections 3.2.1 and 3.2.2). Paraphrases can be detected through terminological expressions since

paraphrases come with these expressions. Second, negotiation of meaning takes place as an exchange of paraphrases (see Chapter 3, Section 3.3). These different meanings of a ‘soft’ term are “closely associated with [their] co-text[s]” (Hunston, 2002, p. 46). In other words, the paraphrases of a ‘soft’ term can be found in its co-text. And the co-text of a node word/phrase (i.e. ‘soft’ term or lexical item in question in this study) is what we can look at in concordance lines, from the corpus linguistic perspective. Therefore, producing concordance lines can allow us to examine the co-texts of a selected lexical item and to produce the required paraphrase data for implementing the Categories of Paraphrasing.

Following the pilot study, the corpus in this study was used to produce concordance lines for processing paraphrase information, including the paraphrase types employed by the students, the frequency of each paraphrase type, and the intertextual links of each occurrence of paraphrase.

4.6.1.1 Software

A detailed description of WordSmith Version 4.0 has already been given in Cheung (2006, Section VII, p. 25). Since the pilot study showed that this suite of programs served as a useful computer aid to allow selected lexical items and paraphrases to be extracted

automatically from their environments (Cheung, 2007a, Section I, p. 6), its application for data analysis was maintained in this study. In particular, as already mentioned in Cheung (2007b, Section IV, p. 22) and Cheung (2008, p. 39), the Concord feature of WordSmith was highly useful as it displayed the concordance lines for each occurrence of a node word/phrase, which referred to a lexical item (representing a specialised concept) that first entered the WBB discourse as a discourse object for participants to discuss its features. However, as was observed in the pilot study, much manual work was required to analyse the paraphrase structures and to identify clues to intertextuality. The next section describes the linguistic procedures involved in the corpus data analysis.

4.6.1.2 Procedures

The node words/phrases for producing concordance lines refer to the four selected lexical items (see Table 4.1). Since the focus was put on the list of selected concepts under consideration, unlike the pilot study that dealt with all lexical items that entered the WBB discourse for discussion, the procedures involved in my study were slightly modified. The four-stage process is shown below to extract relevant paraphrase data for both computational and manual analyses to implement the Categories of Paraphrasing.

Stage 1: Paraphrase extraction

The purpose of this stage is to extract relevant paraphrase data employed from the WBB discourse (i.e. WBB Corpus and Post-test Corpus). At this stage, a computer-assisted method was adopted to filter out relevant paraphrastic content in the context of a selected lexical item.

For each of the sub-corpora:

- A. The Concord facility of WordSmith was used to conduct searches for a selected node word/phrase (e.g. *adolescent depression*), as described in Table 4.1;
- B. Manually, each concordance line was checked to examine if a paraphrase structure was associated with the node word/phrase. All useless lines that did not contain any form of paraphrase were discarded;
- C. All paraphrases of the node word/phrase were copied, pasted, and saved in a word document. Each paraphrase was manually tagged with the source (i.e. discussion forum) for easy reference.
- D. Steps A to C were repeated to conduct searches for the four selected node words/phrases; and

- E. Consequently, four collections of paraphrases were identified and served as output for use at the following stages. These paraphrases are presented in Appendices 7 to 10.

Stage 2: Coding of paraphrase categories

At this stage, manual methods were adopted to analyse the paraphrase data in the WBB Corpus and the Post-test Corpus, using the four collections of paraphrases obtained from Stage 1.

For each of the sub-corpora:

- A. Each paraphrase in the four collections was examined with reference to the original definition which appeared in the reading assignment (i.e. from the Question Corpus) and the Categories of Paraphrasing articulated in Chapter 3; and
- B. A list of paraphrase categories was coded and the frequency of each category was recorded. This can be found in Appendices 11 to 14.

A manual statistical calculation of paraphrase categories provides further insights into several areas, such as which category of paraphrase was more frequently used among the

students on the WBB, or which category of paraphrase was less used among the students on the WBB.

Stage 3: Overt intertextuality

As discussed in Chapter 3 (Section 3.5.2), the interrelationship between the variations of a unit of meaning enables researchers to examine how knowledge is constructed collaboratively in a discourse. This can be identified by detecting any trace of paraphrases and how they were responded to, as a representation of the emergence of public knowledge in the discourse.

At this stage, both computer-assisted and manual methods were adopted for investigation and comparison of the WBB Corpus and the Post-test Corpus.

For each of the sub-corpora:

- A. The Concord facility was used to conduct searches for (overt) markers of intertextuality (e.g. *(I) agree with (X)*), as described in Chapter 3 (Section 3.5.2.2);

- B. Manually, each concordance line was checked to examine if a paraphrase structure was associated with the marker of intertextuality. All useless lines that did not contain any form of paraphrase were discarded;
- C. All paraphrases collected in Step B were copied, pasted, and saved in a word document. Each paraphrase was manually tagged with the source (i.e. discussion forum) for easy reference. This can be found in Appendix 15; and
- D. Manually, the searches made in Step C were compared to examine the possible ways in which each paraphrase reacted with others.

Stage 4: Lexical collocations

Strings of re-occurring words or phrases may give us clues to covert intertextual links between paraphrases in the discourse, as already discussed in Chapter 3 (Section 3.5.2.1). At this stage, both computer-assisted and manual methods were adopted for investigation and comparison of the paraphrase data employed from the WBB discourse (i.e. WBB Corpus and Post-test Corpus). This shows whether a recurrence of selected keywords in a given paraphrase had appeared before in previous paraphrases within the WBB discourse.

- A. The output of Stage 1 – all collections of paraphrases employed from the WBB Corpus and the Post-test Corpus – were used as a basis for analysis;
- B. The Wordlist facility was used to create a frequency wordlist of the paraphrases in Step A (see Appendix 16);
- C. The words or phrases with significantly high frequencies were recorded manually;
- D. For each of the words or phrases identified in Step C (e.g. *changes*), the Concord facility was used to conduct searches of concordance lines displaying the co-text of the word or phrase; and
- E. Manually, the searches made in Step D were compared to examine the strings of re-occurring words or phrases in the paraphrases.

In addition, the paraphrase data employed from the asynchronous discussion discourse were compared with the Reading Corpus and the Question Corpus to examine whether selected keywords in a given paraphrase were used before in the reading assignments or the teacher's guiding questions.

- A. Two word lists were chosen: The output of Stage 1 and the Reading Corpus. The Reading Corpus acted as a reference file;
- B. The Key word facility was used to conduct searches for the 'key words'. The minimum frequency of a word appearing in the paraphrase text (i.e. output of Stage 1) was set to '1' to include any word that was already found in the reference file;
- C. Manually, the searches were examined for any possibility of a recurrence of selected keywords in a given paraphrase that was used before in the Reading Corpus; and
- D. Steps A to C were repeated for a comparison of the output of Stage 1 and the Question Corpus.

4.6.2 *Statistical analysis*

This section describes the statistical procedures involved in the quantitative and qualitative analysis of online participation, questionnaires, and interviews.

4.6.2.1 *Participation*

Frequency counts of messages were automatically retrieved from MOODLE to keep a record of online participation.

4.6.2.2 *Questionnaire data*

Both hard copies of pre- and post- course questionnaires were received. A descriptive statistical analysis was conducted by summarizing patterns in both open-ended and close-ended responses (e.g. the number of respondents who felt comfortable working with WBB). An inferential statistical method was also used by generating an idea about the significance of the patterns described in the sample (e.g. whether the skills learned through the WBB activities were likely to apply in the population from which the sample was drawn).

4.6.2.3 *Interview data*

The one-hour interview was tape-recorded and notes were taken at the same time. The tape and notes were reviewed immediately after the interview, which formed the data for qualitative analysis of students' perceptions. The tapes, not intended to be transcribed word for word, were kept as a record.

4.7 *Summary*

The corpus methods set out in this chapter provide an analysis of the selected lexical items (i.e. 'soft' or 'emergent' terms as explained in Chapter 3, Sections 3.2.1 and 3.2.2) that

would come with a variety of paraphrases in the WBB discourse. This research methodology is strongly influenced by the approach of corpus analysis and is expected to demonstrate how such attested corpus data can be used to explore shared knowledge construction in an online context. The pilot study has shown clearly that corpus methods can give us a more coherent and accurate account of how knowledge is constructed than previous approaches (e.g. cognitive analysis of knowledge construction), and that collaborative knowledge construction can be examined through the analysis of paraphrases and intertextuality. With the substantial results obtained from the pilot study, the methods applied in this study to a slightly larger corpus by involving all subjects in one single asynchronous discussion community would be expected to lead to more representative and promising results. At the same time, the frequency counts of messages, the questionnaire and interview data can provide additional valuable sources of information for understanding the WBB application as a valid approach for knowledge construction.

Major findings of this study will be presented in the following three chapters: Paraphrasing and Intertextuality (Chapter 5), A Qualitative Case Study (Chapter 6), and Students' Perceptions of Collaborative Knowledge Construction Activities (Chapter 7).

CHAPTER 5

PARAPHRASING AND INTERTEXTUALITY

5.1 Introduction

This chapter presents the process of collaborative knowledge construction, drawing upon the corpus data of paraphrases collected in an ICT environment over a twelve-week semester at the University of Hong Kong from September to December 2007. A list of four lexical items (or discourse objects) under consideration, together with their paraphrases, that entered the asynchronous discourse community was retrieved following the procedures set out in Chapter 4 (Section 4.6.1.2). In addition, the overt and covert intertextual links between the different paraphrases contributed by the students were examined. What is presented in this chapter is a representation of the meaning of a lexical item (or knowledge of a discourse object) as we find it in the reading assignments, and the accumulated meaning (or knowledge) we are left with at the end of the collaborative-knowledge process undertaken by the students. All paraphrases of the selected items presented in this chapter were coded with reference to the Categories of Paraphrasing, as described in Chapter 3 (Section 3.5). The items that I come across are only of interest in so far as they were found

in the paraphrases of the selected lexical items. The research goal is to conduct a qualitative and quantitative paraphrase analysis to show the different ways in which the collaborative knowledge for these discourse objects is constructed in an ICT environment.

Collaborative knowledge construction is analysed in the two areas mentioned above and presented in this chapter. The results sections are organised as follows: (1) overview of the corpus; (2) Categories of Paraphrasing; and (3) intertextuality. After the presentation of the major findings, there will be a discussion of the role of paraphrasing and intertextuality as relevant linguistic devices for collaborative knowledge construction and their implications.

5.2 Findings

In this section, I will first give an overview of the corpus compiled in my study. Then I will present a statistical analysis of the Categories of Paraphrasing. Finally, I will provide corpus examples of paraphrase and intertextuality to the examination of knowledge construction in terms of the diachronic and social perspectives, as described in Chapter 4 (Section 4.2 and Section 4.5.1).

5.2.1 *An overview of the corpus*

The incentive student participation grade and larger subject sample, as described in Chapter 4 (Section 4.3), have successfully led to a slightly larger corpus of 394,237 running words in tokens and 429 postings (as compared with the rather small-sized corpus of 88,736 running words in tokens compiled in the pilot study). It contains four sub-corpora to represent different stages of knowledge construction during the semester. As already discussed in Chapter 4 (Section 4.5.1), this corpus design could identify the practice of collaborative knowledge construction pertaining to the advance of collective knowledge towards the end of the course at the social level as well as the intertextuality of the different paraphrases in the diachronic dimension. Table 5.1 presents information about each of the four sub-corpora.

Table 5.1 An overview of the corpus

Sub-corpus	Source	Running words (tokens)
1. Reading Corpus	Three academic texts on the topic of adolescent depression	113,837
2. Question Corpus	One teacher's guiding question for each of the four WBB forums	3,032
3. WBB Corpus	MOODLE's WBB	155,864
4. Post-course Corpus	An online test on MOODLE	121,504
	Total:	394,237

5.2.2 *Categories of paraphrasing*

5.2.2.1 *Introduction*

Findings show that paraphrasing constitutes a cline along a social dimension of negotiation of meaning in the discourse, as represented in the Categories of Paraphrasing. It provides a conceptual framework of four main categories of paraphrase with seven sub-types, namely Modification (including Expansion, Reduction and Relating), Exemplification, Metaphor and Simile, and Arguing (including Description and Explication). In addition, paraphrasing is about how participants in a discourse community make sense of discourse objects and of each other. It thus occurs at two levels to construct knowledge: micro and macro, as discussed in Chapter 3 (Section 3.5). The micro and macro levels of paraphrasing with respect to knowledge construction will be discussed in this section. Examples given to illustrate paraphrasing are direct quotes from the students' contributions in both the discussion tasks and the post-course test on MOODLE. To respect authenticity, any L2 mistakes found in the quotes were not corrected.

5.2.2.2 *Statistical analysis*

Four lexical items, representing the disciplinary concepts that had been defined in the reading assignments, were discussed by the students on MOODLE. They can be labeled

adolescent depression, gender role, adolescence, and depression, which were found in the two 'source' sub-corpora (i.e. the Reading Corpus and the Question Corpus), providing input for the students to react and respond on MOODLE and in the final test. Table 5.2 shows the statistical analysis of the paraphrases accumulated for each selected lexical item across the WBB Corpus and the Post-test Corpus. A total of 503 paraphrases were found in both sub-corpora. 276 paraphrases (15,764 running words in tokens) were extracted from the WBB Corpus while 227 paraphrases (16,824 running words in tokens) were found in the Post-test Corpus. The paraphrases cover a rather small proportion of the total running words of the WBB Corpus (10.1%) and the Post-test Corpus (13.8%). These paraphrases were filtered out automatically with the aid of the Concord facility of WordSmith by conducting searches for a selected node word/phrase (i.e. 'soft' terms or lexical items in question in this study), as already discussed in Chapter 4 (Section 4.6.1.2). This study, however, did not follow the pilot study in adopting the existing approaches to term extraction (for example *is* and *refer to*), as presented in Cheung (2007a, Section IV, p. 16-25), since much manual work was involved. Some possible paraphrases that do not appear in the co-texts of a node word may not be observed in this study. This may include paraphrases that start with a pronoun such as 'It is social expectation on gender'.

Table 5.2 Fundamental statistics of paraphrase in the WBB Corpus and the Post-test Corpus

Selected lexical item	Occurrence of paraphrase		Total
	WBB Corpus:	Post-test Corpus:	
<i>Adolescent depression</i>	72	57	129
<i>Gender role</i>	60	61	121
<i>Adolescence</i>	56	55	111
<i>Depression</i>	88	54	142
Sub-total:	276	227	
Total:			503

Table 5.3 shows the quantitative patterns of the Categories of Paraphrasing across the WBB Corpus and the Post-test Corpus. Findings show that category four, Arguing, has a higher proportion of paraphrases in both sub-corpora (i.e. 57.5%). In contrast, category three, Metaphor and Simile, has a lower proportion of paraphrases, accounting for only 0.4%.

Table 5.3 Quantitative patterns of paraphrase in the WBB Corpus and the Post-test Corpus

	Categories of Paraphrasing	Sub-type	Occurrence of paraphrase		Proportion (%)
			WBB Corpus	Post-test Corpus	
1	Modification	Expansion	43	21	12.7
		Reduction	33	49	16.3
		Relating	23	5	5.6
2	Exemplification		29	9	7.6
3	Metaphor and Simile		2	0	0.4
4	Arguing	Description	94	70	32.6
		Explication	52	73	24.9
		Sub-total:	276	227	
		Total:			503

In addition to the above fundamental statistics, appendices 7 to 10 list the accumulated paraphrases (or meaning) for each selected lexical item that we are left with at the end of the collaborative-knowledge process undertaken by the students. It is this knowledge contained in the discourse to which there have been all these individual contributions that we are interested in. Appendices 11 to 14 list the examples of paraphrase for each category.

The major outcome of the different categories of paraphrases we find for the selected lexical items are presented in Sections 5.2.2.3 to 5.2.2.6. The different roles these patterns play for contributing to our knowledge about the discourse objects in question will be discussed in Section 5.3.

5.2.2.3 Category one: Modification

Modification implies the smallest degree of text alteration of the standard definition (or the original idea), when compared with the other three categories of paraphrasing. Generally speaking, the standard definition is retained (though how much is retained is determined by the user of this strategy), with some alterations made. When making a paraphrase to expound what the concept means, participants may bring a given lexical item into new situations and contexts as well as widen or narrow its scope. Three sub-types of

modification are noted in this study that can be labeled Expansion, Reduction, and Relating.

5.2.2.3.1 *Expansion*

One possible means of paraphrasing as a natural language explanation of a standard definition is Expansion (by widening the scope of the concept). Below is an example that comes from the first discussion forum which is relevant to the concept of adolescent depression.

Example 1:

in short, I think the definition of adolescent depression given above should include increased likelihood of difficulties related to academic and occupational performances, interpersonal relationships, tobacco and substance abuse, and suicide attempts caused by high expectation from the society and parents, loneliness and rejection, and the puberty changes for girls. (#21 in Appendix 7; MLC016adolescentdepression.doc)

The standard definition of the lexical item *adolescent depression* provided by the reading assignment is “a costly phenomenon with wide-ranging health sequelae, including increased likelihood of difficulties related to academic and occupational performances, interpersonal relationships, tobacco and substance abuse, and suicide attempts” (Wisdom et al., 2007, p. 144). This definition is also addressed in the teacher’s guiding question, as shown in Appendix 3. The student in example 1 agrees with the standard definition, but expands on its partial concept ‘suicide attempts’ by widening the scope to the

attempts specifically “caused by high expectation from the society and parents, loneliness and rejection, and the puberty changes for girls”.

Example 2 comes from the second forum about the concept of gender role.

Example 2:

I would like to improve the definition of the concept to social constructed expectations, cultural messages, media images and pressures from family and peer base on sex (such as expectations for females passivity and males masculinity) (#50 in Appendix 8; MLC116genderrole.doc)

The standard definition given in the reading assignment is "socially constructed expectations based on sex (such as expectations for females' passivity)" (Wisdom et al., 2007, p. 146). The student retains the partial concepts 'socially constructed expectations' (though this is slightly modified as “social constructed expectations”) and “such as expectations for females' passivity”. The student then widens the scope of “expectations” to “males masculinity”. At the same time, dimensions of “cultural messages, media images and pressures from family and peer” are added.

Example 3 also comes from the same forum. The student modifies the standard definition as “socially constructed expectations and standards based on biological sex”. In this case, much of the standard definition is retained, with an Expansion. The student refines the concept “sex” to an attribute from nature, so ‘biological’ is added to the modified definition.

Example 3:

may be modified as “socially constructed expectations and standards based on biological sex”. (#26 in Appendix 8; MLC099genderrole.doc)

5.2.2.3.2 Reduction

In addition to widening the scope, participants may modify a standard definition by operating a Reduction (through narrowing the scope). This sub-type did not exist in the corpus of the pilot study (Cheung 2007a, Section V, p. 41-46). Example 4 comes from the forum on defining the concept of adolescent depression.

Example 4:

therefore, I think adolescent depression is defined as a costly phenomenon with wide-ranging health sequelae, caused by persistent sadness due to increased likelihood of difficulties related to academic and occupational performances, interpersonal relationships, tobacco and substance abuse, and suicide attempts. (#40 in Appendix 7; MLC042adolescentdepression.doc)

The participant mostly agrees with the standard definition, but by refining it, focuses on the partial concept “health sequelae” and specifically narrows it down to be “caused by persistent sadness” and highlights that this sadness results from the health sequelae included in the standard definition. This example is a good illustration of paraphrasing a lexical item by operating a reduction through narrowing the scope.

Below is another example extracted from the third discussion forum which is relevant to the concept of adolescence.

Example 5:

yes, adolescence, as a transitional stage from childhood to adulthood, is characterised by changes. (#14 in Appendix 9; MLC138adolescence.doc)

The lexical item, representing the concept, is defined in the article as “a stage of life characterised by changes in different aspects of individual development and in different major social contexts” (Chan, 1995, p. 267), which does not specifically mention the duration of the stage. However, the student improves the standard definition by narrowing the scope of the “stage” to a “transitional” period “from childhood to adulthood”. In this paraphrase, the original ideas “stage” and “characterised by changes” are retained. This is another illustration of reduction.

5.2.2.3.3 Relating

Another paraphrasing device is Relating, formerly named as Correlating (Cheung, 2007a, Section V, p. 44-45). In this study, to avoid confusion, Relating is used as a replacement for Correlating as it normally refers to statistics. In my opinion, participants may correlate a lexical item with some known concepts or shared information (see the two examples below). This kind of correlation has been termed ‘attribution’, which means reference “to a named

other person, to the self, and to preceding text” (Hunston, 2000, p. 189). However, in my opinion, participants may also bring a given lexical item into new situations and contexts (see example 30 in Chapter 6, Section 6.4), but this kind of correlation has nothing to do with attribution. Therefore, in this study I choose to use the term Relating.

The following example comes from the fourth discussion forum on depression which is defined as “a distortion in the self-evaluation process, which results in the setting of excessively stringent, unattainable standards of performance” (Wisdom et al., 2007, p. 66).

Example 6:

according to the Cambridge Dictionary, "distortion" means "to change something from its usual, original, natural or intended meaning, condition or shape? (#44 in Appendix 10; MLC194depression.doc)

The student specifically modifies the partial concept “distortion”, by relating it to an authoritative source from the *Cambridge Dictionary*, as “to change something from its usual, original, natural or intended meaning, condition or shape”.

Another example of Relating comes from the third discussion forum on the concept of adolescence.

Example 7:

as in adolescence, teenage face great change both in physically and mentally. According to Erickson, teenagers face identity VS role confusion. (#53 in Appendix 9; MLC178adolescence.doc)

The student brings the partial concept “change” into new contexts of physical and mental changes. The student also correlates this with the knowledge of teenagers facing a dilemma between “identity” and “role confusion”, the source of which is Erickson. The name of Erik Erikson (the student misspelled the name in example 7) does not appear in the reading assignment. He is a reputable psychiatrist who developed the Eight Stages of Social-Emotional Development in children and adolescents (Erikson, 1963). It is highly likely that the student has researched into the concept of “changes” in adolescents and correlates it with Erickson’s concept.

5.2.2.4 Category two: Exemplification

Exemplification refers to the second category of paraphrasing, which draws on the existing scheme of Pearson’s defining strategy (1998). The most common surface signal the students employ in this study to exemplify the meaning of a lexical item include *e.g.*, *such as*, and *[...]*, as already discussed in Cheung (2006a, Section IV, p. 16). Full forms like *for instance*,

for example and *as an example* are also used. Example 8 comes from the first forum on adolescent depression. The surface signal, *for instance*, is adopted by the student to refer to “unhappiness” as a cause of adolescent depression.

Example 8

in accordance with our discussion, I thought that there are many occasions leading to this phenomenon. For instance, unhappiness. (#10 in Appendix 7; MLC008adolescentdepression.doc)

Example 9 illustrates a signal proposed by Pearson (1998), *e.g.*, to exemplify the concept of gender role.

Example 9:

the society fixes a gender role for us. e.g. people always think that girl should be feminine, wear dress, even, get married and have babies when matured. For boys, they should be strong, be a financial support in a family etc. (#24 in Appendix 8; MLC098genderrole.doc)

Another signal, *[...]*, places an example in parentheses. In example 10, *[...]* is adopted to exemplify the concept of depression as “adolescent depression or adulthood depression”.

Example 10:

depression (be it adolescent depression or adulthood depression) (#12 in Appendix 10; MLC026genderrole.doc)

It is, however, observed that the students may not employ any surface signal in the case of exemplification. In example 11, the student explains the concept of gender role as “a phenomenon with a long history”. This meaning is illustrated with the example of “men as the breadwinner and women as the housekeeper”.

Example: 11

I think that gender role is built by the whole society over a very long time. Men as the breadwinner and women as the housekeeper is a phenomenon with a long history. (#52 in Appendix 8; MLC119genderrole.doc)

5.2.2.5 Category three: Metaphor and Simile

Paraphrases could also involve the use of metaphors and similes. These two paraphrasing devices were not found in the pilot study's corpus and are not particularly common in the present study with only two examples. In spite of its lower popularity in my corpus, the examples below show that the students would use similes (maybe metaphors) to create a new meaning of the concept discussed to construct knowledge.

Consider what the student writes in the following example from the forum on adolescent depression:

Example 12:

instead, adolescent depression is not the same as depression, as the triggerer of it is unique and special, also, the influence after having the depression is not the same with normal depression too, as it may relate to academic work. (#66 in Appendix 7; MLC119adolescentdepression.doc)

The student understands the concept of adolescent depression in terms of another concept of depression by describing the difference as “the trigger is unique and special” such as “academic work” and that adolescent depression may exert a different “influence” on the patient. The surface signal employed by the student to create this simile is *as*.

Although a conventional metaphor is “a figure of speech, or something that we use to replace ‘normal’ words in order to help others understand or enjoy our message” (Casnig, 1997-2008, para. 1), metaphors can be used as a different way. Consider what the student writes in example 13:

Example 13:

if adolescent depression is a costly problem, then why is highway construction or coal mining not seen as a costly problem? We all know that highway construction, car driving or coal mining all are cost severe injuries and frequently lives. Why are they accepted as a necessity of modern life while adolescent depression is not?? (#46 in Appendix 7; MLC052adolescentdepression.doc)

The student argues that “if adolescent depression is a costly problem, then why is highway construction or coal mining not seen as a costly problem? We all know that highway construction, car driving or coal mining all are cost severe injuries and frequently lives.

Why are they accepted as a necessity of modern life while adolescent depression is not?”

We may typically understand the student as discussing criteria for costly problems. Indeed, the student is expressing the discourse object ‘costly problem’ by way of comparing it to the sense of value implied by highway construction, car driving or coal mining. In example 13, ‘adolescent depression’ is the topic of the metaphor and ‘highway construction, car driving or coal mining’ is the vehicle (as suggested by Richards, 1936). The means of comparison would be that both are a costly problem, and both might involve significant consequences.

In my opinion, this ‘highway metaphor’ is a possible device of paraphrasing the meaning of

the discourse object 'costly problem'.

The above examples may not represent effective cases of simile and metaphor. However, in my opinion, similes and metaphors are possible devices of paraphrasing the meaning of discourse objects.

5.2.2.6 Category 4: Arguing

Arguing can be a very important device employed in making sense of new concepts because a member within the discourse community will refer to what was previously said to come up with an explanation of the discourse object. Agreement or disagreement (with reasons given to support the argument) usually comes first before a paraphrase is made. In this study, generally speaking, arguing is to agree or disagree with the standard definition by proposing a new definition. When giving a new definition, most alterations to the standard definition are made, and the paraphrase is usually very different from the original text. Therefore, this type of paraphrase represents the highest degree of text alteration. Two sub-types of Arguing are identified that can be labelled Description and Explication.

5.2.2.6.1 *Description*

Description is a means of paraphrasing the meaning of a discourse object, which is a way of saying (or writing) something by giving more information about it. The description is usually a one-sentence statement that can stand alone as an explanation of the original concept, as compared with Explication. In the following examples, the reasons to support the proposal of a new definition are marked by underlying lines, if any. Example 14 comes from the third forum on adolescence.

Example 14:

as it is the transitional period from teenagers to adulthood, adolescents would face the problem of their identity, they wonder what will they be and they want to know who I am. (#20 in Appendix 9; MLC143adolescence.doc)

The student first proposes a new definition of adolescence by paraphrasing it as “the transitional period from teenagers to adulthood” in which “adolescents would face the problem of their identity” as “they wonder what will they be and they want to know who I am”.

In example 15, which comes from the post-test on depression, the participant argues that the concept of distortion provided in the standard definition of depression is incomplete. The student moves on to describe the meaning of the lexical item *distortion* as “they may assess themselves as useless”. The argument is given just before the paraphrase.

Example 15:

However, the definition of depression in this article journal only states the one side of the result of the" distortion in the self-evaluation process". I think there may be another side of this. If people have a distortion in their self-evaluation, they may assess themselves as useless, they may have a low self-esteem and become frustrated, this may also contribute to depression. (#51 in Appendix 10; MLC201depression.doc)

5.2.2.6.2 *Explication*

In some cases, a description may become extended when participants consider the need for giving more details. This situation appears to be an Explication which usually involves a larger text of explanation. In example 16, the student contributes a posting in the same forum by describing adolescent depression as “different from depressed mood”. The student then expounds what the concept means by describing it as an emotional feeling – “sad and unhappy that lasts for a long period of time”.

Example 16:

In my opinion, adolescent depression is different from depressed mood. Adolescent depression is a sad and unhappy feeling that lasts for a long period of time. (#32 in Appendix 7; MLC030adolescentdepression.doc)

Consider another example of explication about the lexical item *adolescence*:

Example 17:

adolescence is a transition between the childhood and the adulthood, and most likely to be described as puberty. During puberty, teenagers are undergoing the development of their own identity, individual personality and self- characteristics. However, these aspects can be easily influence by the external factors, such as peer pressure and media channels. (#3 in Appendix 9; MLC129adolescence.doc)

The student first gives a totally different meaning to the concept of adolescence: “a

transition between the childhood and the adulthood, and most likely to be described as puberty”. The participant then further explains the idea of “puberty” by writing “teenagers are undergoing the development of their own identity, individual personality and self-characteristics. However, these aspects can be easily influenced by the external factors, such as peer pressure and media channels”. As the whole new definition involves a larger text of explanation, the form of paraphrase in this example is categorised as Explication.

In example 18, the participant, at the beginning of the posting, argues that the standard definition “is not clear enough to define what depression actually is”.

Example 18:

I think the above definition is not clear enough to define what depression actually is. It only gives some brief ideas about depression... In my opinion, I view the term "adolescent depression" as a mental illness that affects one's daily activities. It is also a state of intense sadness lasting for a long period of time. It makes a person despair and has a suicide attempt. Adolescent who has found to have depression shows no interests in all the things happening to her/him and they may have no appetite. (#36 in Appendix 7; MLC033adolescentdepression.doc)

The reason for the argument is that the standard definition tends to be brief and general. In the second part of the posting, the student proposes a new definition of adolescent depression by writing “a mental illness that affects one's daily activities. It is also a state of intense sadness lasting for a long period of time. It makes a person despair and has a suicide attempt”. The student argues that the status of this illness should be a far more significant factor in defining the concept. The student explicitly writes ‘in my opinion’. This shows the

subjective nature of the description. After giving a description of the concept, the student moves on to provide details about the situation of adolescent depression by saying that adolescents having depression will have no interest in any activities.

5.2.3 *Intertextuality*

5.2.3.1 *Introduction*

While paraphrasing plays an important role in characterizing knowledge construction, attention should also be given to intertextuality. The rationale behind this is that discourse is a set of texts which are not entered into it simultaneously. Insights into this can be made by observing the overt and covert links between the different paraphrases contributed by discourse participants.

5.2.3.2 *Explicit intertextual links*

The most obvious kind of intertextuality is explicit reference to a previous text, by putting it into quotation marks and attributing it to someone's text. It can also be a reference in the form of reported speech, but still with the name of the person to whom the reported speech is attributed. The findings confirm what was observed in the pilot study that discourse participants may utilise some explicit linguistic devices (what may be termed markers of

intertextuality), serving an attribution purpose, to express their views in response to a previous or subsequent text. These markers are of importance as they signpost the intertextual links overtly in a discourse as well as indicate the traces left behind in a subsequent text by an object that has been previously discussed. These markers of intertextuality can be further categorised as direct and indirect.

5.2.3.2.1 *Direct markers of intertextuality*

Figure 5.2 presents the direct markers of intertextuality based on the findings of the present study, representing only some of an endless list of devices indicating intertextual links. Three markers of intertextuality found in the pilot study are not documented in this study, including *same as X*, *all of us*, and *(I) share as X*. Appendix 15 gives a list of direct markers of intertextuality collected in the WBB Corpus and the Post-test Corpus.

Figure 5.2 Explicit markers of intertextuality

-
- 1) *agree with (X)*
 - 2) *disagree with/to (X)*
 - 3) *same as X*
 - 4) *according to X*
 - 5) *like/what X (said), as/what X (said), as/what X (mentioned)*
 - 6) *all of us*
 - 7) *(I) share as X*
 - 8) *other than*
 - 9) *in response to X, to respond to X*
 - 10) *You are right (that)*
-

Consider some of the occurrences of the markers listed above. In each of the examples below, the direct marker of intertextuality is found in a given paraphrase and is marked with bolding.

Example 19:

in response to Cherry's opinion, I would like to make some elaboration of the original definition. I am in favour of describing Adolescent Depression as a "costly" problem or disorder because it really brings many long-term side-effects to our society. Depression is a psychological problem, or disorder. (#47 in Appendix 7; MLC053adolescentdepression.doc)

Example 20:

in my opinion, **I agree with** the concept of gender role is defined as "socially constructed expectation based on sex". However, I think the word "sex" should be defined as physical gender. (#36 in Appendix 8; MLC106genderrole.doc)

Example 21:

as in most psychology textbooks, adolescence is the period between 12 and 18 years of age. **According to Erikson**, this is the stage in which the conflict of identity versus role confusion surfaces. (#13 in Appendix 9'; MLC133adolescence.doc)

Example 22:

according to Marcia, individual values and faith are re-examined during teenage years. It meets "self-evaluation" in some way. (#40 in Appendix 10; MLC192depression.doc)

Direct markers of intertextuality can also be found in a text preceding a given paraphrase.

Consider the following example:

Example 23:

Mr. Wong, I agree with you that the definition is not a good one because it lacks some important factors of adolescent depression. However, **I don't agree with** you that this definition is not applicable to Hong Kong teenagers. Actually, I think many Hong Kong students do part-time jobs in order to maintain their financial balance, so they may have occupational experience. In fact, I want to point out that your definition is not complete because it also focuses on the outcome of adolescent depression. The perfect definition should include the causes, symptoms and results of adolescent depression. (#55 in Appendix 7; MLC063adolescentdepression.DOC)

The student in example 23 first agrees with a previous student that the standard definition is incomplete with absence of "factors of adolescent depression". Yet, the student disagrees that the original definition cannot be applicable in Hong Kong because "many Hong Kong students do part-time jobs in order to maintain their financial balance". By arguing that the previous student's paraphrase of the concept of adolescent depression is incomplete, the

student proposes a new definition to “include the causes, symptoms and results of adolescent depression”.

Table 5.4 presents a statistical observation of explicit markers of intertextuality found in the WBB Corpus and the Post-test Corpus.

Table 5.4 Statistical observation of explicit markers of intertextuality

Explicit marker of intertextuality	Occurrence	Proportion (%)
<i>(I) agree with/to (X)</i>	18	41.9
<i>(I) disagree with/to (X)</i>	0	14.0
<i>(I) do not agree with/to (X)</i>	6	
<i>same as (X)</i>	0	0
<i>according to (X)</i>	11	25.6
<i>as/what (X) (said/mentioned/stated)</i>	2	4.7
<i>all of us</i>	0	0
<i>(I) share as (X)</i>	0	0
<i>other than</i>	0	0
<i>in/to response to (X), to respond to (X)</i>	2	4.7
<i>(not) in favour of (X)</i>	4	9.3

Total: 43

A total of 43 occurrences of explicit markers of intertextuality exist in the two sub-corpora.

Findings show that *(I) agree with/to (X)* and *according to* have the higher proportion in both

sub-corpora. *As/what X (said/mentioned/stated)* and *in/to response to (X)* or *to respond to (X)* have a lower proportion in the sub-corpora. Unfortunately, a number of markers do not exist in the corpus, including *same as (X)*, *all of us, (I) share as (X)*, and *other than*.

5.2.3.2.2 *Indirect markers of intertextuality*

Though we can often retrieve intertextual links by referring to the direct markers of intertextuality, there can also be cases of indirect markers of intertextuality. Consider this previously discussed example:

Example 18:

I think the above definition is not clear enough to define what depression actually is. It only gives some brief ideas about depression ... In my opinion, I view the term "adolescent depression" as a mental illness that affects one's daily activities. It is **also** a state of intense sadness lasting for a long period of time. It makes a person despair and has a suicide attempt. Adolescent who has found to have depression shows no interests in all the things happening to her/him and they may have no appetite. (#36 in Appendix 7; MLC033adolescentdepression.doc)

After arguing that the standard definition is unclear, the participant paraphrases the lexical item *adolescent depression* as “a mental illness that affects one’s daily activities. It is also a state of intense sadness lasting for a long period of time. It makes a person despair and has a suicide attempt”. If we look at the word *also*, it does not obviously refer us to an intertextual link because it is usually used as a signal to add to something else that the speaker has already said. The student, however, uses the device implicitly to refer to something (that is

“sadness lasting for a long period of time”) that has been said by a student in a previous text in example 16. In this case, I consider *also* as a kind of indirect explicit marker of intertextuality.

Example 16:

In my opinion, adolescent depression is different from depressed mood. Adolescent depression is a sad and unhappy feeling that lasts for a long period of time. (#32 in Appendix 7; MLC030adolescentdepression.doc)

5.2.3.3 *Implicit intertextual links*

More interesting but less obvious intertextual links can be variations of a previous text (segment) – using a more than coincidental number of the same or similar words dealing with a particular topic. Findings show that while discourse participants may use direct and/or indirect explicit markers of intertextuality to refer to previous texts, intertextuality may also occur implicitly when there is a recurrence of selected keywords within a discourse. This can be done when someone in the discourse uses the keywords said before in previous texts in the same or a remarkably similar context. Findings suggest that this kind of covert intertextual link can consist of a collocation (i.e. a statistically significant and semantically relevant co-occurrence of two or three relevant lexical items in any order or in any morpho-syntactic form), having such recurrences of phrases being either identical or slightly varied.

By following the procedures set out in Stage 4 in Chapter 4 (Section 4.6.1.2), a frequency word list of all collections of paraphrases employed from the WBB Corpus and the Post-test Corpus was collected. The four lists of paraphrases make up a total of 32,588 running words in tokens. A frequency list of the top 100 words of the collection of paraphrases is presented in Appendix 16. It shows that grammar words are more frequent than lexical words. Words such as *the*, *and* and *of* occupy the first ten places in the collection of paraphrases. The only lexical words which come into the top 60 words of the collection are the lexical items under consideration: *depression* (351 occurrences; at number 12), *adolescent* (181 occurrences; at number 20), *gender* (170 occurrences; at number 24), *role* (148 occurrences; at number 30), and *adolescence* (107 occurrences; at number 52). Since they are supposed to be intensively discussed by the students, they are not the focus of investigating lexical collocations.

Table 5.5 shows the lexical words that come into the top 100 words of the collection of paraphrases.

Table 5.5 Lexical words in the top 100 words in the paraphrase collection

Number on the frequency list	Lexical word	Occurrence	Proportion (%)
62	social	94	.29
64	changes	89	.27
73	expectation	82	.25
76	different	80	.25
79	self	78	.24
83	society	73	.23
84	think	73	.23
86	stage	72	.22
87	definition	73	.23
91	also	64	.20
92	people	64	.20
96	expectations	61	.19
97	life	60	.19
98	sex	59	.18

By searching the concordance lines displaying the co-text of these lexical words using the Concord facility, we can gain further insights into the implicit intertextuality of paraphrases in the present study. In the following, some examples of the lexical word *changes* (at number 64) are selected to demonstrate how strings of re-occurring words may give us clues to covert intertextual links between paraphrases in the WBB discourse. The re-occurrence is marked with bolding in the following examples.

Firstly, consider the following two examples:

Example 24:

(1) societal gender role expectations, (2) **pubertal changes for girls**, and (3) the feeling of loneliness and rejection by peers and other members of society of both sexes play significant parts in the motivation of adolescent to seek help to cope with depression and thus their reaction to such a phenomenon. (#1 in Appendix 7; MLC001adolescentdepression.doc)

Example 25:

should be a costly phenomenon with wide-ranging health sequelae, including increased likelihood of difficulties related to academic and occupational performance, interpersonal relationship, tobacco and substance abuse and suicide attempts, as a result of numerous reasons like societal expectations and cultural messages, loneliness and rejections, **pubertal changes for girls**. It should also contain both positive and negative aspects of adolescent depression. (#2 in Appendix 7; MLC002adolescentdepression.doc)

Both examples come from early contributions which appeared in the first discussion forum on adolescent depression. As the first contributor, the participant in example 24 proposes a new definition by employing a Description (under Arguing): “(1) societal gender role expectations, (2) pubertal changes in girls, and (3) the feeling of loneliness and rejection by peers and other members of society of both sexes play significant parts in the motivation of adolescent to seek help to cope with depression and thus their reaction to such a phenomenon”. This paraphrase of the lexical item *adolescent depression* receives an immediate response from a student, in example 25, who uses the identical sequence of words “pubertal changes for girls” in the paraphrase of adolescent depression. Example 25 can be seen as a reaction to the text in example 24.

As a matter of fact, the lexical word *changes* collocates frequently with *pubertal* and/or *girls* in the collection of paraphrases. Appendix 17 presents the 89 occurrences of collocates of *changes*, of which 26 belong to this collocation. Other collocates of the lexical word *changes* include: *biological, psychological, mood, behavioral, body, physical, dramatic, personal*, and *hormonal*. Below are more examples illustrating the re-occurrence of the lexical collocation *pubertal changes*.

In example 26, the student employs an Explication (under Arguing) to paraphrase the concept of adolescent depression.

Example 26:

there are few more reasons, mainly on gender role, lead to adolescent depression by exploring adolescents perspectives. They include: challenges related to gender-based societal expectations and cultural messages, e.g. boys are expected to be tough or macho; girls are required to be thin; **pubertal changes** are perceived as contributing to depression **for girls**; family and peer pressures; and loneliness and rejection. The impact of loneliness and rejection reinforces cultural messages about girls sensitivity and boys denial of emotional involvement. (#6 in Appendix 7; MLC006adolescentdepression.doc)

The recurrence of the words *pubertal changes for girls* is observed (though the participant slightly modified it by adding “are perceived as contributing to depression” in the middle of the segment). This may suggest that earlier texts (namely examples 24 and 25) leave their traces in a subsequent text in the WBB discourse implicitly.

In a subsequent text in example 27, another participant operates an Expansion (under

Modification) to paraphrase the meaning of adolescent depression. Additional difficulties are added to the original definition, including “gender-based socialization, pubertal changes, loneliness and rejection, family and peer pressures”.

Example 27:

from the article, I believe the concept of adolescent depression can be refined as a costly phenomenon with wide-ranging health sequelae, including increased likelihood of difficulties related to academic and occupational performances, interpersonal relationships, gender-based socialization, **pubertal changes**, loneliness and rejection, family and peer pressures, tobacco and substance abuse, and suicide attempts? (#7 in Appendix 7; MLC006adolescentdepression.doc)

In example 28, another student describes the meaning of adolescent depression in detail by operating an Explication (under Arguing). Again, the idea of pubertal changes is used to describe depression. If we take the co-occurrence of the segment *pubertal changes* in both examples, we can say that the texts in examples 27 and 28 can be a reaction to a previous text in example 24.

Example 28:

after reading the article, I realize that the adolescent depression is from various of aspects like loneliness and rejection, gender role. Boys are expected to be "tough" or "macho" and girls are expected to be slim and beautiful. The **pubertal changes** also lead to girl depression. Moreover, high expectation from peers and parents plays an important role in adolescent depression as well. (#13 in Appendix 7; MLC010adolescentdepression.doc)

Although it remains unclear whether the segment *pubertal changes (in girls)* in the above examples is copied from a previous text in example 24, or if such a co-occurrence is a coincidence or not, in this case it is never possible to prove that there is a conscious

intention to copy since corpus linguists do not investigate the writers' heads (though some corpus linguists, such as Hoey, 2005, investigate the psycholinguistic origins of corpus data). Findings of this kind, however, do suggest that discourse can be viewed as a set of texts relating to each other by covert links between a text and previous or subsequent texts.

On the other hand, by following the procedures set out in Stage 4 in Chapter 4 (Section 4.6.1.2), the paraphrase data employed from the WBB discourse could be compared with the Reading Corpus and the Question Corpus to examine whether selected keywords in a given paraphrase were used before in the reading assignments or the teacher's guiding questions. Using the Key word facility, results again show that grammar words are more frequent than lexical words. Words such as *the*, *is*, *of* and *to* occupy the first ten places in the collection of paraphrases. The only lexical words which come into the top 30 words of the collection are *depression*, *adolescent*, *role*, *gender*, *adolescence*, *expectation*, *changes*, *different*, *stage*, *definition* and *society*. As with the results of lexical collocation, the first five lexical words are the lexical items under consideration. Interestingly, the lexical word *expectation* (at number 23) has a frequency of 89 occurrences in the collection of paraphrases and a frequency of 9 occurrences in the Reading Corpus. As discussed before, the lexical word *changes* has a variety of collocates in the collection of paraphrases. While

examples 24 and 25 show the early attempts to paraphrase the meaning of adolescent depression as *pubertal changes for girls*, their contributions may be seen as a reaction to the reading assignment. In the following reading excerpt, the authors claim that “pubertal changes” contribute to adolescent depression among “girls”.

The purpose of this study was to explore adolescents’ perspectives on the impact of sex and gender role expectations on depression and its symptoms. We found evidence for the following three themes: (a) adolescents associated challenges related to societal expectations and cultural messages with their experiences of depression; (b) **pubertal changes were perceived as contributing to depression for girls but not boys**; and (c) loneliness and rejection were perceived by both boys and girls as being associated with depression. (Wisdom, Riley and Weis, 2007, p. 156).

However, since no significant findings are shown from the Keyword list created by WordSmith, they are not included in the appendices.

5.3 *Discussion of findings*

5.3.1 *Introduction*

As already presented in Section 5.2, some major findings from the corpus for revealing collaborative knowledge construction are: four discourse objects under consideration were introduced in the asynchronous discourse, four main Categories of Paraphrasing were adopted by the students repeatedly to explain the disciplinary concepts represented in the selected discourse objects, and both explicit and implicit intertextual links were observed in the discourse. A systematic experimental corpus study of paraphrasing and intertextuality

has shown clearly that asynchronous communication plays an important role in facilitating collaborative knowledge construction. This section addresses the first two research questions described in Chapter 1 (Section 1.5), aiming to discuss the role of paraphrasing and intertextuality in the knowledge-construction process. The contribution of corpus linguistics to the process and the Theory of Collaborative Knowledge Construction in discourse as a research outcome will be discussed in Section 5.4.

5.3.2 Paraphrasing as a relevant linguistic device for collaborative knowledge construction

The findings presented in Section 5.2 have provided some detailed empirical insights into the Categories of Paraphrasing, although a small corpus (i.e. 394,237 running words) may make any strong generalizations appear rather premature.

As presented in Section 5.2.2.2, a total of 503 paraphrases were found in the corpus with the four lexical items under consideration. A wide range of paraphrases, which may vary from the original text to different degrees, were collected, as seen in Appendices 11 to 14. The lexical items that were defined in the reading assignments and were addressed in the teacher's guiding questions were intensively discussed in the WBB and the post-test

contexts with more than 100 occurrences for each of the four items. This clearly shows that the discussion activities have succeeded in inviting the students to rethink the concepts selected from the reading assignments by paraphrasing the lexical items. Although these 'emergent' terms presuppose a standardization, as already described in Chapter 3 (Section 3.2.1), the intensive discussion of the concepts represented by these terms indicate that in the academic sphere, the development of new ideas or the generation of knowledge is an ongoing process.

Descriptive observations concerning paraphrases for knowledge construction have been made involving four categories: Modification (including Reduction, Expansion, and Relating), Exemplification, Metaphor and Simile, and Arguing (including Description and Explication). Findings thus offer support for the theoretical position that the construction of knowledge is a product of collaboration as a matter of negotiation of meaning (Vygotsky, 1978; Lave & Wenger, 1991). As meanings can be negotiated, the knowledge constructed through the introduction and subsequent negotiation of paraphrases discussing the features of the discourse objects is a public one.

It is observed that the students were clear about what they did over the semester and would

use a wide range of Cobuild explanations to alter the text of the definition of the selected lexical items. Such alterations, in my opinion, are to be viewed as paraphrasing. As mentioned in Chapter 3 (Section 3.5.1), paraphrasing is a result of discourse participants' attempt to express the concept of a discourse object represented in the meaning along a dimension of social negotiability. Findings show that some students would make minimal attempts to paraphrase the original idea. In that case, they would do less, comparatively, to alter the original text of the definition by adopting the first category of paraphrase:

Modification (including Reduction, Expansion, and Relating) to modify 'part' of the concept or what others said previously. As this type of paraphrase tends to be more synonymous with the original definition, the state of knowledge constructed is likely to be 'less'. However, most of the students would use a number of different ways, repeatedly, to alter the text of the definition, which can be labeled Exemplification, Metaphor and Simile, and Arguing (including Description and Explication). As explained in Section 5.2.2.6, Arguing involves more alterations to the standard definition since the paraphrase is less synonymous with the definition and represents the highest degree of text alteration. The more alterations done, the 'deeper' the knowledge of the concept represented.

Thus, it can be concluded that the larger the degree of text alteration, the deeper will be the

knowledge constructed within the discourse community. The Categories of Paraphrasing developed in this study demonstrate that to a great extent the students deviated from the standard definitions because they disagreed, or because they were interested in aspects not covered by the original definitions, or because they thought they had found a way of improving what was presupposed as 'standard'. Whatever the reasons are behind a particular paraphrase behaviour, each paraphrase adds something new to the knowledge about the discourse object. Thus knowledge construction is shown to take place structurally in different ways with various degrees of text alteration, as best represented in the Categories of Paraphrasing. The pedagogical implication of the Categories of Paraphrasing will be discussed in Chapter 8 (Section 8.2.4).

Statistical observations concerning the frequencies of the different paraphrase types have also been made to provide further empirical insights into the role of paraphrases in knowledge construction. Results presented in Table 5.3 show that category four, Arguing, is the tactic most frequently employed by the students in both the WBB and the post-test contexts, with 289 occurrences that accounts for 57.5% of the total paraphrases found in the two sub-corpora. The sub-type Description seems to be more common than Explication, probably due to the fact that this form of description involves a shorter and more

economical text of natural language explanation to paraphrase the original idea. While category one, Modification, is the second most common paraphrase behaviour, the sub-type Reduction (i.e. 16.3%) seems to be more common than Relating (i.e. 5.6%), though the reason for this remains unknown. The higher proportion of Arguing and Modification shows that the students did respond to the Guiding Question, which served as a prompt for the students to 'improve' the definition of a given concept and to give their 'own understanding' of the definition (see Appendix 3).

