

**Proceedings of the Seventh Northeast
Asia International Symposium on
Language, Literature and Translation**

June 16-17, 2018, Jilin, China

The American Scholars Press

Editors: Lisa Hale, Qi Fan, Linda Sun and Jin Zhang
Cover Designer: Melissa Neufuss

Published by
The American Scholars Press, Inc.

The Proceedings of “*The Seventh Northeast Asia International Symposium on Language, Literature and Translation*” is published by the American Scholars Press, Inc., Marietta, Georgia, USA.

No part of this book may be reproduced in any form or by any electronic or mechanical means including information storage and retrieval systems, without permission in writing from the publisher.

Copyright © 2018 by the American Scholars Press

All rights reserved.

ISBN: 978-0-9721479-8-9

Printed in the United States of America

Preface

Sponsored by Beihua University located in Jilin Province China, the 7th Northeast Asia International Symposium on Language, Literature and Translation was successfully held at the beautiful campus of Beihua University from June 16th to 17th of 2018. The theme of the symposium was Critical and Transboundary Thinking on Humanity Theory and Cultural Transmission .

The keynote speeches at the symposium were:

1. Professor Wang Jianhua from Renmin University of China, “The Correlation between the Range of Working Memory and the Behavior Expression of Consecutive Interpreting”;
2. Professor Huang Zhonglian from Guangdong University of Foreign Studies talked about “Translation Ecolog or Eco-translatology”;
3. Professor Zhang Falian from China University of Political Science and Law conversed about “Legal Translation Teaching and Talent Cultivation in the new era”;
4. Professor Li Changshuan from Beijing University of Foreign Studies presented a speech on “Critical Thinking and Investigation Studies in Translation”;
5. Professor Jia Hongwei from Capital Normal University delivered a speech on “The Translation and Propagation of Chinese Classics from the Perspective of Translation Semiotics”;
6. Professor Yin Chengdong from Dalian University of Foreign Languages conversed about “The Cultural Exchange between China and Latin America is Burgeoning.”

All of their presentations invited discussion, and questions and answers.

In the afternoon of three parallel sessions, over 50 scholars and Ph.D. students and participants presented their studies and researches. Professor Fan Yue delivered brilliant closing remarks at the Closing Ceremony.

The academic committee reviewed approximately 180 submitted papers and selected about 120 to be published in the symposium collected papers. Topics of those papers are related to translation, linguistics, literature, cultural studies and foreign language teaching.

More than 20 papers were on language teaching studies, which focused on topics such as Language Economics and Pragmatic Competence, application of the Flipped Classroom Mode, content and formal schemata teaching in ESL writing, the design of a hybrid teaching based on online courses, critical thinking cultivation in English reading instruction, learning autonomy cultivation, the application of an effective filter hypothesis in oral English teaching, and so on.

Papers related to linguistics focused on the cognitive interpretation of pragmatic issues with reference to presupposition and deixis, interpretation of objective pronouns sequencing in French by the Principle Iconicity, identification strategies in China's national-image discourse, characteristic analysis of official response discourse in public judicial emergencies and so on.

Topics of those papers related to translation studies are still the research interest for many scholars, and they included studies on English-Chinese translation, and vice versa, from the perspectives of descriptive, deconstruction, cognitive diversity, transformational-generative concepts, Skopos Theory, Functional Equivalence Theory, Relevance Theory and corpus-based study, etc.

Papers regarding literature and cultural studies included psychological transformation in *The Double Hook* under the theory of Transitivity Analysis, the symbolism in *The Great Gatsby*, The Analysis on

Theoretical Predicament for the Transcultural Studies of Imagology, The Negative Influences of the Carbon Tariffs on the Export of Chinese Steel Products and Its Countermeasures, Analysis of Differences of Good and Evil Concepts among China, Japan and America from Hero Animation, Cross-Cultural Conflicts of Human Resources Management in Sino-American Joint Ventures, and the like.

We were pleased to see both senior professors and young faculty share their new perspectives and insights in their researches that exemplify the current language research hotspots. I would like to take this opportunity to express our gratefulness to the symposium committee and organizer. Special thanks go to Professor Yin Chengdong and Professor Fan Yue, the founders of the first symposium of such scope.

Best wishes for the success of such events in the future!

Prof. Dong Guangcai

Liaoning Normal University, Dalian, China

*Executive Chairman, Northeast Asia International Symposium on Language,
Literature and Translation, China*

Symposium Organization

Organizer

Northeast Asia International Symposium on Language, Literature and Translation, Shenyang, China

Co-Organizers

Beihua University, Jilin, China

American Scholars Press, GA, USA

Host

School of Foreign Languages, Beihua University, Jilin, China

Organization Committee

Honorary Chairman

Professor Yin Chengdong, Founder of Northeast Asia International Forum on Language Literature and Translation; National Senior Translator, Beijing, China

Chairman

Professor Ma Yihong, Dean of School of Foreign Languages, Beihua University, Jilin, China

Vice Chairman

Dr. Jia Hongwei, Department of College English, Capital Normal University, Beijing, China

Prof. Zhu Zhiyu, the Hong Kong Polytechnic University, Hong Kong, China

Mr. Geng Daquan, Chair of Association of Yan An Literature and Art; Editor in Chief of Next Generation, Shenyang, China

Prof. Liu Jinjun, Associate Dean of School of Foreign Languages, Beihua University, Jilin, China

Prof. Zhang Zhiming, Shenyang University, Shenyang, China

Secretary General

Prof. Zhang Wei, Director of Graduate Student Office, School of Foreign Languages, Beihua University, Jilin, China

Deputy Secretary General

Qi Fang, Deputy Secretary General, Translators Association of Liaoning, Shenyang, China;

Director of Office, Northeast Asia International Forum on Language, Literature and Translation, Shenyang, China

Associate Professor Zhang Min, Deputy Head of English Dept., School of Foreign Languages, Beihua University, Jilin, China

Fan Zifeng, NELLT Webmaster, Shenyang, China

Members

Prof. Xu Fengcai, Dean of School of Foreign Languages, Liaoning Normal University, Dalian, China

Prof. Hu Anjiang, Vice Dean of Graduate School, Sichuan International Studies University, Chongqing, China

Prof. Fang Wenkai, Vice Dean of School of Foreign Languages, Jiangnan University, Wuxi, China

Prof. Wang Qiusheng, Deputy Director of Science and Research Office, Beijing Language and Culture University, Beijing, China

Prof. Zhang Wei, Director of Graduate Student Office, School of Foreign Languages, Beihua University, Jilin, China

Associate Professor Zhang Min, Deputy Head of English Dept., School of Foreign Languages,
Beihua University, Jilin, China
Dr. Zhang Jin, Zhejiang University, Hangzhou, China

Academic Committee

Honorary Chairman

Prof. Fan Yue, Founder of Northeast Asia International Forum on Language Literature and Translation;
National Senior Translator; the Experts of East and West Comparative Literature, Shenyang, China

Chairman

Prof. Dong Gangcai, Liaoning Normal University, Dalian, China; Chairman of Translators Association
of Liaoning, Shenyang, China; Translator of American Literature, Dalian, China

Vice Chairman

Prof. Kou Fuming, Vice President of Datong University, Datong, China

Prof. Yang Junfeng, Dalian University of Foreign Languages, Dalian, China; President of the Association
of Foreign Language Teaching and Research of Liaoning Province, China

Mr. Song Yunsheng, National Senior Translator, Commissioner of Justice Bureau of Liaoning, Shenyang,
China

Prof. Zhang Ju, Inner Mongolia University for Nationalities, Tongliao, China; Vice Chairman of
Translators Association of Inner Mongolia, Hohhot, China

Prof. Li Zhengsuan, Hebei Normal University, Shi Jiazhuang, China; President of the Association of
Foreign Language Teaching and Research of Hebei Province, China

Prof. Men Shunde, Dalian University, Dalian, China; Executive Vice Chairman, Association of Liaoning,
Shenyang, China; Translator of Chinese Classics

Dr. Kathleen P. King, University of South Florida, USA

Members

Prof. Huo Yuehong, Dalian University of Foreign Languages, Dalian, China;

Professor Zhang Xiumei, Dean of School of Foreign Languages, Langfang Teachers University, China

Prof. Chang Le, Dean of School of Foreign Languages, Bohai University, Jinzhou, China

Dr. Fu Xiaona, the Center of Research of American Literature and Cultural Development, Liaoning
University, Shenyang, China

Associate Professor Cai Jinchang, Associate Dean of School of Foreign Languages, Beihua University,
Jilin, China

Associate Professor Yin Zhaoxia, Head of English Dept., School of Foreign Languages, Beihua
University, Jilin, China

Dr. Linda Sun, Kennesaw State University, GA, USA

Dr. Ahmad Khan, University of Phoenix, AT&T, Inc., USA

The Proceeding Editorial Committee

Lisa Hale, American Scholars Press, USA

Dr. Jin Zhang, Zhejiang University, China

Jon Lindsay, American Scholars Press, USA

Dr. Linda Sun, Kennesaw State University, USA

Dr. Ahmad Khan, American Scholar Press, USA

Ms. Qi Fang, Liaoning Translators Association, China

Table of Contents

Keynote Speech I

Legislations Concerning Translation in Ancient China <i>Jia Hongwei</i>	14
--	----

Keynote Speech II

Choices in Recreating the Anthem of the PRC in English: A Systemic Functional Analysis <i>Bo Wang, Yuanyi Ma</i>	27
---	----

Translation

A Descriptive Study of the First American Translation of “Luotuo Xiangzi” <i>Guan Lili</i>	33
---	----

A Study on the Application and Future of Translation Technology <i>Zhang Shidong, Peng Shuang</i>	39
--	----

Translation Study of Folklore Lexis in Tianjin from the Perspective of Deconstruction Translation Theory <i>Yang Qian</i>	45
---	----

Stuck in Two Dimensions of Translating: Dynamic Equivalence Versus Cognitive Diversity <i>Zhao Chunmei</i>	51
---	----

On the Translation of Museum Interpretive Texts on Chinese Calligraphy and Paintings within the Framework of Cross-Cultural Pragmatics <i>Li Lin</i>	57
--	----

On the Strategies of English and Chinese Advertisements in Light of Functional Equivalence Theory <i>Bingbing Zhang, Shidong Zhang</i>	63
---	----

A Study on The Survey, Application and Future of Machine Translation <i>Shidong Zhang, Shuang Peng</i>	69
---	----

An Ideological Manipulation in the Practice of Media Translation <i>Zhang Rui</i>	75
--	----

Challenges in Museum Translation and Countermeasures: A Case Study Based on the Hubei Provincial Museum <i>Wenqi Dong, Qi Fan</i>	81
---	----

A Tentative Study on the Aesthetic Features in “The Raven” in Different Chinese Translations <i>Zhao Jing-wan</i>	88
--	----

China English and the English Translation of Chinese Cultural Words and Expressions <i>Ruisong Hao</i>	96
---	----

An Attempt to Interpretation and Its Cognitive Model <i>Jia Hao</i>	101
--	-----

Lu Xun’s Children’s Literature Translation Study from a Perspective of Skopos Theory <i>Ma Zongling</i>	107
--	-----

A Study of Lin Yutang’s Translation of <i>Moment in Peking</i> from the Perspective of Eco-Translatology <i>Xi Lu, Shidong Zhang</i>	112
---	-----

A Diachronic Study on the English Renderings of <i>The Nineteen Ancient Poems</i> <i>Fang Hong, Cui Chen</i>	118
---	-----

Studies on Translating Figure of Speech in Zhang Peiji’s Selected Modern Chinese Essays <i>Li Yan, Wu Yingli</i>	126
An Analysis on Chinese-English Translation of Tourism Texts Offered by Scenic Spots <i>Liang Bin</i>	133
An English-Chinese Translation Model and Its Working Mechanisms Based on Transformational-Generative Concepts <i>Chenghui Chen, Hongju Zheng</i>	138
A Study of Chinese Translation of <i>The Pilgrim’s Progress</i> in the Translation History of China <i>Liangxin Jiao</i>	147
Task-Based Students’ Language Performance Assessment <i>Lin Xinming, Zhu Hong, Xie Zhongming, Zhang Fan</i>	153
Mind-Mapping in Consecutive Interpreting Training from the Perspective of Information Processing <i>Zhang Ying</i>	161
Translation Strategy of External Publicity from the Perspective of Functional Equivalence Theory <i>He Jiayuan</i>	167
The Influence of Social and Cultural Factors on Translation in the Context of “The Belt and Road” <i>Gao Hui</i>	172
On the Translation Strategies of Government Publicity Materials – A Case Study of Government Work Report in 2018 from the Perspective of Skopos Theory <i>Qiaoling Xiao, Jiao Wang</i>	178
On English Translation of Chinese Idioms in Political Reports from the Perspective of Relevance Theory <i>Shuqin Li</i>	184
A Corpus-Based Study on the English Translation Style of Mo Yan’s Novels <i>Liu Jinbao</i>	191
Going Out and Going In! A Study of Translation Norms and Strategies of Translating Chinese Science Fiction by Ken Liu into English-Spoken Countries <i>Jinyu Liu, Jiajia Hu</i>	197
 <i>Linguistics</i>	
Literary-Pragmatic Research on Shakespeare’s Tragedies – A Case Study of <i>Macbeth</i> <i>Lingyan Yan</i>	205
A Brief Overview of Studies of and-Connected Clausal Expressions <i>Chang Wang</i>	211
On the Semantic Changes of Lexical Meaning <i>Lanlan Li, Xiulan Ge</i>	217
The Cognitive Interpretation of Pragmatic Issues with Reference to Presupposition and Dexi <i>Wen Jinhai, Sun Yue</i>	224
On Lexical Features of English News <i>Xiulan Ge, Lanlan Li</i>	230
Interpretation of Objective Pronouns Sequencing in French by the Principle of Iconicity <i>Hui Yin</i>	236

A Study on the Report Writing of Peacekeeping Police Officers <i>Du Bin</i>	242
A Study on Skills in Interviewing of UN Police Assessment for Mission Service <i>Ren Jia</i>	249
A Study of Rhetorical Appeals in Relation to Audience in U.S. Presidential Campaign Speeches <i>Jiang Yansheng</i>	256
Burkean Identification Strategies in China’s National-Image Discourse Construction <i>Liwei Zhang</i>	262
The Interpersonal Analysis of the English Versions of Poetry in <i>Hong Lou Meng</i> <i>Ma Na</i>	272
Characteristics Analysis of Official Response Discourse in Public Judicial Emergencies <i>Xie Yanhong</i>	278
The Analysis of Tautological Constructions from a Constructional Approach <i>Hongjuan Fang</i>	285
Framing and Reframing Images of Guangzhou: A Case Study from the Cognitive Perspective <i>Xueyan Yin</i>	293
A Discussion on Endangered Language – With Garland’s View as a Main Focus <i>Xiying Jiang</i>	301
On Framing Strategies of C-E News Transediting In Light of Narrative Theory <i>Li Lixin, Huang Chenzi</i>	307
A Rhetorical Analysis of Obama’s Re-Election Campaign Speeches in Swing States under “Universal Audience” Theory <i>Zhu Lingling</i>	313
A Syntactic Analysis of “The Road Not Taken” by Robert Frost <i>Qiu Guangpeng</i>	319
Impoliteness in the 2016 US Presidential Final Debate <i>Han Miaomiao</i>	326
 <i>Literature Review</i>	
Narration, History and Cultural Identity: Illustration of <i>The Concubine’s Children</i> <i>Liu Tian-wei</i>	335
Decadence: Ethical Literary Criticism in <i>Tender is the Night</i> <i>Zhou Tiannan, Yao Xiaojuan</i>	341
The Analysis of Female Images in <i>The Woman Warrior</i> <i>Wen Jianlan, Leng Pengpeng</i>	347
Ultimate Beauty of Life: A Thematic Analysis of Death in Oscar Wilde’s Fairy Tales <i>Shuang Zhou, Yu Jie Cui</i>	352
An Analysis of the Male Images in <i>Beloved</i> <i>Wang Liting</i>	358
The Study of Psychological Transformation in <i>The Double Hook</i> under the Theory of Transitivity Analysis <i>Liu Hongjing</i>	364

An Elegy to the Moral Downfall of the South: The Ethical Interpretation of <i>The Sound and the Fury</i> Yao Xiaojuan, and Zhou Tiannan.....	371
The Study of <i>The Bridges of Madison County</i> with a Corpus-Based Approach Su Huanli	378
A Probe into Female Trauma in Morrison’s Early Novels Meng Qingmei	384
Somewhere Over the Rainbow: The Symbolism of Colors in <i>The Great Gatsby</i> Xu Lihong, Zhang Jing	390
On Modernity in Herman Melville’s “Bartleby, the Scrivener: A Story of Wall Street” Chen Si, Li Jinyun.....	396
William Blake’s Poems in the Interarts Perspective of Chinese Classical Art Theories Hu Min	403
Memory Discourse in Philip Roth’s Novels Jin Wanfeng, Zou Yunmin.....	409
Jane Austen’s Attitude toward Marriage under Feminist Consciousness in <i>Pride and Prejudice</i> Chunlin Lu.....	415
Readdressing Modern Ideology: Wordsworth’s Seeking Childhood of Human Beings Xiumei Zhang.....	421
The Comparative Study on Social and Cultural Connotation between the Chinese Dream and the American Dream – In the Case of <i>American Dream in China</i> and <i>The Great Gatsby</i> Yan Lin	427
Contrast in Themes of T. S. Eliot’s “The Waste Land” Chunlan Ma	432
Immigrants’ Topophobia for the Wasteland: First Chinese American Anti-Terrorism Writing in Tao Lin’s <i>Bed</i> Cai Xai	439
Culture	
The Interpretation of Hollywood Science Fiction Movies from the Perspective of American Culture Wen Juxiang	445
Language Identity Construction of Children of Migrant Workers in Beijing Li He, Jing Li, Yuying Gu.....	452
The Analysis on Theoretical Predicament for the Transcultural Studies of Imagology Zhong Fan.....	464
The Stylistic Features in Hemingway’s <i>Soldier’s Home</i> Lu Chunlin	470
The Characteristics and Differences of the Chinese and Japanese Language Culture Zhiguang Hui.....	476
The Negative Influences of Low Carbon Economy on Chinese Textiles Export Enterprises and the Countermeasures Jiang Liping.....	482
Construction and Practical Significance of Language World Vision Yan-li Wei	488

The Negative Influences of the Carbon Tariffs on the Export of Chinese Steel Products and Its Countermeasures <i>Sun Zhengyan</i>	495
Core of Confucianism and its Value in Modern Society <i>Yin Yiqun</i>	501
On Intercultural Communicative Competence in Business Context: A Case Study of Guangdong College Students <i>Zilin Zeng, Qingya Li, Dongyi Chen, Peiqiong Wang, Fei Lu</i>	506
On the English Language Service in Guangzhou <i>Liu Wei, Chen Min Yi, Guo Xue Yan</i>	513
Cross-Cultural Conflicts of Human Resources Management in Sino-American Joint Ventures <i>Yang Zhixiang</i>	519
Analysis of the Differences in Good and Evil Concepts of Hero Animation Among China, Japan and America <i>Zhang Yu, Zeng Cheng</i>	525
 Teaching	
Advanced English Teaching within the Purview of Lexio-Constructional Pragmatics <i>Li Ran</i>	534
ICM Analysis of Teacher in the Chinese Context <i>Zheng Honglian, Wang Fufang</i>	541
Application of Affective Filter Hypothesis in Oral English Teaching <i>Gu Xiaolin</i>	551
Teaching Strategies on English Linguistics For Applied Talent Training <i>Zheng Ying</i>	557
Opportunities and Challenges of the English and American Literature Movie Appreciation Teaching Mode in the Context of English for Academic Purpose (EAP) <i>Yanli Qu</i>	563
Research on the New Driving of the Integration of Production and Education Model in the Digital Era <i>Shuang Zhang</i>	570
The Role of Reading Vocabulary Knowledge in Listening Comprehension <i>Han Dongjing</i>	576
An Empirical Study of <i>The Confucian Analects</i> English Translation Courses <i>Tianfei Zhang</i>	582
Cultivation on Consciousness Doublet Structure in English Writing <i>Hong Zhou</i>	590
Research on the Integration of Chinese Culture into College English Teaching <i>Jiang Li</i>	595
Error Analysis on Chinese English Learners' Writing – Take Sophomores' Writing as Examples <i>Zhu Lijuan, Zhu Lihua, Liu Kecheng</i>	600
The Exploration of the Influences of Christianity on American Education <i>Bao Chunfei</i>	606

General Extenders: A Survey of Studies with Special Reference to Their Acquisition by Chinese EFL Students <i>Gaoyuan Zhang</i>	612
Exploring ESP Teaching Model Based on Mobile Learning – Take the Flight English Course as an Example <i>Geng Zehong, Zhang Yanbo</i>	621
A Study of Applying Task-Based Language Teaching to College English Listening Teaching <i>Cui Li</i>	627
On Consciousness Doublet Construction in Academic English Teaching <i>Zhou Hong</i>	633
A Study Based on EAP Needs Analysis of Engineering Students <i>Yi Qun Yin</i>	638
The Construction of an Interpreting Teaching Model for a Flipped Classroom Based on the WeChat Public Platform <i>Qing Li-hua</i>	645
On the Process-Oriented Approach in Oral English Teaching <i>Tao Li</i>	651
Study on the Interaction in a Translation Workshop Teaching Mode and the Changes in the Teachers’ Role <i>Lang Shanshan</i>	657
From Theory to Practice: The Application of Multiple Intelligences Theory in College English Teaching Reform <i>Shao Fei</i>	663
Analysis of the Current Development of China’s Research on Business English Translation Teaching in Vocational Colleges Since 2000 <i>Guan Ming-yang</i>	669
On the Positive Effects of PAD Class on Spoken English Output <i>Ying Shi</i>	675
Thinking and Innovation in College English Translation Teaching <i>Li Tie</i>	681
A Study on the “Flipped Classroom” Teaching Mode of Business English Translation under the Background of “Internet+” <i>Zhang Liying</i>	687
Review and Implications of the Research on Pre-Service English Teachers’ Beliefs <i>Mingwen Qiao</i>	692
EFL Teacher Development of Colleges and Universities in Ethnic Minority Areas <i>Shuguang Zhang</i>	698
The Cultivation of Students’ Innovation Ability in College PE Classroom Teaching <i>Xiaohui Wang</i>	704
Stimulating and Cultivating Students’ Motivation in Learning English <i>Yingjie Liu</i>	710
Dynamic Integration of Entrepreneurship Education and Ideological Education in Institutes of Higher Learning <i>Xuemei Ni</i>	715

Research on Vocabulary Teaching in the Primary Stage of Chinese as a Foreign Language <i>Wu Wei</i>	721
Research on the Application of Chinese American Literature in Advanced English Teaching <i>Chen Yanqiong</i>	728
Cultivating Students' Learning Autonomy Via CALL: Application of Team Project and Presentation <i>Li Lu</i>	734
The Study on English Language Ability of Business English Majors <i>Hu Linluan, Li Lixin, Zhou Ziqi</i>	739
The Design of an Academic English Literacy Curriculum for Chinese Undergraduates of Application-Oriented Universities <i>Yanling Zhang</i>	747
Critical Thinking Cultivation in English Reading Instruction in Senior High Schools <i>Lu Dan, Huang Yu Xuan</i>	756
A Study on EFL Learners' Peer Review and Revision <i>Long Miyin, Li Wentao, Zhang Fuhui</i>	762
Design of Hybrid Teaching Based on Online Course in College English Teaching <i>Lei Shi, Miao Liu</i>	768
Study and Application of the Practical and Creative Ability Cultivation Pattern <i>Ni Xiujie</i>	773
Content and Formal Schemata Teaching in ESL Writing in China <i>Qi Jiayuan</i>	779
Research on the Application of Flipped Classroom Mode in College English Teaching <i>Sun Wenjing</i>	783
The Application and Reflection of the PAD Class in College English Teaching <i>Tan Yue</i>	789
A Comparative Analysis of Automated Essay Scoring System Criterion and Peer Review System Peerceptiv <i>Fuhui Zhang, Yingling Zhao, Jun Gao</i>	794
An Analysis of Pragmatic Vagueness in English Classroom Teaching <i>Zhang Yunfei</i>	800
Exploring the Improvement of Pragmatic Competence for College English Learners: The Perspective of Language Economics <i>Jiajia Xia</i>	807
The Internationalization of Chinese Higher Education <i>Chang Qing</i>	813

Keynote Speech I

Legislations Concerning Translation in Ancient China

Jia Hongwei

Department of College English, Capital Normal University, Beijing, China

Email: yywhyj@163.com

[Abstract] *Based on archival files and relevant literature on translation laws, this paper recovers the development of translation legislation in ancient China since Zhou times, and provides the experience and lessons from the laws and regulations concerning translation and interpretation throughout the history in China for the current building of translation laws.*

[Keywords] *translation history; translation legislation; experience and lessons*

Introduction

China, as a unified country with 56 ethnic groups living or scattered in various areas of her land, may be a country with the longest history in the world, tracing back 5000 or more years. At that time, so far as almost all ethnic groups kept their own speeches, they resorted to interpreters and translators for helping communicate their ideas to their counterparts from other ethnic groups or states. Due to the increased contact between different people or others from the ethnic groups or dominions, the ruling party had to set up official posts in charge of interpretation and translation work, with the consequence that the laws and regulations of sort concerning the official posts became the quasi-legislations of translation in today's sense, which can be traced back to the Zhou Dynasties (Ma, 2009, p. 1). In order to govern and manage effectively and efficiently the misconduct, misdoings, and even espionage activities, the governing bodies in the then government formulated regulations and drafted legislations, which may date back to the Han Dynasty (Xin & Gao, 2010, p. 77).

However, some scholars, ignoring the historical facts mentioned above, asserted that there has hardly been a special law or regulation relevant to translation and interpretation in the long Chinese history (Xie, 2011). This is contradictory to the historical facts of translation practice and its legislation in ancient China. To crack the misunderstanding of translation legislation in ancient China and to offer reference to the drafting and building of modern translation legislation in order to promote the sound development of translation and interpretation industry in China, I venture to recover the historical facts of translation legislation practice in ancient China, based on the literature and archival files available, and to sum up important points for the drafting of translation laws and regulations in the coming days.

Anyway, the tradition of legislations concerning translation work lasts thousands of years, with consideration of either the case in the Zhou era or the status in the Han times. The experience and lessons from the legislation practice can contribute greatly to the current law system and legislation practice of translation work in China. In the next two sections of this article, I will focus on the developing history of legislations relevant to translation and interpretation, officially and/or religiously, in ancient China, the critical analysis of the facts and content related to translation legislation, and the inspirations we could obtain from the long history of legislation tradition in China.

Translation Legislations in Ancient China

Xin & Gao (2010, p. 77) asserted that the earliest literature related to translation legislation in ancient China is the Han Code. However, the Han Code just made regulations over translators and interpreters' performance and ethics, which is only one part of translation legislation. As recorded in the part on Prison Officers (literally Autumn Official 秋官) in *Zhou Li*, a classical book on social rites in the Zhou Dynasty (1046 B.C-256 B.C), there are statutory regulations over some officials called 象胥 in charge of the service for the members of royal missions from all parts of the country and the then Embassy guests, of course, including the work of translation and interpretation. As is regulated in the Zhou Code, under the official 象胥, there is one sergeant First Class, two sergeants Second Class, eight corporals Third Class, and twelve disciples. As seen above, there appeared a government sector serving as the current Ministry of Foreign Affairs, with the functions of translators' (and interpreters') registration and management of the translation and interpretation affairs.

After the unification of the country in the times of Yingzheng 嬴政, the first emperor who ruled the unified country we call China today, the work serving the members of royal missions from all parts of the country and Embassy guests and of translation and interpretation was transferred to the sector governed by an official 典客. Though he still did similar work including translators' registration and translation managements, no clear elucidatory written regulations were drafted then.

Coming to the times of the Han Dynasty (202 B.C-220 A. D), since Emperor Jing 景帝, the official rank was changed to Grand Order 大行令 and Minister Herald 大鸿, although he was still in charge of translation and the service for the royal missions from the ethnic groups and Embassy guests. What's more, there were earlier terms in the Han Code to regulate the legal responsibilities of translators and interpreters. In the bamboo files of *The Laws and Decrees* unearthed in the Zhangjiashan tombs of Hubei Province in 1983, there appeared the first regulations over the translators and interpreters' performance, responsibilities and misdoings put as the following: Anyone who serves as a translator (or an interpreter) or/and an interrogator shall be punished for the fraud or/and forgery in his service for any suspect who speaks a different language. If the suspect receives the death penalty thus accordingly, the translator or interpreter shall be sentenced to penal servitude for his misdoings; if the suspect receives other punishments accordingly, the translator shall be punished the same (PB, 2001).

Compared with the Han Dynasty, the Tang Dynasty (618 A.D-907 A.D) witnessed a different picture. With increased contact with foreign countries and the minority groups inside, the Tang government had to resort to translators and interpreters for settling legal disputes. But the fact is that the in-house translators and interpreters in Tang times were from the minority groups inside, or/and foreign countries, who either came from the same ethnic group and country as the plaintiffs or defendants, or simply kept a direct interest relationship with them, while the officials in charge of hearing the cases neither spoke nor understood foreign or/and ethnic languages, which left them opportunities to bend the laws for personal gains, engage in fraud, and even manipulate the trials. As recorded in *Plaint Form on Translators and Interpreters* 论译语人状, written by the then Prime Minister Li Deyu during 841 A.D.-846 A.D., "As the translators like Shi Foqing are Uighur people, they must be related inevitably to their nation. When Kirgiz's envoys come to the royal capital, they would not translate or interpret for us the information bad for the Uighur people while leaking this information to the Uighur people in the capital. Therefore, to help verify the Uighur translators' performance to avoid effectively their deceptions, is it possible to authorize Liu Mian and Li Zhongshun, the two military governors against the Uighur's invasion, to pick up those who are not related to Uighur people but can understand and interpret the

Uighur language, and to order them come to the capital immediately?”(Dong, et al, 1814; Li, 1998, p. 362).

To better manage the translation (and interpretation) staff, monitor and regulate their performance, and avoid their misdoings in litigation and trial activities, the Tang government added two legal measures to the Tang Code. One was the formulation of special legal provisions for cheating defrauds by translators and interpreters. As regulated in the 25th volume of *Commentaries on the Tang Code*, “due to the cheat defrauds by translators and interpreters, all testimonies could not present a full picture of the case, and there is a discrepancy in the crime of measurement as a result, the translators or/and interpreters involved shall be punished the same crime.” (Zhang, 1993). The *Commentaries* furthered in the 27th Volume that “The translation or interpretation work leads to a discrepancy in the crime of measurement when translating or interpreting the Uighur testimonies, he shall be penalized the same. To be specific, if the accused in the case deserves a one-year imprisonment, the translator communicates with intention the information of two-year imprisonment, and consequently he shall be sentenced to be imprisoned one year more than the accused; if the accused is sentenced to be sent into exile, the translator communicates on purpose the sentence of two-year imprisonment, and he shall be sentenced to be sent into exile, with the deduction of two years; if the judiciary has not made any decision on the case, but knowing the false testimonies communicated by any translator, the translator shall be judged the crime of cheat defraud, and shall be punished for 40 whiplashes, if the situation is too serious, for 80 whiplashes” (Zhang, 1993). This provision and its commentary contributed to the avoidance of the accused, as well as the translator involved deliberately exploiting legal loopholes. Meanwhile, this regulation also offered reference for the further building of translation legislations in the following dynasties.

The other was the requirement for translators and interpreters to sign their names on the translated contracts and legal documents to guarantee the accuracy and reliability of their translated work. This was illustrated in the following two cases. It was recorded in *Custom Office File of Kangwei Rosch in the First Year of Chuigong Reign* (685 A.D) unearthed in the No. 29 Tomb in Astana, the current Turpan area in Xinjiang Autonomous Region, that among the central Asian merchants with the leadership of Kangwei Rosch, who came and went between China and central Asian areas, there was a Turkic translator and interpreter named Gzhai Nanipan (the Chinese transliteration of 翟那你潘). Since the travelling merchants owned several servants and maid-servants, as well as a large number of livestock such as donkeys, and horses, etc., they did not carry with them the customs clearance ultimatum, or passport in today’s sense. The local government official in Xi Zhou, around the current Nanking area, Jiangsu Province, came to question and examine them. In response, the interpreter explained that in the central Asian areas, they went all the way without hindrance, so they need not have applied for a customs document. To ensure that all the servants in the merchant team weren’t criminals and captives, and to guarantee that the merchants could pass safe and sound, he signed his name on the local official document and was willing to be punished in accordance with the local law, if the statements in the signed document were not in consistent with fact, or if they would not obey the terms in the document (Tang, 1986, pp. 88-94; Zhao, 2005, p. 31). It was also recorded in *A Copy of Tang Translator He Deli’s Allograph on the Receipt of Horse Sale by Turgesh Leader Da Heidargan* unearthed in the No. 188 Tomb in Astana area that against the background of the war between the Tang government and the East Turks, the Turgesh (the West Turks) was often invaded by the East Turks. The Turgesh wanted to sell battle steeds to support the Tang government to counterattack their counterparts, and in one of the receipt of horse sale, there appeared the signature of the translator involved (Tang, 1987, p. 87; Zhao, 2005, p. 31). A similar picture

was also represented in *The Alibi of the Maid-servant Chunxiang for Zhang Xuanyi's Theft Case in the Second Year of Linde Reign in Tang Dynasty* (665 A.D) unearthed in the No. 61 Tomb in Astana area that Translator Zhai Fuzhi signed his name on a legal document to guarantee the accuracy and truth of his translated testimonies in court. As seen in the above cases, the roles of the translator and interpreter have extended from diplomatic negotiation to bilateral trade, and to the trials of civil and criminal cases, etc.

Additionally, by means of administrative revolution, the court established an institution named the Interpreters Institute (literally Collège des Quatre Directions and College of Four Directions in French and English, respectively) for rendering Buddhist scriptures into Chinese. To promote the systematic development of group or team translation and interpretation in the Tang times, the Institute adopted and adapted the working experiences of previous translators to set up nine translation positions for different procedures in the translation process.

In the era of the Song Dynasty (960 A.D-1129 A. D), Chinese culture prospered and the national economy flourished, but the Jin people (the forefather of today's Manchu, Hezhen and Oroqen people) in the north got stronger and stronger in the later years of the Song Dynasty. With the need for bi-or multi-lateral trade, diplomatic negotiations, cultural exchanges, and military security, translators and interpreters came into the scenes. They sometimes took advantage of this opportunity to translate randomly, create disturbances on purpose, and destroy ethnic relations. As accounted in the Biography of Zhang Fangping in Volume 318 of *History of Song* (1346 A.D/1977), one such case was that Zhang, who originally served as Lecturer of the Imperial Academy, was appointed the Magistrate of Hua Zhou, the current county in the north of Henan Province, and asked later to govern Yi Zhou, an area originally covering the current Sichuan Province, Chongqing Municipality, the south of Shanxi Province, and the Northwest of Yunnan Province. However, before he moved to take the position, rumors came that Nungz Cigaoh (1025-1055), a leader of the Zhuang nationality in Guang Yuan autonomous prefecture, covering the west of Jingxi county and the whole area of Tian Dong county in the current Guangxi Zhuang autonomous region, would take troops to attack Yi Zhou. The magistrate pro tem of Yi Zhou hastily transferred the soldiers to garrison the city day and night, and the dweller was greatly disturbed as a result. Knowing this information, the royal court also transferred the infantry and cavalry from the then Shanxi area, streamed into Yi Zhou, ordered Zhang to take the position as soon as possible, and acted as the occasion demanded. Zhang responded, "it must be rumors." On the way to his position, he sent all the soldiers back that were streaming into Yi Zhou whenever possible and stopped all relevant forced labors. It was during the Lantern Festival when he arrived in Yi Zhou and the city gate was kept open for three nights and he happened to arrest the translators who had fabricated the rumors. He ordered the beheading of the leader and banished the remaining followers. From then on, the dwellers began to settle down. The other case was noted in Volume 139 of *History of Song* (1346 A.D/1977) that in 1133 A.D., the magistrate of Yong Zhou, the current capital of Guangxi Zhuang autonomous region, represented to the emperor that when the king of the state Da Li, covering the current Yunnan Province, the south of Sichuan Province, and the west of Guizhou Province, would offer tributes to the Song emperor, his officials refused him to sell horses to the Song government and stopped him from paying the tributes. In the next year, a royal edict was issued to set up trading places in the Sichuan state, Shanxi state, and Weimiao prefecture, and to transfer the bureau of battle steed purchase to the governance of Yong Zhou magistrate, turning over gold and silk to the royal court in return each year. However, due to the language barriers, the translators conspired at will to cheat, and the officials in charge took this opportunity to work in collusion with translators. In order to regulate translators' duties and manage translation activities,

Volume 25 of *The Criminal Laws of the Song Dynasty* (963 A.D), the first criminal laws of the Song Dynasty, and also the first Printed Feudal code in China, adopted the old rules and regulations over translators and their responsibilities in the Tang Code that “due to the cheat defrauds by translators and interpreters, all testimonies could not present a full picture of the case, and there is a discrepancy in the crime of measurement as a result, the translators or/and interpreters involved shall be punished the same crime” (Zhang,1993).

The Jin Dynasty was an empire built by the Jurchen people, the forefathers of the Manchurian in the northeast of China, with the Han and other ethnic Chinese groups, the major population of the empire, governed by this minor ethnic group. Therefore, due to the language barriers in their communication and national governance, translation activities were highlighted, and defraud cheats in their translations were more salient. They always mistranslated on purpose, acted with partiality and defeated the ends of justice, of which the more serious case was their random translations leading to defendants’ death penalty. As mentioned in *The Sketches in Jin Dynasty* (or *Journey Notes on Jin Dynasty* 松漠纪闻) by Hong Hao (1088-1155) as an envoy of the Song Dynasty to Jin Dynasty in the North, who noted down what he had seen and heard, including geography, climate, history, economy, social construction, local customs, etiquette systems, political system, natural resources, and farm products, etc., that during his retention in Jin Dynasty from 1129 A. D to 1143 A. D, translators in the Jin Dynasty took bribes, distorted the facts, and made defendants suffer, as the following goes:

Jin laws prescribed that all Jin people who came to secure an official position in the central plains of China, an area with Han nationality as the dominant population, needed to be accompanied by translators. Sometimes, some officials in the local government served as translators themselves. As the translators served the function of communicating royal orders, they became more and more powerful. Connecting the superior and the junior officials or civilians, getting promoted or not, and receiving severe penalty or not, were all under their control, so they had chances to fiddle with words and take bribes. Within two or three year, they got rich, and civilians suffered greatly. There was a man named Yin Zhu (literally Silver Beads), the 60th younger brother of the Emperor of Jin Dynasty, who was famous for his bravery in the wars, but unfamiliar with civil affairs. He was appointed to govern Yanjing, the current capital city of China, where there appeared such a case that dozens of households owed rich monks six or seven hundred thousand gold medals, but the civilians refused to pay this back, so the monks declared a complaint in his court. The civilians were so shocked that they started to bribe the translator one after another, praying for relief. The translator responded: “You owe them so much. Although I could help you defer slightly, you could not be exempted eventually. If you could pay me more, I would help you put them to death.” All the arrested readily promised. Before long, the monks offered a written complaint with the arrears voucher to the court, knelt and waited for the judge’s decision. The translator secretly replaced it with another readily-prepared complaint and translated it for the judge: “For long drought and no rain, the monks intend to burn themselves, move the heaven to rain, and save the civilians.” Yin Zhu smiled at him, wrote presently at the bottom of the complaint “塞痕” which is the Jurchen words meaning “great”, excitedly praised them for their good deeds, and approved the complaint, saying “Yes! Approve!”. Immediately, more than 20 corvées ran out and arrested the monks. However, the monks did not know why they were arrested. When they were brought to the suburb of the city, they found that civilians had readily prepared the firewood. They were bound to the firewood, and were burned to death, although they cried out for justice before death.

Translators' defraud cheats of this sort attracted the attention of officials in the Jin court, of whom Yang Tingxiu, an academician from the Royal Academy of Jin Dynasty, submitted a written statement about it, complaining that "State and district officials regard themselves to be powerful, consider their joy and sorrow as priorities, and seldomly restrain their emotions to scrutinize rigorously the hearing of the cases in court, only allowing the translators to translate at will the oral testimonies so that the translators receive bribes publicly, and the decision of the cases is all in their hands. Consequently, misjudged cases could not be corrected for 20 or 30 years" (Toqto, 1261, Vol. 45). The defraud cheats of this sort were prevalent in the Jin Dynasty, when serious, even disturbing the functions of royal court and social order to a large extent. More or less, it seems that the rise and fall of the Jin Dynasty was closely related to the translators. Realizing the seriousness of the defraud cheats of the translators, the royal court not only added terms on the penalty of translators' defraud cheats to the Jin Code, but also took administrative measures to regulate translators' performance and strengthen the management of translators and interpreters. As seen in Volume 15 of *History of Jin Dynasty* that on the 20th July, 1218 in the Chinese lunar calendar (in Chinese 金朝兴定二年, 秋七月 癸未), with a pelting rain, the Crown Prince, the infants (or Imperial Princes), and officials of all ranks and descriptions submitted a memorial to the emperor in the Royal Hall, begging him not to punish himself by lowering his diet standard because of others' crimes and to restore the normal diet standard as an emperor. On the 27th of the month, the emperor gave an order to choose and promote the shrewd and able officials with clean records, to dismiss the translators and interpreters who were derelict in duty and had done no decent work, if their salary had been paid off, and to nominate those competent and honest translators to the court.

After the decline of the Jin Dynasty, the Yuan Dynasty (1271A.D -1368A.D) was established by the Mongols in the north. As a means to govern such a large empire and to manage so huge a population of diverse ethnic origins, translators and interpreters were particularly prominent in the Yuan court. Therefore, the court furthered the regulations concerning translators and interpreters' responsibility investigation system, as regulated in the terms in Criminal Law IV in Volume 105 of *History of Yuan Dynasty* (1310-1376) co-compiled by Song Lian and Wang Yu that any official who cheated their superiors in their words or misconveyed the words of their superiors, if good at riding a courier horse, would be flogged sixty-seven times; any translator or/and Cabinet Secretariat official who ever acted negligently deserved to be demoted accordingly and even removed, if anyone who lies that any problematic ones have been removed but transferred them to other positions deserves fifty-seven lashes and will have his service in court stopped forever; any Mongolian translator, if two or more false translations were found, will have them subtracted from their salary and demoted to a new position. To ensure and promote the quality of translation in the royal service, the Yuan court chose to regulate and monitor the translators and interpreters' performance by both legal and administrative means. In addition, the court, based on the agency in charge of foreign affairs since the Han Dynasty, established the Interpreters Institute (会同馆) under the Ministry of Rites, "the principal agency for receiving tributary envoys (first established in 1276, discontinued in 1288, re-established in 1292, and 1295 put under supervision of the Ministry of Rites, headed by 2 Commissioners-in-chief)" (Hucker, 1988, p. 263), for translation, interpretation, and intermarket affairs, and for teaching languages and training translators and interpreters. The local governments on all levels also kept their own in-house translators and interpreters. As seen above, the roles that the translators and interpreters played in the functions of the court and the operations of all governmental functions in the Yuan Dynasty was important.

