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Examining Students' Language Preferences: A Case Study of Sublime, Emo-Sensory and Simple Styles

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1. INTRODUCTION

Writing scientific and academic books, articles, and delivering lectures on various scientific topics are among the effective ways of communicating knowledge and information to audiences and learners. Therefore, it is worth noting that researchers, scholars, and teachers in various fields of research should adopt a writing or lecturing style that effectively and successfully communicates information to the audience, enabling them to easily benefit from learning new content and information. Priority should be given to using scientific language, which is plain, direct in interpretation, and has logical structures and order that utilize words in their true meaning, guiding the audience directly to the intended meaning.

However, some authors, researchers, and speakers opt for a sublime and glorious style of presentation, aiming to deliver eloquent speech or writing. Despite this, they should consider that the primary and crucial goal of presenting scientific content is to convey it properly and explicitly to the audience. Therefore, teachers should pay attention to differences such as gender, education, and field of study among their audience when choosing their presentation style. Each variable affects people's preferences for learning. For example, studies in applied linguistics have shown that gender differences play a role in the use of language tools, with men and women differing in their use of lexical items. Additionally, individuals' level of education and their expertise and specialization shape the way they use lexical items or grammatical structures. If the audience is trained according to their preferences in receiving and processing information, they will achieve better academic results.

Due to these differences among learners, the education system needs to consider learners' learning styles and emotions, as they are essential factors in the field of education. Emotions not only affect students' preparation and motivation to deal with problems but also their efforts and the strategies they use to understand the course content. In this regard, utilizing the emo-sensory style (involving the senses

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and evoking emotions) and engaging different senses of students in the process of grasping information can be beneficial.

Given the importance of considering audience differences and their needs when selecting the writing and speaking style of authors and speakers, the present study aims to examine the language preferences of students of different genders, various levels of education, and fields of study. This analysis is conducted using a new measure that examines sublime, emo-sensory, and simple styles. The paper seeks to answer the question of whether gender, level of education, and field of study significantly influence learners' preferences regarding these styles.

2. MATERIALS AND METHOD

To conduct this study, ten sentences with the sublime style were gathered from various sources. Two versions of each sentence were created, one with the emo-sensory style and the other with the simple style. Sentences with the sublime style contained rare lexical items and many literary devices. Sentences with the emo-sensory style engaged more than one sense to evoke emotions. Sentences with a simple style did not include any rare lexical items or markedness and did not aim to evoke audience emotions. Using Google Forms, participants were presented with sentences in three different styles and asked to indicate their preferences. Data collection and participant recruitment continued until data saturation. The study included 336 students from various fields of study, with 184 females and 152 males. Among them, 149 were undergraduates, and the rest were postgraduates. In terms of fields of study, 118 were humanities students, while others came from different fields. Participants' responses were analyzed based on the variables of gender, level of education, and field of study using a Chi-square test.

3. RESULTS AND DISCUSSION

The results showed that there was no significant difference between the use of the sublime style among males and females. However, there was a significant difference between the two groups regarding the preference for the sublime style compared to the emo-sensory and simple styles. In other words, students, both male and female, were more inclined towards the emo-sensory and simple styles. This indicates that most students prefer a presentation style that is not ambiguous. The sublime style, which utilizes less-common words, structures, and sometimes obsolete language, can hinder the understanding of the content. When students are presented with simple and emo-sensory styles, which lack complex and complicated lexical items and structures, they quickly grasp the content. They prefer one of these two styles for learning according to their learning differences and styles. The gender analysis results show that both males and females were the least likely to choose the sublime style.

Specifically, males preferred the simple style, while females favored the emo-sensory style. Females are more inclined to use their senses for understanding, compared to males, making their learning more meaningful by engaging various senses in comprehending the content. On the other hand, the analysis of the level of education suggests that postgraduate students prefer the sublime style, while undergraduate students hold the opposite view. Further analysis indicates no significant difference between the simple style and the emo-sensory style. The reported scores of both undergraduates and postgraduates show that both groups prioritize the simple style, and the sublime style was the least favored for presenting

the information. Although postgraduate students have a rich treasury of language, their overall preference revolves around the simple style.

Finally, the total scores of each style show no significant difference between humanities students and students from other fields of study in terms of the sublime style. However, significant differences were observed between these two groups in terms of the emo-sensory and simple styles. Humanities students preferred the emo-sensory style, while students from other fields had a preference for the simple style. This difference can be attributed to individual learning differences, as humanities students tend to follow a divergent learning style, while students in fields like medicine and engineering generally have convergent and assimilator styles.

4. CONCLUSION

Considering the variables of gender, level of education, and field of study, it appears that the sublime style is the least popular compared to the other two styles, and numerous participants prefer the simple style or emo-sensory style for learning. Female students and students of humanities show a preference for the emo-sensory style, while male students and students from other majors prefer the simple style. In summary, it can be concluded that the simple and emo-sensory styles should be given priority over the sublime style, as the former helps learners better understand the learning content. It is worth mentioning that due to the COVID-19 pandemic and lockdown; it was impossible to select the sample based on gender, level of education, or university major. A convenience sampling technique was therefore used. Future studies are recommended to employ a more representative sample.

Keywords: Emo-Sensory Style, Language Preference, Simple Style, Sublime Style