The cross-corpora comparability of various paraphrase behaviours presents some interesting findings. Firstly, the students tended to use Modification more frequently in the WBB discourse (99 occurrences) than in the post-test context (75 occurrences). This is also true for the strategy of Exemplification as 29 occurrences were found in the WBB discourse but only nine occurrences were observed in the post-test context. The reasons, yet, remain unknown. Secondly, the students seemed to employ Arguing frequently in both the post-test context (143 occurrences) and the WBB discourse (146 occurrences). This suggests that the students, in the discussion activities, tended to follow more closely with the standard definitions to explain the original concept, but towards the end of the semester in the post-test, they seemed to move away from the original language to use totally different

natural language explanations to expound what a concept means, or should mean, in their eyes. As discussed before, Modification represents the smaller degree of text alteration; whereas Arguing represents the larger degree of alteration of the original text. This phenomenon of moving from the smallest to the largest degree of text alteration in negotiation of meaning strongly indicates that knowledge is constructed from a 'less' state to a 'deeper' state over time within the discourse community.

However, rather low frequencies of Exemplification and Metaphor and Simile were observed in this study. Category two, Exemplification, accounts for 7.6% of the total paraphrases found in the two sub-corpora; whereas category three, Metaphor and simile, accounts for 0.4% of the total paraphrases. Since the conceptual metaphors are realised through different linguistic expressions and thus vary across languages (Boers & Demecheleer, 1995), L2 learners may have difficulty in the production of metaphors appropriately (Deignan, Gabrys & Solska, 1997). This may explain why the role of metaphor is not likely to characterise features of conversation among L2 learners. Although the written discourse of this study involves L2 speakers of English, it is not concerned with differences between dealing with the L1 and the L2, but investigating knowledge construction. Similar studies for L1 learners can be conducted to further examine if they

would employ the same tactics in negotiation of meaning.

In summary, findings show that knowledge construction takes place at a micro level by paraphrases. First, it is plausible to say that whenever a discourse object enters the discourse, someone in the discourse community will attempt to assign a meaning to it by discussing its features (i.e. meaning of the lexical item that represents the concept in the discourse object) repeatedly and in different ways that can be called as paraphrase. Second, four main categories of paraphrasing are observed for negotiation of meaning, as a fundamental element for documenting knowledge construction. While findings show that there are a number of formal devices that indicate the presence of a paraphrase, in the end it is the researcher (or reader) who decides what they take to be paraphrastic content in the context of a lexical item.

5.3.3 Intertextuality as a relevant linguistic device for collaborative knowledge construction

While the paraphrase data obtained in this study show that knowledge construction can be operated at a micro level, as discussed in the preceding section, it is conceived of not merely as the individual introduction of paraphrases discussing the features of the discourse objects but the paraphrases with respect to one another in totality. At a macro level of knowledge

construction, the meaning of a lexical item, co-referential with the discourse object for which it stands, within a discourse community can be seen as a sequence of paraphrases, each reacting to what was said in previous texts. The intertextual links observed from the paraphrase data, both overt and covert, thus offer support for analyzing collaborative knowledge construction in discourse. Firstly, discourse is seen as the collective mind nourished by the contributions coming from individuals, and in this input, it follows its own ways. Secondly, discourse is viewed as a set of texts relating to each other by overt and covert links between a text and previous or subsequent texts (Fairclough, 1992). The intertextuality observed in this study clearly defines the connections between texts in discourse, thus manifesting the participants' social interaction in the asynchronous communication community since participants usually propose intertextual links when interacting with each other. It demonstrates a process, during which the students would build on each other's contributions to respond to the teacher's guiding questions posted to each discussion forum, that generates rich exchanges to construct knowledge in a collaborative sense.

Findings thus show the relevance of the diachronic perspective to knowledge construction, as manifested by both explicit and implicit intertextual links. First, it is observed that the

students would use explicit markers of intertextuality when making reference to other participants' postings. Direct explicit markers of intertextuality may include: *agree with (X)*, *(I) do not agree with/to (X)*, *same as X* (not found in this study), *according to X*, *like/what X (said)*, *as/what X (said)*, *as/what X (mentioned)*, *all of us* (not found in this study), *(I) share as X* (not found in this study), *other than* (not found in this study), *in response to X*, *to respond to X*, and *You are right* (not found in this study). Although only 43 markers exist in my corpus, whether markers of intertextuality are employed or not by discourse participants, intertextuality has been shown to be essential for any investigation of knowledge construction. On the other hand, in some cases, indirect explicit markers of intertextuality may be employed by the participants to suggest intertextual links. The linguistic signal *also* is an example of this.

More interestingly, results show that intertextual links can be displayed covertly by a co-occurrence of selected keywords within a discourse. The examples in Section 5.2.3.3 show that a given text may contain a rather covert allusion to a previous or subsequent text if the collocations are analysed. While overt attribution, seen as explicit markers of intertextuality, displays an intertextual link, a text may be linked to other texts covertly by recurrence of identical or varied segments used before.

Whether overtly or covertly, findings show that discourse is a set of texts relating to each other and it is these discourse relations that allow us to make better sense of knowledge construction in a collaborative sense. It can thus be concluded that paraphrases are exchanged, discussed and negotiated between the members of a discourse community, and thus gradually shared knowledge is constructed. With these observations, it is plausible to say that patterns of (both overt and covert) intertextuality provide a fuller picture of collaborative knowledge construction than concentrating solely on individual paraphrases. However, I wish to point out that although a number of linguistic devices, both explicit and implicit, are shown to be employed by the students within the discourse community, in the end, in my opinion, it is up to the researcher whether they interpret what they find as an intertextual link. A case study of the lexical item *adolescent depression* will be presented in Chapter 6 to provide a qualitative analysis of intertextual links.

5.4 *Further implications*

5.4.1 *Introduction*

Online learning, as experienced with asynchronous discussion in education, has been a pedagogical innovation since the emergence of ICT, as already discussed in Chapter 1 (Section 1.2). The experiences of using the asynchronous communication system are

gradually defining a new culture of knowledge construction. Examples of research studies using the system to foster knowledge construction have already been presented in Chapter 1 (Section 1.2). It is time to review the lessons learned. Other than the existing cognitive approach to investigating knowledge construction, one may question whether corpus methodology can make a contribution to a theory of knowledge construction. Further implications on the discussion of findings in the preceding sections are presented below.

5.4.2 The contribution of corpus linguistics to collaborative knowledge construction

The main contribution of the present study is that corpus methodology has provided a useful analytical means for documenting knowledge construction by drawing on an English corpus of four sub-corpora that consists of 394,237 words in tokens in the health-care discourse. In the asynchronous communication community, effective interaction took place through generation and discussion of disciplinary concepts in health care, resulting in 429 postings contributed by the students over the semester that led to a WBB sub-corpus of 155,864 running words in tokens (230 postings) and a Post-test sub-corpus of 121,504 running words in tokens (199 postings). These two sub-corpora have allowed for the identification and analysis of paraphrases, both computational and manual, and further exploration of intertextuality.

In recognition of the close connection between lexical items and paraphrases, a structured corpus tool is conceived as significant in data analysis since corpus tools are widely acknowledged as computer tools for retrieving individual search words or phrases. There have been corpus studies of academic writing typically focused on investigating individual items (Hyland, 1999, 2005). Yet, little attention has been paid to the way in which individual lexical items with their paraphrases (understood as definitions) as evidence of shared meanings, are identified as knowledge construction structures. Thus, an important feature of the present study is the attention given to the role of corpus methodology in understanding knowledge construction from the social and diachronic perspectives.

To adopt a corpus methodology for understanding knowledge construction, WordSmith Tools version 4.0, was used in my study. To a great extent, this software that can be used with almost any kind of corpus has offered multiple possibilities as a computational working tool of individual word or phrase searches. In this study, WordSmith made such searches possible by scanning the corpus in question for the occurrence of certain strings (lexical items representing the concepts in this study) and the string in question in context (so-called concordance lines). The former allowed for the identification of discourse objects that first entered the online discourse, while the latter made the information of paraphrasing

and intertextuality available. The major advantage of this kind of analysis of texts is that, with little effort, within a few seconds the above-said information can be retrieved automatically, which might take hours or even days if it had to be received manually.

WordSmith also allowed the storage of the results of analysis and the retrieval of more context than shown in the concordance lines to fully investigate how a lexical item was explained in different ways. One of the basic functions of WordSmith is ‘thinning’ the results by removing irrelevant instances. For instance, if a researcher is interested in the adjective *stark*, any lines that contain *stark* not used as an adjective is irrelevant and can be removed from the concordance. However, as the corpus analysis in this study focuses on the explanations that come with the search word or phrase, this ‘thinning’ function is of little use. Thus, much manual work was required to document the categorization of paraphrase data. In addition, in extracting lexical collocations to examine implicit intertextuality, there was no target word in this study, thus making the whole process more difficult and tedious.

It may be worthwhile investigating alternative possibilities as an intellectual working tool.

One of them is to develop more relevant software based on this research to document paraphrasing. Further research on this will be discussed in Chapter 8.

5.4.3 *Categories of Paraphrasing*

The present study provides an evident source for collaborative knowledge construction: paraphrases and intertextuality. Although extra large-scale analysis work would be advisable to better understand the types of paraphrase observed and to further explore in which specific manner each paraphrase type affects knowledge construction, findings of the study, viewed in adjunction with the pilot phase, have already given a basis for developing the *Categories of Paraphrasing* from a corpus linguistic perspective.

By dealing with knowledge in texts linguistically, the *Categories of Paraphrasing* are concerned with the ways people generate and negotiate meanings to construct knowledge collaboratively in a social group. To analyse this kind of social interaction, the *Categories of Paraphrasing* offers a theoretical grounding for the assumption that “people share certain kinds of knowledge when they talk and think together in dialogue” (Marková et al., 2007, p. 2). If this assumption is considered from the corpus linguistic perspective, knowledge constitutes the meaning of the only objects that are discussed in the discourse (i.e. discourse objects), and whatever is said about the objects by members of the discourse community contributes towards the meaning of such lexical items and to the knowledge the members have of the discourse objects for which they stand (i.e. the meaning of lexical items is

co-referential with the knowledge we have of discourse objects). The role of meaning in knowledge construction in this study is well supported by Stahl's argument on the practices of meaning making, which are:

acts of discourse or interaction [to] propose, negotiate, display and define what are to count as the salient features of the setting, the occasion, the social norms. Neither the context nor the meanings are objectively given in advance, but are collaboratively constituted or brought in (2006, p. 332).

If meaning making does not necessarily exist in individual heads, but takes place in a "context of joint activity" (Koschmann, 2002, p. 18) and "is constructed by and exists as those activities" (Stahl, 2006, p. 332), the Categories of Paraphrasing, best seen as the different ways people use natural language to explain meanings to others (and to themselves) what they think within a discourse community, thus provides a good basis for developing a theory of knowledge construction.

5.4.4 A Theory of Collaborative Knowledge Construction in discourse

While Stahl (2006) urges a need for a theory of collaboration, the phenomenon of paraphrase that I propose leads me to draft a theory that discusses, innovatively, knowledge construction in a collaborative sense with respect to language and meaning. I propose that knowledge construction is conceived of not merely as the individual introduction of paraphrases discussing the features of the discourse object, but continuous subsequent

negotiation of this input over a temporal arrow. This conception of collective sense of meaning complements Wenger's (1998) negotiation of meaning and Stahl's (2006) practices of meaning making, as discussed in Chapter 2 (Sections 2.3.2.1 and 2.3.2.2).

The core phenomenon of the Theory of Knowledge Construction is paraphrasing and its intertextuality. This phenomenon discusses the most important aspect of collaborative knowledge construction: negotiation of meaning. The notion of paraphrase complements the work of Suthers et al. (2007) on the uptake of meaning, and this word 'paraphrase' has the added advantage of emphasizing the idea of giving a new explanation of the originally (or previously) said, as in the idea that meaning is interpreted from personal perspectives to collective perspectives in the context of collaboration (Stahl, 2006). What is central to the theory is that people use paraphrases (and attribution) as a linguistic strategy for making and negotiating meanings to contribute socially shared knowledge within the discourse.

Collaborative knowledge construction may thus be defined as:

The construction of knowledge about a discourse object, equivalent to the meaning of the lexical item which expresses it, in a social group is an ongoing negotiation between the members of a discourse community. These negotiations take place in an exchange

of paraphrases, thus discussing what is to be known about a discourse object. They are tied together through intertextual references between the paraphrases. The result of this collaboration is everything that has been said, in its temporal succession, independently of the question whether it is accepted or not by some or all members of the discourse community.

This theory hypothesises that, by taking a corpus linguistic approach, each negotiation of meaning, seen as a paraphrase representing one moment within a temporal continuum, is shared and developed collaboratively over time in the sense of the overt and covert links between a text and previous or subsequent texts in the discourse (Teubert, 2007b). Every participant in the discourse inherits the accumulated knowledge of all preceding users in negotiating meanings. New knowledge that is constructed by a participant becomes available to succeeding ones. Therefore, knowledge is represented, in the discourse, in terms of meaning over time, which can be examined by intertextuality.

The Theory of Knowledge Construction in discourse, by observing and discussing the types of paraphrasing revealed by the use of new definitions of lexical items, concludes that corpus methodology can be helpful in researching the collaborative aspects of knowledge

construction within the discourse. This theory underlines the necessity of developing the Categories of Paraphrasing which are based on the natural language data provided by my knowledge construction discourse. The categories are developed through the methodology of corpus linguistics for interpretation and function as a framework for analyzing paraphrasing within a knowledge construction community. While the cognitive approach focuses on knowledge as a mental state or disposition, the development of the Categories of Paraphrasing complements existing knowledge construction research based on the framework of cognitive linguistics, allowing researchers and educators to understand that discourse and paraphrasing are central to examining knowledge construction. Thus, the Theory of Knowledge Construction shows that it is possible to investigate knowledge construction as a collaborative activity without having to rely on cognitive models.

5.5 *Summary*

Results suggest that the asynchronous discussion activities are useful for construction of knowledge in a health care professional context. Participants have engaged themselves in collaborative debates on a variety of disciplinary concepts. Results also suggest that the chosen corpus methodology is a valuable tool in examining knowledge construction. By retrieving the selected lexical items and revealing their paraphrases in the ICT discourse, the

role of paraphrasing and intertextuality are clearly demonstrated. The Categories of Paraphrasing that have been developed can be used for future investigations into knowledge construction, benefiting educators to integrate it into their guidance skills to facilitate knowledge construction in an online learning context. Further research on pedagogical application will be presented in Chapter 8 (Section 8.2.4).

Given the limited duration of time for asynchronous discussion (approximately three months), I would not expect to see a large percentage of paraphrasing in the discourse nor a very effective use of paraphrasing in constructing knowledge within the community.

However, as this corpus-based approach using paraphrase types and intertextuality as research parameters in the virtual learning environment created by MOODLE has been demonstrated to be successful, it is an effective alternative for modeling knowledge construction that does not have to rely on cognitive models. So far the crucial role of paraphrasing has escaped the attention of linguists, including corpus linguists. The same is true for the notion of intertextuality which analyses the dialogic aspect of knowledge construction. The findings presented here lend plausibility to my argument that knowledge construction has to be viewed as a collaborative task. This is why it is essential to analyse the ways people explain to others (and to themselves) what they think through the analysis

of paraphrase.

The notions of paraphrase and intertextuality have been shown to be useful for the collective aspect of knowledge construction in terms of diachronic and social perspectives.

A qualitative case study of a selected lexical item will be presented in the following chapter.

CHAPTER 6

A QUALITATIVE CASE STUDY

6.1 Introduction

In this chapter, I will use a qualitative analysis of data representation, with particular reference to the concept in question in the first discussion forum, *adolescent depression*, to characterise a rather typical successful knowledge construction interaction from social and diachronic perspectives. The purpose of a qualitative description of a case study is to support my argument in Chapter 3 that paraphrasing constitutes a cline along a social dimension of negotiation of meaning in the discourse, as represented in the Categories of Paraphrasing, and that paraphrasing occurs at two levels to construct knowledge: micro and macro.

In this chapter, I will first present the standard definition of *adolescent depression* in the reading assignment and an overview of the negotiation of its meaning in the discussion discourse. This is then followed by a detailed discussion of how a wide range of paraphrase types have been employed by the students to negotiate the meaning

of *adolescent depression*. Finally, I will conduct an analysis of the intertextuality of paraphrases in the discussion discourse and the collective knowledge of *adolescent depression* in the post-course test. The aim of this case study is to offer further insights into the extent to which the lexical item discussed in the ICT context is different from the original definition in the reading assignment, and how the lexical item is further defined in the post-course test.

6.2 *Standard definition of adolescent depression in the source text*

The standard definition of *adolescent depression* given in the reading assignment (part of the Reading Corpus) is:

"a costly phenomenon with wide-ranging health sequelae, including increased likelihood of difficulties related to academic and occupational performances, interpersonal relationships, tobacco and substance abuse, and suicide attempts" (Wisdom, Riley and Weis, 2007, p. 144).

This standard definition becomes the input to a collaborative negotiation and construction of the meaning in the ICT texts via the teacher's guiding question as follows:

After reading this article, how do you see this definition? Is it appropriate to refer to the current concept of adolescent depression? Will you have your own understanding of adolescent depression? Would you like to improve this definition of the concept? (MLC231question1.doc)

6.3 Overview of negotiation of adolescent depression in the discussion discourse

Findings show that the discourse object *adolescent depression* has been quite extensively discussed in the asynchronous communication context: in altogether 129 paraphrases, with 72 occurrences in the WBB Corpus and 57 occurrences in the Post-test Corpus, as can be seen in Table 5.2 in Chapter 5. All paraphrases of the lexical item *adolescent depression* are presented in Appendix 7, and are categorised according to my classification, as presented in Appendices 11 to 14. The comprehensive list of paraphrases collected in the ICT context clearly represents the accumulated meaning (or knowledge) of *adolescent depression* we are left with at the end of the collaborative-knowledge process undertaken by the students. In totality these paraphrases constitute the community's knowledge of *adolescent depression*. This form of public knowledge, being dependent on context and society, manifests the socially constructed knowledge, as previously discussed in Chapter 2 (Section 2.2.3.2).

All four paraphrase types are employed by the students to negotiate the meaning of *adolescent depression*. As shown in Table 6.1, the higher proportions of *Modification* (i.e. 24.8%) and *Arguing* (i.e. 69.8%) indicate that the students respond to the teacher's guiding question to improve the original idea and come up with new definitions. It is through this kind of extensive negotiation of meaning that social and collaborative knowledge construction occurs (Chapter 2, Section 2.3.2.1).

Table 6.1 Fundamental statistics of paraphrase of *adolescent depression* in the WBB Corpus and the Post-test Corpus

Categories of Paraphrasing	Sub-type	Occurrence of paraphrase		Proportion (%)
		WBB Corpus	Post-test Corpus	
Modification	Expansion	15	4	14.7
	Reduction	5	2	5.4
	Relating	6	0	4.7
Exemplification		5	0	3.9
Metaphor and Simile		2	0	1.6
Arguing	Description	18	26	34.1
	Explication	21	25	35.7
	Sub-total:	72	57	
	Total:			129

The result of this negotiation of meaning in the asynchronous communication environment is the construction of the community's knowledge about the concept of adolescent depression, which is finally transmitted to the post-test. To better understand how knowledge construction happens at both micro and macro levels, some interesting examples are shown in this chapter for further discussion, and the time and date of the electronic postings are given in each of the examples. Again, the examples are direct quotes from the students' contributions.

6.4 Paraphrases of adolescent depression in the discussion discourse

In the WBB, one of the participants first argues that the standard definition given in the reading assignment should be “refined”. Consider this previously discussed example in Chapter 5 (Section 5.2.3.4):

Example 24:

After reading the article, I would like to further refine the definition of adolescent depression by adding that (1) societal gender role expectations, (2) pubertal changes for girls, and (3) the feeling of loneliness and rejection by peers and other members of society of both sexes play significant parts in the motivation of adolescent to seek help to cope with depression and thus their reaction to such a phenomenon. Findings in recent studies suggest that the problem of adolescent depression is becoming more serious and more teenagers are suffering from it. It is appropriate to refer to the current concept of adolescent depression as when we compare it to outdated ones it better reflects how society perceive the problem and also the range of consequences the society as a whole has to bear as a result. However, as the given definition of the concept mostly highlights the negative effects of the concept, a more comprehensive one should be constructed with emphasis on the nature of adolescent depression. (#1 in Appendix 7;

MLC001adolescentdepression.doc) Saturday, 15 September 2007, 07:06 PM

The reasons for the refinement (underlined in the example) are given at the end of the posting by the student. With this disagreement, the student introduces a new definition by giving a Description (under Arguing) to paraphrase *adolescent depression*. The student describes thoroughly the concept with three additional items: “(1) societal gender role expectations, (2) pubertal changes in girls, and (3) the feeling of loneliness and rejection by peers and other members of society of both sexes play significant parts in the motivation of adolescent to seek help to cope with depression and thus their reaction to such a phenomenon”. Since the new definition given here is totally different from the standard

definition and can stand alone, such a paraphrase, according to the Categories of Paraphrasing, involves the highest degree of text alteration.

As discussed in Chapter 5 (Section 5.2.3.5), the new definition given by the student in the above example actually can be seen to come from the reading assignment (though not defined), where the authors discuss the three research outcomes of the study. The student learns from the assignment about the three aspects, and uses them in the new definition: societal gender role expectations, pubertal changes in girls, and the feeling of loneliness and rejection. In other words, the student here builds on the knowledge from the reading assignment to develop a definition of the perception of adolescent depression on his/her own. This covert intertextual link is evidenced from the observation that the student uses some selected lexical items (marked with bolding) said before in the reading assignment in similar contexts. Consider what the authors of the reading assignment write:

The purpose of this study was to explore adolescents' perspectives on the impact of gender role expectations on depression and its symptoms. We found evidence for the following three themes: (a) adolescents associated challenges related to **societal expectations** and cultural messages with their experiences of depression; (b) **pubertal changes** were perceived as contributing to depression **for girls** but not boys; and (c) **loneliness and rejection** were perceived by both boys and girls as being associated with depression. (Wisdom et al., 2007, p.156).

The next day, another student proposes a new definition by modifying the standard definition through a Reduction (under Modification). Consider this previously discussed example:

Example 25:

should be a costly phenomenon with wide-ranging health sequelae, including increased likelihood of difficulties related to academic and occupational performance, interpersonal relationship, tobacco and substance abuse and suicide attempts, as a result of numerous reasons like societal expectations and cultural messages, loneliness and rejections, pubertal changes for girls. (#2 in Appendix 7; MLC002adolescentdepression.doc) Sunday, 16 September 2007, 10:01 PM

This example, as already discussed in Chapter 5 (Section 5.2.3.5) on implicit intertextual links, can be seen as a reaction to a previous text in example 24, evidenced from the co-occurrence of several segments (i.e. “societal expectations and cultural messages”, “loneliness and rejections”, and “pubertal changes for girls”) in a similar context. Indeed, apart from responding to example 24, the student here retains much of the original text of the standard definition and modifies the partial concept of wide-ranging health sequelae by giving a Reduction (under Modification) to narrow down the scope of consequence to “numerous reasons like societal expectations and cultural messages, loneliness and rejections, pubertal change for girls”. The knowledge of societal expectations and cultural messages, loneliness and rejections, pubertal change for girls, again, may also come from the reading assignment (i.e. Wisdom et al., 2007).

Another student in example 29 further reacts to the idea of “social expectations” given in example 25 by employing an Expansion (under Modification) to paraphrase the meaning of adolescent depression. The student first expands the concept to the consequence of “the social expectation on young people” that can lead to what is said in the standard definition “difficulties related to academic and occupational performances, interpersonal relationships, tobacco and substance abuse, and suicide attempts”. The student then adds a condition of the consequence – “when the self-esteem of teenagers collapsed because of failure in fulfilling different expectations”.

Example 29:

adolescent depression arises because of the social expectation on young people, this can lead to difficulties related to academic and occupational performances, interpersonal relationships, tobacco and substance abuse, and suicide attempts when the self-esteem of teenagers collapsed because of failure in fulfilling different expectations. (#8 in Appendix 7; MLC007adolescentdepression.doc) Tuesday, 18 September 2007, 02:49 AM

Example 1 is a previously discussed case which can be considered as a further reaction to a previous contribution made in example 25.

Example 1:

In short, I think the definition of adolescent depression given above should include increased likelihood of difficulties related to academic and occupational performances, interpersonal relationships, tobacco and substance abuse, and suicide attempts caused by high expectation from the society and parents, loneliness and rejection, and the puberty changes for girls. (#21 in Appendix 7; MLC016adolescentdepression.doc) Wednesday, 19 September 2007, 12:04 PM

By exercising an Expansion (under Modification), the student modifies the partial concept “suicide attempts” to specifically those “caused by high expectation from the society and

parents, loneliness and rejection and the puberty changes for girls”. In fact, the student modifies part of the paraphrase “societal expectations” in example 25 as “high expectation from the society and parents”. The student also integrates part of the paraphrase “loneliness and rejections” and “puberty changes for girls” in example 25 into his/her posting.

Several days later, a student adds his/her own idea to the paraphrase “societal expectations and cultural messages” and “pubertal changes for girls” given in a previous text in example

25. Consider what the student writes:

Example 30:

by combining the causes and the results of adolescent depression, the definition of the concept can be modified as "a phenomenon that is related to an individual emotional problems caused by misleading by and misunderstanding of societal expectations and cultural messages , having wrong concepts about pubertal changes , and failing in coping with the negative emotions arising from different problems , leading to changes in one behaviours, and resulting in wide-ranging health sequelae, including increased likelihood of difficulties related to academic and occupational performances, and interpersonal relationships, tobacco and substance abuse, and suicide attempts". (#35 in Appendix 7; MLC031adolescentdepression.doc) Monday, 8 October 2007, 04:38 AM

This new definition takes the form of Relating (under Modification), according to my classification, due to the fact that it relates the concept to new situations of “causes and results” and “emotional problems”. Interestingly, in this paraphrase, much of the text in the standard definition is retained, but the student attempts to add on his/her own to the paraphrase given in example 25. The student, on one hand, narrows down the scope of

“societal expectations and cultural messages” and “pubertal changes” given in example 25 to “misleading and misunderstanding” and “wrong concepts”. On the other hand, the student adds his/her own contribution of “failing in coping with the negative emotions arising from different problems, leading to changes in one behaviours” to the knowledge of adolescent depression.

While the idea of “societal expectations and cultural messages” related to the concept of adolescent depression is accepted and negotiated in the discourse community, there are other participants who come up with the proposal of a new definition of the concept. In example 31, the student proposes a new definition by employing an Explication (under Arguing).

Example 31:

briefly speaking, there are pressures come from studies, family disharmony, social intercourse, etc. Students face cut-throat competition at school, this compels them to sustain enormous stress and makes them blame themselves if they do not achieve high marks in the exams. Some may suffer from family problems like daily conflicts, lack of family understanding, divorce, etc. The causes mentioned above should be included in the definition of adolescent depression.
(#4 in Appendix 7; MLC004adolescentdepression.doc) Monday, 17 September 2007, 11:28 PM

The student describes the concept as a phenomenon caused by “pressures from studies”, “family disharmony”, and “social discourse”. This description is then extended with further explanation – “students face cut-throat competition at school, this compels them to sustain

enormous stress and makes them blame themselves if they do not achieve high marks in the exams. Some may suffer from family problems like daily conflicts, lack of family understanding, divorce, etc”.

On another day, a student in example 32 gives a new definition by describing the concept as a “disease” that is “caused by the multiple of unsatisfied experience in the society and by oneself”. The paraphrase takes the form of a Description (under Arguing).

Example 32:

the definition should be simplified to "disease that caused by the multiple of unsatisfied experience in the society and by oneself." (#5 in Appendix 7; MLC005adolescentdepression.doc) Monday, 18 September 2007, 12:21 AM

Though a new definition is proposed in both examples, no one responds to it. Similar cases happen in the present study in which the new paraphrases have never been discussed in the discourse. Because they have not left any traces in the subsequent discourse, we might say that they seem to have no effect on constructing knowledge. However, the fact that nobody responds to examples 31 and 32 (or other cases) does not necessarily mean that they have no effect on constructing knowledge since it is possible that they have an effect on constructing the knowledge but, simply, they are tacitly accepted. Implications on the issue of ‘silence’ will be discussed in Chapter 7.

On the same day, a student proposes a new definition of adolescent depression by employing a Description (under Arguing) – “a long lasting sad mood that drives the teenagers to keep themselves alone”. Consider what the student writes:

Example 33:

my definition of adolescent depression is a long lasting sad mood that drives the teenagers to keep themselves alone. (#9 in Appendix 7; MLC007adolescentdepression.doc) Tuesday, 18 September 2007, 02:49 AM

Later in the day, another student in example 8 (a previously discussed example in Chapter 5, Section 5.2.2.4), contributes by writing that “there are many occasions leading to this phenomenon”. This is then illustrated by an example of “unhappiness”. The type of paraphrase is Exemplification (under Modification). Interestingly, “unhappiness” is likely to be a synonym of “sad mood” in example 33.

Example 8:

in accordance with our discussion, I thought that there are many occasions leading to this phenomenon. For instance, unhappiness. (#10 in Appendix 7; MLC008adolescentdepression.doc) Tuesday, 18 September 2007, 09:41AM

Several days later, another participant, in example 16 (previously discussed in Chapter 5, Section 5.2.2.6.2), reacts to the idea of sad mood and unhappiness addressed in the previous texts in examples 8 and 33. By employing an Explication (under Arguing), the concept of adolescent depression is described as “different from depressed mood” and “a sad and unhappy feeling that last for a long period of time”.

Example 16:

in my opinion, adolescent depression is different from depressed mood. Adolescent depression is a sad and unhappy feeling that last for a long period of time. (#32 in Appendix 7; MLC030adolescentdepression.doc) Wednesday, 26 September 2007, 11:57 PM

The segments ‘depressed mood’ and “unhappy feeling” in example 16 can be observed as implicit intertextual links to the phrases “sad mood” and “unhappiness” in examples 8 and 33. Although such a recurrence of phrases is slightly varied, they are however used in the remarkably similar context of emotion and feeling. Moreover, the string of “long lasting” in example 33 is rephrased as “last for a long period of time” in example 16. Thus, the implicit intertextual links suggest that the paraphrase contributed in example 16 is likely to be built upon an early text in examples 8 and 33.

6.5 Intertextuality of paraphrases of adolescent depression in the discussion discourse

Based upon the examination of the meaning of the lexical item *adolescent depression*, it can be seen that the students have constructed knowledge through the introduction and negotiation of paraphrases discussing the features of the discourse object in both the WBB and the post-test contexts. The totality of the paraphrases of the discourse object *adolescent depression* thus constitutes the community’s knowledge of the concept represented in the object. While knowledge is shown to be constructed at a micro level through paraphrasing,

the case study here also attempts to show that knowledge is constructed at a macro level, as evidenced from explicit and implicit intertextual links.

Following the previously discussed examples, in this section, some more examples are presented to further demonstrate that discourse participants may employ certain linguistic devices explicitly and implicitly to refer to a particular text that has been introduced before in the discourse. These markers of intertextuality indicate the traces left behind in a subsequent text by an object that has been previously discussed. In the examples given below, the markers are marked with bolding.

The student in example 34 agrees with the inclusion of “the causes of adolescent depression” suggested in previous texts by “some classmates”. The explicit marker of intertextuality identified is *I agree with (X)*. By employing an Expansion (under Modification), the student modifies the original definition by adding on to the reasons for such an inclusion – “peer pressure, personal communication skills”.

Example 34:

I do **agree with** some classmates that the definition should also include the causes of adolescent depression. Of course, it's not the only causes of adolescent depression! Peer pressure, personal communication skills etc are also common causes (#12 in Appendix 7; MLC009adolescentdepression.doc) Tuesday, 18 September 2007, 10:31 PM

Below is another example already presented in Chapter 5 (Section 5.2.3.2.1), in which the student responds to a previous text, as seen in example 13 in Chapter 5 (Section 5.2.3.2.1), by showing agreement. Consider what these two students write:

Example 19:

in response to Cherry's opinion, I would like to make some elaboration of the original definition. I am in favour of describing Adolescent Depression as a "costly" problem or disorder because it really brings many long-term side-effects to our society. Depression is a psychological problem, or disorder. (#47 in Appendix 7; MLC053adolescentdepression.doc) Sunday, 14 October 2007, 10:09 PM

Example 13:

if adolescent depression is a costly problem, then why is highway construction or coal mining not seen as a costly problem? We all know that highway construction, car driving or coal mining all are cost severe injuries and frequently lives. Why are they accepted as a necessity of modern life while adolescent depression is not?? (#46 in Appendix 7; MLC052adolescentdepression.doc) Wednesday, 10 October 2007, 07:50 PM

The explicit marker of intertextuality *in response to (X)*, marked with bolding, is evidence showing that the student in example 19 responds to a previous text in example 13. While the student in example 13 uses a highway metaphor to compare adolescent depression with depression as a “costly problem”, the student in example 19 agrees with that by writing “in favour of describing Adolescent Depression as a ‘costly’ problem or disorder because it really brings many long-term side-effects to our society”. The student then modifies the partial concept “costly problem” by operating a Reduction (under Modification) to narrow its scope to “a psychological problem or disorder”. The intertextuality between these two texts is not only evidenced from the explicit marker of intertextuality, *in response to (X)*, but

also from the recurrence of the identical segment “costly problem”.

6.6 Knowledge of adolescent depression in the final test

The analysis of collaborative knowledge construction would not be complete without investigating how lexical items that are referred to within the asynchronous communication discourse are revised in the context of the final test. Sections 6.2 to 6.5 already show how the students have explained and negotiated the meaning of the lexical item *adolescent depression* repeatedly in different ways in the discourse, and how the participants have built on each other’s contribution, explicitly and implicitly, to construct knowledge in a collaborative sense. I now want to use several examples to show how the knowledge of adolescent depression constructed in the synchronous communication discourse is used, in the final test, to enhance the concept of adolescent depression by the incorporation of the new concepts which have been introduced as paraphrases.

Since the lexical item *adolescent depression* is first paraphrased as “societal expectations and cultural messages”, “loneliness and rejection”, and “pubertal changes for girls” in the first discourse forum that is about adolescent depression, as described in Section 6.4 and Chapter 5 (Section 5.2.3.5), the students have made good use of this knowledge developed

in the discourse to define the concept of adolescent depression in the final test. By referring to the first discussion forum, seven students have utilised the paraphrases “societal expectations and cultural messages”, “loneliness and rejection”, and “pubertal changes for girls” to define the lexical item *adolescent depression* in the final test. In the examples below, the students directly incorporate the segments “societal expectations (and cultural messages)”, “loneliness”, and “pubertal changes for girls” into their definitions of adolescent depression and add on their own. The co-occurrence of relevant (varied) collocation in the similar context is marked with **bolding**.

Example 35:

adolescent depression is the prolonged morbid feelings and self-destructive behaviour resulted from the negative perception of the self, surrounding environment and **pubertal changes**. (#77 in Appendix 7; MLC237depression.doc)
Tuesday, 20 November 2007, 11:20 AM

Example 36:

adolescent depression is a psychological problem suffered by teenagers, teens having this problem will have persistent feelings of sadness, **loneliness** or hopeless. This problem can be caused by many reasons while peer pressure and **high societal expectations** are two common causes. (#81 in Appendix 7; MLC241adolescentdepression_t.doc)
Wednesday, 21 November 2007, 02:29 PM

Example 37:

adolescent depression can be defined as "a mental disorder with onset in the teenage years which may or may not last till the end of adolescence, which is characterized by generally and chronic depressive mood, lethargy, loss of interests in ordinary daily activities, loss of appetite, withdrawal from contacts with other people and the society in general, and which is caused by factors such as atypical sexual orientation, difficult familial relationships, difficulties in coping with

societal expectations, abnormal brain chemistry, low self-esteem, hardship dealing with the coming of age, etc." (#82 in Appendix 7; MLC242adolescentdepression_t.doc) Wednesday, 21 November 2007, 02:36 PM

Example 38:

adolescent depression is the prolonged unhappiness appeared in teenagers as they meet dramatic changes. These changes can be of physically and mentally, like the **pubertal body changes** or the unwillingness to move to a new secondary school. Changes are also specific to this stage of life, which they have difficulties to cope with these changes at the moment (#100 in Appendix 7; MLC258adolescentdepression_t.doc) Thursday, 22 November 2007, 04:00 PM

Example 39:

I think the definition of the concept can be modified as "a phenomenon that is related to an individual emotional problems caused by misleading or misunderstanding of **societal expectations and cultural messages**, having wrong concepts about **pubertal changes**, and failing in coping with the negative emotions arising from different problems; leading to changes in one's behaviours, and resulting in wide-ranging health sequelae, including increased likelihood of difficulties related to academic and occupational performances, and interpersonal relationships, tobacco and substance abuse, and suicide attempts". (#102 in Appendix 7; MLC260adolescentdepression_t.doc) Friday, 23 November 2007, 10:21 AM

Example 40:

adolescent depression is depression (psychological disorder) arising in adolescence due to a number of factors (gender role problems, impact brought about by **pubertal changes** and inability to cope with stringent **social** and personal **expectations** etc) as the teenager is experiencing a turbulent and dynamic life stage when both physiological and psychological development occur simultaneously. (#104 in Appendix 7; MLC262adolescentdepression_t.doc) Saturday, 24 November 2007, 04:38 PM

Example 41:

for the definition of adolescent depression, it means the feelings of upset, **loneliness**, despair, low self-esteem, isolation and self-reproach among the adolescent. (#110 in Appendix 7; MLC266 adolescentdepression_t.doc) Tuesday, 27 November 2007, 12:20 AM

It is very interesting to observe, however, that the idea “societal expectations and cultural messages” is not only used to define the concept of adolescent depression in the post-course text, but also for defining the concept of gender role in the post-test context. Consider example 42:

Example 42:

I would like to improve the definition of the concept to **social constructed expectations, cultural messages**, media images and pressures from family and peer base on sex (such as expectations for females passivity and males masculinity). (#50 in Appendix 8; MLC308genderrole_t.doc) Thursday, 22 November 2007, 11:04PM

The above examples extracted from the Post-test Corpus seem to suggest that the knowledge constructed in the WBB discourse is finally transmitted to the post-course test, showing that the students have successfully constructed their knowledge in the health care domain over the twelve-week semester.

6.7 Summary

In this case study of using asynchronous communication, collaborative knowledge construction has taken place largely through adding new senses to the unit of meaning of a lexical item representing a concept. Collaborative knowledge construction occurs as a result of the negotiation of meaning in the discourse. The asynchronous discussion demonstrates the usefulness of the theoretical framework for collaborative knowledge construction by

providing evidence for paraphrasing and intertextuality. Corpus linguistics is useful for modeling knowledge construction as a collaborative activity. This is something cognitive models, with their focus on the individual mind, cannot do, because they are unlikely to develop a suitable methodology for observing and describing knowledge construction as symbolic interaction. More specifically, no single cognitive study has offered detailed insights into the role of paraphrasing and intertextuality in characterizing knowledge construction. Consideration of these two notions may not guarantee the success of a full picture of knowledge construction since there are limitations in this study (which will be discussed in Chapter 8, Section 8.4), but it does help to enhance our understanding of the whole issue of knowledge construction. This innovation, beyond attaining its research goals, I believe, will be welcomed by researchers or educators who are interested in knowledge construction in an authentic ICT context.

While corpus methodology has been shown to be useful in the measurement of student engagement in the knowledge-construction process, additional data sources can further examine the impact of knowledge-construction communities on students' approaches to learning, which will be presented in the following chapter.

CHAPTER SEVEN

STUDENTS' PERCEPTIONS OF COLLABORATIVE KNOWLEDGE CONSTRUCTION ACTIVITIES

7.1 Introduction

Corpus methodology was employed as the main approach to obtain paraphrase data as the measurement for student engagement in and approach to collaborative knowledge construction. This was examined by assessing the extent to which the students used paraphrase strategies to exercise knowledge construction, as already discussed in Chapters 5 and 6. Additional data sources of frequency counts of messages, student questionnaires and interviews were used to broaden our horizons concerning the students' perceptions of WBB application in fostering knowledge construction. The primary goal was to examine the impact of knowledge-construction communities on students' approaches to learning. Three aspects of students' perceptions are analysed and presented in this chapter: (1) participation and experience of engagement; (2) overall perception and learning value; and (3) initiative and motivation. Organised around these three areas, this chapter will first present some major findings, followed by a discussion of findings and further implications.

7.2 Findings

7.2.1 Overall student participation

Forty nine health care students from the Department of Chinese Medicine and Department of Nursing were enrolled on an undergraduate English enhancement course offered by the English Centre, the University of Hong Kong, in the first semester of the academic year of 2007-08, as already described in Chapter 4 (Section 4.4). Table 7.1 presents general results describing the integration of MOODLE into the English writing course. 429 postings were made in the four discussion forums and the post-test, excluding the four guiding questions from the teacher, and all the 429 postings were found to have significant content.

Table 7.1 Student participation on MOODLE

	Number
Participants	49
Teacher's guiding questions	4
Student postings	429
Student postings with significant content	429

Participation in the discussion activities on MOODLE was compulsory and contributed towards part of the participation grade of the course (i.e. a maximum of 5% out of the 10%).

Assessment was based on both quality and quantity of posts. 230 postings were made in the

four discussion forums. Individually, participants posted 4 to 16 messages. As seen from Table 7.2, a mean of 4.6 postings per student was observed. All postings contributed by an individual student received an impression grade from 1 to 5 points. A mean of 3.5 points per student was observed. Considering the fact that the students could only earn as much as 5% of the participation grade for their entire online participation over the semester and that this was a first trial with online discussion for the majority, the 100% participation rate is higher than expected.

Table 7.2 Average individual participation of students on MOODLE

	Mean
No. of postings (in the four discussion forums) per student	4.6
Bonus points given per student	3.5

Table 7.3 presents student participation in each online discussion forum. The first two forums were the most popular, attracting over 60 postings; whereas the last two forums, surprisingly, attracted only around 50 postings. This is probably because the last two forums were posted towards the second half of the semester when the students were occupied with assignments.

Table 7.3 Student participation in individual asynchronous discussion forum on MOODLE

Forum	Forum topic	Number of student postings
1	Adolescent depression	65
2	Gender role	63
3	Adolescence	52
4	Depression	50
	Total:	230

7.2.2 Overall students' perceptions

Forty nine students completed the initial questionnaire (see Appendix 4) in September, 2007 and all of them completed the end of course questionnaire (see Appendix 5) distributed in December, 2007. The response rate is 100%. The content of the questions set out in both questionnaires covers a wide spectrum of topics ranging from students' familiarity and comfort with WBB, perceived expectations of WBB activities, and previous experience with the system, to opinions about the usability of the system.

7.2.2.1 Before semester

Table 7.4 presents some major results of the initial questionnaire.

Table 7.4 Some major results of the initial questionnaire

Questions	Number of student responses	
	Yes	No
1. Have you ever used a WBB?	23	26
2. Do you feel comfortable working with WBB?	25	24
3. Do you think you know how to use WBB?	27	22
4. Have you ever been in another class that incorporated a WBB system into the course?	7	42

As seen from Table 7.4, 26 students had never used WBB, while 23 had used it in class before. Of the 26 students who had never used the system, the reasons were: they had never heard about WBB (N=18), or they had either never used WBB (N=6) or even a computer (N=2). Twenty five students, nearly half of the group, said that they felt comfortable working with WBB. However, 24 considered that they were not comfortable because they had never used the system (N=6), or thought that the system would not be effective in providing quick responses, maintaining detailed discussion, or transmitting meaningful information (N=18). Twenty seven students considered that they had sufficient knowledge to use WBB, while 22 considered they did not. Seven students reported that they used WBB

for one day or less than one day a week on average. Twelve students reported that they would spend two to four days a week on the system, while one reported six days a week on average.

In an effort to estimate their past experience of using WBB, the students were asked in the initial questionnaire if they had ever been in another class that incorporated a WBB system into the course. Forty two students responded no, whereas only seven said yes. For those who responded yes, the occasions when they had used the system were either in their secondary school classes (N=4) or associate degree classes (N=3). The system was incorporated by their teachers for online discussion or quizzes (N=4), or asking questions (N=3). One student reported that the experience was neutral, while one commented that it was a difficult experience. However, five students considered the experience good since they could share their ideas with others and understand how others thought.

Regarding students' perceived expectations of the system, less than half of the subjects agreed that the system could allow for obtaining different views or understanding others (N=14), enhancing subject knowledge (N=13), seeking information (N=5), or developing

critical thinking (N=1). One student also commented that WBB was an open system in which users were easily criticised by others. The students were also asked if they could identify any purposes of using the system in learning (see Question 4 in Appendix 4). Among the 22 students who responded, five major purposes of WBB were observed: searching for information (N=10), asking questions or expressing opinions (N=5), discussing interesting topics (N=3), entertaining themselves (N=3), and knowing how others think (N=1).

7.2.2.2 After semester

After the online collaborative knowledge construction activities over the semester, one promising result is that all 49 students reported that they knew how to use WBB. As seen from Table 7.5, a majority (82%) thought that they generally felt more confident about using the system than they did at the beginning of the semester; while 65% reported that overall they enjoyed using the system more as compared with the beginning of the semester. Though the participation rate over the semester was 100% (see Section 7.2.2), only 39% of the students considered that they usually participated in the WBB activities. 71% believed the experience of participating in the online activities was good. 69% believed that the WBB activities had enhanced their knowledge of their specific domain (i.e. Chinese

Medicine or Nursing). In responding to what skills were gained from the WBB activities (see Question 8 in Appendix 5), some students perceived online discussion to enhance their ability to express opinions and interact with others (N=16), understanding of the specialised concepts (N=9), or reading skills (N=4). However, 31% of the students believed that the WBB activities could not help to enhance their knowledge construction.

Table 7.5 Some major results of the end of semester questionnaire

Questions	Number of student responses	
	Yes	No
1. Do you think you <u>now</u> know how to use WBB?	49	0
2. Overall, do you enjoy using WBB more <u>now</u> than you did at the beginning of the semester?	32	17
3. Do you generally feel more confident <u>now</u> about using WBB than you did at the beginning of the semester?	40	9
4. During the semester, did you usually participate in the WBB activities outside of class?	19	30
5. Was the experience of participating in the WBB activities a good one?	35	14
6. Do you think that the WBB activities have enhanced your knowledge construction in your specific domain?	34	15

Content analyses of student responses to open-ended questions revealed some student perceptions of WBB, unfortunately not all, since only around half of the students responded to the open-ended questions 6, 8, and 9 in Appendix 5. Findings show that 29 students perceived online discussion to enhance their reading skills (N=4), critical thinking (N=7), understanding of the specialised concepts (N=9), or their ability to express opinions and discuss with others (N=9).

The focus group interviews conducted at the end of the semester further revealed several important factors that predicted the students' perceptions of collaborative knowledge construction via online discussion activities. This will be dealt with in the Section 7.2.3.

When asked for any recommendations if the teacher were to use WBB again in another course, students had various suggestions, as presented in Table 7.6 on the next page.

Table 7.6 Student opinions/suggestions concerning the WBB activities

Opinions/suggestions	Student responses	Proportion (%)
A good channel for better understanding of the specialised topics	7	14
More interesting topics should be selected for the online discussion	7	14
Face-to-face discussion is more preferred	5	10
Decrease the workload of the WBB activities	4	8
WBB activities were useful and helpful	3	6
MOODLE was interesting and convenient to use	3	6
A good opportunity to facilitate discussion with others	3	6
Online discussion should be made as an in-class activity	3	6
Various types of reading should be provided; not limited to academic articles	3	6
Teacher should participate in the discussion	2	4
The MOODLE layout should be made more interesting	2	4
WBB activities were boring	2	4
WBB activities could help to stimulate thinking	2	4
The reading articles were too long	1	2
Students should have the choice to set up their discussion forums of their own topic	1	2
WBB activities should not be made compulsory	1	2

7.2.3 *Further insights into students' learning value: Focus group*

A focus group of students, around 10% of the class (N=4), were invited to attend a one-hour interview in English with the teacher at the end of the course to further explore their perceived value of web-based asynchronous learning. Questions covered three main aspects: computer literacy, perceived value of web-based asynchronous learning, and collaborative knowledge construction. Appendix 6 lists the interview questions.

The general perception of asynchronous learning is encouraging and positive. All the four interviewees appeared to be comfortable and confident about the technology, although they all said that at first they were generally frightened by the asynchronous discussion. All of them considered the training provided by the teacher at the beginning of the course was adequate for knowing how to use the system over the semester. In addition, all interviewees considered the WBB activities enjoyable. Comments about the most enjoyable aspects of the WBB activities included:

- Short and less time-consuming for discussion tasks;
- Flexible and convenient to post messages;
- Highly relevant topics to the discipline (i.e. Nursing/Chinese Medicine); and
- Being able to construct knowledge for others and understand how others thought.

However, there were some less enjoyable experiences. Comments included:

- No response to postings;
- A lack of depth in discussion; and
- Less interesting topics.

While in general the online learning experience was perceived as effective, the interviewees expressed their opinions about the advantages and disadvantages of the system on MOODLE. All interviewees commented that they preferred online discussion because it was 'easier', 'flexible', and 'user-friendly'. Nevertheless, because they could neither 'ask questions instantly' nor 'get immediate feedback', or because of the difficulty to locate messages, discussion on MOODLE was perceived as 'less' interesting. Some typical comments about the advantages included:

- Less chance of off-topic messages since participants could have more time to think and write;
- Easy and flexible to post messages at convenience; and
- Clear task instructions on the MOODLE site.

Some comments about the disadvantages included:

- Absence of visual presentation, as present in face-to-face discussion, made it less closely or emotionally attached among students within the community;
- The problem of time-lag decreased interactions among students; and
- It was a time-consuming process to go through all the messages in a particular forum.

All four interviewees were also asked about their involvement in the whole process of knowledge construction on WBB: starting from the reading assignments, via the teacher's guiding questions and the discussion on MOODLE, then ending in the post-test (see Questions 11, 12, 13, 14, and 16 in Appendix 6). All interviewees thought that the standard definitions given in the reading articles provided them with some knowledge of the key concepts, but the definitions were thought to be incomplete, allowing them to further brainstorm their appropriateness to represent the concepts. All interviewees commented that the teacher's guiding questions were clear enough, confining their thinking to the definition itself and opening a flexible space for different responses to the standard definition. On MOODLE over the semester, all interviewees were able to respond to other students' postings because they found it very interesting to understand what others thought before

they developed their own definitions. In attending the post-test, two of the interviewees did not refer to other students' postings in the four discussion forums because they considered they had already internalised the concepts and believed they had noticed some changes in their own knowledge of the key concepts. Nevertheless, the other two said that they did refer to other students' postings since it was good to find out what others thought. These two interviewees also believed that there were some changes in their own knowledge of the key concepts, which particularly came from referring to other students' postings.