Carrying forward and gradually modifying trends from both the alien tradition that culminated in Yuan and the native tradition of Tang and Song dynasties, the Ming court (1368-1644) became a highly centralized, well-articulated autocracy. To better manage the operations of foreign affairs concerning foreign envoys, and further perfect the translators and interpreters' responsibility tracing systems based on relevant laws of the previous dynasties, the court stipulated that foreign envoys had to be accompanied by translators and receptionists on route to and from their tribute audiences; that he would be punished for violating the relevant laws, if any envoy intended to cast off the translators on purpose, and entered the capital without permission; and that the translator(s) and receptionist(s) would also be punished if any accident or incident occurred on the route to meet and send the envoys. Such two cases were recorded in Volume 329 of *History of Ming Dynasty* (1739, see Zhang, 1974) that Usangshen King sent a monk to pay tribute in 1495. He met the Mahayana King's envoy in Guangling Post Station in Yangzhou, killed livestock and drank for three days and asked their boat hands to throw stones at the other envoys' boats, keeping them from entering into the port. The Yangzhou magistrate, Tang Kai, demanded the Post head to stop the boatmen, and the monk envoys broke into the local court with their staffs in hand and fought with the yamen runners with many people getting injured. At this news, the emperor gave orders to punish the translator(s) and receptionist(s) in charge of this event; and that the Hami (or Kumul) envoy brought himself to the officials stationed in the frontier and tribute ultimatum in 1508 and came to tribute without a translator's company. For this offence, Wang Yong, the head in charge of translation service, felt angry and sent in a memorial for punishing the envoy.

The administrative measures also reflected the strict regulations concerning translation enterprises in the Ming Dynasty. Keeping the major operations of receiving tributary envoys, translation, interpretation and intermarket affairs, the Ming court established in 1407 the first institute of sorts in Chinese history to train translators and handle correspondence between the court and foreign states. It was named the Translators Institute and had 154 regular students and 136 irregular students in 1459; it was originally an integral part of the Hanlin Academy, but in 1496, it was placed under a Vice Minister (少卿) of the Court of Imperial Sacrifices (太常寺), assigned as Superintendent of the Institute, and included the branches of the Mongolian, the Jurchen, the Tibetan, the Indian, the Persian, the Uighur, the Myanmar, and languages in the neighboring areas, with the addition of the Thai language in 1579. As for the problem of management of translator selection and translator training work in the Translators Institute, Zou Gan, the Left Ceremonial Master of the Ministry of Rites, submitted a memorial, holding that in recent days, the sons and younger brothers of the officials, generals, royal craftsmen, royal cooks, and even rich civilians, curried favor with the translator trainers should be allowed to study translation skills in the Institute for irregular promotion and even gain employment. However, most documents in foreign languages in the Institute were closely related to the border matters, and translation teaching and learning in the chaotic order was inevitably divulging information concerning border matters. Therefore, it was requested of the Hanlin Academy to follow the 1421 case to select and send those young and smart ones from the Imperial College (国子监) to study translation skills in the Institute if there was a vacancy in any branch, and it forbade any translation trainer to take bribes, keep unauthorized students at the Institute, and recommend them on right occasions.

Conversely, because of the reduced political treatment, student translators at the Translators Institute slacked off in their translation practice and searched for other opportunities. For this situation, the Ming emperor warned in 1490 that students in the Institute needed to put more attention on their language learning and translation skills, and meanwhile, he promoted the following policy: anyone who passed the

first three-year examination deserved 50 kg rice per month; those who were marked fine excellence in the second two-year examination would be promoted to royal translation clerks; and the ones who were still marked fine excellence in the third three-year examination would be promoted to eighth grade officials standing for future arrangements as a translator. But those who failed all three examinations would be dismissed.

Diplomatically, so many countries and regions under heaven were in contact with the Ming court, but the Translators Institute kept limited numbers of languages and could not handle the documents in so many languages, especially in unknown languages. Therefore, to translate the tributary tables in unknown languages and write the return tables in the given languages effectively and efficiently, the court regulated that once the situation occurred as mentioned above, the third language that both parties were familiar with would be used in place to communicate between China and the alien, and that language was the Persian language.

Finally, on the matter of translator management, Emperor Zhu Li (1360-1424) was different from all other emperors in the Ming court. He perfected the management system of the Ming officials, of which he broke the regulations concerning translators, and allowed the translators to register for royal examinations; as regulated then, any translator who passed the examination(s) would be promoted into a higher rank. Imperial Counsellor Wu Shun was a remarkable case; he was promoted from a translator by means of the royal examination(s). Seen from this angle, he enhanced the identity and social status of translators and interpreters, which was unprecedented in Chinese history until then.

Like their Jurchen relatives before them, the Manchus greatly admired the Han culture and its institutions. In consequence, the government they fashioned for the Qing Dynasty (1644-1911) was superficially a virtual replica of the Ming government it superseded (Hucker, 1988, p. 84) in almost all aspects, except the laws and regulations on translators and interpreters. One can rarely find anything related to the laws and/or regulations on translators and interpreters in both parts of the criminal laws and bi- and multi-lateral trade in the *Draft History of Qing Dynasty* (1927). The reason may be there were no laws governing translators and interpreters in the Qing court and it may be that there had not been so many cases involving the defraud cheats by translators, but in fact, this was not the case. Legends told that the translators and interpreters in court were regarded as the spokesmen of the foreign lords, even a symbol of lords themselves, and that their cheats were not taken seriously, since they were almost all from the royal families, which is in the real sense different from the situations in the Ming court and in the governments before in which almost all translators had been selected from the smart young all over the country and beyond. What's more, many translators in the Qing were the staff of foreign trading companies, Chinese merchants who could speak Pidgin, and recognized missionaries.

Fortunately, the administrative management and regulations for translators and translation training can be found in the section of the Qing Dynasty in *A History of Translation in China* (2009). In a comparatively early time of the Qing government, the management of the vassal states, and the receptions of the tributary envoys and the foreign embassies were assigned to the Court for Dependencies (鸿胪寺), the Court of Colonial Affairs (理藩院) and Translators and Interpreters Institute (会同四译馆) under the Ministry of Rites, which was a combination of the Translators Institute and the Interpreters Institute (会同馆), in 1748 under a Superintendent with the status as Director of the Bureau of Receptions and concurrent Vice Minister of the Court of State Ceremonial (鸿胪寺). Of them, the Court for Dependencies offered ritual service for the tributary envoys and the foreign embassy; the Court for Colonial Affairs was responsible for Chinese minority affairs, including the affairs in Inner and Outer

Mongolia, Qinghai, Tibet, Xinjiang, and Sichuan, the foreign affairs with Russia, and Gurkha, etc., trade relations, and tributary affairs; the Translators and Interpreters Institute was in charge of translating and interpreting the tributary table written in Mongolian, Myanmar, Tibetan, Persian, Thai, Jurchen, Indian, Uighur, and other languages in the neighboring areas. Since the student translators could not see good prospects for their future development, they slacked off in their schooling. As was accounted by the Vice Minister of the Ministry of Great Sacrifices (太常寺) in *The Great Qing Code* (大清会典) that “Now, there are only translation trainers left in almost all the branches of Translators Institute, the situation like the sky with all the morning stars fallen down. And the most serious is in the Branch of Thai in which no student translators and translator trainers stay, and with only one translator trainer left in the Branch of the Languages in the neighboring areas. ... Please, order the Ministry of Rites to select and replenish the young and smart students by means of the royal examination, to ensure the reserve of translators and to promise not to bungle the opportunities by temporary translators.”

With increased contact with the world, more translators that were familiar with foreign languages like Russian, German, French, and English, etc., were badly needed. For this serious situation, the government invited missionaries in the capital to serve as temporary translators, and meanwhile, they prepared to establish new schools, which can be seen in the following two cases. One case is that the Czar of Russia sent Nikolai Gavrinovich Spafari as an envoy to China in 1676; he could speak many European languages including Greek, and Latin, etc. but not any oriental languages, so Emperor Kangxi appointed French Missionary F. Verbiest as his translator. In more than three months in Beijing, Verbiest did extensive translation and interpretation work including the Manchu translation of letters from the Czar to the Chinese Emperor, the negotiation outlines by Spafari as the Czar’s representative to the Qing court, and the Latin translation of four letters written by the Chinese emperors in the Ming and Qing dynasties from Chinese and Manchu (Ma, 2009, p. 42). It is not an exaggeration to say that similar cases happened every month in the late Qing Dynasty, which can be verified by prominent cases recorded in the section of the Qing Dynasty in *A History of Translation in China* (2009). Another case was the building of modern language schools since 1709. For handling the documents in the Sino-Russian diplomacy, the Qing Emperor Kangxi ordered to establish the School of Russian Translation and Interpretation in 1709; for the inconvenience of employing missionaries as translators and/or interpreters for foreign envoys, the Qing Emperor Yongzheng decided to establish the School of European Languages with Latin as the dominant language in Beijing in 1729; influenced by the Anglo-French expedition to China and English and French languages as universal languages under the terms in both the Sino-British Treaty of Tianjin and the Sino-French Treaty of Tianjin, the Qing court decided in 1860 to establish the School of Combined Learning (同文馆), a school that trained translators for foreign affairs. It was only second to the Translators and Interpreters Institute, with the combination of the School of Russian Translation and Interpretation in 1862.

Last, but not least, the Qing court set up a new ministry called the Ministry of Foreign Affairs, to handle all affairs related to foreign countries, with the Office of Great Britain, Office of France, Office of Russia, Office of America, Office of Naval Defense, Office of Treasury, and the School of Combined Learning, etc., involving all the affairs related to diplomacy and foreign countries, such as bilateral trade, finance, military building, mining affairs, traffic construction, and communication, etc.

Compared to the translation laws in previous dynasties, the laws and regulations on translation were more inclusive, but badly formulated and enforced to a large degree. For many reasons, there is nearly no

record concerning translations and translators in the part of criminal laws in the *Draft History of Qing Dynasty*.

As seen above, governments of all of the dynasties since the Zhou era, especially the Han dynasty, have paid special attention to the defraud cheats by translators and/or interpreters, and established legal terms to regulate their behavior and performance, especially in the litigation field, involving translation service for legal affairs between different ethnic groups, and the writing of legal terms for punishing and penalizing the translators and interpreters for their mistranslations and deliberate cheats. The legal system established in the Han times was further developed and improved in the eras of the Wei and Jin Dynasties, perfected in the Tang Dynasty and was adopted by the Ming and Qing courts.

Judging from the above facts and archival files concerning each dynasty since the Zhou era, we can find the following three points that relate to the legislation and management of translation enterprise in ancient China. Firstly, since the Zhou era, each government established and improved their legal and administrative systems for selecting, training and managing translators and interpreters accordingly, including their identity, promotion, remuneration and even punishment. Secondly, each government kept their royal in-house translators and interpreters involved in traditional and non-traditional security in ancient times from bilateral or multilateral trade, diplomacy, education, mining affairs, traffic building, to military building and criminal case, and in the later time of the Qing court, free-lance translators and interpreters, Chinese and/or foreign, appeared in the scenes of foreign business. Thirdly, all translators and interpreters needed registering in the management sectors, nationally or locally, and left their signature in official documents they were involved in, for easing the managements of translation relevant affairs, recording translators and interpreters' performance, and providing a basis for their rewards and penalties. All of these historic facts can provide reference for the current legislation and management of translation affairs.

Concluding Remarks

Compared with the situation related to the training, selection, management and even punishment of translators and interpreters in ancient China, translation enterprise in modern China is much more complex not only in the area and scope of translation and interpretation practice, but also the education, management, and legislation. Although China is second to none in translation regarding the number of either Chinese translations of foreign books or foreign translations of Chinese books (Xu, 2005, p. 63), currently legislative construction and administration are inconsistent with the situation related to translation enterprise, and even lacks the rapid growth of translation enterprise and education. Since the established legal provisions concerning translation and interpretation in present China are either dogmatic or inflexible, there are always no statues to apply for translation affairs, so the areas that the current legal provisions cover need to be necessarily expanded and extended.

Until now, in the current court proceedings involving Chinese minority persons, foreign persons, blind and deaf persons, the judicial and public security organs of China will appoint or invite translators and/or interpreters as independent participants in criminal and/or civil procedures to provide them with translation and interpretation services, as stated in Chapter I, Article 9 of the *Criminal Procedure Law of the People's Republic of China* (2013) that "Citizens of all nationalities shall have the right to use their native spoken and written languages in court proceedings. The People's Courts, the People's Procuratorates and the public security organs shall provide translations for any party to the court proceedings who is not familiar with the spoken or written language commonly used in the locality."

Meanwhile, Article 45 of the *Civil Procedure Law of the People's Republic of China* (2012) also regulates the recusal of translators and interpreters in lawsuits: "Any member of the adjudicating personnel in any of the following circumstances shall be disqualified, and the litigation parties shall also have the right to request, orally or in writing, such an adjudicator to be withdrawn from this case. The relevant circumstances are: (1) He is a party or a near relative of a party or a near relative of a litigation representative to the case; (2) He has a personal interest in the case; or (3) He has some other relationship with a party to the case, which could influence the impartial adjudication. The above provisions shall also apply to clerks, interpreters, expert witnesses, and examiners." Provisions related to translation and translation works can also be found in Articles 12, 20, 34, 35, and 45 of the *Copyright Law of the People's Republic of China* (2010).

However, the provisions related to translators and interpreters and their works in the above laws are too large to execute. Although the current laws have provided the interpretations relevant to the status of translators and interpreters, they do not provide provisions relating to translators and interpreters' participation in court proceedings, or for the standardized, systematic and institutionalized management of translation affairs. Although laws have provided provisions involving the defraud cheats by the translators and interpreters in court proceedings, they lack the specific terms on the investigation of translators and interpreters' responsibilities, and for according punishments. Furthermore, there are no terms relating to translators and interpreters on their status, salary, pay, rights, life-long education, insurance, and career development, etc. in the current law systems. This situation is not conducive to the personal development of translators and interpreters, social and industrial development involving translation, or state administration and management of individual translators, translator training and education, and translation enterprises and industries.

Therefore, it is necessary to learn from the experience and lessons of the terms on translation affairs in ancient China, promote the legislative process relating to translation affairs, and enhance the comprehensiveness, operability and enforcement of translation laws. By doing this, we can have laws to abide by in dealing with translation matters, we can build a better translation enterprise for communicating to the world all of the good aspects of Chinese culture, and we can also enhance our national soft power worldwide.

Acknowledgements

The current version of this paper was based on the findings of writing the article of Considerations Concerning Translation Legislation in China (2017) and the Keynote Speech at the 7th Northeast Asia International Symposium on Language, Literature and Translation at Beihua University, Jilin, China (June 16-17, 2018).

References

- Dong, G., Yuan, Y., & Xu, S., et al. (1814). Complete collection of the Tang prose. *Hall of Martial Valor, 701*. (Also see <http://ds.eywedu.com/quantangwen/701.htm>, 2018-01-19)
- Hucker, C. O. (1988). *A dictionary of official titles in imperial China*. Taipei: Southern Materials Center, Inc.
- Li, H. (1998). *Diplomatic institutions of Han and Tang dynasties*. Lanzhou: Lanzhou University Press.
- Ma, Z. (2009). *A history of translation in China: Ancient times*. Wuhan: Hubei Changjiang Publishing Group.

- National People's Congress. (2010). Copyright law of the People's Republic of China. Retrieved from http://www.law-lib.com/law/law_view.asp?id=6938.
- National People's Congress. (2012). Civil procedure law of the People's Republic of China. Retrieved from <http://www.chinalawedu.com/falvyingyu/shewaiwenshu/jx1503212191.shtml>.
- National People's Congress. (2013). Criminal procedure law of the People's Republic of China. Retrieved from http://www.npc.gov.cn/huiyi/lfzt/xsssfyg/2011-08/23/content_1666668.htm.
- Project of Bamboo Slips in No. 247 Han Dynasty Tomb in Zhangjiashan. (2001). *Zhangjiashan bamboo slips in Han dynasty tombs*. Beijing: Cultural Relics Press. [In-text reference to this book is PB for short]
- Song, L., & Wang, Y. (1976). *History of Yuan dynasty*. Beijing: Zhonghua Press, Vol. 105 (<http://www.guoxue123.com/shibu/0101/00ys/104.htm>).
- Tang, C. (1986). *The unearthed documents in Turpan area, vol. 7*. Beijing: Cultural Relics Press.
- Tang, C. (1987). *The unearthed documents in Turpan area, vol. 8*. Beijing: Cultural Relics Press.
- Toqto. (1261). History of Jin dynasty, vol. 15 & 45. Retrieved from <http://www.guoxue123.com/shibu/0101/00jins/044.htm>.
- Toqto & Arubu. (1977). *History of Song dynasty, vol. 139 & 318*. Beijing: Zhonghua Press.
- Xie, T. (2011). Time comes translation legislation. *Wenhui Book Review*, 2011-06-11. Retrieved from <http://www.chinanews.com/cul/2011/06-21/3127055.shtml>, 2018-01-18.
- Xin, Q., & Gao, X. (2010). Legislations of translation in ancient China and their significance. *Journal of Hubei TV University*, 30(5), 77-78.
- Xu, Y. (2005). Is China second to none in translation. *Shanghai Journal of Translators*, 20(2), 63-64.
- Zhang, S. (1993). *Commentaries on the codes of Tang*. Beijing: Zhonghua Press.
- Zhang T. (1974). *History of Ming dynasty*. Beijing: Zhonghua Press.
- Zhao, Z. (2005). Reviewing for Ttranslating officer in the contacts with outside world in Tang dynasty. *Academic Forum of Nandu*, (6), 29-33.

About the Author

Hongwei Jia obtained his Ph.D. of Linguistics from Beijing Foreign Studies University in 2011 and conducted his post-doctoral research at Minzu University of China (2012-2014). Currently, he is Associate Professor of Linguistics and Translation Semiotics at the Department of College English, Capital Normal University (Beijing, China), Executive Director of Xu Yuanchong Institute of Translation and Comparative Culture at Datong University (since 2016), Executive Editor-in-Chief of the *Journal of Language and Culture Research* (since 2014), research fellow of semiotics at the Research Center for Linguistic Semiotics (Tianjin Foreign Studies University, since 2015), research fellow at the Institute of International Discourse Studies (Sichuan International Studies University, since 2017), guest professor of Zhengzhou Teacher's College (since 2015), and doctoral supervisor in the program of management of educational organization at Assumption University (Thailand, since 2017). His research interests cover translation semiotics, socio-linguistics, overseas sinology, history of modern Chinese linguistics, history of modern semantics, and more.

Up to now, he has published almost 80 journal papers and 3 books, with another 3 books forthcoming. Recent major publications include "Reclassification and Transformations of Signs from the Translation Semiotics Perspective" (2018), *Exploring the Chinese Translations of General Linguistic Classics: 1906-1949* (2017), "Roman Jakobson's Triadic Division of Translation Revisited" (2017),

“Innovation and Integration: Chinese Exegesis and Modern Semantics Before 1949” (2017), “Challenge or Opportunity: A Survey of Legal Translation in China” (2017), “Critical Thinking of Problems in Academic Activities” (2017), *Academic Writing: A Methodology* (co-authored, 2016), “A Translation-semiotic Perspective of Jakobson’s Tripartite of Translation” (2016), “Tradition and Innovation: Linguistic Field Research in China” (2016), and “Chinese Semiotics before 1949: A Historical Survey” (2016).

Keynote Speech II
**Choices in Recreating the Anthem of the PRC in English: A Systemic
Functional Analysis**

Bo Wang

School of International Studies, Sun Yat-sen University
Email: bo.wang@connect.polyu.hk

Yuanyi Ma

*PolySystemic Research Group, Faculty of Humanities,
The Hong Kong Polytechnic University, Hong Kong*
Email: yuanyi.ma@connect.polyu.hk

[Abstract] *A national anthem is an emblem of national consciousness, nationhood, as well as the vision of a nation. The present study analyzes the anthem of the People's Republic of China (PRC) and its three English translations. All of the three meta-functions (textual, interpersonal, and ideational) are considered in the analysis, with lexicogrammatical choices of theme, mood, modality and transitivity in the source text and the target texts being examined. Variations in the choices are found, with different types of meta-functional translation shifts being identified and discussed. The present study could contribute to the emerging literature on the linguistic analysis of anthem translation.*

[Keywords] *national anthem; translation; Systemic Functional Linguistics; meta-function*

Introduction

As one of the most prominent national discourses of modern nations, a national anthem is the emblem of national consciousness, nationhood, and the vision of a nation. Written in the style of hymns or marches, they are commonly heard in various situations, such as political events, ceremonies or protests. They eulogize the history and struggles of people and have played a significant role in socio-political life.

From a linguistic perspective, however, national anthems have not drawn the attention of scholars until the end of the 20th century. In several studies, the paucity and the need for further research on national anthem has been repeatedly stressed (cf. Eyck, 1995; Mwinlaaru, 2012). By adopting a systemic functional approach, this paper attempts to analyze the anthem of the People's Republic of China and three of its translations. The lexicogrammatical resources of theme, mood, modality and transitivity will be explored so as to examine the translators' choices in terms of different modes of meaning.

Literature Review

Besides collections of texts of national anthems, as well as their translations or background information (e.g. Reed & Bristow, 2002), there has been a scarce amount of research in this area, especially those from a linguistic perspective. Among the relevant studies we have found, de Souza (2008) has investigated the lexicogrammatical features of 18 national anthems written in English. His analysis focused on generic structure, transitivity and appraisal. As he summarized, there are four major generic elements for the anthems analyzed, namely "prescribing positive behavior, fragment of historical memories, praising the landscape, and benediction" (de Souza, 2008, p. iv). The analysis of transitivity has revealed a tendency of material processes in anthems. In these clauses, people of the nation have often been construed as the Actors, whereas the nations have often been represented as the Goal, Client or

Recipient. In terms of appraisal, judgmental resources are most frequently adopted, which suggests that the interpersonal relationships established with listeners of the anthems are based on positive moral values and positive normative behavior.

Similar to de Souza’s (2008) systemic functional linguistic approach, Mwinlaaru (2012) built a meta-functional profile of the national anthems in four African countries. The systems of transitivity, mood and theme were considered, with the preferred choices in anthems being identified. For instance, material, verbal and causative processes were the most frequently used process types. Declaratives and imperatives were the preferred mood choices, while declaratives were the most common. For the choices of theme, he found that themes are used with consideration of poetic and musical tones. His study explored the discursive features of national anthems and is another attempt of applying Systemic Functional Linguistics (hereafter SFL) to the analysis of national anthems.

In terms of the translations of the Chinese national anthem, most of the existing studies have concentrated on the strategies adopted in translation. For instance, Huang (2008) held that the anthem of PRC must be translated in the form of a song. He further regarded the rhyming scheme, rhythm and syllable as factors that influence the translator’s choices. To illustrate his views, he provided four versions of his own translation, among which the first version is selected as the data in the present study.

Analysis and Discussion

The present study investigates the lyrics of the national anthem of the PRC, i.e. *March of the Volunteers* (source text, hereafter ST) and three of its English translations (target texts, hereafter TT). TT1 is the authoritative translation provided on the webpage of the State Council of PRC. Additional information about the anthem is also provided, but the name of translator was not found. TT2, also an anonymous translation, is from Wikipedia, in the entry of “March of the Volunteers”. TT3, as previously stated, was translated by Huang Junxiong (2009). SFL is here applied to the description and comparison of multilingual texts, with the choices in the systems of theme, mood, modality and transitivity being considered. By investigating these systems, a meta-functional profile is meanwhile built in terms of different meta-functions, namely, textual, interpersonal and ideational.

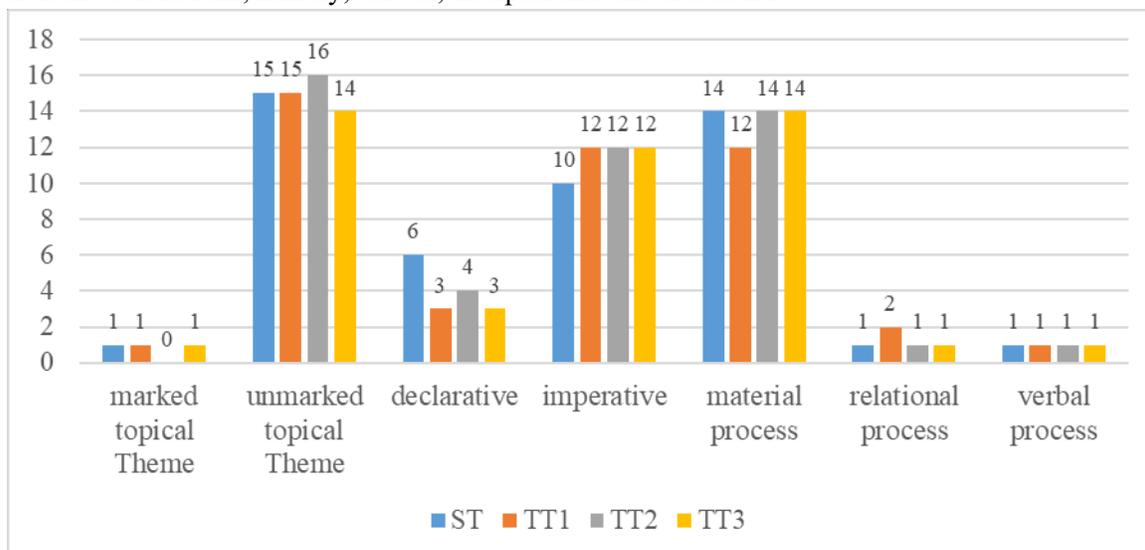


Figure 1. Choices Made in Systems of Theme, Mood and Transitivity

Analysis of Theme

According to the analysis, no textual and interpersonal theme was found in the ST and the TTs. Topical themes were found in most clauses, except in three clauses from ST, where the themes were omitted. Some topical themes in the TTs (1 in each of them) were also omitted, and these elliptical themes are identified in the analysis. In terms of markedness, no marked topical Theme was found in TT2, while 1 marked Theme was found in ST, TT1 and TT3, respectively. The frequency distribution of marked and unmarked topical themes is shown in Figure 1.

As shown in Example 1, the one occurrence of a marked topical theme in ST is a coverbal phrase (underlined for emphasis), which combines a dispositive voice coverb “把” (CV) and a nominal group “我们的血肉” (our blood flesh) (Halliday & McDonald, 2004); while in TT1 and TT3, the two marked topical themes are both prepositional phrases. The one in TT1 (“With our very flesh and blood”) indicates the way of building the new Great Wall, whereas the one in TT3 (“In desperation”) reflects the situation under which the people in China have cried out the last call.

Example 1

ST: 把我们的血肉, 筑成我们新的长城!

IG CV¹ our blood flesh build our new Great Wall

TT1: With our very flesh and blood, let us build our new Great Wall!

TT3: In desperation, everybody cries out the last call.

For the unmarked themes in ST and the TTs, in declarative clauses, they are all realized by nominal groups that either refer to people in the nation or the state in peril. While in imperative clauses, they are all realized by verbal groups that aim to call upon people to rise up or march on.

Analysis of Mood and Modality

In the system of mood, all major clauses make their mood selection, so as to realize their speech function semantically. The most frequent mood choice in ST and the TTs is imperative, with declarative serving as the second frequent choice. No interrogative is found.

Imperatives are used to call upon the Chinese people to act, as in “起来” (arise) and “Arise”, “前进” (march) and “March on”. Declaratives, which are the second most frequent mood choices, are used either to create a sense of urgency, as in “中华民族到了最危险的时候” (Chinese nation arrive at ASP most dangerous time) and “The peoples of China are at their most critical time” or to express commitment, as in “我们万众一心” (we are united) and “Millions of hearts with one mind”.

In terms of the structural functions of Mood, viz. Subject and Finite, we have found that the Subjects are mostly people in China, e.g. “我们” (we), “每个人” (everybody), “we”, “everybody”, “the peoples of China” and “millions of hearts”, which indicate the librettist’s purpose of calling upon the whole nation to act. On the other hand, as there is no Finite in Chinese, so we, thus, only find Finite in the TTs, where the present tense has continuously been used, thus creating a sense of emergency in action.

Two choices of modality were found (in bold for emphasis), including “Everybody **must** roar defiance” in TT1 and “We **shall** build a new Great Wall” in TT3, which both express obligation. However, in ST, no modality was found. The translators of TT1 and TT3 have added the modalities while recreating the TTs.

¹ The following conventions are used for the interlinear glossing (cf. Halliday and McDonald, 2004): ASP: verbal particle: aspectual; CV: coverb; SUB: nominal particle: subordinating; VPART: verbal particle.

Analysis of Transitivity

Transitivity is a grammatical resource for construing experiences as quanta of change in the flow of events. Within the structure of transitivity, there includes process, participants involved in the process, and circumstances associated with the process. In the present study, we analyzed ST and the TTs in terms of process type, which is a system that categorizes human experiences (Halliday & Matthiessen, 2014).

From Figure 1, we can see that only material, relational, and verbal clauses were found in ST and the TTs. For material processes, the intransitive type such as “起来” (arise), “前进”(go forward), “arise”, “march on” were very frequently used. These processes further indicate a call to arms, which have echoed with the findings in Mwinlaaru (2012). Besides, transitive material processes, e.g. “筑成” (forge), “build”, “forge” was also found, while the Actors in these clauses were always “we” or people of the whole nation in general.

Relational processes were used to emphasize the situation in China, e.g. “中华民族到了最危险的时候” (Chinese nation arrive at ASP most dangerous time), and “The peoples of China are at their most critical time”. The Carriers of these clauses are the Chinese nation or all people of China, while the Attributes are the threat that China was facing. An additional occurrence of relational process was found in TT1, in which “万众一心” (united) was rendered as a state of being rather than doing or happening in TT2 and TT3 – “beat” and “be united”.

Only one verbal clause was found in ST and the TTs, respectively, e.g. “发出吼声” (expel roar), “roar”, “expel roar”, and “cries out call”. The Actors are “每个人” (everybody), “everybody” and “every person”, while the Verbiages are their roar of revolt.

Discussion: A Quantitative Analysis of Meta-functional Translation Shifts

As a text is construed out of different strands of meaning, namely textual, interpersonal, experiential and logical, translation then involves the recreation of different strands of meaning in context through choice (Matthiessen, 2001; 2014). Translation equivalence and translation shift can be examined in terms of different meta-functions. Choices made in one meta-function may be closer to the equivalence pole of the cline, while choices in another may be closer to the shift pole.

While situating translation equivalence and translation shift in terms of the modes of meaning on a cline, Matthiessen (2014) also summarized different types of meta-functional shifts. In the present study, both translation equivalences and shifts were found in ST and the TTs. Translation equivalence has been achieved in most cases in the TTs, by means of retaining the choices of theme, mood and process type in ST, while translation shifts are categorized and quantified in terms of the different meta-functions (see Table 1).

Table 1. Types and Frequency of Distribution of Metafunctional Translation Shifts

Types of Translation Shifts		Frequency		
		<i>TT1</i>	<i>TT2</i>	<i>TT3</i>
textual > textual	theme shift	3	1	4
interpersonal > interpersonal	mood type shift	2	2	2
	modality shift	1	0	1
experiential > experiential	process type shift	2	0	1
Total		8	3	8

Shifts from textual to textual take place when the themes in ST are translated as rheme or omitted in the TTs. In most of these occurrences, rhemes of ST have been translated as theme. For example, in one clause, the original theme in ST (“我们” we) has become part of the rheme in TT1 and TT2, whereas the

original rheme in ST (“万众一心” united) has constituted the Themes in TT1 and TT2 (“Millions of hearts”, “One million hearts”). Shifts from interpersonal to interpersonal can be categorized into two sorts: one is the shift of mood type, while the other is the shift of modality. In all three translations, “[Ø: 我们] 冒着敌人的炮火” (we face VPART enemy SUB gunfire), a declarative clause, has been translated as imperatives – “Brave the enemy’s gunfire” in TT1 and TT3, “Brave the enemy’s fire” in TT2. TT3 has contributed two more mood type shifts, one is to change an imperative (“把我们的血肉，筑成我们新的长城!” CV our blood flesh build our new Great Wall) to a declarative (“we shall build a new Great Wall”), while the other is to change a declarative (“我们万众一心” we united) to an imperative (“Be united as one!”). The modality shifts in TT1 and TT3 coincide with the two uses of modality, which were both added to the two translations despite its absence in ST. Shifts from experiential to experiential were all shifts of process type. In both TT1 and TT3, “每个人被迫着” (everyone force VPART), a material process in ST has been ignored in the translation. Another such shift is found in TT1, where a material process (“我们万众一心” we united) has been translated as a relational one (“Millions of hearts [Ø: are] with one mind”).

As shown in Table 1, more translation shifts were found in TT1 and TT3, while TT2 was closer to the ST. TT3 contributes to the largest number of shifts, because it was translated for singing. The translator concentrated on rhyme and rhythm, and as Huang (2009) stated, some of the shifts are rather his purposeful choices. Of the four types of shifts found, theme shifts have taken up the largest proportion.

According to functional text typology, the national anthem of PRC shares features of both “exploring” and “recreating” texts, which explore opinions and positions by means of persuasion and recreate songs in the form of verbal art. We find text type as an influential factor in the translators’ choices. As the translators wish their translations to explore the status quo ante, assign values to the situation and argue about the position that one should take, they, thus, translate some declaratives have been translated as imperatives, which then lead to the shifts of mood type.

Conclusion

Since the development of SFL in the 1960s, translation has been on the agenda in the application of the theory. SFL, being applicable in nature, has provided a resource for text analysis, a means for language description as well as a theoretical foundation for the description of linguistic and semiotic systems. Thus, it is proper to apply this theory to translation studies. In the present study, by carrying out a detailed analysis of the anthem of PRC written in Chinese and its three English translations, we explore the lexicogrammatical features of theme, mood, modality and process type, and draw a meta-functional profile of the anthem (see Figure 1). The lexicogrammatical features of ST and the TTs are further compared, with translation equivalences and shifts being identified, and shifts being quantified in accordance with the different modes of meaning (see Table 1).

The present study contributes to the emerging literature on the linguistic analysis of anthem translation and fills the gap of researches on the translations of Chinese national anthem. The analysis facilitates our understanding of meanings construed in the anthem and its translations and helps us understand equivalence and shift in translation from the meta-functional perspective.

References

- de Souza, A. A. (2008). Do the right, be firm, be fair: A systemic functional investigation of national anthems written in English. Unpublished doctoral dissertation. Florianópolis: Universidade federal de Santa Catarina.
- Eyck, F. G. (1995). *The voice of nations: European national anthems and their authors*. Westport: Greenwood Press.
- Halliday, M. A. K., & Matthiessen, C. M. I. M. (2014). *Halliday's introduction to functional grammar, (4th ed.)*. London & New York: Routledge.
- Halliday, M. A. K., & McDonald, E. (2004). Metafunctional profile of the grammar of Chinese. In A. Caffarel, J. R. Martin, & C. M. I. M. Matthiessen, (Eds.), *Language Typology: A Functional Perspective*, (pp. 253-305). Amsterdam: John Benjamins.
- Huang, J. (2009). Notes on the translation of the national anthem of the People's Republic of China and Chinese song. *Chinese Translators Journal*, 5, 91-93.
- Matthiessen, C. M. I. M. (2001). The environments of translation. In E. Steiner, & C. Yallop, (Eds.), *Exploring Translation and Multilingual Text Production: Beyond Content*, (pp. 41-124). Berlin: Mouton de Gruyter.
- Matthiessen, C. M. I. M. (2014). Choice in translation: Metafunctional considerations. In K. Kunz, E. Teich, S. Hansen-Schirra, S. Neumann & P. Daut, (Eds.), *Caught in the Middle – Language Use and Translation: A Festschrift for Erich Steiner on the Occasion of his 60th Birthday*, (pp. 271-333). Saarbrücken: Saarland University Press.
- Mwinlaaru, I. N. (2012). Metafunctional profile and the rhetoric of national anthems of Anglophone Africa: A preliminary exploration. Paper presented at the 9th Inter-University Conference on the Co-existence of Languages in West Africa, November 12.
- Reed, W. L., & Bristow, M. J. (Eds.). (2002). *National anthems of the world, (10th ed.)*. London: Cassel.

About the Author

Wang Bo received his doctoral degree in linguistics from the Hong Kong Polytechnic University. He is Associate Research Fellow from School of International Studies, Sun Yat-sen University, China, and an active member of the PolySystemic Research Group. His research interests include Systemic Functional Linguistics, translation studies, discourse analysis and language typology. He is author of *Systemic Functional Translation Studies: Theoretical Insights and New Directions* (to be published by Equinox) and editor of *Ideas about Language and Linguistics: Interviews with Christian M.I.M. Matthiessen*. He is also a contributor for *The Routledge Handbook of Chinese Discourse Analysis*, *The Routledge Handbook of Chinese Language Teaching* and *Perspectives from Systemic Functional Linguistics*.

Ma Yuanyi received his doctoral degree from the Hong Kong Polytechnic University. She is a member of the PolySystemic Research Group. Her research interests include Systemic Functional Linguistics, translation studies, discourse analysis, and intercultural communication. She is author of *Systemic Functional Translation Studies: Theoretical Insights and New Directions* (to be published by Equinox) and editor of *Ideas about Language and Linguistics: Interviews with Christian M.I.M. Matthiessen*. She is also contributor of *The Routledge Handbook of Chinese Discourse Analysis* and *Perspectives from Systemic Functional Linguistics*.

A Descriptive Study of the First American Translation of “Luotuo Xiangzi”

Guan Lili

School of Foreign Language, Heihe University, Heihe, China

Email: guanlili0620@163.com

[Abstract] Rickshaw Boy, the first American translation of Lao She’s masterpiece Luotuo Xiangzi, became a bestseller overnight upon its publication in New York in 1945. This English version was soon translated into major languages in the European Continent and won a worldwide reputation not only for Lao She the writer, but also for modern Chinese literature. This article mainly approaches the translation from the cultural perspective; the author, by no means, belittles the linguistic approach. As pointed out in the end, translation studies should incorporate both the linguistic approach and the cultural one; an excessive emphasis on either of the two will do no good in the development of translation studies as an independent discipline.

[Keywords] translation; Rickshaw Boy; descriptive study; integrated approach

Introduction

Translation, an act deriving from people’s intention of communicating and exchanging with different ethnic groups, has enjoyed a history of over two thousand years, both in the East and in the West. From arguing the basic principles in translating to that of the specific strategies based on personal experience, from emphasizing the importance of being faithful to the original text to the focus on the functions of a translated text in the target culture, the development of translation studies has experienced three stages – empirical, linguistic and cultural – over the past two millenniums. The Empirical Stage, also called by Newmark as the “pre-linguistics period of translation”, in when traditional translation studies mainly focused on the “central recurring theme of ‘word-for-word’ and ‘sense-for-sense’ translation ” (Munday, 2001) or the so-called “literal translation” and “free translation” in China. With the development of modern linguistics in the 1950s and 1960s, theoreticians of translation who were mainly linguists or those with a linguistic background began to attempt more systematic analyses of translation (Snell-Hornby, 2001). Some scholars put forward another approach deriving from the studies of comparative literature and the integrated approach of combining both the linguistic studies and the cultural studies together under an academic background in the comparative literature, which were influenced by translation research of the linguistic theories in order to establish an independent discipline.

Theoretical Foundation and Methodology

Patronage

Patronage is defined by Lefevere as “the powers (person, institutions), which can further or hinder the reading, writing and rewriting of literature” (Lefevere, 2004). It can be exerted by an influential and powerful person, a group of people consisting of publishers, media and/or a political party and some institutions (e.g. academies, censorship bureaus, critical journals, and educational establishment, etc.) which regulate the distribution of literature and literary ideas. Patronage is undifferentiated when the three components are all dispensed by one and the same patron, as in a totalitarian regime, whereas it is differentiated when one of the three is relatively independent from the other two as economic success does not necessarily brings status with it (Lefevere, 2004).

Ideology

Ideology, which can be understood as the dominant concept of what society should be or can be allowed to be, is usually of more interest for the patronage. Lefevere began his career by defining ideology simply as “world view” (Hermans, 1985), but later, by quoting the definition given by James, he said that “ideology is taken in a sense not limited to the political sphere; rather, (it) would seem to be that grillwork of form, convention, and belief which orders our actions” (James, 1979). This definition may seem less clear, although, by including many other elements such as the social values into its delineation, it does improve our traditional understanding of ideology which mainly focused on the political factors.

Poetics

According to Lefevere, poetics is the dominant concept of what literature should be or can be allowed to be in a given society (Lefevere, 2004). Poetics usually consist of two components: one is an inventory of literary devices, genres, motifs, prototypical characters and situations, and symbols; the other is a functional component, i.e. a concept of what the role of literature is, or should be, in the social system as a whole (Lefevere, 2004). In Lefevere’s view, all poetic tend to posit itself as absolute and in order to keep its absolute position in the literary system, it must deny or, at least, rewrite the history of the literature it dominates at a given time (Lefevere, 2004).

From the above review, we can see that patrons and literary professionals, ideology and poetics control the literary system, and therefore, the production and distribution of literature. Not only are literary texts produced under these constraints, but the different forms of rewriting are also constrained by these elements (Hermans, 1985). Then, translation, as one form of the rewriting we mentioned at the beginning of this chapter, is also faced with these constraints. Therefore, when studying a translation or doing translation criticism, we have to, besides searching for the equivalents in the target text, take these constraints into consideration

On the Reasons of the Translator in Selecting the Very Novel “Luotuo Xiangzi”

Ideological Consideration

Lefevere puts forward his theory of patronage, ideology and poetics on the basis of the polysystem theory. According to Lefevere, a system has its dominant ideology at a certain period of time, thus everything within the boundary of this system should not be in contradiction with it. The same is true for the case of translation. If a translated text wants to enter into the system and be accepted by the mainstream within it, it must bear nothing, or at least little, against this dominant ideology. As Lefevere once said, “The canon in the U.K. and the U.S. lists...those books written by writers in other literatures that are allowed into the British and American systems because they are acceptable to the various ideologies and poetics currently dominating those systems” (Lefevere, 2004). Besides this point, there is another ideological factor in “Luotuo Xiangzi” that caters to the tastes of the American public: the individualistic and hardworking character of Xiangzi, his untiring struggling to improve his lot and to achieve personal freedom, as well as self-dependence, are also the dominant social values in American society. Since Lefevere enlarges his concept of ideology to include the conventions, beliefs and social values, it is justified to say that the hero Xiangzi’s pursuit and striving spirit cater for the mainstream ideology in the U. S., especially before the 1950s (Kao, 1980).

From the above analysis, we have a better understanding of one of the reasons of the translator in selecting “Luotuo Xiangzi ” to translate. Xiangzi is hardworking and what is more, his struggling to buy

his own rickshaw despite the failures time and again was out of his longing to lead an independent and self-supporting life. This kind of spirit is not against, but catering to, the dominant social values in the American ideological system.

Poetological Consideration

Lefevere puts forward that poetics is the dominant concept of what literature should be or can be allowed to be in a given society. When a poetics is past its codifying stage, it is not easily subject to change. Therefore, the codified poetics will require that all the components in a literary system follow its rules. To put it another way, the codified poetics in a literary system will prescribe the way in which a specific genre or text type should be written. If a foreign literary work wants to enter into the literary system of another country and be accepted, it has to follow the poetological rules set by that literary system.

The novel “Luotuo Xiangzi”, unlike the traditional realistic novels in China which focus either on the fate of a big family or community or on the “sudden transformation ” from one ideology into another, primarily describes an individual, his life and the society in which he lives (Kao, 1980). This was just the tradition of the realistic novel writings in the British-American literary system. As John J. Espey, the late author who came from a China missionary family and reviewed the English version in the *New York Herald Tribune* said, “For a time when almost everything written about China is classified as representative of one ideology or another, it is good to find a man who realizes that a nation is made of *individuals* and that individuals are human beings” (Kao, 1980). This novel just catered to the poetics of American literary system which focuses on the writing of individuals.

Domestic Demand in the U.S.

Besides the ideological and poetological considerations in selecting “Luotuo Xiangzi” to translate, there is another factor which may also contribute to the selection of this very novel: i.e. e. the domestic demand in the U.S. By “domestic demand”, we mean that American people in the 1940s wanted to know more about China. Then came two writers who played a significant role in changing this falsified impression of China. One is the American woman writer, Pearl S. Buck who won the Nobel Prize for her masterly writings on the Chinese people. Her works ranked first on the list of bestsellers for two successive years and had a circulation of more than two million copies, and for the first time, made the American people realize that Chinese people, in particular the Chinese peasants, were not as mysterious and strange as they had known before. They had their love; their pursuit and they were in no way different or inferior. The other author should be Lin Yutang who went to the U.S. in 1936 on the invitation of Pearl Buck. Through Lin’s second widely circulated novel in the U.S. depicting the process of decline of two rich families in Peking, American readers gained a smattering of knowledge on the lives of those rich families in China (Snell-Hornby, 2001).

With the above illustration on the factors that may affect the translator to select this novel to translate, we can see that what made Evan King, American translator, finally choose this very novel was the result of the collective work of four factors, namely the ideological consideration, poetological consideration, domestic demand, as well as the fascination the novel itself. We cannot overstate the function of each factor, but meanwhile, we should not underestimate the function of each of them, in particular the first three. The four worked together to make “Luotuo Xiangzi” become the final choice of the translator.

On the Strategies of the Translator in Translating “Luotuo Xiangzi”

Omission and Displacement of Some Paragraphs

Omission usually refers to omitting some sentences that may create a bad effect or cause misunderstanding in the mind of the target readers. Lao She, as a Chinese writer, can include everything that ever happened ever in China in his novel. But King, as a translator and a diplomat, has to consider the effect it may have on the target readers. For example, when Xiangzi was trying to escape from the mountains with three camels after he was captured by the army soldiers, Lao She writes: “……他自己那身破军衣, 脸上的泥……倒很像个逃兵! 逃兵, 被官中拿去还倒是小事; 叫村中的人们捉住, 至少是活埋!……” (King, 1945)

But in the English version, we find that this sentence is completely omitted. As for the reason, it is probably that the translator was afraid that such a sentence, if translated, would create a bad effect in the mindset of the readers. They would ask why it was not serious for a deserter to be picked up by the troops but to be buried alive by the villagers. Didn't their troops have strict discipline? If it was really so, could they win the battle against the Japanese? Since the readers usually approach the translation according to the time or period they are living in, it is probably for the sake of preventing the readers from having too many falsified associations that the translator omitted such a sentence.

We can give another example. When detective Sun was threatening Xiangzi to give up his money, he said: “……你要拒捕的话, 我开枪! 我要马上把你带走, 不要说钱呀, 连你这身衣裳都一进狱门就得剥下来。你是明白人, 自己合计合计得了!” (King, 1945). Interestingly, the translator omitted this part in his English version. It is probably that the translator did not want his readers to have a misconception that the prisoners in China's were not allowed to wear any clothes since there have many people in the U.S. thinking that China was strange and mysterious, as we mentioned in the former part. Then, in order to avoid the supposition of his readers, the translator omitted this sentence.

From the above analysis, we find that the omission of the original novel is either due to the requirement of the effect that the translator aims to achieve during that special period of time or due to the translator's consideration for the target readers. Therefore, we can say that the original novel was not omitted randomly by the translator, as some critics have argued.

Adding Cultural Information to the Source Text

We can easily find that translators add background knowledge to those culture-loaded sentences or expressions appearing in the source text when we read a translated text. This kind of addition is certainly for the sake of understandability of the source text. But while reading *Rickshaw Boy* translated by Evan King, we find that, besides adding such background knowledge, King also added some cultural information which was basically irrelevant to the expression of the ideas in the source text. In order to figure out the reason, we'd better look at some examples first:

(1) 他只关心他的车。他的车能产生烙饼与一切吃食…… (King, 1945)

He only thought of his rickshaw. It could produce hot rolls and steaming rice and all his other food for him...

(2) 风吹弯了路旁的树木, 撕碎了店户的布幌…… (King, 1945)

The wind bent the trees along the roadside until they looked like bows; it took the cloth shop signs with their red symbols showing what the store sold and tore them into shreds...

(3) 桥上几乎没有了行人, (微明的月光冷寂的照着桥左右的两大幅冰场……) (King 1945)

On the marble bridge there were no passers-by...

(4) 新华门的门楼, 南海的红墙, 都戴上了素冠…… (King, 1945)

...the red walls around the Southern Sea, all wore white mourning caps...

Comparing the above English translation with its original text, we can see that these parts without exception were added by the translator. If we just omit these additions, it would not affect the understandability of the English version. Then why did the translator add these words in his rendering? With further observation, we find that all these words were to some extent explaining things unique in China or with Chinese cultural connotation. The original author does not mention these words in his text since they are irrelevant to the idea he wants to express, and Chinese readers are all familiar with them. But for the American readers in the 1940s, as we have stated previously, they were not familiar with China and thus, wanted to know almost everything about it (Munday, 2001). Completely understanding the demand of his people, Evan King spared no effort to transmit those things relevant to China to his readers. After reading through his whole translation, we discover that he would insert cultural information in every possible place he could find, and the above-mentioned examples are only part. To think of it another way, it may be not a bad thing to some degree, since after reading his version, American readers would have some knowledge about China, as both the translator and the readers had expected.

Mistranslation Due to the Misunderstanding of the Source Text

Many translation critics in China hold that one of the most conspicuous defects of King's version of "Luotuo Xiangzi" lies in that the translator mistranslated many parts of the source text due to his limited knowledge of the Chinese language and culture. After reading through the translation, the present author finds that King did mistranslate some parts of the original novel, but the reason may not be wholly due to his ignorance of the source language – he mistranslated some parts of the original text on purpose. There are some mistranslated parts due to the misunderstanding of the translator. For example:

(1) 老头子管不了我, 我不能守一辈女儿寡! (King, 1945)

The old man can't control me, and I can't go on being a widow for the rest of my life.

(2) (微笑着, 又把那几块现洋搬运出来, 轻轻的一块一块往闷葫芦罐里放, 心里说: 这比什么都牢靠) 多咱往墙上一碰, 啪嗒, 现洋比瓦片还得多 (King, 1945)。

On the day when the sum is sufficient, on that day I'll throw this gourd against the wall and, pa ja! There'll be more dollars on the floor than there are tiles on the roof!

Example 1 is a sentence uttered by Huniu (Tiger Girl) to Xiangzi. As we know from the source text, Tiger Girl did not get married and the idiom “女儿寡” in Chinese refers to the woman whose fiancé has died before she gets married or the woman who has never got married; the English version, by rendering the phrase into “being a widow”, obviously misunderstands the meaning of this phrase. In Example 2, the word “闷葫芦罐” actually refers to earthenware that is used to contain something instead of being a gourd which can never be broken into pieces. And the word “瓦片” should be the broken pieces of the pot which Xiangzi used to deposit the money he had earned. But the translator took it for granted that it means the “tiles on the roof”.

It is possible for a translator to make such kind of mistakes in his process of translating, since he has to understand a language which is not his mother tongue and making some errors in understanding is to

some extent unavoidable. We can find the same sort of mistakes in nearly all kind of translated works in translation history. Therefore, instead of discussing it in detail, we just simply mention it after the illustration of the purposeful mistranslation in order to present the translation in a more objective way.

Conclusion

Based on the theory and methodology of the Translation Studies, in particular the theory of the manipulation school, this paper makes a descriptive study of the first American translation of the novel “Luotuo Xiangzi”. Through the study, we find not only the reasons why the translator selected this novel to translate in the initial stage, but also the reasons behind his manipulation of the original novel in the process of translating. From the analysis of the reasons of both the selection of the very novel and the specific strategies the translator had adopted in the process of rendering, we can draw the conclusion that the first American translation of “Luotuo Xiangzi” was probably the product of certain cultural and historical contexts in the target language system. Those special cultural and historical contexts probably made the translator select this novel to translate and made him adopt such kind of strategy or manipulation to the source text in his process of rendering. If the historical and cultural contexts had been different, he might not have selected it to translate and might not have adopted the strategies we have mentioned in chapter 4, or even though he might choose the same novel to render, his translating strategy would certainly be different.

Acknowledgement

This paper was funded by The Study on the Cultural Translation and Dissemination of Ethnic Minorities in the Border Area of Sino-Russian, Scientific Research Fee of Education Department of Heilongjiang Province about Research and Innovation Project from 2018, No. 2017-KYYWF-0351; and A Study on Training Strategic of Application-Oriented Foreign Language Talents, A Key Research Project of Socio-Economic Development in Heilongjiang (Foreign Language Discipline), No. WY2017090-C.

References

- Hermans, T. (1985). *The manipulation of literature: Studies in literary translation*. Beckenham: Croom Helm.
- James, J. M. (1979). *Rickshaw*. Honolulu: The University Press of Hawaii.
- Kao, G. (1980). *Two writers and the Chinese revolution – Lao She and Chen Jo-hsi*. Hong Kong: The Chinese University Press.
- King, E. (1945). *Rickshaw boy*. New York: Reynal & Hitchcock.
- Lefevere, A. (2004). *Translation, rewriting and the manipulation of literary fame*. Shanghai: Foreign Language Education Press.
- Munday, J. (2001). *Introducing translation studies – Theories and applications*. London & New York: Routledge.
- Snell-Hornby, M. (2001). *Translation studies – An integrated approach*. Shanghai: Foreign Language Education Press.

A Study on the Application and Future of Translation Technology

Zhang Shidong

School of Foreign Languages, Northeast Normal University, Changchun, China

Email: zsd@nenu.edu.cn

Peng Shuang (corresponding author)

School of Literature, Northeast Normal University, Changchun, China

Email: shuangpeng@nenu.edu.cn

[Abstract] *The application of translation technology can be divided into 3 parts according to its usage. The first part is the translation industry, which includes the machine-assisted translation concept, the wide use of language technology as a translation support and translation services, information and industrialization. The second part is the translation education, foreign related theories and practices, the domestic exploration stage. The third part is the future of translation technology, which includes intelligent language recognition and the rapid development of translation technology, the bright future of cloud translation technology.*

[Keywords] *application; future; translation technology; machine translation*

Introduction

In the 2nd half of the 20th century, economic globalization and the informatization of science and technology have made work and daily life more networked and virtualized, which have brought new opportunities for the development of the translation industry and a revolution to translation work; it profoundly changed the environment and mode of translation work (Li, 2004). The huge demand in the translation market has enabled domestic and foreign scholars and researchers to recognize the importance of translation technology and begin to study ways to improve the translator's ability to use translation techniques to solve translation problems (Ren, 2013). Some scholars have divided the development of computer-assisted translation into 4 stages: 1967-1983 as a germination start-up period; 1984-1992 as a steady development period; 1993-2002 as a rapid development period; and from 2003 until now as a global development period. Computer technology has developed rapidly over three eras: personal computing, networking and cloud computing. In the language services industry, cloud computing is applied to modern translation technology, forming the concept of cloud translation. Cloud translation is the service model that concentrates, integrates and distributes various elements of the language, including data, requirements, technology, manpower and management, through the cloud to meet the needs of various types of translation activities (Fu, 2015).

The concept of translation technology refers to the information technology and electronic translation tools used by the translation industry, including online dictionaries, terminology databases, corpora, machine translation, translation memory, terminology management, and software localization tools, etc. (Yuan, 2005). Translation tools such as databases, glossaries and the like can improve translators' speed and quality. Translation technology has both a broad and a narrow sense: the broad sense refers to all forms of information technology that can help cross-language communication; narrow refers to the CAT and its related tools and technologies. Academia mainly studies narrow translation techniques (Lu, 2014). Translation techniques can be divided into two types: general technical tools and specialized technical tools. The former includes the web, the corpus and its search software; the latter includes automatic and computer-assisted translation (including machine

translation, translation memory, terminology management, etc.). The former is generally considered the basis of the latter, and the former is more important than the latter (Ren, 2013).

The Application of Translation Technology in the Translation Industry

The modernization of the translation industry is inseparable from the development and improvement of high technology, especially in computers, the Internet, machine translation, translation aids and supporting industries (Yang, 2010). Of these essential technologies, the application of a CAT system is undoubtedly the most important. The mainstream CAT software includes SDL TRADOS, Google Translator Toolkit, WordFast, and so on. The CAT application can be divided into 3 main parts: translation project management, translation memory and terminology management. In addition, the robustness of the software is also very important (Xu, 2014). The emergence of cloud computing also makes CAT software tend to be portable, cross-platform and the direction of cloud computation; the maturity of speech recognition and synthesis techniques has enabled CAT to begin its integration with interpretation; and it is estimated that future computers will assist with not only translation but also interpreting (Xu, 2014).

The Concept of Machine-Assisted Translation

Domestic and foreign scholars have discussed the concept of computer aided translation. The earliest studies were that of Melby, later Kay, Kenny, and so on. In China, there were Yuan Yining, Xu Bin and Yu Jingsong and Wang Huashu. The machine-assisted translation concept can basically be divided into a narrow or broad sense. The narrow sense refers to the use of translation memory matching to improve the translation efficiency, that is “machine-assisted translation”. The principle is to use the computers to simulate the human brain memory function: the computer deals with the simple and repetitive memory activities, and man pays full attention to the issue of translation itself. SDL Trados, and Déj Vu, etc., are from abroad; Chuanshen TCAT, and Yaxin CAT, etc. at home fall into this category. The broad sense refers to all information technology that can improve the efficiency of translation including term extraction before translation, term recognition in translation, and fuzzy matching after translation, etc.; machine translation and voice translation are also included (Wang, 2014).

As the support of translation, language technology has been widely used, and mainly includes three parts: translation management system, translation memory and machine translation. First, through the Internet and big data, translation management system achieves the management of projects and the control of quality and produces cooperative translation platform. Second, in translation memory field, many products facing teaching have been pushed and applied to the education of undergraduate and graduate students. Then, machine translation, represented by Google Translate, enters the major applications again with its strong applicability, and gets greater development in the field of Internet. Due to the influence brought by machine translation, domestic enterprises also deliver many relevant software to the public. Last, intelligent translation technology, which combines translation memory and machine translation, attracts all circles’ attention by its high efficiency and high quality.

The Informatization and Industrialization of the Translation Service Industry.

The translation service industry makes full use of high technology in the information era, such as computers, the Internet, translation software and digital technology to informatize translation service industry, which is typical modernization of translation service. It promotes its quality through its innovative reform. What’s more, by offering excellent and fast service to customers, it realizes the industrialization of translation. It can be said that technological change in translation market counts on

two points: one is advanced technology; the other is perfect database material. Global market competition makes an extremely high claim for translation. The request of an enterprise can be summarized as “Less time, better quality, lower price.” To meet these requirements, only by making full use of modern translation software and technology to translate and manage, can the translation task be finished (Lu, 2014). Chai Mingjiong points out that development in the language technology tools and localization service related to the language are “growth points” in the future language service industry (Yuan, 2013).

The Application of Translation Technology in Translation Education

Translation technology centered on translation memory system also shows great advantage in the translation education. First, it can help learners acquaint themselves with translation and improve their practical ability. Second, it provides bilingual corpora to support translation teaching. Last, it is helpful to make the constructivism teaching idea centered on students into reality. In recent years, people increasingly realize that it is necessary to add technical training to the translator training project. Taking charge of translation technology expertly is becoming the precondition to be a translator. Xu Bin believes that the necessity of putting CAT teaching into the translation course system can be explained in 3 aspects: translation market’s requirement, translation agency’s request for technology and networked payment of rewards (Xu, 2006). He also points out that it is important to introduce translation memory’s basic idea to translation learners, and help them master the core computer operation which will serve their translation practice when they enter the society (Xu, 2007). The reality suggests that graduates who grasp CAT expertly show more advantages when confronting high technicalization translation environment of software enterprises and European Union organizations, and so on (Lu, 2014).

Relevant Theory and Practice Abroad

Value system. Schäler argued that the localization of translation makes a conflict between traditional translation occupation’s value systems and new technologies. The translator’s professional thinking system has to be changed, and the specific approach is to integrate the course into the translator training programs. That is, the translator should understand and be able to use some typical tools.

Combining practices. The Spanish translator, Pim pointed out in the article, *On Market Factors in the Process of Translator Training*, that in a high-tech era, translators in translation industry need to master three basic types of computer software, including Translation software, Terminology management software and Automatic error correction software. In generally pragmatic applications, Auster mühl believes that the main task of translation is shifting technical and cultural information, which requires a knowledge base. And electronic translation tools are a kind of knowledge base, which not only provide the translator with general knowledge and expertise, but also by adding training contents to electronic translation tools, upgrade the translation of the curriculum simultaneously. Rodrigue-Inés further points out that the electronic corpus is a more advanced translation tool. Kingscott argues that technical issues should be included in the translator training program to combine translation teaching with practice (Lu, 2014).

Specific suggestions. Bowker gives suggestions in six aspects: analyzing the impact of translation technology on translation education; exploring human-computer interaction issues; learning how to evaluate translation techniques; examining how translation tools transform conventional translation practices; providing data for empirical translation studies; and strengthening basic translation skills (Lu, 2014).

Specific approaches. The Monterrey Institute of Translation clearly puts forward that computer is a core tool in teaching translation. The school has explored the path of the combination of translation and language services industry in an early time and has shared experiences for the implementation of translation technology teaching (Xu,2014). In terms of pragmatic applications, some studies have suggested that problem awareness, functional mastery, quality evaluation, and proper selection are the most important choices to improve translator's efficiency and optimize the translation environment as for the translation resources and tools.

Groping Stage at Home

The application of tools in translation skills training is one of the teaching objectives, that is, the ability to translate through using common informative technology tools. Domestic scholars have started to study the application of translation technology in teaching at the turn of the century. Necessities, difficulties and solutions of translation technology teaching have been discussed from a macroscopic perspective on the basis of the actuality of the translation market in terms of personnel training. For example, domestic colleges and universities do not attach great importance to translation technology teaching, few translation technology courses are listed in curriculum, which causes translation technology does not meet the requirements of modern society. The combination of translation technology and teaching which is urgently needed by the translation industry and academia is neglected (Ren, 2013). In 2001, some domestic scholars further proposed the integration of informative technology and translation teaching. Relevant research was also started, including making full use of modern information technology, especially the corpus to enrich the teaching resources; the application and effects of informative teaching environment and practice; translation teaching under the influence of modern curriculum and teaching theory; and refined study on teaching translation technology (Ren, 2013). In terms of specific applications of translation technology, Wang Xiangling has proved that the real task of translating can improve students' ability to use electronic tools to solve the problem of translation flexibly. That is, it is practicable to cultivate the project-based translating ability of combining translation teaching and translation technology (Ren, 2013).

Colleges and universities have attached great importance to translation technology teaching and have improved the translation technology courses increasingly. The system of the course group has been divided into two main categories: One category can be divided into three modules horizontally, namely, basic courses (represented by IT courses), core courses (represented by CAT courses) and consolidation courses (represented by workshop and personal practices); Another category can be divided into preliminary, medium and high levels vertically according to degrees of difficulties, which can specifically be divided into "practice I", "practice II" and "localization and international engineering". The first category is open for MTI students and the second one is for CAT students (Lu, 2014).

The Future of Translation Technology

Intelligent Language Recognition and the Rapid Development of Translation Technology

In the future web 3.0 era, speech recognition technology and the closely associated instantaneous voice translation technology have developed very quickly since they can greatly heighten work efficiency. Intelligent speech translation and response technology have been applied quickly in the mobile-app market; Baidu, Sogou and Xunfei Lingxi have applied the voice assistant to the mobile terminal without keyboard entry and it can respond quickly and accurately by directly recognizing the voice. The instantaneous interpretation system of English to Chinese exploited by Microsoft Research utilizes the "Deep Neural network" to interpret oral English into oral Chinese by imitating the human

mind. Not only the intonation and rhythm can be retained, but also the accuracy rate has been up to 80%, which has become a new direction of development of intelligent voice translation. Some world famous enterprises in such areas as Google have been performing similar development projects. Intelligent voice translation will be applied in the range of service areas as Network Enquiry System, banking, medical care and mobile translation (Wang, 2014).

In the translation industry, the core ability of CAT has transferred from translation memory, and the terminology management of micro technology field to project management of macro technology field. In language conversion, the efficiency can be improved to over 20% if the CAT software is used for text generation; to the whole project collaboration, the collaboration of the CAT system and real time networks may improve the efficiency exponentially (Xu, 2012). Therefore, the core of modern CAT system should be the function of project management (Xu, 2014).

The Broad Prospect of the Cloud Translation Technology

The integration of the further development of translation technology and the use of Cloud computing has boosted the development of translation industry greatly. Cloud translation has emerged because of the application of the Cloud computing in the language service industry. That the machine translation system lives on the Cloud computing may quickly build customized language service to achieve the internet access of cross-device and cross-system. Cloud computing has been applied to many projects of machine translation at home and abroad. Language networking has formed by the integration of the Cloud computing, computer-aided translation and the machine translation engine on the translation management platform. And the service industry of the Cloud Language has integrated the Cloud sharing resource platform, “the private cloud” and the Cloud computing interface to improve translation efficiency and reduce the cost of translation. Technically, based on the integration of the smart machine translation technology of the Cloud computing and purely theoretical linguistic knowledge and the semantic information of applied theory based on big data, the improvement of the quality of machine translation will promote the development of translation technology enormously (Wang, 2014).

Conclusion

Translation technology can greatly improve the translator’s work efficiency. A translation memory system can help translators get more information in the shortest amount of time and accomplish more translation tasks. Translation technology has the following five advantages: good quality: the quality of the translation, mainly for the consistency of terms and other translations, filters out the text of the internal tags, and does not have to worry about accidental deletion; fast speed: the more matching information in project dictionaries, term bases, and translation memory, the faster the translation speed; low cost: repeated sentences without repeated translation and proofreading reduces the cost of translation projects; more accumulation: each translation accumulates translation assets for the future (Lu, 2014); and wide range: expands the scope of translators, and make it involve the field of software localization. In short, computer-aided translation has great advantages, especially in a large project which needs many people to work together to translate; the advantage is more obvious, especially the consistency of the translation (Fu, 2015).

Acknowledgement

This paper was the result of National Social Science Key Project: *A Study on the Security of Chinese Language Industry Based on SWOT Analysis*, Item Number: 14AYY007.

References

- Fu, J. M. (2015). Development of translation technology and translation teaching. *Foreign language teaching*, (6), 37-41.
- Li, C. S. (2004). *Theory and practice of non-literary translation*. Beijing: China Foreign Translation Publishing Company.
- Lu, W. Z., & Chen, H. (2014). Translation technology and professional translators training. *Foreign language teaching*, (3), 62-67.
- Ren, D. L. (2013). English translation and translation technology and project-oriented translation ability training course model. *Foreign language teaching*, (3), 42-48.
- Wang, H, S. (2014). Computer aided translation technology in information age. *Foreign Language Research*, (3), 92-97.
- Xu, B. (2006). CAT and translation studies and teaching. *Shanghai Journal of Translators*, (4), 59-63.
- Xu, B., Guo, H. M., & Guo, X. L. (2007). 21st century computer-aided translation tools. *Shandong Foreign Language Teaching Journal*, (4), 79-86.
- Xu, B., & Guo, H. M. (2012). Project management in publishing translation. *Chinese Translator*, (1), 71-75.
- Xu, B. (2014). New thoughts on translation technology teaching. *Journal of Beijing University of Aeronautics and Astronautics*, (6), 107-111.
- Yang, B. (2010). Analysis of the development of domestic translation market. *Science and Technology Information*, (27), 228-229.
- Yuan, Y. (2013). Language translation market is mixed in high-end services in short supply. *China Business Herald*, (06-20).
- Yuan, Y. N. (2005). Translation technology and cultivation of technical translation talents in China . *Chinese Science & Technology Translators Journal*, (1), 51-54.

Translation Study of Folklore Lexis in Tianjin from the Perspective of Deconstruction Translation Theory

Yang Qian

*Department of Foreign Languages, Boustead College, Tianjin University of Commerce,
Tianjin, China*

Email: waiting666@163.com

[Abstract] Tianjin folk culture embodies numerous folklore words which are seldom studied by academics. This paper takes Derrida's Deconstruction Translation Theory as a theoretical foundation and analyzes the features of folk lexis in Tianjin and concludes there are several methods to translate folk lexis, with the purpose of strengthening external publicity of folk culture in Tianjin.

[Keywords] Deconstruction Translation Theory; folklore lexis; folk culture in Tianjin; external publicity

Introduction

Under the background of globalization, economic development can enhance cultural communication; likewise, cultural transmission can stimulate the economic boom. Hence, the external publication of culture has become a significant strategic purpose in China. With the increasing numbers of Confucius Colleges established overseas, more and more foreigners are interested in the Chinese culture and they desire to learn about it, which brings tremendous commercial opportunities, visibly and invisibly. External publication loaded with culture, with the consideration of fundamental national interests, through newspaper, magazines, television, and internet, introduce our folk culture vividly and impersonally to foreigners, which is helpful to strengthen mutual communication and collaboration.

In recent years, the Chinese government has placed great importance on the promotion of Chinese culture, both at home and abroad. But the publication of folklore, which is involved with rich local customs and inheritance, is inadequate and unsatisfactory. Reviewing the studies on the translation of folklore lexis, it is apparent that most of the researches are homogeneous. Some of the studies have focused on the translatability of the Chinese folklore. Others have studied the principles and methods adopted in translating folklore lexis. The theoretical foundation is mainly from the cross-cultural communication and the linguistic perspectives. So, the study of this paper opens a new way to analyze the folklore lexis from the perspective of Deconstruction Translation Theory. The examples used are based on the authentic folklore materials in Tianjin, which is an innovative aspect in this paper.

This paper first, describes the definition and features of folklore lexis. Second, it briefly introduces Deconstruction Translation Theory, and then based on the theory, some translating principles are listed. Finally, it applies Deconstruction Translation Theory as a possible way to translate folklore lexis in Tianjin.

Folklore Lexis in Tianjin

The word "folklore", which refers to both various cultural phenomena and one subject, was coined by an English scholar William Thoms in 1846 (Wu, 2009). Folklore words are embodied in such aspects as material culture, oral literature, social folk customs and the performing folk arts, which are closely related

to people's lives, enriching with social and economic development. Each of these categories can be clarified as follows.

The first category, material culture, is composed of techniques, skills, recipes, and formulas transmitted across the generations, such as, in Tianjin, Yangliuqing Woodcut New Year Paintings (杨柳青木板年画), and Clay Figure Zhang Art (泥人张). The second category, oral literature, is about the colloquial words, slangs and idioms, such as, gen (眼), and weizuizi (卫嘴子). The third category refers to the social folk customs or local conventions, such as Kowtow (叩头), Baitang (拜堂), and jizu (祭祖), etc. The fourth category refers to folk arts including folk music, folk dance and drama, such as Tianjin Clapper Talk (天津快板), Tianjin Tea House (天津茶馆), and Tianjin Cross Talk (天津相声), etc.

Folklore in Tianjin is really very colourful and impressive. So, an external publication seems very necessary. In particular, the Chinese culture is "going global", which increases the popularity of Chinese culture around the world. Chinese folk culture is always an eye-catching part. Tianjin folk culture should be introduced to foreigners. But the quality of the folklore translation inevitably becomes worrisome. Most versions of folklore cannot conform to the original meanings and deliver the aesthetic, which give rise to misunderstandings.

Deconstruction Translation Theory

Deconstructionism is also called post-constructionism, which is rooted in western ideology, dating back to the mid-1960s. Jacques Derrida and Foucault are the authorized representatives, who tried to deconstruct the traditional translation concepts that persist in faithfulness and equivalence (Jiang, 1995). The traditional translation concepts are from the microscopic linguistic analysis, while deconstruction is anti-logos, counter-authority and anti-structure. Here, "post" refers to surpass.

Derrida applied this ideology into translation and then created his famous theory, which is named Deconstruction Translation Theory. According to his approach, texts possess the feature of intertextuality, which means the source texts and target texts not only have connections, but also have differences. Derrida puts forward numerous concepts and terms. One of them is "différance", which refers to both "differ" and "deffer". "Differ" involves the uncertain and changeable meanings and "deffer" refers to difference. Translation is the after-life of source texts, which "différance" is allowed from space and time.

The fundamental purpose of Derrida's theory was to deconstruct the traditional philosophy which is dominated by the concepts of ontology. Deconstructionists propose that the translation can be decided by many factors besides the meaning of source texts (Derrida, 1981). In other words, from the diachronic perspective, the explanation and understanding can exist only if they conform to the certain historic conditions. From the synchronic perspective, it requires the unity of time and space. According to Deconstruction Translation Theory, meaning is not changeless but vacillant. Source texts rely on translation to survive, while translation is not the copy of source text but after-life of source text.

Lawrence Venuti (1992) advocated Deconstruction Translation Theory and extremely objected to the concepts of Domestication. He suggested that the purpose of translation is to make differences visible. That is to say, the target version shouldn't omit cultural differences, but disseminate the differences. "In the limits to which it is possible or at least appears possible, translation practices the difference between signified and signifier" (Derrida, 1981, p. 21).

The traditional view of translation treats translation as a binary opposition, which is the contradiction between the original text and the translation, the author and the translator. In these two sets of binary opposites, the original author is the centre and the translator is attached. And

Deconstructionism denies the binary opposite and argues that the relations between the source texts and target texts, the author and the translator should be a kind of interdependent complementary symbol (Derrida, 1982). Deconstructionism proposes that the text is the product of context. The creation and adaptation of Translation makes it better accepted by the target language readers and stimulates more readers to read the original. The task of the translator is not to reproduce the meaning of the original text without changes, but to give a new explanation through translator's subjectivity during the process of translation.

Translation Principles of Deconstruction

Traditional translation theories generally attach importance to source text and consider "faithfulness" as the highest principle of translation. Unlike traditional translation theories, deconstruction translation theory subverts the traditional "faithfulness" and overturns the authority of source text. Deconstruction translation theory refreshes the traditional research towards translation.

Undecidability of Meaning

From the perspective of deconstruction, meaning is both different and delayed, which is not invariable. Whereas, the expansion of meaning is in eternal motion with time to form and spread. There are two reasons for the vacillating meanings. On one hand, each signified does not refer to the existence of the signified, but to the others. On the other hand, the understanding and interpretation of the translator is largely dependent on the absence. In Davis' mind, the pursuit of meaning is ungrounded; instead, it is constantly expanded by changing differences. Deconstruction focuses on the complexity of signification and undecidability of meanings. Therefore, unless it is placed in a fixed language environment, there is no point that any single word can be given a fixed meaning. In other words, there is no external environment. This meaning is uncertain and cannot be fully realized.

Translators' Preference

Due to the uncertainty of meaning, it is difficult for the translator to accurately convey the meaning of the original text. Therefore, the translator needs to understand the original text, and then translate. Therefore, the translator's subjectivity is really important. The translator cannot translate the original text passively, however, when he/she reads and translates the original text, he/she will give his/her own understanding. The subjectivity of the translator belongs to the philosophical category.

The Connections between the Original and the Target

According to the traditional translation theory, the status of the original text is higher than that of the target. Munday modified this traditional idea, believing that the original text and the translation status are equal and have the same meaning (1992). Therefore, the translator should consider how to make the original "living" in the target culture, rather than what kind of attitude towards the original?

According to deconstruction, the target text is the "afterlife" of the source text. From the deconstructionists' perspective, "afterlife" refers to a continuous life or a new life. According to Jacques Derrida (1981), the original text relies on the existence of translation. The meaning of the text itself is determined by the translation rather than the original text, and the original texts rely on the translation to refresh and survive. Deconstruction suggests that translation can give us a deeper and clearer understanding of the nature of language and the differences between different languages. It is the translation that gives the original new life that it can survive through time.

Application of Deconstruction Translation Theory in Translating Folklore Lexis in Tianjin

Based on Deconstruction Translation Theory, translating folklore lexis should take the translators, the differences between the original texts and the target texts, and the readers into consideration.

Readers Deconstruction of the Text

From the perspective of deconstructionism, the meaning of the source text is uncertain. The process of translation is like a communication between the translators and the target readers. The readers' understanding of the text is a process of choosing the meaning of the text so that the source texts can survive and continue to exist.

Example 1: “耳朵眼炸糕”

Version 1: Ear-hole fried cakes

Version 2: Erduoyan fried rice cakes

Example 2: “果仁张”

Version 1: Tianjin Zhang Nuts

Version 2: Nuts from Zhang Family

Example 3: “天后宫”

Version 1: Tianhou temple

Version 2: Goddess temple

These folklore names are very famous in Tianjin. Examples 1 and 2 are renowned foods in Tianjin. The first translations of the two snacks are improper, because foreigners may feel at a loss and puzzled. The second versions are easy to remember and keep the pronunciation of the source text. In Example 3, “Tianhou” is a strange word for foreigners, because most of them believe in Christianity. So “Goddess” can make the readers aware of the deeper meaning of the source text.

Deconstruction of Language in Translated Version

Munday (1992) argued that the target text is the “afterlife” of the original text. In other words, the target texts are not the correspondence of the source text, but its “afterlife”. The source texts will be endowed with new explanations through translating so as to get continuous life. Deconstruction Translation Theory focuses on both source texts and target texts. And the meaning of the source texts is changeable. The translation wants to be accepted by different readers of different times on condition that it must conform to the cultural norms of the target language.

Example 4: “狗不理”

Version 1: Goubuli Baozi

Version 2: Go Believe Steamed Buns

Due to “difference” of the meaning, the translator sometimes can hardly find the corresponding expressions for the exact meaning of the source text. That is to say, the meaning of a text is not invariable; it fixed within a certain time in a certain culture and changes with time and space. So the meaning of “狗不理” is changeable with time passing. In recent years, the vocative function is more important than the story behind the name of the restaurant. Therefore, the second version is more popular and appealing.

Tianjin folk arts are eye-catching such as, Tianjin Drama, and Tianjin cross talks, etc., for example. And a lot of slang and local expressions are related to these arts, which manifest amazing folk culture in Tianjin.

Example 5: “你真喂。” “You are so funny.”

Example 6: “你说嘛。” “What?”

Example 7: “崴泥” “Getting trouble”

Example 8: “逗你玩。” “I make fun of you.”

Example 9: “这不较劲吗?” “Isn't that stubborn and foolish?”

Example 10: “好家伙!” “Oh, my God!”

Example 11: “这都什么乱七八糟的啊!” “What are you talking about!”

Example 12: “这不是吃饱了撑的吗您?” “Aren't you looking for troubles?”

Example 13: “真缺德!” “So wicked!”

These colloquial expressions of the source texts are vacant in target culture. How to reproduce the context of the source text is a key factor. The versions, to some extent, surpass the original and continue the life of the original.

Translators Deconstruction of Text

Different translators have different angles of the source texts. Translators' subjectivity can be reflected in his/her selections of words and his/her translation strategies when translating. According to the Deconstruction Translation Theory, the translator serves as the creator and subject of translation.

Example 14: 初次置身于石家大院就像进入了一座迷宫, 但真正领会到石家大院建筑的真谛, 就会感悟到已置身于一座文化大院、吉祥大院、祝福大院, 从而才深刻认识到中国的古民居建筑竟然如此的博大精深。

Version: *The first time you step into Shi Family Courtyard, you seem like going into a maze. But when you are aware of the beauty of this architecture, you will sense this is a courtyard with folklore, auspiciousness and blessings. As a result, the exquisite design of the ancient Chinese building will impress you deeply.*

In this case, translator gives full play of subjectivity. These expressions “文化大院、吉祥大院、祝福大院” are not translated word for word, because people from English-speaking countries prefer to use concise expressions instead of repeating the same phrase. Translators carry out their deconstructive understanding of translation in their practice, which is easier to be understood by target readers.

Example 15: 远望盘山, 连绵起伏的山峦像横卧榻中的绿色仙子, 飘游山顶的雾霭, 是她翻飞的绸带。

Version: *Panshan Mountain seems like a fairy in a green dress, lying in a couch, while the mist hovering over the mountain is like the fairy's ribbon.*

Example 16: 站在山脚下往山谷一看, 那里绿树成片, 简直是绿的海洋, 美不胜收。往山上一看云雾缭绕, 高不可攀, 有如仙境。

Version: *Looking down, you are amazed by the lush green forests; looking up, you are stunned by the mist wreathing around the mountain. The mountain is more beautiful than*

a picture.

Chinese poetry is the essence of Chinese culture. But Chinese people and foreigners have different thinking patterns. Chinese people are inclined to use vivid four-character idioms and concrete adjectives to describe the beautiful scenery, while foreigners prefer to describe it directly and simply. So, the translator is better to omit these descriptions and adapt the version in accordance with the translator's understanding and imagination.

Conclusion

Undoubtedly, folklore lexis is one of the most precious intangible relics in China. The external publication of folklore lexis has a deep and far-reaching effect on China and the rest of the world. Folklore lexis can vividly manifest Tianjin folk culture, and its translation must keep these unique features in the external publication.

This thesis, adopting Derrida's Deconstruction Translation Theory, explains the essence of deconstruction in terms of translation studies and conducts a case study of translating folklore lexis in Tianjin. The author suggests that Deconstruction Translation Theory is a feasible solution to the translation of folklore lexis. The author points out that the Deconstruction Translation Theory has offered a theoretical base for translation which is different from the long-existing principle of "faithfulness". This theory emphasizes the changeable meanings, the subjectivity of translators and the afterlife of the source texts, which is helpful for the dissemination of folklore culture in Tianjin.

Acknowledgement

The paper was the final research findings of the research project, endowed by Boustead College, Tianjin University of Commerce (BD20169108).

References

- Munday, J. (1992). *Translation studies, (third edition)*. Shanghai: Shanghai Foreign Language Education Press.
- Derrida, J. (1981). *Positions*. Chicago: University of Chicago Press.
- Derrida, J. (1982). *Margins of philosophy*. Chicago: University of Chicago Press.
- Venuti, L. (1992). *Rethinking translation: Discourse, subjectivity, ideology*. London: Routledge.
- Jiang, X. (1995). *An analysis of deconstruction translation theory*. Beijing: Foreign Language Teaching and Research Press.
- Wu, Q. (2009). *The translation of folklore culture from the perspective of Skopos*. Guangdong: Guangdong University of Foreign Studies

Stuck in Two Dimensions of Translating: Dynamic Equivalence Versus Cognitive Diversity

Zhao Chunmei

*Department of English for General Education, College of Humanities and Sciences of Northeast
Normal University, Changchun, China*

Email: c.mzhao@163.com

[Abstract] The illusory nature of dynamic equivalence that translation is meant to produce is now coming to be challenged. Not only are translators supposed to be responsible for dynamic equivalence, but also for the identical response of the readers. As a mediator between the target language and the source, the translator may feel confused. For one reason, the linguists exert so much influence on them through principles of translation, and for another, it is the cognitive diversity rather than identity that determines how readers respond to the translated composition.

[Keywords] translator's dilemma; dynamic equivalence; cognitive diversity; artificial communication

Introduction

Scott Kronick said he felt lost in translation of the Chinese idioms. Kronick interrogated Noam Chomsky, the celebrated American linguist, on why the same idiom had been interpreted so much as to confuse him totally (Kronick, 2014). When it comes to the question of whether languages shape the way people think, Lera Boroditsky, a Stanford psychology professor, explains by way of summarizing Chomsky's theories "Dr. Chomsky proposed that there is a universal grammar for all human languages – essentially, that languages don't really differ from one another in significant ways. And because language didn't differ from one another, the theory went, it made no sense to ask whether linguistic differences led to differences in thinking" (Boroditsky, 2010). Following Chomsky, Eugene A. Nida proclaimed that "It is remarkable that language can prove to be an adequate instrument for talking about any and all aspects of human experience" (Nida, 2004). Nida claimed that the "adequate instrument" could be used by a competent translator to arrive at an effect of "dynamic equivalence." Speaking of the transfer of two different languages, both Chomsky and Nida seem to intend for human beings to share an identical idea in the name of universality. There is a famous saying in Chinese, that a person couldn't figure out what a mountain looks like as long as s/he is in it. What conveys in this saying is, on the one hand, the person should get out of the mountain in order to get a full image of it, and on the other hand, he is supposed to ask another person what he sees about the mountain. If attention is paid fully to the language rather than human beings who have invented the languages, the cognitive diversities will continue to be concealed. As a mediator, the translator can't survive the illusory nature of transparency, that is, the dynamic equivalence.

Definition of the Act of Translating

Roles of a Translator

George Steiner pointed out, "The translator is a bilingual mediating agent between monolingual communication participants in two different language communities" (Steiner, 1975). The idea of a translator as a mediating agent is not new. It was Stephen Bochner who first introduced the term cultural mediator in *The Mediating Person and Cultural Identity* in 1981. The concept of cultural mediator, as expressed in

Bochner's book is that cultural mediation is much more than translation. Taft defined the role of a translator as follows: "A cultural mediator is a person who facilitates communication, understanding, and action between persons or groups who differ with respect to language and culture" (1981). This is a first move towards the more extreme communicative role of a cultural mediator who "may never be called upon to engage in the exact translation of words, rather he will communicate the ideas in terms that are meaningful to the members of the target audience" (Taft, 1981). Representing a function-oriented approach to the theory and practice of translation, Justa Holz-Mänttari developed the theory of 'translatorial action'. Here, translation is conceived primarily as a process of intercultural communication, whose end product is a text which is capable of functioning appropriately in specific situations and contexts of use (Baker, 2004).

Factors Embedded in Translating

The above statements on the role of a translator shed light on the process of translation. First, translation is viewed as an act of intercultural communication rather than a skill in transferring minimal linguistic units across language boundaries. Second, the participants, not only the translator but also the author and the target audience, must be included in the complex system in terms of interpreting. Third, in the functional perspective, the translating act is seen as an activity which relates the circumstances of the production of the source text as a communicative event to the social circumstances of the target ones. Taking into account extratextual and intertextual transfer, both psycholinguistic and sociocultural issues have a deep impact on the effect of the final product of the translator. In addition to these factors which might intervene in the translator, one significant one, that is the cognitive behavior of the target reader, cannot be ignored either. With all these variables, it should never be taken for granted that translating simply occurs at only the level of symbols.

Principles of Translation

When it mentions principles of translation, most translators will think of Alexander Fraser Tytler, a Scottish historian who served as a professor at the university of Edinburgh. Tytler felt that not only should the translation contain a perfect transcript of the sentiments of the original, and present likewise a resemblance of its style and manner, but also that the translation should have all the ease of original composition. Tytler compared the task of a translator with that of a painter, highlighting what a tough mission the translator encounters by making the following contrast, "The translator's task is very different: He uses not the same colors with the original, but is required to give his picture the same force and effect" (Tytler, 2007). Chinese scholar Yan Fu put forward three desiderata for translation that have been quoted ever since, namely Faithfulness, Communicability and Elegance. Nida developed principles which govern translations oriented toward dynamic equivalence. A dynamic-equivalence translation may be described as one concerning which a bilingual and bicultural person can justifiably say, "That is just the way we would say it" (Nida, 2004). These well-known principles would be decisive in guaranteeing the quality of translation, and whether the translators are able to embody all the rules or not will obviously influence the quality of the product.

Translator's Dilemma

Veil of an Artificial Communication

No matter what aspect it is seen from, whether it is from the role of a translator or the factors embedded in the translating, communication can be accomplished only when all the participants, the author of the source

text, the translator and the reader of the target text, get involved in it. However, what the translator mediates with is actually the language, whatever it is called monolingual or bilingual, rather than with the concerned persons; what the translator mediates with is the culture, whatever it is called mono-culture or bi-culture, rather than with the persons with different cultural backgrounds. Taking the literary translation for example, what the translator is confronted with, is a container, namely a book or words, and he has to figure out the ideas or the content in it under the situation that the owner of the container is gone. As much as the translator is competent in the native language and culture as well as the alien ones, s/he is unable to produce a totally identical transcript to the source text, because what he could find is just some prints or hints the owner left there. What a translator is eligible to decode is the languages or some other symbols rather than human beings' mind. What's more, it is an impossible task for the translator to communicate with all the readers of the translated works, and thus, a translator is unable to know how readers understand or comment on the translated texts all the way. Even if it occurs sometimes, the exchange of ideas seldom happens instantaneously or mutually, therefore, from the communicative perspective, it appears that the translator is playing tricks with words under the veil of an artificial communication.