7.3 Discussion of findings

In this study, the emergence of an online community in which the students produced socially a collective sense of meaning of a selected concept through negotiation and participation corresponds to Lave and Wenger's (1991) theory of situated learning which proposes that learning involves a process of engagement in a community of practice. As discussed in Chapter 2 (Section 2.6.2), the theory emphasises that the members in a community are brought together to create "mutual engagement" in some common activities (Wenger 1998, p. 13). To ensure that a community of practice functions, a process of social participation and interaction is essential, which are fundamental elements for negotiation of meaning to create knowledge, as argued by Lave and Wenger (1991).

Findings on paraphrasing and intertextuality have already clearly shown that to a great extent the students were engaged in paraphrasing of meaning effectively to approach collaborative knowledge construction. Therefore, student initiative to participate, interact and engage in negotiation of meaning needs to be addressed properly if collaborative knowledge construction is to be implemented effectively. The following will attempt to discuss this issue with respect to students' experience of engagement, social presence, and learning value with reference to the findings of the questionnaires and interviews.

7.3.1 Experience of engagement

Despite the fact that the integration of a WBB into an English class was a first-time experience for most of the students, the overall experience of engagement in asynchronous discussion activities was promising. Forty two students responded in the initial questionnaire that they had never been in another class that incorporated a WBB system into the course. However, the encouraging results observed from the full participation rate on MOODLE in this study shows that the students engaged in fairly active participation and were positive and open to this type of learning activity. Wenger (1998, p. 55-56) points out that when learners participate in an activity, they engage in a conversation, and “somehow recognize in each other something of [them]selves which [they] address” with their “mutual

ability to negotiate meaning”. The full participation rate in this study thus demonstrates that the students successfully engaged in the conversation on WBB and made use of their mutual ability to negotiate the meaning of the selected lexical items.

Students’ increased familiarity and comfort with the WBB system over the semester also allowed them to engage in discussion that expanded knowledge as opposed to the given knowledge acquired from the reading assignments. At the beginning of the semester, only half of the students reported that they had used WBB or felt comfortable with using the system. However, after the semester, all students believed that they knew how to use the system and had confidence in using it. With more than half of the students reporting that they enjoyed using WBB more than they did at the beginning of the semester, it is believed that in general, the students had learned to be more familiar and comfortable with WBB.

When learners were comfortable with the system, they would be more likely to have greater readiness to develop an online community to discuss the literature they were reading with one another.

While the students maintained a positive attitude towards and became familiar with the system, the integration of a WBB into an undergraduate English class made it possible for learners to experience a new and inspiring learning experience in a particular health care tertiary context, succeeding at collaborative knowledge construction. At the University of Hong Kong, the English teachers used to require the students to conduct face-to-face discussion of the reading articles in class. Due to the tight course schedule, occasionally, teachers would not be able to spare time in class for students to discuss the articles. However, the WBB integrated into this English course adapted itself to the constraints of the course schedule and offered the students a new collaborative learning experience. While the class teacher could manage to follow the tight course schedule to complete all the class tasks or assignments required by the course, the students were given equal opportunities to initiate discussion outside class. This innovation has illustrated a number of contributions to the enrichment of teaching and learning. For example, 35 students reported in the post-course questionnaire that this online experience was good, and 32 students enjoyed using WBB more than they did at the beginning of the semester. More contributions of the system in terms of learning value will be discussed in Section 7.3.3.

In summary, evidence shows that the WBB system, in general, was welcomed by the students as a simple e-learning platform to establish an online community. Yet, attention should be drawn to the average individual participation rate (i.e. from 4 to 16 messages), which may suggest uneven or varied motivation among students. The problem of how to foster better student motivation to engage learners more actively in negotiation of meaning to construct knowledge definitely needs to be addressed and resolved (see Section 7.4).

7.3.2 *'Silence' or lack of social presence*

As described in the previous section on participation, while the log-on record of electronic postings shows that there is a considerable amount of engaged participation, the learner experience of WBB as a virtual learning space in this study may be marked by silence or lack of social presence. This may be explained by “lack of motivation and commitment between learners to collaborate” (Sorensen, 2005, para.5). Although reasons for the lack of learner collaboration still remain unclear, the technology used tends to be blamed for this lack of social presence, but this accusation may be misleading (Sorensen, 2000, as cited in Sorensen, 2005).

First, in responding to the end-of-course questionnaire, only 39% of the students stated that they usually participated in the WBB activities outside of class, and nearly 61% reported that they did not usually participate in online discussion beyond the classroom. The questionnaire did not ask the students about the reasons for the ‘no’ option (see Question 4 in Appendix 5). It therefore remains unclear what factors affected students’ active participation and whether the students had any misunderstanding about the idea of ‘active participation outside of class’. Yet, findings of the focus group interviews offered some clues for the doubt. All interviewees appeared to be confident about their active participation outside of class because they had fulfilled the requirement of posting at least one entry in each discussion forum, and in addition they had made additional contributions by responding to other students’ messages. This probably explains why more than half of the subjects reported in the post-course questionnaire that they did not find themselves actively participating outside of class since individual student participation statistics show that on average individual student posted one entry in each discussion forum.

Second, observation from participation rate and intertextuality data may suggest that there was ‘silence’ or lack of social presence on MOODLE. Some focus group interviewees complained of no responses to their postings (see Section 7.2.3) and there was a mean of

only 4.6 postings per student over the semester (see Section 7.2.1). It was also observed that some of the paraphrases contributed by participants in the WBB discourse did not receive any responses in subsequent texts (see Chapter 6, Section 6.4). However, ‘silence’ or the fact that nobody responded to a particular paraphrase does not necessarily mean that the students were not engaged in the process of collaborative knowledge construction.

Remaining silent or making no response can suggest that the students were tacitly accepting others’ contributions, which could also be considered as a kind of engagement. However, the lack of social presence observed in my study, though not a frequent phenomenon, alerts us to the fact that student motivation could be stimulated by other means such as instructional design or system operation (see Section 7.4).

7.3.3 *Learning value*

With the use of technology gaining popularity in fostering collaborative knowledge construction, students’ perception of the virtual experience is one essential element for engagement in negotiation of meaning during the process of collaborative knowledge construction. If learners had a positive and constructive attitude, they would be more ready and willing to navigate the process of collaborative learning.

Content analyses of student responses to open-ended questions in both questionnaires revealed students' perceptions of WBB. Responses from Question 6 of the initial questionnaire show that no more than half of the subjects had fairly positive expectations from the system to enhance their knowledge construction in the health care domain. In general, the students' attitudes towards the system in constructing knowledge, maintaining detailed discussion and transmitting meaningful information seemed not to be very encouraging. Yet, it is impressive to observe that in the post-course questionnaire (see Question 7 in Appendix 5) 34 students commented that they believed the WBB experience over the semester had facilitated their knowledge construction in the specific domain, ranging from expressing opinions, interacting with others, to understanding of the specialised concepts. While only seven students commented in the initial questionnaire that they had been in another class which incorporated a WBB system into the course, the integration of WBB into this English course served as a good opportunity for the students to experience this innovative learning experience.

Findings from the focus group interviews confirm that there is a close fit between communication media (i.e. the use of WBB) and collaborative knowledge construction within the online community. In general, all interviewees believed that they had acquired

new knowledge of the concepts and this was made to happen by the WBB activities. The whole process of knowledge construction involving the four stages of reading input, teacher's guiding questions, WBB discussion and post-test is thus shown to be effective in allowing the students to receive knowledge from both the reading assignments and the guiding questions, and most importantly in constructing knowledge through interaction on MOODLE. All interviewees commented that the relevance of the discussion topics played a role in providing a platform for them to construct knowledge for others and to understand how others think. It is this kind of learning value offered by the WBB system that activated the development of a more engaging discourse in which learners could have more time to think and write. These engaging discourses can thus serve as knowledge building artifacts, which can be theoretically manifested from the social and diachronic perspectives of the discourse by using a corpus methodology, as already discussed in Chapters 5 and 6.

7.4 Further implications

Collaborative knowledge construction has been a crucial notion in classrooms. Although it "could be practiced in ordinary classroom without special computer assistance, it is best supported by networked computer software" (Wan, 2002, p.13). There have been studies showing that knowledge construction is best supported by e-learning platforms, such as the

WBB system. However, most up to date critics say that existing technological tools may only offer primitive support for online knowledge construction discourse (Suthers, 2001). Thus tailor-made software packages have been developed, such as Web Knowledge Forum (2000). Developed by Scardamalia and Bereiter (1994), Web Knowledge Forum allows a community of users to create their own database to produce notes and connect ideas. Learners can improve their understanding through sharing information, asking for clarifications, and giving explanations.

However, in my opinion, collaborative knowledge construction may be a complex and challenging teaching practice in ‘sophisticated’ networked learning environments. While the recent research trend involves the application of special computer software which allows for knowledge construction, such technological integration may bring complicated challenges to teachers or involve complexities in establishing knowledge construction communities. The educational challenges involved may include inadequate computer literacy or even fear of technology, lack of training opportunities, and insufficient technical support from the institution, with some of them being identified from the literature (see for example Lim, 2004). When attempting an integration of technology in establishing knowledge construction communities, there is a need to take this into account.

Yet, technological integration seems inevitable in knowledge construction classrooms nowadays. Facing this dilemma, in the present study, the WBB platform was purposefully adopted to explore collaborative knowledge construction and was observed as effective in facilitating collaborative knowledge construction, as evidenced from the paraphrase and intertextuality data, revealing that online forums can be used in “creative ways to help students internalize knowledge and share ideas in enjoyable and exchange environments” (Raleigh, 2000). Findings of this study indicate that computer-mediated asynchronous communication is effective (probably more so than face-to-face communication) for divergent tasks such as idea generation (DeSanctis and Monge, 1999). The point of departure for this therefore is to explore any possible development of structured educational programs to foster student motivation and initiative in constructing knowledge within the context of asynchronous communication.

The experience of engagement, social presence and learning value discussed in the previous section leads to further implications for realizing the educational goals of WBB application in collaborative knowledge construction, which include enhancing quality in networked knowledge construction dialogues, facilitating student motivation and engagement, and building more structured instructional design.

7.4.1 *Enhancing quality dialogues*

Sorensen (2005) suggests that one prevailing problem encountered in collaborative knowledge construction is inappropriate pedagogical design and practice in terms of stimulating qualified knowledge construction dialogues. “From a perspective on learning as a collaborative phenomenon, the significant problem of establishing an effective collaborative learning dialogue working for knowledge building seems to be the most complex challenge” (Sorensen, 2005, para. 7). Major implications in this study for educators are that the students perceived that there were benefits such as constructing knowledge or developing skills to be gained from participating in asynchronous discussion, as already discussed in Section 7.2.2.2. If educators wish to adopt WBB to enable learners to express opinions about the literature they are reading (Love, 2002), enhancing quality in networked knowledge construction dialogues is of importance.

Effective teacher guidance can be taken as a vehicle for quality in networked knowledge construction dialogues. As seen in the literature, motivating learners with the right question has been identified as a challenge for teachers (Lim, 2004). Generating quality content has also been a challenge of nurturing a knowledge-construction community (Hoadley and Kilner, 2005). One limitation of asynchronous discussion is that the outcome of a research

study may be still a kind of discussion, producing answers, but not constructing knowledge. Thus Wan (2002) uses general questions in her study to enhance quality dialogues in an online context. Examples of questions include “Do you agree industrial revolution speed up imperialism in Europe?” and “Which two countries, according to Comic Picture 1, need to be mainly responsible for the First World War?” (Wan, 2002, p. 59, 61). In this study, teacher’s guiding questions are used as scaffolds to motivate students to solve the problem of an incomplete definition. All interviewees in this study commented that guiding questions were clear enough, confining their thinking to the definition itself and opening a flexible space for different responses to the standard definition. However, one interviewee pointed out that the guiding questions tended to restrict the students to agree with the standard definition, suggesting that the questions could be rephrased as “read beyond the standard definition to come up with your own way of defining the concept”.

As suggested by Wan (2002, p. 87), teachers should act as “guides on the side” to offer students opportunities to construct knowledge in an online context. She proposes different interaction patterns in the knowledge-building process, including “spider pattern” (i.e. students only respond to target notes posted up by the teacher) and “linear pattern” (i.e. students respond to notes one after one) (Wan, 2002, p. 70). Wan recommends teachers to

make reference to her interaction patterns to enhance their “guidance skills” to facilitate the construction of knowledge in an online environment (2002, p. 87), though details of how this works are not given in her study. Since findings of this study show that knowledge construction did occur via paraphrasing in the asynchronous discussion context, teachers could make reference to my Categories of Paraphrasing to provide clearer direction for students to exchange opinions to construct knowledge on disciplinary concepts. It is expected that more productive knowledge construction discourse could be entailed with reference to the Categories of Paraphrasing to facilitate learners in negotiation of meaning, and that teachers’ ability to design discussion tasks could be further enhanced.

7.4.2 *Stimulating facilitation*

As already mentioned in Section 7.2, the WBB system is shown to increase student participation, though it could have been further optimised. In spite of the full participation rate, some variation in the degree of student participation was observed. While each student posted at least one entry for each forum, one student contributed 16 messages in all four discussion forums. This shows that some students were highly motivated, probably to earn the 5% of participation grade, whereas others were not. Therefore, student motivation could

have been further optimised in three ways, if for example the suggestions given by the interviewees could be considered.

First, more interesting concepts about the topic (i.e. adolescent depression) or other case studies could be used to stimulate students' motivation to participate. In my study, due to the limitation of the English course structure, the assigned academic articles were used for discussion. Other than the selection of articles from the assigned reading list, the teacher could actually choose other interesting case studies that were relevant to the topic. Second, in this study, four discussion forums were created in response to the four selected concepts defined in three different articles. Four forums spreading over a twelve-week semester, with around two to three weeks' time per forum, might create a heavy workload for the students, thus decreasing their motivation to participate outside of class. Third, a maximum of 5 bonus points for participation grade might not be an effective incentive for active participation. One interviewee suggested that the teacher should assign marks for individual participation in each discussion forum and to consider not only quantity (i.e. number of postings over the semester) but also quality (i.e. content of the postings).

The problem of motivation could also be resolved with respect to the teacher role on WBB.

If some respondents of the post-course questionnaire commented that they would learn better from online discussion if their teacher were more involved with the discussion over the semester, it tells us that teacher role can play an influential part in student motivation.

For instance, studies have shown that CMC has the potential to enhance interaction between instructors and students (see for example Kearsley, 2000). However, in this study, the online discussion was purposefully designed as student-centered for the setting up of a social community among students to explore how they interacted with each other to construct knowledge socially. This is important since the use of WBB could give the researcher the data required for the study, and the corpus data obtained from the WBB discourse could give a comprehensive picture of how collaborative knowledge was constructed among students in a social context.

Given that the present one is an outside-class discussion activity, the implications of having the teacher participating, as a facilitator, in the discourse community is worth examining.

The presence of the teacher in online discussion activities would enable the teacher to review some of the aspects discussed in the forums that needed further explaining or that

had to be discussed from another perspective. In that case, the discussion activities could change the way students learned, moving away from synthesizing ideas from the literature with minimal attempt at critical thinking. However, in this study, the teacher did participate as a discussion initiator, by posting guiding questions on WBB to stimulate students' thinking about the concepts, instead of 'really' participating in the discussion. Only by this, the teacher (and the researcher) could see how students constructed knowledge on their own within the online context. This kind of student-centered threaded discussion would allow the students to explore the designated topic in a different manner, building bridges between the online endeavours and the reading outside the classroom. To resolve this problem it is suggested that the teacher could closely monitor student participation and send individual messages to the students to remind them about participation or to appreciate their constructive contribution. This, at least, would shorten the distance between teacher and students in the virtual community so that learners realise the presence of their teacher, thus facilitating their motivation to participate.

7.4.3 *Building better instructional design*

When asked for any recommendations if the teacher were to use WBB again in another course, the students had various suggestions. In terms of logistics, some students suggested

more interesting MOODLE layout, less workload, and students setting up their own discussion forums of their own topics. Although more than half of the students enjoyed using WBB over the semester, some were concerned about the workload, variety of reading assignments, and discussion topics, which would hinder their motivation to participate online.

Concerning the discussion activities, face-to-face discussion was preferred over online discussion for some students (N=5). Studies show that Computer-mediated Communication (CMC) can provide a more comfortable environment and discussion opportunities for students who may not perform well in face-to-face discussion, either because they are shy or their native language is not English (Berge and Collins, 1993; Harasim, 1990; Leasure, Davis and Thievon, 2000). However, in some studies, face-to-face discussion is preferred over online discussion. For example, descriptive statistics from the study of An and Frick (2006) indicated that students overall generally preferred face-to-face discussion to CMC, because face-to-face communication was faster, easier, and more convenient than CMC. An and Frick suggest that the results might reveal that the potential advantages of CMC were not being well utilised in the educational context of the study.

In general, students in this study enjoyed using the WBB over the semester. In comparison with face-to-face discussion, a major disadvantage of text-based asynchronous discussion is the lack of visual and auditory cues (Vrasidas and McIsaac, 2000). While body language can often convey important meanings, during class, an instructor can notice whether or not students understand from their facial expressions. These contextual cues are absent in asynchronous tasks. Yet, as noted by Althaus (1997), in the asynchronous discussion environment, students may have a greater chance of working conveniently with flexible schedules. This is because the unique feature of asynchronous discussion, when compared with face-to-face communication, can offer learners more time to analyse and reflect on content and to compose thoughtful dialogues. These two advantages were also addressed by the focus group in this study. In addition, in normal face-to-face discussion, people will prefer to sit around a table, and it is difficult to analyse spoken language. However, with the use of WBB, it is more convenient to collect the written language of how students communicate with each other for analysis.

On the other hand, findings in this study indicate that the students had different attitudes towards the discussion tasks. For example, in the post-course questionnaire, 61 per cent believed that the WBB activities had enhanced their knowledge of their specific domain;

others perceived WBB activities as not useful in enhancing knowledge construction.

Educators who wish to adopt WBB in promoting knowledge construction should note that there is a need for better clarification of 'knowledge construction' from the student perspective. As what the students interacted with over the semester was a standard WBB, it would be difficult for the students to evaluate whether the system would be useful, specifically, in enhancing their knowledge construction. While findings indicate that the system had succeeded at providing an easy-to-use (learn) technology platform to support knowledge construction communities, it is worthwhile exploring further research developing a more structured WBB to support collaborative knowledge construction.

Future research might consider the exploration of the development of a paraphrasing discussion board, as inspired by Chee's (2007) study on developing a web-based structured argumentation board, *Voices of Reason*. Chee (2007, para. 4) claims that "general discussion boards do not provide the structures and process scaffolds to help students acquire the target skill". Thus a "scaffolded argumentation learning environment" can help students "to internalize the structure of rigorous argumentation" (Chee, 2007, para. 4). My Categories of Paraphrasing could be used as a basis for the development of a similar 'structured' discussion board to foster paraphrasing for collaborative knowledge construction. For

instance, with its threaded discussion functionality, any postings (on the structured discussion board) that contain paraphrases would be classified automatically according to the Categories of Paraphrasing. The teacher could have easy access to the learners' abilities in paraphrasing to offer relevant and appropriate feedback and advice. On the other hand, while the positive study on Categories of Paraphrasing provides an evident source for knowledge construction, extra analysis would be advisable using some existing accessible corpora (e.g. sets of messages from discussion forums on the Internet) to better understand the real possibilities of paraphrasing in collaborative knowledge construction.

7.5 Summary

While the experiences of using an electronic network to foster collaborative knowledge construction have become increasingly diverse (as discussed in Chapter 1, Section 1.2), findings about student participation and perception in this study show that the integration of an ICT tool as simple as the WBB into a health care class could still make it possible to observe knowledge construction in a tertiary context. The findings illustrate the many contributions of this simple and user-friendly technology to the enrichment of collaborative learning and knowledge construction. The next chapter will summarise the findings discussed in Chapters 5 to 7, discuss major conclusions, and identify any limitations.

CHAPTER 8

CONCLUSIONS

I wish to end with this advice: However happy you may be with a solution, never think of it as final. There are great solutions, but a final solution does not exist. All our solutions are fallible ... But every solution to a problem opens the way to a still deeper problem.

(Popper, 1999, p. 161)

8.1 Introduction

Adopting multiple methods, the present study explored collaborative knowledge construction in discourse in an authentic ICT environment. The data were collected through a corpus compilation, a record of online participation, student questionnaires and interviews during the twelve-week semester at the University of Hong Kong. This final chapter concludes the analysis of the knowledge-construction process. It first summarises the preceding chapters, then re-visits the major results reported in this thesis to draw a number of conclusions. The chapter then ends with some limitations of the present study and future directions of research.

8.2 *Summary*

This section gives a summary of the preceding chapters on Literature Review (Chapter 2), Conceptual Framework (Chapter 3), and Methodology (Chapter 4). The major results reported in Chapter 5, Chapter 6 and Chapter 7 will be summarised in Section 8.3 to draw a number of conclusions.

8.2.1 *Literature review*

Having seen a gradual extension of quantitative methodological approaches in corpus linguistics to new paradigms such as cognitive linguistics, Chapter 2 starts with a big picture of major applications of corpora in applied linguistics. The impact corpus linguistics is having includes a wide spectrum of areas: language teaching and learning, lexicography, critical linguistics, contrastive and translation studies, stylistics and literary studies, forensic linguistics, and design of writer support packages.

Defining the process of knowledge construction has been a challenge. The chapter thus argues that there are common points which allow merging corpus linguistics and knowledge construction to a proper appreciation of knowledge in a collaborative sense. While there has

been a growing interest in collaborative knowledge construction over the last decade, a detailed and insightful review of literature to clearly define knowledge is still lacking. The review of literature presented in this chapter thus fills the literature gap by considering the epistemic dimension of knowledge. In this thesis, what is knowledge from an epistemological perspective is meaning from a linguistic (or a discourse) perspective. From the linguistic perspective, language has been emphasised as a vehicle for transmission of knowledge in the sociology of knowledge, social constructivism and social constructionism. On the other hand, knowledge has been focused on the way in which it is constructed in the discourse as a set of coherent texts in Foucauldian sense, which is characteristic of corpus linguistic approach to discourse. While linguists traditionally have excluded encyclopaedic knowledge from their remit, my view of corpus linguistics focuses on the combination of the corpus and the discourse approach. By integrating the linguistic and discourse perspectives, the achievement of the present work is to show that knowledge and meaning are the two faces of the same coin.

It is thus plausible to claim that the traditional philosophical account seems to fail to account for collaborative knowledge construction in this study since knowledge should be dislocated from truth and a division between meaning and knowledge should not be upheld,

in contrast to the traditional epistemological account that only true knowledge is knowledge.

While the traditional epistemology is not helpful for my investigation, a vast amount of literature seems to show that it does make sense to call something knowledge even if we cannot say whether a statement is true or not. Starting with pragmatism, there was more of an understanding of truth as a social aspect: the only truth available to us is truth endorsed by society. Social epistemology now tries to bridge the gap between traditional epistemology and social constructionism by questioning the concept of truth. While in the language philosophy of analytic philosophy meaning was equated with reference to the discourse-external reality and thus only a sentence about the world could have a truth value, linguistics as such never related meaning to (true) knowledge. The point of convergence is the equation of the lexical item with the object: the object not necessarily of the real world, but the object that has been constructed within the discourse: the discourse object.

By following their lead, I dislocate knowledge from truth, but re-connect it to the 'social' by seeing knowledge as a social construct produced by a community in negotiation of meaning (Vygotsky, 1978; Lave & Wenger, 1991). The concept of meaning construction has been recently addressed in the literature by Stahl (2006) and Suthers et al. (2007). Yet, little empirical evidence has been observed to use real language data to deal with lexical meaning.

The concern addressed in this thesis, by emphasizing the relationship between the meaning and knowledge, has filled the gap of literature left by Berger and Luckmann, Vygotsky and Herbert Mead who attempted to discuss the relationship between language and knowledge but did not successfully examine in detail the relationship between knowledge and meaning.

The current work in shared knowledge construction has suggested the need for an alternative methodology for making sense of collaborative knowledge construction by pulling knowledge and meaning together. Having seen from the current literature that knowledge construction can be characterised through dialogue and that the discourse is central to knowledge construction, an urge for investigating shared knowledge construction with reference to discourse has been made. Therefore, I claim that the present study is clearly defined research that adopts corpus methodology to analyse the natural language data collected from an asynchronous discussion platform to demonstrate the way in which meaning is exchanged and shared between the members of the discourse community. The way in which knowledge is represented through language in the discourse via group efforts remains further explored in terms of methodological revision.

The chapter concludes by proposing that interpretation of meaning can take the form of

paraphrase, which is a cover term developed by corpus linguist Teubert (2007b) to refer to any explanation, explication, or re-definition of the meaning of a lexical item in the discourse. Whilst there are wide adoptions of paraphrase in NLP (such as QA and MT), the semantic variations implied by the notion of paraphrase in this thesis is different from the conventional paraphrase that is based on an equivalence operation of two formulations.

8.2.2 *Conceptual framework*

Chapter 3 shows that my contribution to the field of knowledge construction as a collaborative activity is to deal with the linguistic and discourse aspects of the issue.

Making no assumptions about the individual mind, this can be accomplished by hypothesising that socially shared knowledge is exchanged and constructed verbally between the members of the discourse community as a matter of negotiation of meaning.

This negotiation of meaning can be manifested by what I propose as paraphrase as a linguistic strategy to discuss the meaning of a lexical item (or knowledge of the discourse object) in different ways. A paraphrase is analysed as a statement that interprets the meaning of a lexical item, whilst the discourse is a collective body of paraphrases to reveal knowledge construction. The accumulated meaning (or knowledge) we are left with at the

end of the collaborative-knowledge process undertaken by the students constitute the whole community's knowledge about the concept represented in a discourse object.

The theoretical position that I take is that any definition of a term (representing a concept) is always considered as provisional, and this is particularly true for the academic sphere in which it is always possible to amend the standard definition of a particular concept. In other words, learners may generate new knowledge in discussion, which is new and not covered by standardisation, through paraphrasing. In light of this, the terms are viewed as 'soft' or 'emergent' terms because their definitions are subject to amendment. These terms are the concern of the present study which attempts to investigate the way in which the students, unconstrained by the standardised definitions of the terms in question, carry out their creative deliberations on the terms as a collaborative effort in an ICT context. In such cases, whenever the content of a given term is exchanged between the members of a discourse community, meaning is the only means to achieve the purpose. Since 'lexical items', by their very nature, have meanings and meanings can be negotiated in the discourse, in this study, I purposefully speak of 'lexical items' instead of 'terms' for the 'soft' or 'emergent' terms discussed by my students.

The theoretical positions are foundational for the conceptual framework: whenever a given lexical item enters the online discourse, members of the discourse community will assign additional content to the unit of meaning of the lexical item by giving new paraphrases.

These paraphrases may deviate from the text of the original definition by different degrees.

They can be viewed as a result of “social negotiations” (Longino, 1990, p. 67) through collaborative dialogue, ultimately resulting in the construction of all public knowledge. The

focus of the conceptual framework is thus on the investigation of the role of paraphrases in the negotiation of knowledge of discourse objects, understood as the meaning of the

respective lexical items. In light of this, *Categories of Paraphrasing* is developed, drawing upon the exploration of the corpus evidence from the pilot study, as a theoretical apparatus

for investigating knowledge in a collaborative sense. It demonstrates that, particularly in academic environments, paraphrases tend to come in a limited number of patterns:

Modification (Expansion, Reduction, Relating), Exemplification, Metaphor and Simile, and Arguing (Description and Explication).

In addition, in the knowledge-construction process, each new paraphrase represents one moment within a temporal continuum, and is successful if subsequent texts refer to it explicitly or implicitly, by adopting the interpretation giving in the paraphrase. From this,

we can argue that paraphrases (or meanings) are not treated in isolation, but as a cline or a continuum: (social and diachronic) negotiability of meaning. Therefore, the notion of intertextuality (suggested by Foucault, 1989 and Fairclough, 1992) contributes to our understanding of the ways paraphrases have aligned with a set of discourse relations, seen as both overt and covert. In this study, the paraphrases that I discuss can be seen via explicit and implicit intertextual links: attribution and lexical collocations. Both direct and indirect markers of intertextuality categorise any devices of attribution employed by the discourse participants to refer to a particular text that has been introduced before in the discourse. A recurrence of selected keywords that were used before in previous paraphrases within the discourse can offer insights into the covert intertextual links between paraphrases in the discourse.

8.2.3 Methodology

Chapter 4 outlines the present study that follows the exploratory research conducted in the pilot phase to examine the way in which corpus methods are used to model collaborative knowledge construction in an asynchronous discussion context. Lessons learned from the pilot study have led to some improvements to the final methodology and the employment of multiple approaches.

The subjects involved in this study were 49 first-year undergraduates in the departments of Nursing and Chinese Medicine at the University of Hong Kong enrolled on an English course that required them to produce literature review essays in response to some reading assignments. A community of knowledge construction was designed and facilitated over a twelve-week semester through the use of a WBB on MOODLE. The process of knowledge construction started from the source knowledge represented in the reading assignments (i.e. four selected lexical items with definitions: *adolescent depression*, *gender role*, *adolescence*, and *depression*), via the teacher's guiding questions, to the creation of knowledge in the WBB discourse and the final transmission of knowledge to the post-test context.

In the pilot study, a number of elements proved to be successful in assessing collaborative knowledge construction, including the use of a suitable corpus, application of asynchronous discussion, frequency counts of online participation, and adoption of WordSmith Tools version 4.0 as the analytical tool. Unfortunately, some limitations were observed, including the rather small-sized corpus of 88,736 running words in tokens, lack of insight into the students' perceptions of WBB application in fostering knowledge construction, and the unsuccessful attempt to engage two groups of subjects into one single community on MOODLE. To draw a larger sample for better representativeness, subjects were invited to

create one single community on MOODLE and part of the participation grade (i.e. 5% out of the 10%) was assigned to the asynchronous discussion. The quantitative data analysis of paraphrasing and intertextuality was also taken into consideration. Moreover, two new components were added to the assessment of the knowledge-construction process: the pre- and post- course questionnaires and focus group interviews to collect learners' perceptions of web-based learning. While a corpus methodology was adopted as the main analytical mean for documenting knowledge construction, multiple methods that involve the new components are expected to present a comprehensive picture of collaborative knowledge instruction.

Data were analysed using both linguistic and statistical procedures. Paraphrase extraction formed the basis of the linguistic analysis. Four sub-corpora (i.e. Reading Corpus, Question Corpus, WBB Corpus, and Post-test Corpus) representing the whole process of knowledge construction were compiled to produce an English corpus of 394,237 running words in tokens and 429 texts. Concordance lines were produced with the aid of WordSmith for processing paraphrase and intertextual information and for investigating the frequency of each type of paraphrase and marker of intertextuality employed by the students. A four-stage process was implemented, including paraphrase extraction, coding of paraphrase categories, overt intertextuality, and lexical collocations. Since the analysis of paraphrase data was made

with the interpretation of concordance lines to look for the paraphrastic material in the context of the four lexical items under consideration, much manual work was needed to analyse the paraphrase data. Statistical analysis involved the quantitative and qualitative examination of online participation, questionnaires and focus group interviews.

8.3 Conclusions

It has been shown clearly in Chapter 5, Chapter 6 and Chapter 7 that collaborative knowledge construction can be documented by the employment of multiple approaches, that we can gain new insights into the nature of this issue by investigating paraphrases and intertextuality, and that the application of asynchronous communication can support knowledge construction communities. From the work conducted for this research, viewed in conjunction with the pilot phase, I can draw five major conclusions as below:

1. The notions of paraphrases and intertextuality are useful for the collective aspect of collaborative knowledge construction in terms of the diachronic and social perspectives;
2. Corpus methods constitute a valid approach to complement the previous measurements of collaborative knowledge construction;

3. A Theory of Collaborative Knowledge Construction in discourse, together with the Categories of Paraphrasing, offer a sustained innovation for enhancing our understanding of collaborative knowledge construction;
4. The application of asynchronous discussion allows for more engaging discourse that serves as knowledge construction artifacts; and
5. The employment of multiple approaches (as suggested in this thesis) can give a comprehensive picture of collaborative knowledge construction.

These conclusions will be discussed in detail in the following.

8.3.1 Paraphrases and intertextuality

The interpretation of lexical meaning in terms of paraphrases supplied by members of contending discourse communities can bring us closer to interpretative (hermeneutic) analysis of semantic variation to understand knowledge construction. A detailed documentation of the corpus data presented in Chapter 5 shows a range of (natural language) Cobuild explanations for knowledge construction, which have been used for developing the Categories of Paraphrasing to document knowledge construction at a micro level. Instead of replicating existing knowledge, results of this study, although not exhaustive (503

paraphrases were found in the online discourse), indicate that learners (of L2 in this study) can create knowledge by assigning a meaning to the features of a discourse object repeatedly and in different ways that can be called as paraphrase. As described in Chapter 3 (Section 3.5.1.1), this innovative notion of ‘explicit’ paraphrase to document knowledge construction is:

A kind of (corpus) linguistic concept that deals with contextual indicators of meaning proper of a lexical item, rather than with usage data, as a result of discourse participants’ attempt to express the concept of a discourse object represented in the meaning along a dimension of social negotiability.

It is clear that learners can get into moving ideas by responding to the text (i.e. source knowledge represented in the standard definition) and expanding given knowledge (i.e. source knowledge) with new knowledge. This process of negotiation of meaning, or text alteration, is mediated by four main categories of paraphrases that can be encapsulated as Modification (including Reduction, Expansion, and Relating), Exemplification, Metaphor and Simile, and Arguing (including Description and Explication). The more text alterations to the standard definition, the less synonymous the paraphrase is with the definition and thus the deeper the knowledge constructed, as evidenced from category four: Arguing.

Conversely, the smaller the degree of text alterations, the more synonymous the paraphrase is with the definition and thus the less the knowledge is constructed, as evidenced from Category one: Modification. The more frequently a paraphrase is referred to explicitly or at least implicitly invoked, the more successful it is. Findings also show that category one and category four have higher proportions of paraphrases in the online discourse. Category three, Metaphor and Simile, unfortunately has a lower proportion of paraphrases. Although different members in the discourse paraphrase lexical items differently, the way in which the members understand the discourse object can represent a phenomenon of knowledge construction.

The interpretative analysis of semantic variation is also a method of identifying meaning relations, which is based upon the identification of the links a text (or segment) has with other texts. While significant results show that learners negotiate the meanings of lexical items that represent the source knowledge with their own new meanings, the phenomenon of paraphrasing indeed reflects that they build on each others' contributions. Collaborative knowledge construction is therefore conceived of as the accumulation of meaning, i.e. the entirety of what has been said about a discourse object in the course of a discussion.

The corpus-based examples shown in Chapter 5 as well as the case study of *adolescent*

depression presented in Chapter 6 demonstrate that learners discuss the meanings of lexical items within a discourse community by reacting to what was said in a previous text and, probably, leaving traces in subsequent texts. Knowledge, as seen in discourse as the collective mind, is thus nourished, more than by the individual contributions of paraphrases, through negotiation of this input that follows its own ways, either overtly or covertly. The network of these different meanings can be linked up by direct attribution (such as *(I) agree with/to (X)*), indirect explicit markers of intertextuality (such as *also*) as well as the recurrence of selected keywords that were said before in previous paraphrases within the discourse. In terms of the diachronic perspective, individual meanings are variously interpreted and negotiated by the discourse community members, leading to the co-construction of shared knowledge in discourse.

Yet, it is observed that there are several cases when negotiation of meaning fails for all sorts of reasons. The issue here is that some paraphrases are not successful. Success means that the paraphrases will be referred to in subsequent contributions. There can be a number of reasons why a particular paraphrase does not leave any traces in subsequent texts; it may be regarded as partial, or as besides the point, or as unhelpful. For instance, as shown in Appendix 7, the students have produced 129 paraphrases of the lexical item *adolescent*

depression, but there may be things said that are unhelpful. However, linguists collect and describe evidence, but do not judge what is right and what is wrong. It is perhaps the task of terminologists who judge the usage of the expression and present a standardised definition.

While it may be a long way to go to prove that the meaning of a normal lexical item is always the sum of its paraphrases, it would be worthwhile conducting further large scale research to build on the present study.

Furthermore, it is encouraging to see that the asynchronous discussion demonstrates the usefulness of the conceptual framework for shared knowledge construction by providing evidence for paraphrasing and intertextuality. This approach is congruent with what has been done in social epistemology, especially in social constructionism (Burr, 1995; Gergen, 1985) which views knowledge residing in the realm of social discourse. As well as addressing the role of paraphrasing and intertextuality that have been left unexplored in the literature, the theoretical framework may be applicable to other ICT or educational contexts in characterizing knowledge construction.

8.3.2 *The corpus linguistic approach*

The whole issue of knowledge and where it resides has been an immensely complex and widely debated one, as already discussed in Chapter 2 (Section 2.2.3). The present study develops a convincing vision of collaborative knowledge construction by using corpus linguistics as a methodological tool to observe and discuss the types of paraphrasing revealed by the use of new definitions of lexical items. The role of corpus linguistics should not escape attention, as it is “a conception of language as a social practice, rather than as an abstract mental process” (Sealey and Thompson, 2006, p. 22). The present study concludes by discussing the extent to which meaning (or paraphrase) can be helpful in researching the collaborative aspects of knowledge construction within the discourse. A corpus linguist can thus have a good picture of what it is that makes meaning (or knowledge) constructed via collaborative efforts in the discourse.

The discussion of paraphrasing categories, as mentioned in Section 8.3.1, demonstrates that corpus linguistics functions as a useful framework for examining the different ways in which participants explain an object within a knowledge construction community. By taking the linguistic and discourse aspect into consideration, the development of the four categories allows researchers and educators to understand that meaning (or paraphrase) is central to

examining knowledge construction. The categories were based on the natural language data provided by the asynchronous communication discourse in my study, and were developed through the methodology of corpus linguistics for interpretation. The study of knowledge construction as a social activity is expected to complement existing knowledge construction studies, particularly those that are based on the framework of cognitive linguistics, as already discussed in Chapter 1 (Section 1.3).

This study relates corpus-driven discourse analysis to the concept of collaborative knowledge construction. Incremental knowledge about an object of the discourse corresponds to continual change of meaning of the lexical item that stands for it. The emphasis on meaning (or paraphrase) in this thesis indicates knowledge construction from an explicitly social perspective, which complements the cognitive approach that focuses on knowledge as a mental state or disposition. This is of major importance because:

the practices of meaning making are acts of discourse or interaction; these acts propose, negotiate, display and define what are to count as the salient features of the setting, the occasion, the social norms. Neither the context nor the meanings are objectively given in advance, but are collaboratively constituted or brought in (Stahl, 2006, p. 332).

Moreover, “the meaning is not merely transferred from mind to mind by the activities, but the meaning is constructed by and exists” as “the practices that form the joint activity” (Stahl, 2006, p. 332).

In addition, corpus methods such as concordance lines and lexical collocations make it possible to fully investigate the different ways in which a lexical item is explained in the discourse. WordSmith enables searches for the concordance lines and recurrence of selected keywords within the discourse, with little effort, by scanning the sub-corpus in question, although much manual work was required to document the categorization of paraphrase data.

While the current literature suggests that no single study seems to offer empirical insights into the role of paraphrasing and intertextuality in observing knowledge construction, this study has made a significant contribution by demonstrating that corpus linguistics is essential for modeling knowledge construction as a collaborative activity. Turning to the current state of art, progress has been made over the last ten years in the paradigm of collaborative knowledge construction. For instance, the Laboratory for Interactive Learning Technologies (2008), member of the University of Hawaii at Manoa, manifests a diverse

national effort in the investigation of technology support in social processes of learning. Suthers et al. (2007) is one of the projects led by LILT focusing on meaning-making dialogues mediated by small groups, as already discussed in Chapter 2 (Section 2.3.2.2). The work is conducted in the context of an initiative in K-12 science, mathematics, engineering and technology. The shared knowledge being constructed in the CMC discourse is made explicit by meaning representations. It is claimed that “continued work in this area will contribute to a scientifically tested theory of representationally rich collaborative learning, and inform the design of the next generation of software and associated instructional and assessment strategies for online learning” (ILIT, 2008, para. 1). In spite of efforts in this area, there seems to be a noticeable deficit when it comes to analyse the real language data for knowledge construction. While there exist some potential problems (see Section 8.4), this thesis is an example of how the first problem of presentation of collaborative knowledge construction in the discourse may be addressed. It shows what is necessary in contemporary research into collaborative knowledge construction is to examine the discourse side with natural language data: what actually happens in texts and between texts through the analysis of paraphrases and intertextuality. This thesis should also enable corpus-based work on socially shared knowledge to begin in earnest, gaining empirical evidence for strengthening the interpretative basis of analysis of meaning in discourse. This

thesis shows that introducing corpus linguistics, being a strongly data driven approach, in the study of knowledge construction can be complementary for existing research on knowledge construction.

8.3.3 *A Theory of Collaborative Knowledge Construction in discourse*

While Stahl (2006) urges the need for a theory of collaboration, the phenomenon of paraphrase in this thesis has led to my attempt to develop a theory that discusses collaborative knowledge construction with respect to the linguistic and discourse aspect.

Collaborative knowledge construction thus may be defined as:

The construction of knowledge about a discourse object, equivalent to the meaning of the lexical item which expresses it, in a social group in an ongoing negotiation between the members of a discourse community. These negotiations take place in an exchange of paraphrases, thus discussing what is to be known about a discourse object. These negotiations are tied together through intertextual references between the paraphrases.

The result of this collaboration is everything that has been said, in its temporal succession, independently of the question of whether it is accepted or not by some or all members of the discourse community.

The theory hypothesises that whenever a discourse object enters the discourse, someone in the discourse community will attempt to use paraphrases (and intertextual references) as a linguistic strategy for making and negotiating meanings of the lexical items that represent the concept in the discourse objects to contribute socially shared knowledge within the discourse. It also hypothesises that, by taking a corpus linguistic approach, each negotiation of meaning, seen as a paraphrase representing one moment within a temporal continuum, is shared and developed collaboratively over time in the sense of the overt and covert links between a text and previous or subsequent texts in the discourse (Teubert, 2007b). Every participant in the discourse tends to inherit the accumulated knowledge of all preceding users in negotiating meaning. New knowledge that is constructed by a participant may become available to succeeding ones. Therefore, knowledge is represented, in the discourse, in terms of meaning over time, which can be examined by intertextuality.

This theory is expected to offer a sustained innovation for giving a new focus to the issue of collaborative knowledge construction with respect to the linguistic and discourse aspect, and for enhancing our understanding of knowledge construction. With this theory, any researchers who are interested in examining collaborative knowledge construction from a linguistic perspective can proceed to any refinement and, probably, critique to pull together

threads from, hopefully, an ongoing dialogue and exchange to make active contributions to the field of collaborative knowledge construction.

8.3.4 Pedagogical application

Since collaborative knowledge construction has found its place as a key element in teaching and learning contexts over the last decade, as discussed in Chapter 1 (Section 1.2), there is an ever-growing concern of measures of analysis and technological application. Educators and researchers have since been concerned not only with developing appropriate technology platforms to foster the building of knowledge, but also with demonstrating that collaborative knowledge construction takes place in their instructional programmes. Much remains to be learned about the issue.

The present study offers support for the pedagogical application of the WBB in constructing knowledge or developing skills to be gained from participating in asynchronous discussion.

The four categories of paraphrasing show that the students have carried out creative deliberations on the selected lexical items as a collaborative effort in the online discourse, and the accumulated meaning of each of the lexical items represents the community's knowledge of the discourse object. It can therefore be concluded that, on one hand, written discourse

plays a role in supporting knowledge construction in ICT contexts, and on the other hand the application of asynchronous discussion facilitates L2 learners' understanding of disciplinary concepts and allows for more engaging discourse that serves as knowledge construction artifacts. Despite the fact that the integration of asynchronous discussion into an English class was a first-time experience for most of the students, the full participation rate on MOODLE was encouraging. In general, asynchronous discussion can relieve teacher and learners of the pressure of tight schedules to engage learners fully in the discussion of reading (Bean et al., 1999, as cited in Love, 2002).

Yet, students with negative attitudes seemed less able to receive immediate feedback from peers and to obtain autonomy in choice of discussion topics, and reported the need for the presence of the teacher. In addition, student motivation was a determining influence in their online participation. The average individual participation rate (i.e. from 4 to 16 messages) may suggest uneven or varied motivation among students. There is also observation of lack of social presence on MOODLE or reports of less enjoyable experiences including less interesting topics and lack of depth in discussion. Despite some of these less encouraging results, purposeful collaborative learning can be embedded in an e-learning information technology tool as simple as the WBB.

Since the English course is designed to promote the effective reading of texts, the implications of using guiding questions which encourage only paraphrasing needs attention. In this study, the teacher's guiding questions are used as scaffolds to motivate students to solve the problem of an incomplete definition of a disciplinary concept. Students are encouraged to paraphrase the original definition of a given concept in different ways. This kind of activity allows students to grasp difficult concepts in the reading assignments and to construct new meaning from the texts. However, engagement in exploring other aspects of reading of texts such as the author's line of reasoning and the ideas the author is conveying in texts is not encouraged.

Since asynchronous discussion has resulted in collaborative knowledge construction (with reference to the findings of paraphrasing and intertextuality), some further implications for instructional practice are addressed. In general, the promising results obtained in this study suggest that the WBB application can have a wider application in education. If educators and institutions wish to engage in collaborative knowledge construction through the WBB application, stimulating quality knowledge construction dialogues in the asynchronous discussion context can be a case in point. As discussed in Chapter 7 (Section 7.4.1), the Categories of Paraphrasing could be adopted as a set of guidelines for teacher reference to develop their guidance skills (Wan, 2002). One major implication for educators is the

development of a structured paraphrasing discussion board for collaborative knowledge construction, as already discussed in Chapter 7 (Section 7.4.3). This may be particularly useful for L2 learners. If they had adequate guidance to enhance their L2 (i.e. English) ability to construct knowledge, they would be more ready and willing to navigate the process of collaborative learning.

Apart from the concern of quality dialogue, if educators are to develop online communities of knowledge construction through the WBB application, they may have to be aware of the need for student motivation, student perceptions of asynchronous learning, and design of discussion tasks as described in this study. If all the aforementioned could be taken to serious consideration, the practice of collaborative knowledge construction through the WBB application would be a meaningful and rewarding experience.

Last but not least, the implications of culture on the generation of knowledge as examined through language needs attention. In this study, a given lexical item, such as *adolescent depression*, has been shown to have drastically different meanings, and these contributions may be dependent on the culture of the subject group. This is because “we live in a world in which there is still an enormous diversity of languages and of ways of understanding

personhood”, and one should not underestimate the “possibility of alternative constructions of the self and other ‘events’ in one’s world through ‘language’” (Burr, 1995, p.23). Given that the present study is set in Hong Kong China, the implications of this can be further addressed by conducting studies across different culture groups.

8.3.5 *Multiple methods*

Documenting knowledge construction has always been a critical and difficult issue for research in computer-supported collaborative learning. Due to the nature of this multifaceted phenomenon, multiple measures may help to construct a better portal of collaborative knowledge construction within the online context (Hmelo-Silver, 2003). In this study, several measures are included to make knowledge construction visible – examining an entire corpus of asynchronous communication discourse as well as the source reading, conducting quantitative and qualitative analysis of students’ evaluation of success of collaborative knowledge construction activities, and observing the online participation pattern. Taken together, these three techniques are proved to be more useful as a protocol for a comprehensive picture of the knowledge-construction process than any single technique. The employment of multiple approaches is well suited to analysing and describing collaborative knowledge construction, because they combine theoretical aspects,

dealing with the nature of collaborative knowledge construction in the linguistic and discourse aspect, and the practical aspects of using asynchronous discussion successfully in a learning environment.

In theoretical terms, particularly, corpus linguistics is essential for modeling knowledge construction in a collaborative sense. Overall, both qualitative and quantitative corpus analyses of paraphrasing and intertextuality provide major sources of evidence to support the claim that knowledge construction should be established as a social collaborative practice through: 1) introduction and negotiation of paraphrases that discuss the features of the discourse objects, 2) intertextual links of paraphrases that come with the discourse objects, and 3) purposeful engagement in negotiation of meaning in an authentic ICT context. In practical terms, it is encouraging to see that such a pedagogical application can provide learners (particularly L2 learners in this study) with the opportunity to build their subject knowledge as well as their skills with online discussion technology. Both positive and negative student attitudes have been observed through student questionnaires and interviews. Major implications can thus be drawn for educators on better use of the technology and design of discussion tasks.

8.4 Limitations

Given constraints on time, subject size and availability of texts, the corpus compiled has limitations in two aspects: diversity and size. First, in this study, only one single ICT tool (i.e. asynchronous discussion) was used to generalise knowledge construction. Other technological tools, such as online chat or video conferences, may display different knowledge building patterns, paraphrase types, and markers of intertextuality from those on the asynchronous discussion platform. It would be worthwhile conducting similar studies with respect to other ICT contexts, as will be discussed in the following section on future research. Second, even though the corpus compiled and used for this study (394,237 running words in tokens and 429 postings) was sufficient to show the usefulness of my approach, the issue of size related to both the number of words and postings will still remain a matter of concern in analyzing shared knowledge construction. The sample obtained in this study might also under-represent undergraduates of health care on this particular campus at the University of Hong Kong. Whether the same results would be replicated in a more representative sample and other specialised domains or at other institutions is unknown. It is thus necessary to be cautious about making generalizations from my study alone.

One potential problem with action research is identified in this study. The involvement of the teacher, at the same time as the researcher of this study, might influence the WBB discourse generated, particularly in her guiding questions. The questions were purposefully designed to focus on asking the students to express to what extent they agreed with the standard definitions and how they would improve the definitions. Thus, the questions intentionally limited the scope of the student contributions. This would ensure that the data generated served the research purposes: on one hand, the discourse was content-driven, minimizing the risk of having a less motivated, non-content-based or open-ended discussion; and on the other hand the students discussed the concepts in different ways to produce relevant paraphrase data. This explains why the categories of Modification and Arguing have higher proportions in the paraphrase data. Yet, other possible paraphrasing patterns might not be revealed. Moreover, it might be possible to observe avenues for constructing shared knowledge, other than paraphrasing.