Disillusioned by Failing to Dynamic Equivalence

One way of defining a dynamic-equivalence is to describe it as “the closest natural equivalent to the source-language message” (Nida, 2004). The word “natural” could be interpreted by the target text reader as “That is just the way we would say it” (Nida, 2004). As the translator of the Bible, what Nida pursued in terms of translating might be understood at three levels. First, seen from the level of linguistics, it is a tough task to arrive at an absolute equivalence between different languages. Lexical equivalence relationships could be categorized according to whether there is: a single expression in the TL for a single SL expression, called one-to-one equivalence; more than one TL expression for a single SL expression, called one-to-many equivalence; a TL expression that covers part of a concept designated by a single SL expression, called one-to-part-of-one equivalence; or no TL expression for an SL expression, called nil equivalence (Baker, 2004). The dimensions of equivalence have no doubt added to the difficulties of processing words, moreover, for a translator, s/he cannot help but make choices cautiously, and meanwhile, brings about “a new face” under the case of nil equivalence, in which it is still a riddle as to whether the new face, the newly-invented word, is likely to be intelligible.

Second, seen from the level of circumstances, any speech act doesn't or couldn't exist without serving any function. Once isolated from the context in which it happens, the function it serves might reduce to zero. How to project an alien culture into the target one, and at the same time, have it fully understood and accepted by the target text readers, who are born and live into a different natural and social environment, is still a problem. Some linguists might think linguistic theories of translation solve the problem by defining equivalence not in terms of abstract semantic identity but in terms of contextually sufficient similarity of content between source and target language. Does it sound like a paradox? Just imagine the scholar in ancient China, named Zhuangzi, sang and beat a basin after his wife died and his behavior was condensed into four Chinese characters “gu pen er ge” (Chuang-Tzu, 2009). How can the target text reader, who lives outside the cultural group, identify with the image schema of “gu pen er ge”? It seems that the translator has no way to offer contextually sufficient similarity of content between the source and target language. One reason, it is a basin or a bucket rather than a drum that Zhuangzi beat, which might sound quite odd for non-native readers; for another, what Zhuangzi attempted to show is his view on death and life that

people should celebrate their relatives' death because they are from nature and eventually they return to nature by drawing a circle, and therefore contributed to the cycle of ecology.

Third, as seen from the level of responses from source and target language readers, Nida's dynamic equivalence focuses more on response-oriented approaches to evaluating translations, by which is meant the effect in which receptors of the translated text respond to it must be equivalent to the effect in which the receptors of the source text respond to the source text (Nida & de Waard, 1986). In the illusion of response equivalence, the translator is supposed to be endowed with a supernatural power, capable of knowing how or what the readers think, regardless of what language is spoken. In order to achieve this goal, the translator has to be tripersonal, that is to say, exist in three persons, playing the role of a mediator, an author, as well as a reader. The more roles a translator plays, the more s/he will become invisible. As a result, the translator will become disillusioned by seeing that, no matter how s/he strives to polish the final product, the translated text, the ideal of dynamic equivalence is still far away from being accomplished.

Cognitive Diversity

Multi-Disciplined Study

In the Translator's Invisibility, Venuti interrogates the ethnocentric and imperialist cultural consequences of the domestic values that were simultaneously inscribed and masked in foreign texts during this period. It is stated that cultures inscribed in the source languages, with the help of the translators, should be well presented in front of the target language readers; in other words, what attention Venuti paid to is the coexistence of different cultures and spread of them into different groups (2004). Venuti pursued the rich colors of cultures infused in various languages. In contrast, Nida pursued the identical response from the readers. However, what they argued about is still surrounding around the role of translators, the relevant cultures and the response of the readers; neither takes a deep insight into cognitive diversity, such as, how the translator, the author and the reader see the outside world individually (Nida & de Waard, 1986). If the linguists continue their studies in the field of linguistics, the debates on the translation issues might never end. Scientists are more inclined to study the outside world than people who rule the world, and likewise, linguists are more inclined to study the language than the persons who have invented the language. When we become interested in questions like who we are and why we behave differently, the issues of languages which trouble us might become a bit easier to solve. The more research people do in the fields of neuroscience, psychological studies and sociocognitive science, the less they will misunderstand each other.

Speech Act Analysis in the Cognitive Perspective

Language behavior, which can be classified into two main categories, communicative and cognitive, couldn't happen without serving a number of functions, both social and psychological. "In general, we take the intent of communication for granted, and it is only when we are confronted with problems of distrust, suspicion, and willful distortion that we recognize the full implication of intent" (Nida, 2004). People see the outside world in a different way, and correspondingly, decode what others say or write in a different light. Consider human acts such as reading and writing along two dimensions that have often been seen at odds: the axis of individual cognition and the axis of social inter-action. Seen from the cognitive perspective, the translator takes a task of reading in the first place, and before translating, s/he has to identify with the author of the source language. What would happen if the translator totally disagreed with what the author wrote down or even had a hostile attitude towards it? And vice versa? The translator's own experience and non-objective experiential aspects of meaning stored in her or his own memory might have

an influence, more or less, on the quality of the translated text. In common sense, when language is processed, it is intermingled with cognition and emotion. Therefore, what troubles a translator is, whether s/he could precisely re-express emotions or intentions of the author of the source text.

Cognitive View versus Logical View

“Cognitive approach is presented firstly by an experiential view, in which the main claim is that instead of postulating logical rules and objective definitions on the basis of theoretical considerations and introspection, a more practical and empirical path should be pursued” (Ungerer & Schmid, 2001). People, with the cognitive approach, are concerned about what the translator experienced, however, with the logical view, people are concerned about whether the translator has applied to the conventional rules during the process of translating. Based on the cognitive view, it is possible for people to interpret a piece of a message, news or any information in totally different ways. When people hear the word *diversity*, they automatically distinguish identities in terms of race, gender, and age. The impact of cognitive diversity, the difference in human beings’ thought and problem-solving process, is rarely considered. “Speakers of the same language can go on the assumption that for them the same expression are to be interpreted in the same way, but this doesn’t indicate what justifies the assumption” (Baker, 2004). In fact, the world views of the participants in the same cultural group may not always converge, in this case, without the cooperation of all the participants, the translator is unable to mediate the non-converging world-views or maps to the degree they wish.

Cognitive Diversity Leading to Innovations of the Language

Chinese allusions and idiomatic expressions are supposed to be the most difficult part for the foreigners to master. It adds to the difficulty that the combination of words often seems arbitrary and can seldom be accounted for! A foreigner, Scott Kronick, who has been in Beijing for more than 20 years, explains in the book *The Lighter Side of China*, how the language is innovated when he greets his colleague with a Chinese idiom:

“Good morning, Jenny, it’s great to see you here so early. You know, the early bird gets the worm.”

“I would rather be the late worm, who misses the early bird. I am here because I have a lot of work today, but don’t expect this every day” (Kronick, 2014).

The individual interpretation of the same language with different expressions shows how people think of themselves and the outside world; in other words, cognitive diversity contributes to the innovation of language. Another foreigner, Bill Burkett, presented readers with different ways of thinking when people are facing a terrible meal. In this story, Burkett cited two allusions, “make a mountain out of a molehill” and “make a molehill out of a mountain”, creatively to describe how Heidi, a Chinese girl solved problems:

“This beef is terrible! It’s too tough, not fit to eat at all!”

“Mr. Bill, I think our knives are dull (Burkett, 2010).”

Conclusion

What we have learned from the two stories is, the logical rules and objective semantic features are of a mental nature and are, therefore, cognitive in the original sense of the word. It is human beings, with the help of languages, who operate the whole world. From the cognitive perspective, as a mediator, the translator shouldn’t be blamed for the issue of “in-equivalence response” as long as they have gone to great

lengths to reach a naturally closest state to the source text. It is true that some people get rather anxious after experiencing cultural shock, but it is also true that people may feel much worse for being culturally ignorant than for experiencing cultural shock. Under the global communication umbrella, different cultures come together. A translator ought to build one social culture by representing what it is or was, rather than distort it in order to cater to the needs of readers from other ethnic groups. A reader might have fun rather than feel a sense of frustration as long as s/he is convinced that, for the sake of communication, it pays to experience cultural shock, even if they are lost in it. If the readers are willing to make great efforts to go beyond the cultural barrier, the debate on domestication or foreignization will end. It may be argued that, no matter what efforts the participants have made, the ecological validity of this type of communication won't approximate the ideal as it doesn't happen in natural settings. It is true, but it is unrealistic for people to have face-to-face communication bilingually all the time. Therefore, the translator, as a communication facilitator, is still in great need in the role of a bridge. The linguists, computer technicians and the other talents will possibly cooperate to carry out further study on translology in both cognitive and computational field, and thus likely to open a new window for translators.

References

- Baker, M. (Ed.), (2004). Action, (pp. 3-5); Analytical philosophy and translation (pp. 8-9); Equivalence (pp.77-80). In *Routledge Encyclopedia of Translation Studies*. Shanghai: Shanghai Foreign Language Education Press.
- Boroditsky, L. (2010). Lost in translation. *The Wall Street Journal*. Dow Jones & Company, Inc. New York.
- Burkett, B. (2010). *A manual for teaching English in China*. Beijing: Beijing University of Posts and Telecommunications Press.
- Chuang-Tzu. (2009). *Chuang-Tzu* (148-153). Interpreted by Song Tonghai. Beijing: Chung Hwa Book Company.
- Kronick, S. (2014). Idioms. In *The Lighter Side of China*, (pp. 34-37). London: ACA Publishing Ltd.
- Nida, E. A. (2004). *Towards a science of translating*. Shanghai: Shanghai Foreign Language Education Press.
- Nida, E. A., & de Waard, J. (1986). *From one language to another: Functional equivalence in Bible translating*. Nashville: Thomas Nelson.
- Steiner, G. (1975). *After Babel: Aspects of language and translation*. Oxford: Oxford University Press.
- Taft, R. (1981). The role and personality of the mediator. In S. Bochner, (Ed.), *The Mediating Person: Bridges between Cultures*, (pp.53-58). Cambridge: Schenkman.
- Tytler, A. F. (2007). *Essay on the principles of translation*. Beijing: Foreign Language Teaching and Research Press.
- Ungerer, F., & Schmid, H. J. (2001). *An introduction to cognitive linguistics*. Beijing: Foreign Language Teaching and Research Press.
- Venuti, L. (2004). *The translator's invisibility: A history of translation*. Shanghai: Shanghai Foreign Language Education Press.

On the Translation of Museum Interpretive Texts on Chinese Calligraphy and Paintings within the Framework of Cross-Cultural Pragmatics

Li Lin

The Department of General Studies, Xi'an International Studies University, Xi'an, China

Email: 865211832@qq.com

[Abstract] This article takes the interpretive texts on Chinese calligraphy and paintings in the Metropolitan Museum of Art as its research objects, explores the pragmatic features of the interpretive texts, and discovers the gap between English interpretive texts on Chinese calligraphy and paintings in the American museum and English translations in the Palace museum. In the end, the essay discusses the English translation strategies under the cross-cultural background and provides a theoretical basis for the improvement of English interpretive texts in domestic museums.

[Keywords] cross-cultural pragmatics; calligraphy; painting; interpretive texts; translation

Introduction

With the launch of the Belt and Road Initiative, the culture soft power has become one of the core competitive areas of China's participation in international competition. As an important window for displaying Chinese culture, the English translation of museum interpretive texts on Chinese calligraphy and paintings has become an important carrier for western tourists to understand Chinese culture. However, the quality of the English translations in Chinese Museums' interpretive texts is worrying and the communication effects are unsatisfactory. At present, there are few papers focusing on the translation of museum interpretive texts on Chinese calligraphy and paintings in China, most of which have only been analyzed in terms of words and sentences, thus their guidance on translation practice is limited. Cross-cultural pragmatics studies how to adapt to the cognitive styles and thinking patterns of the source language culture and the target language culture and establishes an effective mutual conversion mechanism so as to ensure the smooth progress of cross-cultural activities among different cultures. Taking cross-cultural pragmatics as the theoretical guide and based on the interpretive texts on a Chinese calligraphy and painting collection in the famous Metropolitan Museum of Art, this paper explores the gains and losses from the perspective of western audiences of the English translation in domestic museums, probes into the English translation strategies under the cross-cultural background and puts forward the theoretical basis for improving the quality of the English interpretive texts in domestic museums.

Cross-Cultural Pragmatics and Translation

Cross-cultural pragmatics, a new discipline that emerged in the field of linguistics in the 1980s, focuses on the analysis of pragmatic phenomena and laws in the process of communication between people of different cultural backgrounds (He Zhaoxiong, 2005). Its theoretical basis mainly follows speech act theory, the politeness principle, and cooperation principles. British linguist Yule (2005), and Chinese linguists He Ziran (2009) and He Zhaoxiong (2005) have given different definitions of cross-cultural pragmatics. Although they attach different emphases on the meaning of cross-cultural pragmatics, the basic points are the same: cross-cultural pragmatics studies the pragmatic problems of people from different cultural backgrounds.

As a kind of transition of knowledge and experience across time and space (Li, 2017), English translation of museum interpretation texts has been constrained by a variety of objective factors including language, culture, and society, etc. Therefore, it becomes a great challenge for translators to deal with the cultural factors of source language and target language. Successful interpretive texts on Chinese calligraphy and paintings help viewers to use objects and concepts to understand the world, to explain the past and the reality and to explore the future (Zhou, 2007), so translators must first correctly interpret the source text. This requires translators to mobilize their vocabulary, background knowledge, logical information and aesthetic ideas to correctly infer the informative and communicative intentions from the source text and make correct interpretations. Through the inference of discourse context, interactive negotiation of meanings and cross-cultural understanding of different utterances, cross-cultural pragmatics has powerful explanatory powers for pragmalinguistic and sociopragmatic phenomenon in language communication and helps to avoid cross-cultural communication.

From the above analysis, cross-cultural pragmatics, which is closely related to the translation of calligraphy and paintings, can provide theoretical guidance on translation, especially in dealing with the cultural factors between source language and target language.

Corpus Collection and Comparison

Calligraphy in the Metropolitan Museum of Art

The Tang emperor Taizong (reigned 626-649 A.D.) was a great admirer of the works of Wang Xizhi (303-361 A.D.), who was known as the Calligraphy Sage. For his Preface to the Secret Teaching, Emperor Taizong ordered the monk Huairen to assemble a complete set of Wang Xizhi's characters from authentic works preserved in the imperial collection. Some of Wang's original characters obviously were in different sizes, and when no equivalent ones were available, Huairen constructed them from component parts of several different characters. Although the entire composition is not visually unified, the general calligraphic style does provide an invaluable compendium of Wang Xizhi's characters in the mid-seventh century. Emperor Taizong commanded this script be used in carving a stele in honor of the great monk Xuanzang (600-664 A.D.). Now housed in the Stele Forest Museum in Xian, Shannxi province, that commemorative stone remains a significant example of the stylistic development of Chinese calligraphy.

Although Wang Xizhi's *Lan Ting Xu* is unparalleled in the history of Chinese calligraphy, it is due to Huairen's tremendous efforts that we are able to witness the calligraphy masterpiece. Therefore, the writer of the Metropolitan Museum interpretive texts placed more emphasis on the explanation of Huairen's assembling words. First, the text introduced Tang Taizong's craving for Wang Xizhi's calligraphy. For western readers who do not understand Chinese history, the time tagging "626-649 A. D." is indispensable. Then the word "order" is used to explain the relationship between Taizong and Huairen. The sentence part "Authentic works preserved in the imperial collection" shows the great value of Wang Xizhi's calligraphy.

Calligraphy in The Palace Museum

The stele was engraved at the command of emperor Taizong (r. 627-649 A.D.) of the Tang dynasty (618-907 A.D.). After monk Xuanzang (602-664 A.D.) returned from a pilgrimage to India to get the sacred scriptures of Buddhism, Tang Taizong asked him to translate the

Buddhist scriptures from Sanskrit into Chinese and wrote a preface for the translation. Engraved on the stone are the preface, the narrations by the heir apparent Li Zhi, and the translated scripture of the Heart Sutra (Xin Jin). Remarkably, all the characters were in running script assembled by monk Huairen from the works of the Jin dynasty (265-420 A.D.) calligraphy master Wang Xizhi (303-361 A.D.) in the Tang imperial collection. The whole project took twenty-five years from 647 A.D. to 672 A.D, with efforts of a coterie of scholars who edited, traced, and engraved.

In the text of the Palace Museum, Xuanzang's translation of Buddhist scriptures and the content of inscriptions are highlighted. However, the facts about Huairen's collection of characters are understated, such as the reason for Huairen's collection of characters, the time that Huairen lived in and the relation between Taizong and Huairen. Based on the existing context knowledge, it is hard for readers to deduce the invisible coherence between the lines, let alone the intangible coherence with the interpretive text writer.

Art in the Metropolitan Museum of Art

After the fall of Hangzhou, the Southern Song capital in 1276 A. D., the artist Qian Xuan chose to live as a yimin, a "leftover subject" of the dynasty. (1) Painted in his deliberately primitive "blue-and-green" style, this handscroll illustrates the story of Wang Xizhi (303-361 A.D.), the calligraphy master of legendary fame and a practitioner of Daoist alchemy, who was said to derive inspiration from natural forms such as the graceful neck movements of geese. (2) In creating a dreamlike evocation of antiquity, the artist prevented a realistic reading of his picture space as a way of asserting the disjuncture he felt after the fall of the Song royal house.

The above commentary consists of three sentences, namely the introduction of the background, theme and evaluation through which the story of Wang Xizhi's viewing of geese is concisely and clearly stated. Wang Xizhi's inspiration from the gooseneck curves and graceful postures of the white geese reflect the important painting and calligraphy thoughts: Chinese painters and artists usually create the images and draw inspiration from natural phenomena. Meanwhile, the text author did not forget to praise Qianxuan's national integrity who refused to serve Yuan Dynasty after the demise of the Southern Song Dynasty. The entire discourse is short and highly condensed which helps readers easily acquire the calligraphy and cultural significance behind the works.

Art in The Palace Museum

According to the inscription, the painting was completed in 1890, when Ren Yi was fifty years old. It depicts Wang Xizhi of the Jin dynasty (265-420 A. D.), together with his page, standing on a bridge and attentively observing several geese. The ingenious composition is achieved by arranging the geese – one of the protagonists – in a relatively insignificant position. Our attention is drawn to the geese indistinctively swimming in the water through Wang Xizhi's intense gaze. The central theme is thus vividly represented.

The above commentary portrays the scene where Wang Xizhi leaned over to watch the white geese. However, this is what viewers can easily perceive and there is no need to go into details. Unfortunately, the painter's values, aesthetic thoughts, and the profound meaning behind the allusion to the "viewing geese" remain unknown.

The Analysis of Corpus

Through the comparative analysis of the Chinese and American museums' English commentaries, we can draw the following three conclusions: First, in terms of the completeness of the commentary, the Metropolitan Museum interpretive texts are more detailed and comprehensive for the following reasons: Built in 1870, the museum has a long history, a mature management model and expertise in the international norms of English interpretive texts. In addition, Chinese calligraphy and painting works are the products of the artist's expression of his own aesthetic pursuit and his personal sentiment since Chinese calligraphy and painting is "a national art that expresses the highest mood and sentiment" (Yuan, 2013). Meanwhile, the formation of the artistic thoughts of the calligraphers and painters has an inseparable internal connection with the historical era in which he was located. Therefore, the interpretive texts in the American museum often start with the introduction of artists' background information and end with the introduction of their moral values, aesthetic concepts, or influence in the calligraphy and painting circle. After a basic description of the works, the interpretive texts writer did not forget to praise the artists' academic realm and dignity. The above factors interact with each other to form an inseparable organic integrity, highlighting western people-oriented individualism. However, the Palace Museum has a short history and relatively less experience. The commentaries lack background knowledge related to the content of calligraphy and painting works and unique calligraphy artistic styles. Some even provide only the names and ages of calligraphy and painting works.

Second, the language styles of the interpretive texts in the Chinese and American museums are different. The Metropolitan museum's interpretive texts are clear and straightforward, simple and unpretentious. Complex sentences in passive voice with nouns and noun phrases as subjects are frequently employed. At the moment, the translators who are proficient in Chinese culture attach great importance to making cultural introductions to audiences in a meticulous way. A large number of descriptive adjectives are used to express the admiration for the masterpiece, thus reducing the distance with the readers. However, the expressions of The Palace Museum's interpretive texts seem to be solemn, formal and slightly tedious. Influenced by the source language, the tone of the English translations is serious, blunt, lacking in emotion and affinity, and thus, less appealing.

Third, the emphasis of the Chinese and American museums' interpretive texts is different. Through comparison, the Metropolitan Museum of Art focuses on introducing the background knowledge of the exhibits. There are more inferences about the ins and outs of the exhibits, occupying more than 75% of the space. The commentaries strive to trigger readers' interests and highlight the artistic and cultural significance, as well as unique value of the exhibits, showing a sincere admiration for the splendid Chinese civilization. Compared with the commentaries of the calligraphy and painting exhibits in The Palace Museum, the Metropolitan museum commentaries are more humane and more satisfying to meet the needs of the readers. However, the Palace Museum commentaries focus on the description of the appearance of the exhibits and emphasize the official positions that the artists once held, and the title they obtained in the calligraphy and painting circle, etc. But the ins and outs of the exhibits and the symbolic meanings behind the works are not answered which make the interpretive texts rather confusing and hard to resonate with viewers.

Translation Strategies

Since western tourists are the target readers of English interpretive texts in Chinese museums, when translating interpretive texts, translators should adapt to the western audiences' reading habits and employ

cross-cultural pragmatics to accurately and clearly convey Chinese traditional culture and allow more overseas audiences to feel the charm of Chinese calligraphy and paintings.

The Localization of Interpretative Texts Translation Should be Highlighted

At the present stage in China, western tourists have less knowledge of Chinese calligraphy and painting culture. Therefore, the primary task for translators is to discover the common ground between the calligraphy and painting culture and the culture of the target country, build kinship among different cultures and shorten the distance between Chinese culture and the target audiences (Wang, & Xie, 2017). For example, “士大夫” (Shi Da Fu) can be translated as “scholars-official”, “educated classes”, and “literati”. “宰相” (Zai Xiang) and “刑部尚书” (Xing bu shang shu) can be translated as “grand councilor” and “minister of justice”. Another example is that “现实主义绘画” (Xian shi zhu yi hui hua) can be translated as “realistic paintings”. “用笔简括” (Yong Bi Jian Kuo) and “高度剪裁” (Gao Du Jian Cai) can be translated as “surface abstraction”. In hopes of cultivating western audiences’ interests of Chinese calligraphy and painting culture, localized re-creation allows the target audiences to easily accept the translated texts and be willing to explore brilliant Chinese culture. The localization of commentary translation is at once a crucial strategy to achieve successful cultural cross-language and inter-ethnic communication and the basic law of cross-cultural communication.

Translators Should Increase the Cultural Background Knowledge in the Interpretive Texts of the Exhibits

Western audiences, due to the lack of such knowledge, are often confused when appreciating Chinese calligraphy and painting exhibits. Therefore, when translating materials on calligraphy and paintings, translators should not only consider the introduction of the surface-level culture such as stroke, composition, expressiveness, but also put emphasis on the middle-level culture, such as the artists’ outlook on life, world outlook, and moral values, as well as the deep-level culture including the traditional Chinese cultural spirit. Therefore, it is essential to restructure and rewrite the original texts in terms of text structure, to focus on the internal relevance between the background knowledge and the theme, supplement the background information and provide a brief introduction of the artists’ life, values, artistic realm, and influences in the calligraphy and painting history. While integrating the surface, middle, and deep calligraphy culture, translators should strive to create a friendly and natural atmosphere and avoid the change of politeness levels.

Cross-Cultural Translation Strategies Need to be Adopted that Focus on Communication Effects

To help overseas tourists deeply feel the charm of Chinese calligraphy and paintings, the shining pearl in the treasure house of human culture, natural and clear English interpretive texts are indispensable. Target readers’ acceptance of cultural information is an important measure of the success of museum interpretive texts translation on Chinese calligraphy and paintings. Therefore, the translators should continue to pay attention to the dissemination effects after completing the task of translation. It is an indispensable step to readjust the translation strategies based on the feedback from target readers. In a word, translators should make a correct assessment of the western audiences’ reading expectations and cognitive levels, as well as language and cultural environment under the guidance of cross-cultural pragmatics. Full consideration should be given to the difference between source language and target language in pragmalinguistic and sociopragmatic term so as to ensure the illocutionary equivalence.

Conclusion

Within the framework of cross-cultural pragmatics, this paper takes the English translation from Chinese and American museums as examples to explore how to effectively translate museum interpretive texts on Chinese calligraphy and paintings. Due to the thinking differences between Chinese and western societies, translators should adapt to the reading habits of western audiences, highlight the localization of the translation and take an active interest in the communication effects of the interpretive texts. According to the feedback from the target audiences, translators need to adjust the translation strategies so as to give a full display to the dual functions of information transmission and cultural communication of museum interpretive texts.

References

- He, Z. (2005). *A new introduction to pragmatics*. Shanghai: Foreign Language Education University Press.
- He, Z. (2009). *Notes on pragmatics*. Beijing: Peking University Press.
- Li, R. (2017). Reflections on the conceptual framework of language services: existential basis, universal nature, and practical logic. *Translation World*, 01, 11-19.
- Wang, Z., & Xie, T. (2013). Chinese culture goes out: problems and reflections. *Academic Monthly*, 02, 21-27.
- Yuan, G. (2013). On the aesthetics of Chinese calligraphy. *Education for Chinese After-school (Theory)*, 07, 45.
- Yule, G. (2005). *The study of language*. Cambridge: Cambridge University Press.
- Zhou, W. (2007). Appreciation of Chinese-English translation of museum interpretive texts. *Symposium of the First National Conference on Tourism. Culture and Creative Industries Translation*, 293-300.

On the Strategies of English and Chinese Advertisements in Light of Functional Equivalence Theory

Bingbing Zhang

School of Foreign Languages, Northeast Normal University, Changchun, China

Email: zhangbb889@nenu.edu.cn

Shidong Zhang

School of Foreign Languages, Northeast Normal University, Changchun, China

Email: zsd@nenu.edu.cn

[Abstract] *This paper conducts research and analysis on the translation of product advertisements, reveals inherent meanings of some foreign product advertisements and their three characteristics, and further studies how to translate these advertisements aiming at different cultures and consumers on the basis of functional translation theory. To promote exchanges between nations, this paper aims to help Chinese consumers have a deeper understanding of foreign product advertisements and to stimulate their buying inclinations by analyzing various advertisements with several translating skills.*

[Keywords] *Functional Equivalence; foreign product advertisements; translation strategy; characteristics of advertisements*

Introduction

English, as the most popular language in the world, has been used widely and plays an essential role in people's life. With the rise of China's economy, more and more foreign capital, goods, sources and technologies are transmitted to China among which, foreign goods are the sort which develop fast. Since the mid-1980s, the research of advertisements has been found in major journals of several foreign languages. The study of advertisement translation in China began in the early 1990s. Starting in the late 1990s, although the discussion on translation principles and standards continues, researchers concentrated on the difficulty in advertisement translation (Li, & Ma, 2005). But in recent years, researchers have begun to use the theory of pragmatics and other related disciplines to analyze the problems in advertisement translation, and present some translating skills.

This paper aims to help people better understand the cultural features of foreign advertising slogans and solve their issues through the study of the advertisement translation and promote better communication among countries. At the same time, this paper provides a research direction for different translation fields, expands the application of translation and puts the translation skills into practice.

An Overview of Functional Equivalence Theory

Definition of Functional Equivalence Theory

Functional Equivalence Theory, then called Dynamic Equivalence Theory, was put forward by Eugene Nida, an American linguist, translator and translation theorist. This theory means that both the original and aimed readers should have a similar psychological response to the original and reproduced text. In other words, the translated text should play a similar role compared with the original text. Because there are different regions, histories and customs, it is impossible for a translator to convey the meaning completely

and accurately. Functional Equivalence Theory focuses on the factors mentioned above and offers an excellent way to clarify the source text.

When translating a text, it does not require a surface and rigid equivalence, but only to achieve functional equivalence between the two languages, including four aspects (Nida, 1969): lexical equivalence, syntactic equivalence, textual equivalence, stylistic equivalence. Meaning is the most important; next, is the form. The recipient of the target language and the recipient of the original language can respond similarly, which is the closest to the source language information.

Characteristics of Functional Equivalence Theory

- Word equivalence: the words used in advertisements are concise and easy to understand. Whether it is an English or Chinese advertisement, simpler words and short words are favorable. The reason for this is that advertisements require maximum efficiency in the most limited space and time. It also can reflect the theme and highlight the key points.
- Semantic equivalence: the translator should not only be aware of the structure of the target language, but also the frequency of usage of this structure. These sentences are short and refined, easy to remember and have a profound effect (He, 2016).
- Culture equivalence: this is involved in the economics, politics, religions and custom of different countries.

Only by mastering the three kinds of equivalence and having the ability to skilfully use these two languages, can the translator create a true translated works which reflects the style of the source language.

Significance of Functional Equivalence Theory

The theory of “functional equivalence” brought modern linguistics, communication theory, information theory, semantics and aesthetics into the field of translation, broke traditional ideas on the macro level, provided a new perspective for translation studies, studied the translation more detailed from multiple aspects, injected many new ideas, concepts and methods into translation that provide many new methods for translation studies and laid a solid foundation for the modern translation studies (Li, 2010). It must be emphasized that “functional equivalence” has exerted a great influence on literary translation. From the microscopic point of view, “functional equivalence” has solved a long-standing debate between “free translation” and “literal translation”. “Functional equivalence” gave the translator a lot of constructive suggestions; it requires the target language to reproduce the meaning of the source language as far as possible in the different language structures and prevents the translator from performing at will. At the same time, from the perspective of language and culture, it has eased the debate on domestication and foreignization, and found the balance between them from multiple perspectives.

The Characteristics of the Advertisements

From the beginning of the most primitive and ancient hawking activities to the modern advertisements with a comprehensive use of sound and light and other high-tech means, each advertisement conveys indirect information through some form of expression and the bearing material. With the development of our society, all kinds of goods have emerged. It is necessary to give them publicity to consumers, because if producers want to sell their goods well, they must let consumer know they exist. Therefore, advertising culture was formed.

Persuasiveness

The core of the advertising culture is not culture, but the purpose of advertising by means of culture. It engages in commercial persuasion through culture, because it must conform to the will of the advertisers. Advertising is a kind of propagation behavior to sell products and labor services by persuading consumers on the basis of payment, with the use of mass media. Persuasion is a key factor here, and it can be considered as the core of all advertising persuasion; the other factors are the means of persuasion. Advertising is the ideology of the commercial field, because it is the advertiser who controls the economic base of such an ideology. Because the advertiser is paid, they deserve to become the supporter and operator of the advertising culture. For example, “The equipment they have chosen to accompany their adventure will have been selected with utmost care; their reliance on this equipment will be total.” 探险装备, 务必精挑细选, 因为装备就意味着一切!” (Cui, 1993) Advertising must obey advertisers’ wills, implement their concepts and intentions and serve the purpose to propagandize the product, as well as let the public know and accept. Therefore, no matter how gorgeous the appearance of the advertising culture, it is always advertisers’ awareness flowing in its veins.

Informative

As a medium of spreading information, at first, advertising itself should contain some information. Advertisers convey the products’ appearance, function, size, color, structure, and other features to consumers. Advertising information is mainly composed of two parts: direct information and indirect information. Direct information is the key point of the content that the advertisement expresses, while indirect information can heighten and strengthen the direct information, but it may distract or even distort the direct information. Thus, such information should not be ignored as in the example, “Good teeth, good health.”

Direct information refers to the information conveyed by the general symbol. This is information which is easy for people to understand, such as text, language, the name of business and products, packaging and appearance. This all belongs to direct advertising information. To put it simply, the information about the product, service, or corporate image that is directly conveyed by the advertisement constitutes the main content of the direct information.

Indirect information refers to the sensory information of how the specific form of advertising works. Although the form itself does not seem to constitute any specific information, consumers can form some sensory information and this can exert an effect on the transmission of the direct information.

Fashion

With the development of our society, most people aren’t afraid of food and clothes any more. They begin to pursue a better life, in which what they want is not pure materials, but mental products. Therefore, more and more luxurious goods and services fill the streets. These goods and services’ appearance promote the development of fashionable advertisements which cater to the consumers’ appetite.

In the dissemination of consumer culture, fashion has become a symbol of social stratification. For consumers, they purchase some fashion products not only in order to get fashion information, but in order to show off their consumption ability and aesthetic taste, and thus, they can indirectly express themselves and obtain social identification. Fashion is a social encoding, which stands for the success, social status and value of life. People can be assigned to some social class and look at others or their social status through this encoding system. In fashion consumption, consumer goods exist not only as a commodity possessing

value in use, but also as a symbol representing a certain social significance. In specific English advertisements, popularity and non-distinctiveness are still completely taboos (Fu, 2002).

This is why an advertisement should be made fashionable. To cater to consumers' psychology, advertisers must try to tell consumers that their products can show off their taste of fashion by designing a fashionable advertisement. All of this determines the weight of fashion in advertisements. Advertising style and the concept of fashion are integrated as one, so that fashion has become part of the body of the advertising. Advertising and fashion complement each other. For example, "7-up" which was translated as "七喜". This advertisement combines a digit with a letter, giving people a fashionable, attractive and easy-to-remember advertisement.

The Application of Functional Equivalence Theory in Foreign Product Advertisements

When international corporations sell their products or services to other countries, they have met some difficulties which happen in the process of advertising, because the effect of advertisements tends to be influenced by cultural traditions and value. Translation can be produced by studying the text carefully and then deciding the proper method as the way to express naturally the same message of the source text in the receptor (Newmark, 1988). It is, thus, clear that the translation of advertising text is not only a language shift, but also a kind of cultural communication. For every translation, it at least follows two rules: faithfulness and smoothness (Su, 1996). In order to try to reach an equivalent effect between the target advertising text and source advertising text, we should precisely reproduce the connotation of the source language in the target language under the guidance of functional equivalence theory.

Word Equivalence

Referring to word equivalence, this means that in the process of translation, the sentences are regarded as a basic unit of translation, maintaining the sentence patterns and rhetorical devices of the original. To a large extent, it adopts the way of word-for-word translation and tries to avoid altering the original words and style. After all, in Yan Fu's translation criteria "faithfulness, expressiveness and elegance", the most basic and the most important requirement is "faithfulness", which is word equivalence as previously discussed. In the process of translation, some of the trademarks can use the method of word equivalence. For example, Coca Cola was translated as "可口可乐" and Reebok was translated as "锐步". There have also been part of foreign advertisements which adopted this translation method, such as the advertisement for PHILLIPPS, "let us make things better" was translated as "让我们做得更好"; an advertisement for Air France "winning the hearts of the world" was translated as "赢得天下心".

However, for the most part, this type of translation does not work, for it is not completely equivalent between English and Chinese. This requires us to pay more attention to the semantic factor, avoiding the emergence of ambiguity to mislead the consumers. For example, Chinese people are fond of a card game, "扑克". At first it was transliterated as "puke", which, however, has the meaning "vomit". It is clear that no one would buy such a disgusting thing. Hence, it is now translated as "playing card".

Semantic Equivalence

Semantic equivalence means that the basic unit of the translation should be the whole source text, rather than the words or sentences. Any simple dialogue has its own special semantic environment (Hu, 2001). It requires breaking the limitation of the original literal meaning and taking the transformation of the content and meaning of the original text as its purpose. As Xu and Wang stated, complete truthfulness is impossible for dialectal unity of objectivity and subjectivity of translation (2001).

When literal translation fails to precisely convey the meaning of the source text, the semantic equivalence can be stressed, and the two together can reproduce the characteristics of the source advertisement. Take Converse for example; its slogan is “It’s Converse for Comfort”. This advertisement cannot be translated in using word equivalence. It only translated as “这是匡威的舒适; 不就是玩吗。” Another example: the advertisement for Mizuno is “I can, I could”. Think of what will happen when we translate it using word equivalence. Is it “我可以, 我可以”? Obviously, this is not desirable. The correct translation should be “严肃运动”.

It is clear that no company decides its slogan casually; they think long and hard to design a marvelous slogan with its own character. In this way, the affair is certainly not easy. Thus, it’s no surprise that a large number of foreign advertisements not only have a simple surface meaning, but also have a deeper implication. The advertisement of famous American company More is “I’m More satisfied. Ask for More”. Although this one is short, it is meaningful. It mainly has two implications: on is that “I am very satisfied, and I want to ask for more”; the other meaning is “I am satisfied with More, and I want to ask for more:.. Such a linguistic ambiguity gives consumers a deep impression of this product and encourages them to buy it.

Cultural Equivalence

We need to take translation as a re-creative activity which shows the excellent gift of translators (Lv, & Hou, 2005). Cultural equivalence is involved in the economics, politics, religions and customs of different countries. It is a further requirement apart from the rule of faithfulness and smoothness. It means that the culture of the reproduced translation should be in line with the culture of the source text, so that readers can easily understand. For example, the Chinese diet pill was translated as “Obesity-reducing Tablets” (Zhang, 2010). Such a translation leads to an unpleasant result: it was resisted greatly by many Europeans and Americans and none would buy it because no one wanted to admit that they were obese, even though they were. If they bought this product, that meant they thought they were obese. Afterwards, this advertisement was translated as “slimming pill”. Then, it gained great success. For this translation means that the people who take this pill will be slim, and this is exactly what they want.

Advertisement is the cornerstone of an enterprise’s image, and it can increase its reputation and improve its credibility. Since language is the manifestation of culture, the translation of advertisements, to a large extent, is a kind of cross-cultural communication. If we are not familiar with the customs and cultural background of a country, we will be at a loss for such meaning of the words, especially when we translate them. When coming across an advertisement which has a unique culture, the aesthetic conceptions and acceptance of the target readers must be taken as a primary consideration, cleverly adjusting the expression of cultural elements, and making consistent equivalence so it can be reflected by readers between the two languages and their cultures. “You are a lucky dog” in English it means you are very lucky, but in China, if you use the word “dog” to describe a person, he will be angry, because in many situations, Chinese use this word to curse.

Conclusion

Advertisement as a literary form with a unique language charm has become an indispensable beautiful scenery in our daily life. It is helpful for us to understand the culture and values of English-speaking countries. English advertisement translation requires the translator to put the acceptability of the textual information first based on the cognitive psychology of the readers and adjust the background information

of the source text through the various means to achieve the expected social function. Since an advertisement is not only a kind of economic activity, but also a kind of cultural exchange, its translation involves many aspects. Good advertisement translations are both a success on commercial activity and academic circle. From the perspective of functional equivalence theory, advertisement translation can be significantly improved. Through continue exploration, Professor Fu has worried that translation is just an appendage of other subjects and will never come true (Fu, 2014). Instead, it will receive nourishment from other subjects and eventually grow into a tall tree.

References

- Cui, G. (1993). *3000 Advertising English*, (pp. 105-110). Beijing: Peking Institute of Technology Press.
- Fu, G. Q. (2002). The principles of advertising, (p. 127). Shandong: Shandong Education Press.
- Fu, J. M. (2014). Approaches to the functions of translation. *Journal of Shanghai University (Social Sciences Edition)*, 116-125.
- He, R. (2016). On the strategies of goods advertisements in light of functional equivalence theory. *Journal of Lanzhou Institute of Education*, 152.
- Hu, Z. L. (2001). A course book, (p. 143). Beijing: Peking University Press.
- Li, M., & Ma, C. M. (2005). The overview of the advertisement translation in China. *Chinese Science and Technology Translations Journal*, 37-41.
- Li, Y. P. (2010). The summarization of the researches on Nida's functional equivalence theory. *Beijing Electric Power College Journal*, 239-241.
- Lv, J., & Hou, X. Q. (2005). *Translatology – A perspective of constructivism*, (p. 58). Shanghai: Shanghai Foreign Language Education Press.
- Newmark, P. (1988). *A textbook of translation*. Landon: Prentice-Hall, (20).
- Nida, E. A., & Tamber, C. R. (1969). *The theory and practice of translation*. Leiden: E. J .Brill.
- Su, S. H. (1996). The stylistic function and translation criterion of advertising English. *Journal of Foreign Languages*, 78.
- Xu, Q., & Wang, T. (2001). On the translation methods and its theoretical foundation of soft news. *Language and Translation*, 40.
- Zhang, L. (2010). The application of functional equivalence theory in advertising translation. *Journal of Xianning University*, 76.

A Study on The Survey, Application and Future of Machine Translation

Shidong Zhang

School of Foreign Languages, Northeast Normal University, Changchun, China

Email: zsd@nenu.edu.cn

Shuang Peng*

School of Literature, Northeast Normal University, Changchun, China

Email: shuangpeng@nenu.edu.cn

[Abstract] *The application of machine translation can be divided into three periods according to its technology and usage. The first period can be called the history and survey period; the linguistic theories are the foundation of translation, computer science and other disciplines are also engaged. The second period can be called the application period and it can be classified into four types: publishing, understanding, communicating and assessing of information, and used in the field of term translation in legal documents, non-literary publications and intelligence materials. However, it also has advantages and disadvantages. The former includes a rapid pace and great amount of work. The latter refers to the fact that machine translation quality is inferior to that of the translators. The third period can be called possible applications, which includes fusion, interactivity, automatic quality assessment and workload estimation. The target is personalization and enhanced work efficiency, ease of use and management.*

[Keywords] *machine translation; survey period; application period; advantages and disadvantages; possible applications*

Introduction

The history of machine translation is the pursuit of the best in applied technologies. For a long time, machine translation has achieved obvious achievements, despite its poor quality. In recent years, economic globalization and internet technologies have seen the increasing development of people's demands of machine translation. Thus, new opportunities will be produced in the relevant studies (Liu, 2002).

According to the operational theories, the technologies of machine translation could be divided into rules-oriented and corpora-oriented, which are also called traditional school and modern school (Liu, 2002). In terms of technology, machine translation is based on the coexistence of rules and statistics. In the light of subjects, it serves for the public online for free; professional translation easier in application mode; enterprise-class application is based on the limited-domain (Luo, 2013). The application of machine translation can be classified into four types: publishing, understanding, communicating and assessing of information (Liu, 2002).

The target is to enhance work efficiency, ease of use management, and personalization. The possible applications include:

1. Fusion – machine translation mixed with computer-aided translation, so that the application can be more humane, quality can be more controllable, and functions more complete;

*Corresponding Author

2. Interactive – where machine and manual translation work at the same time and the translation can be adjusted according to the manual translation;
3. Automatic quality assessment – to prompt the user whether to accept the machine translation or not;
4. Workload estimation – to determine the workload, while estimating the cost (Luo, 2013).

The History and Survey of the Machine Translation

The first type of translation is based on the rules, which means we analyze, revise and judge the source languages in the level of grammar and semantics, reconstructing the order of the sentences and then, generate the target language. This process is called traditional translation (Liu 2002). Compared to traditional translation, computer-aided translation technologies are stronger in memories and implementation, but weaker in the ability to think, as humans do. So, we should regularize and formulate computer languages, to transfer the natural languages into, in order to make the computer work the same way as humans. Traditional machine translation is theoretically based on structural grammar by Leonard Bloomfield and translates the language word, by word. Under this theory, the translation only focuses on the part of speech, acceptance and grammar in every single word. In this, the analysis and judgement only exist at the word level, rather than phrase, sentence or text, so the translation must be inaccurate. However, compared to relevant simple and immobilized languages, such as orders and instructions, this kind of translation can still be acceptable (Liu, 2002).

The second type of translation is based on corpus, and its working principle is based on a corpus which is bilingual. During the process of translating, the computer imitates the example sentences of the corpus to make the transformation from source language to the target language. It can be also called modern machine translation because it uses a modern translation database. The ideological foundation of modernism is Chomsky's transformation-generative grammar. Beyond the word level of structural grammar, it starts from the overall structure of the sentence, which in turn, scans the meaning of the constituent parts of the sentence through the corpus. Because it is based on the sentence as a whole, with two functions: one is parsing; the other is to editing and modification, which undoubtedly has the advantages of editing and translating the text. However, it is necessary to have a strong corpus of various sentence patterns as a foundation, and both the construction of a corpus and the establishment of its effective operation mechanism need the tremendous progress of linguistics, psychology, neuroscience and computer science. Furthermore, an in-depth study of the syntactic features and relationships of each language and each will be the necessary linguistic foundation for machine translation (Xiang, 2000).

The combination of rules and statistics in the corpus, due to its advantages of quality, quantity and the exhaustiveness, is in line with the development trend of machine translation technology. It is embodied in three levels of knowledge: First, the theoretical level of representation, which is the combination of deep linguistic knowledge and statistical models, with robustness; second, the content level of an accessible, large-scale corpus is the source of the knowledge base, which is obtained automatically and intuitively, and easy to understand and modify; third, the practical level of usage – a variety of translation engines that complement each other will achieve better translation results.

The originator of the statistical machine translation method was IBM. In 1990, it put forward the idea of statistical machine translation. Its statistical translation method is based on the channel model of source, through “decoding”, in order to realize the transformation of source language to target language. The models used by Google and other systems are based on this improvement. That is, their machine

translation systems are all based on statistics. The translation system used by Google is a statistical machine translation method based on maximum entropy model. By using the powerful clustering function of the Google search engine, a bilingual parallel corpus for machine learning can be built quickly and well. Due to its excessive dependence on corpus, the sparse data by the statistical machine translation model can also have “flaws”. The score of Arabic-British machine translation was 0.5131, whereas the score of Chinese- English machine translation was 0.3531, which can be proof. The reason for the low score of Chinese- English evaluation system also shows that the semantically complex and grammatically flexible language such as Chinese can be a huge challenge that machine translation has to face (Zhang, 2006).

The Application of Machine Translation

In terms of technology, machine translation is based on the coexistence of rules and statistics. In the light of subjects, it serves for the public online for free; professional translation is easier in application mode; enterprise-class application is based on the limited-domain (Luo 2013).

On the one hand, the application of machine translation can be classified into four types: publishing, understanding, communicating and assessing of information (Liu, 2002).

Publishing Information

It mainly provides the publisher with a translation service for news, announcements, legislation and product descriptions. Because of the importance and clear logic of the information, the translation should show high quality and accuracy. It has two models, restricted language and computer aided. As for the restricted language model, under the condition of strict limitation, machine translation could be high quality. For instance, Canada makes the utmost of the TAUM-METEO translation system in weather forecasting. Some corporations utilize the restricted language model to simplify its product description, which is prone to machine translation. A computer aided translation system could provide a lot of related tools, such as translation memory, term management, corpus processing and aligning, format decomposing and composing, and translation text management. Trados system has owned a large scale industry and accepted professional translators. It has occupied 70% of the translation software market, with more than 40, 000 enterprise users (Liu, 2002).

Understanding Information

This provides translation services to those users who need the main idea of the text. Its improvement has been accelerated by the popularization of the internet. Those people who cannot understand foreign languages can browse the web with the help of this system, which is convenient for information comprehension. *Worldview* in China and *World Lingo* in foreign countries are typical representatives of this (Liu 2002).

Communicating Information

This provides translation services to those users who need one-to-one communication with the translation systems, both in oral and written forms. Confined by the development of voice technology, an oral translation system could be employed in some limited fields, such as ticket inquiry and hotel reservations. A written translation system can be used extensively in areas such as tourism, e-mail, or chatting online. The advantages of this type of translation is that it can be used in specific fields, it is arbitrary, has real-time performance, and complicated human-machine interaction (Liu, 2002).

Accessing Information

This refers to the embedded system of machine translation in the context of multiple languages to retrieve information, extract information, abstract text and operate the database. Its development has been pushed by the improvement of the internet. Information retrieval among languages has been viewed as an important sphere of its kind. Development of the technology and the improvement of the level in the field of machine translation, practical development of translation system is helpful to produce more forms of application (Liu, 2002).

On the other hand, machine translation can easily be used in the following three areas:

- 1 Term translation in legal documents. Although the prospects of legal documents translated by machine translation is not very optimistic, some systems can deal with the translation of European legal terminology by post processing. Moreover, the patent agent can understand the content of the document through machine translation, so as to judge whether to undertake this business. With the solution of terminology translation, the pace of integration of legal documents with machine translation will gradually expand.
- 2 Non-literary publications can be basically realized through machine translation. Because of the relatively fixed terms and grammatical norms, the quality of various technical manuals, manuals, weather forecasts basically conform to the standard. They need just a simple manual modification and polishing.
- 3 Machine translation of intelligence materials. The United States and the former Soviet Union carried out this work many years ago. The US Air force used machine translation for millions of words every year in the 1990s, which needs post-translation processing, of course. Translators may be more concerned about the readability of the translation because of a lack of professional knowledge; whereas the professional can read many translated sentences which are not very smooth because of the understanding of the subject and the clear purpose of reading. The circle of machine translation states that the most perfect translation may not be necessarily the users' needs; they only need the most relevant information. After browsing the translated version without any modification, professionals can select the parts that need to be polished and make a selective translation. Because of its large amount of information and fast speed, machine translation has gained more and more attention in the translation of information materials. Although the cost of translating machines is very high, it is worthwhile to achieve certain benefits. It is estimated that if there are two million words in the field of foreign language information translation, it deserves to be equipped with a high-quality machine translation system. Skilled operators can increase translation efficiency by several times (Ke, 1995).

The Advantages and Disadvantages of Machine Translation

Machine translation could provide us with an initial version of translation or even a final version, which could lessen the working pressure of the translator. Machine translation has the advantages of a rapid pace and producing a great amount of work. However, it still has the disadvantages that its translation quality is inferior to that of the translators. We cannot blindly pursue the capability and quality of machine translation system without a quality guarantee. Instead, we should access the machine translation from

different perspectives, such as working pace, accuracy, comprehensibility, and cost spending. All of these show the complexity of translation; even the most advanced machine translation cannot replace translators. To some extent, machine translation needs assistance from translators to offset the deficiency of artificial intelligence (Fu, 2015). So, the improvement of the translation technology should focus on the development of computer-aided translation. The advantages of machine translation are as follows:

1. It can ensure the coherence of the translation, especially in the translation of terms when many translators work together. The translation memory database can store what has been translated, so the translators could avoid repeated work and process other parts;
2. It can reserve the original format, so translators can save time in composing;
3. A quality inspection tool can check various translation errors, from simple to complicated, from spelling and grammar to format and term;
4. The recognition technology in voice and optical character, as well as the technology in format conversion, could sharpen the repeated work of translators (Liu, 2014).

There are two disadvantages in the application: First, from the perspective of professional translators: it is a complex system; it's difficult to control quality; the utilization of translated historical resources is not sufficient; the model is not good. Second, from the point of view of a layman; they do not understand this model; there is poor quality which is accustomed to the existing model and not used work (Luo, 2013). From this point, we can see that because of the complex, hard-to-control and bad system for professional translators, there is simply no way for the layman to use it. What needs to be improved is to make translating easy for laymen after they have learned certain things. In this way, machine translation can be used effectively from a professional translator to an outside expert. Then, we can say that the application problem is really solved.

In short, machine translation has the following four characteristics: great advances in technology; widespread application; imperfect application modes of professional translators; and the continuous emergence of research and applications (Luo, 2013). The advantage is its number and speed; the disadvantage is a bad understanding of natural language. Therefore, people-led machine translation is still the only way to obtain high-quality translation (Wang, 2014).

Conclusion

The possible applications for machine translation include: fusion – machine translation mixed with computer-aided translation, so that the application can be more humane, more controllable quality, and more complete functions; interactive – machine translation and manual translation work at the same time to adjust the translation according to the manual translation; automatic quality assessment – the prompting of the user whether to accept the machine translation or not; and workload estimation: determines the workload, while estimating the cost (Luo, 2013).

The target of machine translation is to enhance work efficiency, ease of use, ease of management, and personalization. The cost of the huge market of Japanese translation in the early 1980s was 12 billion RMB per year. In order to save costs and improve efficiency, efficient machine translation has become people's best choice. Companies have invested huge amounts of R&D funds and have successfully developed a practical Machine Translation system. Machine Translation has become not only a hot research topic, but also trend, because there needs to be a more efficient machine, pushing it to society, so as to replace part of the human labor (Fang, 1988). Now, China's GDP has surpassed Japan's, and China has developed the concept of "public entrepreneurship and innovation" and "Going out" of the Chinese

product through the “Belt and Road” initiative. These concepts are in urgent need for the development of a more practical machine translation system in order to improve work efficiency and to serve for the development of the country and society.

Acknowledgement

This paper was the result of the National Social Science Key Project: *A Study on the Security of Chinese Language Industry Based on SWOT Analysis*. Item Number: 14AYY007.

References

- Fang, M. S. (1988). *Reflections on the Japanese translation market*, (p. 3). Shanghai: Shanghai Science and Technology Translation.
- Fu, J. M. (2015). Development of translation technology and translation teaching. *Foreign Language Teaching*, (6).
- Ke, P. (1995). Machine translation in Europe and America. *Chinese Translator*, (2).
- Liu, C. M. (2014). Translation technology: Double-edged sword. *Journal of Taizhou University*, (4).
- Liu, Q. (2002). Development and application of machine translation technology. *Nomenclature Standardization and Information Technology*, (2).
- Luo, W. H. (2013). The application of machine translation technology and its application in translation practice. *The Fifth Translation Exchange Conference*, (05-25).
- Wang, H. S. (2014). Computer aided translation technology in information age. *Foreign Language Research*, (3).
- Xiang, K. J., & Huang, X. L. (2000). Research on machine translation and collocation – A concurrent discussion with Ms. Liu Sha’s “Holographic Translation Technology”. *Journal of University of Electronic Science and Technology*, (2).
- Zhang, X. J., & Chen, X. H. (2006). A brief review of MT-05 in NIST2005. *Journal of The Chinese Language College of Nanjing Normal University*, (3).

An Ideological Manipulation in the Practice of Media Translation

Zhang Rui

School of Foreign Language, Heihe University, Heihe, China

Email: 125763516@qq.com

***[Abstract]** This thesis takes a look at media translation and analyzes the relationship between media translation and ideology from an ideological perspective. This study shows that ideological manipulation over media translation is inevitable. With the theory of the Manipulation School, Skopos Theory, and Foucault's Discourse of Power as the theoretical framework, this thesis explores the ideological manipulation over media translation. By means of case study, the research brings about the conclusion that media translation is manipulated by ideology on three different levels: the choice of material, the choice of translation strategies and the choice of words.*

***[Keywords]** media translation; ideology; manipulation; discourse of power*

Introduction

Media translation has been playing a more and more important role in the 21st century when the world entered into the information epoch. China's role on the world stage is becoming more important in the process of globalization. To answer the call of practice, plenty of articles and monographs have been written. However, most of them focus on the style of English media language, and the features and strategies of media translation. The impact from ideology is rarely talked about, so this issue has great significance in the media translation field. When reading English news reports in newspapers published both in China and in the Western world, tuning into both local and foreign English radio broadcasting and watching foreign English TV news programs, people have found out – even though all content is published or broadcast in the same language, English – that news stories of the same subject matter are apparently different from each other. People may perceive the differences but might not know what the reason for it. This calls for a detailed study of news stories of the same event in both the Chinese media and those in Western countries. In this thesis, the author will take some examples of both printed and broadcasted news stories from major English media outlets in China, compare the different translations of the same news stories and analyze exclusively the impact of ideology in the practice of media translation, aiming at reminding both the media translators and the media receivers of ideology's influence in media translation.

The ABCs of Media

The Definition of Media

Before we initiate the discussion on media translation, we should first acquaint ourselves with media – what media is, and how it works. After consulting various domestic and foreign authorities in the field of media, we get the definitions of media from different perspectives. A survey of the definitions of media shows clearly that in the broad sense, media can be everything conceived and designed to reach a very large audience, via newspaper, magazine, radio and television, and the news is part of it. Lack of space forbids discussion about every aspect of media. Here, the author would like to point out that when mentioned in this thesis, media is narrowed down to only the news, both hard and soft.

The Classification of Media

Media can be classified according to different standards. According to the definitions listed above and the various media carriers, media can be classified as newspaper coverage, magazine coverage, radio coverage, TV news, cable news, and dispatches (Gutt, 2004). It can also be classified as printed media, broadcast media and internet media in a general way. As Professor Tongbing points out: objectivity, impartiality and orientation are the major features of the media. He defined them as follows:

- Objectivity: Every event should be reported accurately as what it is and how it goes.
- Impartiality: When the public is using the media to air their views, join a discussion or defend themselves, the media people should not be in favor of either side.
- Orientation: The specific attitude and political stance of the media people manifested in news reporting (Tymoczko, 2002).

Ideological Manipulation over Media

Looking at the above-mentioned social functions, media is expected to be unbiased. That is, the writers and reporters should collect, write, edit and publish or broadcast the current events objectively and present them using various media carriers, without bias. This professional ethos is common to all news media – press, radio and television, and certainly, it is also what journalists claim in any general statement on the matter. The media is ideologically manipulated – this is commonly accepted in the media field from the East to the West. As Professor Liu Jianmin pointed out: Nowadays, the media works both as a comprehensive “idea manufacturer” and “idea transmitter” (Berman, 1984). To keep absolute neutrality was impossible on public and fatal issues and editors’ bias was understandable, which was completely blunt in the original edition of *The Times*. This prejudice has been clearly manifested not only in *The Times’* news reports over the past 76 years, but also in each and every major media carrier in the U.S., especially in news stories concerning China (Fowler, 1991). A vivid impression will be gained after checking out the following news story about Wen ho Lee. Dr. Wen ho Lee, a Taiwan-born Chinese American computer scientist at Los Alamos National Labs in New Mexico, was fired on March 8, 1999, two days after the publication of an inflammatory *New York Times* article that ran under the headline “Breach at Los Alamos: A Special Report. China Stole Nuclear Secrets For Bombs, U.S. Aides Say” (Pinkham, 2004). The piece read like a case study in journalistic brinkmanship and was but the first of many negative articles concerning the Wen ho Lee case to be published by *The New York Times*. These stories caused an uproar in the government and the press, and Lee lost his job in due course. But all of these stories were published before any investigation had been carried out by relevant authorities and government offices.

Discourse of Power, Ideology and Media Translation

The Doctrine of Power

Michel Foucault, a well-known French philosopher, is an important representative of Western structuralism. For the first time in history, he put forward his theories concerning power and discourse and the relation between them. In Foucault’s description of the relation between discourse and power, discourse is not the “discourse” we are very familiar with as a term in ordinary language (speech, conversation, dialogue) and literary study, but a major human activity. And power, here, doesn’t mean to impose one’s will on others, but instead “as the multiplicity of force relations immanent in the sphere in

which they operate and which constitute their own organization: as the process which, through ceaseless struggle and confrontations, transforms, strengthens, or even reverses them; as the support which these force relations find in one another, thus forming a chain or a system, or on the contrary, the disjunctions and contradictions which isolate them from one another; and lastly, as the strategies in which they take effect, whose general design or institutional crystallization is embodied in the state apparatus, in the formulation of the law, in the various social hegemonies” (Foucault, 1991). And “Power,” insofar as it is permanent, repetitious, inert, and self-reproducing, is simply the overall effect that emerges from all these mobilities, the concatenation that rests on each of them and seeks in turn to arrest their movement ...power is not an institution, and not a structure; neither is it a certain strength we are endowed with; it is the name that one attributes to a complex strategic situation in a particular society.

The Doctrine of Ideology

The concept “ideology” is composed of two Greek words: idea and logos. It means the “science of ideas”. Originally, it was used to refer to the principal part of worldview and philosophy, which worked as the indispensable media between world and human being in the fight against religion. But this is the positive meaning of ideology; some scholars explain ideology from a negative point of view. They believe ideology is a false consciousness composed of a set of value judgments related to each other, which influence society and the political activities therein. And these biased value judgments will surely mislead our understanding toward the world because they haven’t been proved reasonably. The fact is: ideology has been playing a double role in philosophy and culture studies. In *Constructing Cultures: Essays on Literary Translation*, Andre Lefevere defined ideology as “a conceptual grid that consists of opinions and attitudes deemed acceptable in a certain society at a certain time, and through which readers and translators approach texts” (Bassnett, & Lefevere, 2001). When an ideology is the ideology of a particularly powerful social group, it is said to be dominant. Ideology plays an important role in the exercise, maintenance and change of power, and this role is becoming increasingly significant in modern society.

The Manipulation School in a Contemporary Perspective

According to Snell-Hornby (2001), there are presently two competing European schools of thought on translation. One school, *übersetzungswissenschaft* or “translatology,” is mainly linguistics-oriented and the other, the Manipulation School, may be seen as a branch of comparative literature. The Dutch-based, culturally-oriented Manipulation School, with scholars such as Lefevere, Lambert, Hermans, Bassnett, and Toury, exemplifies the other current trend. As their starting point is definitely literary, it may seem that the ideas of the Manipulation scholars are only valid for literary translation. However, according to the scholars themselves, this is by no means the intention. Mostly they see their work as representative of and applicable to all kinds of translation – “oral as well as written, literary as well as non-literary, and without restriction in time or space” (Snell-Hornby 2001). According to the Manipulation School, the translation scholar should always be willing to adopt whatever method – from whatever field – he/she might find useful. Apart from linguistics, such useful disciplines are, for instance, comparative literature, communication theory, film and media studies, intercultural management, history, and sociology. The Manipulation scholars reject the traditional, idealized idea that the target text is a faithful (equivalent) reproduction of the source text. Rather, they see translation as a manipulation of the source text for a certain purpose (Snell-Hornby 2001). This makes their approach both target-oriented and functional. The

purpose of the translator's manipulation is to bring the target text into line with a certain notion of correctness (Snell-Hornby, 2001), which is found within a system of norms.

A Brief Introduction to Skopos Theory

The functionalist approach theory originated in Germany in the 1970s, with Katharina Reiss, Hans J. Vermeer, and Christiane Nord as the main representatives (Vivian, 2005). As Christiane Nord defined it, "functionalist" means focusing on function or functions of texts and translation (Nord, 2001, p. 1). In her 1971 book *Possibilities and Limits of Translation Criticism*, Katharina Reiss introduced a model of translation criticism based on the functional relationship between source and target texts. This was regarded as the rudiment of functionalist translation theory (Vivian, 2005). Vermeer further developed Reiss' theory in his *Skopos Theory*; "Any form of translational action, including therefore translation itself, may be conceived as an action as the name implies. Any action has an aim, a purpose...the word Skopos, then, is a technical term for the aim or purpose of a translation" (Nord, 2001). In the framework of the theory, one of the most important factors determining the purpose of a translation is the addressee, who is the intended receiver or audience of the target text with their culture-specific world knowledge, their expectations and their communicative needs. Every translation is directed at an intended audience, and to translate means to "produce a text in a target setting for a target purpose and target addressees in a target circumstance."

The role of the source text in functionalist approaches is radically different from earlier linguistic or equivalence-based theories. Vermeer uses the word "dethronement" to indicate that the source text is no longer the first and foremost criterion for the translator's decisions; it is just one of the various sources of information used by translators (Nord, 2001).

Ideological Manipulation in Media Translation

Ideological Manipulation in the Choice of Material

Facing numerous texts, the first question the translator should think about is: what to translate? The factors influencing the translators' choice vary, such as culture prejudice, political element, language competence, and so on. But the political element plays a leading role in the process. Yanfu's choosing *Evolution and Ethics* as his first book to translate and Liang Qichao's preferring novels were both decided by the then social, political environment. As for media translation, a kind of discourse which is more closely related to politics, the impact of political ideology can just be more obvious. The statistics provided by Pan Zhigao in *A Tentative Analysis of China's Image in The New York Times* shows, of all of the 3930 news stories related to China published in *The New York Times* from 1993-1998, 55% were negative, 44% neutral, and 1% was positive (Tymoczko, 2002).

Western media has been paying constant attention to China, and reports about China can be easily attained. But when reporting about China, the media chooses to take values and ideology that are opposite those of China. And the materials they pick are not all-sided and don't objectively tell what China is really like. For example, most of the news stories related to China in *The New York Times* are negative ones, or even false, and the topics include people holding a different political belief, the so-called status of human rights in China, riots, religion problems, drug-dealing and natural calamities. Occasionally, they show an opposite attitude in one or two passages because they believe China is undergoing a capitalistic reform during which values and ideology of the Western world are pervading throughout China as they

have been expecting. So, it's quite clear that in media translation, the choice of material, in the first place, is ideologically manipulated.

Ideological Manipulation in the Choice of Strategy of Media Translation

Media translators have to take more factors into consideration than their counterparts in other fields when translating because of the uniqueness of the media. Among all the factors involved, the function of media language should be given priority because it has an irreplaceable impact on the choice of the translation strategy.

Every translation is directed at an intended audience, since to translate means to produce a text in a target setting for a target purpose and target addressees in target circumstances (Nord, 2001). Nord also pointed out "the translation purpose justifies the translation process, ...the end justifies the means". As Newmark stated, "My own view of texts derives from Bühler's theory of language: I categorize all texts as expressive or informative or vocative, each with a basic translator's loyalty to the SL writer, or the 'truth', the facts of the matter or the readership respectively (Newmark, 2001). Nord pointed out that those text-type classifications sharpen the translator's awareness of linguistic markers of communicative function and functional translation units (Nord, 2001). With his text-type classification as the foundation, Newmark divided translation into semantic translation and communicative translation in which semantic translation is used for "expressive" texts and communicative translation is used for "informative" and "vocative" texts (Newmark, 2001). Because few texts are purely expressive, informative or vocative, most include all three functions, with an emphasis on one of the three (Newmark, 2001). According to the text's categorization put forward by Newmark, media texts are mainly 'informative' and 'vocative.' That is to say, communicative translation should be employed in media translation.

Ideological Manipulation in Lexical Choice

According to Fowler, vocabulary is an internal part of the reproduction of ideology or proposition. In Halliday's theory, vocabulary of lexis is a major determinant of ideational structure. It can be regarded as a representation of the world for a culture; the world as perceived according to the ideological needs of a culture (Fowler, 1991). "Lexical choice" is an eminent aspect of media translation in which hidden opinions or ideologies may surface. The different word choice of English translation is determined by various factors such as the target audiences, purposes, subject matter and ideological elements. Here, let's take a look at how ideology works in a lexical choice case study.

"Chen Shuibian Claims to Restart Cross-strait Peace Dialogue. In an Overture, Taiwan's President Calls for Opening Peace Talks With Mainland China" is an article that appeared in *The New York Times*. "A-Bian" is the way we address him in the Chinese media and "Taiwan leader" is widely accepted by China's English media, neither addressing Chen Shuibian by his name directly. *The New York Times* addressed Chen Hsui-Pian as Taiwan's president, which clearly shows preference for him. "Mainland China", "the Chinese Mainland" and "China's Mainland" are commonly used in English media, but "mainland China" is not acceptable by China's media. This is apparently opposite of the political stance of China's government and clearly shows the "two Chinas" misconception in the mainstream ideology in American society. In addition, *The New York Times* used "overture" to refer to Chen Shuibian's "Double 10th speech", which, obviously, was a lie.

Conclusion

With the theory of the Manipulation School, Skopos theory, and Foucault's Discourse of Power as the theoretical framework, this thesis explored the ideological manipulation over media translation and brings a conclusion. Media translation is destined to be manipulated by ideology because of the intrinsic relationship between power, ideology and the media. Ideological manipulation over media translation works on three different levels: the choice of material, the choice of translation strategies, and the choice of words. With Skopos theory as a guide, this author points out that the most widely accepted translation strategies should be complete translation, adapted translation and abridged translation. Abridged translation should be regarded as a variation of adapted translation. Media translators should always stick to the correct political stance and bear in mind both the dominant ideology of the target language society and that of the source language society. As for the receivers of media translation texts, they should always be aware of the ideological manipulation in media translation and hold a critical view toward the information floating on various media carriers.

Acknowledgement

This paper was funded by "A Study on the Development of Border Tourism Cooperation Between Heilongjiang Province and Eastern Russia", Scientific Research Fee of the Education Department of Heilongjiang Province about Special Award for Russian Far East Think Tank, (No. 18KYYWFZK01).

References

- Bassnett, S., & Lefevere, A. (2001). *Constructing cultures. Essays on literary translation*. Shanghai: Shanghai Foreign Language Education Press.
- Berman, A. (1984). *L' épreuve de l' étranger*. Paris: Gallimard.
- Gutt, E.-A. (2004). *Translation and relevance*. Shanghai: Shanghai Foreign Language Education Press.
- Foucault, M. (1991). *Discipline and punish: The birth of a prison*. London: Penguin.
- Fowler, R. (1991). *Language in the news: Discourse and ideology in the press*. London/New York: Routledge.
- Pinkham, J. (2004). *The translator's guide to Chinglish*. Beijing. Foreign Language Teaching and Research Press.
- Vivian, J. (2005). *The media of mass communication*. Beijing. Peking University Press.
- Newmark, P. (2001). *Approaches to translation*. Shanghai: Shanghai Foreign Language Education Press.
- Nord, C. (2001). *Translating as a purposeful activity: Functional approaches explained*. Shanghai: Shanghai Foreign Language Education Press.
- Snell-Hornby, M. (2001). *Translation studies. An integrated approach*. Shanghai: Shanghai Foreign Language Education Press.
- Tymoczko, M. (2002). *Translation and power*. Amherst: University of Massachusetts Press.
- Williams, J., & Chesterman, A. (2004). *The MAP: A beginner's guide to doing research in translation studies*. Shanghai: Shanghai Foreign Language Education Press.

Challenges in Museum Translation and Countermeasures: A Case Study Based on the Hubei Provincial Museum

Wenqi Dong and Qi Fan

School of Foreign Languages, Wuhan University of Technology, Wuhan, China

Email: 2412244754@qq.com

[Abstract] Museums carry and transmit cultural messages. With the “going out” strategy widely implemented in China, C-E translation of museum text plays a more and more significant part in the popularization of Chinese culture. As a national 5A tourist attraction, the Hubei Provincial Museum attracts a large number of overseas tourists every year. Therefore, its English translation is of great importance in the field of external publicity. The translation of museum texts, which aims to offer foreign visitors clear and precise information about exhibitions, is an important genre of overseas-targeted publicity translation. Under such circumstances, visitors’ understanding and response to the text-reader “communication” are crucial to the publicity of Chinese culture through museums. From the perspective of Reception Theory, in the “triangle” of text, writer, and reader, the reader is viewed as a vital functioning participant in the processing of texts. Therefore, the authors believe that examining the English translation of museum text based on Reception Theory is a highly feasible method. In light of Reception Theory, this paper examines the Hubei Provincial Museum as an example to look into the C-E tradition in museum translation and explore innovative ways in museum translation. The authors analyze the English translation of several typical museum exhibitions from different aspects, such as language format and cultural differences, and give some suggestions to solve certain correlative problems.

[Keywords] C-E translation; Hubei Provincial Museum; inheritance and innovation

Introduction

China has been actively implementing the “going out” strategy in the cultural industry, greatly promoting international cultural exchanges. As a carrier of history, culture, and humanity, museums are recognized for their great value to the development of foreign publicity. Museum text belongs to tourism text. In China, it usually consists of Chinese text and its English translation. Foreign visitors mostly rely on the displayed entity and the English text to understand the exhibited objects from the aspects of historical background, cultural deposits, ethnologic features, and so on. It can be seen that C-E translation of museum text plays an important role in the popularization of Chinese culture. Thus, the reception of the English text among Western readers is significant.

Chinese scholars have been conducting studies in the field of C-E translation of museum text for decades. For instance, Qing Li put forward some major translation principles and strategies of cultural relics in her paper “C-E Translation of Museum Cultural Relics – A Case Study of Zhejiang Provincial Museum” (Li & Hu, 2011). Yun Zhang constructed a translation model and measuring standards for C-E translation of museum text in her paper “On the Translation Model of the Texts of Museums with the Translation of the Texts of Nantong Museum as a Case Study” (Zhang, 2016). Meanwhile, there are also some inspirational findings about C-E translation skills under the guidance of reception theory. For example, Defu Lai pointed out the enlightenment of reception theory given to the translation of tourism materials in his paper “Translations of Tourism Text for Global Communication – From the Perspective of Reception Theory” (Lai, 2012). Currently, the relative researches mainly focus on general tourism text or concentrate

on special types of museums, such as the China National Tea Museum (Yang, 2014). This paper chooses a typical general museum in Central China and explores the possible improvements in its exhibition text.

The Jing-Chu culture in Hubei, bred by the Yangtze River, has a long history and distinctive features, which adds more difficulties to the translation process of museum exhibitions. The Hubei Provincial Museum, a well-known national 5A tourist attraction, contains a large amount of state-level historic and cultural relics (Luo, 2005). Its translation materials are representative and practically unique in C-E translation studies of museum text. The author visited Hubei Provincial Museum several times to collect materials of various exhibitions, such as *The Art of Earth and Fire*, *The Intersection of Civilizations – The Mediterranean World from Ancient Egypt to Byzantine Empire*, *The Beginning Sound – The Culture of Jew's Harp in the World*, and *Luminaires of Hubei during a Century*. The paper analyzes the C-E translation of those exhibitions from different aspects of language and culture and gives some advice based on the reception theory to solve common problems.

Reception Theory and C-E Translation of Museum Text

Introduction of Reception Theory

Reception theory, a type of reader response literary theory, appeared in the late 1960s in Germany. Its leading exponents include Hans-Robert Jauss and Wolfgang Iser (Lv & Ning, 2013). The theory emphasizes on the reader's reception when interpreting a literary text. According to Jauss, readers approach a text with their knowledge and experience gained from interactions with previous texts, or the "horizons of expectation" (Jauss, 1982). In the "triangle" of text, writer, and reader, the reader is viewed as a vital functioning participant in the processing of texts. Iser did not concentrate only on the reader and ignore the text. He held the view that "literary work is neither completely text nor completely the subjectivity of the reader, but a combination or merger of the two" (Holub, 1984). During the interaction between the text and the reader, the reader can actualize the author's consciousness by filling in the blanks and bridging the meaning gaps spontaneously.

Significance of Reception Theory to C-E Translation of Museum Text

The translation of museum text, whose main purpose is to provide foreign visitors with clear information about exhibitions, is an important genre of overseas-targeted publicity translation. In this case, translators are the authors of the English museum text and visitors are the readers. Visitors' understanding and response in the text-reader "communication" are crucial to the publicity of Chinese culture through museums. Hence, examining the English translation based on the reception theory is a highly feasible method.

From the perspective of reception theory, the audience's status even comes out higher than the author's, and the priority is to meet the audience's needs and expectations. So, during the translation process, the focus should be on the reception of readers, and the English translation should be able to meet the criterion of Western tourists' horizons of expectation. The targeted readers' aesthetic psychology and cultural customs need to be considered in order to avoid misunderstandings due to different language styles or social ideology. The goal is to achieve fusion of horizons between the translator and the foreign tourists.

C-E Translation Analysis of Hubei Provincial Museum Text

Language Format

Mistakes in grammar, spelling and format often appear in English translation of museum text. When seeing exhibitions, visitors generally have limited time. For them, there is a minimal expectation that the text will be free of grammatical, spelling, and formatting errors. If the text is smooth and easy to read, the translation will be deeply appreciated. This type of problem is usually ignored because it may not cause any problems in comprehension but, in fact, language format deserves more attention. A well formatted text gives readers good impression and gains better feedback.

Example 1.

Source text: 在这里展出的不同国家、不同民族具有代表性的口弦琴, 体现了各地域不同民族文化的异彩纷呈。

Target text: The Jew's harp exhibiting here are from various countries and ethnic groups. They reflect the varied and colorful culture of each ethnic region.

Analysis: The original sentence is translated into two separate sentences. This simplification strategy accords with the habit of English expression. However, in the first sentence, the verb "exhibit" should be in passive voice rather than present progressive. Here, "the Jew's harp" is in the singular form and this contradicts with the demonstrative pronoun "they." There is also a spelling mistake in the second sentence: "ethnic" means "a set of moral principles, especially ones relating to or affirming a specified group, field, or form of conduct" while "ethnic" means "a population subgroup with a common national or cultural tradition." According to the meaning of the previous sentence, the correct word is "ethnic."

Example 2.

Source text: 如青花瓷器, 无论造型和装饰, 都可以用一个“秀”字来概括, 与康熙青花瓷器的挺拔、遒劲风格迥然不同。

Target text: The then blue-and-white porcelain wares can be generally described with the word "graceful" in term of design and decoration, forming a sharp contrast against those in the reign of Kangxi, the style of which are masculine and vigorous.

Analysis: This example shows another kind of grammatical error. The adjectives "masculine and vigorous" are supposed to modify the noun "style," so the verb should be in singular form.

Example 3:

Source text: 女娲的配偶叫做伏羲, 亦有“伏羲作瑟五十弦”的神话流传, 后人称为“伏羲式古琴”。

Target text: Nvwa's husband, Fuxi was also the inventor of an instrument called *se*, which is alleged to have fifty strings.

Analysis: Currently Pinyin used in translation is widely accepted in Western countries. "女娲", the mother goddess of Chinese mythology, is generally translated as "Nüwa." Besides, the *se*, as a special type of instrument, should be in italics.

Example 4:

Source text: 罗先生指出, 古汉语之“簧”字可以追溯到《诗经》或之前的时代。

Target text: He pointed out that the *huang* (簧) in classical Chinese dates back to the time of *Shijing* or before.

Analysis: The *huang* is an ancient Chinese instrument; like *se*, but here, it appears as a Chinese character. It is better mentioned as "the character of *huang*." *Shijing*, also known as *The Classic of Poetry*, should be in italics, too.

Background Information

The Hubei Provincial Museum is especially famous for its exhibitions of ancient relics that associate closely with traditional Chinese culture. In C-E translation of relics, translators should pay attention to the intentionality and acceptability of the text. There are four basic standards: unequivocal information, concise expression, formal grammar, and unified terms. The requirement for information is primary, since the lack of historical or cultural background information can directly influence the tourists' comprehension of the whole exhibition.

Example 5.

Source text: 青花锦纹双耳盖豆

Target text: Blue-and-white lidded *dou* with brocade design and double ears

Analysis: Dou is a little-known type of sacrificial vessel. Even most of Chinese people are not familiar with it and do not know its uses. It is suggested that the museum present its purpose and appearance in a few words. For instance, *dou* is a type of ancient Chinese bronze vessel used to contain food during sacrifices. It is usually a circular bowl supported on a short stem rising from a flaring base.

Example 6.

Source text: 黄地粉彩佛日常明碗

Target text: Yellow bowl with famille-rose design of the characters *forichangming*

Example 7.

Source text: 青花八宝勾莲万寿无疆大碗

Target text: Large blue-and-white bowl with eight-treasure and lotus design, and the characters *wan shouwu jiang* (infinite longevity)

Analysis: The two relics in Examples 6 and 7 are both porcelain inscribed with Chinese characters. English-speaking visitors hardly understand the meaning of this phrase. The latter gives the definition of the four characters, so the former can imitate this method and paraphrase “*forichangming*” as “long live the Buddhism.”

Wordage Accuracy

In modern societies, museums are not only repositories of culture, but also essential educational institutions with a profound effect on public discourse. Museum visitors often expect to acquire knowledge and broaden their horizons through the tour experience, so the wordage accuracy of the museum text is vital.

Example 8.

Source text: 五彩龙凤碗

Target text: Five-colored bowl with dragon-phoenix design

Analysis: The cognition of color is shared by both Chinese and Western people. From the angle of translation studies, we tend to use literal translation when it comes to monochrome glaze. As for the names of several widespread glazes, we should follow the principles established by usage and stick to the generally-accepted version of translation. For example, 粉彩 – famille rose, 三彩 – tricolored, 五彩 – polychrome, 青花 – blue and white, 秘色瓷 – celadon, 德化白瓷 – Blanc de Chine. In this example, the word “five-colored” should be changed into “polychrome” (Yang & Ma, 2012).

Example 9.

Source text: 黄釉云龙莲瓣盘

Target text: Yellow glazed chrysanthemum-petal plate with cloud-dragon design

Analysis: Chrysanthemum means “菊花” in Chinese, while “莲瓣” means lotus-petal in English. There are many imagery expressions of flowers and birds in Chinese ancient relics. Translators need to be careful when translating different kinds of flowers and birds.

Example 10.

Source text: 黄地粉彩梅鹊盘

Target text: Yellow bowl with famille-rose design of plum and bird

Analysis: Indeed, “鹊” is a kind of bird, but its more accurate translation is “magpie.” The translator chose a broader definition probably for fear of the negative meaning of magpie in Western culture. Nevertheless, with Chinese culture continuously “going out,” Western readers are more familiar with the interesting differences between Chinese and Western culture. Although a magpie can refer to “a person who obsessively collects things or who chatters idly” in Western countries, it is a symbol of luck in China. It could have an annotation like “Magpie is a symbol of happiness in Chinese culture.”

Terminological Consistency

The problem of inconsistency in translation is normally concerned with terminology. Text with disordered terms seems unprofessional and leaves tourists a bad impression. In order to promote Chinese culture more efficiently, we need to treat this sort of problem seriously.

Example 11.

Source text: 湖北省博物馆

Target text: Hubei Provincial Museum/Hubei Province Museum/ Hubei Museum

Analysis: On the official website and admission ticket of the museum, its English designation is Hubei Provincial Museum. However, in the recommendation of commemorative coin, it is referred to as Hubei Province Museum. Then, on the introduction board outside the museum, the name becomes Hubei Museum. As a state-famous tourist attraction, the Hubei Provincial Museum ought to unify its own designation.

Example 12.

Source text: 唐代青瓷 / 宋代青瓷

Target text: Tang Celadon/Celadon in the Song Dynasty

Analysis: In the exhibition *The Art of Earth and Fire*, the name of celadon in the Tang and Song Dynasties have different structures. Dynasties like Tang, Song, Yuan, Ming, and Qing are already well known among Western tourists, so the translation should be as concise as possible. The first form is preferable.

Example 13.

Source text: 白瓷镂空圈足砚

Target text: White-glaze openwork ink slab with ring foot/White porcelain openwork ink slab with ring foot

Analysis: These two versions are respectively from the official website and the exhibition on spot. As a world-famous ancient artwork introduced to the Western world through the Silk Road, porcelain has various types. The Chinese white porcelain went through several stages that begin from blue-glazed porcelain and end with white-glazed porcelain. Here the Chinese text does not emphasize its glazing, and, therefore, the second translation is sufficient.

Example 14.

Source text: 粉彩三果碗 / 青花三果碗

Target text: Bowl with design of three famille-rose fruits/Blue-and-white bowl decorated with pattern of three fruits

Analysis: These two relics have the same pattern but different glazing process. For better understanding, we suggest that they can be translated as “Famille-rose bowl with design of three fruits” and “Blue-and-white bowl with design of three fruits.” Simple and consistent terms will achieve the aim of popularizing Chinese traditional culture quicker.

Cultural Differences

Due to different cultural backgrounds and thought patterns, foreign tourists and Chinese translators sometimes have different ways of expression. As a result, pragmatic differences, which will bring obstacles to translation, emerge in intercultural communication between English-speaking countries and China. In terms of these two languages, Chinese is more paratactic, while English is more hypotactic. Chinese text contains various rhetorical devices, such as repetition, metaphor, and parallelism. Such text can be attractive and impressive to Chinese visitors and promote the scenic spot well. At the same time, English text values logical sense and uses many cohesive devices. Its clauses are often arranged with connectives. In light of the reception theory, C-E translators should pay special attention to the cultural differences and the visitors’ reception (Dong, 2016).

Example 15.

Source text: 乾隆官窑的制作技巧也达到了空前的水平，但在装饰风格上，盛行大红大绿，缺少静雅之作。

Target text: Qian-long period official kiln achieved an unprecedented level in skill, but its products are somewhat gaudy in decoration, lacking elegance.

Analysis: This sentence shows an excellent example of C-E translation of museum text. Four-character phrases and parallel structures are very common in Chinese text. The English translation does not follow the exact sequence of the Chinese words but forms its own neat structure. Though lacking in captivation, it is logical and coherent.

Example 16.

Source text: 同治朝内忧外患，国力衰退，官窑生产处于低潮，难见精品。

Target text: The reign of Tongzhi was troubled by internal revolts and foreign invasions, which led to the decline of national power. Output was low at the official kiln that made little excellent items .

Analysis: This is another example of multiple four-character phrases. The restructuring strategy of separating sentences is well adopted, but it lacks cohesion, and there is a grammatical mistake.

Suggested translation: The reign of Tongzhi was troubled by internal revolts and foreign invasions, causing the decline of national power. As a result, output was low at the official kiln, which made few excellent articles.

Example 17.

Source text: 生与死是本展览的永恒主题，它伴随着一代又一代的人前行，见证了文化和文明的更迭发展；它们跨越海洋，将地中海沿岸的过去与现在交织在一起，绘成了其伟大历史的华章。

Target text: Life and death are a constant presence in our exhibition, moving forward at one with the onward march of these peoples, each bearing witness to a culture and a civilization which, in traversing the sea, weave together past and present from shore to shore of the Mediterranean to paint the canvas of our great history.

Analysis: This text is more descriptive than declarative. Visitors should be able to experience the magnificent scene depicted in the original text, but if it is a sentence too long, it will make them confused about the meaning. Sometimes, to achieve the aesthetics in a target language, the translator should revise the original text into separated sentences.

Suggested translation: Life and death are a constant presence in our exhibition. Moving forward with people for generation after generation, they bear witness to the development of culture and civilization. They traverse the sea and interweave the past and the present of the Mediterranean coast, illustrating a magnificent chapter of its great history.

Conclusion

In recent years, the “going out” strategy is one of the most outstanding themes of Chinese cultural development. Museums hold an irreplaceable position when it comes to the output of Chinese culture towards Western countries. The C-E translation works of the museum text that conform to the expectation of foreign tourists can make a significant contribution to the overseas publicity of the fine culture of the Chinese nation. Using the translation strategies flexibly under the guidance of the reception theory, translators can better fix the existing problems and overcome the difficulties that may emerge in the future. Translators should pay more attention to the target readers’ reading habits and their reception of target text and equip the museums with more normalized and precise translation, thereby assisting China’s voice being spread globally.

References

- Dong, L. (2016). Study of C-E translation of museum texts under reader’s horizon of expectations. *Journal of Zhengzhou University of Aeronautics (Social Science Edition)*, 35(1), 139-142.
- Holub, R. C. (1984). *Reception theory: A critical introduction*. York, UK: Methuen.
- Jauss, B. H. R. (1982). *Toward an aesthetic of reception (Theory and history of literature)*. Minneapolis: University of Minnesota Press.
- Lai, D. (2012). Translations of tourism text for global communication – From the perspective of reception theory. *Market Forum*, (5), 107-108.
- Li, Q., & Hu, X. (2011). C-E translation of museum cultural relics – A case study of Zhejiang Provincial Museum. *Chinese Science & Technology Translators Journal*, 24(3), 46-49.
- Luo, R. (2005). Hubei museum. The cnhubei website. Retrieved June 16, 2018, from <http://www.cnhubei.com/200502/ca677329.htm>.
- Lv, L., & Ning, P. (2013). Est translation guided by reception theory. *Open Journal of Modern Linguistics*, 03(2), 114-118.
- Yang, H., & Ma, H. (2012). Study of English translation of museum porcelain exhibits. *Chinese Science & Technology Translators Journal*, 24(3), 29-32.
- Yang, Q. (2014). Discussion of tea names in China National Tea Museum. *Journal of Heilongjiang University of Technology*, (4), 80-81.
- Zhang, Y. (2016). On the translation model of the texts of museums with the translation of the texts of nantong museum as a case study. *Journal of Chongqing Jiaotong University of (Social Sciences Edition)*, 16(5), 141-144.