Ethical consideration is also a limitation of this study. As the students could earn up to five points of the course participation grade, for the sake of this, there might be a possibility that some students would 'make up' answers to fulfill the requirement even though they might not agree with the teacher's guiding questions, or they might not have a particular opinion

to express. On the other hand, since the post-test was designed as a classroom ‘open-book’ test, the students might simply refer to other students’ contributions in the four discussion forums and copy some of them as their own definitions to complete the test. This act of ‘copying’ might not produce actual evidence showing that the students learnt from each other to advance collective knowledge at the end of the course. Although I argue that the co-occurrence of identical segments in the paraphrases collected on the WBB can be considered as evidence of interaction, the possibility of ‘copying’ needs to be addressed. However, in this case, it is never possible to prove that there is a conscious intention to copy since corpus linguists do not investigate the writers’ heads. Thus, the post-test could be re-designed as a ‘close-book’ classroom activity to actually reflect upon whether the students had constructed shared knowledge from each other over the semester.

It also needs emphasis that the present study of paraphrases has mainly taken a deliberately descriptive approach to the Categories of Paraphrasing for analysis, though frequency counts of paraphrase type and marker of intertextuality are undertaken. Results also reflect upon one possible problematic premise of the Categories of Paraphrasing, if they are to be further established or refined. Although findings show that within the discourse, after some negotiation among members of the community, a particular concept will be generally

acceptable by the community, it is observed that there are several cases when this fails due to 'silence' or for all sorts of reasons and it can be argued that there may be other possible means for paraphrasing other than the four main categories identified in my study. This also indicates a problem that within the discourse, not every paraphrase may be good, and people will always have different ideas about a given discourse object. However, one should note that, as linguists, we are the observers to collect the evidence, rather than prescribing what is right and what is wrong. The coding of paraphrasing could also involve intuition. A second review by another researcher is recommended. Yet, it is worthwhile conducting further large scale research apart from the present study alone to prove the plausibility of the Categories of Paraphrasing and that the meaning of a normal lexical item is always the sum of its paraphrases.

Moreover, while corpus linguistics can be an alternative methodology for understanding knowledge construction as a collaborative activity, there are some limitations of using corpus methods in this fashion. The Concord feature of WordSmith was highly useful as it displayed the concordance lines for each occurrence of the lexical items under consideration to produce relevant paraphrase data. However, it was a tedious and time-consuming process to manually analyse the paraphrase structures. Some concordance lines displayed in

WordSmith might not contain a paraphrase since not all arguments encountered in the construction of knowledge can be described as paraphrases. It thus involved tedious work to discard the useless concordance lines (that did not contain paraphrases). As discussed in Chapter 5 (Section 5.2.3.3), in extracting lexical collocations to examine implicit intertextuality, there was no target word in this study, thus making the whole process more difficult and tedious.

Last but not least, because paraphrases are new to the field of knowledge construction, there has been no comprehensive discussion of the work in this area, adding difficulty to the whole research process of the present study.

8.5 Further research

While all research questions set out in Chapter 1 (Section 1.5) have been successfully addressed in this study and it is expected that the findings and implications will guide further directions in knowledge construction research, a number of open questions remain as below:

1. To what extent can the positive results obtained in the present study, particularly the Theory of Collaborative Knowledge Construction in discourse, be generalised to

other discourse communities? What limitations are there from considering only this discourse community?

2. While manually analyzing paraphrase structures was a tedious and time-consuming process, could the implementation of analytic procedures in this study provide a good basis for developing any procedures that can acquire paraphrases automatically?
3. To what extent would a large-scaled corpus of paraphrase (e.g. compiled from the Internet) yield similar research outcomes?
4. Having shown that the Categories of Paraphrasing is feasible, can it be used to create an appropriate educational application specifically for learners to construct knowledge?
5. What similarities and differences could be identified in native and non-native speakers when constructing knowledge in an authentic ICT environment?
6. What are the implications of culture on the generation of knowledge as examined through language?

Appendix 1

Asynchronous discussion tasks on MOODLE

(<http://nursing.vec.hku.hk>)

The screenshot shows a web browser window displaying the Moodle course page for 'Health Science E-forum 2007'. The user is logged in as Lisa Cheung. The page features a 'Weekly outline' section with a table of discussion forums. The table lists dates, forum names, and checkboxes for editing. Other sections include 'People', 'Activities', 'Search Forums', 'Administration', 'Latest News', and 'Upcoming Events'.

Weekly outline	Latest News
News forum	Add a new topic...
3 September - 9 September Trial	22 Nov, 20:22 Lisa Cheung URGENT -- ECEN online discussion more...
10 September - 16 September Adolescent Depression	24 Oct, 17:50 Lisa Cheung Forum 2 deadline extended / Forum 3 now open more...
17 September - 23 September	18 Oct, 13:40 Lisa Cheung Forum 2 - 'Gender Role' now open more...
24 September - 30 September	8 Oct, 15:28 Lisa Cheung Forum 2 ('Gender Role') now open more...
1 October - 7 October Gender role	29 Sep, 16:08 Lisa Cheung Forum 1 deadline extended / Forum 2 now open more... Older topics ...
8 October - 14 October	Upcoming Events There are no upcoming events.
15 October - 21 October	
22 October - 28 October Adolescence	
29 October - 4 November	
5 November - 11 November	

Appendix 2

Instruction sheet

Web Bulletin Board Discussion

Aim

This semester you will be exposed to an information communication technology tool – Web Bulletin Board system (WBB) that generates online asynchronous communication. You and your classmates will form yourselves into a virtual community to hold discussion, regularly over the semester, in response to the literature review topic: *Adolescent depression*. The idea is to learn to understand the selected articles so as to evaluate ideas from sources for a better essay. The focus of discussion will mainly cover several concepts (terms) concerning the topic, such as *depression*, *anxiety*, to quote but a few.

Monitoring & assessment

Since you will be given several articles on the topic, you are expected to read them and initiate discussion according to the schedule on the next page. Every two to three weeks, you need to read one article and initiate discussion in response to the guiding question set by your teacher. For each selected article, your teacher will highlight one or two concepts presented in it. Beyond the classroom, you are *free* to log in and discuss the concepts at your own time and pace before the deadline. You are responsible to take control over the content of online interaction, and discuss/explore any issues or information around the concepts. You are expected to post at least ONE reply to both the guiding question and one participant's message. At the end of the course, you have to attend a test on the concepts discussed online. Your discussion tasks will contribute towards your participation grade.

Appendix 3

Teacher's guiding questions

Question for Forum 1: "In this journal article, the concept of adolescent depression is defined as "a costly phenomenon with wide-ranging health sequelae, including increased likelihood of difficulties related to academic and occupational performances, interpersonal relationships, tobacco and substance abuse, and suicide attempts" (p.144). After reading this article, how do you see this definition? Is it appropriate to refer to the current concept of adolescent depression? Will you have your own understanding of adolescent depression? Would you like to improve this definition of the concept?"

Question for Forum 2: In this journal article, the concept of gender role is defined as "socially constructed expectations based on sex (such as expectations for females' passivity" (p.146). After reading this article, how do you see this definition? Is it appropriate to refer to the concept of gender role in relation to adolescent depression? Will you have your own understanding of gender role? Would you like to improve this definition of the concept?

Question for Forum 3: "In this journal article, the concept of adolescence is defined as "a stage of life characterized by changes in different aspects of individual development and in different major social contexts" (p.267). After reading this article, how do you see this definition? As an adolescent, do you think it is appropriate to refer to the concept? Will you have your own understanding of adolescence?"

Question for Forum 4: "In this journal article, the concept of depression is defined as "a distortion in the self-evaluation process, which results in the setting of excessively stringent, unattainable standards of performance" (p.66). After reading this article, how do you see this definition in comparison with 'adolescent depression'? Is it appropriate to refer to the current concept of depression? Would you like to improve this definition of the concept?"

Appendix 4

Initial questionnaire

The main purpose of this questionnaire is to know how familiar and comfortable you are with using a Web Bulletin Board (WBB) system before we begin the online discussion this semester. At the end of the semester, we will ask you to complete another questionnaire to see what you have learned about constructing knowledge in your specific domain (i.e. Nursing/Chinese Medicine) and how your attitudes have changed over time. Please take a few minutes to answer the following questions carefully.

1. Have you ever used a Web Bulletin Board (WBB)?

yes no

If no, why?

2. Do you feel comfortable working with WBB?

yes no

If no, why?

3. Do you think you know how to use WBB?

yes no

If no, why?

4. How many days a week on the average do you use WBB? _____ days

For what purposes do you use WBB?

5. Have you ever been in another class that incorporated a WBB system into the course?

yes no

If yes, what was the course?

How was the WBB system incorporated?

Was the experience a good one? Why or why not?

6. What do you expect from a WBB to enhance your knowledge construction in your specific domain (i.e. Nursing/Chinese Medicine)?

Appendix 5

End of semester questionnaire

Over the 12-week semester, a Web Bulletin Board (WBB) system has been incorporated into our English class. We wish to know the role of WBB in enhancing your knowledge construction in your specific domain (i.e. Nursing/Chinese Medicine) and what you have learned about using the system. Please take a few minutes to answer the following questions carefully.

1. Do you think you now know how to use WBB?

yes no

If no, why?

2. Overall, do you enjoy using WBB more now than you did at the beginning of the semester?

yes no

3. Do you generally feel more confident now about using WBB than you did at the beginning of the semester?

yes no

4. During the semester, did you usually participate in the WBB activities outside of class?

yes no

5. Was the experience of participating in the WBB activities a good one? Why or why not?

yes no

6. What is your opinion about the WBB activities done in your course over the semester?

7. Do you think that the WBB activities have enhanced your knowledge construction in your specific domain (i.e. Nursing/Chinese Medicine)?

8. Are there any skills that you have learned about through the WBB activities this semester that you will make use of after you leave this course? If so, which ones?

9. If your teacher were to use WBB again in another course, what suggestions would you recommend?

Appendix 6

Focus group interview questions

Computer literacy

1. Do you generally feel more confident now about using WBB? Why or why not?
2. Do you think you need more training for using WBB?
3. Do you have any opinions about the MOODLE site? What are the advantages and disadvantages of the system?

Perceived value of web-based asynchronous learning

4. Did you enjoy using WBB over the semester? Why or why not?
5. What was the most enjoyable about the WBB activities?
6. What was the least enjoyable about the WBB activities?
7. Do you consider you had actively participated in the online discussion tasks?
8. Do you think it was good to have the WBB activities scheduled outside classroom and without teacher intervention?
9. What difficulties did you encounter in participating in the online discussion tasks?
10. Do you have any suggestions for increasing students' motivation in participation?

Shared knowledge construction

11. To what extent do you think the definitions appeared in the reading articles provided you with the knowledge of the key concepts?
12. Do you consider the teacher's guiding questions on MOODLE helpful in facilitating your understanding of the key concepts?
13. Other than responding to the teacher's guiding questions, did you respond to other students' postings? Why or why not?
14. To what extent do you think the discussions among students have allowed you to actively better understand the key concepts?
15. Over the semester, do you consider any changes in your own knowledge of the key concepts?
16. Do you have any opinions about the post-course test?
17. At the end of the course, do you think you have acquired new knowledge of the key concepts? If so, what have made this happen? Or why not?

Appendix 7

Paraphrases of *adolescent depression*

283 concordance lines in total.

129 paraphrases found.

1 (1) societal gender role expectations, (2) pubertal changes in girls, and (3) the feeling of loneliness and rejection by peers and other members of society of both sexes play significant parts in the motivation of adolescent to seek help to cope with depression and thus their reaction to such a phenomenon. MLC001adolescentdepression.doc

2 should be “costly phenomenon with wide-ranging health sequelae, including increased likelihood of difficulties related to academic and occupational performance, interpersonal relationship, tobacco and substance abuse and suicide attempts, as a result of numerous reasons like societal expectations and cultural messages, loneliness and rejections , pubertal changes for girls”. MLC002adolescentdepression.doc

3 Sustaining unhappiness, of adolescent, due to various reasons, mostly from not able to conform to individual or peer expectation. It can be a costly phenomenon with wide-ranging health sequelae, including increased likelihood of difficulties related to academic and occupational performances, interpersonal relationships, tobacco and substance abuse, and suicide attempts. MLC003adolescentdepression.doc

4 briefly speaking, there are pressures come from studies, family disharmony, social intercourse, etc. Students face cut-throat competition at school, this compels them to sustain enormous stress and makes them blame themselves if they do not achieve high marks in the exams. Some may suffer from family problems like daily conflicts, lack of family understanding, divorce, etc. The causes mentioned above should be included in the definition of adolescent depression. MLC004adolescentdepression.doc

5 the definition should be simplified to "disease that caused by the multiple of unsatisfied experience in the society and by oneself." MLC005adolescentdepression.doc

6 there are few more reasons, mainly on gender role, lead to adolescent depression by exploring adolescents perspectives. They include: challenges related to gender-based societal expectations and cultural messages, e.g. boys are expected to be tough or macho; girls are required to be thin; pubertal changes are perceived as contributing to depression for girls; family and peer pressures; and loneliness and rejection. The impact of loneliness and rejection reinforces cultural messages about girls sensitivity and boys denial of emotional involvement. MLC006adolescentdepression.doc

7 from the article, I believe the concept of adolescent depression can be refined as a costly phenomenon with wide-ranging health sequelae, including increased likelihood of difficulties related to academic and occupational performances, interpersonal relationships, gender-based socialization, pubertal

changes, loneliness and rejection, family and peer pressures, tobacco and substance abuse, and suicide attempts? MLC006adolescentdepression.doc

8 adolescent depression arises because of the social expectation on young people, this can lead to difficulties related to academic and occupational performances, interpersonal relationships, tobacco and substance abuse, and suicide attempts when the self-esteem of teenagers collapsed because of failure in fulfilling different expectations. MLC007adolescentdepression.doc

9 my definition of adolescent depression is a long lasting sad mood that drives the teenagers to keep themselves alone. MLC007adolescentdepression.doc

10 in accordance with our discussion, I thought that there are many occasions leading to this phenomenon. For instance, unhappiness. MLC008adolescentdepression.doc

11 For instance, a person who has a problem of adolescent depression is a sustaining case while those who are not happy is only an occasional one. MLC008adolescentdepression.doc

12 I do agree with some classmates that the definition should also include the causes of adolescent depression. Of course, it's not the only causes of adolescent depression! Peer pressure, personal communication skills etc are also common causes. MLC009adolescentdepression.doc

13 after reading the article, I realise that the adolescent depression is from various of aspects like loneliness and rejection, gender role. Boys are expected to be "tough" or "macho" and girls are expected to be slim and beautiful. The pubertal changes also lead to girl depression. Moreover, high expectation from peers and parents plays an important role in adolescent depression as well. MLC010adolescentdepression.doc

14 I would like to modify the definition of adolescent depression into costly phenomenon with wide-ranging health sequelae, including increased likelihood of difficulties related to academic and occupational performances, interpersonal relationships, tobacco and substance abuse, and suicide attempts resulted from high expectation from the society, loneliness and rejection as well as the puberty changes for girls. MLC010adolescentdepression.doc

15 I suggested that the definition could be changed as a costly phenomenon with wide-ranging health sequelae, including increased likelihood of difficulties related to academic and occupational performances, interpersonal relationships, tobacco and substance abuse, and suicide attempts. Those induced health sequelae are major arise from the societal expectations, cultural messages and pubertal changes, and minor arise from the loneliness and rejection towards adolescent? MLC011adolescentdepression.doc

16 in my understanding of adolescent depression, it is caused by three things, including social pressure, family pressure and relationship with peers. Our society is full of traditional thinking, people always criticise the youngsters of not putting more efforts on academic work, prolonged criticism put pressure on the adolescents, especially those who would like to develop in the field other than studying and pursuing their careers in traditional job. The second one is from the pressure of family, every parents hope their child to be elite or phenomenon in the society, putting the unreachable expectation on their child, chronic pressure from parents put adolescents under stress. The last one is the relationship with peers. During puberty, adolescent find it difficult to get along with their peers well, especially when physical and mental change is happening on

them, this usually worries adolescent .With certain appropriate help, the problem of adolescent depression can be addressed as stated in the research. MLC013adolescentdepression.doc

17 after all, I would like to add some points on the concept and the new one should be adolescent depression is mainly caused by pressure from society and adolescents family and the relationship with peers MLC013adolescentdepression.doc

18 it is a costly phenomenon with wide-ranging health sequelae, including increased likelihood of difficulties related to academic and occupational performances, interpersonal relationships, tobacco and substance abuse, and suicide attempts without appropriate method to deal with it? MLC013adolescentdepression.doc

19 Those factors, which are gender-based societal expectations, pubertal changes and also associated loneliness and rejection, provided internal and external reasons for the development of adolescent depression. MLC014adolescentdepression.doc

20 after reading the article, I found out that the adolescent depression was due to loneliness and rejection, gender role in the past. Girls are expected to be slim and beautiful while boys are expected to be tough or macho. Beside, the pubertal changes can cause girls from getting depression. What's more, high expectation from parents is one of the most important factors that arouses adolescent depression. MLC016adolescentdepression.doc

21 in short, I think the definition of adolescent depression given above should include increased likelihood of difficulties related to academic and occupational performances, interpersonal relationships, tobacco and substance abuse, and suicide attempts caused by high expectation from the society and parents, loneliness and rejection, and the puberty changes for girls. MLC016adolescentdepression.doc

22 therefore, to define adolescent depression, it is more appropriate to add the main causes of adolescent depression to the definition: societal expectations towards different genders, pubertal change for girls, loneliness and rejection, and also the divorce of parents. MLC017adolescentdepression.doc

23 causes lead to adolescent depression nowadays can be society's expectation of boys and girls. For instance, boys need to be strong and brave while girls are expected to be pretty and slim. MLC018adolescentdepression.doc

24 indeed, my own understanding of adolescent depression is that it is a mental and emotional disorder taken place in people at the developmental stage of adolescence aged 10-19. The main characteristics of this disorder involve that suffers may feel hopeless, worthless, low self-esteem, meaningless to live, and having such feelings every day lasting for more than 2 weeks in a row. MLC019adolescentdepression.doc

25 personally I think adolescent depression might just be a derived form of teenage confusion. MLC021adolescentdepression.doc

26 On the other hand, I would like to redefine this problem as," A kind of mental illness happened on teenagers aroused by two main factors, one is self expectation, and the other one is social expectation. Secondly, it should last for a long period with the physiological and behavioural changes. MLC023adolescentdepression.doc

27 I think one of the major elements of adolescent depression is inability to cope with negative pressure or change. MLC024adolescentdepression.doc

28 take Hong Kong and US teenagers as an example, due to the exam-oriented education system in Hong Kong, Hong Kong teenagers generally more pressure from public examinations than US teenagers, resulting in adolescent depression. MLC025adolescentdepression.doc

29 I think the definition should tell more about the influence of gender as the cause of adolescent depression (as the title of this journal tells me gender is the focus). MLC028adolescentdepression.doc

30 So I would like to improve the definition by adding the symptoms, like discouragement, loss of interest in usual activities and self-worth, persistent sadness, etc. MLC029adolescentdepression.doc

31 I do not think that this research explained the causes of adolescent depression completely. I think adolescent could get depressed for many reasons. Some external reasons might include economic problems, family problems and school pressure. And the internal reasons might be something to do with the chemical substances in the brain. MLC030adolescentdepression.doc

32 in my opinion, adolescent depression is different from depressed mood. Adolescent depression is a sad and unhappy feeling that last for a long period of time. MLC030adolescentdepression.doc

33 however, we can see that adolescent depression is closely related to one's biological sex and gender role. From the views of different adolescents who have depression, we see that the causes of adolescent depression maybe different between boys and girls, yet they are closely related to three main aspects, which include societal Expectations and Cultural Messages, Pubertal Changes and loneliness and Rejection. MLC030adolescentdepression.doc

34 in my own understanding, adolescent depression is a kind of mental disorder that is related to an individual's emotional problems, leading to changes in one's behaviours. It can be concluded that adolescent depression is mainly due to 1.) misleading by and misunderstanding of societal expectations and cultural messages (e.g. girls must have perfect body shapes; boys must be macho and must not be emotional), 2.) having wrong concepts about pubertal changes, and 3.) failing in coping with the negative emotions arising from different problems (e.g. academic, friendships, family, etc.). MLC031adolescentdepression.doc

35 by combining the causes and the results of adolescent depression, the definition of the concept can be modified as "a phenomenon that is related to an individual emotional problems caused by misleading by and misunderstanding of societal expectations and cultural messages , having wrong concepts about pubertal changes , and failing in coping with the negative emotions arising from different problems , leading to changes in one behaviours, and resulting in wide-ranging health sequelae, including increased likelihood of difficulties related to academic and occupational performances, and interpersonal relationships, tobacco and substance abuse, and suicide attempts" . MLC031adolescentdepression.doc

36 in my opinion, I view the term "adolescent depression" as a mental illness that affects one's daily activities. It is also a state of intense sadness lasting for a long period of time. It makes a person despair and has a suicide attempt. Adolescent who has found to have depression shows no interests in all the things

happening to her/him and they may have no appetite. MLC033adolescentdepression.doc

37 using the "sequelae" to describe adolescents depression is a question. My opinion, using "symptom" is better, sequelae means a condition which is the consequence of a previous disease or injury. (! HYPERLINK "<http://www.oup.co.uk/isbn/0-19-861022-X?view=ask>" ¶Compact Oxford English Dictionary of Current English⁺, 2007), but adolescent depression includes all the problems caused by pubertal period, including internal and external factors. MLC034adolescentdepression.doc

38 to apply this concept to current society, five aspects are enough to explain all causes; 1. Family pressure 2. interpersonal relations pressure 3. Academic and occupational performance 4. Societal influence and 5. Physical and mental changes. These five areas cover all the problems that the adolescents may face. MLC034adolescentdepression.doc

39 to make this definition more convincing, it should be corrected by adding that "Adolescent depression is a mental disorder marked by persistent sadness and feeling of being rejected and loneliness. It is also a costly phenomenon with wide-ranging health sequelae, including increased likelihood of difficulties related to academic and occupational performances." MLC039adolescentdepression.doc

40 therefore, I think the definition should be modified as follows, "a costly phenomenon with wide-ranging health sequelae, caused by persistent sadness due to increased likelihood of difficulties related to academic and occupational performances, interpersonal relationships, tobacco and substance abuse, and suicide attempts" MLC042adolescentdepression.doc

41 therefore, I search for another meaning of "Adolescent depression" from the website of MedilnePlus Medical Encyclopedia. It states that "Adolescent depression is a disorder occurring during the teenage years marked by persistent sadness, discouragement, loss of self-worth, and loss of interest in usual activities." And the website has explain the cause, symptoms, treatment of depression clearly. I think that the web is quite useful for us to understand more about depression. Reference: MedlinePlus. (2005). Medical Encyclopedia: Author. Retrieved October 3,2007, from "<http://www.nlm.nih.gov/medlineplus/ency/article/001518.htm> MLC043adolescentdepression.doc

42 in my view, adolescent depression is a mental illness happens on adolescents due to prolonged sadness. It can probably be a response to adversities and stresses. MLC044adolescentdepression.doc

43 to me, I believe that the definition of "adolescent depression" is just merely covered the consequences of depression, ignoring the causes which are very important to this problem too. Reasons like peer pressure, family expectation and gender-based societal expectation are contributing factors to this alarming problem. MLC046adolescentdepression.doc

44 in my point of view, the case of adolescent depression is due to three major aspects, which include Societal Expectations and Cultural Messages, Pubertal Changes and Loneliness and Rejection. Moreover, persistent depressed mood, discouragement, loss of self-worth faltering school performance, failing relations with family and friends, and loss of interest in usual activities are the minor causes derived from the three major aspects. MLC048adolescentdepression.doc

45 in order to have a comprehensive definition of adolescent depression, I think we should include

the causes and the symptoms of it more detailedly. The definition can be restated as "a phenomenon that is caused by misleading societal expectations and cultural messages , having wrong concepts about pubertal changes , facing with loneliness and rejection, persistent depressed mood, discouragement, loss of self-worth faltering school performance, failing relations with family and friends, and loss of interest in usual activities , and therefore resulting in wide-ranging health sequelae, including increased likelihood of difficulties related to academic and occupational performances, interpersonal relationships, sudden changes in behavior, become aggressive, angry or agitative temper, lower self-esteem, change in appetite or sleep patterns, give up valued possessions, withdraw from society, tobacco and substance abuse, and suicide attempts" .

MLC048adolescentdepression.doc

46 if adolescent depression is a costly problem, then why is highway construction or coal mining not seen as a costly problem? We all know that highway construction, car driving or coal mining all are cost severe injuries and frequently lives. Why are they accepted as a necessity of modern life while adolescent depression is not?? MLC052adolescentdepression.doc

47 in response to Cherry's opinion, I would like to make some elaboration of the original definition. I am in favour of describing Adolescent Depression as a "costly" problem or disorder because it really brings many long-term side-effects to our society. Depression is a psychological problem, or disorder.

MLC053adolescentdepression.doc

48 for the definition of adolescent depression, I think there are three more factors we should include, which are the causes of adolescent depression. They are physiological, psychological and the environmental influence, such as changes during puberty and gender-base expectation of society. As adolescent depression does not only bring its effects, but more important is, we should also consider its causes since we have already known its great influences. MLC055adolescentdepression.doc

49 I would have another new definition for adolescent depression, that is defined as "a costly phenomenon with wide-ranging health sequelae, including increased likelihood of difficulties related to academic and occupational performances, peer and family pressures, social expectations, self-expectations, interpersonal relationships, tobacco and substance abuse, and suicide attempts.

MLC056adolescentdepression.doc

50 Adolescent Depression is a common mental disorder faced by many teenagers. It is common especially for teenagers who are passive to meet new friend having strong self-consciousness and having worse parent-child relationship. It is because they do not have a suitable listener for them to express their feelings and they will then hide their feeling in their heart. It results to depression when the bad feelings accumulate to an unbearable point. MLC058adolescentdepression.doc

51 adolescent depression is due to abnormal sexual behaviour, pubertal changes, gender roles and isolation by the peers. MLC058adolescentdepression.doc

52 apart from these factors, there are many possible problems causing adolescent depression, like love affairs, family problems and early pregnancy. MLC060adolescentdepression.doc

53 actually adolescent depression can lead to various health problems like eating disorder which are

not mentioned by the above definition. MLC061adolescentdepression.doc

54 my own definition of adolescent depression is long lasting sad mood that will result in various psychological and health problems. MLC061adolescentdepression.doc

55 the perfect definition should include the causes, symptoms and results of adolescent depression. MLC063adolescentdepression.doc

56 to improve the definition of adolescent depression, the body change during puberty and the living condition of the adolescent are also one of the causes of adolescents and it should be added into the definition of adolescent depression. MLC064adolescentdepression.doc

57 my own understanding of adolescent depression is: Depression is a mental disease. The depressive persons are those who always think negatively and have a bad mood all the time which affect their physical and social well-being, and their behaviors, such as suicide attempts. MLC065adolescentdepression.doc

58 I agree that gender role expectations can lead to adolescent depression. MLC067genderrole.doc

59 We all know that adolescent depression can have different causes to different individuals. For example, many depressed adolescents come from broken families that tensions and disruptive relationships are obviously the major causes. MLC069genderrole.doc

60 Therefore, I think boys and girls have their right to be what they really are. Blindly follow the social norm may lead to adolescent depression. MLC084genderrole.doc

61 in my mind, I think both the internal (personal expectation) and external (society influence) factors would lead to adolescent depression. MLC096genderrole.doc

62 however, the gender expectations on adolescents can only be part of the causes of adolescent depression, as there may be other factors that influence their mental health, such as accidents, academic failure, poor interpersonal relationship and so on. MLC097genderrole.doc

63 besides, I think the societal expectation and cultural messages for different gender is a potential cause of adolescent depression. These expectation and messages may come from society, traditional culture and the media. These may make adolescents depressed and frustrated if they cannot achieve these societal expectations of being normal. Under the great pressure of being normal of their gender, such as being tough for boys or being slim, it is difficult for them to break the "rules". MLC106genderrole.doc

64 to improve the definition of adolescent depression, it should emphasize the social expectation of male instead of just mention the social expectation of female only. MLC127genderrole.doc

65 the definition of adolescent depression is disorder occurring during the teenage years marked by persistent sadness, discouragement, loss of self-worth, and loss of interest in usual activities. MLC187depression.doc

66 instead, adolescent depression is not the same as depression, as the triggerer of it is unique and special, also, the influence after having the depression is not the same with normal depression too, as it may relate to academic work. MLC187adepression.doc

67 but adolescent depression also focuses on adolescence's development progress. MLC193depression.doc

68 adolescent depression differ from the depression that adolescent depression will impose more health related problems instead of the psychological change only. MLC199depression.doc

69 as adolescent would face problems in some external factors such as peer and family pressures as well as social expectation, therefore, adolescent depression is under the external influences rather than the personal factor of self-evaluation. MLC209depression.doc

70 adolescent depression is an abnormal condition. It may be caused as there are so many expectations from others in different aspects, for example, parents expect their own children to have excellent academic performance, enroll in famous university and have a wealthy life. Then adolescent cannot satisfy their expectation, they will feel stressed and depression will follow. MLC211depression.doc

71 I would totally agree with that if someone feels depressed due to undesirable academic result or failure to achieve high standard of expectations. MLC219depression.doc

72 adolescent depression will cause special effect on the adolescents or affect their growth. MLC222depression.doc

73 adolescent depression is a psychological issue of young people. It could be expressed in the form of sustaining unhappiness. It would affect daily life or normal social life of the individual. The causes of adolescent depression could be inability to conform to individual or peer expectation. MLC235adolescentdepression_t.doc

74 actually, adolescent depression has its unique factors which are divided into personal and social aspects. MLC236adolescentdepression_t.doc

75 I think the concept of adolescent depression should be defined as the unhealthy youth development caused by personal factors like the body change, bad family relationship and poor academic and financial problems. Also, it is caused by social factors such as gender role socialization, peer rejection as well as unwanted social experience . MLC236adolescentdepression_t.doc

76 adolescent depression can cause serious and harmful effect on teenagers such as having difficulties on academic and occupational performances, poor interpersonal relationships with other people, tobacco and substance abuse, loss of self-confident and suicide attempts. MLC236adolescentdepression_t.doc

77 adolescent depression is the prolonged morbid feelings and self-destructive behaviour resulted from the negative perception of the self, surrounding environment and pubertal changes. MLC237adolescentdepression_t.doc

78 adolescent depression has particular relevance to puberty as most of the depressive symptoms spring from changes during or around puberty: biological changes, psychological transition (from a child to a teenager before growth in to an adult), confirmation sexuality identity, gender roles and the change in school and social setting (resulted from the move from primary school to secondary school) and so on. If challenges presented at this stage of life are not tackled with a positive and proactive mentality, and if coupled by the lack of family and peer support, they can trigger depression in teenagers. MLC237adolescentdepression_t.doc

79 to me, the definition of "adolescent depression" should be feeling hopeless, lonely and disoriented in life because of the lack of parental care, love, understanding, channels for venting bottled-up feelings for a

prolonged period. MLC238adolescentdepression_t.doc

80 after reading other posts, I think adolescent depression is defined as a costly phenomenon with wide-ranging health sequelae, caused by persistent sadness due to increased likelihood of difficulties related to academic and occupational performances, interpersonal relationships, tobacco and substance abuse, and suicide attempts. MLC240adolescentdepression_t.doc

81 adolescent depression is a psychological problem suffered by teenagers, teens having this problem will have persistent feelings of sadness, loneliness or hopeless. This problem can be caused by many reasons while peer pressure and high societal expectations are two common causes.

MLC241adolescentdepression_t.doc

82 adolescent depression can be defined as "a mental disorder with onset in the teenage years which may or may not last till the end of adolescence, which is characterized by generally and chronic depressive mood, lethargy, loss of interests in ordinary daily activities, loss of appetite, withdrawal from contacts with other people and the society in general, and which is caused by factors such as atypical sexual orientation, difficult familial relationships, difficulties in coping with societal expectations, abnormal brain chemistry, low self-esteem, hardship dealing with the coming of age, etc." MLC242adolescentdepression_t.doc

83 adolescent depression is psychosocial problem, since adolescent are facing lots stress from studying and peer. Adolescents are growing to face many undesirable social experiences, such as loss of a loved one. They may not know how to handle this psychological change. It can be see from the symptoms for examples crying and anorexia etc. MLC243adolescentdepression_t.doc

84 adolescent depression is a kind of mental illness happened on teenagers that are caused by two main factors, one is self expectation, and the other one is social expectation.

MLC244adolescentdepression_t.doc

85 adolescent depression is a common psychiatric disorder in the modern world and in recent years, this becomes the main concern of health agencies worldwide. This is the major cause of many teenager tragedies like suicides and family violence. Adolescent depression may lead to very strong and negative impacts on teenagers. MLC244adolescentdepression_t.doc

86 adolescent depression is a disorder occurring during the teenage years marked by persistent sadness, discouragement, loss of self-worth, and loss of interest in usual activities.

MLC247adolescentdepression.doc

87 it may also be a reaction to a disturbing event, such as the death of a friend or relative, a breakup with a boyfriend or girlfriend, or failure at school. MLC247adolescentdepression_t.doc

88 adolescents who have low self-esteem, are highly self-critical, and who feel little sense of control over negative events are particularly at risk to become depressed when they experience stressful events.

MLC247adolescentdepression_t.doc

89 persistent depressed mood, faltering school performance, failing relations with family and friends, substance abuse, and other negative behaviors may indicate a serious depressive episode among adolescents. Eventually, excessive sleeping, change in eating habits, even criminal behavior (like shoplifting) may be signs

of depression. MLC247adolescentdepression_t.doc

90 another common symptom of adolescent depression is an obsession with death, which may take the form either of suicidal thoughts or of fears about death and dying. MLC247adolescentdepression_t.doc

91 adolescent depression is a disorder occurring during the teenage that having persistent sadness, discouragement, feeling of unworthy, and loss of interest in usual activities. They may not able to due with different situations, think negatively and not energetic at all. MLC248adolescentdepression_t.doc

92 adolescent depression is a mental disorder, which is a psychosocial problem, occurs during teenage years, which varies in different culture and society. There is a possibility for such a depression last till the end of adolescence and becomes adult depression. MLC249adolescentdepression_t.doc

93 adolescent depression is a psychological disorder during adolescence. It can be characterized by bad moods, depressive feeling and suicidal thoughts. Also, it may be associated with difficulties in academic and occupational performance, interpersonal relationship and substance abuses.

MLC250adolescentdepression_t.doc

94 adolescent depression is a disorder at the teenage stage, cause the symptoms including discouragement, loss of interest in usual activities and self-worth, persistent sadness, etc.

MLC251adolescentdepression_t.doc

95 adolescent depression is the depression that mainly happens in the adolescent period. It is the psychological problem that leads adolescent to have the feelings of sadness, hopeless, low self esteem and loss of interest in social activities. MLC252adolescentdepression_t.doc

96 adolescent depression is a mental disorder. Usually adolescents experience many changes during the stage of puberty. They receive much pressure from the society. And they do not know how to express themselves and find no way to relieve pressure. That's why depressed mood continuous. And then teenage suffer from adolescent depression. MLC253adolescentdepression_t.doc

97 adolescent depression is a mental illness happens on adolescents due to prolonged sadness, it can be a response to adversities and stresses. MLC254adolescentdepression_t.doc

98 adolescent depression is the upset feeling generated during the teenage period, generally between 12-18. This is a prolonged unhappy feeling and they will recover with the others support.

MLC255adolescentdepression_t.doc

99 adolescencet depression is a result of both external and internal stresses. It is mainly due to the failure of overcoming identity crisis such as gaining recognition from peers and appreciation from parents and teachers. Lack of ways to express emotion and weak personality also contribute to adolescence depression. MLC256adolescentdepression_t.doc

100 adolescent depression is the prolonged unhappiness appeared in teenagers as they meet dramatic changes. These changes can be of physically and mentally, like the pubertal body changes or the unwillingness to move to a new secondary school. Changes are also specific to this stage of life, which they have difficulties to cope with these changes at the moment.

MLC258adolescentdepression_t.doc

101 adolescent depression is described a psychological illness of being sad, hopeless and frustrated that may happen during teenage. If teenagers cannot cope with stress effectively and find difficult to achieve self satisfaction, they may suffer form adolescent depression.

MLC259adolescentdepression_t.doc

102 I think the definition of the concept can be modified as "a phenomenon that is related to an individual's emotional problems caused by misleading by or misunderstanding of societal expectations and cultural messages, having wrong concepts about pubertal changes, and failing in coping with the negative emotions arising from different problems; leading to changes in one's behaviours, and resulting in wide-ranging health sequelae, including increased likelihood of difficulties related to academic and occupational performances, and interpersonal relationships, tobacco and substance abuse, and suicide attempts" .

MLC260adolescentdepression_t.doc

103 adolescent depression, a kind of psychological disorder, affects the mental health of teenagers. The most common causes of adolescent depression include the gender dissatisfaction, puberty change, social expectation on adolescent, personal expectation on both the academic and non academic field, etc. If they cannot manage their problems well, adverse effects like drugs abuse or suicidal act would be resulted.

MLC261adolescentdepression_t.doc

104 adolescent depression is depression (psychological disorder) arising in adolescence due to a number of factors (gender role problems, impact brought about by pubertal changes and inability to cope with stringent social and personal expectations etc) as the teenager is experiencing a turbulent and dynamic life stage when both physiological and psychological development occur simultaneously.

MLC262adolescentdepression_t.doc

105 adolescent depression is a kind of distress among adolescents which exists for a long period of time. Adolescents may be unhappy and anxious for long period and can't have normal life during this period.

MLC263adolescentdepression_t.doc

106 adolescent depression is a kind of psychological disorder (mood disorder) that appears in the timing of puberty (i.e. around 12-20years old).

MLC264adolescentdepression_t.doc

107 the symptoms of adolescent depression are an unhappy mood and the loss of interest of life. Loss of appetite, feelings of guilt and thoughts of suicide would also occur in adolescent depression.

MLC264adolescentdepression_t.doc

108 biological (e.g. sleep disturbance), environmental (e.g. stressful life events, like break up with boyfriend/girlfriend) and cognitive (maladaptive ways of thinking) factors can contribute to adolescent depression.

MLC264adolescentdepression_t.doc

109 therefore, adolescent depression should be defined as "a costly phenomenon with wide-ranging health sequelae, including increased likelihood of difficulties related to academic and occupational performances, interpersonal relationships, tobacco and substance abuse, suicide attempts, facing body changes problems during puberty and living condition." ; which base on the original definition of adolescent depression but adding the last two points.

MLC265adolescentdepression_t.doc

110 for the definition of adolescent depression, it means the feelings of upset, loneliness, despair, low self-esteem, isolation and self-reproach among the adolescent. MLC266adolescentdepression_t.doc

111 adolescent depression is a persistent sad feeling of people aged 13 to 19, resulted from failure in achieving goals such as being accepted by peers and fulfilling social expectations by playing their gender role. MLC267adolescentdepression_t.doc

112 adolescent depression is a kind of depression on adolescence with its unique characteristics which strongly related to growth and being a part of a society. MLC268adolescentdepression_t.doc

113 It's a long lasting emotional event, affecting the social life of the patient. MLC269adolescentdepression_t.doc

114 adolescent depression is defined as long lasting sad mood that will resulted in various psychological and health problems. MLC270adolescentdepression_t.doc

115 adolescent depression is a kind of depression caused by something people only encountered during their adolescence. The causes may be pressure from society and adolescents' family and the relationship with peers. MLC271adolescentdepression_t.doc

116 it is a costly phenomenon with wide-ranging health sequelae, including increased likelihood of difficulties related to academic and occupational performances, interpersonal relationships, tobacco and substance abuse, and suicide attempts without appropriate method to deal with it. MLC271adolescentdepression_t.doc

117 adolescence depression is a psychological problem of teenage. It causes a prolonged unhappy, unwilling to do anything, and have great change in emotion. Depression may also some effect on their daily activity. MLC272adolescentdepression_t.doc

118 for me, adolescent depression is defined as the negative psychological status which in serious case can trigger many social and individual tragedies. MLC273adolescentdepression.doc

119 adolescent depression can be defined as long-term depression caused by various reasons during adolescence. MLC274adolescentdepression_t.doc

120 adolescent depression refers to the long term sadness experienced by the youngsters aged between around 12 and 19 with the effects of social expectation, physical problems, etc. MLC275adolescentdepression_t.doc

121 adolescents develop depression often cause by failures, such as studies, fail to get love from parents. Their syndromes are similar to adults who get depressive disorder, for example, sadness, thinking negatively. MLC276adolescentdepression_t.doc

122 adolescent depression is the period for teenagers suffering from sadness, hopeless and frustrated. As during adolescence, teenagers are always facing different type of impacts which they haven't faced before, e.g. pubic changes of their body, the eagerness for the relationship with the opposite sex, all these can bring them problems which can be defined as adolescent depression. MLC277adolescentdepression_t.doc

123 adolescent depression is a phenomenon depicting psychological problem faced by young

people, ranging from age 13-19. They shared similar symptoms with adults suffered from depression, for instance, feeling hopeless. MLC278adolescentdepression_t.doc

124 adolescent depression is slightly different from depression.

MLC279adolescentdepression_t.doc

125 apart from depression, adolescent depression has a element such as the changing physical and mental status of an individual in their puberty. Since there are more and more changes in their life, they will easily feel depressed when they cannot handle their changes well.

MLC279adolescentdepression_t.doc

126 adolescent depression takes place when ones are undergoing depression during adolescence for many reasons such as gender role dissatisfaction, peer pressure, family pressure and so on.

MLC280adolescentdepression_t.doc

127 for me, adolescent depression is a kind of mental problem happened during adolescence. Due to the transition from childhood to adulthood, teenagers have to face lots of difficulties and challenges which lead to uncertainty, sadness and hopelessness to them. When these accumulates, teenagers feel depressed, which is called adolescent depression. MLC281adolescentdepression_t.doc

128 adolescent depression is a psychiatric disorder occurring during the teenage years, which may or may not last till the end of adolescence period, commonly caused by stressful life events. Symptoms of adolescent depression include persistent sadness, discouragement, loss of self-worth, low self-esteem, change in eating habits, loss of interest in usual activities, substance abuse and even obsession with death. MLC282adolescentdepression_t.doc

129 adolescent depression is a disorder occurring during the teenage years marked by persistent sadness, discouragement, loss of self-worth and loss of interest in usual activities.

MLC283adolescentdepression_t.doc

Appendix 8

Paraphrases of *gender role*

496 concordance lines in total.

121 paraphrases found.

1 gender role as a concept in social science. MLC066genderrole.doc

2 I think that gender role does play a role in influencing the way adolescents behave, particularly in its leading to a higher rate of occurrence of depression among teenagers. MLC066genderrole.doc

3 to me, gender roles are social constructs society comes to develop and accept when determining the differences in the sexes and in coming to terms with our biological differences. They are rather like templates more than standard sets of rules in describing our behavior. MLC066genderrole.doc

4 gender role is part of the human nature. MLC067genderrole.doc

5 The full definition should include additional aspects such as the biological role of pubertal change. MLC070genderrole.doc

6 as per the result from the research, evidence supports that gender role plays an important role in relation to adolescent depression. MLC070genderrole.doc

7 my definition of gender role includes adaption of psychological and physical challenges during pubertal change:

1. adaption to psychological challenges i.e. socially constructed expectations based on sex, acquirement of new personality and etc.

2. adaptation to physical challenges i.e. body figure change, new body characteristics and etc.

MLC070genderrole.doc

8 in different countries and different culture, people would have different expectation to men and women, and then form a concept of gender role the men and women should play, and form the society. MLC078genderrole.doc

9 for example, in Islamic countries, the women are expected to take care of their family. MLC078genderrole.doc

10 I may even want to revolt my own understanding that gender role should be expanded as a cultural and ethnic construct. MLC079genderrole.doc

11 specially after having read the following webpage:

<http://www.melted-dreams.net/definition/2006/02/16/gender-roles-vs-sex-vs-gender-identity-vs-sexuality/>

<http://www.melted-dreams.net/definition/2006/02/16/gender-roles-vs-sex-vs-gender-identity-vs-sexuality/> it

dawns on me that the concept of gender role expectations is a product of heterosexual hegemony, that if we continue to bind gender role with biological sex, we have ignored the existence of homosexual, bisexual or even pansexual people. MLC079genderrole.doc

12 I think it would not be correct to say that gender roles are entirely social constructs, since their establishments based on a host of factors which include cultural and biological ones and others. MLC080genderrole.doc

13 I think gender role concept is changed in this modern society and it is not the strongest reason to lead to adolescent depression. MLC086genderrole.doc

14 in my opinion, I don't think that gender role plays a significant influence on adolescents upon the issue of depression. MLC087genderrole.doc

15 as the definition indicated, gender role is constructed by society, and I believe that our society is changing and changing every time and is making process. MLC087genderrole.doc

16 after reading the article, I perceived that the concept of gender role is indeed an expectation which is constructed by the society to guide or to socialize the way how people should think and perform based on their sex. MLC088genderrole.doc

17 in addition, I believe that gender role is a factor related to adolescent depression with the support of the article Wisdom, Rees, Riley, Weis (2007). MLC088genderrole.doc

18 to me, it is appropriate to refer to the concept of gender role in relation to adolescent depression. MLC090genderrole.doc

19 Yes, gender role, to a certain extent, affect adolescents. MLC091genderrole.doc

20 I believe that the definition of gender role should be amended to "culturally, physically and socially constructed expectations based on sex (such as expectations for females' passivity).I arrange the three basic factors in descending order. Culturally generated expectation has the greatest effect on gender role development. I also think that the physical difference between male and female has some effects on gender role. For instance, women can give birth while men can not. Thus, men are always expected to be tough and strong as they are the financial support in family. MLC093genderrole.doc

21 so, it is better to say that gender role is the socially constructed expectations based on sex in physical performance rather than the social status. MLC095genderrole.doc

22 therefore, I would like to re-define the concept of gender role as "individual expectation and their perspective of handling problems". MLC096genderrole.doc

23 I agree that gender role really add pressure on the teenagers. MLC098genderrole.doc

24 the society fixes a gender role for us. e.g. people always think that girl should be feminine, wear dress, even, get married and have babies when matured. For boys, they should be strong, be a financial support in a family etc. MLC098genderrole.doc

25 in my opinion, gender role can be classified as the environmental influence towards both sex and these influences are mainly come from society. It will certainly affect the behavior to everybody.

MLC099genderrole.doc

26 may be modified as socially constructed expectations and standards based on biological sex.