A Tentative Study on the Aesthetic Features in “The Raven” in Different Chinese Translations

Zhao Jing-wan

Faculty of Preparatory Education, Xin Jiang Normal University, Urumqi, China

Email: 1633239660@qq.com

[Abstract] “The Raven” is among the best-known poems in American literature, and Edgar Allan Poe defined this poetry as “the rhythmical creation of beauty”. The death of a beautiful woman is the theme that dominates the best of Poe’s poems. There are many descriptions about death by sound, colors, emotions, and psychology in Poe’s poems. This always brings a forceful sense and shock to readers’ hearts. Death is the ending of life, but in Edgar Allan Poe’s story, death is another kind of beauty. This essay is based on the study of comparing three different translations of “The Raven” from the perspective of translation aesthetics that may shed some light on translation strategies of poetry.

[Keywords] “The Raven”; aesthetic features; symbolism; translations

Introduction

In poetry, “The Raven” has attracted many scholars’ interest. This poem radiates incomparable charm, and consequently, scholars have spotlighted it. However, the majority of them paid more attention to the exquisite artistic style, and there are few empirical studies of an English-Chinese translation of “The Raven.” Although in China many scholars have translated and published some of Poe’s major works, there is little poetry translation research on Poe’s poems. Thus, it can be seen that poetry translation does not seem to have caught enough attention of Chinese translation theorists and translators. Many of Poe’s poems still have no translation, such as “Alone”, “Beloved Physician”, “Bridal Ballad”, “A Campaign Song”, and “A Valentine”, etc.

Many scholars who are interested in the works of Edgar Allan Poe have studied him and his works from different angles. There are some collective essays about Poe and his works, but only a few studies have been conducted in the comparative study of translation of his poems. This kind of research on Poe in our country is comparatively limited; nearly all the postgraduate researchers and their articles on him deal with the theme of death, writing skills and style, or they comment on one of Poe’s poems or short stories with personal understanding. There is no comprehensive study of the different versions of Chinese translation from an aesthetic perspective in Poe’s poem “The Raven”.

This essay attempts to lay its focus on the discussion of the three different translations of Poe’s poem, “The Raven”, and tries to find how each of them expresses the original poetic image. Three different translations expressed the aesthetic features of the original version, but their styles still have some fluidity.

The Symbolism of The Raven

The Symbolism of the Original Poem

“The Raven” is pure art. Poe uses many symbols to symbolize death, loneliness, and terror to make the abstract ideas and things real, concrete, vivid, imagistic, touchable, and visual, presenting readers a lively picture. He adopted various images that formed a dark and gloomy atmosphere to facilitate the poem’s

characterization with solid beauty of its images. Symbols in his poem effectively enhance the readability of his poem, making the poem expressive and impressive, creating a strong dark atmosphere, and best reflecting the theme of melancholy. These manifest Poe's eternal pursuit of aestheticism. The representative image in Poe's poem is animals. In the poem, "The Raven", a great number of images, including the raven, bust, and chamber door, are adopted to express the morose and melancholic feeling, and they further present the subject of "The Death of Beauty." The key to the symbolism of this poem has three points. One is the raven, which represents melancholy and sorrow. The second is the Bust of Pallas, which represents rationality and wisdom. The third is Lenore.

The most obvious symbol is the raven itself. In the whole poem, the symbolism of the raven appeared 16 times. When Poe decided to use a refrain that repeated the word "nevermore," he found that it would be most effective if he used a non-reasoning creature to utter the word. There are two ways to look at the raven. One way is that he is symbolizing the devil and death, a glooming haunting image to bring back painful memories of his lost love. The other, is to see the raven as angelic because in Stanza 10 he says "Other friends have flown before; On the morrow he will leave me, as my hopes have flown before. Quoth the Raven, "Nevermore""(Pan, 2006). This has been interpreted as the raven's wanting to comfort the mourning narrator. The meaning of the raven includes darkness, a dream world, night, spectra, a wasteland, and the devil. Pallas Athena was the Greek goddess of wisdom. This word appears 8 times in the poem. In the poem, the raven just perches upon a bust of Pallas; it is upon this wisdom that the raven settles, at least according to the narrator, to its utterances. The white Pallas and the black raven stand for the two different worlds of darkness and light (Ju Yumei, 1995). The raven says the word "nevermore" from the beginning to the end of the poem. The poet actually gives no description of Lenore. We do not know what she looks like or what exactly the relationship between Lenore and the narrator is. All we know is that the narrator really misses her. The lack of details regarding Lenore makes her a likely symbol. She may represent idealized love, beauty, truth, or hope for a better world.

Comparison of Three Chinese Translations

According to the comparison, although these three translations did a good job of the main symbolism of the original poem, the translators' styles have slight difference; the languages they used are different. All of them are successful translators, but they have their own features and strong points in translating style, linguistic expression, and aesthetic standard. Take the tenth strophe as an example.

The translation by Cao Minglun is easy to read and understand. To match the rhyme scheme is very difficult, but the translator paid more attention to it and succeeded. The translation by In Jia Chenyang's uses a language style that is more flowery and, Jia Chenyang uses a coherent narrative poetic style that recounts the fluid poetic feeling, but it is weak in translating the pattern of the poem. The language in the translation by Qiu shows that the translator is more likely to use simple and clear language, but the emotion from the whole translation is much flatter.

The Death of the Beauty and The Sorrow of Losing the Beauty

The Emotion of "The Raven"

Most of Poe's poems of the "death of beauty" are about the emotions and reactions of the protagonists who have lost their wives or lovers. To begin with, the poet uses "the bleak December" and "a dreary midnight" as adjectives, which carries a deep sense of tragedy. The young man and the raven in the poem appeared alternately and added to a very sad atmosphere. In the lines "While I nodded, nearly napping,

suddenly there came a tapping,” the feelings Poe provokes are curiosity and fear. Poe chooses the raven rather than a parrot as the object to communicating with him, which is for more tragic atmosphere, and the “dying” fireplace embers reflect the moribund atmosphere. The setting is contained and claustrophobic – a single room. The narrator himself mirrors the time and locale. “Weak and weary,” he seems trapped in his richly furnished prison. He hopes for the morning, the return of light and life, but tonight, all he can do is brood on his dead love, “the lost Lenore,” and feel the tangible horror of his current situation. From the beginning, the emotion of the narrator passes from his inner sorrow to a dreadful feeling; half afraid, and half wishful, the speaker whispers the name of his dead lover. Finally, he crashes. “That was more of desperate hysteria than crazy thinking. The desolate beauty of Allan Poe’s writing style shows a vivid picture to the readers” (Sova, 2001). Poe uses the same repetition “nothing more” and “nevermore” in every strophe. This kind of repetition, which sounds like a curse, makes the narrator sink into endless grief. In addition, Poe renders the dark, sad setting, creates a tragic atmosphere, and sets off the characters’ psychological activities (Li, X., 2007). The words “respite”, “ghost”, “devil”, “demon”, “God”, “soul,” and “Plutonian shore” all represent the deep sorrow and fear of the narrator. Poe also uses some colorful words that symbolize death, such as “purple,” “velvet violet,” “black,” and “pallid.” These descriptions not only contain highly symbolic meanings, but they also match the atmosphere of the whole poem and fully express the inner mourning of the poet.

Comparison of Three Chinese Translations

Through interpretation of the original poem and making quite a deep analysis and revelation of the emotional process and artistic characteristics of the original poem, it can be seen that the three Chinese versions have some differences in the aspect of expressing the emotion of the original poem. Each of these translations has advantages and drawbacks. Take the following points as examples:

(1) *The second and the third verse in the first strophe:*

Original poem: While I nodded, nearly napping, suddenly there came a tapping,

As of some one gently rapping, rapping at my chamber door –

Cao Translation: 面对许多古怪而离奇、并早已被人遗忘的书卷;

当我开始打盹, 几乎入睡, 突然传来一阵轻播,

Jia Translation: 一边沉思着那些早已成为世人遗忘的离奇书卷,

一边又点头连连, 睡意。忽有敲门声回响在耳畔。

Qiu Translation: 思忖着许多被人忘却的知识学问,

正当我要昏昏入睡, 传来一阵轻敲,

The translation by Mr. Cao leads the readers to a mysterious circumstance at the beginning of the poem, and his language is easy for the readers. However, Jia Chenyang translated these two verses more beautifully, and the overall effect is better. The emotion of the original poem actually expressed this kind of feeling: a mysterious atmosphere, a murky fog of thoughts and feelings, a hope mixed with melancholy. Qiu’s translation, whether expressing the aesthetic perception or the emotion emotional expression, is not good enough.

(2) *The second verse in the second strophe:*

Original poem: And each separate dying ember wrought its ghost upon the floor.

Cao Translation: 每一团奄奄一息的余烬都形成阴影伏在地板。

Jia Translation: 每一块儿将尽而未尽的木炭,依然在地板上幽灵般燃。

Qiu Translation: 余火欲休,化成地板上的魅影。

For this verse, Mr. Cao translated the dying ember into “奄奄一息”. His translation better reflects the inner grief of losing beauty. Jia Chenyang’ translation embodies the mix-up of illusion and reality, and the contrast of these two worlds is very conspicuous. The translation by Qiu Zishu uses concise languages; however, it is short of aesthetic appreciation.

(3) *The first verse in the third strophe:*

Original poem: And the silken, sad, uncertain rustling of each purple curtain.

Cao Translation: 那柔软、暗淡、飒飒飘动的每一块紫色窗布

Jia Translation: 每一个紫色的丝绸窗帘,都发出瑟瑟的低沉哀怨

Qiu Translation: 丝质窗帘紫色,惨戚之声瑟瑟

Curiosity and fear are full in the young man’s heart. The description of the curtain laterally expresses the regret and suffering of losing Lenore. The words “silk,” and “rustling” express the beauty of Lenore, and the words “sad” and “purple” show Poe’s bitterness. Mr. Cao’s translation can lead the readers to enter the poet’s world and make them feel the reality of the sad, desolate beauty. The translations by Jia and Qiu show a stronger sad feeling to the readers; moreover, Qiu pays more attention to the rhyme in translating this verse.

(4) *The fifth strophe of the Original poem:*

Deep into that darkness peering, long I stood there wondering, fearing,

Doubting, dreaming dreams no mortal ever dared to dream before;

But the silence was unbroken, and the stillness gave no token,

And the only word there spoken was the whispered word, “Lenore?”

This I whispered and an echo murmured back the word, “Lenore!”

Merely this and nothing more.

Cao Translation: 凝视着夜色幽幽,我站在门边惊惧良久,

疑惑中似乎梦见从前没人敢梦见的梦幻;

可那未被打破的寂静,没显示任何象征,

“丽诺尔?”便是我嗫嚅念叨的惟一字眼,

我念叨“丽诺尔”,回声把这名字轻轻送还;

惟此而已,别无他般。

Jia Translation: 我极目向黑暗中张望,长久地矗立着,恐惧而又迷茫

疑虑、冥思,冥思那些无人敢于冥思的问题

然而沉静依然如故,死寂一如其初

唯一听到的话语,是那低声的私语,“丽诺?”

我这么说着,并听到回声从耳旁掠过,“丽诺”!

仅此而已, 别无它事。

Qiu Translation: 黑暗深深望不尽, 我伫立着胆战又心惊,

惶恐中坠入那凡人不敢想象的梦境;

仍是死一般的寂, 莫名其妙的静,

“丽诺尔!” 我自己的窃窃私语是唯一的声音,

然后就是一声“丽诺尔!” 长长的回音。

仅此而已, 再无他声。”

Because the young man needs to cling to the memories of his lost Lenore, he experiences inner turmoil as he tries to face the thought of life without her. Finally, he chooses the torture of past memories over the pain of present emptiness. In Mr. Cao's translation, “梦幻”、“念叨” both show the readers a world in which the young man was out of his mind with grief. Jia's translation did not reach this kind of effect, but it can let readers touch the horrible beauty, but the sorrow expressed is not strong enough. The anxious emotion translation by Qiu is flatter.

(5) *The first verse in the eighth strophe:*

Original poem: Then this ebony bird beguiling my sad fancy into smiling.

Cao Translation: 于是这只黑鸟把我悲伤的幻觉哄骗成微笑

Jia Translation: 我的迷思变成了微笑

Qiu Translation: 因为它肃穆满脸, 神态庄严, 黑檀木似的鸟使我想笑出声,

Now, the emotion of the poet, in which hope and fear coexist, turns to lament and resentment. For this verse translation, Mr. Cao expresses the aesthetic perception better than the other two translators. Qiu uses literal translation, but the emotion is quite different from the original poem.

Taking everything into consideration from a perspective of emotional aesthetics, the translation by Cao Minglun is better than Jia Chenyang's and Qiu Zishu's. Mr. Cao converts the poet's inner feelings on different levels very well, close to the original poem. Jia Chenyang did a better job of expressing the beauty of horror than the other two. Qiu's translation, in some ways, can interpret the emotional aesthetics, too.

Rhetoric and Language Used

Rhetoric and Language used of the Original Poem

The melancholy tone of “The Raven” relies as much on its musical sound and rhythmic pattern as on the meaning of the words. The sound of the rhyme contributes much to the beauty of the poem. The poet makes great use of thin vowels and deep vowel combinations to express the sadness of the young man (Zhu Zhenwu & Wang Erlei, 2011). This effect produces an echo to the sense, the internal rhyme, and end rhyme, and alliteration links the sense of the words together. This kind of writing technique of Poe achieves much charm in the poem. To achieve his musical effect, Poe uses rhyming trochaic octameter and rhyming words in the same line (internal rhyme), a word at the end of one line that rhymes with a word at the end of another line (end rhyme), alliteration (a figure of speech that repeats a consonant sound). The rhyme scheme used in “The Raven” serves as a large contribution to the mood of the story. In each stanza, the last word of the second, fourth, fifth, and sixth lines rhyme with each other. This

particular rhyme scheme acts as a contribution because the ending words that all rhyme somehow relate to a sad, depressing aspect of the narrator's life. "The Raven" is a carefully organized poem. Here is the first stanza as an example:

Line 1: Once upon a midnight dreary, while I pondered, weak and weary, A

Line 2: Over many a quaint and curious volume of forgotten lore - B

Line 3: While I nodded, nearly napping, suddenly there came a tapping, C

Line 4: As of someone gently rapping, rapping at my chamber door - B

Line 5: "Tis some visitor," I muttered, "tapping at my chamber door - B

Line 6: Only this and nothing more." B

Two-thirds of the lines in this poem end with the same sound; this rhyme scheme would be seen as ABCBBB, with each letter standing for the sound that ends a line. The first and third lines have a rhyming word at the middle and at the end of the line (as in "dreary" and "weary"). It is called internal rhyme. "The Raven" has two unique internal rhyme schemes - one in the first line of each stanza, and a second in the third and part of the 4th line of each stanza. Taking another two lines as examples, lines 57 and 58, the internal rhyme of "uttered," "fluttered," and "muttered" spills over into two lines instead of one. In the fourth line, the rhyme from the third line shows up in the middle of the sentence. The most noticeable rhyme in the poem comes at the end of the second, fourth, fifth, and sixth lines in each stanza. It's always an "or" sound (e.g. lore, door, more, floor, Lenore, Nevermore). It appears 27 times in the poem. For example, in the eighth stanza, the last word of the second, fourth, fifth, and sixth lines are "outpour," "before," "before," "nevermore," and "outpour."

Poe is good at using more varied words to describe the beautiful work. He weighted every word when he wrote the poem. The words and phrases he used carry his own meaning and understanding. He chooses "the chamber" rather than "bedroom" to describe the room; one reason is that the word "chamber" can bring people a sense of mystery. The chamber, in which the narrator is positioned, is used to signify the loneliness of the man and the sorrow he feels for the loss of Lenore. The room is richly furnished, and reminds the narrator of his lost love, which helps to create an effect of beauty in the poem. Poetry can be blurred by the mysterious language, form images or symbols that imply things, such as the potential of "absolute," "eternal," "grim," and "gaunt," adjectives that describe a miserable scene which is filled with loneliness. He uses "weary," "dreary," "dying," "sorrow," "stillness," "ebony," "grave," "stern," "lonely," "grim," and "gaunt"; these adjectives describe a miserable scene that is filled with loneliness and melancholy.

Also, Poe uses some unfamiliar words to bring intensity to the pervasive distress. For instance, "nepenthe" refers to a medicine for sorrow; figuratively, it means that which chases away sorrow. The phrase "Balm in Gilead" is a soothing ointment made in Gilead, a mountainous region of Palestine east of the Jordan River; it has the same meaning with the former word. "Aidenn" is an Arabic word for Eden or paradise. "Plutonian" stands for the characteristic of Pluto, the god of the underworld in Roman mythology. These words are used to even more signify the isolation of the real world to show a sharp contrast between the calmness in the chamber and the tempestuous night. Poe uses the words to emphasize the sadness of losing Lenore. On the one hand, he wants to push aside his own trauma, loss, pain, and fear. On the other hand, he is trapped into the feeling that fantasy and reality both exist.

Comparison of Three Chinese Translations

Rhyme processing: End rhyme: Let's take the first stanza as an example:

Line 1: Once upon a midnight dreary, while I pondered, weak and weary, A

Line 2: Over many a quaint and curious volume of forgotten lore - B

Line 3: While I nodded, nearly napping, suddenly there came a tapping, C

Line 4: As of someone gently rapping, rapping at my chamber door - B

Line 5: "Tis some visitor", I muttered, "tapping at my chamber door - B

Line 6: Only this and nothing more." B

The end rhyme in the translations:

Cao Minglun: 竭, 卷, 播, 环, 环, 般。(ie, an, ei, an, an, an) ABCBBB. This fits perfectly with the rhyme of the origin poem.

Jia Chenyang: 懒, 卷, 畔, 环, 击, 事。(an, an, an, an, i, i) AAAABB. His translation is a bit contrived and does not match the original text's rhyme.

Qiu Zishu: 神, 问, 敲, 门, 门, 人。(en, en, ao, en, en, en) ABCBBB. The rhyme in Qiu's translation also runs counter to the original poem.

Mr. Cao's translation is more accurate; his work is faithful to the original poem's rhyme scheme. The other translators only pay more attention to the beauty of language fluency, but they lose sight of the beauty of the confusion of poetic language and form. Although when the readers read Poe's rhyme scheme, Cao injects rhythm and rhyme into the lines, hoping to recapture the music of the original.

Internal rhyme: (Take the third verse in the third stanza as an example)

Original poem: So that now, to still the beating of my heart, I stood repeating.

Cao Translation: 为平息我心儿的悸跳, 我站起身反复念叨。! ao ,ao)

Jia Translation: 直到现在, 我的心仍旧在不停悸动。(It is not the standard poetic format, has no rhyme.)

Qiu Translation: 为了平息我的恐惧, 所以我站起来不断自语。(This verse has rhyme: ü but the meaning of the translated words is different from the words used in original poem.)

Cao Minglun deals with the internal rhyme very well. Compared to Mr. Cao's translation, Jia Chenyang's translation is clearly inferior. Qiu's translation is a good work, but words' meaning expressing inaccurate.)

(The third verse in the third stanza:)

Original poem: But the silence was unbroken, and the stillness gave no token.

Cao Translation: 可那未被打破的寂静, 没显示任何象征。

Jia Translation: 然而沉静依然如故, 死寂一如其初。

Qiu Translation: 仍是死一般的寂, 莫名其妙的静。

For this sentence, Mr. Cao's translation is a literal translation, but it is faithful to the original poem. Jia and Qiu follow the rhyme scheme, but their translations let readers feel a little bit awkward.

(The fourth and the fifth verse in the fifteenth strophe)

Original poem: On this home by Horror haunted – tell me truly, I implore –

Is there – is there balm in Gilead? – tell me – tell me, I implore

The poet's emotion was as a breakdown, and pain gnawed his mind. Now, the inner emotion bursts out. Mr. Cao "求你可怜" expresses the more heart-wrenching feeling; he uses literal translation. Jia also

uses literal translation, and the effect is darker and more subtle. Qiu uses free translation, with has the strongest aesthetic feeling.

The translation of the word “nevermore” and “nothing more”:

Nevermore: Cao Translation: 永不复焉。

Jia Translation: 永不复焉。

Qiu Translation: 永无再生。

“永不复焉” creates an obvious effect which fills the reader with mysterious, dismal, helplessness. “永无再生” literally expresses the sorrowful feeling of losing love and beauty; however the death of beauty shows not as perfect as the former.

Nothing more: Cao Translation: 别无他般。

Jia Translation: 别无他事。

Qiu Translation: 别无他声。 / 别无他人。 / 别无他闻。

“Nothing more” appears ten times in the poem. Only Qiu Zishu translated this word in different emotional context according to different atmosphere of the original poem. His achievement is better than the other two translators in this word translation.

Conclusion

Edgar Allan Poe was a forerunner of Romanticism in American poetry. His poetry and theory, no matter whether from an art philosophy or creating an aesthetic effect, both have distinctive characteristics. He has a life full of experiences of the past, painful memories, so most of his poems all have a thick dark color; however, they are universally acknowledged for the performance of beauty and the fusion of death and beauty. The complicated, dark imagery, and artistic conception of death and the poet’s philosophical thinking are perfectly combined: they bring out the best in each other.

The application of symbolism, emotion, and rhetoric in the analysis of English poetry can be helpful for readers to interpret and appreciate English poems. Based on the theory of Edgar Allan Poe’s poem, this paper takes “The Raven” as an example, compares three different translations based on an appreciation of the aesthetic point of view, and hopes to provide some methods of instructing readers about how to interpret the theme and appreciate the beauty of English poems. This paper analyzed Poe’s style in creating his masterpiece, “The Raven” and the theme of beauty and death through the peculiar rhyme and the rich imagery. From what has been discussed above, it can be concluded that the translation by Cao Minglun is better than Jia Chenyang’s and Qiu Zishu’s. They all have their different styles, but their emphasis is different.

References

- Ju, Y. (1995). *Edgar Allan Poe and his artistic poetry*. Shanghai: Foreign Literature Studies.
- Li, X. (2007). To feel the true beauty – An analysis on Edgar Allen Poe’s “Raven”. *Journal of Anhui Agricultural University (Social Science Edition)*.
- Pan, L. (2006). *Poe’s aesthetic perspectives of beauty in art, life and death*. Wuhan: Central China Normal University.
- Sova, D. B. (2001). *Edgar Allan Poe A to Z: The essential reference to his life and work*. New York: Checkmark Books.
- Zhu, Z., & Wang, E. (2011). *Aesthetic features and poetic principles of Edgar Allan Poe’s poems*. Beijing: Foreign Language Education.

China English and the English Translation of Chinese Cultural Words and Expressions

Ruisong Hao

Jilin Institute of Chemical Technology, Jilin, China

Email: 954334307@qq.com

[Abstract] This paper makes a review of the development of China English and points out its significant role at present, as well as in the future. The literature study is made with some insight into this framework. The phonetics, vocabulary, and grammar are summarized based on literature research. The strategies of the English translation of Chinese cultural words and expressions are suggested. The broader prospect of China English in the days to come is expected.

[Keywords] China English; features of China English; translation strategies

Introduction

With the increasing exchanges and communications of people in the world, and the increasing influence of China's politics, economy, and culture, English variant words and expressions, which are rooted in Chinese culture with the characteristics of the Chinese language, are constantly appearing in English, and the affected users are constantly expanding. In recent years, China English meets the development opportunity that has never been seen before. More and more countries and regions have joined the project since the start of the "One Belt One Road" initiative, and China English plays an active role in the communications and exchanges with people from all over the world. Therefore, it becomes a focus of academic study at home and abroad.

Literature Review

Through a literature research and analysis that includes published academic papers and works, the conclusion can be reached that the research on China English has initially established a systematic framework. The description of the China English framework system lies in the analysis of the literature. Based on the study of its research and application areas, academic branches, and literature from home and abroad, the contribution and value of these to the formation of China English can be judged, so that the whole construction and skeleton of China English can be obtained (Wang, 1991, pp. 1-8).

Braj Kachru, a linguist, interpreted the spread, acquisition, and use of world English in three concentric circles. The first is the inner circle, which includes the use of English as a native language, mainly used in Britain, the United States, Australia, New Zealand, and Ireland. The second is the outer circle, which means that English is not a native language but an official language, and is mainly used in India, Nigeria, Philippines, Bangladesh, Pakistan, Malaysia, Tanzania, Kenya, and so on. The third is the expanding circle, which uses English as a foreign language, including China, Russia, Japan, Egypt, Indonesia, and so on (Wikipedia, 2018). Therefore, it can be concluded that world English can be divided into three categories: native English, official English, and English used as a foreign language. China English belongs to the last group.

According to studies conducted by Chinese scholars, it is believed that the course and development of China English have roughly experienced three stages: The first stage was from the 1960s to the early 1990s,

which was the embryonic stage of China English. The main focus of the study in this stage started from the translation maxim of Chinesization to the analysis and evaluation of China English (Ge, 1980, pp. 1-8). The second stage extended from the early 1990s to the beginning of this century, and was the stage of the production and development of China English and was a period of confusion and exploration. The main focus was on how to define “China English” and “Chinglish,” as well as the differences and boundaries between the two (Li, 1993, pp. 18-24; Luo, 1989, pp. 24-25). The third stage extended from the beginning of this century to the present day. The development of China English has entered a more mature stage.

As for how China English is defined, Chinese scholars use the following findings: China English is used by the Chinese in China (Wang, 1991, pp. 1-8). The core of standard English is applied in China English, which is used to express something that is unavoidable or beneficial to the spread of Chinese culture (Jia, & Xiang, 1997, pp. 11-12). China English is an English variety with Chinese characteristics (Luo, 1998, pp. 24-25). China English is used to express things in Chinese social and cultural fields, which is not disturbed by the mother tongue, and realizes English communication through various means, like transliteration, borrowing, and semantic regeneration. It has Chinese characteristics in vocabulary, sentence pattern, and discourse (Li, 1993, pp. 18-24). In summary, China English is an English variety used by the Chinese who speak Chinese, characterized with Chinese elements, Chinese complexity, and typical Chinese features in expressing Chinese specific items and information in the interaction of Chinese and English language thinking modes.

Features of China English

China English is an English variety used by Chinese people with the core of general English. Its characteristics are deeply influenced by the Chinese language and Chinese thinking modes and are embodied in phonetics, vocabulary, grammar, and so on.

Phonetic Features

The characteristics of its phonetics in segmental phonemes are a major feature of Chinese identity in cross-cultural communication. The pronunciation characteristics of China English are related to the pronunciation mechanism of the Chinese. The pronunciation of it is characterized by Chinese, which is determined by the characteristics of Mandarin-speaking Chinese. The phonetic characteristics of China English cannot be easily changed by learning and exercising. Even if the Chinese could speak English more proficiently, the pronunciation of the Chinese is always different from that of the native speakers, but the differences in pronunciation do not affect communication and understanding. The definition of China English pronunciation should not only reflect the actual situation of English pronunciation by most of the Chinese who have received good education in English, but also need the human intervention and make a choice in the standard identification of China English.

It is easy for people to distinguish English spoken by the Chinese because we can easily tell where the person comes from when he or she speaks English in his or her own accent. Pronunciation differences also illustrate the characteristics of China English in phonetics. It is undeniable that English spoken by the Chinese is influenced by Chinese pronunciation to a certain extent. From the perspective of a phonetic system, China English is a kind of English with a beautiful rhyme in another language system.

Lexical Features

China English is largely characterized by its vocabulary. Lexical features reflect the real existence of China English. The fact is that the study of China English began from its vocabulary and has extended to other

areas. China English is the product of the localization of English in China, so the words in it are inevitably characterized by Chinese cultural features. As far as the linguistic and cultural environments of China are concerned, the vocabulary of China English is tainted with its own unique cultural features.

English with Chinese characteristics, or Chinese-colored English, is adapted to Chinese ideology and civilization by which English is much enriched. There are roughly three ways for inventing new English words based on Chinese expressions

There are transliterated words in China English. Transliteration is the method of translating dialects (i.e. Cantonese, Minnan dialect) or Putonghua to generate new English words directly when dealing with the proper nouns, such as the names of Chinese people, place names, and the names of things. In this way, the converted words are called transliterated words. The number of English words transliterated from Chinese entering the English language through transliteration is huge. The words affiliating with “China English” that first entered English are basically the material and cultural ones.

There are freely translated words in China English. Free translation is the way of translation in accordance to the meaning of a Chinese word. Based on this method, the converted words are called free translated words. A large proportion of the vocabulary in China English is also generated in this way.

There are blended words in China English. The method of generating a China English word by blending is to divide a Chinese word into two parts. The first part of the word with a specialized meaning is translated by the way of transliteration, and the second part, which expresses the meaning or category of the word, is translated by the free translation approach. As a matter of fact, there are quite a few words using this blending method in China English.

With the localization of it in China, English used by the Chinese is inevitably exposed to the unique linguistic features and culture carried by the language itself and has been marked with Chinese culture and has gradually formed an English variety with regional and cultural characteristics.

Grammatical Features

The grammar of China English is greatly influenced by Chinese grammar. Fundamentally speaking, the grammar of China English is determined by the thinking modes of the Chinese. English grammar is explicit in form, while Chinese grammar is invisible in form; English grammar is rigid, while Chinese grammar is more flexible. Chinese grammatical form is not exposed in the external form as much as English grammar, but it is usually hidden in the interior of the language. A form or morphology is not applied in Chinese to express the relationship between the grammatical constituents of a sentence. Instead, the semantic expression is used to show that relationship. That can be one of the reasons why the difficulty the Chinese often encountered in English expression is the one of the morphological changes.

As we know, native English speakers make a strict distinction between the subject and object of a sentence, while the subject and object applied by the Chinese are mixed with each other without differentiation. Since English is the subject-prominent language, most of the English sentences need a subject and a predicate. Because of the different ways of thinking and pragmatically linguistic habits, the passive voice is often used in English. Almost all transitive verbs and phrases composed of intransitive verbs and prepositions can be used in passive voice structures.

However, Chinese is the topic-prominent language, the active voice is used more than in English, and there tends to be more sentences without subjects in Chinese. Even if a passive voice pattern is used in English, active voice sentences can still be used to translate the sentence in Chinese to express the same meaning.

The English Translation of Chinese Cultural Words and Expressions

Chinese cultural words and expressions are playing a more and more significant role in the dissemination of Chinese culture. In cultural exchange, however, it is difficult to find corresponding words and appropriate expressions in English for Chinese cultural words and expressions because of their culture-loaded factors and backgrounds. When it comes to the expression of an idea loaded with Chinese culture, cultural aphasia is usually found in English. Therefore, it is necessary to make a study of the translation of Chinese cultural words so that some translation strategies of this kind can be clarified.

In the practice of cross-cultural translation, the foreign and domestic cultures are exposed in all aspects of each language because of the long-term historical accumulation, which shows a conflict of one kind or another and results in a barrier to language conversion. Therefore, in the process of translation, the key point is to grasp the cultural elements in the words, so as to transfer the loaded cultural information and choose the appropriate expressions to do the translation. In other words, starting from understanding and interpreting the meaning of Chinese cultural characteristics, finding a proper way to express in English will be the only way to translate such words or expressions.

From translation practice, the causes of transliterated words can be summarized and analyzed. Transliteration can be abstracted from a sample of general significance. Specific transliteration mechanisms usually are total transliterated borrowings, borrowed words with transliteration and literal translation, and transliterated words with annotations (Hao, & Li, 2015, pp. 46-49).

Total Transliterated Borrowings

The transliterated borrowings can be divided into three stages: The first stage was the time before the introduction of *The Chinese Pinyin System Scheme* in 1958; the second stage was the time from the introduction of *The Chinese Pinyin System Scheme* to the start of the reform and opening up between 1958-1978; and the third stage is the time since the reform and opening up after 1978.

In the first stage, the total sound translation of Chinese words is transliteration with the help of the Wade-Giles system. Examples of these are “typhoon,” “mahjong,” “Canton,” “Tai Chi Chuan,” “sampan,” “I-Ching,” “Sun Yat-sen,” “Soong Ching Ling,” and so on.

With the help of the Chinese phonetic alphabet to do the translation in the second stage, there are such words as: “Reminbi” (RMB), “fen, jiao,” “pinyin,” “fengshui,” “yin, yang,” “Putonghua,” and “suan-pan,” etc.

In the third stage, with the further development of China’s reform and opening up, a batch of total sound translation borrowed words reflecting new things came into being: “Gaokao,” “hukou,” “dama,” “tuhao,” “fenqing,” “Shuanggui,” “Chengguan,” “Tiangong 2,” and “Shenzhou 11,” etc.

Borrowed Words with Transliteration and Literal Translation

These words are ordinary words with Chinese features and clear meanings, which can be transliterated and literally translated, for example, “京剧” (Peking Opera). The first part is the transliteration done by the Wade-Giles system for “Peking,” and the second part is done by using the English word “opera.” The similar examples are “Taoism” and “Confucianism.” They are also formed by the combination of “Tao” and “Confucius” transliterated by Wade-Giles system and by using the English suffix -ism. “Taikonaut” (Chinese astronaut) is blended with “Taikong” (“space” in Chinese) and the last syllable of the English word “astronaut.”

Borrowed Words by Transliteration with Annotations

When some important information with cultural and historical background in the source language should be preserved, the transliteration with annotation is used. It is necessary in the target language to make the word translate clearly by adding annotations to prevent readers from misreading or even misunderstanding (Hao, & Zhang, 2014, pp. 15-17). An example is as follows.

Source language: “天井”是中国徽州民居的特色之一。

Target language: The *tianjing*, or patio, is another feature of a Huizhou-style residence.

The italic part is the transliteration of the patio in Chinese phonetic alphabet. In order to clarify its meaning, the underlined word “patio” is added to clarify it.

Conclusion

The influence of China English in the world is becoming stronger, and as an English variety, it has established its position in world English. Now, China English has become one of the important tools for the Chinese to use in introducing China to the world, and it is also one of the main channels for the world to know China. The new stories featured with China English have provided much information about China in real time, which has become one of main ways all the countries the world get information about China's politics, economy, culture, etc. The ultimate goal of the study of China English is to make it sound perfect and better the service of international exchange and communication.

Acknowledgment

This article is one of the research results of the key project *The Present Situation and Its Impacts of China English* ([2016] No. 024) of Jilin Institute of Chemical Technology

References

- Ge, C. G. (1980). Talk about translation from Chinese to English. *Chinese Translation Journal*, 2, 1-8.
- Hao, R. S., & Li, T. (2015). On English rendering of cultural expressions with Chinese characteristics. *Journal of Changchun University*, 1, 46-49.
- Hao, R. S., & Zhang, G. F. (2014). The impact of cross-cultural factors upon the English translation of Chinese cultural words and expressions. *Journal of Jilin Institute of Chemical Technology*, 10, 15-17.
- Jia, G. J., & Xiang, M. Y. (1997). An argument for China English. *Foreign Language and Foreign Language Teaching*, 5, 11-12.
- Li, W. Z. (1993). China English and Chinglish. *Foreign Language and Foreign Language Teaching*, 4, 18-24.
- Luo, Y. Z. (1998). Views on prospects of China English. *Foreign Language and Foreign Language Teaching*, 5, 24-25.
- Wang, R. P. (1991). China English is an objective existence. *Journal of PLA Foreign Languages Institute*, 1, 1-8.
- Wikipedia. (2018). Braj Kachru. Retrieved on Jan. 1, 2018 from http://en.wikipedia.org/wiki/Hraj_Kachru.

An Attempt to Interpretation and Its Cognitive Model

Jia Hao

Jilin Institute of Chemical Technology, Jilin, China

Email: 862456544@qq.com

[Abstract] The fundamental elements of interpretation are presented and analyzed for finding out what they are. The cognitive model of interpretation is analyzed based on the sense-based theory, attempting to find out what is behind interpreting. It is learned by analysis that meaning, negotiation, and conceptual integration are important contributors to its backstage cognition, which are of great help for interpreters to identify the ideas expressed in speech and to make them coherent and integrated.

[Keywords] interpretation; cognitive model; meaning negotiation; conceptual integration

Introduction

Interpretation is not only involved in economic interaction and political diplomacy, but in cultural exchanges, overseas tourism, and modern life, as well. As a bridge between languages, interpretation plays an extremely important role in international communication. On the basis of the study of the interpretation theories, interpretation practice is becoming more and more pertinent in training qualified interpreters. Therefore, there is a pressing need for effective training principles and theories to provide training guidance.

Based on the findings in interpretation, meaning negotiation is the process of thinking cognition, the revision of the target language, and the reconstruction of information. Meanwhile conceptual integration is recognized as a cognitive process in setting up a cognitive operation scene, which is a cognitive ability of speech, so as to identify ideas to express and make the speech content coherent and integrated, so that it can be easily understood, memorized, and interpreted. Therefore, the important part of the study is to reveal what is behind the backstage cognition of interpretation so as to guide interpretation practice and interpreter training more effectively.

Literature Review

Mei Deming (2000) thinks interpretation is a kind of basic language communication tool that human beings rely on in cross-cultural and international communication activities through oral expression, which converts the information one hears accurately and quickly from one language to another to convey information. Interpreting is a combination of bilingual code switching, cross-cultural communication, and communicative psychological activities. Interpretation ability includes the ability to interpret meaning, reaction, memory, information combination, verbal expression, and cultural background knowledge.

Interpretation belongs to “direct communication”, and it is a typical interpersonal communication activity. Only by listening to his or her words can he or she interpret his or her meaning; understanding is the filter for the right and wrong (Liu, 2006).

The conceptual integration theory explores the intrinsic relationship between mental space, reveals the mapping process linking each mental space, and tries to solve macroscopic problems such as the working mechanism of the interpretation system (Fauconnier, & Turner, 2002).

In the conceptual integration of interpreting, meaning is a concept set and mental representation in development. Mental space operation is not only related to mental concepts, but also to the knowledge structure of cognitive schema. There is a prior knowledge frame linking long-term memory with short-term

memory. Conceptual integration in interpreting is a process in which various schematic concepts are activated and transferred. Contextual concepts are different from both monolingual communication and written translation. The conceptual integration of interpretation can be regarded as a complex mental system with different cognitive subjects and different psychological realities whose core is to analyze and reconstruct the meaning structure of the source language (Chen, 2011, pp. 90-92).

Interpreting training is different from language learning and interpreting skills are different from language skills. It emphasizes that interpreting training should focus on interpreting skills. The training of interpretation skills should include training objectives, training methods and training materials. Listening to language materials, developing the ability of perception and memory, and grasping the key content selectively are the key points in interpretation training (Zhong, 2001).

To sum up, scholars both at home and abroad put forward the conceptual integration and meaning negotiation theory models in the process of interpretation based on cognitive linguistics and other related disciplines. They provide a new perspective for the cognitive system in terms of listening comprehension, meaning transformation, conceptual construction, and memory in the process of interpreting thinking. How to understand and interpret these concepts and theoretical models is a new topic for interpretation studies. Understanding the meaning negotiation and conceptual integration in interpretation is of great significance for the in-depth study of interpretation and the implementation of practical interpreter training approaches.

Interpretation

Standard of Interpretation

Interpretation is different from translation. It is generally believed that the standard for written translation, as opposed to oral translation, is “faithfulness, expressiveness and elegance” proposed by Yan Fu, based on which “faithfulness, smoothness,” “getting roughly the same feeling,” “closeness,” and “infinitely close to the original” are specifically proposed. Interpretation has its own characteristics whose standard is generally accepted as “correctness fluency and swiftness.” It is also the basic principle of interpretation. “Correctness” is to understand correctly, grasp the sense, and be faithful to the original speech. “Fluency” is smooth expression, which is appropriate, unambiguous, and efficient. “Swiftness” is to react quickly and timely. In addition, in recent years, the interpretation field has put forward a more specific interpretation standard which is “accurate, complete, smooth and timely”.

The similarities between the two standards are that “correctness,” which is equivalent to “accurate,” “fluency” to “smooth,” “swiftness” to “timely,” and its difference lies in “complete.” The reason for adding “complete” in the latter is obviously for guarding against the occurrences of forgetting and inadequate interpretation in the process of interpretation, and the “complete” makes the standard of interpretation more rigorous, which is also the reality that interpreters must keep up with in interpretation practice.

Interpretese

The most obvious linguistic feature of interpretation is “interpretese.” The so-called interpretese refers to the clear division among sentences, their relative independence and simplicity. The construction of a sentence is based on the principle of adaptation, flexibility, and convenience of oral expression, clear logical relationship between sentences, and non-finite verb structure, as well as passive voice and nominalization of a sentence.

In terms of verbal usage, interpretese tends to establish the information shared by the two communicating parties, follows the linguistic expression custom, focuses on economy and appropriateness,

self-analysis, direct communication, quick understanding, and quick response. Moreover, oral communication is often mixed with some trivial information, which cannot be directly interpreted so as to avoid unnecessary misunderstanding. After the trivial information is filtered or filled, the revised information can be concluded in interpretese.

The Communicative Nature of Interpretation

Interpretation is a communicative activity in which a speaker and a recipient communicate with each other in two languages through an interpreter. It is characterized by being impromptu, having a time limit, individual operability, unpredictability, comprehensive knowledge, and diversity.

The characteristics of interpreting communication can be viewed from three aspects as follows: One is the relationship between time and communication. From listening to understanding, from understanding to memorizing to code switching to final output, the whole process should be done within the expected time of the recipient. In other words, the waiting time of the recipient cannot be too long, and interpreting cannot exceed 1.3 times of that used by the speaker; otherwise it will damage the extempore communication, affect the atmosphere at the scene, and not be extemporaneousness.

Another is the relationship between effect and communication. The effect of interpreting communication is produced directly in the form and tool of the logical thinking; that is to say, the content narrated by the speaker reflects a reality and its relationship, and it is presented by a concept, and the presentation of it is based on the form and tool of the logical thinking. This process is the one of negotiation and integration of the meaning, which directly reflects the effect of interpretation.

The final aspect is the relationship between mentality and communication. Faced with any scene, the interpreter must maintain a calm and an undisturbed state of mind, respond actively to various changes, adjust his or her emotions well, and accept the reality that “perfect interpretation is impossible,” thus relieving psychological pressure, making efforts to reproduce paralinguistic information, setting up a sense of responsibility and urgency, making the greatest reduction in the error rate, and trying his or her best to complete the interpreting.

Interpreting

The process of interpretation is the one from input to interpretation to output. First, input is to obtain information by listening, which is a dynamic process. After that, the information is processed, which involves understanding information, taking down the main points of the speech in shorthand, and code switching. Finally, the inputted and processed information is interpreted. The whole process should be completed in the shortest time in correspondence to immediacy. Every link is equally important in this process. If there is a problem in one link, the whole chain will be broken.

As far as the interpreter is concerned, interpreting is the process of self-reflexive knowledge generation, which is the process of resolving the cognitive contradiction between the speaker and recipient and is the coordination process of regulating the cognitive conflicts between the two.

The process of interpretation is restricted by various factors, which are both technical and non-technical. For example, there are technical factors that deal with the ways and techniques of target language processing, and also non-technical factors such as being there and irreversibility.

Difficulty of Interpreting

Interpreting is much influenced by many on-site factors, and the speech conversion should be completed quickly and independently within a limited period of time. At the same time, the message of the speaker’s

mood and attitude should also be conveyed. Paralanguage information, also known as nonverbal information, including implicit meaning, phonetic variant, facial expression, and body expression, is always conveyed in one way or another. The interpreter should be good at capturing it by hearing and seeing and transferring it in interpretation. Furthermore, the interpreter has to address the issues from all aspects the speaker extends into, which require the interpreter's high comprehensiveness and completeness in knowledge.