MLC099genderrole.doc

27 so gender role can further explain as guidelines and norms constructed by society based on biological sex. MLC099genderrole.doc

28 I think gender role is different from sex. MLC100genderrole.doc

29 I agree that gender role comes from sex expectation. That means the behavior of a person is strongly related to the sex expectation of the society. MLC102genderrole.doc

30 I also hope that "a kind of social responsibility based on sex" can be added to the definition. MLC102genderrole.doc

31 I think gender role is start from the sex expectation of the society, but develop with the responsibility of individuals. MLC102genderrole.doc

32 I think a better definition of the gender role should be the "behavior associated with the status of being male and female. MLC104genderrole.doc

33 in my point of view, gender role is the general expectation on the roles of different sex playing in the society, and the expectation is inherited for many years. MLC105genderrole.doc

34 adolescents develop a gender role by following the expectation from their parents or even the tradition of their own family. MLC105genderrole.doc

35 so I would like to state the new definition of gender role as "the expectation of adolescents' family in the roles of adolescents should play in the society". MLC105genderrole.doc

36 in my opinion, I agree with the concept of gender role is defined as "socially constructed expectation based on sex". However, I think the word "sex" should be defined as physical gender. MLC106genderrole.doc

37 in my opinion, gender role is a set of rules or some guidelines that are set or made traditionally, which can be divided into two parts, the male parts and the female parts. According to these rules, males and females have their own duties to do in the society or in the community. MLC108genderrole.doc

38 According to these rules, males and females have their own duties to do in the society or in the community. For example, in most peoples' mind, males are the one who are responsible to work while females are responsible to stay at home. MLC108genderrole.doc

39 after reading the article, the concept of gender role can lead to adolescent depression like boys are always expected to be strong with no sadness and the girls are usually judged by their outlook. MLC109genderrole.doc

40 in my opinion, gender role refers to different roles of people in the society according to their sex. MLC110genderrole.doc

41 the concept of gender role did made some contributions to explain the adolescent depression. MLC111genderrole.doc

42 apart from socially constructed expectations based on sex, the way and attitude to cope with

problems are different for the two genders. MLC111genderrole.doc

43 gender role is socially and traditionally constructed expectations based on sex, as society and traditions should be inter-related: traditions affect nowadays society and nowadays society affect future traditions. MLC112genderrole.doc

44 gender role is of trifling importance. MLC112genderrole.doc

45 gender role does play a role in causing adolescent depression. MLC112genderrole.doc

46 gender role actually affects teens' thinking and teens are affecting each other, which peer pressure is created. MLC112genderrole.doc

47 gender role really play a role in adolescent depression. MLC113genderrole.doc

48 gender role, cannot be control or be chose for everyone. Some people may be satisfied with their roles, however, some may feel disappointed. F MLC114genderrole.doc

49 base on my understanding, the concept of gender role is arising from social expectations and cultural messages. MLC116genderrole.doc

50 I would like to improve the definition of the concept to social constructed expectations, cultural messages, media images and pressures from family and peer base on sex (such as expectations for females passivity and males masculinity) MLC116genderrole.doc

51 I think that gender role is one of the causes of adolescent depression. MLC117genderrole.doc

52 I think that gender role is built by the whole society over a very long time. Men as the breadwinner and women as the housekeeper is a phenomenon with a long history. MLC119genderrole.doc

53 however, I want to add an idea on the definition of gender role. Besides that it is socially constructed, I think it can be changed by the society with time. MLC119genderrole.doc

54 it is true that gender role is constructed socially throughout the centuries, thus as a social animal a human being; we must somehow conform to the predisposed gender role and it is hard to induce changes to these historical thoughts over a fortnight. MLC122genderrole.doc

55 maybe gender role is not only caused by our society, but also by us. MLC123genderrole.doc

56 actually the gender role concept in the society is one of the main causes of adolescent depression. MLC124genderrole.doc

57 my own definition on gender role is that "expectation on both gender that are influenced by the cultural message that come from the society". MLC124genderrole.doc

58 gender role, in my opinion, is what we have to do and what we have to do and what we have to be. There is no rule telling us that what boys and girls should be. Nevertheless, it is amazing that a universal consensus seems existing, telling that boys should be tough and girls should be soft. MLC126genderrole.doc

59 the traditional concept of gender role would still be active and tough for male, and passive for female. MLC127genderrole.doc

60 gender role still would be one of the causes of depression. MLC127genderrole.doc

61 gender role is defined as socially and individually constructed expectations based on sex. MLC284genderrole_t.doc

62 gender role is the stereotype of biological sexes (male and female) based on social and cultural norms. MLC285genderrole_t.doc

63 I think gender role should be described as culturally and physically constructed expectation based on sex. MLC286genderrole_t.doc

64 gender role can not be changed mentally. Once we are born, our identity and gender role is confirmed. The physical body of man allows them to be tough and strong. Therefore, we always expect man to do jobs such as construction workers that require lots of energy to complete the tasks. Girls may find it hard to complete that task. This is the things that we can not change. MLC286genderrole_t.doc

65 gender role is a set of rules or some guidelines that are set or made traditionally, which can be divided into two parts, the male parts and the female parts. According to these rules, males and females have their own duties to do in the society or in the community. MLC287genderrole_t.doc

66 gender role is the different expectations towards different sexes determined by our society and the traditions. MLC288genderrole_t.doc

67 for examples, boys are supposed to play with toy cars and girls are supposed to play with barbies or men should work outside and women should be the housewives. MLC288genderrole_t.doc

68 gender role is defined as the responsibilities or images of each gender should have. These are due to the standards and expectations set by society. That means each role should do what they are supposed to do, otherwise, they will be regarded as freaks. MLC289genderrole_t.doc

69 gender role are "roles defined by social norms that dictates how the two sexes behaves on different levels of society -- at home, in the work place, at school, and in the public -- which is influenced tremendously by the media in the modern age, and may carry with them traditional biases imposed by the biological limitations of the sexes." MLC290genderrole_t.doc

70 gender role is defined as different image and responsibility in the society. MLC291genderrole_t.doc

71 gender role is important in psychological. MLC291genderrole_t.doc

72 gender role is the behavior associated with the status of being male or female. The behavior is different for male and female and it is under the influence of certain factors, including the cultural expectation, physical difference between male and female and also the division of labor while working. MLC292genderrole_t.doc

73 In my opinion, the definition of the gender role should be "the behavior associated with the status of being male or female, influenced by the social expectation and their physical difference. It can be demonstrated in form of a different in division of labor." MLC292genderrole_t.doc

74 gender role is social constructed and is not related to biological stuff - the definition of gender role changes in different countries and changes with time. MLC293genderrole_t.doc

75 the definition of gender role is standards and norms add up to the biological based sex and they are mainly come from society, family and college. MLC294genderrole_t.doc

76 a gender role is a set of perceived behavioral norms associated particularly with males or

females, in a given social group or system. MLC295genderrole_t.doc

77 I think the concept of gender role is indeed an expectation which is constructed by the society to guide or to socialize the way how people should think and perform based on their sex. MLC296genderrole_t.doc

78 In addition, I believe that gender role is a factor related to adolescent depression with the support of the article Wisdom, Rees, Riley, Weis (2007). MLC296genderrole_t.doc

79 gender role is a socially constructed expectation on people according to their biologically sex. MLC297genderrole_t.doc

80 in general, gender role defines how the boys and girls should behave differently. For example, boys are expected to be masculine and tough; girls are expected to be feminine and inferior. MLC297genderrole_t.doc

81 gender role is the socially and individually constructed sex expectations. Female are expected to be thin, cute and feminine; Boys are expected to be strong, tough and powerful. Also, female are expected to express the feelings freely. But, boys expected to hinder their own feelings and never seek for help. MLC298genderrole_t.doc

82 gender role is an expectation on sex based on the social and cultural value. So, the definition of gender role is different from one society to another. MLC299genderrole_t.doc

83 gender role is defined as socially and individually constructed expectations based on sex. MLC300genderrole_t.doc

84 to be simple, it refers to behaviours associated with the status of being male or female which are expected by society and culture. Therefore, gender role varies from different countries. MLC300genderrole_t.doc

85 gender role is the stereotype and socially constructed expectation. People may have bias on the gender during different situations. MLC301genderrole_t.doc

86 gender role cannot be control or choose by individuals. MLC302genderrole_t.doc

87 gender role is the stereotype and the perceived behavioural norms of biological sexes within a cultural value of sociality. MLC303genderrole_t.doc

88 gender role is the expectations from the society based on sexes. It refers to the responsibilities and the correct behaviors of the sexes. MLC304genderrole.doc

89 gender role is the general impression given upon boys and girls. Under such impression, boys or girls should behave as what they are thought to be, and possess the characteristics that are believed to have. MLC305genderrole_t.doc

90 gender role can be defined as physically and culturally. Physically, the gender role is based on their biological sexes of being boys or girls. Culturally, the gender role may base on the societal expectation of being boys or girls, the societal expectation of gender role may change from time to time. MLC306genderrole_t.doc

91 gender role is the expectation about what is the appropriate behavior for each sex.

MLC307genderrole_t.doc

92 base on my understanding, the concept of gender role is arising from “social expectations and cultural messages”. MLC308genderrole_t.doc

93 so my definition of gender role is “social constructed expectations, cultural messages, media images and expectations from family and peer base on sex (such as expectations for females’ passivity and males’ masculinity)”. MLC308genderrole_t.doc

94 gender role is the social expectation on what males and females should do. Traditionally, males are those who responsible for earning money while females are those who responsible for taking care of children and doing household chores. MLC309genderrole_t.doc

95 the idea of gender role varies from time to time. Nowadays, in Hong Kong, males and females are having equal opportunities in terms of work. MLC309genderrole_t.doc

96 gender role is a set of socially constructed and perceived behavioral norms that governs the act of an individual of specific gender group (usually predisposed by the biological sex of the individual). MLC310genderrole_t.doc

97 as these norms become oversimplified and widely used by the media, gender role stereotypes emerge. MLC310genderrole_t.doc

98 gender role is the role given to male and female by the society. MLC311genderrole_t.doc

99 gender role can further developed into two questions, "what is male" and "what is female"? The answer to these two questions depends on the behaviors and attitudes of a society/ culture. MLC312genderrole_t.doc

100 gender role, is the behavior that is consider culturally appropriate for a person because of the person's sex. MLC313genderrole_t.doc

101 it is also called sex roles, these differences in characteristic ways of acting masculine and feminine are the result of differences in biology and socialization. MLC313genderrole_t.doc

102 the definition of gender role should be defined as "socially constructed expectations based on sex, especially for example the male should be tough, strong and being the breadwinner of a family; female should be passive." MLC314genderrole_t.doc

103 gender role is what most people in the society think or expect a male or a female should act. MLC315genderrole_t.doc

104 gender role is a kind of expectation based on sex contributed by society which will develop to a responsibility in later stages on life. MLC316genderrole_t.doc

105 gender role is the expectation formed by the society based on their sex. For instance, when girls burst into tears, people around them will say tenderly, ‘Don't cry. Tell me what's wrong.’ However, when boys burst into tears, people around them will says ‘Don't cry. Men shed blood but not tears.’ This is one of the examples of the difference of expectation between male and female. MLC317genderrole_t.doc

106 gender role is defined as the expectation on both gender that are influenced by the cultural

message that come from the society. MLC318genderrole_t.doc

107 gender role is what a society expects men and women to think, look like, and behave.
MLC319genderrole_t.doc

108 my definition of Gender role is "The expectation of adolescents' family on the roles of adolescents that they should play in the society". And the expectation is traditionally inherited.
MLC320genderrole_t.doc

109 gender role is defined as the social expectation of people's behavior base on their sex.
MLC321genderrole_t.doc

110 gender role is determined by our biological sex with the social expectation of what the male and female do. MLC322genderrole_t.doc

111 gender role is socially constructed expectations based on sex. We have different roles in the society is according to the expectations that are given to us by the society. MLC323genderrole_t.doc

112 gender role is the social expectation on the behaviours of male and female under the influence of culture and living environment. MLC324genderrole_t.doc

113 my own understanding of gender role is: The gender role what the people play is based on social culture and biological sex. In different society, different gender role has their own responsibilities and face different difficulties. And with the society developing, the responsibilities and difficulties were changed. MLC325genderrole_t.doc

114 gender role is the socially and personally constructed expectation imposed on the sex.
MLC326genderrole_t.doc

115 it is affected by some factors, the education on the individuals, the social status of the individuals. It can not be only applied on the adolescent but also the adult. MLC326genderrole_t.doc

116 gender role is defined as the general accepted expectations based on sex in the aspects of cultural and physical differences between male and female. MLC327genderrole_t.doc

117 gender role varies among societies due to cultural differences. MLC327genderrole_t.doc

118 gender role is the social expectations on different sex. For example, boys are expected to be tough and girls have to be girlish. MLC328genderrole_t.doc

119 gender role is different from sexuality. Gender role are the stereotyped roles by the society in which what should and should not both males and females do. It is somehow like the duties and rights of the two gender. MLC329genderrole_t.doc

120 gender role is the stereotypical standards fixed by the society based on biological sex, i.e. behavioral norms associated with males and females respectively, in a given social group or system.
MLC330genderrole_t.doc

121 gender role is the physical condition of being a male or a female. MLC331genderrole_t.doc

Appendix 9

Paraphrases of *adolescence*

233 concordance lines in total.

111 paraphrases found.

1 adolescence develop a gender role by following the expectation from their parents or even the tradition of their own family. MLC105adolescence.doc

2 as during adolescence, one would have to establish his/her sexual and social identity to proceed to adulthood. MLC122adolescence.doc

3 adolescence is a transition between the childhood and the adulthood, and most likely to be described as puberty. During puberty, teenagers are undergoing the development of their own identity, individual personality and self- characteristics. However, these aspects can be easily influence by the external factors, such as peer pressure and media channels. MLC129adolescence.doc

4 there are biological changes in the stage of adolescence. Different glands are activated and hormones are secreted. MLC132adolescence.doc

5 changes in body image and development of self-concept like self-esteem may also occur during this stage. MLC132adolescence.doc

6 there may be also a change in peers and friendship when adolescents go from secondary school to universities. MLC132adolescence.doc

7 they start to strive to find out who they are in this stage. MLC132adolescence.doc

8 for example, they may evaluate their career choices. MLC132adolescence.doc

9 in my own understanding of adolescence, it is also a stage in which teens are sexually active. They start to fancy their opposite sex and may want to have a date. MLC132adolescence.doc

10 body image shows a great importance in adolescence. It associates with the self esteem. MLC132adolescence.doc

11 eating disorder may be a common problem in this stage too, especially for girls as they want to be slim. They think that slim is beauty. MLC132adolescence.doc

12 adolescence is a transitional stage between childhood and adulthood. MLC133adolescence.doc

13 as in most psychology textbooks, adolescence is the period between 12 and 18 years of age. According to Erikson, this is the stage in which the conflict of identity versus role confusion surfaces. MLC133adolescence.doc

14 yes, adolescence, as a transitional stage from childhood to adulthood, is characterised by changes. MLC138adolescence.doc

15 the World Health Organisation defines adolescence as taking place between age 10 - 19.
MLC138adolescence.doc

16 the crucial characteristics of adolescence: the onset of puberty and the transition to adulthood.
MLC138adolescence.doc

17 the changes in the start of sexual development, identity, psychological, social and other aspects which mark the essence of adolescence. MLC138adolescence.doc

18 according to Piaget, adolescence stage is a stage which has greatly increased cognitive abilities, that mean the adolescence can think more abstract things and the egocentrism reduced.
MLC140adolescence.doc

19 adolescence indeed is a developmental stage in which there are many different changes in individual development and social contexts such as study environment change (from primary school to secondary school), biological transformation during puberty, identity crisis and so on.
MLC141adolescence.doc

20 as it is the transitional period from teenagers to adulthood, adolescents would face the problem of their identity, they wonder what will they be and they want to know who I am. MLC143adolescence.doc

21 however, I think adolescence is a term to describe people at the age of 17 to 22. I have to admit that people at the age of 17 to 22 usually experience lots of changes in both internally and externally.
MLC144adolescence.doc

22 also, our bodies change markedly in adolescence, during which our sexual characteristics mature and our reproductive functions are kicked to high gear, a phenomenon as mentioned previously by another student known as puberty. MLC146adolescence.doc

23 hence, a more complete definition could be refined as "the stage of life characterizes by our taking on of different roles in the society that contribute to the growth of the society and by the maturation of our reproductive systems between the ages 12 and 18. MLC146adolescence.doc

24 we may indicate that it is changes in the early stage of our life. MLC147adolescence.doc

25 I would like to modify the definition by adding: Adolescence begins with the onset of puberty and ends with the arrival of young adulthood at approximately age 20. MLC148adolescence.doc

26 the different aspects of individual development include the changes due to our biological change and social change is derived from the move from elementary to secondary school. MLC150adolescence.doc

27 during such change, we have a change of appearance, a change of peer group, a change role in the society and also in our own family. MLC150adolescence.doc

28 adolescence is often termed as a time of storm. MLC151adolescence.doc

29 and as mentioned by some of our classmates; it is a transitional period between adulthood and childhood. MLC151adolescence.doc

30 and the different aspects of individual development involved personal characters and they are mainly come from nurture, which means that from biological influences. MLC152adolescence.doc

31 although changes take place throughout our life, it is during adolescence that our whole values and faith are being reconstructed. The knowledge and values that we gain and perceive respectively during adolescents do have a long-lasting influence for the rest of our life. MLC153adolescence.doc

32 adolescence often refers to teenagers between 12-20. MLC153adolescence.doc

33 the key for this stage is the exposure of the adolescence to the general public.
MLC154adolescence.doc

34 at this stage, adolescence show their interest to the opposite sex, they start to concern about their body image as they start to be mature (in other words, start to be an adult). It is one kind of changes in the major social contexts. MLC154adolescence.doc

35 biologically, adolescence is a stage during which the bodies would change to a different size and the appearance of both sex would also have a number of changes and psychologically, adolescents will become more mature in thinking and their idea is no longer discrete but logical. Also they would also start to think about how other people think when making judgment and idea. MLC155adolescence.doc

36 during this stage, adolescents also start to find different ways to satisfy both the expectation of the peers. MLC155adolescence.doc

37 adding up all points, it is a change from being concerned on their own matter to being concerned on how other people think of them. MLC155adolescence.doc

38 I would like to add that adolescence is also a stage to prepare for the maturation
MLC155adolescence.doc

39 if I have to define adolescence, I would say it is a transitional stage between childhood and adulthood, with a very first meeting with concepts like "What is the meaning of life?", and "What are my future goals?" MLC156adolescence.doc

40 adolescence is the time where we start to take up our own responsibilities, and try to live outside the shelter provided by our parents. MLC156adolescence.doc

41 it includes the physical changes and the potential psychological problems. For example, adolescents have to experience the puberty; their self-esteem may change during that time. They also have to face greater pressure, which comes from peer pressure, studies and so on. Furthermore, as they are growing to be a adult, they have to take more social responsibility. MLC157adolescence.doc

42 From the psychology lectures, we know that the adolescent stage is in 12-18 (Erik Erikson).
MLC158adolescence.doc

43 when we enter the adolescent stage, we are probably entering the puberty stage, many personal changes like the hormonal change is initiated, and therefore affect the appearance of person. MLC158adolescence.doc

44 adolescence is from the age of 12 to 18 years old in biological aspect. It is the transition from childhood to adulthood. During this period, teenagers have to face the changes in puberty and starting to develop their own characteristics and

seeking for their identity. MLC159adolescence.doc

45 the individual development, which is an internal factor, has a strong link with the biological influence-the gene.

MLC162adolescence.doc

46 social contexts, which is an external factor, as another cause of adolescence depression.

MLC162adolescence.doc

47 I think during adolescence, admittedly, we have to adjust to the changing personal development.

MLC163adolescence.doc

48 we should amend the definition to “a stage of life in which there are many development in different aspects of an individual and in different major social contexts” MLC163adolescence.doc

49 adolescence is one of the developmental stages everyone must experience. At this stage, everyone should be mature enough and has their own thinking on different aspects. Adolescent may face many challenges and develop a change in their life eventually. After experiencing this stage, people may have a change in characteristics and value of their life. MLC166adolescence.doc

50 adolescence is a transition stage of life from childhood to adulthood; and in this stage, adolescent will encounter different problems raise from different aspects, for example, family, peers, social and cultural, etc. MLC167adolescence.doc

51 adolescence is an age period of : 1.developing the ability to think logically and reason abt moral issues; 2.acquiring a sense of identity; 3.beginning the process of breaking away from parents.

MLC172adolescence.doc

52 adolescence should be defined as a stage of life age from 10 to 19 and have special physiological condition. MLC174adolescence.doc

53 as in adolescence, teenage face great change both in physically and mentally. According to Erickson, teenagers face identity VS role confusion. MLC178adolescence.doc

54 therefore, I think adolescence is a stage of life which easily has a large change affected by their specific background. MLC180adolescence.doc

55 adolescence is a stage of life experiences many different kinds of changes. For example, adolescents need to experience biological changes during puberty. And they also start taking responsibility for their lives. MLC257adolescentdepression.doc

56 as during adolescence, teenagers are always facing different type of impacts which they haven't faced before, e.g. pubic changes of their body, the eagerness for the relationship with the opposite sex, all these can bring them problems which can be defined as adolescent depression.

MLC277adolescentdepression.doc

57 adolescence is a stage of individual of age 15 - 22. In this stage, individual would experience major development or change, physically and psychologically. MLC332adolescentdepression.doc

58 adolescence is a stage of life affected by changes in different aspects of individual development and in different major social contexts which help develop their own thinking.

MLC333adolescence_t.doc

59 adolescence is a period where young people undergo physical and social change. MLC334adolescence_t.doc

60 I think the average range of adolescence varies but generally the teenage years (13 to 19) are used. MLC334adolescence_t.doc

61 this period is marked by rapid and intense physical growth, which ultimately results in sexual maturity. Most girls begin to menstruate at 12 to 13 years of age. In boys the first sign of puberty is often enlargement of the testicles. Both sexes show a spurt in height during adolescent.

MLC334adolescence_t.doc

62 so adolescence in the context of depression can be defined as the onset of pubertal changes and the psychological changes and personal growth related to the transition from childhood to adulthood.

MLC335adolescence_t.doc

63 my definition of the adolescence would be the period of life beginning with the appearance of secondary sex characters and terminating with the cessation of somatic growth, including the psychological, social, and physical transition between childhood and adulthood, roughly from 12 to 19 years of age. MLC336adolescence_t.doc

64 adolescence is the transitional stage between the childhood and the adulthood, and there is no exact range of ages as it should be different among different people but roughly from 12 to 19.

MLC337adolescence_t.doc

65 adolescence is the transitional stage between childhood and adulthood, during which one faces the conflict of identity versus role confusion as proposed by the psychosocial theory of Erik Erikson.

MLC338adolescence_t.doc

66 can be defined operationally as the period between 12 and 18, from around the time one enters secondary school to the point in time as which one is allowed to vote and drive. MLC338adolescence_t.doc

67 adolescence is also a turbulent time when our biological systems experience the most changes, with our reproductive systems maturing and our sexual organs become fully formed.

MLC338adolescence_t.doc

68 in the western world, adolescence is considered as a experimental stage in which one is allowed to make mistakes. However, in the Asian world adolescents are expected to behave properly, conform to standards, and to expect the elderly. MLC338adolescence_t.doc

69 adolescence means young people, age in 13~20 years old. At this stage, adolescents are major in studying and build up network. But in the procedure for in studying and building up network, there are many undesirable experiences happened, it leads some of stress and depression to adolescence. MLC339adolescence_t.doc

70 the definition of adolescence is the period of life which puberty starts and changes in individual as well as social interactions. These changes are due to biological influences and social standards. MLC340adolescence_t.doc

71 adolescence is in the age range 15 - 22 yrs old. As time goes by, they think more and face more problems in their life. MLC341adolescence_t.doc

72 adolescence is a critical stage of everyone, excepted that they will face puberty, they will also have more emotional fluctuations in this period. In addition, their personalities and beliefs will be altered and modified continuously. MLC342adolescence_t.doc

73 adolescence is a developmental stage in which there are many different changes in individual development and social contexts such as study environment change (from primary school to secondary school), biological transformation during puberty, identity crisis and so on. MLC343adolescence_t.doc

74 adolescence refers to the state of growing up between puberty and adult, generally it is the age between fourteen and twenty-one. MLC344adolescence_t.doc

75 adolescence can be regarded as a transitional stage between childhood and adulthood. It is from the age of 12 to the age of 19. During the adolescence, boys and girls begin to experience the stage of puberty in which they have to experience both physically and psychological changes. MLC345adolescence_t.doc

76 adolescence can also be defined as a preparatory stage for adulthood. MLC345adolescence_t.doc

77 according to a psychologist, Erik Erikson, adolescence is the time for teenagers to face a psychological crisis - Identity vs. Role Confusion – in which adolescents attempt to define their identity by asking themselves questions, like “who am I?” and “why am I here?”. MLC345adolescence_t.doc

78 adolescence usually refers to people from the age of 15 to 22. People in this stage usually experience lots of changes. Internally, their bodies change during puberty. Externally, their status and their social roles are no longer the same. MLC346adolescence_t.doc

79 adolescence is a stage for an individual to undergo physical, psychological and social changes. The age of adolescence varies from different country and culture but normally within 13-22. MLC347adolescence_t.doc

80 Adolescence is the age period of 12-19. Teenagers may have to due with the physical and mental change. They have to go through many changes such as puberty change, change in social or family role and psychological change. Girls would have to deal more on their sexual development as they have to go through painful menstrual period and have to due with the problem of pregnancy. Boys would have to due with psychological change on sex/gender concept. MLC348adolescence_t.doc

81 adolescence is life age from 15 to 22. In this stage, adolescent experience many changes, both physical and physiological changes. Social expectation of them also changed a lot. MLC350adolescence_t.doc

82 adolescence is a transitional stage of development that between childhood and adulthood, it is about the age of 12-20. MLC351adolescence_t.doc

83 adolescence is referring to the age between 12-18, during which physical, mental, and environmental changes are taking place actively. MLC352adolescence_t.doc

84 adolescence starts when pubertal changes first appear on the individual, usually around 12, and comes to an end when development is completed at about 20. In this stage, they also face psychological changes and try to develop their own meanings of life. MLC353adolescence_t.doc

85 adolescence is a transition stage of life from childhood to adulthood; and in this stage, adolescent will encounter different problems a rise from different aspects, for example, family, peers, social and cultural, etc. MLC354adolescence_t.doc

86 so my definition of adolescence is "transition stage of life from childhood to adulthood characterized by changes in different aspects, for example, family, peers, social and cultural, etc., which may cause changes in individuals' personalities". MLC354adolescence_t.doc

87 adolescence is the transitional period between puberty and adulthood. Adolescence begins with the onset of puberty and ends with the arrival of young adulthood at approximately age 20. Puberty is the sexual maturation of the child, produced by major hormonal changes. During the period of puberty, there are changes in a person's primary and secondary sex characteristics that not only alter physical appearance, but also enable the person to sexually reproduce. MLC355adolescence_t.doc

88 in my opinion, I find adolescence should be in the period of secondary schooling, probably at age 12-18. At the beginning of this period, girls would first experience the puberty change follow by boys. Later on this period, they would try to make friends with the opposite sex, maybe they would start dating with their favor's one. Towards the end of this period, they would try to think of their future, like which subjects I will study in the university, or what kind of job I prefer to? MLC356adolescence_t.doc

89 adolescence is the developmental stage (usually between ages of 13 to 19, but there are signs showing that teenagers nowadays tend to mature earlier than the proposed time) in which the adolescent undergoes physiological and psychological transition from a child into an adult. MLC357adolescence_t.doc

90 adolescence is the period of time in which a teenager prepares to enter into a stage of adult characterized by some physically and psychologically changes. MLC358adolescence_t.doc

91 adolescence is the period of physical and psychological development from the onset of puberty to maturity. MLC359adolescence_t.doc

92 a process of one growing to manhood or womanhood, having the characteristics of adolescence and at the age of puberty can be defined as adolescence. MLC360adolescence_t.doc

93 adolescence should be defined as "a stage of life age from 10 to 19, having special physiological condition and a stage of life characterized by changes in different aspects in daily life caused from factors such as moving to a new place to study or to work." MLC361adolescence_t.doc

94 adolescence is the stage of life in which great changes in thinking, physical body and social identity occur, usually in the age of 13-19. MLC362adolescence_t.doc

95 adolescence is a stage of life that a lot of different aspects of change are met. It is a transition stage from a teenager to an adult. MLC363adolescence_t.doc

96 adolescence is a stage of life with a numerous changes, including physically, psychologically,

socially, especially characterized by occurrence of individual thinking. MLC364adolescence_t.doc

97 teenagers whose aged under 18 years old. MLC365adolescence_t.doc

98 adolescence usually starts from about 12, and girls normally start from a earlier age.

MLC366adolescence_t.doc

99 teenagers may have changes in different aspects of individual development and other social contexts during the stage of adolescence. MLC366adolescence_t.doc

100 adolescence is a period of life ranged from 12-18 years old, characterized by biological, psychological, and also social changes. MLC367adolescence_t.doc

101 my own definition of adolescence is a stage of life characterized by changes in different aspects of individual development and in different major social contexts and it is also a stage for the adolescent to prepare for the maturation and prepare for the future challenge in mental, physical and social aspect. MLC368adolescence_t.doc

102 adolescence is the period which teenage face great change in both physical and mental area. MLC369adolescence_t.doc

103 adolescence is a period of time when youth start to secrete male/female hormones in their body, which resulted in physical changes. And at the same time, they encounter many problems about family, peers, love etc. which make them to be mature. MLC370adolescence_t.doc

104 adolescence is the stage of growth from the childhood to the adulthood within the aged 12 to 19 experiencing physically and mentally changed. MLC371adolescence_t.doc

105 in my opinion, adolescence is a fickle period. During this period, they would think that they have the right to do what they like, and easily be affected by their friends. This is because their thinking is between mature and immaturity. Therefore, their characters, behaviors and thinking are easily affected by environment surround him. MLC372adolescence_t.doc

106 adolescence is the period that teenagers transfer to the stage of adult. MLC373adolescence_t.doc

107 it is a confusing time as they have to face so much changes which can not talk to the others. MLC373adolescence_t.doc

108 adolescence is a time when teenagers have to accept, confront and handle many changes during their puberty. This is also a stage when adolescent depression occurs, because of the huge changes in teenagers' early years. MLC375adolescence_t.doc

109 adolescence is a period of transition from childhood to adulthood. By biological definition, it is the period between the age of 12 to 18 years old. MLC376adolescence_t.doc

110 adolescence is defined as the transitional stage of human development that occurs between childhood and adulthood. MLC377adolescence_t.doc

111 adolescence is a transitional period between childhood and adulthood. Adolescents between 12 to 18 face serious identity crisis. MLC378adolescence_t.doc

Appendix 10

Paraphrases of *depression*

804 concordance lines in total.

142 paraphrases found.

1 for example, teenagers suffer from depression mainly because of their poor academic performance and relation with others. MLC002depression.doc

2 some teenagers can rarely find a way to express themselves. Feeling unhappy day by day, and then they suffer from depression.

MLC009depression.doc

3 at last, my understanding of depression is a bit different from suffering in bad mood.

MLC011depression.doc

4 for instance, the duration of depression lasts a longer period of time than suffering in bad mood.

MLC011depression.doc

5 pubertal change is one of the factors for teenage girl to have depression while loneliness and rejection are two other causes. MLC017depression.doc

6 I think young people are in depression when they are in prolonged bad mood, and they need to seek help from the professionals and receive treatment. MLC018depression.doc

7 causes lead to adolescent depression nowadays can be society's expectation of boys and girls. For instance, boys need to be strong and brave while girls are expected to be pretty and slim.

MLC018depression.doc

8 so cuteness and slimness are the social expectations, they are also the source of depression.

MLC023depression.doc

9 to determine whether you will suffer from depression or not, it depends on your self expectation.

MLC023depression.doc

10 if a girl who accepts such requirements of a girl, she will do anything to meet the requirements desperately. Whether they fail to achieve or overdo this, depression can also be aroused.

MLC023depression.doc

11 thus, the other key factor led to depression is your self expectation. MLC023depression.doc

12 depression (be it adolescent depression or adulthood depression). MLC026depression.doc

13 Ivy, I agree with you that the duration for recovery from depression lasts longer than just having a bad mood. MLC032depression.doc

14 apart from that, in serious cases of depression, professional assistance and medication may be

needed. MLC032depression.doc

15 depression is the situation of prolonged unhappiness which usually affects patients' normal lives, including their careers, their relationships with friends and family, also their routines.

MLC037depression.doc

16 depression may result if the student stay in the prolong stress period and have low EQ.

MLC046depression.doc

17 Ingrid, I agree with you that having a positive mind and try to be an optimistic is a good way to get rid of depression. MLC062depression.doc

18 as we know, depression is a disease. MLC065depression.doc

19 depression is a mental disease. The depressive persons are those who lways think negatively and have a bad moon all the time which affect their physical and social well-being, and their behaviors, such as suicide attempts. MLC065depression.doc

20 someone may say that boys are more likely to get depression than girls because boys are told to be tough, so whenever they come across any problems, they will not seek helps. MLC087depression.doc

21 continuous bad mood for several weeks or months results in depression. If someone can relieve the pressure and control them emotion well, he do not suffer from depression. MLC098depression.doc

22 I don't think gender role expectation is a main cause of depression nowadays.

MLC103depression.doc

23 they feel they are not beauty and thin enough to meet the social expectation, they may feel frustrated, hopeless, and even become depression in serious cases. MLC120depression.doc

24 as far as they feel they are not beauty and thin enough to meet the social expectation, they may feel frustrated, hopeless, and even become depression in serious cases. MLC126depression.doc

25 the gender role still would be one of the causes of depression nowadays. MLC127depression.doc

26 generally speaking, depression should be divided into adult and adolescent.

MLC182depression.doc

27 the definition of "depression" should be "feeling sad and without hope with a prolonged period thanks to the lack of love, understanding, communication and the ability to cope with challenges or difficulties in life." MLC183depression.doc

28 depression has a lot to do with a patient's perception of himself/ herself and the world around him/her. MLC184depression.doc

29 a negative pception of life events can also lead to depressive moods and behaviour.

MLC184depression.doc

30 depression, when understood in terms of evaluation distortions, it should be examined from both the patient himself/ herself as well as his/her perception of the surrounding world. MLC184depression.doc

31 furthermore, evaluation distortions can be exerted by parties other than the patient in question, thus exerting unreasonable pressure on the part of the potential patient. MLC184depression.doc

32 however, the term of "distortion" can consider as "aggressive thinker". MLC185depression.doc

33 personally I think depression occurs when one is unable to find their comfort zone. These uncomfortable feeling will leads one to hide their true feeling and hence effecting one's emotion and public relationship. MLC185depression.doc

34 it could occur in adults, adolescents and even children. However, the depression seems to have more effect on adults and adolescents, since they will come across with more society pressure, peer pressure and family pressure. MLC185depression.doc

35 depression can also be triggerd by trauma, life-altering events, abnormal brain chemistry, neuroticism, among others. MLC188depression.doc

36 therefore, I propose that depression be defined as "a mental disorder characterized by a chronic depressed mood, lost of interest in daily activities, withdrawal from society, and distortion in perception of self that are results of trauma, life-altering events, abnormal brain chemistry, neurotism, and flaws in personality, likely to lead to inability in engaging in work or studies, and needs medical intervention for the treating of the disorder." MLC188depression.doc

37 however, I think that we can modify the definition by adding more specific symptoms. MLC189depression.doc

38 however, it is highly doubtful that this should be defined as a "distortion". To a larger extent, it should be defined as a "lack of self-direction during teenage years". MLC190depression.doc

39 depression is a distortion in self-evaluation process or in self-expectation process, which results in setting of excessively stringent, unattainable standards of performance and some external factors like peer and family pressures and social expectation. MLC191depression.doc

40 according to Marcia, individual values and faith are re-examined during teenage years. It meets "self-evaluation" in some way. MLC192depression.doc

41 but "distortion" is, somehow, inappropriate as most of the teenagers are just undergoing an "identity crisis", according to Erikson. MLC192depression.doc

42 it states that there are always expectations among people in all aspects, such as academic, family, peers, partner etc. When these expectations among these aspects cannot fulfill or achieve, that means the performance cannot reach their expectations, they will feel depressed even some of them are impossible to reach. MLC193depression.doc

43 depression put more emphasis on the discrepancies between expectation and performance. MLC193depression.doc

44 according to the Cambridge Dictionary, "distortion" means "to change something from its usual, original, natural or intended meaning, condition or shape?". MLC194depression.doc

45 as depression is characterized by sadness, loss of appetite, etc., those settings of excessively unattainable standards of performance lead to depression. MLC195depression.doc

46 in fact, the cause of depression can be cause by gender dissatisfaction, family and peer relationship or social gender expectation. MLC196depression.doc

47 a distortion in the self-evaluation process causes depression because of their low esteem and not

know well of themselves. They set high standards of performance. Once they fail to meet their standards, they feel depressed and sad. MLC196depression.doc

48 I agree that depression should be divided into "adult depression" as well as "adolescent depression". MLC197depression.doc

49 for the distortion of the self-evaluation, it is due to the extremely high expectation from parent and society. This expectations put a lot of pressure on both adolescent and children and making them to set up a lot of unattainable achievement, once they cannot attain the goal, they may feel inferior to their peers and this contribute to the depression. MLC198depression.doc

50 either fails to achieve self expectation or social expectation leads to depression. Under-estimating one's ability is also a problem, which may lead to lack of confidence, and this contributes to depression. MLC200depression.doc

51 if people have a distortion in their self-evaluation, they may assess themselves as useless, they may have a low self-esteem and become frustrated, this may also contribute to depression. MLC201depression.doc

52 for the general means of depression, the self-evaluation of the patient will be decrease to a very low level, sometime cause the patient feel hopeless and causing suicide. MLC203depression.doc

53 actually, I think depression is a kind of mental disorder of which depressive patients must present depressive mood and loss of interest that they usually interested in. Meanwhile, depressive patients do think all events happening around them are negative. MLC204depression.doc

54 for example, if the weather is cloudy, it will trigger the negative mood of depressive patients as well. MLC204depression.doc

55 according to the idea stated by the author, the major reason for causing depression is the discrepancies between the expectations and the performance. For example, if a girl is highly expected to be slim, she will attempt to make herself thin. However, once she fails to achieve the expected goal, she will have depressive feelings and gradually suffer from depression. MLC206depression.doc

56 I think the reason for suffering from depression is the way how the adolescents treat the expectations and their attempts to fulfill the goals. MLC206depression.doc

57 during depression, people would unable to handle with their emotions. They may have continual feeling of sadness, low self-esteem and loss of interest in usual activities. As a result, people may not able to think more positive, and they believe that they do not have the ability on doing the everything. MLC208depression.doc

58 it states that people may not able to do the self evaluation and did a bad job during depression. MLC208depression.doc

59 I believe depression is generated after the process of self-evaluation. As people grow up, they are becoming more and more mature, having a higher expectation towards self and other people. After the self-evaluation, people may discover some differences between the real and their expectation. MLC210depression.doc

60 if a person receives very high expectation from the society, he may experiences many stress. Although he can control himself, if the pressure he received doesn't stop, he still will suffer from depression. MLC212depression.doc

61 there are different types of depression such as adult depression and adolescent depression. MLC213depression.doc

62 in my opinion, depression is a kind of psychological distortion that is greatly related to the self-evaluation process. MLC214depression.doc

63 due to numerous social expectations and standards, it is relatively easy for individuals to develop a wrong concept on how they should live their lives. Some individuals can go through this stage without large problem, but others may find it rather difficult. For those who cannot go through the stage successfully, depression may occur. MLC214depression.doc

64 young people may think negatively and lose self-confident which are a part of self-evaluation process. MLC215depression.doc

65 I find the definition covers partly of the causes that lead to depression. For example, other factors like encountering an unexpected situation, say losing friends/relatives during SARS or tsunami; the comparison between you and your friends/classmates, no matter in academic field or non academic field; Moreover, even the gender dissatisfaction can lead to depression. MLC216depression.doc

66 self-evaluation will not happen voluntarily. Instead, it is caused by a series of undesirable social experience and personal events. MLC217depression.doc

67 actually, there are wide ranges of reasons of depression which can be grouped into individual and social factors. For example, poor academic and occupational performance, peer rejection, social discrimination and distorted family relationship will stimulate young people to question their ability. MLC217depression.doc

68 the most common psychological disorder is depression (mood disorder). The defining symptoms of depressive disorder are an unhappy mood and the loss of interest and pleasure in life. MLC218depression.doc

69 depression is commonly associated with fatigue, insomnia, thoughts of suicides. MLC218depression.doc

70 depression is more common in women than in men. Generally, males may turn negative emotion outward, feeling more anger whereas females may turn their negative feelings inward, thus feeling more depressed. MLC218depression.doc

71 in fact, biological factors, environmental factors and cognitive factor in depression might work together to bring on depression. These three factors are not independent of one another. MLC218depression.doc

72 someone feels depressed due to undesirable academic result or failure to achieve high standard of expectations. MLC219depression.doc

73 people with a high expectation on themselves usually feel stressful. They feel depressed when

their performance does not meet their expectation. MLC220depression.doc

74 I believe living in a depressed environment and loss of friends or relatives are also causes of depression. MLC221depression.doc

75 I suggest describing depression as a persistent sad feeling and point out that the setting of excessively stringent, unattainable standards of performance is one main reason causing it. MLC221depression.doc

76 actually, the definition can mention the important point of depression but it would be better to consider the duration of low enjoyment of life. MLC222depression.doc

77 prolonged or excessive bad mood in our daily life will develop to depression and it will usually affect one's health and it is seen as a factor to cause disease, such as diabetes mellitus and cancer. MLC222depression.doc

78 to improve the definition of depression, it should emphasize on the long term distortion in the self-evaluation process. MLC222depression.doc

79 however, I do think that if the symptoms of the depression can be added into the definition would be much better as this can give a clearer mind to the readers about depression. MLC223depression.doc

80 I do agree that depression is a distortion in the self evaluation process, but it can result in both of self under-estimated and self over-estimated. For the part of self over-estimated, the result is the definition of the writer "setting of excessively stringent, unattainable standards of performance" but for self under-estimated, people would appear low in confidence and are not dare to do things which within their abilities. MLC224depression.doc

81 so, I want to add some identifiable symptoms such as loss of interest in daily activities, depressed or irritable mood, feelings of worthless , self-hatred , and even an attempt to commit suicide. MLC225depression.doc

82 so my own definition of depression will be "a distortion in the self-evaluation process, which results in both health and psychological problems and also decreased standards of performance." MLC226depression.doc

83 the source of depression is not only come from distortion in the self-evaluation process, it may also come from other sources. Environment, family problem, relationship with others also cause people suffer from depression. MLC227depression.doc

84 besides, I don't think depression will definitely lead to unattainable standards of performance. I have heard that some people are depressed because of 'perfectionism'; they always try their best to finish all kinds of jobs. MLC228depression.doc

85 in my opinion, unattainable self-evaluation is one causation of depression. There are other causes of depression, such as environmental causations. MLC230depression.doc

86 for instance, some people may develop depressive disorder because those who they love died. MLC230depression.doc

87 depression is different from unhappiness. In fact, depression is much more serious than

unhappiness. A feeling of despair, helplessness and a lack of help are the symptoms of depression whereas unhappiness is a sad emotion which can be relieved after a cry or talking to friends and parents.

MLC263adolescentdepression.doc

88 I think depression is a distorted physical and psychological development of people, including adolescent and adult. It has identifiable symptoms like irritable and unhappy mood, difficult to sleep, feeling of worthless, self-hatred or even an attempt to commit suicide. Depression is caused by several factors such as failure in academic or work performance, unwanted social experience and health problems, etc. MLC378adolescence_t.doc

89 as for me, depression should be defined as feeling sad, hopeless, lonely which is thanks to the lack of love, understanding, caring and thereby affecting one's life physically and mentally adversely. When it comes to depressed people, they close the doors of communicating with others as they consider the world outside to be hopeless and no one will listen to them. They are those who cannot recover by themselves and feel depressed. MLC379depression_t.doc

90 depression is a psychological response, of individual, to difficult situation(s). The difficult situation is usually a mid to long term phenomenon. Also, there is no absolute definition or measurement of the difficult situation because of individual has different degree of tolerance because of their different experience/ background. MLC380depression_t.doc

91 depression would cause distortion in the self-evaluation process, which results in the setting of excessively stringent, unattainable standards of performance. The symptoms are sadness, difficulty in sleeping, feeling of worthless and etc. MLC380depression_t.doc

92 depression is the prolonged morbid feelings and behaviour resulted from the negative perception of the self, surrounding environment and life events. MLC381depression_t.doc

93 depression is a psychological problem and people having this problem will have prolonged feelings of sadness, loneliness and hopeless. MLC382depression_t.doc

94 depression is a mental disorder characterized by chronic depressive mood, withdrawal from normal social contact, loss of interests in activities one normally engages in, loss of appetite. It may be caused by incidental factors or by abnormal brain chemistry. Such incidental factors may include trauma, failure to attain some goals, break-up of relationships, problems coping with work-related stress, expectations not conforming to desired outcomes, and others. Generally speaking, a person needs to have more than one depressive symptom to be diagnosed to be clinically depressed. Medical intervention may be in the form of therapy or medication (antidepressants), or a combination of both. In serious cases of depression, the sufferer may attempt suicide, or have suicidal ideation.

MLC383depression_t.doc

95 the definition of depression is collectively feelings of upset, loneliness, despair, low self-esteem, isolation and self-reproach; accompanying signs include withdrawal from social contact and discrepancies between performance and expectation from internally and externally.

MLC384depression_t.doc

96 depression is a common psychiatric disorder in the modern world. For patients who suffer depression, they will get unhappy easily and this will affect their social life activities.

MLC385depression_t.doc

97 my definition of depression would be "a mental disorder caused by persistent sadness marked by altered mood, this may occur daily with the addition of diminished interest or pleasure in most or all activities". MLC386depression_t.doc

98 normally, depression is individual that because the undesirable experience, or unsolved difficulty. It is a psychological change that rises to the negative cognitions, related signs and symptoms that characterize depressive disorders. It is not limited in special age or gender, but different gender and different age have different level of depression. MLC387depression_t.doc

99 depression is defined as a mental disease caused by the personality of everyone affected by the environment and genetic factors. It would affect the daily activity living of people, and it can convert to a fatal disease when people feel they are totally useless and cannot get rid of those depressed mood. MLC388depression_t.doc

100 to me, depression is a mental illness in which a person is very unhappy and anxious for long periods and cannot have a normal life during these periods. The person is unwilling to share his feelings so that prolonged sadness develops. MLC389depression_t.doc

101 I think depression is caused by gender dissatisfaction, pubertal maturation and family and peer relationships. High social gender expectation and low self-esteem can also cause depression. People who got depression may feel sad all the time, think negatively and want to commit suicide.

MLC390depression_t.doc

102 my own definition of depression is that it is a psychological disease which affects a person greatly. It can affect the way a person eats and sleeps, make people loss of interest, etc. The most important characteristic is that it makes people build up a sense of hopelessness and helpfulness.

MLC391depression_t.doc

103 it is a common mental disorder characterized by sadness, loss of interest in activities and by decreased energy. It is differentiated from normal mood changes by the extent of its severity, the symptoms and the duration of the disorder. MLC392depression_t.doc

104 indeed, I think depression is a kind of mental disorder of which depressive patients must present depressive mood and loss of interest that they usually interested in. Meanwhile, depressive patients do think all events happening around them are negative. MLC393depression_t.doc

105 for example, if the wealthier is cloudy, it will trigger the negative mood of depressive patients as well. Finally, I believe that any kinds of depression no matter adolescent depression and other depression will have similar symptoms. But adolescents is prone to suffer them. MLC393depression_t.doc

106 depression is a mental illness. Depressed person usually feels sad and unhappy for more than two weeks. S/he might also develop a negative thinking. S/he might even believe that s/he is bad and

should not be loved. That's why many depressive people commit suicide. MLC394depression_t.doc

107 depression is defined as a disability on controlling their mood. They may have the feeling of blue and discouragement. It would be a kind of mood disorder. They would feel frustrate on doing everything. They would loss their self-esteem and believe they cannot achieve any goal at all.

MLC395depression_t.doc

108 depression is a mental disease caused by personal, environmental and genetic factors.

MLC396depression_t.doc

109 if a person keep on depress continuous for several weeks or months and find no way to relieve pressure or express his bad mood, he may easily suffer from depression. MLC396depression_t.doc

110 depression is a common psychiatric disorder caused by the external environmental factor and internal biological factor- genetic factors. MLC397depression_t.doc

111 people who suffer from depression feel sad and unhappy continuously for more than two weeks. MLC397depression_t.doc

112 depression can be defined as the feelings of powerlessness, sadness and hopelessness.

MLC398depression_t.doc

113 depression should be the prolonged depressive thoughts which may cause adverse impacts on people's physical and psychological health. To cope with depression, effective therapies should be adopted. MLC398depression_t.doc

114 depression is a feeling of sad, unhappy and cross-feelings. This will lead to a certain period of time. Some may recover by themselves, but some may need the help of other people such as psychologists and friends. I think letting those people in depression feel there are people who are supporting them will help them to recover. MLC399depression_t.doc

115 depression is psychological disorders that cause the social interactions, physical functions and mood changes. It always associated with some symptom including which feelings of loss, anger, sadness and loss the motivation to interact with people and to join any social activity.

MLC400depression_t.doc

116 depression refers to prolonged unhappiness and a loss of desire in life. This will affect your health and you daily life. It is usually related to a failure in satisfying self or social expectations.

MLC401depression_t.doc

117 depression can be defined as a psychological illness of being sad, hopeless and frustrated for a period of time. Usually, depression is caused by too much stress that someone cannot cope with.

These pressures may come from society, family, peer pressure, same-sex attraction, and illness and so on.

MLC402depression_t.doc

118 depression is a kind of psychiatric disorder. People suffer from depression are always characterized by a mood of sadness, loneliness and isolation. Besides, the patients will decrease interest in social activities and they will think everything negatively. MLC403depression_t.doc

119 base on my own understanding, depression is "a kind of psychological problem that is greatly

related to the distortion of self-evaluation process; the distortion is due to incorrect interpretation of different social and cultural expectations and standards, leading to the development of wrong concepts on how individuals should live their lives, and therefore leading to fluctuation of one's emotions".

MLC404depression_t.doc

120 I think depression is a mood disorder (which can occur in both adolescent and adult) whose symptoms include an unhappy mood and the loss of interest and pleasure in life. This state is commonly associated with insomnia, loss of appetite, fatigue, feelings of guilt, and thoughts of suicide and death.

MLC405depression_t.doc

121 depression seems to arise from an interaction of biological factors, environmental events in a person's life, and the person's cognitive interpretations of what those events mean about his or herself.

MLC405depression_t.doc

122 in my opinion, depression is a psychological disorder which affects the mental health of person. Those people who suffer from depression are usually with bad mood for a period of time, losing appetite and having prolonged insomnia. MLC406depression_t.doc

123 depression can be divided into different categories, like the adolescent depression, adult depression or even elderly depression as the factors leading to different categories of depression may be different. MLC406depression_t.doc

124 depression is a negative/destructive psychological state in which intense sadness, melancholia or despair is felt and the normal social and/or daily functioning of the depressed individual is/are obstructed, as the motivation and/or pleasure in engaging in such activities is/are loss.

MLC407depression_t.doc

125 depression is a mental illness involves the body, mood, and thoughts that affect the way a person eats and sleeps, the way one feels about oneself, and the way one thinks about things. Depressive symptoms vary from person to person as well as do the causes. MLC408depression_t.doc

126 depression is a condition of general emotional dejection and withdrawal; sadness greater and longer period than that warranted by any reason. MLC409depression_t.doc

127 depression should be defined as "a long term low enjoyment of life which developed from prolonged and excessive bad mood in daily life; and a long term distortion in the self-evaluation process, which results in the setting of excessively stringent, unattainable standards of performance".

MLC410depression_t.doc

128 depression is a persistent sad feeling, together with symptoms like fatigue, anxiety and inability to concentrate, usually resulted in the setting of excessively stringent, unattainable goals.

MLC411depression_t.doc

129 depression is sustained emotion with negative perception of the self and pessimism, leading to different health problems eventually. MLC412depression_t.doc

130 depression is defined as a distortion in the self-evaluation process, which results in both health and psychological problems and also decreased standards of performance.

MLC413depression_t.doc

131 I think depression is prolong unhappy, not willing to do anything, and has great emotion change. Environment, relationship with other, may be the source to cause depression.

MLC414depression_t.doc

132 I think depression is "A distortion in the self-evaluation process, which results from setting of excessively stringent, unattainable standards of performance, associated with frequent failure in attaining different goals." MLC415depression_t.doc

133 depression is a mental disease which caused by different reasons, such as peer pressure. The depressive persons always think negatively and have a bad moon all the time which affect their physical and social well-being, and their behaviors, such as suicide attempts. MLC416depression_t.doc

134 for my version, depression is a negative psychological status which in serious case can trigger many social and individual tragedies. MLC417depression_t.doc

135 depression can simply be interpreted as extremely upset which is an illness that kills. MLC418depression_t.doc

136 depression refers to the long term sadness which leads to negative thinking and decreasing interest in many aspects. MLC419depression_t.doc

137 my own understanding of adolescent depression is: Depression is a mental disease which caused by different reasons, such as peer pressure. The depressive persons always think negatively and have a bad moon all the time which affect their physical and social well-being, and their behaviors, such as suicide attempts. MLC420depression_t.doc

138 depression can be the period of feeling of frustrated, it may be due to the experiencing of incompetence at certain time. Also, it can be applicable on all age groups. MLC421depression_t.doc

139 to me, depression is a term describing a prolonged mental state in which someone feels unhappy and has no energy or enthusiasm, basically it is a psychological response and can even affect physical health by symptoms such as loss of appetite, insomnia. MLC422depression_t.doc

140 depression is a mental and emotional disorder, characterized by prolonged misery and pessimistic feeling. Other symptoms include loss of enthusiasm, loss of interests in previous hobbies, loss of appetite, sleeplessness. Depression may also have adverse effects on one's normal physical function of the body. Those with depression may have self-destruction tendency or even suicidal tendency. MLC423depression_t.doc

141 depression is a physical and psychological disturbance of an individual. There are many causes which lead to the appearance of depression. Also, depression may lead to some mental illness since there are more and more stress on an individual. MLC424depression_t.doc

142 depression is defined as sad or low mood or emotional state, or the loss of pleasure. There are many possible causes of depression, such as family problems, peer pressure, academic and working problems. It may affect a depressive person both physically and mentally. MLC425depression_t.doc

Appendix 11

Categories of Paraphrasing

Category 1: Modification

A total of 174 paraphrases

Sub-type: Expansion

adolescent depression

3 it can be a costly phenomenon with wide-ranging health sequelae, including increased likelihood of difficulties related to academic and occupational performances, interpersonal relationships, tobacco and substance abuse, and suicide attempts. MLC003adolescentdepression.doc

7 from the article, I believe the concept of adolescent depression can be refined as a costly phenomenon with wide-ranging health sequelae, including increased likelihood of difficulties related to academic and occupational performances, interpersonal relationships, gender-based socialization, pubertal changes, loneliness and rejection, family and peer pressures, tobacco and substance abuse, and suicide attempts? MLC006adolescentdepression.doc

8 adolescent depression arises because of the social expectation on young people, this can lead to difficulties related to academic and occupational performances, interpersonal relationships, tobacco and substance abuse, and suicide attempts when the self-esteem of teenagers collapsed because of failure in fulfilling different expectations. MLC007adolescentdepression.doc

12 I do agree with some classmates that the definition should also include the causes of adolescent depression. Of course, it's not the only causes of adolescent depression! Peer pressure, personal communication skills etc are also common causes. MLC009adolescentdepression.doc

15 I suggested that the definition could be changed as a costly phenomenon with wide-ranging health sequelae, including increased likelihood of difficulties related to academic and occupational performances, interpersonal relationships, tobacco and substance abuse, and suicide attempts. Those induced health sequelae are major arise from the societal expectations, cultural messages and pubertal changes, and minor arise from the loneliness and rejection towards adolescent? MLC011adolescentdepression.doc

17 after all, I would like to add some points on the concept and the new one should be adolescent depression is mainly caused by pressure from society and adolescents family and the relationship with peers MLC013adolescentdepression.doc

21 in short, I think the definition of adolescent depression given above should include increased likelihood of difficulties related to academic and occupational performances, interpersonal relationships,

tobacco and substance abuse, and suicide attempts caused by high expectation from the society and parents, loneliness and rejection, and the puberty changes for girls. MLC016adolescentdepression.doc

22 therefore, to define adolescent depression, it is more appropriate to add the main causes of adolescent depression to the definition: societal expectations towards different genders, pubertal change for girls, loneliness and rejection, and also the divorce of parents. MLC017adolescentdepression.doc

45 in order to have a comprehensive definition of adolescent depression, I think we should include the causes and the symptoms of it more detailedly. The definition can be restated as "a phenomenon that is caused by misleading societal expectations and cultural messages , having wrong concepts about pubertal changes , facing with loneliness and rejection, persistent depressed mood, discouragement, loss of self-worth faltering school performance, failing relations with family and friends, and loss of interest in usual activities , and therefore resulting in wide-ranging health sequelae, including increased likelihood of difficulties related to academic and occupational performances, interpersonal relationships, sudden changes in behavior, become aggressive, angry or agitative temper, lower self-esteem, change in appetite or sleep patterns, give up valued possessions, withdraw from society, tobacco and substance abuse, and suicide attempts" .

MLC048adolescentdepression.doc

49 I would have another new definition for adolescent depression, that is defined as "a costly phenomenon with wide-ranging health sequelae, including increased likelihood of difficulties related to academic and occupational performances, peer and family pressures, social expectations, self-expectations, interpersonal relationships, tobacco and substance abuse, and suicide attempts.

MLC056adolescentdepression.doc

52 apart from these factors, there are many possible problems causing adolescent depression, like love affairs, family problems and early pregnancy. MLC060adolescentdepression.doc

53 actually adolescent depression can lead to various health problems like eating disorder which are not mentioned by the above definition. MLC061adolescentdepression.doc

55 the perfect definition should include the causes, symptoms and results of adolescent depression. MLC063adolescentdepression.doc

56 to improve the definition of adolescent depression, the body change during puberty and the living condition of the adolescent are also one of the causes of adolescents and it should be added into the definition of adolescent depression. MLC064adolescentdepression.doc

62 however, the gender expectations on adolescents can only be part of the causes of adolescent depression, as there may be other factors that influence their mental healthy, such as accidents, academic failure, poor interpersonal relationship and so on. MLC097genderrole.doc

75 I think the concept of adolescent depression should be defined as the unhealthy youth development caused by personal factors like the body change, bad family relationship and poor academic and financial problems. Also, it is caused by social factors such as gender role socialization, peer rejection as well as unwanted social experience . MLC236adolescentdepression_t.doc

76 adolescent depression can cause serious and harmful effect on teenagers such as having difficulties

on academic and occupational performances, poor interpersonal relationships with other people, tobacco and substance abuse, loss of self-confidence and suicide attempts. MLC236adolescentdepression_t.doc

102 I think the definition of the concept can be modified as "a phenomenon that is related to an individual's emotional problems caused by misleading by or misunderstanding of societal expectations and cultural messages, having wrong concepts about pubertal changes, and failing in coping with the negative emotions arising from different problems; leading to changes in one's behaviours, and resulting in wide-ranging health sequelae, including increased likelihood of difficulties related to academic and occupational performances, and interpersonal relationships, tobacco and substance abuse, and suicide attempts". MLC260adolescentdepression_t.doc

109 therefore, adolescent depression should be defined as "a costly phenomenon with wide-ranging health sequelae, including increased likelihood of difficulties related to academic and occupational performances, interpersonal relationships, tobacco and substance abuse, suicide attempts, facing body changes problems during puberty and living condition." ; which base on the original definition of adolescent depression but adding the last two points. MLC265adolescentdepression_t.doc

gender role

5 The full definition should include additional aspects such as the biological role of pubertal change. MLC070genderrole.doc

16 after reading the article, I perceived that the concept of gender role is indeed an expectation which is constructed by the society to guide or to socialize the way how people should think and perform based on their sex. MLC088genderrole.doc

30 I also hope that "a kind of social responsibility based on sex" can be added to the definition. MLC102genderrole.doc

31 I think gender role is start from the sex expectation of the society, but develop with the responsibility of individuals. MLC102genderrole.doc

33 in my point of view, gender role is the general expectation on the roles of different sex playing in the society, and the expectation is inherited for many years. MLC105genderrole.doc

49 base on my understanding, the concept of gender role is arising from social expectations and cultural messages. MLC116genderrole.doc

50 I would like to improve the definition of the concept to social constructed expectations, cultural messages, media images and pressures from family and peer base on sex (such as expectations for females passivity and males masculinity) MLC116genderrole.doc

61 gender role is defined as socially and individually constructed expectations based on sex. MLC284genderrole_t.doc

62 gender role is the stereotype of biological sexes (male and female) based on social and cultural norms. MLC285genderrole_t.doc

63 I think gender role should be described as culturally and physically constructed expectation

based on sex. MLC286genderrole_t.doc

66 gender role is the different expectations towards different sexes determined by our society and the traditions. MLC288genderrole_t.doc

67 for examples, boys are supposed to play with toy cars and girls are supposed to play with barbies or men should work outside and women should be the housewives. MLC288genderrole_t.doc

82 gender role is an expectation on sex based on the social and cultural value. So, the definition of gender role is different from one society to another. MLC299genderrole_t.doc

83 gender role is defined as socially and individually constructed expectations based on sex. MLC300genderrole_t.doc

88 gender role is the expectations from the society based on sexes. It refers to the responsibilities and the correct behaviors of the sexes. MLC304genderrole_t.doc

92 base on my understanding, the concept of gender role is arising from “social expectations and cultural messages”. MLC308genderrole_t.doc

93 so my definition of gender role is “social constructed expectations, cultural messages, media images and expectations from family and peer base on sex (such as expectations for females’ passivity and males’ masculinity)”. MLC308genderrole_t.doc

96 gender role is a set of socially constructed and perceived behavioral norms that governs the act of an individual of specific gender group (usually predisposed by the biological sex of the individual). MLC310genderrole_t.doc

adolescence

22 also, our bodies change markedly in adolescence, during which our sexual characteristics mature and our reproductive functions are kicked to high gear, a phenomenon as mentioned previously by another student known as puberty. MLC146adolescence.doc

37 adding up all points, it is a change from being concerned on their own matter to being concerned on how other people think of them. MLC155adolescence.doc

101 my own definition of adolescence is a stage of life characterized by changes in different aspects of individual development and in different major social contexts and it is also a stage for the adolescent to prepare for the maturation and prepare for the future challenge in mental, physical and social aspect. MLC368adolescence_t.doc

depression

30 depression, when understood in terms of evaluation distortions, it should be examined from both the patient himself/ herself as well as his/her perception of the surrounding world. MLC184depression.doc

31 furthermore, evaluation distortions can be exerted by parties other than the patient in question, thus exerting unreasonable pressure on the part of the potential patient. MLC184depression.doc

36 therefore, I propose that depression be defined as "a mental disorder characterized by a chronic

depressed mood, lost of interest in daily activities, withdrawal from society, and distortion in perception of self that are results of trauma, life-altering events, abnormal brain chemistry, neurotism, and flaws in personality, likely to lead to inability in engaging in work or studies, and needs medical intervention for the treating of the disorder." MLC188depression.doc

37 however, I think that we can modify the definition by adding more specific symptoms.

MLC189depression.doc

39 depression is a distortion in self-evaluation process or in self-expectation process, which results in setting of excessively stringent, unattainable standards of performance and some external factors like peer and family pressures and social expectation. MLC191depression.doc

45 as depression is characterized by sadness, loss of appetite, etc., those settings of excessively unattainable standards of performance lead to depression. MLC195depression.doc

47 a distortion in the self-evaluation process causes depression because of their low esteem and not know well of themselves. They set high standards of performance. Once they fail to meet their standards, they feel depressed and sad. MLC196depression.doc

49 for the distortion of the self-evaluation, it is due to the extremely high expectation from parent and society .This expectations put a lot of pressure on both adolescent and children and making them to set up a lot of unattainable achievement, once they cannot attain the goal, they may feel inferior to their peers and this contribute to the depression. MLC198depression.doc

59 I believe depression is generated after the process of self-evaluation. As people grow up, they are becoming more and more mature, having a higher expectation towards self and other people. After the self-evaluation, people may discover some differences between the real and their expectation.

MLC210depression.doc

65 I find the definition covers partly of the causes that lead to depression. For example, other factors like encountering an unexpected situation, say losing friends/relatives during SARS or tsunami; the comparison between you and your friends/classmates, no matter in academic field or non academic field; Moreover, even the gender dissatisfaction can lead to depression. MLC216depression.doc

66 self-evaluation will not happen voluntarily. Instead, it is caused by a series of undesirable social experience and personal events. MLC217depression.doc

75 I suggest describing depression as a persistent sad feeling and point out that the setting of excessively stringent, unattainable standards of performance is one main reason causing it.

MLC221depression.doc

79 however, I do think that if the symptoms of the depression can be added into the definition would be much better as this can give a clearer mind to the readers about depression. MLC223depression.doc

80 I do agree that depression is a distortion in the self evaluation process, but it can result in both of self under-estimated and self over-estimated. For the part of self over-estimated, the result is the definition of the writer "setting of excessively stringent, unattainable standards of performance" but for self under-estimated, people would appear low in confidence and are not dare to do things which within their abilities.

MLC224depression.doc

81 so, I want to add some identifiable symptoms such as loss of interest in daily activities, depressed or irritable mood, feelings of worthless , self-hatred , and even an attempt to commit suicide.

MLC225depression.doc

82 so my own definition of depression will be "a distortion in the self-evaluation process, which results in both health and psychological problems and also decreased standards of performance."

MLC226depression.doc

83 the source of depression is not only come from distortion in the self-evaluation process, it may also come from other sources. Environment, family problem, relationship with others also cause people suffer from depression. MLC227depression.doc

84 besides, I don't think depression will definitely lead to unattainable standards of performance. I have heard that some people are depressed because of 'perfectionism'; they always try their best to finish all kinds of jobs. MLC228depression.doc

85 in my opinion, unattainable self-evaluation is one causation of depression. There are other causes of depression, such as environmental causations. MLC230depression.doc

91 depression would cause distortion in the self-evaluation process, which results in the setting of excessively stringent, unattainable standards of performance. The symptoms are sadness, difficulty in sleeping, feeling of worthless and etc. MLC380depression_t.doc

95 the definition of depression is collectively feelings of upset, loneliness, despair, low self-esteem, isolation and self-reproach; accompanying signs include withdrawal from social contact and discrepancies between performance and expectation from internally and externally.

MLC384depression_t.doc

119 base on my own understanding, depression is "a kind of psychological problem that is greatly related to the distortion of self-evaluation process; the distortion is due to incorrect interpretation of different social and cultural expectations and standards, leading to the development of wrong concepts on how individuals should live their lives, and therefore leading to fluctuation of one's emotions".

MLC404depression_t.doc

127 depression should be defined as "a long term low enjoyment of life which developed from prolonged and excessive bad mood in daily life; and a long term distortion in the self-evaluation process, which results in the setting of excessively stringent, unattainable standards of performance".

MLC410depression_t.doc

130 depression is defined as a distortion in the self-evaluation process, which results in both health and psychological problems and also decreased standards of performance.

MLC413depression_t.doc

Sub-type: Reduction

adolescent depression

2 should be “costly phenomenon with wide-ranging health sequelae, including increased likelihood of difficulties related to academic and occupational performance, interpersonal relationship, tobacco and substance abuse and suicide attempts, as a result of numerous reasons like societal expectations and cultural messages, loneliness and rejections , pubertal changes for girls”. MLC002adolescentdepression.doc

14 I would like to modify the definition of adolescent depression into costly phenomenon with wide-ranging health sequelae, including increased likelihood of difficulties related to academic and occupational performances, interpersonal relationships, tobacco and substance abuse, and suicide attempts resulted from high expectation from the society, loneliness and rejection as well as the puberty changes for girls. MLC010adolescentdepression.doc

18 it is a costly phenomenon with wide-ranging health sequelae, including increased likelihood of difficulties related to academic and occupational performances, interpersonal relationships, tobacco and substance abuse, and suicide attempts without appropriate method to deal with it? MLC013adolescentdepression.doc

40 therefore, I think the definition should be modified as follows, "a costly phenomenon with wide-ranging health sequelae, caused by persistent sadness due to increased likelihood of difficulties related to academic and occupational performances, interpersonal relationships, tobacco and substance abuse, and suicide attempts" MLC042adolescentdepression.doc

47 in response to Cherry's opinion, I would like to make some elaboration of the original definition. I am in favour of describing Adolescent Depression as a "costly" problem or disorder because it really brings many long-term side-effects to our society. Depression is a psychological problem, or disorder. MLC053adolescentdepression.doc

80 after reading other posts, I think adolescent depression is defined as a costly phenomenon with wide-ranging health sequelae, caused by persistent sadness due to increased likelihood of difficulties related to academic and occupational performances, interpersonal relationships, tobacco and substance abuse, and suicide attempts. MLC240adolescentdepression_t.doc

116 it is a costly phenomenon with wide-ranging health sequelae, including increased likelihood of difficulties related to academic and occupational performances, interpersonal relationships, tobacco and substance abuse, and suicide attempts without appropriate method to deal with it. MLC271adolescentdepression_t.doc

gender role

21 so, it is better to say that gender role is the socially constructed expectations based on sex in physical performance rather than the social status. MLC095genderrole.doc

26 may be modified as socially constructed expectations and standards based on biological sex. MLC099genderrole.doc

27 so gender role can further explain as guidelines and norms constructed by society based on

biological sex. MLC099genderrole.doc

36 in my opinion, I agree with the concept of gender role is defined as "socially constructed expectation based on sex". However, I think the word "sex" should be defined as physical gender.

MLC106genderrole.doc

53 however, I want to add an idea on the definition of gender role. Besides that it is socially constructed, I think it can be changed by the society with time. MLC119genderrole.doc

54 it is true that gender role is constructed socially throughout the centuries, thus as a social animal a human being; we must somehow conform to the predisposed gender role and it is hard to induce changes to these historical thoughts over a fortnight. MLC122genderrole.doc

57 my own definition on gender role is that "expectation on both gender that are influenced by the cultural message that come from the society". MLC124genderrole.doc

74 gender role is social constructed and is not related to biological stuff - the definition of gender role changes in different countries and changes with time. MLC293genderrole_t.doc

79 gender role is a socially constructed expectation on people according to their biologically sex. MLC297genderrole_t.doc

85 gender role is the stereotype and socially constructed expectation. People may have bias on the gender during different situations. MLC301genderrole_t.doc

91 gender role is the expectation about what is the appropriate behavior for each sex. MLC307genderrole_t.doc

104 gender role is a kind of expectation based on sex contributed by society which will develop to a responsibility in later stages on life. MLC316genderrole_t.doc

106 gender role is defined as the expectation on both gender that are influenced by the cultural message that come from the society. MLC318genderrole_t.doc

108 my definition of Gender role is "The expectation of adolescents' family on the roles of adolescents that they should play in the society". And the expectation is traditionally inherited. MLC320genderrole_t.doc

109 gender role is defined as the social expectation of people's behavior base on their sex. MLC321genderrole_t.doc

110 gender role is determined by our biological sex with the social expectation of what the male and female do. MLC322genderrole_t.doc

111 gender role is socially constructed expectations based on sex. We have different roles in the society is according to the expectations that are given to us by the society. MLC323genderrole_t.doc

112 gender role is the social expectation on the behaviours of male and female under the influence of culture and living environment. MLC324genderrole_t.doc

114 gender role is the socially and personally constructed expectation imposed on the sex. MLC326genderrole_t.doc

116 gender role is defined as the general accepted expectations based on sex in the aspects of

cultural and physical differences between male and female. MLC327genderrole_t.doc

120 gender role is the stereotypical standards fixed by the society based on biological sex, i.e. behavioral norms associated with males and females respectively, in a given social group or system. MLC330genderrole_t.doc

adolescence

14 yes, adolescence, as a transitional stage from childhood to adulthood, is characterised by changes. MLC138adolescence.doc

21 however, I think adolescence is a term to describe people at the age of 17 to 22. I have to admit that people at the age of 17 to 22 usually experience lots of changes in both internally and externally. MLC144adolescence.doc

23 hence, a more complete definition could be refined as "the stage of life characterizes by our taking on of different roles in the society that contribute to the growth of the society and by the maturation of our reproductive systems between the ages 12 and 18. MLC146adolescence.doc

24 we may indicate that it is changes in the early stage of our life. MLC147adolescence.doc

25 I would like to modify the definition by adding: Adolescence begins with the onset of puberty and ends with the arrival of young adulthood at approximately age 20. MLC148adolescence.doc

38 I would like to add that adolescence is also a stage to prepare for the maturation MLC155adolescence.doc

43 when we enter the adolescent stage, we are probably entering the puberty stage, many personal changes like the hormonal change is initiated, and therefore affect the appearance of person. MLC158adolescence.doc

47 I think during adolescence, admittedly, we have to adjust to the changing personal development. MLC163adolescence.doc

48 we should amend the definition to "a stage of life in which there are many development in different aspects of an individual and in different major social contexts" MLC163adolescence.doc

50 adolescence is a transition stage of life from childhood to adulthood; and in this stage, adolescent will encounter different problems raise from different aspects, for example, family, peers, social and cultural, etc. MLC167adolescence.doc

52 adolescence should be defined as a stage of life age from 10 to 19 and have special physiological condition. MLC174adolescence.doc

54 therefore, I think adolescence is a stage of life which easily has a large change affected by their specific background. MLC180adolescence.doc

55 adolescence is a stage of life experiences many different kinds of changes. For example, adolescents need to experience biological changes during puberty. And they also start taking responsibility for their lives. MLC257adolescentdepression_t.doc

57 adolescence is a stage of individual of age 15 - 22. In this stage, individual would experience major development or change, physically and psychologically. MLC332adolescence_t.doc

58 adolescence is a stage of life affected by changes in different aspects of individual development and in different major social contexts which help develop their own thinking. MLC333adolescence_t.doc

64 adolescence is the transitional stage between the childhood and the adulthood, and there is no exact range of ages as it should be different among different people but roughly from 12 to 19. MLC337adolescence_t.doc

69 adolescence means young people, age in 13~20 years old. At this stage, adolescents are major in studying and build up network. But in the procedure for in studying and building up network, there are many undesirable experiences happened, it leads some of stress and depression to adolescence. MLC339adolescence_t.doc

70 the definition of adolescence is the period of life which puberty starts and changes in individual as well as social interactions. These changes are due to biological influences and social standards. MLC340adolescence_t.doc

72 adolescence is a critical stage of everyone, excepted that they will face puberty, they will also have more emotional fluctuations in this period. In addition, their personalities and beliefs will be altered and modified continuously. MLC342adolescence_t.doc

75 adolescence can be regarded as a transitional stage between childhood and adulthood. It is from the age of 12 to the age of 19. During the adolescence, boys and girls begin to experience the stage of puberty in which they have to experience both physically and psychological changes. MLC345adolescence_t.doc

76 adolescence can also be defined as a preparatory stage for adulthood. MLC345adolescence_t.doc

78 adolescence usually refers to people from the age of 15 to 22. People in this stage usually experience lots of changes. Internally, their bodies change during puberty. Externally, their status and their social roles are no longer the same. MLC346adolescence_t.doc

79 adolescence is a stage for an individual to undergo physical, psychological and social changes. The age of adolescence varies from different country and culture but normally within 13-22. MLC347adolescence_t.doc

81 adolescence is life age from 15 to 22. In this stage, adolescent experience many changes, both physical and physiological changes. Social expectation of them also changed a lot. MLC350adolescence_t.doc

82 adolescence is a transitional stage of development that between childhood and adulthood, it is about the age of 12-20. MLC351adolescence_t.doc

83 adolescence is referring to the age between 12-18, during which physical, mental, and environmental changes are taking place actively. MLC352adolescence_t.doc

84 adolescence starts when pubertal changes first appear on the individual, usually around 12, and comes to an end when development is completed at about 20. In this stage, they also face psychological changes and try to develop their own meanings of life. MLC353adolescence_t.doc

85 adolescence is a transition stage of life from childhood to adulthood; and in this stage, adolescent will encounter different problems a rise from different aspects, for example, family, peers, social and cultural, etc. MLC354adolescence_t.doc

86 so my definition of adolescence is "transition stage of life from childhood to adulthood characterized by changes in different aspects, for example, family, peers, social and cultural, etc., which may cause changes in individuals' personalities". MLC354adolescence_t.doc

89 adolescence is the developmental stage (usually between ages of 13 to 19, but there are signs showing that teenagers nowadays tend to mature earlier than the proposed time) in which the adolescent undergoes physiological and psychological transition from a child into an adult. MLC357adolescence_t.doc

90 adolescence is the period of time in which a teenager prepares to enter into a stage of adult characterized by some physically and psychologically changes. MLC358adolescence_t.doc

91 adolescence is the period of physical and psychological development from the onset of puberty to maturity. MLC359adolescence_t.doc

93 adolescence should be defined as "a stage of life age from 10 to 19, having special physiological condition and a stage of life characterized by changes in different aspects in daily life caused from factors such as moving to a new place to study or to work." MLC361adolescence_t.doc

94 adolescence is the stage of life in which great changes in thinking, physical body and social identity occur, usually in the age of 13-19. MLC362adolescence_t.doc

95 adolescence is a stage of life that a lot of different aspects of change are met. It is a transition stage from a teenager to an adult. MLC363adolescence_t.doc

96 adolescence is a stage of life with a numerous changes, including physically, psychologically, socially, especially characterized by occurrence of individual thinking. MLC364adolescence_t.doc

99 teenagers may have changes in different aspects of individual development and other social contexts during the stage of adolescence. MLC366adolescence_t.doc

100 adolescence is a period of life ranged from 12-18 years old, characterized by biological, psychological, and also social changes. MLC367adolescence_t.doc

102 adolescence is the period which teenage face great change in both physical and mental area. MLC369adolescence_t.doc

103 adolescence is a period of time when youth start to secrete male/female hormones in their body, which resulted in physical changes. And at the same time, they encounter many problems about family, peers, love etc. which make them to be mature. MLC370adolescence_t.doc

104 adolescence is the stage of growth from the childhood to the adulthood within the aged 12 to 19 experiencing physically and mentally changed. MLC371adolescence_t.doc

107 it is a confusing time as they have to face so much changes which can not talk to the others. MLC373adolescence_t.doc

108 adolescence is a time when teenagers have to accept, confront and handle many changes during their puberty. This is also a stage when adolescent depression occurs, because of the huge changes in teenagers' early years. MLC375adolescence_t.doc

110 adolescence is defined as the transitional stage of human development that occurs between childhood and adulthood. MLC377adolescence_t.doc

depression

51 if people have a distortion in their self-evaluation, they may assess themselves as useless, they may have a low self-esteem and become frustrated, this may also contribute to depression. MLC201depression.doc

52 for the general means of depression, the self-evaluation of the patient will be decrease to a very low level, sometime cause the patient feel hopeless and causing suicide. MLC203depression.doc

58 it states that people may not able to do the self evaluation and did a bad job during depression. MLC208depression.doc

62 in my opinion, depression is a kind of psychological distortion that is greatly related to the self-evaluation process. MLC214depression.doc

64 young people may think negatively and lose self-confident which are a part of self-evaluation process. MLC215depression.doc

72 someone feels depressed due to undesirable academic result or failure to achieve high standard of expectations. MLC219depression.doc

76 actually, the definition can mention the important point of depression but it would be better to consider the duration of low enjoyment of life. MLC222depression.doc

78 to improve the definition of depression, it should emphasize on the long term distortion in the self-evaluation process. MLC222depression.doc

128 depression is a persistent sad feeling, together with symptoms like fatigue, anxiety and inability to concentrate, usually resulted in the setting of excessively stringent, unattainable goals. MLC411depression_t.doc

132 I think depression is "A distortion in the self-evaluation process, which results from setting of excessively stringent, unattainable standards of performance, associated with frequent failure in attaining different goals." MLC415depression_t.doc

Sub-type: Relating

adolescent depression

30 So I would like to improve the definition by adding the symptoms, like discouragement, loss of

interest in usual activities and self-worth, persistent sadness, etc. MLC029adolescentdepression.doc

35 by combining the causes and the results of adolescent depression, the definition of the concept can be modified as "a phenomenon that is related to an individual emotional problems caused by misleading by and misunderstanding of societal expectations and cultural messages , having wrong concepts about pubertal changes , and failing in coping with the negative emotions arising from different problems , leading to changes in one behaviours, and resulting in wide-ranging health sequelae, including increased likelihood of difficulties related to academic and occupational performances, and interpersonal relationships, tobacco and substance abuse, and suicide attempts" . MLC031adolescentdepression.doc

37 using the "sequelae" to describe adolescents depression is a question. My opinion, using "symptom" is better, sequelae means a condition which is the consequence of a previous disease or injury. (! HYPERLINK "<http://www.oup.co.uk/isbn/0-19-861022-X?view=ask>" ¶Compact Oxford English Dictionary of Current English¹, 2007), but adolescent depression includes all the problems caused by pubertal period, including internal and external factors. MLC034adolescentdepression.doc

39 to make this definition more convincing, it should be corrected by adding that "Adolescent depression is a mental disorder marked by persistent sadness and feeling of being rejected and loneliness. It is also a costly phenomenon with wide-ranging health sequelae, including increased likelihood of difficulties related to academic and occupational performances." MLC039adolescentdepression.doc

41 therefore, I search for another meaning of "Adolescent depression" from the website of MedilnePlus Medical Encyclopedia. It states that "Adolescent depression is a disorder occurring during the teenage years marked by persistent sadness, discouragement, loss of self-worth, and loss of interest in usual activities." And the website has explain the cause, symptoms, treatment of depression clearly. I think that the web is quite useful for us to understand more about depression. Reference: MedlinePlus. (2005). Medical Encyclopedia: Author. Retrieved October 3,2007, from "<http://www.nlm.nih.gov/medlineplus/ency/article/001518.htm> MLC043adolescentdepression.doc

43 to me, I believe that the definition of "adolescent depression" is just merely covered the consequences of depression, ignoring the causes which are very important to this problem too. Reasons like peer pressure, family expectation and gender-based societal expectation are contributing factors to this alarming problem. MLC046adolescentdepression.doc

gender role

22 therefore, I would like to re-define the concept of gender role as "individual expectation and their perspective of handling problems". MLC096genderrole.doc

34 adolescents develop a gender role by following the expectation from their parents or even the tradition of their own family. MLC105genderrole.doc

35 so I would like to state the new definition of gender role as "the expectation of adolescents' family in the roles of adolescents should play in the society". MLC105genderrole.doc

40 in my opinion, gender role refers to different roles of people in the society according to their sex.

MLC110genderrole.doc

42 apart from socially constructed expectations based on sex, the way and attitude to cope with problems are different for the two genders. MLC111genderrole.doc

43 gender role is socially and traditionally constructed expectations based on sex, as society and traditions should be inter-related: traditions affect nowadays society and nowadays society affect future traditions. MLC112genderrole.doc

adolescence

35 biologically, adolescence is a stage during which the bodies would change to a different size and the appearance of both sex would also have a number of changes and psychologically, adolescents will become more mature in thinking and their idea is no longer discrete but logical. Also they would also start to think about how other people think when making judgment and idea. MLC155adolescence.doc

39 if I have to define adolescence, I would say it is a transitional stage between childhood and adulthood, with a very first meeting with concepts like "What is the meaning of life?", and "What are my future goals?" MLC156adolescence.doc

45 the individual development, which is an internal factor, has a strong link with the biological influence-the gene.

MLC162adolescence.doc

46 social contexts, which is an external factor, as another cause of adolescence depression. MLC162adolescence.doc

53 as in adolescence, teenagers face great change both in physically and mentally. According to Erickson, teenagers face identity VS role confusion. MLC178adolescence.doc

59 adolescence is a period where young people undergo physical and social change. MLC334adolescence_t.doc

62 so adolescence in the context of depression can be defined as the onset of pubertal changes and the psychological changes and personal growth related to the transition from childhood to adulthood. MLC335adolescence_t.doc

63 my definition of the adolescence would be the period of life beginning with the appearance of secondary sex characters and terminating with the cessation of somatic growth, including the psychological, social, and physical transition between childhood and adulthood, roughly from 12 to 19 years of age. MLC336adolescence_t.doc

65 adolescence is the transitional stage between childhood and adulthood, during which one faces the conflict of identity versus role confusion as proposed by the psychosocial theory of Erik Erikson. MLC338adolescence_t.doc

68 in the western world, adolescence is considered as a experimental stage in which one is allowed to make mistakes. However, in the Asian world adolescents are expected to behave properly,

conform to standards, and to expect the elderly. MLC338adolescence_t.doc

depression

32 however, the term of "distortion" can consider as "aggressive thinker". MLC185depression.doc

38 however, it is highly doubtful that this should be defined as a "distortion". To a larger extent, it should be defined as a "lack of self-direction during teenage years". MLC190depression.doc

40 according to Marcia, individual values and faith are re-examined during teenage years. It meets "self-evaluation" in some way. MLC192depression.doc

41 but "distortion" is, somehow, inappropriate as most of the teenagers are just undergoing an "identity crisis", according to Erikson. MLC192depression.doc

43 depression put more emphasis on the discrepancies between expectation and performance. MLC193depression.doc

44 according to the Cambridge Dictionary, "distortion" means "to change something from its usual, original, natural or intended meaning, condition or shape?". MLC194depression.DO

Appendix 12

Categories of Paraphrasing

Category 2: Exemplification

A total of 38 paraphrases

adolescent depression

10 in accordance with our discussion, I thought that there are many occasions leading to this phenomenon. For instance, unhappiness. MLC008adolescentdepression.doc

11 For instance, a person who has a problem of adolescent depression is a sustaining case while those who are not happy is only an occasional one. MLC008adolescentdepression.doc

23 causes lead to adolescent depression nowadays can be society's expectation of boys and girls. For instance, boys need to be strong and brave while girls are expected to be pretty and slim. MLC018adolescentdepression.doc

28 take Hong Kong and US teenagers as an example, due to the exam-oriented education system in Hong Kong, Hong Kong teenagers generally more pressure from public examinations than US teenagers, resulting in adolescent depression. MLC025adolescentdepression.doc

59 We all know that adolescent depression can have different causes to different individuals. For example, many depressed adolescents come from broken families that tensions and disruptive relationships are obviously the major causes. MLC069genderrole.doc

gender role

9 for example, in Islamic countries, the women are expected to take care of their family. MLC078genderrole.doc

24 the society fixes a gender role for us. e.g. people always think that girl should be feminine, wear dress, even, get married and have babies when matured. For boys, they should be strong, be a financial support in a family etc. MLC098genderrole.doc

38 according to these rules, males and females have their own duties to do in the society or in the community. For example, in most peoples' mind, males are the one who are responsible to work while females are responsible to stay at home. MLC108genderrole.doc

39 after reading the article, the concept of gender role can lead to adolescent depression like boys are always expected to be strong with no sadness and the girls are usually judged by their outlook. MLC109genderrole.doc

52 I think that gender role is built by the whole society over a very long time. Men as the breadwinner and women as the housekeeper is a phenomenon with a long history. MLC119genderrole.doc

67 for examples, boys are supposed to play with toy cars and girls are supposed to play with barbies or men should work outside and women should be the housewives. MLC288genderrole_t.doc

80 in general, gender role defines how the boys and girls should behave differently. For example, boys are expected to be masculine and tough; girls are expected to be feminine and inferior. MLC297genderrole_t.doc

94 gender role is the social expectation on what males and females should do. Traditionally, males are those who responsible for earning money while females are those who responsible for taking care of children and doing household chores. MLC309genderrole_t.doc

102 the definition of gender role should be defined as "socially constructed expectations based on sex, especially for example the male should be tough, strong and being the breadwinner of a family; female should be passive." MLC314genderrole_t.doc

105 gender role is the expectation formed by the society based on their sex. For instance, when girls burst into tears, people around them will say tenderly, 'Don't cry. Tell me what's wrong.' However, when boys burst into tears, people around them will says 'Don't cry. Men shed blood but not tears.' This is one of the examples of the difference of expectation between male and female. MLC317genderrole_t.doc

118 gender role is the social expectations on different sex. For example, boys are expected to be tough and girls have to be girlish. MLC328genderrole_t.doc

adolescence

8 for example, they may evaluate their career choices. MLC132adolescence.doc

19 adolescence indeed is a developmental stage in which there are many different changes in individual development and social contexts such as study environment change (from primary school to secondary school), biological transformation during puberty, identity crisis and so on. MLC141adolescence.doc

26 the different aspects of individual development include the changes due to our biological change and social change is derived from the move from elementary to secondary school. MLC150adolescence.doc

27 during such change, we have a change of appearance, a change of peer group, a change role in the society and also in our own family. MLC150adolescence.doc

30 and the different aspects of individual development involved personal characters and they are mainly come from nurture, which means that from biological influences. MLC152adolescence.doc

34 at this stage, adolescence show their interest to the opposite sex, they start to concern about their body image as they start to be mature (in other words, start to be an adult). It is one kind of changes in the major social contexts. MLC154adolescence.doc

73 adolescence is a developmental stage in which there are many different changes in individual

development and social contexts such as study environment change (from primary school to secondary school), biological transformation during puberty, identity crisis and so on. MLC343adolescence_t.doc

depression

1 for example, teenagers suffer from depression mainly because of their poor academic performance and relation with others. MLC002depression.doc

4 for instance, the duration of depression lasts a longer period of time than suffering in bad mood. MLC011depression.doc

7 causes lead to adolescent depression nowadays can be society's expectation of boys and girls. For instance, boys need to be strong and brave while girls are expected to be pretty and slim. MLC018depression.doc

10 if a girl who accepts such requirements of a girl, she will do anything to meet the requirements desperately. Whether they fail to achieve or overdo this, depression can also be aroused. MLC023depression.doc

12 depression (be it adolescent depression or adulthood depression). MLC026depression.doc

20 someone may say that boys are more likely to get depression than girls because boys are told to be tough, so whenever they come across any problems, they will not seek helps. MLC087depression.doc

26 generally speaking, depression should be divided into adult and adolescent. MLC182depression.doc

48 I agree that depression should be divided into "adult depression" as well as "adolescent depression". MLC197depression.doc

54 for example, if the weather is cloudy, it will trigger the negative mood of depressive patients as well. MLC204depression.doc

55 according to the idea stated by the author, the major reason for causing depression is the discrepancies between the expectations and the performance. For example, if a girl is highly expected to be slim, she will attempt to make herself thin. However, once she fails to achieve the expected goal, she will have depressive feelings and gradually suffer from depression.

61 there are different types of depression such as adult depression and adolescent depression. MLC213depression.doc

67 actually, there are wide ranges of reasons of depression which can be grouped into individual and social factors. For example, poor academic and occupational performance, peer rejection, social discrimination and distorted family relationship will stimulate young people to question their ability. MLC217depression.doc

86 for instance, some people may develop depressive disorder because those who they love died. MLC230depression.doc

105 for example, if the weather is cloudy, it will trigger the negative mood of depressive patients as well. Finally, I believe that any kinds of depression no matter adolescent depression and other

depression will have similar symptoms. But adolescents is prone to suffer them. MLC393depression_t.doc

123 depression can be divided into different categories, like the adolescent depression, adult depression or even elderly depression as the factors leading to different categories of depression may be different. MLC406depression_t.doc

Appendix 13

Categories of Paraphrasing

Category 3: Metaphor and Simile

A total of 2 paraphrases

adolescent depression

46 if adolescent depression is a costly problem, then why is highway construction or coal mining not seen as a costly problem? We all know that highway construction, car driving or coal mining all are cost severe injuries and frequently lives. Why are they accepted as a necessity of modern life while adolescent depression is not?? MLC052adolescentdepression.doc

66 instead, adolescent depression is not the same as depression, as the triggerer of it is unique and special, also, the influence after having the depression is not the same with normal depression too, as it may relate to academic work. MLC187depression.doc

Appendix 14

Categories of Paraphrasing

Category 4: Arguing

A total of 289 paraphrases

Sub-type: Description

adolescent depression

1 (1) societal gender role expectations, (2) pubertal changes in girls, and (3) the feeling of loneliness and rejection by peers and other members of society of both sexes play significant parts in the motivation of adolescent to seek help to cope with depression and thus their reaction to such a phenomenon.

MLC001adolescentdepression.doc

5 the definition should be simplified to "disease that caused by the multiple of unsatisfied experience in the society and by oneself." MLC005adolescentdepression.doc

9 my definition of adolescent depression is a long lasting sad mood that drives the teenagers to keep themselves alone. MLC007adolescentdepression.doc

19 Those factors, which are gender-based societal expectations, pubertal changes and also associated loneliness and rejection, provided internal and external reasons for the development of adolescent depression.

MLC014adolescentdepression.doc

25 personally I think adolescent depression might just be a derived form of teenage confusion.

MLC021adolescentdepression.doc

27 I think one of the major elements of adolescent depression is inability to cope with negative pressure or change. MLC024adolescentdepression.doc

29 I think the definition should tell more about the influence of gender as the cause of adolescent depression (as the title of this journal tells me gender is the

focus). MLC028adolescentdepression.doc

51 adolescent depression is due to abnormal sexual behaviour, pubertal changes, gender roles and isolation by the peers. MLC058adolescentdepression.doc

54 my own definition of adolescent depression is long lasting sad mood that will result in various psychological and health problems. MLC061adolescentdepression.doc

58 I agree that gender role expectations can lead to adolescent depression. MLC067genderrole.doc

61 in my mind, I think both the internal (personal expectation) and external (society influence) factors would lead to adolescent depression. MLC096genderrole.doc

64 to improve the definition of adolescent depression, it should emphasize the social expectation of male instead of just mention the social expectation of female only. MLC127genderrole.doc

65 the definition of adolescent depression is disorder occurring during the teenage years marked by persistent sadness, discouragement, loss of self-worth, and loss of interest in usual activities. MLC187depression.doc

67 but adolescent depression also focuses on adolescence's development progress. MLC193depression.doc

68 adolescent depression differ from the depression that adolescent depression will impose more health related problems instead of the psychological change only. MLC199depression.doc

69 as adolescent would face problems in some external factors such as peer and family pressures as well as social expectation, therefore, adolescent depression is under the external influences rather than the personal factor of self-evaluation. MLC209depression.doc

71 I would totally agree with that if someone feels depressed due to undesirable academic result or failure to achieve high standard of expectations. MLC219depression.doc

72 adolescent depression will cause special effect on the adolescents or affect their growth. MLC222depression.doc

74 actually, adolescent depression has its unique factors which are divided into personal and social aspects. MLC236adolescentdepression_t.doc

77 adolescent depression is the prolonged morbid feelings and self-destructive behaviour resulted from the negative perception of the self, surrounding environment and pubertal changes. MLC237adolescentdepression_t.doc

79 to me, the definition of "adolescent depression" should be feeling hopeless, lonely and disoriented in life because of the lack of parental care, love, understanding, channels for venting bottled-up feelings for a prolonged period. MLC238adolescentdepression_t.doc

82 adolescent depression can be defined as "a mental disorder with onset in the teenage years which may or may not last till the end of adolescence, which is characterized by generally and chronic depressive mood, lethargy, loss of interests in ordinary daily activities, loss of appetite, withdrawal from contacts with other people and the society in general, and which is caused by factors such as atypical sexual orientation, difficult familial relationships, difficulties in coping with societal expectations, abnormal brain chemistry, low self-esteem, hardship dealing with the coming of age, etc." MLC242adolescentdepression_t.doc

84 adolescent depression is a kind of mental illness happened on teenagers that are caused by two main factors, one is self expectation, and the other one is social expectation. MLC244adolescentdepression_t.doc

86 adolescent depression is a disorder occurring during the teenage years marked by persistent sadness, discouragement, loss of self-worth, and loss of interest in usual activities. MLC247adolescentdepression_t.doc

87 it may also be a reaction to a disturbing event, such as the death of a friend or relative, a breakup

with a boyfriend or girlfriend, or failure at school. MLC247adolescentdepression_t.doc

88 adolescents who have low self-esteem, are highly self-critical, and who feel little sense of control over negative events are particularly at risk to become depressed when they experience stressful events.

MLC247adolescentdepression_t.doc

90 another common symptom of adolescent depression is an obsession with death, which may take the form either of suicidal thoughts or of fears about death and dying. MLC247adolescentdepression_t.doc

94 adolescent depression is a disorder at the teenage stage, cause the symptoms including discouragement, loss of interest in usual activities and self-worth, persistent sadness, etc.

MLC251adolescentdepression_t.doc

97 adolescent depression is a mental illness happens on adolescents due to prolonged sadness, it can be a response to adversities and stresses. MLC254adolescentdepression_t.doc

104 adolescent depression is depression (psychological disorder) arising in adolescence due to a number of factors (gender role problems, impact brought about by pubertal changes and inability to cope with stringent social and personal expectations etc) as the teenager is experiencing a turbulent and dynamic life stage when both physiological and psychological development occur simultaneously.

MLC262adolescentdepression_t.doc

106 adolescent depression is a kind of psychological disorder (mood disorder) that appears in the timing of puberty (i.e. around 12-20years old). MLC264adolescentdepression_t.doc

107 the symptoms of adolescent depression are an unhappy mood and the loss of interest of life. Loss of appetite, feelings of guilt and thoughts of suicide would also occur in adolescent depression.

MLC264adolescentdepression_t.doc

108 biological (e.g. sleep disturbance), environmental (e.g. stressful life events, like break up with boyfriend/girlfriend) and cognitive (maladaptive ways of thinking) factors can contribute to adolescent depression. MLC264adolescentdepression_t.doc

110 for the definition of adolescent depression, it means the feelings of upset, loneliness, despair, low self-esteem, isolation and self-reproach among the adolescent. MLC266adolescentdepression_t.doc

111 adolescent depression is a persistent sad feeling of people aged 13 to 19, resulted from failure in achieving goals such as being accepted by peers and fulfilling social expectations by playing their gender role. MLC267adolescentdepression_t.doc

112 adolescent depression is a kind of depression on adolescence with its unique characteristics which strongly related to growth and being a part of a society. MLC268adolescentdepression_t.doc

113 It's a long lasting emotional event, affecting the social life of the patient.

MLC269adolescentdepression_t.doc

114 adolescent depression is defined as long lasting sad mood that will resulted in various psychological and health problems. MLC270adolescentdepression_t.doc

118 for me, adolescent depression is defined as the negative psychological status which in serious case can trigger many social and individual tragedies. MLC273adolescentdepression_t.doc

119 adolescent depression can be defined as long-term depression caused by various reasons during adolescence. MLC274adolescentdepression_t.doc

120 adolescent depression refers to the long term sadness experienced by the youngsters aged between around 12 and 19 with the effects of social expectation, physical problems, etc. MLC275adolescentdepression_t.doc

124 adolescent depression is slightly different from depression. MLC279adolescentdepression_t.doc

126 adolescent depression takes place when ones are undergoing depression during adolescence for many reasons such as gender role dissatisfaction, peer pressure, family pressure and so on. MLC280adolescentdepression_t.doc

129 adolescent depression is a disorder occurring during the teenage years marked by persistent sadness, discouragement, loss of self-worth and loss of interest in usual activities. MLC283adolescentdepression_t.doc

gender role

1 gender role as a concept in social science. MLC066genderrole.doc

2 I think that gender role does play a role in influencing the way adolescents behave, particularly in its leading to a higher rate of occurrence of depression among teenagers. MLC066genderrole.doc

4 gender role is part of the human nature. MLC067genderrole.doc

6 as per the result from the research, evidence supports that gender role plays an important role in relation to adolescent depression. MLC070genderrole.doc

7 my definition of gender role includes adaption of psychological and physical challenges during pubertal change:

1. adaption to psychological challenges i.e. socially constructed expectations based on sex, acquirement of new personality and etc.

2. adaptation to physical challenges i.e. body figure change, new body characteristics and etc.

MLC070genderrole.doc

8 in different countries and different culture, people would have different expectation to men and women, and then form a concept of gender role the men and women should play, and form the society. MLC078genderrole.doc

10 I may even want to revolt my own understanding that gender role should be expanded as a cultural and ethnic construct. MLC079genderrole.doc

11 specially after having read the following webpage:
<http://www.melted-dreams.net/definition/2006/02/16/gender-roles-vs-sex-vs-gender-identity-vs-sexuality/>
<http://www.melted-dreams.net/definition/2006/02/16/gender-roles-vs-sex-vs-gender-identity-vs-sexuality/> it dawns on me that the concept of gender role expectations is a product of heterosexual hegemony, that if we continue to bind gender role with biological sex, we have ignored the existence of homosexual, bisexual or

even pansexual people. MLC079genderrole.doc

12 I think it would not be correct to say that gender roles are entirely social constructs, since their establishments based on a host of factors which include cultural and biological ones and others.

MLC080genderrole.doc

13 I think gender role concept is changed in this modern society and it is not the strongest reason to lead to adolescent depression.

MLC086genderrole.doc

14 in my opinion, I don't think that gender role plays a significant influence on adolescents upon the issue of depression. MLC087genderrole.doc

15 as the definition indicated, gender role is constructed by society, and I believe that our society is changing and changing every time and is making process. MLC087genderrole.doc

17 in addition, I believe that gender role is a factor related to adolescent depression with the support of the article Wisdom, Rees, Riley, Weis (2007). MLC088genderrole.doc

18 to me, it is appropriate to refer to the concept of gender role in relation to adolescent depression. MLC090genderrole.doc

19 Yes, gender role, to a certain extent, affect adolescents. MLC091genderrole.doc

23 I agree that gender role really add pressure on the teenagers. MLC098genderrole.doc

28 I think gender role is different from sex. MLC100genderrole.doc

32 I think a better definition of the gender role should be the "behavior associated with the status of being male and female. MLC104genderrole.doc

41 the concept of gender role did made some contributions to explain the adolescent depression. MLC111genderrole.doc

44 gender role is of trifling importance. MLC112genderrole.doc

45 gender role does play a role in causing adolescent depression. MLC112genderrole.doc

46 gender role actually affects teens' thinking and teens are affecting each other, which peer pressure is created. MLC112genderrole.doc

47 gender role really play a role in adolescent depression. MLC113genderrole.doc

48 gender role, cannot be control or be chose for everyone. Some people may be satisfied with their roles, however, some may feel disappointed. F MLC114genderrole.doc

51 I think that gender role is one of the causes of adolescent depression. MLC117genderrole.doc

55 maybe gender role is not only caused by our society, but also by us. MLC123genderrole.doc

56 actually the gender role concept in the society is one of the main causes of adolescent depression. MLC124genderrole.doc

59 the traditional concept of gender role would still be active and tough for male, and passive for female. MLC127genderrole.doc

60 gender role still would be one of the causes of depression. MLC127genderrole.doc

70 gender role is defined as different image and responsibility in the society.

MLC291genderrole_t.doc

71 gender role is important in psychological. MLC291genderrole_t.doc

75 the definition of gender role is standards and norms add up to the biological based sex and they are mainly come from society, family and college. MLC294genderrole_t.doc

76 a gender role is a set of perceived behavioral norms associated particularly with males or females, in a given social group or system. MLC295genderrole_t.doc

78 In addition, I believe that gender role is a factor related to adolescent depression with the support of the article Wisdom, Rees, Riley, Weis (2007). MLC296genderrole_t.doc

86 gender role cannot be control or choose by individuals. MLC302genderrole_t.doc

87 gender role is the stereotype and the perceived behavioural norms of biological sexes within a cultural value of sociality. MLC303genderrole_t.doc

97 as these norms become oversimplified and widely used by the media, gender role stereotypes emerge. MLC310genderrole_t.doc

98 gender role is the role given to male and female by the society. MLC311genderrole_t.doc

99 gender role can further developed into two questions, "what is male" and "what is female"?

The answer to these two questions depends on the behaviors and attitudes of a society/ culture.

MLC312genderrole_t.doc

100 gender role, is the behavior that is consider culturally appropriate for a person because of the person's sex. MLC313genderrole_t.doc

101 it is also called sex roles, these differences in characteristic ways of acting masculine and feminine are the result of differences in biology and socialization. MLC313genderrole_t.doc

103 gender role is what most people in the society think or expect a male or a female should act. MLC315genderrole_t.doc

107 gender role is what a society expects men and women to think, look like, and behave.