Cognitive Model of Interpretation

Triangular Model

The cognitive mode of interpretation is the way that an interpreter obtains the sense of information in the process of communication. In the 1960s, the interpreting process began to be studied by the sense-based theory or the interpretive theory by using the theories of linguistics, logic, and psychology, resulting in a triangular model in which interpretation is thought to experience the three stages of "perception, deverbalization, and re-expression" (Zhang, 2011, pp. 74-80).

As far as interpretation is concerned, "deverbalization" is the re-cognitive process of de-verbalizing the information and feelings enveloped in the language and its form, to separate the linguistic form from the inner sense and to rethink and process it. This process emphasizes the conceptualized process of the sense of the source language and explores something unspoken or vague in words and forms, which is "true sense."

Backstage Cognition

The process of interpreting thinking is actually the backstage cognition when interpreting occurs. First, the frontstage cognition involves the linguistic level, which is highlighted by the concept of vocabulary, focusing on the identification of the linguistic complexity and the semantic processing mechanism. Secondly, backstage cognition lies in the conceptual change of mental activity, the semantic construction, the completeness of the information, and the ability to understand the linguistic field in different ways. For the way of conceptualization, Niu Baoyi (2011, pp. 1-7) believes that it can be classified into four types: constructive conceptualization, attentive conceptualization, judgmental conceptualization, and perspective conceptualization. On the one hand, it must be fully realized that the different ways of verbal conceptualization can be completely consistent, completely different or partly the same, and partly different. On the other hand, the role of the speaker is dual; that is, one of the subjects is to be enabled, and one of the objects is to be conceptualized. There are different ways of conceptualization for different languages. For example, a person speaking one language can conceptualize a certain scene from his or her own cultural background so that it is different in mental images and expressions from that of another person speaking another language. The differences caused by conceptualization are the products of cognitive processing.

The construal theory holds that construal is characterized by the subjectivism of the construal person who can adopt different ways for understanding the same scene, which is embodied in words, sentences, phrases, and discourses. The way of comprehension can be directly embodied in the verbal expression used (Xiao, 2011, pp. 39-45). The interpreter's understanding of the meaning of the speaker's speech is based on the understanding process of situational construal. In terms of the relationship between conceptualization and construal, subjective or objective construal is required for conceptual content. Therefore, it can be concluded that conceptualization and construal are the backstage cognition of linguistic understanding in interpretation.

Meaning Negotiation

Why should meaning be negotiated in interpreting? When what the speaker talks about is something concerning intercultural information or professional knowledge, more often than not, an interpreter applies the strategy of paraphrasing to interpret. That is to say, for the cultural vacancy caused by the differences in the two languages or the obscure and unintelligible content caused by highly professional things, the interpreter takes the corresponding strategy to negotiate the true sense of it for the sake of listeners before it is put out. As far as interpreting is concerned, meaning negotiation is a process of thinking cognition, i.e. a supplementary to the target language as well as the re-construction of information.

The meaning negotiation in interpretation is the consideration and externalization process of the interpreter's self-cognition. The interpreter considers the correlation of the discourse between the language system and the cultural schema. If the degree of relevance is not enough to allow the recipient to understand or make sense, it is necessary to coordinate and negotiate the discourse and find the knowledge or information shared by both and localize the meaning orientation to effectively externalize it.

Conceptual Integration

Conceptual integration in interpreting is a kind of human's general cognitive ability. The overall cognitive ability of human beings comes from conceptual integration. In terms of interpretation, conceptual integration is essentially a cognitive process in which a cognitive operation is set. It is a cognitive ability of speech. It is mainly involved in the interpreter's thinking construction of the content of the speech, in the comparison of the same categories, in recursion, in concept categorization, in the construction of framework, and in mental modeling. It can make the content of speech more coherent and integrated so as to understand, memorize, and interpret it more easily.

Conclusion

Interpretation is a verbal communicative activity which makes use of one's cognitive mechanism to perform the transformation of two languages in a limited time with the necessary linguistic knowledge and training skills obtained by an interpreter. When the relationship between discourse and language schema is not obvious, it is necessary to find out the knowledge or information shared between the speaker and the recipient through coordination and negotiation and locate meaning orientations in order to externalize.

The study of cognitive model in interpreting aims at finding out the cognitive processing mechanism, looking for its operating modes, and activating and operating it effectively in order to improve the interpreter's efficiency and quality of interpretation.

Acknowledgment

This article is one of the research results of the project *An Empirical Research of C-E Consecutive* ([2016] No. 036) of Jilin Institute of Chemical Technology.

References

- Chen, L. W. (2011). *Meaning negotiation in the interpreting process*. Beijing: China Social Science Press.
- Fauconnier, G., & Turner, M. (2002). *The way we think: Conceptual blending and the mind's hidden complexities*. New York: Basic Books.

- Liu, M. Q. (2006). *Theories in interpreting and translating studies*. Beijing: China Translation Corporation.
- Mei, D. M. (2000). *An advanced course of interpretation*. Shanghai: Shanghai Foreign Language Education Press.
- Niu, B. Y. (2011). A comparative study of English and Chinese in conceptualization. *Foreign Language*
- Xiao, S.X. (2011). Inadequate translation from the perspective of the construal theory. *Modern Foreign Language Studies*, 2, 39-45.
- Zhang, J. L. (2011). A study on Seleskovitch's Triangular Model of Interpreting. *FLLTP*, 2, 74-80.
- Education*, 5, 1-7.
- Zhong, W. H. (2001). Interpreter training: Models and methodology. *Chinese Translators Journal*, 2, 30-32.

Lu Xun's Children's Literature Translation Study from a Perspective of Skopos Theory

Ma Zongling

School of Foreign Language, Qilu Normal University, Jinan, China

Email: yammazongling@sina.com

[Abstract] *Mr. Lu Xun made many contributions to Chinese translation theory. He combines translation and the renaissance of Chinese culture. His translation strategies change with different translation purposes, from domestication and compilation in translating science fiction to literal translation so as to enrich Chinese culture from Western culture. Especially, he chooses both literal translation and free translation strategies, translating children's literature in children's words. He pays much attention to children's development and child-orientation, and his children's literature translations are full of children's interests. Thus, it is obvious that Mr. Lu Xun's different translation purposes and translation strategies of different periods are closely connected with Hans J. Vermeer's skopos theory. The essence of skopos theory is taking specific translation strategies, such as literal translation, free translation, or compilation and so on, according to different translation purposes. In a word, translation purpose is the most important principle in the whole translation process.*

[Keywords] *Skopos Theory; children-orientation; translation; Lu Xun*

Introduction

Translations are done for specific purposes for which corresponding translation strategies are used. Translation strategies are used for the target readers and for the translator's translation theories. Children's literature is a part of literature. So, what are the purposes of children's literature translation and what are the translation strategies used in children's literature translation? This is an important issue we have to discuss. Some people think that children are not as important as grown-ups. So, their literature and children's literature translation are not paid much attention by writers and translators. For a long time children did not have their own literature, and they could not read the translation of their own words. However, actually, children are different from grown-ups, and children's literature is different from the so-called general literature. Chinese children did not have actual children's literature and children's literature translation until the phase of Mr. Lu Xun. Mr. Lu Xun is the founder of modern Chinese children's literature. Based on the thoughts of humanism, he started to translate foreign children's literature for Chinese children. His purpose is clear: to change the Chinese people's thought through literature translation and to save and change the Chinese people's thought by enriching the Chinese language and words. He ambitiously did much translation for these purpose. The soul of his translation theory is children-oriented, which is shown in his choice of original works and his whole translation process. Thus, translation purpose decides the whole process of translation. Having a specific translation purpose, translators use proper translation methods to show their subjectivity in the translated text. This paper discusses Mr. Lu Xun's translation strategies from the perspective of Vermeer's skopos theory. The analysis of This paper consists of theory introduction, Mr. Lu Xun's translation theory, Mr. Lu Xun's ideas about children's orientation from the perspective of skopos theory, and a conclusion.

The Main Idea of Hans J. Vermeer's Skopos Theory

Reiss puts forward functional linguistics translation theory, which was developed by Hans J. Vermeer. Later, he proposed skopos theory. According to the traditional translation theory, translators have to represent the messages of the original text. However, the Skopos theory is different from the traditional translation theories by focusing on interpreting the cultural messages of the original texts on some specific purpose. So, in the translation practice, translators may use specific translation strategies according to the specific purpose and the target readers. If the target readers can comprehend the target texts and all the cultural messages coherently, the translation strategies used in the translation are proper and good. So, the specific translation strategies are chosen according to the types of the texts.

The skopos theory proposes that there are three principles in a whole translation: the skopos rule, the coherence rule, and the fidelity rule. Vermeer briefly states the rules as follows :

1. The purpose of translation is, also, the function of the translation.
2. The purpose of translation varies according to the target readers.

Translators should choose the best strategy to achieve the purpose of the original text (Liu, 2010). However, because of the differences between two languages and the different cultural messages carried in the languages, it is impossible for the original text and target text to achieve a harmonious effect. So, it is sensible to keep or change the messages. However, the degree of keeping the original and changing the text depends on the specific translation purpose. The core of all three rules in the skopos theory is the skopos rule. So, there are some purposes in translations or there are some functions to be realized in all translations.

Lu Xun's Children's Orientation Translation Theory

“Human” is the theme of Lu Xun's children education thought. In the long Chinese history, seniors are put first, which is severely criticized by Lu Xun. “The human social orientation is children instead of adults. The importance is to look forward the future development instead of looking back to the past. The former makes great sacrifice for their ancestors while they could not live mentally on their own. Meanwhile, they ask the children to sacrifice for them at the cost of self-development abilities ” (Lu, 1980). Mr. Lu Xun advocates the importance of children's education, which should conform to the children's nature, respecting the children's souls in order to realize the purpose of cultivating children and revitalizing China. Children are the future and hope of all nations and all people. The development of people is closely related to children's development. He proclaims that children are the most important priority of a country, and the development of the whole country is based on the development of children. If the young people are weak and have no future, then China is weak and has no future; if the young people are strong and prosperous, China will be strong and prosperous. Mr. Lu Xu pays much attention to the development of young people, the development of China and the development of the whole people. His idea of being children-oriented reflects his patriotism, his love for the whole country, and his love for all Chinese people. His idea of being children-oriented is reflected in his children's literature translation and is the foundation upon which he puts forwards his translation strategies and methods in children's literature translation.

Meanwhile, his idea about being children-oriented is shown in his educational thoughts. He proposes “human-centered” ideas and pays more attention to children's education. He also put forward a “father model” and rejects the “good wife and good mother” model in which fathers rarely take part in the children's education. A long time ago, women were the leaders of children's education. The “father

model” stands against the traditional idea of the husbands’ power and the fathers’ power, and it criticizes the selfish fathers. The “father model” reflects Lu Xun’s educational thoughts that the father is the leader of children’s education. The “children orientation” idea requires fathers to take the responsibilities for children’s education instead of leaving it all to mothers, which shows the equal rights of male and female. Women are supposed to have education rights. Only when girls have the equal rights in education can they have the independent characters.

Mr. Lu Xun is the first educator to propose a “children-orientation” in education. Children’s education should not erase the children’s nature. Children are the future and hope of the whole country and the whole people. If children are to take the responsibilities to develop Chinese culture, they should have strong characters and strong bodies . It is more important to protect children’s nature, increase their interest in knowledge, and develop their self-study abilities . For parents and teachers, Mr. Lu Xun makes the following requirements: first, they should understand children; second, they have to give children correct guidance; third, they set children free . The children’s world is quite different from that of adults. If children cannot be understood or if they are considered as just small adults, they will not develop properly .

Children should benefit from their children’s development, so children’s literature should be of wide scope and should conform to cultural trends. The language in children’s literature should be clear. Children’s literature is the mental food for children, which takes children’s characters into consideration and is full of imagination and creativity. From children’s literature, children observe the world from a specific perspective and learn about the world. Such literature is good for children. Mr. Lu Xun proposes children’s orientation, which focuses on children and children’s development. The good translations of children’s literature offer good spiritual support for children.

Mr. Lu Xun’s Children Orientation Ideas from a Perspective of Skopos Theory

Mr. Lu Xun did translation work for over 33 years (1903-1936). He translated many foreign works from many countries, such as Russia, England, Poland, the Czech Republic and Japan. There are more than two hundred works written by one hundred writers from fourteen countries. The translated words are over five million, which takes half of his works. Healthy growth of children depends on excellent books. However, there are no fairy tales in China, so Mr. Lu Xun decided to translate foreign fairy tales into Chinese. Mr. Lu Xun translated six fairy tales in which the language is lovely and clear and the plots attractive, and which are suitable for children’s mental needs. All in all, they are good translations for children. When he did the translations, he used simple words that could be comprehended by children under ten years old. Mr. Lu Xun advocated respect for children’s natures and protecting children’s interest in order to achieve children’s orientation.

Mr. Lu Xun’s translation purpose is very clear: children’s orientation decides the translation strategy he uses in his children’s literature translation. He did translation when he studied in Japan. His translation includes *Ghost of Sparta*, *Dust of Sorrow*, *Tour of the Moon*, *Ground Travel*, *Human Operation*, and so on. For good readers’ acceptance, he uses the compiling translation strategy. For the influence of “saving motherland by books,” Mr. Lu Xun hopes to broaden people’s vision by translating science fiction. For the readers’ acceptance, with domestication translation strategy, he spreads Western science and culture to arouse people’s awareness..

In 1909, Lu Xun translated *Foreign Fiction*, from which his translation thought changed a lot. His translation strategy changed from free translation to literal translation. His purpose was to represent the

meaning of the original works, which is quite different from Mr. Lin Shu and Mr. Yan Fu's translation ideas. Mr. Lu Xun proposes literal translation strategies for some social reasons (Ran, 2012). Literal translation could represent the literal style of the original work. On the one hand, he chooses the works he favors to translate, and on the other hand, he wants to represent the whole original work by literal translation. Although sometimes the sentences are not fluent and understandable, he hopes the readers spend some time attempting to comprehend them. Faithfulness is more important than beautiful words. Mr. Lu Xun wanted to translate the original idea of the foreign works as much as possible, from which Chinese culture would be enriched by foreign culture. In order to save the features of the original works, Mr. Lu Xun used a literal translation strategy. His main purpose was to express the features of the original works, which needed the literal translation strategy. Although some of his translation did not sell well and were not readable, it was obvious that Mr. Lu Xun used such strategies for his clear purposes.

He was very clear about his target readers for whom he chose proper translation strategies. Mr. Lu Xun paid more attention to the target readers and used specific translation strategies. In a letter to Mr. Qu Qiubai, he said he would like to divide his readers into three groups: group A, group B and group C. For their different education levels, he used different translation strategies for different purposes, such as literal translation, free translation, and rewriting. For those with a high level of education, he set his translation purpose and use literal translation strategy; for those with a middle level education, he used rewriting to cater to the needs of the readers; for those who could not read, he used pictures, movies, and comedies to inspire them. So, according to the skopos rule, the translators should be clear to the target readers and choose the proper translation strategies.

However, in an adult-oriented society, children are considered as little adults rather than real children, so there is no real children's literature. Still, children are different from adults and need to be respected. There are supposed to be more and more children's literature creation, which could show the children's interest. Mr. Lu Xun not only wanted to change the national people's nature, but, also, he cared greatly about children's education. He hoped to make more and more good children's literature to stimulate their positive development of children. The children's orientation proposed by him caters to children's nature. He focused on children's literature to enrich children's spiritual food. Most of the original works chosen by him were not from developed countries but from under-developed countries and weak countries, which stimulated the translation of national fairy tales' translation. His works were half for children and half for adults and were full of educational meanings. They were not just for children only but for parents, also.

Mr. Lu Xun made great contributions to children's literature development, and he paid more attention to the effect of foreign cultures on China. He was for literal translation, but when children's literature translation was concerned, he used both literal translation strategy and free translation strategy to make children comprehend the translated text easily.

For example, when Mr. Lu Xun translated the Russian writer Leonid Panteleev's novel *Watch*, he said, "When I started to translate this novel, I had great ambition. Firstly, I wanted to introduce the fresh new fairy tales into China for children's parents, teachers, and educators references; secondly, I did not want to use difficult words which are incomprehensible for children" (Lu, 1981). Mr. Lu Xun's translation purpose can be seen very clearly: translating excellent foreign children literature to enrich the spiritual food for Chinese children. Under the guidance of skopos theory, he used both literal translation strategy and free translation strategy. Moreover, he chose language comprehensible to children under ten years old. When the translation of the Russian work *Watch* was published, it was very popular. It got

great comment from educators who cared much about children's education. Thus, under the guidance of the skopos theory, according to the readers' responses, Mr. Lu Xun's translation was a great success.

Conclusion

All in all, all translations have their purposes. Mr. Lu Xun's early translations were influenced by his thoughts of saving the country with science and novels translations. His translation purpose was complimented by others. So, under skopos theory, he chose the domestication translation strategy. Later, his translation style changed a lot. In order to learn more foreign culture and to keep more characters of the original work, his translation strategy changed from free translation to literal translation. When he translated the children's literature, his purpose was to enrich children's spiritual food, so his purpose was even clearer and took a children's orientation, which is shown in his choosing original works and translation strategies. So, with easy, comprehensible language, he used both literal translation and free translation and translated more and more excellent children's literature.

References

- Liu, J. (2010). *Western translation theory*. Wuhan: Wuhan University Press.
- Lu, X. (1980). *Tomb*. Beijing: People's Literature Publishing House.
- Lu, X. (1981). *Selected work Luxun*. Beijing: People's Literature Publishing House.
- Ran, X. (2012). Lu Xun's literature translation concept and its forming reasons. *Journal of Chongqing University of Technology (Social Science)*.

A Study of Lin Yutang's Translation of *Moment in Peking* from the Perspective of Eco-Translatology

Xi Lu and Shidong Zhang

Northeast Normal University, Changchun, China

Email: xil696@nenu.edu.cn; zsd@nenu.edu.cn

[Abstract] *Eco-translatology, which encourages one to study and understand the translation process from the perspective of ecology, is the connection of ecology and translation. Based on the theory of adaptation and selection, it provides new thinking for translation study with an eye to macro and systematic research. As an excellent culture ambassador, Lin Yutang is devoted to introducing Chinese culture to Western countries and contributes a lot to exchanges between Chinese and Western culture. He has written more than 40 books in proficient English; he has translated numerous works, such as The Wisdom of Confucius and Six Chapters of A Floating Life as a translator. Although Moment in Peking was not written in Chinese, it still achieves great success due to the proper adaptation and selection made by Lin Yutang. Therefore, this thesis will analyze Lin's self-translation from the perspective of eco-translatology.*

[Keywords] *Moment in Peking; Lin Yutang; adaptation and selection; eco-translatology*

Introduction

With the development of globalization, the words “culture” and “translation” are being connected tightly. “Translating across cultures” and “cultural proficiency” have become buzz words in translating (Katan, 2004). Lots of scholars have been absorbed in the discussion of translatability of culture and translating techniques used in transmitting and delivering cultural elements because one of the most important functions of translation is intercultural communication and cultural communication are becoming more and more important. Translation bridges the communication gap regarding cross-cultural communication. The communication and mutual-understanding of different cultures cannot occur without translation. *Moment in Peking*, written in English by Lin Yutang, is a well-known novel for its depiction and introduction of Chinese culture to foreign readers. When writing this novel, Lin Yutang translated a lot of culture-loaded expressions. Although many scholars have done research on Chinese versions of *Moment in Peking*, according to different theories, such as Skopos theory and teleology, few people study Lin Yutang's translation based on the theory of eco-translatology of the original version. So this thesis tries to make a study of Lin Yutang's translation in *Moment in Peking* in the eco-translatological framework. It is divided into four parts. The first part mainly discusses the studies on eco-translatology at home and abroad. The second talks about the three key concepts of eco-translatology. Then, the third part makes a brief introduction of the main contents and characters of *Moment in Peking* and the author Lin Yutang, and it also analyzes the selective adaptation Lin Yutang made. The final part makes case analysis of adaptive selection in multi-dimensions that helps foreign readers understand Chinese culture well.

Eco-Translatological Studies at Home and Abroad

The emergence of eco-translatology is the reflection of transition of social civilization on translation studies. In 1972, the United Nations came up with the famous Declaration on the Human Environment, and then people paid much attention to environmental issues (The United Nations Conference on the

Human Environments, 1972). Under this background, ecology has been involved in many fields of scientific research, such as translation. This subject absorbs more and more researchers to study on it.

Peter Newmark (1988) divided the cultural interference in the process of translating into five types in *A Textbook of Translation*. The first kind is the ecological character of translating. Wills (1996) talked about translation in his *Knowledge and Skills in Translator Behavior* that we should focus on all kinds of environmental elements such as features of tasks, customers' needs and translators' decision-making capacity. The types of ecological culture of translation were further clarified and detailed by Katan (1999); he put forward that translational eco-environment contains physical and political environment, climate, space, and casual scenario in the book *Translating Cultures*.

In China, translational studies and analysis from the perspective of ecology only account for a small part. Recently, some scholars begin to emphasize on quality and theory of translation and its state of development using the term "Translation Ecology". At the beginning of 21st century, eco-translatology has been going forward with the studies of Professor Hu Gengshen. Based on Darwin's theory of evolution, Professor Hu developed the theory of eco-translatology and introduced adaptation and selection into translation studies. Then he published the book *Translation as Adaptation and Selection*, which lays the foundation of studies for eco-translatology. This theory seeks for the harmony and unity between the translator and translational eco-environment in eco-translatology (Hu, 2010). In this theory, Professor Hu gave new definitions to the translation essence, methods and translators' role. Then, Professor Hu published a series of thesis with respect to translator-centeredness or adaptation and selection in consecutive interpreting in the journals such as *Perspectives: Studies in Translatology*.

The Theoretical Framework

Eco-translatology, which is based on the theory of adaptation and selection, put forward by Professor Hu, provides the translation study with a new perspective. Using ecological rationalism, it is a research field and ecological model with adaptation and selection for translation. It includes three key concepts, which are translator-centeredness, translational environment, and adaptation and selection (Hu, 2004).

During the long history of translation, translators were always put in the position of cultural edge. The traditional theory stressed the importance on the loyalty to the original. However, it ignored the subjectivity and creativity of a translator in the process of translation. On the contrary, Eco-translatology emphasizes on the role of translators in the translational eco-environment and attaches great importance to the translator's subjective proactivity in the process of translation. Eco-translatology focuses that all theoretical propositions are closely related to translators. The translator-centeredness sets the translators free from the rigid translational style and avoids translationese.

Professor Hu described translation eco-environment as "the worlds of the source text and the source/target languages, comprising the linguistic, communicative, cultural and social aspects of translating, as well as the author, the client, and the readers" (Hu, 2004). Like people and animals in the ecological environment, the translational text also results from natural selection. And in nature, the balance of different species cannot be broken. There are also harmonious coexistence and balanced development in the field of eco-translatology. In translation eco-environment, the author of source text and the translator are value creators, whereas translated language readers are consumers. The process of translation contains two stages: 1) the translational eco-environment selects the translator; 2) the translator selects or decides on the form of the final translated text. At the first stage, it requires that the translator should follow some rules and regulations of the translational eco-environment in order to finish

the translational task. At the second stage, it means that after being a qualified translator who fits the source text, the translator becomes a key element of the translational eco-environment (Hu, 2004).

Previously, there have been some scholars who have studied the theory of adaptation and selection. Fang Mengzhi (1999) once referred that “a given source text could be translated into varieties of target texts which are adaptive to the requirements of different reading groups.” Professor Hu defines translation as a selective activity done by the translators who should adapt to eco-environment. With adaptation and selection, the translation process is described as a cycle, and this process is dominated by translators. Translators not only adapt but also select. When a source text needs to be translated, the text will choose the most proper translator with good language capability, rich translation experience, and other good qualities. So, the translator who is competent enough will adapt himself or herself to the translational eco-environment. Usually, this process of translation is called a translator’s adaptation to translational environment. On the other hand, compared with the environment, a translator is a living individual who has the capability to make adaption and selection. While a translator is trying to adapt to translational eco-environment, he can also make choices about the translational eco-environment. At this aspect, a translator’s adaptation is selective adaption. After being chosen to undertake the translational task, the translator will choose translation strategies and choices of words and sentences. The selections of the translator will be operated from different dimensions so that the target text can adapt to the translational eco-environment.

Lin Yutang’s Adaptation

Moment in Peking caused a stir in foreign countries and hit the best seller list after. Lin Yutang was also nominated for the Nobel Prize because of this book. At first, out of Lin Yutang’s love for *A Dream of Red Mansions*, Lin wanted to translate this classic novel into English. After a second thought, he realized the long time span from that time to contemporary Chinese society. So he decided to write a new novel that i *Moment in Peking*. In addition, Lin Yutang was a famous Chinese writer, linguist, translator, and inventor. His informal and humorous style and his bilingual ability made him stand out from other writers, and his works that contribute to spreading Chinese culture made him one of the best-selling authors. It is very difficult to find that an author’s works in foreign languages are worth studying than those in his native language. Having spent much of his lifetime, Lin Yutang committed himself to present Chinese culture and folk customs. As we all know, Yan Fu played an important role in unveiling the Western world, whereas Lin Yutang tried his best to remove misunderstanding to Chinese culture of foreign people (Wang, 2009). With the unique life experience and a rich fund of knowledge of two cultures, he was good at transmitting the real Chinese culture including customs and traditions. Therefore, Lin Yutang adapted himself to the needs of the translational environment.

Adaptive Selection in the Process of Lin Yutang’s Translation

In Lin Yutang’s article *On Translation*, he put forward three standards for translators, which are fidelity, fluency, and aesthetic quality. These standards are inheritance and development of faithfulness, expressiveness, and elegance put forward by Yan Fu. In order to reach the three standards, a translator should make a conversion in multi-dimensions. That is to say, a translator should adapt to eco-environment in different aspects, including linguistic, cultural, and communicative dimensions. Linguistic dimension focuses on language expression and the transformation of language form. Culture dimension requires culture consciousness and pays attention to intercultural communication, and

communicative dimension emphasizes that communicative goal of the source text can be achieved. Then we will analyze the translation methods in multi-dimensions.

Linguistic Dimension

In the process of translation, eco-translatology requires that translators should make the adaptive selection for linguistic form in different aspects and levels.

Example 1:

Their writing went from left to right, instead from right to left, and horizontally in “crab-walk” fashion instead of from top to bottom. (Lin, 2003)

他们写的字是由左向右，不由上向下直写，而横行霸道如螃蟹。(Chinese version, 2014)

Example 2:

Of course it was not the bound feet alone; her whole figure emphasized their beauty, like a good statue on a harmonious base. (Lin, 2003)

当然她的美并不全在脚上，她整个身段儿都加强了她的美，就犹如一个好的雕像偏巧又配上一个好座子一样。(Chinese version, 2014)

From the two examples above, Lin Yutang adopted the rhetoric of simile. “Crab-walk” and “a good statue on a harmonious base” are vivid and lively. In Lin Yutang’s self-translation, he made proper adaptive selection on the linguistic level with appropriate rhetorical device to exert the expression effect. In Lin Yutang’s self-translation, using proper rhetorical device provides readers with a better understanding for his depiction and makes self-translation more successful.

Cultural Dimension

Every country has its own distinct national and cultural characteristics. When translators translate a novel in foreign languages, one of the problems they face is that there is no certain target language to express particular cultural expressions. It will be difficult for foreign readers to know about these national distinguish features and culture. In *Moment in Peking*, Lin Yutang used proper methods to help foreign readers understand Chinese customs and culture correctly.

Example 1:

She could read and write, while Cassia could not, and the distinction between wife and maid concubine was protected by a feeling of status and character (Lin, 2003).

她能读书写字，桂姐则不能，而且太太与婢妾中间的分别也是受地为人品决定。(Chinese version, 2014)

In this example, “婢妾” was a special existence in traditional society. It means that a woman is not only a maid but also a concubine. However, in Western culture, there is no corresponding address. Lin translated it into “maid-concubine” to deliver Chinese cultural information. In this way, the Chinese meaning of these English words are clearly at a glance. This is also a converted tactic to adapt to eco-environment.

Communicative Dimension

In *Moment in Peking*, Lin Yutang made use of a large number of Chinese pinyin, that is to say, Chinese was expressed by the Romanization System. This doesn't show Lin's incompetence in English but his ingenious arrangements in translation.

Example 1:

"Your master does good deeds." (Lin, 2003)

"你们东家是个大善人哪。" (Chinese version, 2014)

Example 2:

"Tseng Laoyeh! Ten-thousand fortunes! I greet you!" (Lin, 2003)

曾老爷万福, 给您请安了。 (Chinese version, 2014)

From the perspective of eco-translatology, apart from the exchange of language information and the delivery of culture, translators should put emphasis on the communicative level. In the examples above, words like "master," and "Ten-thousand fortunes" that only belong to China are successfully expressed by Lin Yutang. Here, Lin Yutang adopted comprehensive translation skills, such as transliteration and liberal translation. It is believed that readers can understand the meanings of addresses and Lin's expressing intentions. In consequence, Lin Yutang fulfilled the communicative goals effectively.

Conclusion

As one of Lin Yutang's greatest works, *Moment in Peking* has earned the accolade at home and abroad. This book is an encyclopedia reflecting Chinese contemporary society, which is a success no matter in self-translation or cultural transmission. This novel has been well received by foreign readers. For *Moment in Peking*, although written in English, this book embraces many aspects of Chinese tradition and culture. This paper analyzes *Moment in Peking* based on the theory of adaptation and selection of eco-translatology. It introduces research on eco-translatology at home and abroad and analyses this thesis's theoretical framework. In addition, it finds out that Lin Yutang had made appropriate adaptation and selection according to the environmental needs and his competence. By taking examples from this book and making a case analysis, it analyses the adaptive selection and the methods in three dimensions in Lin Yutang's translation process. Because eco-translatology is still a new field in translation at home and abroad, the analysis may not be complete and mature. As a result, this theory has a long way to go. If there are more related academic journals and books, this thesis would be more persuasive.

References

- Declaration of the United Nations Conference on the Human Environment. (1972). The United Nations Conference on the Human Environment. Retrieved from <http://en.pkulaw.cn/display.aspx?cgid=100669712&lib=tax>.
- Fang, M. Z. (1999). *Translation studies and practice*. Qingdao: Qingdao Publishing House.
- Hu, G. S. (2004). *Approach to translation adaptation and selection*. Wuhan: Hubei Education Press.
- Hu, G. S. (2010). Eco-translatology: Backgrounds and bases for its development. *Foreign Languages Research*, (4).
- Katan, D. (1999). *Translating cultures*. Manchester: St. Jerome Publishing.
- Katan, D. (2004). *Translating cultures: An introduction for translators, interpreters and mediators*. Shanghai: Shanghai Foreign Language Education Press.

- Lin, Y. T. (2003). *Moment in Peking*. Beijing: Foreign Languages Teaching and Research Press.
- Lin, Y. T. (2010). *Moment in Peking*. Zhang, Z. Y. (Trans.). Nanjing: Jiangsu People's Publishing LTD.
- Newmark, P. (1988). *A textbook of translation*. New Jersey: Prentice-Hall.
- Wang, B. Q., & Wang X. (2009). *The history of Chinese translation thoughts in twentieth century*.
Tianjin: Nankai University Press.
- Wills, W. (1996). *Knowledge and skills in translator behavior*. Amsterdam/Philadelphia: John Benjamins.

A Diachronic Study on the English Renderings of *The Nineteen Ancient Poems*

Fang Hong

College of Foreign Languages, Capital Normal University, Beijing, China
Email: fancy1104@gmail.com

Cui Chen

Institute of Theoretical Linguistics, Beijing Language and Culture University, Beijing, China
Email: newtoncui@foxmail.com

[Abstract] Based on a thorough collection of the English renderings of *The Nineteen Ancient Poems*, this paper aims to give a diachronic description and analysis of the translation of this famous Chinese classic. By tentatively extending on the aims, means, and processes underlying the translation products, this study proposes that the translators' choice, personal identity, and motivation have all influenced the target poems' rendering and dissemination. Also, in view of the particularity of classics, it should be noted that dedicated references to exegetical discourses require proper combination with the zeitgeist so that benign dissemination of Chinese canons overseas can be actualized.

[Keywords] *The Nineteen Ancient Poems*; diachronic study; translation and dissemination; literary canon

Introduction

Benign cross-cultural communication requires that translation should function as a lubricant easing the flow of disinterested cultural exchange, which sheds light on contemporary translation studies. Rich in ethic-aesthetic import, *The Nineteen Ancient Poems* is received as a most refined Chinese literary classic whose translation and overseas dissemination are also representative of the circulation of Chinese culture abroad. Therefore, studies on the target poems' renderings deserve more attention. The original of *The Nineteen Ancient Poems* has been studied thoroughly in light of historiography, classical philology, literary criticism, and even modern linguistics. In the meantime, for its English renderings, focus is primarily on the technicalities, aesthetic reproduction and translator's subjectivity, with the previous investigations unanimously conducted in a prescriptive manner. In fact, nowadays, translation of Chinese canonical works is expected to represent the cultural quintessence delivered or implied in the text, thereby rebuilding the image of China and manifesting Chinese zeitgeist. For this reason, this paper is mainly concerned with the concomitant factors that contributed to the variety of renderings; via diachronic description, translators' aim and means are studied, as well as the interplay between translation practice and the dynamic process of cross-cultural communication. This paper, first, enunciates the canonical essence of the target poems. Second, it diachronically describes the English renderings of the target poem, and then periodizes them tripartitely. Third, with textual and historical evidence, this paper analyzes and explains how translator's choice, personal identity, and motivation have influenced translation practice. In closing, this paper reviews the trail and route of translating *The Nineteen Ancient Pomes* into English with regard to the dissemination of Chinese translated classics overseas.

The Canonical Status of *the Nineteen Ancient Poems*

Since time immemorial, generations of literati and critics have contributed a host of definitions for *canon* and *classics*. Centering on their intersection, this paper holds that *classics* are the works considered to be permanently established as being of recognized authority and highest quality, and that *literary classics* are

the universally acknowledged eminent texts that are possessed of extraordinary aesthetic property coupled with moral capacity. As a matter of fact, from the perspective of occurrence, Yu, et al. (2006) pointed out that “the essence of a classic work is in thrall to how it virtually comes into being” (p. 20). In other words, the reason why some classics have survived the time is that the moral and aesthetic value that classics convey keeps striking a chord among generations of readers. According to Bloom (1994), the aesthetic value emerging from some psychological process contributes to literary canonization; meanwhile, according to Leavis (2008), the construction of meaning for a text is largely as a consequence of some resultant forces, among which, socio-historical factors are of paramount effect. By extension, this paper considers that classic works handed down in history have nearly all undergone some manipulation and deconstruction for either consolidation of some social value or construction of certain ideological consensus via textual criticism.

The Nineteen Ancient Poems is no exception to the aforementioned two paths to canonization. As Ye (1997) noted, thanks to its poetically distilled delivery that teems with expressive concision, artistic ambiguity, and quaintness, this set of poems has bred an immense number of exegeses replete with socio-historically constructed purport. Moreover, in line with traditional Chinese poetics, the use of literary conceits should in all likelihood be with graceful implicitness; thus, for descrying the esoteric meaning beyond lines, dedication is in need not merely for the lexicon-based micro-structure and rhetorical devices, but for the extra-textual purport. This, according to this paper, is true of both textual interpretation and translation in terms of historical construction. Besides, considering literary *topos*, as Li (2011) explained, Chinese traditional poetics initially proposed that poetry is the catharsis of one’s righteous volition and ambition, rather than a superficial vent of personal emotion. Li (2011) also claimed that literary production and criticism in China have long been endowed with some moralizing function, i.e., with intent to have government affairs and feudal ethics associated with literary interpretation, which turns out to have enhanced the moral capacity of *he The Nineteen Ancient Poems* and wielded considerable influence on the canonization of the target poems. In this sense, this paper holds that the translation of *The Nineteen Ancient Poems* should not be confined to the self-included literal meaning or to a certain author’s perceptible intention but consider more about the socio-historically constructed meaning, i.e., the primary drive for canonization.

A Diachronic Description of the English Renderings of the Nineteen Ancient Poems

A Periodization of the English Renderings of The Nineteen Ancient Poems

So far, as the paper finds, English renderings of the nineteen target poems, including full and abridged versions, have totaled twenty-two. In terms of era, since Giles’ version in 1898, the translation trail has been meandering for 120 years across continents, and in terms of area, the initial climax of translating these poems into English emerged in the UK at the end of 19th century. After WW2, the upsurge diverted to the U.S., as ensued by the redirection to Hong Kong between the 60s and 70s and the ultimate return to mainland China after the Reform and Open Policy in 1978. The following charts unfold the general *status quo* of the translations under study.

Table 1. English Translations of *The Nineteen Ancient Poems* before 1949

Serial Number	1st	2 nd	3rd	4th	5th
Year of Publication	1898	1912	1915	1918	1947
Place of Publication	UK	UK	UK	UK	China
Translator	Herbert A. Giles	Charles Budd	Ezra Pound	Arthur Waley	Chinese students
Translator's Identity	British sinologist and diplomat in China	British scholastic sinologist	American poet, critic, and early modernist	British orientalist and sinologist	Students in the National Southwestern Associated University
Poems Selected	4/19	5/19	1/19	17/19	15/19

Table 2. English Translations of *The Nineteen Ancient Poems* from 1960 to 1990

Serial Number	6th	7 th	8th	9th	10th	11th	12th
Year of Publication	1962	1975	1976	1977	1982	1984	1987
Place of Publication	HK	US	HK	HK	UK	US	US
Translator	Sir Robert Hormus Kotewall	Dell. R. Hales and Charles Hartman	John Turner	Kenneth P. H. Ho	Anne Birrell	Burton Watson	Pauline Yu
Translator's Identity	businessman, civil servant, and legislator	American poets	poet and translator	scholar, and PhD of Oxford	British female sinologist	American Sinologist	American poet
Poems Selected	1/19	8/19	2/19	19/19	12/19	13/19	3/19

Table 3. English Translations of *The Nineteen Ancient Poems* in the 1990s

Serial Number	13th	14th	15th	16th	17th
Year of Publication	1994	1994	1998	1996	1997
Place of Publication	China	China	China	US	US
Translator	Xu Yuanchong	Xu Zhongjie and Arthur Waley	Wang Rongpei	Stephen Owen	Wai-lim Yip
Translator's Identity	renowned Chinese translator	translators	translator of Chinese classics	Sinologist	Sinologist
Poems Selected	19/19	9/19	19/19	11/19	3/19

Table 4. English Translations of *The Nineteen Ancient Poems in the New Millennium*

Serial Number	18th	19 th	20th	21st	22nd	23rd
Year of Publication	2001	2003	2009	2005	2006	2010
Place of Publication	China	China	China	US	US	US
Translator	Yang Xianyi & Dai Naidie	Yang Xianyi & Dai Naidie	Liu Guoshan etc.	Tony Barnstone and Chou Ping	Jerome P. Seaton	David Hinton
Translator's Identity	poets, experts of western literature, and translators	poets, experts of western literature, and translators	Chinese scholars	American and Chinese Sinologists	American poet	American Sinologist
Poems Selected	2/19	2/19	2/19	19/19	11/19	5/19

From the charts above, we can see that most translators of *The Nineteen Ancient Poems* are foreign sinologists or poets, and they choose the poems actively out of the appreciation of Chinese classic or Sino-study. Of the 23 volumes of translation, only 7 are done by Chinese scholars. Until in 1994, nearly half a century after the first version by the Chinese was published in 1947, Xu Yuanchong, a renowned modern Chinese translator, produced the first full version of *The Nineteen Ancient Poems* by Chinese and started to introduce the classic to the world. Furthermore, most of the translation versions are partial selections of the nineteen poems and only four of them are full translations. The selection of the poems reflects the motivation of the translators and the need of the potential target readers, as well.

The Analysis of the Translations of The Nineteen Ancient Poems

Translations in the first period (before 1949). Between 1898 and 1918, the Qing Dynasty was overthrown and later supplanted by the Republic of China (1912 – 1949); concurrently, the New Culture Movement (1915 – 1923) was in the making then, forcibly shaking the grip of traditional feudal ethics and further emancipating social ethos in China. Having ceded territory, while confronted with humiliating indemnities, erstwhile China was nearly on the brink of economic destitution and political upheaval, which resulted in the decline of China's international standing. In response, in the Anglo-American poly-system, the value of Chinese classics was not acknowledged yet. By analyzing the historical context and referring to attested materials, this paper argues that translations of Chinese literary classics then functioned chiefly as a provider of learning materials for British students majoring in Sinology. This paper further proposes that given the meager readership and dearth of prevalence, the length and scale of the target poems' translation in the UK was largely a compromise among readers, translators, booksellers, and the publishing agencies, which can be proven by Budd (1912):

As this book of translations is chiefly intended for readers who do not understand the Chinese language, no attempt has been made to insert the Chinese characters for the names...; but, following the advice of friends who are well versed in Chinese themselves, I hope, hereafter, to publish a small volume containing the Chinese text of the translated poems only, with a few notes which may be useful to beginners. To reprint the Chinese texts and notes with the English translations in one volume would add considerably the cost of the book, while only a comparatively small number of readers – students of the Chinese language – would find the Chinese text and notes useful. (Budd, 1912, p. 3)

As for translation strategy, this paper finds that British translators in this period habituated themselves to domestication, interpreting Chinese classical dicta and images in line with Western cultural and religious *topoi*, while reproducing Chinese poetic musicality with resort to traditional British rhyming pattern. This paper further argues that this strategy, albeit with the innuendoes of British cultural superiority, chiefly aimed to draw Chinese literature nearer to British readership. Take Herbert Giles for example. As a sinologist and diplomat perennially holding office in Ning Bo of China, he was well versed in both the Chinese language and local culture, which presupposes his quaintly delicate air. His translation, first, is disposed to domesticate Chinese lines with entrenched Western dicta and lexicons rich in cultural import. For instance, Giles (1923) rendered the title of 15th ancient poem as *Carpe Diem* – a recurring subject in the West, and contrived such lines as read “*This day alone gives sure enjoyment – this! / Why then await to-morrow’s doubtful bliss?*” (Giles, 1923, p. 27), and “*We cannot hope, like Tzu-ch’iao, to rise / And find a paradise beyond the skies*” (Giles, 1923, p. 27), in which, verbal and conceptual domestication are salient, expounding Chinese ideas with resort to Christianity. Second, as per style and rhetoric, it is argued that Giles (1923) properly deploys alliteration, as exhibited in “*fragrant flower*” (Giles, 1923, p. 21), “*silk and satin*” (Giles, 1923, p. 29), and “*mash and mead*” (Giles, 1923, p. 21). Similarly, Budd (1912) knitted such antithesis as “*love and pain*” (Budd, 1912, p. 85), “*flourish and decay*” (Budd, 1912, p. 151), and “*quick and dead*” (Budd, 1912, p. 184). It is evident the two pioneers both actualized stylistic domestication by referring to traditional English rhetoric. Third, in terms of sentence pattern, this paper takes that Giles (1923) frequently adopts the archaic OV word order – a heritage and conceit from Latin literature that enhances a text’s literary classism and material density (examples can be found on Giles, 1923, p. 21). To sum up, this paper concludes that behind verbal-conceptual, stylistic, and structural domestications exemplified above is the intent to have the English renderings better accepted by the English poetic tradition and the target readers; this also witnesses the transition from preaching-oriented Sino-study to a research-based serious one.

Translations in the second period (1960 – 1990). In the post-war years, a great many Western scholars began to review the mysterious oriental civilization in comparison with their Western state apparatus. American Sinology, ensuing the British one, was particularly utilitarian and pragmatics-driven in this period, intended to derive practical value from Sino-Study (Wang, 1999). Accordingly, it can be deduced that this aim requires that Chinese classics be interpreted and translated with utmost faithfulness, accuracy and exhaustiveness; i.e., with less attention to *literariness* but more notice of *literalness*. Nevertheless, thanks to the post-war political confrontation between China and the US, American scholars had long been short of first-hand Chinese materials before the normalization of Sino-US relation in 1970s – a trigger for many misunderstanding and mistranslations.