MLC319genderrole_t.doc

117 gender role varies among societies due to cultural differences. MLC327genderrole_t.doc

121 gender role is the physical condition of being a male or a female. MLC331genderrole_t.doc

adolescence

1 adolescence develop a gender role by following the expectation from their parents or even the tradition of their own family. MLC105adolescence.doc

2 as during adolescence, one would have to establish his/her sexual and social identity to proceed to adulthood. MLC122adolescence.doc

5 changes in body image and development of self-concept like self-esteem may also occur during this stage. MLC132adolescence.doc

6 there may be also a change in peers and friendship when adolescents go from secondary school to universities. MLC132adolescence.doc

7 they start to strive to find out who they are in this stage. MLC132adolescence.doc

12 adolescence is a transitional stage between childhood and adulthood. MLC133adolescence.doc

15 the World Health Organisation defines adolescence as taking place between age 10 - 19.

MLC138adolescence.doc

16 the crucial characteristics of adolescence: the onset of puberty and the transition to adulthood.

MLC138adolescence.doc

17 the changes in the start of sexual development, identity, psychological, social and other aspects which mark the essence of adolescence. MLC138adolescence.doc

18 according to Piaget, adolescence stage is a stage which has greatly increased cognitive abilities, that mean the adolescence can think more abstract things and the egocentrism reduced.

MLC140adolescence.doc

20 as it is the transitional period from teenagers to adulthood, adolescents would face the problem of their identity, they wonder what will they be and they want to know who I am. MLC143adolescence.doc

28 adolescence is often termed as a time of storm. MLC151adolescence.doc

29 and as mentioned by some of our classmates; it is a transitional period between adulthood and childhood. MLC151adolescence.doc

32 adolescence often refers to teenagers between 12-20. MLC153adolescence.doc

33 the key for this stage is the exposure of the adolescence to the general public.

MLC154adolescence.doc

35 biologically, adolescence is a stage during which the bodies would change to a different size and the appearance of both sex would also have a number of changes and psychologically, adolescents will become more mature in thinking and their idea is no longer discrete but logical. Also they would also start to think about how other people think when making judgment and idea. MLC155adolescence.doc

36 during this stage, adolescents also start to find different ways to satisfy both the expectation of the peers. MLC155adolescence.doc

40 adolescence is the time where we start to take up our own responsibilities, and try to live outside the shelter provided by our parents. MLC156adolescence.doc

42 From the psychology lectures, we know that the adolescent stage is in 12-18 (Erik Erikson).

MLC158adolescence.doc

56 as during adolescence, teenagers are always facing different type of impacts which they haven't faced before, e.g. pubic changes of their body, the eagerness for the relationship with the opposite sex, all these can bring them problems which can be defined as adolescent depression.

MLC277adolescentdepression_t.doc

60 I think the average range of adolescence varies but generally the teenage years (13 to 19) are used. MLC334adolescence_t.doc

66 can be defined operationally as the period between 12 and 18, from around the time one enters secondary school to the point in time as which one is allowed to vote and drive. MLC338adolescence_t.doc

67 adolescence is also a turbulent time when our biological systems experience the most changes, with our reproductive systems maturing and our sexual organs become fully formed.

MLC338adolescence_t.doc

71 adolescence is in the age range 15 - 22 yrs old. As time goes by, they think more and face more problems in their life. MLC341adolescence_t.doc

74 adolescence refers to the state of growing up between puberty and adult, generally it is the age between fourteen and twenty-one. MLC344adolescence_t.doc

77 according to a psychologist, Erik Erikson, adolescence is the time for teenagers to face a psychological crisis - Identity vs. Role Confusion – in which adolescents attempt to define their identity by asking themselves questions, like “who am I?” and “why am I here?”. MLC345adolescence_t.doc

92 a process of one growing to manhood or womanhood, having the characteristics of adolescence and at the age of puberty can be defined as adolescence. MLC360adolescence_t.doc

97 teenagers whose aged under 18 years old. MLC365adolescence_t.doc

98 adolescence usually starts from about 12, and girls normally start from a earlier age. MLC366adolescence_t.doc

106 adolescence is the period that teenagers transfer to the stage of adult.

MLC373adolescence_t.doc

109 adolescence is a period of transition from childhood to adulthood. By biological definition, it is the period between the age of 12 to 18 years old. MLC376adolescence_t.doc

depression

2 some teenagers can rarely find a way to express themselves. Feeling unhappy day by day, and then they suffer from depression.

MLC009adolescentdepression.doc

3 at last, my understanding of depression is a bit different from suffering in bad mood.

MLC011adolescentdepression.doc

5 pubertal change is one of the factors for teenage girl to have depression while loneliness and rejection are two other causes. MLC017adolescentdepression.doc

6 I think young people are in depression when they are in prolonged bad mood, and they need to seek help from the professionals and receive treatment. MLC018adolescentdepression.doc

8 so cuteness and slimness are the social expectations, they are also the source of depression.

MLC023adolescentdepression.doc

9 to determine whether you will suffer from depression or not, it depends on your self expectation.

MLC023adolescentdepression.doc

11 thus, the other key factor led to depression is your self expectation.

MLC023adolescentdepression.doc

13 Ivy, I agree with you that the duration for recovery from depression lasts longer than just having a

bad mood. MLC032adolescentdepression.doc

14 apart from that, in serious cases of depression, professional assistance and medication may be needed. MLC032adolescentdepression.doc

15 depression is the situation of prolonged unhappiness which usually affects patients' normal lives, including their careers, their relationships with friends and family, also their routines.

MLC037adolescentdepression.doc

16 depression may result if the student stay in the prolong stress period and have low EQ.

MLC046adolescentdepression.doc

17 Ingrid, I agree with you that having a positive mind and try to be an optimistic is a good way to get rid of depression. MLC062adolescentdepression.doc

18 as we know, depression is a disease. MLC065adolescentdepression.doc

22 I don't think gender role expectation is a main cause of depression nowadays.

MLC103genderrole.doc

23 they feel they are not beauty and thin enough to meet the social expectation, they may feel frustrated, hopeless, and even become depression in serious cases. MLC120genderrole.doc

24 as far as they feel they are not beauty and thin enough to meet the social expectation, they may feel frustrated, hopeless, and even become depression in serious cases. MLC126genderrole.doc

25 the gender role still would be one of the causes of depression nowadays. MLC127genderrole.doc

27 the definition of "depression" should be "feeling sad and without hope with a prolonged period thanks to the lack of love, understanding, communication and the ability to cope with challenges or difficulties in life." MLC183depression.doc

28 depression has a lot to do with a patient's perception of himself/ herself and the world around him/her. MLC184depression.doc

29 a negative pception of life events can also lead to depressive moods and behaviour.

MLC184depression.doc

35 depression can also be triggerd by trauma, life-altering events, abnormal brain chemistry, neuroticism, among others. MLC188depression.doc

43 depression put more emphasis on the discrepancies between expectation and performance.

MLC193depression.doc

46 in fact, the cause of depression can be cause by gender dissatisfaction, family and peer relationship or social gender expectation. MLC196depression.doc

56 I think the reason for suffering from depression is the way how the adolescents treat the expectations and their attempts to fulfill the goals. MLC206depression.doc

69 depression is commonly associated with fatigue, insomnia, thoughts of suicides.

MLC218depression.doc

74 I believe living in a depressed environment and loss of friends or relatives are also causes of depression. MLC221depression.doc

77 prolonged or excessive bad mood in our daily life will develop to depression and it will usually affect one's health and it is seen as a factor to cause disease, such as diabetes mellitus and cancer.

MLC222depression.doc

92 depression is the prolonged morbid feelings and behaviour resulted from the negative perception of the self, surrounding environment and life events. MLC381depression_t.doc

93 depression is a psychological problem and people having this problem will have prolonged feelings of sadness, loneliness and hopeless. MLC382depression_t.doc

97 my definition of depression would be "a mental disorder caused by persistent sadness marked by altered mood, this may occur daily with the addition of diminished interest or pleasure in most or all activities". MLC386depression_t.doc

108 depression is a mental disease caused by personal, environmental and genetic factors. MLC396depression_t.doc

109 if a person keep on depress continuous for several weeks or months and find no way to relieve pressure or express his bad mood, he may easily suffer from depression. MLC396depression_t.doc

110 depression is a common psychiatric disorder caused by the external environmental factor and internal biological factor- genetic factors. MLC397depression_t.doc

111 people who suffer from depression feel sad and unhappy continuously for more than two weeks. MLC397depression_t.doc

112 depression can be defined as the feelings of powerlessness, sadness and hopelessness. MLC398depression_t.doc

121 depression seems to arise from an interaction of biological factors, environmental events in a person's life, and the person's cognitive interpretations of what those events mean about his or herself. MLC405depression_t.doc

124 depression is a negative/destructive psychological state in which intense sadness, melancholia or despair is felt and the normal social and/or daily functioning of the depressed individual is/are obstructed, as the motivation and/or pleasure in engaging in such activities is/are loss. MLC407depression_t.doc

125 depression is a mental illness involves the body, mood, and thoughts that affect the way a person eats and sleeps, the way one feels about oneself, and the way one thinks about things. Depressive symptoms vary from person to person as well as do the causes. MLC408depression_t.doc

126 depression is a condition of general emotional dejection and withdrawal; sadness greater and longer period than that warranted by any reason. MLC409depression_t.doc

129 depression is sustained emotion with negative perception of the self and pessimism, leading to different health problems eventually. MLC412depression_t.doc

134 for my version, depression is a negative psychological status which in serious case can trigger many social and individual tragedies. MLC417depression_t.doc

135 depression can simply be interpreted as extremely upset which is an illness that kills.

MLC418depression_t.doc

136 depression refers to the long term sadness which leads to negative thinking and decreasing interest in many aspects. MLC419depression_t.doc

139 to me, depression is a term describing a prolonged mental state in which someone feels unhappy and has no energy or enthusiasm, basically it is a psychological response and can even affect physical health by symptoms such as loss of appetite, insomnia. MLC422depression_t.doc

Sub-type: Explication

adolescent depression

4 briefly speaking, there are pressures come from studies, family disharmony, social intercourse, etc. Students face cut-throat competition at school, this compels them to sustain enormous stress and makes them blame themselves if they do not achieve high marks in the exams. Some may suffer from family problems like daily conflicts, lack of family understanding, divorce, etc. The causes mentioned above should be included in the definition of adolescent depression. MLC004adolescentdepression.doc

6 there are few more reasons, mainly on gender role, lead to adolescent depression by exploring adolescents perspectives. They include: challenges related to gender-based societal expectations and cultural messages, e.g. boys are expected to be tough or macho; girls are required to be thin; pubertal changes are perceived as contributing to depression for girls; family and peer pressures; and loneliness and rejection. The impact of loneliness and rejection reinforces cultural messages about girls sensitivity and boys denial of emotional involvement. MLC006adolescentdepression.doc

13 after reading the article, I realise that the adolescent depression is from various of aspects like loneliness and rejection, gender role. Boys are expected to be "tough" or "macho" and girls are expected to be slim and beautiful. The pubertal changes also lead to girl depression. Moreover, high expectation from peers and parents plays an important role in adolescent depression as well. MLC010adolescentdepression.doc

16 in my understanding of adolescent depression, it is caused by three things, including social pressure, family pressure and relationship with peers. Our society is full of traditional thinking, people always criticise the youngsters of not putting more efforts on academic work, prolonged criticism put pressure on the adolescents, especially those who would like to develop in the field other than studying and pursuing their careers in traditional job. The second one is from the pressure of family, every parents hope their child to be elite or phenomenon in the society, putting the unreachable expectation on their child, chronic pressure from parents put adolescents under stress. The last one is the relationship with peers. During puberty, adolescent find it difficult to get along with their peers well, especially when physical and mental change is happening on them, this usually worries adolescent. With certain appropriate help, the problem of adolescent depression can be addressed as stated in the research. MLC013adolescentdepression.doc

20 after reading the article, I found out that the adolescent depression was due to loneliness and rejection, gender role in the past. Girls are expected to be slim and beautiful while boys are expected to be

tough or macho. Beside, the pubertal changes can cause girls from getting depression. What's more, high expectation from parents is one of the most important factors that arouses adolescent depression.

MLC016adolescentdepression.doc

24 indeed, my own understanding of adolescent depression is that it is a mental and emotional disorder taken place in people at the developmental stage of adolescence aged 10-19. The main characteristics of this disorder involve that suffers may feel hopeless, worthless, low self-esteem, meaningless to live, and having such feelings every day lasting for more than 2 weeks in a row. MLC019adolescentdepression.doc

26 On the other hand, I would like to redefine this problem as," A kind of mental illness happened on teenagers aroused by two main factors, one is self expectation, and the other one is social expectation. Secondly, it should last for a long period with the physiological and behavioural changes.

MLC023adolescentdepression.doc

31 I do not think that this research explained the causes of adolescent depression completely. I think adolescent could get depressed for many reasons. Some external reasons might include economic problems, family problems and school pressure. And the internal reasons might be something to do with the chemical substances in the brain. MLC030adolescentdepression.doc

32 in my opinion, adolescent depression is different from depressed mood. Adolescent depression is a sad and unhappy feeling that last for a long period of time. MLC030adolescentdepression.doc

33 however, we can see that adolescent depression is closely related to one's biological sex and gender role. From the views of different adolescents who have depression, we see that the causes of adolescent depression maybe different between boys and girls, yet they are closely related to three main aspects, which include societal Expectations and Cultural Messages, Pubertal Changes and loneliness and Rejection.

MLC030adolescentdepression.doc

34 in my own understanding, adolescent depression is a kind of mental disorder that is related to an individual's emotional problems, leading to changes in one's behaviours. It can be concluded that adolescent depression is mainly due to 1.) misleading by and misunderstanding of societal expectations and cultural messages (e.g. girls must have perfect body shapes; boys must be macho and must not be emotional), 2.) having wrong concepts about pubertal changes, and 3.) failing in coping with the negative emotions arising from different problems (e.g. academic, friendships, family, etc.). MLC031adolescentdepression.doc

36 in my opinion, I view the term "adolescent depression" as a mental illness that affects one's daily activities. It is also a state of intense sadness lasting for a long period of time. It makes a person despair and has a suicide attempt. Adolescent who has found to have depression shows no interests in all the things happening to her/him and they may have no appetite. MLC033adolescentdepression.doc

38 to apply this concept to current society, five aspects are enough to explain all causes; 1. Family pressure 2. interpersonal relations pressure 3. Academic and occupational performance 4. Societal influence and 5. Physical and mental changes. These five areas cover all the problems that the adolescents may face.

MLC034adolescentdepression.doc

42 in my view, adolescent depression is a mental illness happens on adolescents due to prolonged

sadness. It can probably be a response to adversities and stresses. MLC044adolescentdepression.doc

44 in my point of view, the case of adolescent depression is due to three major aspects, which include Societal Expectations and Cultural Messages, Pubertal Changes and Loneliness and Rejection. Moreover, persistent depressed mood, discouragement, loss of self-worth faltering school performance, failing relations with family and friends, and loss of interest in usual activities are the minor causes derived from the three major aspects. MLC048adolescentdepression.doc

48 for the definition of adolescent depression, I think there are three more factors we should include, which are the causes of adolescent depression. They are physiological, psychological and the environmental influence, such as changes during puberty and gender-base expectation of society. As adolescent depression does not only bring its effects, but more important is, we should also consider its causes since we have already known its great influences. MLC055adolescentdepression.doc

50 Adolescent Depression is a common mental disorder faced by many teenagers. It is common especially for teenagers who are passive to meet new friend having strong self-consciousness and having worse parent-child relationship. It is because they do not have a suitable listener for them to express their feelings and they will then hide their feeling in their heart. It results to depression when the bad feelings accumulate to an unbearable point. MLC058adolescentdepression.doc

57 my own understanding of adolescent depression is: Depression is a mental disease. The depressive persons are those who always think negatively and have a bad mood all the time which affect their physical and social well-being, and their behaviors, such as suicide attempts. MLC065adolescentdepression.doc

60 Therefore, I think boys and girls have their right to be what they really are. Blindly follow the social norm may lead to adolescent depression. MLC084genderrole.doc

63 besides, I think the societal expectation and cultural messages for different gender is a potential cause of adolescent depression. These expectation and messages may come from society, traditional culture and the media. These may make adolescents depressed and frustrated if they cannot achieve these societal expectations of being normal. Under the great pressure of being normal of their gender, such as being touch for boys or being slim, it is difficult for them to break the "rules". MLC106genderrole.doc

70 adolescent depression is an abnormal condition. It may be caused as there are so many expectations from others in different aspects, for example, parents expect their own children to have excellent academic performance, enroll in famous university and have a wealthy life. Then adolescent cannot satisfy their expectation, they will feel stressed and depression will follow. MLC211depression.doc

73 adolescent depression is a psychological issue of young people. It could be expressed in the form of sustaining unhappiness. It would affect daily life or normal social life of the individual. The causes of adolescent depression could be inability to conform to individual or peer expectation. MLC235~1.doc

78 adolescent depression has particular relevance to puberty as most of the depressive symptoms spring from changes during or around puberty: biological changes, psychological transition (from a child to a teenager before growth in to an adult), confirmation sexuality identity, gender roles and the change in school and social setting (resulted from the move from primary school to secondary school) and so on. If challenges

presented at this stage of life are not tackled with a positive and proactive mentality, and if coupled by the lack of family and peer support, they can trigger depression in teenagers. MLC237adolescentdepression_t.doc

81 adolescent depression is a psychological problem suffered by teenagers, teens having this problem will have persistent feelings of sadness, loneliness or hopeless. This problem can be caused by many reasons while peer pressure and high societal expectations are two common causes.

MLC241adolescentdepression_t.doc

83 adolescent depression is psychosocial problem, since adolescent are facing lots stress from studying and peer. Adolescents are growing to face many undesirable social experiences, such as loss of a loved one. They may not know how to handle this psychological change. It can be see from the symptoms for examples crying and anorexia etc. MLC243adolescentdepression_t.doc

85 adolescent depression is a common psychiatric disorder in the modern world and in recent years, this becomes the main concern of health agencies worldwide. This is the major cause of many teenager tragedies like suicides and family violence. Adolescent depression may lead to very strong and negative impacts on teenagers. MLC244adolescentdepression_t.doc

89 persistent depressed mood, faltering school performance, failing relations with family and friends, substance abuse, and other negative behaviors may indicate a serious depressive episode among adolescents. Eventually, excessive sleeping, change in eating habits, even criminal behavior (like shoplifting) may be signs of depression. MLC247adolescentdepression_t.doc

91 adolescent depression is a disorder occurring during the teenage that having persistent sadness, discouragement, feeling of unworthy, and loss of interest in usual activities. They may not able to due with different situations, think negatively and not energetic at all. MLC248adolescentdepression_t.doc

92 adolescent depression is a mental disorder, which is a psychosocial problem, occurs during teenage years, which varies in different culture and society. There is a possibility for such a depression last till the end of adolescence and becomes adult depression. MLC249adolescentdepression_t.doc

93 adolescent depression is a psychological disorder during adolescence. It can be characterized by bad moods, depressive feeling and suicidal thoughts. Also, it may be associated with difficulties in academic and occupational performance, interpersonal relationship and substance abuses.

MLC250adolescentdepression_t.doc

95 adolescent depression is the depression that mainly happens in the adolescent period. It is the psychological problem that leads adolescent to have the feelings of sadness, hopeless, low self esteem and loss of interest in social activities. MLC252adolescentdepression_t.doc

96 adolescent depression is a mental disorder. Usually adolescents experience many changes during the stage of puberty. They receive much pressure from the society. And they do not know how to express themselves and find no way to relieve pressure. That's why depressed mood continuous. And then teenage suffer from adolescent depression. MLC253adolescentdepression_t.doc

98 adolescent depression is the upset feeling generated during the teenage period, generally between 12-18. This is a prolonged unhappy feeling and they will recover with the others support.

MLC255adolescentdepression_t.doc

99 adolescent depression is a result of both external and internal stresses. It is mainly due to the failure of overcoming identity crisis such as gaining recognition from peers and appreciation from parents and teachers. Lack of ways to express emotion and weak personality also contribute to adolescence depression. MLC256adolescentdepression_t.doc

100 adolescent depression is the prolonged unhappiness appeared in teenagers as they meet dramatic changes. These changes can be of physically and mentally, like the pubertal body changes or the unwillingness to move to a new secondary school. Changes are also specific to this stage of life, which they have difficulties to cope with these changes at the moment.

MLC258adolescentdepression_t.doc

101 adolescent depression is described a psychological illness of being sad, hopeless and frustrated that may happen during teenage. If teenagers cannot cope with stress effectively and find difficult to achieve self satisfaction, they may suffer form adolescent depression.

MLC259adolescentdepression_t.doc

103 adolescent depression, a kind of psychological disorder, affects the mental health of teenagers. The most common causes of adolescent depression include the gender dissatisfaction, puberty change, social expectation on adolescent, personal expectation on both the academic and non academic field, etc. If they cannot manage their problems well, adverse effects like drugs abuse or suicidal act would be resulted. MLC261adolescentdepression_t.doc

105 adolescent depression is a kind of distress among adolescents which exists for a long period of time. Adolescents may be unhappy and anxious for long period and can't have normal life during this period. MLC263adolescentdepression_t.doc

115 adolescent depression is a kind of depression caused by something people only encountered during their adolescence. The causes may be pressure from society and adolescents' family and the relationship with peers. MLC271adolescentdepression_t.doc

117 adolescence depression is a psychological problem of teenage. It causes a prolonged unhappy, unwilling to do anything, and have great change in emotion. Depression may also some effect on their daily activity. MLC272adolescentdepression_t.doc

121 adolescents develop depression often cause by failures, such as studies, fail to get love from parents. Their syndromes are similar to adults who get depressive disorder, for example, sadness, thinking negatively. MLC276adolescentdepression_t.doc

122 adolescent depression is the period for teenagers suffering from sadness, hopeless and frustrated. As during adolescence, teenagers are always facing different type of impacts which they haven't faced before, e.g. pubic changes of their body, the eagerness for the relationship with the opposite sex, all these can bring them problems which can be defined as adolescent depression.

MLC277adolescentdepression_t.doc

123 adolescent depression is a phenomenon depicting psychological problem faced by young

people, ranging from age 13-19. They shared similar symptoms with adults suffered from depression, for instance, feeling hopeless. MLC278adolescentdepression_t.doc

125 apart from depression, adolescent depression has a element such as the changing physical and mental status of an individual in their puberty. Since there are more and more changes in their life, they will easily feel depressed when they cannot handle their changes well. MLC279adolescentdepression_t.doc

127 for me, adolescent depression is a kind of mental problem happened during adolescence. Due to the transition from childhood to adulthood, teenagers have to face lots of difficulties and challenges which lead to uncertainty, sadness and hopelessness to them. When these accumulates, teenagers feel depressed, which is called adolescent depression. MLC281adolescentdepression_t.doc

128 adolescent depression is a psychiatric disorder occurring during the teenage years, which may or may not last till the end of adolescence period, commonly caused by stressful life events. Symptoms of adolescent depression include persistent sadness, discouragement, loss of self-worth, low self-esteem, change in eating habits, loss of interest in usual activities, substance abuse and even obsession with death. MLC282adolescentdepression_t.doc

gender role

3 to me, gender roles are social constructs society comes to develop and accept when determining the differences in the sexes and in coming to terms with our biological differences. They are rather like templates more than standard sets of rules in describing our behavior. MLC066genderrole.doc

20 I believe that the definition of gender role should be amended to "culturally, physically and socially constructed expectations based on sex (such as expectations for females' passivity).I arrange the three basic factors in descending order. Culturally generated expectation has the greatest effect on gender role development. I also think that the physical difference between male and female has some effects on gender role. For instance, women can give birth while men can not. Thus, men are always expected to be tough and strong as they are the financial support in family. MLC093genderrole.doc

25 in my opinion, gender role can be classified as the environmental influence towards both sex and these influences are mainly come from society. It will certainly affect the behavior to everybody. MLC099genderrole.doc

29 I agree that gender role comes from sex expectation. That means the behavior of a person is strongly related to the sex expectation of the society. MLC102genderrole.doc

37 in my opinion, gender role is a set of rules or some guidelines that are set or made traditionally, which can be divided into two parts, the male parts and the female parts. According to these rules, males and females have their own duties to do in the society or in the community. MLC108genderrole.doc

58 gender role, in my opinion, is what we have to do and what we have to do and what we have to be. There is no rule telling us that what boys and girls should be. Nevertheless, it is amazing that a universal consensus seems existing, telling that boys should be tough and girls should be soft. MLC126genderrole.doc

64 gender role can not be changed mentally. Once we are born, our identity and gender role is confirmed. The physical body of man allows them to be tough and strong. Therefore, we always expect man to do jobs such as construction workers that require lots of energy to complete the tasks. Girls may find it hard to complete that task. This is the things that we can not change. MLC286genderrole_t.doc

65 gender role is a set of rules or some guidelines that are set or made traditionally, which can be divided into two parts, the male parts and the female parts. According to these rules, males and females have their own duties to do in the society or in the community. MLC287genderrole_t.doc

68 gender role is defined as the responsibilities or images of each gender should have. These are due to the standards and expectations set by society. That means each role should do what they are supposed to do, otherwise, they will be regarded as freaks. MLC289genderrole_t.doc

69 gender role are "roles defined by social norms that dictates how the two sexes behaves on different levels of society -- at home, in the work place, at school, and in the public -- which is influenced tremendously by the media in the modern age, and may carry with them traditional biases imposed by the biological limitations of the sexes." MLC290genderrole_t.doc

72 gender role is the behavior associated with the status of being male or female. The behavior is different for male and female and it is under the influence of certain factors, including the cultural expectation, physical difference between male and female and also the division of labor while working. MLC292genderrole_t.doc

73 In my opinion, the definition of the gender role should be "the behavior associated with the status of being male or female, influenced by the social expectation and their physical difference. It can be demonstrated in form of a different in division of labor." MLC292genderrole_t.doc

81 gender role is the socially and individually constructed sex expectations. Female are expected to be thin, cute and feminine; Boys are expected to be strong, tough and powerful. Also, female are expected to express the feelings freely. But, boys expected to hinder their own feelings and never seek for help. MLC298genderrole_t.doc

84 to be simple, it refers to behaviours associated with the status of being male or female which are expected by society and culture. Therefore, gender role varies from different countries. MLC300genderrole_t.doc

89 gender role is the general impression given upon boys and girls. Under such impression, boys or girls should behave as what they are thought to be, and possess the characteristics that are believed to have. MLC305genderrole_t.doc

90 gender role can be defined as physically and culturally. Physically, the gender role is based on their biological sexes of being boys or girls. Culturally, the gender role may base on the societal expectation of being boys or girls, the societal expectation of gender role may change from time to time. MLC306genderrole_t.doc

95 the idea of gender role varies from time to time. Nowadays, in Hong Kong, males and females are having equal opportunities in terms of work. MLC309genderrole_t.doc

113 my own understanding of gender role is: The gender role what the people play is based on social culture and biological sex. In different society, different gender role has their own responsibilities and face different difficulties. And with the society developing, the responsibilities and difficulties were changed. MLC325genderrole_t.doc

115 it is affected by some factors, the education on the individuals, the social status of the individuals. It can not be only applied on the adolescent but also the adult. MLC326genderrole_t.doc

119 gender role is different from sexuality. Gender role are the stereotyped roles by the society in which what should and should not both males and females do. It is somehow like the duties and rights of the two gender. MLC329genderrole_t.doc

adolescence

3 adolescence is a transition between the childhood and the adulthood, and most likely to be described as puberty. During puberty, teenagers are undergoing the development of their own identity, individual personality and self- characteristics. However, these aspects can be easily influence by the external factors, such as peer pressure and media channels. MLC129adolescence.doc

4 there are biological changes in the stage of adolescence. Different glands are activated and hormones are secreted. MLC132adolescence.doc

9 in my own understanding of adolescence, it is also a stage in which teens are sexually active. They start to fancy their opposite sex and may want to have a date. MLC132adolescence.doc

10 body image shows a great importance in adolescence. It associates with the self esteem. MLC132adolescence.doc

11 eating disorder may be a common problem in this stage too, especially for girls as they want to be slim. They think that slim is beauty. MLC132adolescence.doc

13 as in most psychology textbooks, adolescence is the period between 12 and 18 years of age. According to Erikson, this is the stage in which the conflict of identity versus role confusion surfaces. MLC133adolescence.doc

31 although changes take place throughout our life, it is during adolescence that our whole values and faith are being reconstructed. The knowledge and values that we gain and perceive respectively during adolescents do have a long-lasting influence for the rest of our life. MLC153adolescence.doc

44 adolescence is from the age of 12 to 18 years old in biological aspect. It is the transition from childhood to adulthood. During this period, teenagers have to face the changes in puberty and starting to develop their own characteristics and seeking for their identity. MLC159adolescence.doc

49 adolescence is one of the developmental stages everyone must experience. At this stage, everyone should be mature enough and has their own thinking on different aspects. Adolescent may face many challenges and develop a change in their life eventually. After experiencing this stage, people may have a change in characteristics and value of their life. MLC166adolescence.doc

51 adolescence is an age period of : 1.developing the ability to think logically and reason abt moral issues; 2.acquiring a sense of identity; 3.beginning the process of breaking away from parents.

MLC172adolescence.doc

61 this period is marked by rapid and intense physical growth, which ultimately results in sexual maturity. Most girls begin to menstruate at 12 to 13 years of age. In boys the first sign of puberty is often enlargement of the testicles. Both sexes show a spurt in height during adolescent.

MLC334adolescence_t.doc

80 Adolescence is the age period of 12-19. Teenagers may have to due with the physical and mental change. They have to go through many changes such as puberty change, change in social or family role and psychological change. Girls would have to deal more on their sexual development as they have to go through painful menstrual period and have to due with the problem of pregnancy. Boys would have to due with psychological change on sex/gender concept. MLC348adolescence_t.doc

87 adolescence is the transitional period between puberty and adulthood. Adolescence begins with the onset of puberty and ends with the arrival of young adulthood at approximately age 20. Puberty is the sexual maturation of the child, produced by major hormonal changes. During the period of puberty, there are changes in a person's primary and secondary sex characteristics that not only alter physical appearance, but also enable the person to sexually reproduce. MLC355adolescence_t.doc

88 in my opinion, I find adolescence should be in the period of secondary schooling, probably at age 12-18. At the beginning of this period, girls would first experience the puberty change follow by boys. Later on this period, they would try to make friends with the opposite sex, maybe they would start dating with their favor's one. Towards the end of this period, they would try to think of their future, like which subjects I will study in the university, or what kind of job I prefer to? MLC356adolescence_t.doc

105 in my opinion, adolescence is a fickle period. During this period, they would think that they have the right to do what they like, and easily be affected by their friends. This is because their thinking is between mature and immaturity. Therefore, their characters, behaviors and thinking are easily affected by environment surround him. MLC372adolescence_t.doc

111 adolescence is a transitional period between childhood and adulthood. Adolescents between 12 to 18 face serious identity crisis. MLC378adolescence_t.doc

depression

19 depression is a mental disease. The depressive persons are those who lways think negatively and have a bad moon all the time which affect their physical and social well-being, and their behaviors, such as suicide attempts. MLC065adolescentdepression.doc

21 continuous bad mood for several weeks or months results in depression. If someone can relieve the pressure and control them emotion well, he do not suffer from depression. MLC098genderrole.doc

33 personally I think depression occurs when one is unable to find their comfort zone. These uncomfortable feeling will leads one to hide their true feeling and hence effecting one's emotion and public

relationship. MLC185depression.doc

34 it could occur in adults, adolescents and even children. However, the depression seems to have more effect on adults and adolescents, since they will come across with more society pressure, peer pressure and family pressure. MLC185depression.doc

42 it states that there are always expectations among people in all aspects, such as academic, family, peers, partner etc. When these expectations among these aspects cannot fulfill or achieve, that means the performance cannot reach their expectations, they will feel depressed even some of them are impossible to reach. MLC193depression.doc

50 either fails to achieve self expectation or social expectation leads to depression. Under-estimating one's ability is also a problem, which may lead to lack of confidence, and this contributes to depression. MLC200depression.doc

53 actually, I think depression is a kind of mental disorder of which depressive patients must present depressive mood and loss of interest that they usually interested in. Meanwhile, depressive patients do think all events happening around them are negative. MLC204depression.doc

57 during depression, people would unable to handle with their emotions. They may have continual feeling of sadness, low self-esteem and loss of interest in usual activities. As a result, people may not able to think more positive, and they believe that they do not have the ability on doing the everything. MLC208depression.doc

60 if a person receives very high expectation from the society, he may experiences many stress. Although he can control himself, if the pressure he received doesn't stop, he still will suffer from depression. MLC212depression.doc

63 due to numerous social expectations and standards, it is relatively easy for individuals to develop a wrong concept on how they should live their lives. Some individuals can go through this stage without large problem, but others may find it rather difficult. For those who cannot go through the stage successfully, depression may occur. MLC214depression.doc

68 the most common psychological disorder is depression (mood disorder). The defining symptoms of depressive disorder are an unhappy mood and the loss of interest and pleasure in life. MLC218depression.doc

70 depression is more common in women than in men. Generally, males may turn negative emotion outward, feeling more anger whereas females may turn their negative feelings inward, thus feeling more depressed. MLC218depression.doc

71 in fact, biological factors, environmental factors and cognitive factor in depression might work together to bring on depression. These three factors are not independent of one another. MLC218depression.doc

73 people with a high expectation on themselves usually feel stressful. They feel depressed when their performance does not meet their expectation. MLC220depression.doc

87 depression is different from unhappiness. In fact, depression is much more serious than

unhappiness. A feeling of despair, helplessness and a lack of help are the symptoms of depression whereas unhappiness is a sad emotion which can be relieved after a cry or talking to friends and parents.

MLC263depression.doc

88 I think depression is a distorted physical and psychological development of people, including adolescent and adult. It has identifiable symptoms like irritable and unhappy mood, difficult to sleep, feeling of worthless, self-hatred or even an attempt to commit suicide. Depression is caused by several factors such as failure in academic or work performance, unwanted social experience and health problems, etc. MLC378depression_t.doc

89 as for me, depression should be defined as feeling sad, hopeless, lonely which is thanks to the lack of love, understanding, caring and thereby affecting one's life physically and mentally adversely. When it comes to depressed people, they close the doors of communicating with others as they consider the world outside to be hopeless and no one will listen to them. They are those who cannot recover by themselves and feel depressed. MLC379depression_t.doc

90 depression is a psychological response, of individual, to difficult situation(s). The difficult situation is usually a mid to long term phenomenon. Also, there is no absolute definition or measurement of the difficult situation because of individual has different degree of tolerance because of their different experience/ background. MLC380depression_t.doc

94 depression is a mental disorder characterized by chronic depressive mood, withdrawal from normal social contact, loss of interests in activities one normally engages in, loss of appetite. It may be caused by incidental factors or by abnormal brain chemistry. Such incidental factors may include trauma, failure to attain some goals, break-up of relationships, problems coping with work-related stress, expectations not conforming to desired outcomes, and others. Generally speaking, a person needs to have more than one depressive symptom to be diagnosed to be clinically depressed. Medical intervention may be in the form of therapy or medication (antidepressants), or a combination of both. In serious cases of depression, the sufferer may attempt suicide, or have suicidal ideation.

MLC383depression_t.doc

96 depression is a common psychiatric disorder in the modern world. For patients who suffer depression, they will get unhappy easily and this will affect their social life activities.

MLC385depression_t.doc

98 normally, depression is individual that because the undesirable experience, or unsolved difficulty. It is a psychological change that rises to the negative cognitions, related signs and symptoms that characterize depressive disorders. It is not limited in special age or gender, but different gender and different age have different level of depression. MLC387depression_t.doc

99 depression is defined as a mental disease caused by the personality of everyone affected by the environment and genetic factors. It would affect the daily activity living of people, and it can convert to a fatal disease when people feel they are totally useless and cannot get rid of those depressed mood. MLC388depression_t.doc

100 to me, depression is a mental illness in which a person is very unhappy and anxious for long periods and cannot have a normal life during these periods. The person is unwilling to share his feelings so that prolonged sadness develops. MLC389depression_t.doc

101 I think depression is caused by gender dissatisfaction, pubertal maturation and family and peer relationships. High social gender expectation and low self-esteem can also cause depression. People who got depression may feel sad all the time, think negatively and want to commit suicide. MLC390depression_t.doc

102 my own definition of depression is that it is a psychological disease which affects a person greatly. It can affect the way a person eats and sleeps, make people loss of interest, etc. The most important characteristic is that it makes people build up a sense of hopelessness and helplessness. MLC391depression_t.doc

103 it is a common mental disorder characterized by sadness, loss of interest in activities and by decreased energy. It is differentiated from normal mood changes by the extent of its severity, the symptoms and the duration of the disorder. MLC392depression_t.doc

104 indeed, I think depression is a kind of mental disorder of which depressive patients must present depressive mood and loss of interest that they usually interested in. Meanwhile, depressive patients do think all events happening around them are negative. MLC393depression_t.doc

106 depression is a mental illness. Depressed person usually feels sad and unhappy for more than two weeks. S/he might also develop a negative thinking. S/he might even believe that s/he is bad and should not be loved. That's why many depressive people commit suicide. MLC394depression_t.doc

113 depression should be the prolonged depressive thoughts which may cause adverse impacts on people's physical and psychological health. To cope with depression, effective therapies should be adopted. MLC398depression_t.doc

114 depression is a feeling of sad, unhappy and cross-feelings. This will lead to a certain period of time. Some may recover by themselves, but some may need the help of other people such as psychologists and friends. I think letting those people in depression feel there are people who are supporting them will help them to recover. MLC399depression_t.doc

115 depression is psychological disorders that cause the social interactions, physical functions and mood changes. It always associated with some symptom including which feelings of loss, anger, sadness and loss the motivation to interact with people and to join any social activity. MLC400depression_t.doc

116 depression refers to prolonged unhappiness and a loss of desire in life. This will affect your health and you daily life. It is usually related to a failure in satisfying self or social expectations. MLC401depression_t.doc

117 depression can be defined as a psychological illness of being sad, hopeless and frustrated for a period of time. Usually, depression is caused by too much stress that someone cannot cope with. These pressures may come from society, family, peer pressure, same-sex attraction, and illness and so on.

MLC402depression_t.doc

118 depression is a kind of psychiatric disorder. People suffer from depression are always characterized by a mood of sadness, loneliness and isolation. Besides, the patients will decrease interest in social activities and they will think everything negatively. MLC403depression_t.doc

120 I think depression is a mood disorder (which can occur in both adolescent and adult) whose symptoms include an unhappy mood and the loss of interest and pleasure in life. This state is commonly associated with insomnia, loss of appetite, fatigue, feelings of guilt, and thoughts of suicide and death. MLC405depression_t.doc

122 in my opinion, depression is a psychological disorder which affects the mental health of person. Those people who suffer from depression are usually with bad mood for a period of time, losing appetite and having prolonged insomnia. MLC406depression_t.doc

131 I think depression is prolong unhappy, not willing to do anything, and has great emotion change. Environment, relationship with other, may be the source to cause depression. MLC414depression_t.doc

133 depression is a mental disease which caused by different reasons, such as peer pressure. The depressive persons always think negatively and have a bad moon all the time which affect their physical and social well-being, and their behaviors, such as suicide attempts. MLC416depression_t.doc

137 my own understanding of adolescent depression is: Depression is a mental disease which caused by different reasons, such as peer pressure. The depressive persons always think negatively and have a bad moon all the time which affect their physical and social well-being, and their behaviors, such as suicide attempts. MLC420depression_t.doc

138 depression can be the period of feeling of frustrated, it may be due to the experiencing of incompetence at certain time. Also, it can be applicable on all age groups. MLC421depression_t.doc

140 depression is a mental and emotional disorder, characterized by prolonged misery and pessimistic feeling. Other symptoms include loss of enthusiasm, loss of interests in previous hobbies, loss of appetite, sleeplessness. Depression may also have adverse effects on one's normal physical function of the body. Those with depression may have self-destruction tendency or even suicidal tendency. MLC423depression_t.doc

141 depression is a physical and psychological disturbance of an individual. There are many causes which lead to the appearance of depression. Also, depression may lead to some mental illness since there are more and more stress on an individual. MLC424depression_t.doc

142 depression is defined as sad or low mood or emotional state, or the loss of pleasure. There are many possible causes of depression, such as family problems, peer pressure, academic and working problems. It may affect a depressive person both physically and mentally. MLC425depression_t.doc

Appendix 15

Direct markers of intertextuality

A total of 43 examples.

Markers of intertextuality are marked with bolding. Paraphrases are marked with underlying.

(1) agree with/to (X)

1 **I do agree with** some classmates that the definition should also include the causes of adolescent depression. Of course, it's not the only causes of adolescent depression! Peer pressure, personal communication skills etc are also common causes. (#12 in Appendix 7; MLC009adolescentdepression.doc)

2 therefore, I would have to **agree with** the author's definition of adolescent depression. Personally I think adolescent depression might just be a derived form of teenage confusion. (#25 in Appendix 7; MLC021adolescentdepression.doc)

3 Ivy, **I agree with** you that the duration for recovery from depression lasts longer than just having a bad mood. (#13 in Appendix 7; MLC032adolescentdepression.doc)

4 Ingrid **I do agree with** you that the definition is not that appropriate in describing the concept of Adolescent depression. The definition is just the consequences of depression of a teenage instead of the meaning of "Adolescent depression". In my point of view, it should define the meaning of Adolescent depression by giving the symptoms of it, like how they feel and how they act. therefore, I search for another meaning of "Adolescent depression" from the website of MedilnePlus Medical Encyclopedia. It states that "Adolescent depression is a disorder occurring during the teenage years marked by persistent sadness, discouragement, loss of self-worth, and loss of interest in usual activities." And the website has explain the cause, symptoms, treatment of depression clearly. I think that the web is quite useful for us to understand more about depression. Reference: MedlinePlus. (2005). Medical Encyclopedia: Author. Retrieved October 3,2007, from "http://www.nlm.nih.gov/medlineplus/ency/article/001518.htm (#41 in Appendix 7; MLC043adolescentdepression.doc)

5 **I agree with** you that nowadays teenagers, especially those living in Hong Kong, suffer a lot from the examination emotionally. Hong Kong is an exam-oriented city and public examinations affect student a lot. For example, if a student is going to take HKCE/HKAL, his living style may be altered due to allocation of more time for self-study and tutorial as they want to get a fruitful result to please their parents, relatives and fulfill the expectation of society. Changing life style decreases the time for entertainment and that means students will have less time for fun and more time under stress. Depression may result if the student stay in the prolong stress period and have low EQ. To me, I believe that the definition of "adolescent depression" is just

merely covered the consequences of depression, ignoring the causes which are very important to this problem too. Reasons like peer pressure, family expectation and gender-based societal expectation are contributing factors to this alarming problem. (#43 in Appendix 7; MLC046adolescentdepression.doc)

6 **I do agree with** the author's definition of adolescence, "a stage of life characterized by changes in different aspects of individual development and in different major social contexts". As in adolescence, teenage face great change both in physically and mentally. According to Erickson, teenagers face identity VS role confusion. (#53 in Appendix 7; MLC178adolescence.doc)

7 Mr. Wong, **I agree with** you that the definition is not a good one because it lacks some important factors of adolescent depression. However, I don't agree with you that this definition is not applicable to Hong Kong teenagers. Actually, I think many Hong Kong students do part-time jobs in order to maintain their financial balance, so they may have occupational experience. In fact, I want to point out that your definition is not complete because it also focuses on the outcome of adolescent depression. The perfect definition should include the causes, symptoms and results of adolescent depression. (#55 in Appendix 7; MLC063adolescentdepression.doc)

8 in my opinion, **I agree with** the concept of gender role is defined as "socially constructed expectation based on sex". However, I think the word "sex" should be defined as physical gender. (#36 in Appendix 8; MLC106genderrole.doc)

9 **I agree with** the definition of gender role which was given by the author. I think that gender role is one of the causes of adolescent depression. (#51 in Appendix 8; MLC117genderrole.doc)

10 **I agree with** you that girls and boys have their own socially constructed expectation. What about people who are attracted by same sex or wish to change their gender role? I think this situation is more complicated because our society has strong prejudice on homosexual people. Young people who are homosexual one may be discriminated as they confront our existing social value. Maybe gender role is not only caused by our society, but also by us. (#55 in Appendix 8; MLC123genderrole.doc)

11 **I do agree with** the author's definition of adolescence, "a stage of life characterized by changes in different aspects of individual development and in different major social contexts". Adolescence is a transition between the childhood and the adulthood, and most likely to be described as puberty. During puberty, teenagers are undergoing the development of their own identity, individual personality and self- characteristics. However, these aspects can be easily influence by the external factors, such as peer pressure and media channels. (#3 in Appendix 9; MLC129adolescence.doc)

12 **I do agree with** the above definition---adolescence is "a stage of life characterized by changes in different aspects of individual development and in different major social contexts" (p.267). First of all, there are biological changes in the stage of adolescence. Different glands are activated and hormones are secreted. Secondly, changes in body image and development of self-concept like self-esteem may also occur during this stage. Thirdly, there may be also a change in peers and friendship when adolescents go from secondary school to universities. Also, they start to strive to find out who they are in this stage. For example, they may evaluate their career choices. In my own understanding of adolescence, it is also a stage in which teens are sexually

active. They start to fancy their opposite sex and may want to have a date. Teenaged pregnancy is one of the problems in this stage if they are not sexually educated well. In addition, body image shows a great importance in adolescence. It associates with the self esteem. Eating disorder may be a common problem in this stage too, especially for girls as they want to be slim. They think that slim is beauty. (#4 to 11 in Appendix 9; MLC132adolescence.doc)

13 actually, **I agree with** the definition quoted by Chan, (1995) about the concept of adolescence. Adolescence indeed is a developmental stage in which there are many different changes in individual development and social contexts such as study environment change (from primary school to secondary school), biological transformation during puberty, identity crisis and so on. (#19 in Appendix 9; MLC141adolescence.doc)

14 **I do agree with** the definition of adolescence as the author stated. Social contexts, which is an external factor, as another cause of adolescence depression. (#46 in Appendix 9; MLC162adolescence.doc)

15 according to Marcia, individual values and faith are re-examined during teenage years. It meets "self-evaluation" in some way. But "distortion" is, somehow, inappropriate as most of the teenagers are just undergoing an "identity crisis", according to Erikson. Definitely, a "crisis" does not equal to "distortion". So, I just partly agree with Miss Heung's opinion. (#40, 41 in Appendix 10; MLC192depression.doc)

16 **I do agree with** the definition as it states that people may not able to do the self evaluation and did a bad job during depression. During depression, people would unable tot handle with their emotions. They may have continual feeling of sadness, low self-esteem and loss of interest in usual activities. As a result, people may not able to think more positive, and they believe that they do not have the ability on doing the everything. (#57 in Appendix 10; MLC208depression.doc)

17 Ingrid, **I agree with** you that depression will cause unattainable standards of performance, but I don't think a distortion of self-evaluation is the major cause of depression. Actually, there are wide ranges of reasons of depression which can be grouped into individual and social factors. For example, poor academic and occupational performance, peer rejection, social discrimination and distorted family relationship will stimulate young people to question their ability. (#67 in Appendix 10; MLC217depression.DO)C

18 **I do agree with** the definition as I agree that it is a self-evaluation process. However, I do think that if the symptoms of the depression can be added into the definition would be much better as this can give a clearer mind to the readers about depression. (#79 in Appendix 10; MLC223depression.doc)

(I) do not agree with/to (X)

1 Mr. Wong, I agree with you that the definition is not a good one because it lacks some important factors of adolescent depression. However, **I don't agree with** you that this definition is not applicable to Hong Kong teenagers. Actually, I think many Hong Kong students do part-time jobs in order to maintain their financial balance, so they may have occupational experience. In fact, I want to point out that your definition is not complete because it also focuses on the outcome of adolescent depression. The perfect definition should include the causes, symptoms and results of adolescent depression. (#55 in Appendix 7;

MLC063adolescentdepression.doc)

2 having read more about "gender role" on the web, **I'm not** sure if I can **agree with** the article and your view that gender role is a social construct. I may even want to revolt my own understanding that gender role should be expanded as a cultural and ethnic construct. Specially after having read the following webpage: <http://www.melted-dreams.net/definition/2006/02/16/gender-roles-vs-sex-vs-gender-identity-vs-sexuality/> it dawns on me that the concept of gender role expectations is a product of heterosexual hegemony, that if we continue to bind gender role with biological sex, we have ignored the existence of homosexual, bisexual or even pansexual people. (#10, 11 in Appendix 8; MLC079genderrole.doc)

3 **I do not agree with** the definition what the author defined. Nowadays, most of children would get into school to accepted education. They would know a lot of things and get the concepts from mass media. Also, they would develop their own thinking, concept and characters which affected by their different major social contexts when they were children, not just during the stage of adolescence. Therefore, I think adolescence is a stage of life which easily has a large change affected by their specific background. (#54 in Appendix 9; MLC180adolescence.doc)

4 I am afraid that **I couldn't agree with** the author. It is true that social expectation would have certain influence on the gender role, but it should not be the main factor to design the gender role. In my opinion, there are others factors that should be taken into consideration, such as the physical difference between man and woman and also the division of labour when working. I think a better definition of the gender role should be the "behavior associated with the status of being male and female. (#32 in Appendix 8; MLC104genderrole.doc)

5 I am afraid that **I can't agree with** you there; I am in favour of the definition of adolescence as "a stage...contexts". Although changes take place throughout our life, it is during adolescence that our whole values and faith are being reconstructed. The knowledge and values that we gain and perceive respectively during adolescents do have a long-lasting influence for the rest of our life. (#31 in Appendix 9; MLC153adolescence.doc)

6 **I do not agree with** the definition what the author defined. Nowadays, most of children would get into school to accepted education. They would know a lot of things and get the concepts from mass media. Also, they would develop their own thinking, concept and characters which affected by their different major social contexts when they were children, not just during the stage of adolescence. Therefore, I think adolescence is a stage of life which easily has a large change affected by their specific background. (#54 in Appendix 9; MLC180adolescence.doc)

according to X

1 **according to** this reason, I don't think this article is fully adoptable in explaining the phenomemon of depression in Hong Kong. The article is only adoptable in the place where the research that had been

carried out and it is only true for that particular time. Time changes and causes change. But this article is still indicative in founding the internal factors that impact teenagers. So I don't think there are any "always true" causes for adolescent depression. And the definition should be simplified to "disease that caused by the multiple of unsatisfied experience in the society and by oneself." (#5 in Appendix 7;

MLC005adolescentdepression.doc)

2 **according to** the social interpretation, the definition of being a good wife and a good husband is not the same. Then, should the definition of adolescent depression different boys and girls also be different? in my point of view, the case of adolescent depression is due to three major aspects, which include Societal Expectations and Cultural Messages, Pubertal Changes and Loneliness and Rejection. Moreover, persistent depressed mood, discouragement, loss of self-worth faltering school performance, failing relations with family and friends, and loss of interest in usual activities are the minor causes derived from the three major aspects. (#44 in Appendix 7; MLC048adolescentdepression.doc)

3 adolescence is a transitional stage between childhood and adulthood. Moreover, perhaps a specific age range should be given for adolescence too, as in most psychology textbooks, adolescence is the period between 12 and 18 years of age. **According to** Erikson, this is the stage in which the conflict of identity versus role confusion surfaces. (#12 in Appendix 9; MLC133adolescence.doc)

4 **according to** Piaget, adolescence stage is a stage which has greatly increased cognitive abilities, that mean the adolescence can think more abstract things and the egocentrism reduced. (#18 in Appendix 9; MLC140adolescence.doc)

5 think that this definition is not correct. **According to** the World Health Organization (2007), adolescents, which refer to people aged between 10 and 19. We need to face many difficulties in our daily life. Some people may need to face changes in different aspects of individual development and in different major social contexts as they moving to another place to study or to work. However, facing changes in life does not mean that we are in adolescence. Therefore, the definition that the article mentioned is definitely not accurate. The definition of adolescence should depend on the age and physiological condition of the people; adolescence should be defined as a stage of life age from 10 to 19 and have special physiological condition. (#52 in Appendix 9; MLC174adolescence.doc)

6 as in adolescence, teenage face great change both in physically and mentally. **According to** Erikson, teenagers face identity VS role confusion. (#53 in Appendix 9; MLC178adolescence.doc)

7 **according to** Marcia, individual values and faith are re-examined during teenage years. It meets "self-evaluation" in some way. (#40 in Appendix 10; MLC192depression.doc)

8 but "distortion" is, somehow, inappropriate as most of the teenagers are just undergoing an "identity crisis", according to Erikson. (#41 in Appendix 10; MLC192depression.doc)

9 **according to** this definition, if we over-estimate our own abilities in the self-evaluation process, we will set up our goals that are too hard for us to achieve. either fails to achieve self expectation or social expectation leads to depression. Under-estimating one's ability is also a problem, which may lead to lack of confidence, and this contributes to depression. (#50 in Appendix 10; MLC200depression.doc)

10 according to the idea stated by the author, the major reason for causing depression is the discrepancies between the expectations and the performance. For example, if a girl is highly expected to be slim, she will attempt to make herself thin. However, once she fails to achieve the expected goal, she will have depressive feelings and gradually suffer from depression. (#55 in Appendix 10; MLC206depression.doc)

11 according to a psychologist, Erik Erikson, adolescence is the time for teenagers to face a psychological crisis - Identity vs. Role Confusion – in which adolescents attempt to define their identity by asking themselves questions, like “who am I?” and “why am I here?” (#77 in Appendix 10; MLC345adolescent_t.doc)

as/what X (said/mentioned/stated)

1 with certain appropriate help, the problem of adolescent depression can be addressed **as stated** in the research. after all, I would like to add some points on the concept and the new one should be adolescent depression is mainly caused by pressure from society and adolescents family and the relationship with peers (#17 in Appendix 7; MLC013adolescentdepression.doc)

2 I do agree with the definition of adolescence **as the author stated**. Social contexts, which is an external factor, as another cause of adolescence depression. (#46 in Appendix 9; MLC162adolescence.doc)

in/to response to (X), to respond to (X)

1 in response to Cherry's opinion, I would like to make some elaboration of the original definition. I am in favour of describing Adolescent Depression as a "costly" problem or disorder because it really brings many long-term side-effects to our society. Depression is a psychological problem, or disorder. (#47 in Appendix 7; MLC053adolescentdepression.doc)

2 **to response to** the above concept of adolescent depression, I would like to improve it. For the definition of adolescent depression, I think there are three more factors we should include, which are the causes of adolescent depression. They are physiological, psychological and the environmental influence, such as changes during puberty and gender-base expectation of society. As adolescent depression does not only bring its effects, but more important is, we should also consider its causes since we have already known its great influences. (#48 in Appendix 7; MLC055adolescentdepression.doc)

(not)in favour of (X)

1 in response to Cherry's opinion, I would like to make some elaboration of the original definition. I am in favour of describing Adolescent Depression as a "costly" problem or disorder because it really brings many long-term side-effects to our society. Depression is a psychological problem, or disorder. (#47 in Appendix 7; MLC053adolescentdepression.doc)

2 however, I am **not in favour of** Miss Heung's opinion that the definition stated is concerning about "depression". According to Marcia, individual values and faith are re-examined during teenage years. It meets "self-evaluation" in some way. (#40 in Appendix 10; MLC192depression.doc)

3 I am afraid that I can't agree with you there; I am **in favour of** the definition of adolescence as "a stage...contexts". Although changes take place although changes take place throughout our life, it is during adolescence that our whole values and faith are being reconstructed. The knowledge and values that we gain and perceive respectively during adolescents do have a long-lasting influence for the rest of our life. (#31 in Appendix 9; MLC153adolescence.doc)

4 however, I am **not in favour of** Miss Heung's opinion that the definition stated is concerning about "depression" only. According to Marcia, individual values and faith are re-examined during teenage years. It meets "self-evaluation" in some way. But "distortion" is, somehow, inappropriate as most of the teenagers are just undergoing an "identity crisis", according to Erikson. (#40, 41 in Appendix 10; MLC192depression.doc)

Appendix 16

Word frequency of collection of paraphrases

The first 1000 entries in the total of 3040.

WORD	Frequency	%
1 THE	760	(2.35%)
2 H	718	(2.22%)
3 QJ	671	(2.07%)
4 AND	668	(2.06%)
5 OJ	664	(2.05%)
6 OF	611	(1.89%)
7 J	558	(1.72%)
8 DOC	503	(1.55%)
9 TO	467	(1.44%)
10 A	452	(1.40%)
11 IS	392	(1.21%)
12 DEPRESSION	351	(1.08%)
13 IN	309	(0.95%)
14 O	262	(0.81%)
15 Ê	261	(0.81%)
16 I	255	(0.79%)
17 Û	247	(0.76%)
18 B	231	(0.71%)
19 ÄÓ	212	(0.65%)
20 ADOLESCENT	181	(0.56%)
21 AS	180	(0.56%)
22 É	180	(0.56%)
23 BE	172	(0.53%)
24 GENDER	170	(0.52%)
25 V	170	(0.52%)
26 T	166	(0.51%)
27 R	163	(0.50%)
28 N	152	(0.47%)

29	ARE	151	(0.47%)
30	ROLE	148	(0.46%)
31	PH	146	(0.45%)
32	FROM	144	(0.44%)
33	L	142	(0.44%)
34	P	142	(0.44%)
35	E	134	(0.41%)
36	THAT	132	(0.41%)
37	BY	130	(0.40%)
38	S	130	(0.40%)
39	Õ	127	(0.39%)
40	WITH	122	(0.38%)
41	AJ	120	(0.37%)
42	D	120	(0.37%)
43	À	118	(0.36%)
44	IT	117	(0.36%)
45	Đ	115	(0.36%)
46	M	113	(0.35%)
47	FOR	112	(0.35%)
48	THEIR	112	(0.35%)
49	ON	110	(0.34%)
50	THEY	108	(0.33%)
51	Ü	108	(0.33%)
52	ADOLESCENCE	107	(0.33%)
53	U	106	(0.33%)
54	OR	102	(0.31%)
55	Ý	102	(0.31%)
56	GD	101	(0.31%)
57	X	100	(0.31%)
58	WHICH	99	(0.31%)
59	Y	98	(0.30%)
60	Ç	97	(0.30%)
61	W	96	(0.30%)
62	SOCIAL	94	(0.29%)
63	Â	91	(0.28%)
64	CHANGES	89	(0.27%)
65	Ó	89	(0.27%)

66	Î	88	(0.27%)
67	Á	87	(0.27%)
68	MAY	86	(0.27%)
69	C	85	(0.26%)
70	Ì	84	(0.26%)
71	CAN	83	(0.26%)
72	Ð	83	(0.26%)
73	EXPECTATION	82	(0.25%)
74	G	82	(0.25%)
75	Q	81	(0.25%)
76	DIFFERENT	80	(0.25%)
77	Z	80	(0.25%)
78	HAVE	78	(0.24%)
79	SELF	78	(0.24%)
80	K	77	(0.24%)
81	\$	75	(0.23%)
82	Ï	73	(0.23%)
83	SOCIETY	73	(0.23%)
84	THINK	73	(0.23%)
85	Í	72	(0.22%)
86	STAGE	72	(0.22%)
87	DEFINITION	70	(0.22%)
88	È	69	(0.21%)
89	SHOULD	69	(0.21%)
90	F	66	(0.20%)
91	ALSO	64	(0.20%)
92	PEOPLE	64	(0.20%)
93	Ù	64	(0.20%)
94	Ú	64	(0.20%)
95	THIS	63	(0.19%)
96	EXPECTATIONS	61	(0.19%)
97	LIFE	60	(0.19%)
98	SEX	59	(0.18%)
99	Ã	58	(0.18%)
100	DURING	54	(0.17%)
101	Ö	54	(0.17%)
102	Ò	53	(0.16%)

103	Æ	52	(0.16%)
104	Ñ	52	(0.16%)
105	CHANGE	51	(0.16%)
106	PSYCHOLOGICAL	51	(0.16%)
107	WILL	51	(0.16%)
108	Å	50	(0.15%)
109	NOT	50	(0.15%)
110	Ä	49	(0.15%)
111	FAMILY	49	(0.15%)
112	PERIOD	49	(0.15%)
113	Ø	48	(0.15%)
114	WOULD	48	(0.15%)
115	SUCH	47	(0.15%)
116	DISORDER	45	(0.14%)
117	LOSS	45	(0.14%)
118	ADOLESCENTS	44	(0.14%)
119	MY	44	(0.14%)
120	Ô	44	(0.14%)
121	WÀ	44	(0.14%)
122	KH	43	(0.13%)
123	£	41	(0.13%)
124	MENTAL	41	(0.13%)
125	MORE	41	(0.13%)
126	ONE	41	(0.13%)
127	MOOD	40	(0.12%)
128	PROBLEMS	40	(0.12%)
129	DEFINED	39	(0.12%)
130	AN	38	(0.12%)
131	CAUSES	38	(0.12%)
132	LIKE	38	(0.12%)
133	PHYSICAL	38	(0.12%)
134	ACADEMIC	37	(0.11%)
135	DO	37	(0.11%)
136	FACTORS	37	(0.11%)
137	GIRLS	37	(0.11%)
138	PRESSURE	37	(0.11%)
139	TEENAGERS	37	(0.11%)

140	BETWEEN	36	(0.11%)
141	PUBERTY	36	(0.11%)
142	RELATED	36	(0.11%)
143	SA	36	(0.11%)
144	HH	35	(0.11%)
145	TIME	35	(0.11%)
146	AGE	34	(0.10%)
147	SADNESS	34	(0.10%)
148	BOYS	33	(0.10%)
149	INDIVIDUAL	33	(0.10%)
150	BIOLOGICAL	32	(0.10%)
151	HEALTH	32	(0.10%)
152	HM	32	(0.10%)
153	THEME	32	(0.10%)
154	BASED	31	(0.10%)
155	CAUSED	31	(0.10%)
156	MANY	30	(0.09%)
157	SOME	30	(0.09%)
158	SUICIDE	30	(0.09%)
159	CULTURAL	29	(0.09%)
160	WE	29	(0.09%)
161	Ë	29	(0.09%)
162	ADULTHOOD	28	(0.09%)
163	OUR	28	(0.09%)
164	OWN	28	(0.09%)
165	PEER	28	(0.09%)
166	DEPRESSED	27	(0.08%)
167	DUE	27	(0.08%)
168	FEELING	27	(0.08%)
169	OTHER	27	(0.08%)
170	PERFORMANCE	27	(0.08%)
171	THERE	27	(0.08%)
172	WHEN	27	(0.08%)
173	AT	26	(0.08%)
174	CONSTRUCTED	26	(0.08%)
175	DEPRESSIVE	26	(0.08%)
176	PROBLEM	26	(0.08%)

177	PUBERTAL	26	(0.08%)
178	ASPECTS	25	(0.08%)
179	CONCEPT	25	(0.08%)
180	DEVELOPMENT	25	(0.08%)
181	DIFFICULTIES	25	(0.08%)
182	EVALUATION	25	(0.08%)
183	SYMPTOMS	25	(0.08%)
184	THESE	25	(0.08%)
185	WHO	25	(0.08%)
186	\$Û	24	(0.07%)
187	ALL	24	(0.07%)
188	BEING	24	(0.07%)
189	BOTH	24	(0.07%)
190	BUT	24	(0.07%)
191	INTEREST	24	(0.07%)
192	ÛOJ	24	(0.07%)
193	ETC	23	(0.07%)
194	FEMALE	23	(0.07%)
195	IDENTITY	23	(0.07%)
196	LEAD	23	(0.07%)
197	NEGATIVE	23	(0.07%)
198	THEM	23	(0.07%)
199	ACTIVITIES	22	(0.07%)
200	ATTEMPTS	22	(0.07%)
201	FEEL	22	(0.07%)
202	FEELINGS	22	(0.07%)
203	INCLUDING	22	(0.07%)
204	LONELINESS	22	(0.07%)
205	MALE	22	(0.07%)
206	PHENOMENON	22	(0.07%)
207	USUALLY	22	(0.07%)
208	WHAT	22	(0.07%)
209	CAUSE	21	(0.06%)
210	EXAMPLE	21	(0.06%)
211	EXPECTED	21	(0.06%)
212	IF	21	(0.06%)
213	OCCUPATIONAL	21	(0.06%)

214	RELATIONSHIPS	21	(0.06%)
215	SO	21	(0.06%)
216	YEARS	21	(0.06%)
217	ABOUT	20	(0.06%)
218	ABUSE	20	(0.06%)
219	HAVING	20	(0.06%)
220	HE	20	(0.06%)
221	INTERPERSONAL	20	(0.06%)
222	LONG	20	(0.06%)
223	PROLONGED	20	(0.06%)
224	SOCIETAL	20	(0.06%)
225	STANDARDS	20	(0.06%)
226	SUBSTANCE	20	(0.06%)
227	TEENAGE	20	(0.06%)
228	AFFECT	19	(0.06%)
230	CHILDHOOD	19	(0.06%)
230	EXPERIENCE	19	(0.06%)
231	FACE	19	(0.06%)
232	HAS	19	(0.06%)
233	KIND	19	(0.06%)
234	ROLES	19	(0.06%)
235	SOCIALLY	19	(0.06%)
236	WELL	19	(0.06%)
237	BAD	18	(0.06%)
238	DISTORTION	18	(0.06%)
239	EVEN	18	(0.06%)
240	INCLUDE	18	(0.06%)
241	NH	18	(0.06%)
242	PEERS	18	(0.06%)
243	PERSISTENT	18	(0.06%)
244	PERSON	18	(0.06%)
245	PROCESS	18	(0.06%)
246	SCHOOL	18	(0.06%)
247	SEQUELAE	18	(0.06%)
248	TH	18	(0.06%)
249	TK	18	(0.06%)
250	BODY	17	(0.05%)

251	ESTEEM	17	(0.05%)
252	INCREASED	17	(0.05%)
253	LOW	17	(0.05%)
254	PERFORMANCES	17	(0.05%)
255	PJ	17	(0.05%)
256	REJECTION	17	(0.05%)
257	SAD	17	(0.05%)
258	THOSE	17	(0.05%)
259	TOBACCO	17	(0.05%)
260	ADULT	16	(0.05%)
261	CJ	16	(0.05%)
262	HÛN	16	(0.05%)
263	LIKELIHOOD	16	(0.05%)
264	OPINION	16	(0.05%)
265	RANGING	16	(0.05%)
266	RELATIONSHIP	16	(0.05%)
267	RELS	16	(0.05%)
268	SUFFER	16	(0.05%)
269	THAN	16	(0.05%)
270	UNDERSTANDING	16	(0.05%)
271	UNHAPPY	16	(0.05%)
272	UP	16	(0.05%)
273	WIDE	16	(0.05%)
274	BECAUSE	15	(0.05%)
275	CANNOT	15	(0.05%)
276	DEVELOP	15	(0.05%)
277	HB	15	(0.05%)
278	HÈ	15	(0.05%)
279	HO	15	(0.05%)
280	HOWEVER	15	(0.05%)
281	INTO	15	(0.05%)
282	MESSAGES	15	(0.05%)
283	NO	15	(0.05%)
284	NORMAL	15	(0.05%)
285	THEREFORE	15	(0.05%)
286	ACCORDING	14	(0.04%)
287	COSTLY	14	(0.04%)

288	DAILY	14	(0.04%)
289	HIGH	14	(0.04%)
290	HÝY	14	(0.04%)
291	MAJOR	14	(0.04%)
292	PARENTS	14	(0.04%)
293	REASONS	14	(0.04%)
294	START	14	(0.04%)
295	TWO	14	(0.04%)
296	VS	14	(0.04%)
297	WAY	14	(0.04%)
298	ALWAYS	13	(0.04%)
299	ÄX	13	(0.04%)
300	CHARACTERIZED	13	(0.04%)
301	COME	13	(0.04%)
302	COMMON	13	(0.04%)
303	EVENTS	13	(0.04%)
304	HOPELESS	13	(0.04%)
305	ILLNESS	13	(0.04%)
306	INFLUENCE	13	(0.04%)
307	ME	13	(0.04%)
308	MOST	13	(0.04%)
309	PERSONAL	13	(0.04%)
310	PK	13	(0.04%)
311	THINKING	13	(0.04%)
312	TRANSITION	13	(0.04%)
313	WORD	13	(0.04%)
314	AFTER	12	(0.04%)
315	ASSOCIATED	12	(0.04%)
316	ÄH	12	(0.04%)
317	BEHAVIOR	12	(0.04%)
318	BELIEVE	12	(0.04%)
319	DISEASE	12	(0.04%)
320	FEMALES	12	(0.04%)
321	LÑ	12	(0.04%)
322	MALES	12	(0.04%)
323	MH	12	(0.04%)
324	PHYSICALLY	12	(0.04%)

325	SH	12	(0.04%)
326	TERM	12	(0.04%)
327	THEMEMANAGER	12	(0.04%)
328	TOUGH	12	(0.04%)
329	USUAL	12	(0.04%)
330	XML	12	(0.04%)
331	XMLPK	12	(0.04%)
332	CHARACTERISTIC+	11	(0.03%)
333	DISCOURAGEMENT	11	(0.03%)
334	EMOTIONAL	11	(0.03%)
335	EXTERNAL	11	(0.03%)
336	FAILURE	11	(0.03%)
337	FIND	11	(0.03%)
338	FRIENDS	11	(0.03%)
339	HÈ	11	(0.03%)
340	HDRM	11	(0.03%)
341	HOW	11	(0.03%)
342	ONLY	11	(0.03%)
343	RESULT	11	(0.03%)
344	RESULTS	11	(0.03%)
345	STRONG	11	(0.03%)
346	TRANSITIONAL	11	(0.03%)
347	UÊ	11	(0.03%)
348	UNATTAINABLE	11	(0.03%)
349	WHILE	11	(0.03%)
350	WORK	11	(0.03%)
351	AGREE	10	(0.03%)
352	APPETITE	10	(0.03%)
353	ENVIRONMENT	10	(0.03%)
354	FACTOR	10	(0.03%)
355	HÅ	10	(0.03%)
356	HN	10	(0.03%)
357	OTHERS	10	(0.03%)
358	PLAY	10	(0.03%)
359	SECONDARY	10	(0.03%)
360	SEXES	10	(0.03%)
361	STRESS	10	(0.03%)

362	THEMSELVES	10	(0.03%)
363	UNDER	10	(0.03%)
364	YOUNG	10	(0.03%)
365	ÐÀ	10	(0.03%)
366	ACHIEVE	9	(0.03%)
367	AMONG	9	(0.03%)
368	AROUND	9	(0.03%)
369	BASE	9	(0.03%)
370	CONDITION	9	(0.03%)
371	COPE	9	(0.03%)
372	ENVIRONMENTAL	9	(0.03%)
373	GET	9	(0.03%)
374	HÇDS	9	(0.03%)
375	HÍ	9	(0.03%)
376	HX	9	(0.03%)
377	IÄ	9	(0.03%)
378	INDIVIDUALS	9	(0.03%)
379	INSTANCE	9	(0.03%)
380	LACK	9	(0.03%)
381	LEADING	9	(0.03%)
382	MAIN	9	(0.03%)
383	NEGATIVELY	9	(0.03%)
384	NORMS	9	(0.03%)
385	ÑD	9	(0.03%)
386	PATIENTS	9	(0.03%)
387	REFERS	9	(0.03%)
388	RESULTED	9	(0.03%)
389	SERIOUS	9	(0.03%)
390	SET	9	(0.03%)
391	SEXUAL	9	(0.03%)
392	STATUS	9	(0.03%)
393	TYPES	9	(0.03%)
394	UNHAPPINESS	9	(0.03%)
395	WORTH	9	(0.03%)
396	ARTICLE	8	(0.02%)
397	BECOME	8	(0.02%)
398	CHALLENGES	8	(0.02%)

399	CONTENT	8	(0.02%)
400	CULTURE	8	(0.02%)
401	DIFFICULT	8	(0.02%)
402	DÓ	8	(0.02%)
403	ÐÉ	8	(0.02%)
404	EMOTION	8	(0.02%)
405	EXCESSIVELY	8	(0.02%)
406	ÈÙ	8	(0.02%)
407	ÉÈ	8	(0.02%)
408	FORM	8	(0.02%)
409	FZ	8	(0.02%)
410	GENERAL	8	(0.02%)
411	GENERALLY	8	(0.02%)
412	GQÇE	8	(0.02%)
413	GREAT	8	(0.02%)
414	GÚ	8	(0.02%)
415	HELP	8	(0.02%)
416	HÓ	8	(0.02%)
417	HXPÀ	8	(0.02%)
418	ITS	8	(0.02%)
419	JN	8	(0.02%)
420	KNOW	8	(0.02%)
421	LAST	8	(0.02%)
422	LISA	8	(0.02%)
423	MAINLY	8	(0.02%)
424	MAKE	8	(0.02%)
425	MATURE	8	(0.02%)
426	MEANS	8	(0.02%)
427	MEN	8	(0.02%)
428	MICROSOFT	8	(0.02%)
429	NEW	8	(0.02%)
430	NOWADAYS	8	(0.02%)
431	ÑÍ	8	(0.02%)
432	OCCUR	8	(0.02%)
433	OFFICE	8	(0.02%)
434	PARAPHRASES	8	(0.02%)
435	RELSPK	8	(0.02%)

436	SETTING	8	(0.02%)
437	SLIM	8	(0.02%)
438	STRINGENT	8	(0.02%)
439	THOUGHTS	8	(0.02%)
440	US	8	(0.02%)
441	ÜB	8	(0.02%)
442	WOMEN	8	(0.02%)
443	WORLD	8	(0.02%)
444	YÂ	8	(0.02%)
445	YC	8	(0.02%)
446	ACTUALLY	7	(0.02%)
447	ADD	7	(0.02%)
448	ANOTHER	7	(0.02%)
449	APPROPRIATE	7	(0.02%)
450	CHANGED	7	(0.02%)
451	CONTEXTS	7	(0.02%)
452	DIFFERENCES	7	(0.02%)
453	DX	7	(0.02%)
454	EASILY	7	(0.02%)
455	GROWTH	7	(0.02%)
456	HÀ	7	(0.02%)
457	HÕM	7	(0.02%)
458	HÞJÄ	7	(0.02%)
459	IMPORTANT	7	(0.02%)
460	INTERNAL	7	(0.02%)
461	KK	7	(0.02%)
462	LASTING	7	(0.02%)
463	LOVE	7	(0.02%)
464	MARKED	7	(0.02%)
465	MEET	7	(0.02%)
466	OH	7	(0.02%)
467	OLD	7	(0.02%)
468	PARTS	7	(0.02%)
469	PHYSIOLOGICAL	7	(0.02%)
470	PLACE	7	(0.02%)
471	PRESSURES	7	(0.02%)
472	RULES	7	(0.02%)

473	STATE	7	(0.02%)
474	THEN	7	(0.02%)
475	THREE	7	(0.02%)
476	VERY	7	(0.02%)
477	WANT	7	(0.02%)
478	WRONG	7	(0.02%)
479	\$R	6	(0.02%)
480	ABNORMAL	6	(0.02%)
481	ADDING	6	(0.02%)
482	AFFECTED	6	(0.02%)
483	AFFECTS	6	(0.02%)
484	APPEARANCE	6	(0.02%)
485	ARISING	6	(0.02%)
486	ATTEMPT	6	(0.02%)
487	BEHAVIORS	6	(0.02%)
488	CHILD	6	(0.02%)
489	CONCEPTS	6	(0.02%)
490	COULD	6	(0.02%)
491	CRISIS	6	(0.02%)
492	CULTURALLY	6	(0.02%)
493	CV	6	(0.02%)
494	DIVIDED	6	(0.02%)
495	EFFECTS	6	(0.02%)
496	ESPECIALLY	6	(0.02%)
497	EXPRESS	6	(0.02%)
498	FAILING	6	(0.02%)
499	FOUND	6	(0.02%)
500	FRUSTRATED	6	(0.02%)
501	GIRL	6	(0.02%)
502	GIVEN	6	(0.02%)
503	GOALS	6	(0.02%)
504	H&IE	6	(0.02%)
505	HJ	6	(0.02%)
506	HTTP	6	(0.02%)
507	HU	6	(0.02%)
508	HY	6	(0.02%)
509	KC	6	(0.02%)

510	MEDIA	6	(0.02%)
511	MENTALLY	6	(0.02%)
512	MIGHT	6	(0.02%)
513	MUST	6	(0.02%)
514	OCCURRING	6	(0.02%)
515	ONE'S	6	(0.02%)
516	ONSET	6	(0.02%)
517	ØX	6	(0.02%)
518	PART	6	(0.02%)
519	PATIENT	6	(0.02%)
520	POINT	6	(0.02%)
521	PÙ	6	(0.02%)
522	REASON	6	(0.02%)
523	RESPONSIBILITY	6	(0.02%)
524	SAY	6	(0.02%)
525	SEXUALITY	6	(0.02%)
526	SINCE	6	(0.02%)
527	SOMEONE	6	(0.02%)
528	SUPPORT	6	(0.02%)
529	TAKE	6	(0.02%)
530	THINGS	6	(0.02%)
531	THUS	6	(0.02%)
532	TOWARDS	6	(0.02%)
533	TÕ	6	(0.02%)
534	TRY	6	(0.02%)
535	UNDESIRABLE	6	(0.02%)
536	UV	6	(0.02%)
537	ÛÎ	6	(0.02%)
538	VARIES	6	(0.02%)
539	VARIOUS	6	(0.02%)
540	WDÛ	6	(0.02%)
541	WWW	6	(0.02%)
542	ÝDÉ	6	(0.02%)
543	A\$	5	(0.02%)
544	ABILITY	5	(0.02%)
545	ANY	5	(0.02%)
546	ÂC	5	(0.02%)

547	ÃB	5	(0.02%)
548	ÄW	5	(0.02%)
549	BEHAVE	5	(0.02%)
550	BEHAVIOURS	5	(0.02%)
551	BETTER	5	(0.02%)
552	BÉ	5	(0.02%)
553	BRAIN	5	(0.02%)
554	CAUSING	5	(0.02%)
555	CERTAIN	5	(0.02%)
556	CONFUSION	5	(0.02%)
557	CONSIDER	5	(0.02%)
558	CONTRIBUTE	5	(0.02%)
559	CONTROL	5	(0.02%)
560	COPING	5	(0.02%)
561	DEATH	5	(0.02%)
562	DESPAIR	5	(0.02%)
563	DEVELOPMENTAL	5	(0.02%)
564	DISSATISFACTIO+	5	(0.02%)
565	EFFECT	5	(0.02%)
566	EMOTIONS	5	(0.02%)
567	END	5	(0.02%)
568	ERIKSON	5	(0.02%)
569	EVERYONE	5	(0.02%)
570	FACING	5	(0.02%)
571	FEELS	5	(0.02%)
572	GDÅ	5	(0.02%)
573	GO	5	(0.02%)
574	HDA	5	(0.02%)
575	HIS	5	(0.02%)
576	HKC	5	(0.02%)
577	HSE	5	(0.02%)
578	HSSI	5	(0.02%)
579	HÜ	5	(0.02%)
580	IDEA	5	(0.02%)
581	IÉ	5	(0.02%)
582	IJ	5	(0.02%)
583	IMPROVE	5	(0.02%)

584	INABILITY	5	(0.02%)
585	INFLUENCES	5	(0.02%)
586	ÎE	5	(0.02%)
587	JUST	5	(0.02%)
588	LB	5	(0.02%)
589	LIVES	5	(0.02%)
590	LIVING	5	(0.02%)
591	LONGER	5	(0.02%)
592	LOT	5	(0.02%)
593	LOTS	5	(0.02%)
594	MODERN	5	(0.02%)
595	MODIFIED	5	(0.02%)
596	MUCH	5	(0.02%)
597	NEED	5	(0.02%)
598	OPPOSITE	5	(0.02%)
599	OVER	5	(0.02%)
600	ÓM	5	(0.02%)
601	ÔÙ	5	(0.02%)
602	ÕÍÕ€	5	(0.02%)
603	PERCEIVED	5	(0.02%)
604	PERCEPTION	5	(0.02%)
605	PERSONALITY	5	(0.02%)
606	PHÀ	5	(0.02%)
607	PLEASURE	5	(0.02%)
608	POOR	5	(0.02%)
609	PSYCHIATRIC	5	(0.02%)
610	RÂ	5	(0.02%)
611	READING	5	(0.02%)
612	RESPONSE	5	(0.02%)
613	RESPONSIBILITI+	5	(0.02%)
614	SAME	5	(0.02%)
615	SITUATION	5	(0.02%)
616	SPECIAL	5	(0.02%)
617	SUICIDAL	5	(0.02%)
618	TAKING	5	(0.02%)
619	TEENAGER	5	(0.02%)
620	THIN	5	(0.02%)

621	TRADITIONAL	5	(0.02%)
622	TRADITIONALLY	5	(0.02%)
623	TRIGGER	5	(0.02%)
624	VIEW	5	(0.02%)
625	WEEKS	5	(0.02%)
626	WITHDRAWAL	5	(0.02%)
627	WV	5	(0.02%)
628	YOU	5	(0.02%)
629	ÝÁ	5	(0.02%)
630	ÝU	5	(0.02%)
631	ËG	5	(0.02%)
632	ËÎ	5	(0.02%)
633	\$P	4	(0.01%)
634	\$QÝÝ	4	(0.01%)
635	\$V	4	(0.01%)
636	£ÝÓM	4	(0.01%)
637	ABLE	4	(0.01%)
638	ADDITION	4	(0.01%)
639	ADULTS	4	(0.01%)
640	AÈ	4	(0.01%)
641	AGED	4	(0.01%)
642	AÏÑ	4	(0.01%)
643	AKÐR	4	(0.01%)
644	AM	4	(0.01%)
645	APART	4	(0.01%)
646	APPENDIX	4	(0.01%)
647	ÀBÛÕSÂ	4	(0.01%)
648	ÀE	4	(0.01%)
649	ÀL	4	(0.01%)
650	ÀNPÈÂ	4	(0.01%)
651	ÁÂÁ	4	(0.01%)
652	ÁÌ	4	(0.01%)
653	ÂÂÚ	4	(0.01%)
654	ÂÐ	4	(0.01%)
655	ÂÐÂÏR	4	(0.01%)
656	ÂGÚÔ	4	(0.01%)
657	ÂKS	4	(0.01%)

658	ÂO	4	(0.01%)
659	ÂR	4	(0.01%)
660	ÃÔC	4	(0.01%)
661	ÃÛ	4	(0.01%)
662	ÃW	4	(0.01%)
663	ÄÑ	4	(0.01%)
664	Å\$	4	(0.01%)
665	ÅÀCÔ	4	(0.01%)
666	ÅÒÁ	4	(0.01%)
667	ÅYÖÖ	4	(0.01%)
668	BÂ	4	(0.01%)
669	BÂÍ	4	(0.01%)
670	BEHAVIOUR	4	(0.01%)
671	BESIDES	4	(0.01%)
672	BÎÖ	4	(0.01%)
673	BJBJ	4	(0.01%)
674	BÓÉ	4	(0.01%)
675	BRING	4	(0.01%)
676	CASE	4	(0.01%)
677	CASES	4	(0.01%)
678	CHANGING	4	(0.01%)
679	CHEMISTRY	4	(0.01%)
680	CHILDREN	4	(0.01%)
681	CHRONIC	4	(0.01%)
682	COGNITIVE	4	(0.01%)
683	COMES	4	(0.01%)
684	COMMIT	4	(0.01%)
685	CONCORDANCE	4	(0.01%)
686	CONFORM	4	(0.01%)
687	CØ	4	(0.01%)
688	CQ	4	(0.01%)
689	ÇA	4	(0.01%)
690	DC	4	(0.01%)
691	DEFINE	4	(0.01%)
692	DESCRIBING	4	(0.01%)
693	DÉ	4	(0.01%)
694	DIFFERENCE	4	(0.01%)

695	DĪEBU	4	(0.01%)
696	DOCUMENT	4	(0.01%)
697	DOES	4	(0.01%)
698	DOTM	4	(0.01%)
699	DREAMS	4	(0.01%)
700	DURATION	4	(0.01%)
701	DUTIES	4	(0.01%)
702	ÐH	4	(0.01%)
703	ÐĪ	4	(0.01%)
704	EATING	4	(0.01%)
705	ED	4	(0.01%)
706	EĪ	4	(0.01%)
707	ENOUGH	4	(0.01%)
708	ESTIMATED	4	(0.01%)
709	EXPECT	4	(0.01%)
710	EXPERIENCES	4	(0.01%)
711	EXPERIENCING	4	(0.01%)
712	EXPLAIN	4	(0.01%)
713	ÈÁK	4	(0.01%)
714	ÈÍÊ	4	(0.01%)
715	ÈÛ	4	(0.01%)
716	ÉÇ	4	(0.01%)
717	ÉÉÀÑ	4	(0.01%)
718	ÉW	4	(0.01%)
719	ÊÓÝ	4	(0.01%)
720	ÊËÑĪFÊÀØ	4	(0.01%)
721	FACED	4	(0.01%)
722	FD	4	(0.01%)
723	FEMININE	4	(0.01%)
724	FÈÛ	4	(0.01%)
725	FIELD	4	(0.01%)
726	FIÊËV	4	(0.01%)
727	FIRST	4	(0.01%)
728	FUTURE	4	(0.01%)
729	G\$	4	(0.01%)
730	GÀĪËIC	4	(0.01%)
731	GÆK	4	(0.01%)

732	GD'RÌ	4	(0.01%)
733	GDB	4	(0.01%)
734	GDH	4	(0.01%)
735	GDÌ	4	(0.01%)
736	GDU	4	(0.01%)
737	GKÍÄ	4	(0.01%)
738	GREATLY	4	(0.01%)
739	GROUP	4	(0.01%)
740	GROWING	4	(0.01%)
741	GX	4	(0.01%)
742	HANDLE	4	(0.01%)
743	HAPPENED	4	(0.01%)
744	HAPPENING	4	(0.01%)
745	HÀD	4	(0.01%)
746	HÂ	4	(0.01%)
747	HÄÄÈ	4	(0.01%)
748	HER	4	(0.01%)
749	HERSELF	4	(0.01%)
750	HÊ	4	(0.01%)
751	HÌ	4	(0.01%)
752	HÍPN	4	(0.01%)
753	HÏ	4	(0.01%)
754	HK	4	(0.01%)
755	HÑRÂ	4	(0.01%)
756	HONG	4	(0.01%)
757	HÖP	4	(0.01%)
758	HR	4	(0.01%)
759	HS	4	(0.01%)
760	HÙÙ	4	(0.01%)
761	ICŇÝ	4	(0.01%)
762	IMAGE	4	(0.01%)
763	IMPACTS	4	(0.01%)
764	INDEED	4	(0.01%)
765	INFLUENCED	4	(0.01%)
766	INSOMNIA	4	(0.01%)
767	INSTEAD	4	(0.01%)
768	INTERESTS	4	(0.01%)

769	IO	4	(0.01%)
770	ISOLATION	4	(0.01%)
771	IÙ	4	(0.01%)
772	ÌÃ	4	(0.01%)
773	ÌÈF	4	(0.01%)
774	ÌF	4	(0.01%)
775	ÌQÕ	4	(0.01%)
776	ÌU	4	(0.01%)
777	ÎÊ	4	(0.01%)
778	ÍØÉGÖ	4	(0.01%)
779	ÍP	4	(0.01%)
780	ÎÀÄ	4	(0.01%)
781	ÎÄÍ	4	(0.01%)
782	ÎÆÛØ	4	(0.01%)
783	ÎWÕ	4	(0.01%)
784	ÎY	4	(0.01%)
785	ÏÅÂ	4	(0.01%)
786	ÏÍ	4	(0.01%)
787	ÏW	4	(0.01%)
788	ÏË	4	(0.01%)
789	JÑÄ	4	(0.01%)
790	JÔ€ÐÈT	4	(0.01%)
791	JŞÇÅZÆÕ	4	(0.01%)
792	JÚ	4	(0.01%)
793	KONG	4	(0.01%)
794	KYÛ	4	(0.01%)
795	LINES	4	(0.01%)
796	LIVE	4	(0.01%)
797	LP	4	(0.01%)
798	MACHO	4	(0.01%)
799	MATURATION	4	(0.01%)
800	MEDICAL	4	(0.01%)
801	MELTED	4	(0.01%)
802	MENTIONED	4	(0.01%)
803	MI	4	(0.01%)
804	MIND	4	(0.01%)
805	MISLEADING	4	(0.01%)

806	MOON	4	(0.01%)
807	MR	4	(0.01%)
808	MSWORDDOC	4	(0.01%)
809	MU	4	(0.01%)
810	NET	4	(0.01%)
811	NÉEÔJS	4	(0.01%)
812	NORMALLY	4	(0.01%)
813	NS	4	(0.01%)
814	NT	4	(0.01%)
815	NËÙ	4	(0.01%)
816	ÑÄ	4	(0.01%)
817	ÑÉC	4	(0.01%)
818	ÑI	4	(0.01%)
819	ÑÏÓIW	4	(0.01%)
820	ÑÕÑ	4	(0.01%)
821	OCCURS	4	(0.01%)
822	OFTEN	4	(0.01%)
823	ONCE	4	(0.01%)
824	ONEÆS	4	(0.01%)
825	OO	4	(0.01%)
826	OOË	4	(0.01%)
827	ÒAHW	4	(0.01%)
828	ÒNNÈ	4	(0.01%)
829	ÓÀ	4	(0.01%)
830	ÓÃÌÓ	4	(0.01%)
831	ÓÍ	4	(0.01%)
832	ÓNÙ	4	(0.01%)
833	ÔS	4	(0.01%)
834	ÕÐÀÆÉ	4	(0.01%)
835	ÕÝÓ	4	(0.01%)
836	ÖÝ	4	(0.01%)
837	ÖI	4	(0.01%)
838	ÖÝ	4	(0.01%)
839	ÖP	4	(0.01%)
840	ØÛ	4	(0.01%)
841	PÐÚ	4	(0.01%)
842	PERSON'S	4	(0.01%)

843	PERSONS	4	(0.01%)
844	PGØNØÏ	4	(0.01%)
845	PRIMARY	4	(0.01%)
846	PSYCHOLOGICALL+	4	(0.01%)
847	PUBLIC	4	(0.01%)
848	PUT	4	(0.01%)
849	QĚÁ	4	(0.01%)
850	QASÙÀ	4	(0.01%)
851	QÊÃ	4	(0.01%)
852	QN	4	(0.01%)
853	RAÑ	4	(0.01%)
854	RATHER	4	(0.01%)
855	REALLY	4	(0.01%)
856	RECOVER	4	(0.01%)
857	RELATIONS	4	(0.01%)
858	RELSÄÄM	4	(0.01%)
859	RESPONSIBLE	4	(0.01%)
860	RESULTING	4	(0.01%)
861	RÈ	4	(0.01%)
862	RV	4	(0.01%)
863	RY	4	(0.01%)
864	RÞÕ	4	(0.01%)
865	SEEK	4	(0.01%)
866	SHE	4	(0.01%)
867	SIGNS	4	(0.01%)
868	SOÂ	4	(0.01%)
869	SÔÄ	4	(0.01%)
870	STILL	4	(0.01%)
871	STRESSFUL	4	(0.01%)
872	STUDIES	4	(0.01%)
873	STUDY	4	(0.01%)
874	STUDYING	4	(0.01%)
875	SUFFERING	4	(0.01%)
876	SX	4	(0.01%)
877	SYMPTOM	4	(0.01%)
878	TEENS	4	(0.01%)
879	THROUGH	4	(0.01%)

880	TOO	4	(0.01%)
881	TOTAL	4	(0.01%)
882	TRADITIONS	4	(0.01%)
883	TÚ	4	(0.01%)
884	TÚU	4	(0.01%)
885	UPSET	4	(0.01%)
886	ÙÀ	4	(0.01%)
887	ÙØÉ	4	(0.01%)
888	ÙÛOÃ	4	(0.01%)
889	ÚÍ	4	(0.01%)
890	ÚÒQÛÁM	4	(0.01%)
891	ÛÁ	4	(0.01%)
892	ÛPÛ	4	(0.01%)
893	ÛRK	4	(0.01%)
894	ÛÛMÑ	4	(0.01%)
895	ÛDHÁÛEHSÃ	4	(0.01%)
896	ÛJMÃÛ	4	(0.01%)
897	ÛÝKH	4	(0.01%)
898	ÛP	4	(0.01%)
899	VÊ	4	(0.01%)
900	VÌ	4	(0.01%)
901	VÏ	4	(0.01%)
902	VÒYÛR	4	(0.01%)
903	VÓ	4	(0.01%)
904	WD	4	(0.01%)
905	WHY	4	(0.01%)
906	WITHIN	4	(0.01%)
907	WITHOUT	4	(0.01%)
908	WYÛ	4	(0.01%)
909	WÝ	4	(0.01%)
910	XM	4	(0.01%)
911	XPÁÛ	4	(0.01%)
912	XV	4	(0.01%)
913	XXÎ	4	(0.01%)
914	YOUR	4	(0.01%)
915	ÝÄ	4	(0.01%)
916	ÝÊÐ	4	(0.01%)

917	ÝÑÁ	4	(0.01%)
918	ÝO	4	(0.01%)
919	ZÓ	4	(0.01%)
920	ËH	4	(0.01%)
921	ËVÊÃÈÈ	4	(0.01%)
922	ËXÀEJ	4	(0.01%)
923	ÐØYZ	4	(0.01%)
924	ABOVE	3	
925	ACCEPTED	3	
926	ACT	3	
927	ACTIVITY	3	
928	ADDED	3	
929	ADVERSE	3	
930	AGES	3	
931	AI	3	
932	ANYTHING	3	
933	ARISE	3	
934	AZ	3	
935	ÀD	3	
936	ÀM	3	
937	ÀR	3	
938	ÁT	3	
939	ÂÃÂ	3	
940	ÂÏ	3	
941	ÃO	3	
942	Æ\$	3	
943	BEAUTY	3	
944	BEFORE	3	
945	BEGINNING	3	
946	BEHAVIORAL	3	
947	BODIES	3	
948	BREAK	3	
949	CARE	3	
950	CHARACTERS	3	
951	CLASSMATES	3	
952	COMMONLY	3	
953	COMMUNITY	3	

954	COMPLETE	3
955	CONSTRUCTION	3
956	CONTINUOUS	3
957	COUNTRIES	3
958	CRY	3
959	CZ	3
960	DAY	3
961	DEAL	3
962	DECREASED	3
963	DERIVED	3
964	DESCRIBED	3
965	DISCREPANCIES	3
966	DOING	3
967	DON'T	3
968	DZ	3
969	EACH	3
970	EARLY	3
971	ENCOUNTER	3
972	ENERGY	3
973	ERIK	3
974	EVENTUALLY	3
975	EVERY	3
976	EVERYTHING	3
977	EXAMPLES	3
978	EXCESSIVE	3
979	EXTENT	3
980	EXTERNALLY	3
981	ÈB	3
982	FACT	3
983	FAIL	3
984	FALTERING	3
985	FATIGUE	3
986	FINANCIAL	3
987	FOLLOW	3
988	FOLLOWING	3
989	GDÀ	3
990	GDÄEÊ	3

991	GDE	3
992	GDTUÜ	3
993	GDXPÀ	3
994	GENERATED	3
995	GENETIC	3
996	GIVE	3
997	GOAL	3
998	GUIDELINES	3
999	GZ	3
1000	HAPPENS	3

Appendix 17

Concordance lines of *changes*

89 concordance lines in total.

1 differentiated from normal mood **changes** by the extent of its
2 ns, physical functions and mood **changes**. It always associated
3 role expectations, (2) pubertal **changes** in girls, and (3) the fee
4 iness and rejections , pubertal **changes** for girls. MLC002~1.doc
5 e required to be thin; pubertal **changes** are perceived as contribu
6 r-based socialization, pubertal **changes**, loneliness and
7 lim and beautiful. The pubertal **changes** also lead to girl depress
8 ejection as well as the puberty **changes** for girls. MLC010~1.doc
9 cultural messages and pubertal **changes**, and minor arise from
10 societal expectations, pubertal **changes** and also associated
11 or macho. Beside, the pubertal **changes** can cause girls from gett
12 and rejection, and the puberty **changes** for girls. MLC016~1.doc
13 e physiological and behavioural **changes**. MLC023~1.doc 27 I think
14 and Cultural Messages, Pubertal **Changes** and loneliness and
15 emotional problems, leading to **changes** in one's behaviours. It
16 g wrong concepts about pubertal **changes**, and 3.) failing in copin
17 g wrong concepts about pubertal **changes** , and failing in coping
18 different problems , leading to **changes** in one behaviours, and
19 ence and 5. Physical and mental **changes**. These five areas cover
20 and Cultural Messages, Pubertal **Changes** and Loneliness and
21 g wrong concepts about pubertal **changes** , facing with loneliness
22 rpersonal relationships, sudden **changes** in behavior, become
23 nvironmental influence, such as **changes** during puberty and
24 rmal sexual behaviour, pubertal **changes**, gender roles and
25 unding environment and pubertal **changes**. MLC237~1.doc 78
26 depressive symptoms spring from **changes** during or around
27 g or around puberty: biological **changes**, psychological
28 lly adolescents experience many **changes** during the stage of puber
29 teenagers as they meet dramatic **changes**. These changes can be

30 entally,álike the pubertal body **changes** or the unwillingness
31 move to a new secondary school. **Changes** are also specificáto
32 difficulties to cope with these **changes** at the moment. MLC258~1.D
33 g wrong concepts about pubertal **changes**, and failing in coping
34 different problems; leading to **changes** in oneÆs behaviours, and
35 mpact brought about by pubertal **changes** and inability to cope
36 , suicide attempts, facing body **changes** problems during puberty
37 aven't faced before, e.g. pubic **changes** of their body, the eagern
38 . Since there are more and more **changes** in their life, they will
39 d when they cannot handle their **changes** well. MLC279~1.doc 126
40 r role and it is hard to induce **changes** to these historical thoug
41 nges in differentácountries and **changes** with time. MLC293~1.doc
42 29~1.doc 4 there are biological **changes** in the stage of adolescen
43 es are secreted. MLC132~1.doc 5 **changes** in body image and develop
44 adulthood, is characterised by **changes**. MLC138~1.doc 15 the
45 adulthood. MLC138~1.doc 17 the **changes** in the start of sexual
46 which there are many different **changes** in individual
47 o 22 usually experience lots of **changes** in both internally and
48 C 24 we may indicate that it is **changes** in the early stage of
49 ividual development include the **changes** due to our biological
50 ences. MLC152~1.doc 31 although **changes** take place throughout
51 be an adult). It is one kind of **changes** in the major social conte
52 sex would also have a number of **changes** and psychologically,
53 DOC 41 it includes the physical **changes** and the potential psychol
54 he puberty stage, many personal **changes** like the hormonal change
55 iod, teenagers have to face the **changes** in puberty and starting
56 riences many different kinds of **changes**. For example,
57 s need to experience biological **changes** during puberty. And they
58 aven't faced before, e.g. pubic **changes** of their body, the eagern
59 is a stage of life affected by **changes** in different aspects of
60 efined as the onset of pubertal **changes** and the psychological
61 l changes and the psychological **changes** and personal growth relat
62 cal systems experience the most **changes**, with our reproductive
63 f life which puberty starts and **changes** in individual as well
64 l as social interactions. These **changes** are due to biological
65 which there are many different **changes** in individual
66 th physically and psychological **changes**. MLC345~1.doc 76

67 tage usually experience lots of **changes**. Internally, their
68 sical, psychological and social **changes**. The age of adolescence
69 e. They have to go through many **changes** such as puberty change,
70 age, adolescent experience many **changes**, both physical and
71 both physical and physiological **changes**. Social expectation of
72 ical, mental, and environmental **changes** are taking place
73 dolescence starts when pubertal **changes** first appear on the indiv
74 e, they also face psychological **changes** and try to develop their
75 d to adulthood characterized by **changes** in different aspects,
76 cultural, etc., which may cause **changes** in individuals'
77 ild, produced by major hormonal **changes**. During the period of
78 he period of puberty, there are **changes** in a person's primary
79 physically and psychologically **changes**. MLC358~1.doc 91
80 stage of life characterized by **changes** in different aspects in
81 he stage of life in which great **changes** in thinking, physical
82 a stage of life with a numerous **changes**, including physically,
83 366~1.doc 99 teenagersámay have **changes** in different aspects
84 psychological, and also social **changes**. MLC367~1.doc 101 my own
85 stage of life characterized by **changes** in different aspects of
86 ody, which resulted in physical **changes**. And at the same time,
87 me as theyáhave to face so much **changes** whichácan not talk to
88 cept, confront and handle many **changes** during their puberty.
89 ion occurs, because of the huge **changes** in teenagers' early years

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