In terms of strategy, via close reading, this paper finds that American translators generally favored literal translation; but with the excessive stress on content, their renderings are almost bereft of the form-based aestheticism permeating Chinese originals – destitute of poetic rhyme but abounding with prosaic banalities. According to Xu (2006), this strategy was “initiated and fully embodied in *Sunflower Splendor: Three Thousand Years of Chinese Poetry* published in 1970s” (p. 2). Functionally, the paper believes this approach makes manifest some latent information arguably implied in the originals, but it occasionally causes redundant or distorted information. For instance, Watson (1984) has such a line rephrased as “*plump plump, that lady upstairs, / bright bright, before the window*” (p. 97). In this case, apart from the loss of rhyme, *plump* is definitely an ill-chosen word, since according to Sui (1957) and other exegetical discourses, the original implied meaning is unanimously “the lady’s being beauteous and gracious, instead of her being

corpulent” (p. 22). This error, according to this paper, is apparently due to the lack of reference to authentic exegesis and the foreign translators’ insufficient competency in Ancient Chinese. Despite such errors and pitfalls, reality indicates that the dissemination and acceptance of American translators’ renderings in the English speaking world was basically encouraging then. Via translation, Chinese classical poetry had by then begun to wield influence upon the production and criticism of Anglo-American poetry, as suggestive of the increasingly uprising status of Chinese literature in the US (Ren, 2013). This, as this paper holds, also motivated American translators to reconsider the significance of poetic form in translation, just as W.S. Merwin’s comment indicates in the preface of Watson (1984, p. 3):

It is impossible to imagine poetry in English in our century without the influence and in some sense the presence of Chinese poetry...Those who can (read the originals) are perennially at pains to remind us of what is lost in translation...While the forms of the originals have been left behind with the original language of which they are a part, he was managed to represent distinctions of voice from poet to poet.

Translations in the third period (from 1990 to now). In line with the charts above, English translations of *The Nineteen Ancient Poems* circulated chiefly in mainland China and the US after 1990. Translators, either Chinese or western, are all professional *maestri* equally adept at the source and target languages and well trained in both Sinology and poetics. Via textual analysis and comparison, this paper finds that Chinese translators in this era paid sufficient heed to the concordance between form and content, and they referred closely to traditional exegeses to replicate the originals’ ethic-aesthetic connotation. Comparing Chinese translators’ renderings with those by Westerners, we can find that Chinese translators’ close reference to traditional exegeses distinguishes themselves with precision and appropriateness. For instance, “*hu ma*,” the Chinese phrase that in Sui (1957) means “*the horse from the North*” and implies “*the attachment to olden state*” (p. 35) was rendered by Yu (1987) as “*barbarian horse*” (p. 123), by Seaton (2006) as “*hunnish horse*” (p. 40), by Owen (1996) as “*a Turkish horse*” (p. 249), and by Wai-lim (1997) as “*the Tartar horse*” (p. 66), all of which are contrary to the hermeneutically attested meaning that is steadfastly adhered to by Xu Yuangchong (2009) and Wang Rongpei (2006) all through their renderings. This paper holds that such errors should have been avoided by perusing pertinent exegesis. Keeping an eye on the situation in the US, this paper notices that translation of Chinese classics was utilitarian *ad nauseam*: many translations were purposefully manipulated by American theoreticians as a means to testify to the authenticity of their theoretical proposals. According to Kong (1999), for instance, in order to construct and carry forward his own academic paradigm, Stephen Owen has “imbued his translations with considerable personal judgments, which can be deduced at least from his choice of texts, annotation, and introduction” (p. 123). Also, following Kong (1999), it can be properly deduced that Wai-lim Yip’s (1997) word-for-word transliteration to the detriment of form aestheticism has taken translation merely as a testing ground for his research in comparative poetics. This type of textual contortion, according to this paper, is directly ascribed to the Deconstructionist *ethos* prevailing in the erstwhile US, and translators were allowed more liberty to manipulate the originals at will.

Conclusion

As a canonized volume, *The Nineteen Ancient Poems* has aroused much attention at home and abroad. With a diachronic description of its English renderings through more than 110 years, we can get a glimpse of the translation and dissemination of *The Nineteen Ancient Poems*. First, from the translators and the places of its publication, we can see that the poems have been chosen and introduced more by foreigners

for academic purpose, and, until recently, several Chinese scholars translated it to disseminate Chinese classics for cultural identity. Second, the translation strategy changes at different periods, ranging from domestication with abridged form to content-based literal translation and to faithful interpretation with both reference to exegesis and form. Third, in terms of the translation influence, the English renderings of the poems initially familiarized the Western readers with Chinese classics in a superficial and biased fashion, and then deepened the professional study of Chinese classics and alleviated the marginalized position of Chinese culture, and today they consolidate the status of *The Nineteen Ancient Poems* and promote the circulation of Chinese classics in the world. The long translation history of *The Nineteen Ancient Poems* reveals the miniature of the route and trace of the dissemination of Chinese classics to the world in the past hundred years, which is of enlightening significance for the translation and dissemination of Chinese classics in the background of going-out of Chinese culture.

Acknowledgement

This article is the staged achievement of Youth Team Innovation Project of Capital Normal University “The Study of Translation and Dissemination from the Perspective of Cross-cultural Communication” (Project number: 025185305000/012) and the Key Teaching Reform Project of Capital Normal University “The Development of Critical Thinking Ability of English Majors” (Project number: 202185505600).

References

- Bloom, H. (1994). *The western canon: The books and school of the ages*. Boston: Houghton Mifflin Harcourt.
- Budd, C. (1912). *Chinese poems*. London: Henry Forwde, Oxford University Press.
- Giles, H. A. (1923). *Gems of Chinese literature*, (pp. 21-29). Shanghai: Kelly and Walsh.
- Kong, H. (1999). Translation, literature, culture, (pp. 121-125). Beijing Peking University Press.
- Leavis, F. R. (2008). *The great tradition: George Eliot, Henry James, Joseph Conard*, (1-37). London: Faber Finds.\.
- Li, X. (2011). *The way to canonization – Studies on the hermeneutical history of The Nineteen Ancient Poems*. Guangzhou: Jinan University Press.
- Owen, S. (1996). *An anthology of Chinese literature: Beginning to 1911*, (pp. 249-261). New York: W. W. Norton.
- Ren, Z. (2013). The dissemination of Chinese classical poetry and the publication of pertinent monographs in the UK. *View on Publishing Monthly*, (15), 16-19.
- Seaton, J. P. (2006). *The Shambhala anthology of Chinese poetry*, (40-46). Boston: Shambhala,
- Sui, S. (1957). *Collected commentaries of The Nineteen Ancient Poems*. Beijing: Chinese Publishing House.
- Yu, P. (1987). *The reading of imagery in the Chinese poetic tradition*, (123-129). Princeton, NJ: Princeton University Press.
- Wai-lim, Y. (1997). *Chinese poetry: An anthology of major modes and genres*, (66-73). Durham, NC: Duke University Press.
- Wang, H. (1999). A review of contemporary sinological studies in USA. *Journal of Shanghai Teachers University (Social Science)*, 28(1). 56-63.
- Wang, R. (2006). *Three hundred poems of the six dynasties in Han and Wei Dynasties*. Changsha: Hunan People’s Publishing House.

- Watson, A. (1984). *The Columbia book of Chinese poetry: From early times to the thirteen century*, (96-102). New York: Columbia University Press.
- Xu, Y. (2006). *The art of translation*. Beijing: China Intercontinental Press.
- Xu, Y. (2009). *Golden treasury of Chinese in Han, Wei and Six Dynasties*. CTPC.
- Ye, J. (1997). *Lectures on poems of the Han, Wei and six dynasties*. Shijiazhuang: Hebei Education Press.
- Yu, L., et al. (2006). *Comparative studies in Chinese-Indian poetics*. Beijing: Kunlun Press.

Studies on Translating Figure of Speech in Zhang Peiji's *Selected Modern Chinese Essays*

Li Yan

School of Foreign Languages, Yan'an University, Yan'an, China
Email: yadxwyly@163.com

Wu Yingli

School of Foreign Languages, Yan'an University, Yan'an, China
Email: 2276871396@qq.com

[Abstract] *Selected Modern Chinese Essays*, a book containing many classical modern Chinese essays, has been translated by Zhang Peiji, a professor who loves essays and who has devoted himself to translating Chinese essays into English. The version has been studied by many scholars since its publication, but only a few have focused on the translation of the figures of speech. Therefore, this paper means to find out what translation methods and techniques are used and why, by analyzing some examples. In doing so, we hope that we can contribute to the study of this field.

[Keywords] *selected modern Chinese essays; Zhang Peiji; translation methods and techniques; figures of speech*

Introduction

Compared with the other literary translation, such as novel translation, poetry translation and drama translation, the essay translation study is left far behind, not only in English-Chinese translation, but also in Chinese-English translation. However, with more and more cultural exchange between China and the other countries all around the world, it is necessary to translate modern Chinese essays into English. However, few scholars have done it systematically until Zhang Peiji. After retirement, he found himself with nothing to do, so he devoted himself to translating modern Chinese essays. As he said in the preface of *Selected Modern Chinese Essays*, "As I grow older, I gradually found that reading essays brings me a great joy and thought that essays are more easily understood than poems and take less time and energy than novels... The purposes of my translating those essays are: first, for pleasure; second, for my love of English and essays; third, to introduce some great modern Chinese essays to readers from western world" (Zhang, P., 1998). Therefore, it's obvious that his purposes of translation are totally personal and initiative, without any utilitarianism. It's no wonder that his translation has enjoyed prolonged reputation and praise. In *Advanced Literary Translation*, Zhang Peiji has been considered one of the translators with the greatest quantity of translation and influence in the area of translating modern Chinese essays into English (Hu, & Li, 2009). Another scholar praised *Selected Modern Chinese Essays*, it "seems not to be a textbook but in fact it is a perfect theoretical textbook on how to translate from Chinese into English" (Zhu, M., 2000). Now, we can say that *Selected Modern Chinese Essays* is valuable translation material worthy of exploring without any doubt. When you type Zhang Peiji and *Selected Modern Chinese Essays* into CNKI.net, you will find about 60 papers and dissertations that analyze some translation phenomena based on certain translation theories. However, few of them focus on translating Chinese figures of speech into English.

As we know, a figure of speech is a very important linguistic phenomenon that exists in almost all kinds of languages, including Chinese and English. It is generally accepted that there is similarity among all the languages in the world, which means they can be translated freely most of the time, but there is still difference. In terms of Chinese and English figures of speech, there are both similarities and differences in their definition, function, and usage. As for definition of figure of speech, different people hold their own opinions. According to Chen Wangdao, a figure of speech is something new and beyond normal words, normal grammar, and, even, normal logic (1976). According to Chen Dingan, a figure of speech is the process of carefully choosing language according to specific purpose to make the speech or article more correct, clear, vivid and wonderful (2004). In the book *The Comparison and Studies of Chinese and English Figure of Speech*, a figure of speech was defined as language mode that beautifies languages according to the requirement of specific classification system. With special means, structures, and functions, it gradually comes into being in the long process of language use and is widely accepted by the language users (Hu & Li, 2005). Although the definition of a figure of speech varies from people to people, there's one thing we can be sure of: it is not so easy to translate a figure of speech from one language into another one. Translators have to consider what methods and techniques to take to translate the Chinese figure of speech into English accurately with a minimum loss in form and meaning. Now, we have to make clear what translation methods and techniques are and how many kinds of methods and techniques there are in translation practice at first. According to Xiong Bing (2014), translation methods can be defined as the specific procedures or means that are adopted to reach certain purposes based on a certain translation strategy in translation activities. The specific translation methods can be divided into two groups based on two translation strategies, namely domestication and foreignization. The translation methods guided by domestication strategy include liberal (free) translation, imitation, variation translation, and recreation. The translation methods guided by foreignization strategy include zero translation, transliteration, word-for-word translation, and literal translation. Translation technique refers to the skills that are needed when using a certain translation method in translation activities. Generally speaking, there are five kinds of translation techniques, namely addition, omission, division, combination, and shift (Xiong Bing, 2014). Different from the previous papers on the similar topic, this paper is going to analyze the specific translation methods and techniques that Zhang Peiji has used in the process of translating Chinese figures of speech into English in his *Selected Modern Chinese Essays* so as to enlighten those who want to work in the translation field and conclude something useful in terms of translating Chinese figures of speech into English.

Figures of Speech in Zhang Peiji's Version and the Translation Methods

An excellent book that emphasizes translating modern Chinese essays into English, *Selected Modern Chinese Essays* collects many exquisite and popular modern Chinese essays and covers almost all the outstanding essay writers in modern and contemporary China, such as Hu Shi, Lu Xun, Bin Xin, Guo Moruo, Mao Dun, Yu Dafu, Lao She, and so on. With four series altogether, *Selected Modern Chinese Essays* collects 199 pieces of modern Chinese essays and all of them are representative works of famous writers. Some of the essays have often even been used in the textbooks of primary and middle schools in China, so it is not hard to tell that these essays are of extremely great aesthetics and education value and worthy exploring in detail. Figures of speech are a kind of important linguistic phenomenon that exist in all kinds of literature genres, including essays. With the characteristics of being short in length, but rich in thought, essays can be seen as the literary form that contains most figure of speech. Essays can be

more vivid and beautiful to read by using figures of speech properly. In Zhang Peiji's *Selected Modern Chinese Essays*, due to the large number of essays that were collected, most kinds of figures of speech were used in those essays. Here, we have chosen some typical figures of speech, such as the simile, metaphor, personification, and hyperbole, and we have analyzed the methods and techniques that Zhang Peiji has used to translate them into English.

Simile and its Translation

In Chinese, a simile is figure of speech comparing two different things that resemble each other in at least one way, often introduced by Chinese words, such as *xiang*, *si*, *ru*, *hao xiang*, *hao si*, which are called comparative words. The tenor, the vehicle, and the comparative words are supposed to show up together in a simile sentence. In English, a simile is a figure of speech that makes a comparison between two unlike elements having at least one quality or characteristic in common. To make the comparison, words, such as *as*, *as...so...*, and *like*, are used to transfer the quality we associate the one to the other. Sometimes, the association is between unfamiliar and familiar things or between abstract and concrete images. The stronger the association that is felt, the greater the force of the comparison, the stronger the power of suggestion and the sharper the image produced (Feng, 2005). A simile is the most common figure of speech, and it comes from life and develops with life. As we can see above, there are similes both in Chinese and English and their definition and function are just the same. Therefore, it is relatively easy to translate Chinese simile into English simile. For example:

(1) *Cong huai shu ye di, chao dong xi shu zhe yi si yi si lou xia lai de ri guang, huo zai po bi yao zhong, jing dui zhe la ba si de qian niu hua (chao rong) de lan duo, zi ran er ran de ye neng gou gan jue dao shi fen de qiu yi.* (Selected from Ru Dafu's "The Fall of Former Capital" in Zhang Peiji's *Selected Modern Chinese Essays*)

Turn eastward under locust trees to closely observe streaks of sunlight filtering through their foliage, or quietly watch the trumpet-shaped blue flowers of morning glories climbing half way up a dilapidated wall, and an intense feeling of autumn will itself well up inside you.

In the source text, there is a simile Chinese phrase "*la ba si de qian niu hua*" that describes the shape of the flower that looks like a trumpet. Zhang Peiji translated it into "trumpet-shaped blue flowers": what a fantastic transformation! He used a word that faithfully and vividly express the shape of flower. Here, the translator adopted literal translation because it can be understood by English readers. Through the translation, readers can imagine the shape of the flower and feel the writer's fancy for the flower.

(2) *Ya! Liang yun san le, shu ye shang de can di, ying zhe yue er, hao si ying guang qian dian, shan shan shuo shuo de dong zhe.* (Selected from Bing Xin's "Smile" in Zhang Peiji's *Selected Modern Chinese Essays*)

Ah, the rain clouds had vanished and the remaining raindrops on the tree leaves glistened tremulously under the moonlight like myriads of fireflies.

In the source text, the Chinese simile phrase is "*hao si yin guang qian dian*" and it depicts raindrops on leaves. The Chinese tenor is "*can di*", the comparative word is "*hao si*," and the Chinese vehicle is "*yin guang qian dian*," but the tenor is not linked to the comparative word and the vehicle in the source text. Zhang Peiji translated it into "like myriads of fireflies," which is a prepositional phrase with its

tenor as the subject of the sentence. Here, he adopted literal translation because the image of fireflies is the same both in Chinese and In English.

In a word, translating a Chinese simile into an English one is the easiest part of dealing with translating Chinese figures of speech into English. In most cases, literal translation can be adopted; however, translators should also pay attention to special cases when the images of the similes do not correspond. In those cases, literal translation is not the appropriate method and the translator must find another way to solve the problem.

Metaphor and its Translation

In Chinese, metaphor is called “*ying yu*” or “*an yu*.” In a metaphor, the relationship between tenor and vehicle is closer than in a simile. In a metaphor, the Chinese words like *shi, jiu shi, cheng wei, dang zuo, deng yu* are usually used as comparative words between the tenor and the vehicle. The basic structure of a metaphor is A (the tenor) is (the comparative words), B (the vehicle). It is more affirmative and stronger in tone than a simile, as it always narrates the tenor as the vehicle directly (Li, Y., & Li, D., 2005). In English, a metaphor, like a simile, also makes a comparison between two unlike elements, but unlike a simile, this comparison is implied rather than stated. A metaphor, then, is, in a sense, a condensed simile, differing from the latter only in form and artistry. It is a higher form, though, and not all metaphors can be recast as similes. It requires greater ability on the part of the reader to perceive the hidden association, the insight into persons things or ideas that is implied. For whereas in a simile the particular aspects of the point of resemblance between the two unlike elements is given, in a metaphor nothing is stated. Metaphors, like similes, also have three main uses: descriptive, illuminative, and illustrative (Feng, 2005, pp. 178-179). As a result, we can see that metaphor is exactly the same in Chinese and English in the form and function. However, as the metaphor requires a greater ability of the readers to understand, and it poses greater challenge for translators to translate it into English without causing any misunderstanding. Therefore, translators have to consider more about what method or techniques to use to express the source text accurately. For example:

(3) *Qiu bu shi ming hua, ye bu shi mei jiu, na yi zhong ban kai, ban zui de zhuang tai, zai ling lue qiu de guo cheng shang, shi bu he shi de.* (Selected from Ru Dafu’s “The Fall of Former Capital” in Zhang Peiji’s *Selected Modern Chinese Essays*)

Unlike famous flowers which are most attractive when half opening, or good wine which is most tempting when one is half drunk, autumn, however, is best appreciated in its entirety.

In the Chinese source text, “*qiu bu shi ming hua, ye bu shi mei jiu*” is a metaphor sentence. In this sentence, the writer compares autumn with famous flowers and good wine. In order to let the target readers understand the intention of the writer, Zhang Peiji changed the metaphor into a simile. He translated the sentence as “unlike famous flowers... or good wine” and used the technique of addition by adding “which are most attractive...which is most tempting” to explain the characteristics of a famous flower “when half opening” and good wine “when one is half drunk” so that the true meaning of the source text could be transferred without causing any misunderstanding. Overall, Zhang Peiji took literal translation and addition as a technique, which made the translation vivid and beautiful.

(4) *Wo de sheng ming da gai bu hui hen chang jiu ba. Ran er zai duan cu de gu qu de hui gu zhong que you yi zhan ming deng, zhao che le wo ling hun de hei an, shi wo de sheng*

cun you yi dian guang cai. Zhe zhang deng jiu shi you qing. (Selected from Ba Jin's "Friend" in Zhang Peiji's *Selected Modern Chinese Essays*)

The length of my days will not be unlimited. However, whenever I look back on my brief past life, I find a beacon illuminating my soul and thereby lending a brightness to my being. That beacon is friendship.

There is a metaphor phrase in the Chinese source text: "zhe zhan deng jiu shi you qing". In this sentence, the writer compared friendship as a beacon, which vividly shows the characteristic of true friendship. When translating the sentence, Zhang Peiji used literal translation and translated Chinese metaphor into an English metaphor for the transformation could be done without confusing target readers and gained equivalent effects as the source text.

In short, metaphor is a more complicated figure of speech than a simile in structure and meaning. As a result, the translator should consider more when translating Chinese metaphor into English, especially the relationship between the tenor and vehicle is not clear. It's necessary to change.

In Chinese, personification is a kind of figure of speech that describes things as human beings and endows those things with the thoughts, actions, and images that belong to humans. By using personification, things or objects can be depicted concretely, vividly, and visually so that people can have intimate feelings towards the things or objects. The form makes the translation easily understood.

Personification and Its Translation

Li Yadan and Li Dingkun (2005) said that in English, according to *Encyclopedia Americana*, personification "is a figure that endows objects, animals, ideas, or abstractions with human form, character or ability." Personification is simple enough to recognize and to understand. It is easy to use too, except for one problem: gender, or the grammatical classification of the thing personified as masculine or feminine (Feng, 2005, p. 190). It is known to us that English is a kind of static language, so personification is used less in English than in Chinese. What's more, the major principle that translators must keep in mind when translating Chinese figures of speech into English is that the translation should make sense to target readers. In his translation of essays, Zhang Peiji tried his best to maintain the personified image of the source text. For example:

(5) *Tai yang ta you jiao a, qing qing qiao qiao de nuo yi le.* (Selected from Zhu Ziqing's "Hurry" in Zhang Peiji's *Selected Modern Chinese Essays*)

The sun has feet too, edging away softly and stealthily.

As we know, the sun does not have feet and can't move at all. However, the writer animates the sun to let the readers know how quickly the time flies. When translating the sentence, Zhang Peiji used literal translation and kept the personified image of the sun so as to attain the same effects of source text, which was a successful transformation.

(6) *Yi ceng yu guo, yun jian jian de juan xiang le xi qu, tian you qing le, tai yang you lou chu lian lai le.* (Selected from Ru Dafu's "The Fall of Former Capital" in Zhang Peiji's *Selected Modern Chinese Essays*)

Soon when the rain is over, the clouds begin gradually to roll towards the west and the sun comes out in the blue sky.

In the source text, *tai yang you lu chu lian lai le* is a personified sentence. It is obvious that the sun didn't have face and couldn't show its face. As a result, Zhang Peiji didn't translate the personified

sentence into English literally. He adopted the strategy of omission and neglected the personified element in original text when translating the sentence.

In conclusion, personification is the common figure of speech in Chinese, and most Chinese prose writers like to use personification to make his/her sentences more vivid and interesting. However, it is not so widely used in English. As a result, when translating Chinese personification into English, the translator should be cautious of not misleading English readers. Flexible methods are favored when dealing with this part. The first thing that translators should keep in mind is that the meaning of the original text should be faithfully conveyed.

Hyperbole and its Translation

In Chinese, the hyperbole is a kind of figure of speech that uses exaggerated words to express intensive emotion or to ode or expose someone or something by using rich imagination. It can reveal the essential characteristics of things profoundly and vividly, enrich the impressiveness of the language and inspire the imagination of the audiences or readers. In English, the hyperbole is a figure of speech in which conscious exaggeration is used without the intent of literal persuasion. It may be used to heighten effect, or it may be used to produce comic effect (Homan, 1980). Hyperbole can be used in a form of humor, excitement, distress, and many other emotions, all depending on the context in which the speaker uses it. As we can see, the function of hyperbole is exactly the same in Chinese and English. However, in the process of translating Chinese hyperbole into English, the translator may encounter some obstacles, because not all Chinese hyperbole can be translated into English. Because of the cultural difference, hyperbole is much favored by Chinese writers when they describe something huge or magnificent, which cannot always understood by English readers. As a result, it is a challenge to do the translation without making any misunderstandings. For example:

(7) *Yi tiao hao hao dang dang de chang jiang da he, you shi liu dao hen kuan kuo de jing jie, ping yuan wu ji, yi xie wan li.* (Selected from Li Dazhao's "Hard National Fate and Strong Citizen" in Zhang Peiji's *Selected Modern Chinese Essays*)

A mighty long river sometimes flows through a broad section with plains lying boundless on either side, its waters rolling on non-stop for thousands upon thousands of miles.

In the source text, *yi xie wan li* is a hyperbole phrase. The writer wanted to show the magnificence and spectacle of the river. As a result, the Chinese character "wan" is not a definite number, it was just used to describe the characteristics of a mighty long river. Zhang Peiji used literal translation and translated it into "thousands upon thousands of miles," which was accurate and vivid.

(8) *Zhe yi qie zao cheng le ben teng de yi gu ji liu, ju zhe pai shan zhi shi, xiang zhe wei yi de hai liu qu.* (Selected from Ba jing's "The Preface of Riptide" in Zhang Peiji's *Selected Modern Chinese Essays*)

All that makes up the tumultuous torrent rushing with terrific force towards the only sea.

In the source text, *ju you pai shan zhi shi* is a hyperbole phrase. The writer tried to express the great power of the torrent. However, if *pai shan zhi shi* is translated into English literally, the English reader will be puzzled about the true meaning of the sentence. As a result, Zhang Peiji only translated the meaning of the original sentence without focusing on the hyperbole, which can be called free translation.

Conclusion

There are also many other kinds of figure of speech in Chinese and English. It's impossible to list all of them and analyze the methods and techniques of translating Chinese figures of speech into English in such a short paper. However, we can see from the above examples that it is not as difficult as we had imagined. The key point is that the meaning of the original text should be maintained. Zhang Peiji set a good example for how to do so. There are no fixed method or techniques when translating Chinese figures of speech into English. Translators should be flexible when dealing with different sentences.

References

- Chen, D. (2004). *English-Chinese rhetoric and translation*. Beijing: Chinese Youth Press.
- Chen, W. (1976). *The origin of rhetoric*. Shanghai: FuDan University Press.
- Feng, C. (2005). *English rhetorical options* (revised edition) – A handbook of rhetorical devices. Beijing: Foreign Language Teaching and Research Press.
- Holman, C. H. (1980). *A handbook to literature*. Indianapolis: The Bobbs-Merrill Company, Inc.
- Hu, X., & Li, L. (2009). *Advanced literature translation*. Beijing: Foreign Language Education Press.
- Li, Y., & Li, D. (2005). *A contrastive study of Chinese and English figure of speech*, Wu Han: Hua Zhong Normal University Press.
- Xiong, B. (2014). *Concept confusion of translation study –Take translation strategy, translation method and translation technique for example*. Chinese Translation
- Zhang, P. (1998). English translation of the *Selected Modern Chinese Essays (I)*. Shanghai: Shanghai Foreign Language Education Press.
- Zhu, M. (2000). *New gain of Chinese essay translation – Reading Zhang Peiji's English translation of the Selected Modern Chinese Essays*. Chinese Translation.

An Analysis on Chinese-English Translation of Tourism Texts Offered by Scenic Spots

Liang Bin

Modern Service School, Jilin Technology College of Electronic Information, Jilin, China

Email: 48879848@qq.com

[Abstract] *On the basis of the functionalist theory related to the relevant theoretical views on the concept of translation errors and cognitive linguistics, this paper analyzes Chinese-English translation of tourism texts offered by Chinese scenic spots for possible translation errors, such as pragmatic errors, grammatical errors, stylistic errors, and some errors caused by different cultures. Such issues can bring about conflicts with the target readers' idealized cognitive model and background knowledge of language and culture. We will find the reasons for and give some suggestions on how to remedy the translation errors of tourism texts offered by Chinese scenic spots.*

[Keywords] *tourism; Chinese-English translation; tourism texts; scenic spots; translation errors*

Introduction

China is rich in tourism resources, and many scenic spots attracts tourists at home and abroad. Among foreign tourists, English-speaking tourists account for a large proportion. According to the analysis of tourism texts' translation offered by scenic spots, there are many problems. Therefore, solving the problem of tourist translations will do improve the attractiveness of tourism in China.

Domestic scholars have studied tourism translation from the functional angle and achieved some results (Yang, 2009). However, there are not many researches on translation errors combined with the theory of cognitive linguistics. Text translation is a kind of process, program, or product by which individuals work based on experiential cognition, multiple interactions, and conceptual integration. Translators make mental and physical efforts to understand the meaning and function of a context and express their understanding in another language for specific translation purposes (Wang, & Zhang, 2009).

In this study, some of the translation errors of 4A and 5A scenic spots are studied by using the theory of cognitive language, discourse recognition, and functionalist theory of translation errors. The translation errors in corpus samples are identified, classified, and analyzed. According to the research results, strategic suggestions for the translation of tourism texts are put forward.

Literature Review

Among multiple functions, various sentence structures, and complex wording, tourism text translation has always been of great importance and difficulty in Chinese-English (C-E) translation. In recent years, due to the rapid development of China's tourism industry and Western tourists' increasing enthusiasm for China's natural scenery and culture, more and more translators and scholars have begun to dedicate time and energy to the study of the C-E translation of tourist texts, striving to find a suitable theory to guide tourist text translation and appropriate strategies for translation practice.

With the guidance of the theory of cognitive language, discourse recognition, and functionalist theory of translation errors, this report is written on the basis of the C-E translation of the tourism texts provided by scenic spots. Regarding the definition of tourism text translation, Chen Gang (2004) thinks tourist text

translation is translation done for tourist activities, tourist careers, and the tourist industry. It belongs to the category of professional translation. Fang Mengzhi and Mao Zhongmin (2004) think tourist text translation refers to the translation of all the literature texts and words that are related to tourist activities, including the translation of introductions of scenic spots, tourist advertisements, signs in the scenic area, pamphlets about folk customs, explanations of historic spots, and so on. It can be seen that the first definition pays more attention to the purpose and the nature of tourist text translation, while the second emphasizes the content of tourist translation.

In summary, this report focuses on the basic characteristics and principles of C-E translation of tourism texts, includes basic assumptions on the analysis of tourism texts' Chinese-English translation, and an analysis on translation of tourism texts, and recommendations for the translation of tourism texts

Basic Characteristics and Principles of Chinese to English translation of Tourism Texts

The translation of tourism texts is a field with strong pertinence and purpose. Text translation can be divided into two categories: upper meaning and lower meaning. The upper meaning category is ordinary text translation. The lower meaning category mainly includes overview text, publicity language text, picture description text, and utensil description text translation.

With a lot of information, the subject of the tourist text is the introduction to the scenic spot. Chinese text is mostly composed of syntactic sentences, which are characterized by linear laying and scattered information. In terms of text function, it is mainly through the objective description of the outside world and partly through the expression of subjectivity and appreciation that description provides factual, conceptual, and expressive information.

The main purpose of translation is to provide relevant information to tourists and potential tourists who speak English, introduce Chinese culture, expand readers' cognition of the world, stimulate readers' interest in tourism, and facilitate readers' travel. The same functional translation requires that the construction of translations aim at achieving the original text functions through the same subject matter, genre, and language applications. If the translation conforms to the language specifications, respects readers' culture and value differences, provides accurate information, and has a strong readability, it will certainly improve the competitiveness of the scenic spot and enhance the image of the tourist destination.

In general, the requirement for this kind of translation is that in the construction of the English text micro-language world, the translated language symbol can enable the reader to construct the micro-cognitive world as the translator expects.

In the text function, based on the original text, the translation should be informative, expressive, and appealing in its use of the use of English. The cognitive principle of C-E translation of tourism texts is that the translator should pursue the good dynamic similarity between English text and Chinese text in the text's micro-cognitive world.

Basic Assumptions on the Analysis of Tourism Texts' Chinese-English Translation

The author obtained 31 introductory texts and translations from paper brochures, websites, or field samples provided by 4A or 5A scenic spots. One of the translations was not accepted because it contained too many mistakes. Each of the original articles and its translation constitutes a small parallel corpus. In order to simplify the analysis, the following assumptions are made according to the original text, translation process, and target readers:

Assumption 1: Assume that the original text is an overview text for the tourists and potential tourists.

Assumption 2: Assume that the translation process and the subject involved are as follows:

- a. The translator: The government and the travel company serve as the translation client or customer. The translator gets the original text and the translation requirements from the initiator and some related information, such as the purpose of translation, target readers (tourists, potential tourists and their countries, cultural background, etc.), translation carriers (paper media or websites, film, and television media), etc;
- b. The translator: individual, individuals, or a translation company;
- c. Translation client/user/consignor, etc.;
- d. The reader.

Assumption 3: Assume that the translator analyzes the content of the original text before translation, including the legitimacy, necessity, economy, and feasibility of the translation, and defines the various activities required for translation, carries out the translation, and produces a translation. For the translator's translation activities, it is impossible to reduce the translation quality due to the tight deadline and low remuneration. So, the translation is the true embodiment of the translator's translation standard.

Assumption 4: Assume that the translator is a native English reader. He does not have background knowledge about the scenic spots, but has general knowledge about tourism, including conceptual and procedural knowledge of reading tourism texts.

Analysis of the Translation of Tourism Texts

Definition of Translation Errors

This paper adopts the concept and analysis method of "translation error" in functional translation theory. The theory regards the function to be achieved by the translation as a high principle in the translator's translation decision-making process (Gentzler, 2004). The concept of translation error can be defined by the purpose of the translation process or product. If the purpose of translation is to make the translation achieve certain functions in the target reader, anything that hinders the realization of this function is a translation error. Translation errors may violate translation functions, text coherence, text types, language protocols, cultural and contextual protocols and conditions, and language systems. Translation errors can be roughly divided into the following four categories:

1. Pragmatic. This kind of translation errors is related to the translator as a language user and his use of language. The reason is that the pragmatic problems of translation are not properly dealt with. In terms of the principle of translation, this kind of error is one of the serious translation errors.
2. Different cultures. This kind of translation errors is that the translator's choice of whether to reproduce the text or to adapt the original text to the English cultural background.
3. Different language system. This kind of translation error is that the translator's handling of the language structure is improper and does not conform to the standard of translated language.
4. Text-specific translation error (Nord, 2004). A distinction should be made between "unintentional" errors and "intentional" errors. The "intentional" errors are deliberately done by the translator to achieve a certain purpose. However, in the assessment of specific translations, it is sometimes difficult to distinguish between the two.

The order of the above categories varies depending on the purpose of the translation. In fact, it is sometimes difficult to clearly separate pragmatic and cultural issues, and language errors must also involve

pragmatic issues. Inaccurate understanding of the original text may be related to all three. These errors will have a negative impact on the reader's construction of the discourse cognitive world that the translator expects.

Statistics on Errors in the Translation of Tourism Texts

Based on the translation error concepts of functional translation theory and related theories of cognitive linguistics, this paper analysed 30 original texts and their translations of 4A or 5A scenic spots. The total number of words was 20,263 (according to computer statistics), 854 English sentences, an average of about 675 words per text, 28 sentences, and 24 English words for each sentence. The analysis analyzed the translation (in terms of words as statistical units) and compared the translation and the original text (in terms of sentences as statistical units) according to the translation cognitive principles, purpose-function principles, identification, analysis, statistical translation errors, and assessment of other difficult problems.

Analysis of Statistical Data and Other Questions

According to the statistical data, translation errors accounted for 22.1 per thousand words, which reflects that the translator's work attitude, sense of responsibility, and basic language skills are not desirable. In different degrees, there are some pragmatic, linguistic, stylistic, and cultural information processing problems, mainly manifested in incoherent conceptual information, illogical reasoning, inexplicable expressions, ungrammatical structures, and improper and technical words. In addition, there are still some problems without statistics, such as the use of English sentence patterns, the tendency of English words, and the style of English style. Although the average length of English sentences in the entire corpus was 24 words, which is basically the same as that of similar English texts, some translations used too many long sentences, while others used too many short sentences. Sometimes the original text was expressed in subjective or self-exaggerated way. From the perspective of the text micro-cognitive world, these problems will inevitably cause readers to misunderstand the translation and affect readers' interpretation of translations and discourse micro-cognitive world. It is unfavorable for achieving the expected function and purpose of tourism promotion.

Recommendations for the Translation of Tourism Texts

The data shows that tourism texts' translation is not currently desirable. Due to the lack of awareness about readers and the translation purpose, some translators have some problems in terms of understanding a text's function and practical value should be improved. Tourist text is an indispensable and practical style for cross-cultural communication and has a clear purpose. It does not have to be equivalent to the original Chinese text when translating Chinese into English.

In the process of C-E tourism translation, Chinese is the root and the English is the method. Taking expression and aesthetics into account, translators should consider the cultural backgrounds of tourists, their relevant cognitive world, and their possible cognitive text interpretations and their possible responses, translation style, and the use of the translation. The goal is that English readers can realize the construction of the discourse cognitive world, which will achieve the purpose of tourism translation.

Solutions for the problems of C-E translation of tourism text should be included in the overall development plan of tourism development to clarify the development goal of tourism translation, strengthen the translation quality awareness, and standardize the translation behavior, thus contributing to the realization of the near and long-term goals of tourism economic development.

In order to ensure the quality of C-E translation of tourism texts, the following aspects should be emphasized in practice:

1. Using professional C-E translators to translate the tourism texts; asking native English speakers to correct and polish texts;
2. Strengthening the analysis and study of the original text, looking especially for broken sentences, typos, etc.; choosing different translation methods according to the analysis of the original text's translation purpose and expected readers;
3. Making translation content specific for the reader's point of view, avoiding empty wording, using a simple style, and using less subjective expressions and less exaggerated description, using accurate words and multiple sentence patterns, and paying attention to the reader's cultural background;
4. Not making mistakes in the use of English punctuation, word breaks, spacing, spelling, etc.; being standardized and careful in the correct use of nouns, etc.; using standardized, accurate digital conversion; avoiding common errors; paying attention to the English publishing style; paying attention to the values and habits of tourists; respecting the rights of tourists; translating information so that visitors can read, understand, and accept content easily.

Conclusion

Therefore, studying the translation of tourism texts based on the relevant theories and translation principles of cognitive linguistics will improve the understanding and practice of translation from Chinese into English and build a micro-language world based on the cognitive analysis of readers, which will better complete the task of C-E translation of tourism texts. This will truly achieve the purpose of enhancing tourism promotion and promoting tourism development.

References

- Chen, G. (2004). *Tourism translation and foreign-related tour guides*. Beijing: China's Foreign Translation Publishing House.
- Fang, M., & Mao, Z. (2004). *English-Chinese – English application translation tutorial*. Shanghai: Shanghai Foreign Language Education Publishing House.
- Gentzler, E. (2004). *Contemporary translation theories (revised second edition)*. Shanghai: Foreign Language Education Press.
- Nord, C. (2004). *Translating as a purposeful activity*. Shanghai: Foreign Language Education Press.
- Yang, L. (2009). *The acceptance history of western translation theories in China in the 20th century*. Shanghai: Foreign Language Education Press.
- Wang, X., & Zhang, F. (2009). *English sentence patterns and Chinese-English translation – Based on the relevant theories of cognitive linguistic*. Chengdu: Southwest Jiaotong University Press.

An English-Chinese Translation Model and Its Working Mechanisms Based on Transformational-Generative Concepts*

Chenghui Chen

School of Foreign Languages, Nanjing University of Finance and Economics, Nanjing, China
Email: njcdch@126.com

Hongju Zheng

School of Foreign Languages, Nanjing University of Finance and Economics, Nanjing, China
Email: 458688242@qq.com

[Abstract] *The present study aimed to formulate an English-Chinese translation model and its working mechanisms in light of Chomsky's transformational-generative concepts. It was found that, in Chomsky's view, the generation of language undergoes transformations from deep structure to surface structure, a process that is common to all languages and that, analogously, translation also experiences transformations; however, it is, rather, the other way around, namely, from surface structure to deep structure at first, and from deep structure to surface structure in the end. In this connection, this study simulated an English-Chinese translation model featured by a "layer analysis" and a "five-Chinese-character blender" as primary operators. We conclude that the findings will shed light on the nature of translation and are conducive to translation teaching and research.*

[Keywords] *transformational-generative concepts; English-Chinese translation model; working mechanism; layer analysis; five-Chinese-character blender*

Introduction

Since the 1950s, Chomsky's transformational-generative linguistics has been a big focus in the field of linguistics, which is considered "Chomsky Revolution." It has not only inherited the structural analysis of structuralism, but also absorbed reasonable cores from the prevailing cognitive theories, striving to explore the psychological representation structure of knowledge and interpret the psychological mechanism of the language itself (Yang & Ouyang, 2002). It is a valuable guide to linguistic research, foreign language teaching, and cross-discipline interaction.

Chomsky's transformational-generative linguistics is frequently applied to the research of the second language acquisition and foreign language teaching (e.g., Parodi, 2012; Thomas, 1995; Zeng, 1990) but seldom to translation research. Nida and Taber (1969) once built, based on the principle of Chomsky's transformational-generative linguistics, the 4-stage translating pattern, including analyzing, transforming, reconstructing, and examining. However, they did not interpret the translator's mental process. Put another way, the translating pattern does not involve the psychological factors but only diagrams the interrelationship between linguistic components. Nida's pattern fails to unveil how the translator analyzes the source text, divides linguistic structures into their fundamental components, and transforms them into the target language (Xiao & Zhang, 2001). Hence, we attempt to revisit the translating process by applying some transformational-generative concepts to the two stages of translating (i.e., understanding and

* Corresponding author: Hongju Zheng, lecturer in translation theory and application, School of Foreign Languages, Nanjing University of Finance and Economics, Nanjing, China Email: 458688242@qq.com

expressing) and formulate a translating pattern for English-Chinese translation, which could help interpret the translator's mental mechanism and explore the nature and law of translation.

Literature Review

Since the birth of the transformational-generative linguistics, the Western mainstream linguistic schools have transferred their focus from the description of specific linguistic structures to the interpretation of the human universal linguistic competence, which will surely give a push to the development of translation theory in that translation involves not only the comparison between two language structures, but also the interpretation of the mechanism of the semantic and informational transformation between two languages. The transformational-generative linguistics suggests more similarities of languages in their deep structures and a series of transformations from its deep structure to the surface structure necessary for the generation of a language (Chomsky, 1957; Nida, 1991). Accordingly, translation, as a kind of transformation from one language to another, involves two structural transformations: from the surface to the deep and from the deep to the surface. Based on the above understanding, we aim to probe the value of the transformational-generative linguistics as a guide to translation and apply it to creating an English-Chinese translation model.

Deep Structure and Surface Structure

Chomsky (1957) initiated the concepts of deep structure and surface structure in his classical theory. The deep structure is an abstract representation of the syntactic structure of a sentence, that is, the logical relationships between different components, such as the embedded relationship between the subject and the verb or between the verb and the object. The surface structure refers to the final stage of the structure-derived process, which is consistent with the structural organization that people actually send and receive.

Phrase-Structure Rules and Transformational Rules

The phrase-structure rules by Chomsky (1957) are rewriting rules that indicate the structure of a particular constituent. The result of the analysis by phrase-structure rules can be illustrated with a tree diagram, including words and morphemes with phonemic, syntactic, and semantic features. The phrase-structure rules, combined with the lexical insertion rules, can generate the deep structure and differentiate sentences with the same surface structure but different deep structures. The transformational rules are used to transform the deep structure generated with phrase-structure rules into the surface structure. The transformational rules include addition, deletion, reordering, movement, selecting, and merging.

The phrase-structure rules are of great value for translating in that they help understand the syntactic structures from the source language, the complex or ambiguous ones in particular. Chomsky argued that "the transformational rules only exist as the principle of universal grammar" and illuminated such operations as merging and movement in detail (1995). We maintain that these transformational rules are a great help to the expressing phrase of translation and aim to build up, based on the theories of the transformational-generative linguistics, a translation model, which can help interpret the process and essence of translation.

The English-Chinese Translation Model Based on Transformational-Generative Concepts

The process of translation roughly consists of two phases: understanding and expressing. The understanding phase includes two transformations: : from the surface structure of the source language to its deep structure and then to an information unit. The expressing phase includes the transformation from the deep structure of the target language to its surface structure. Diagram 1 illustrates the translation process.

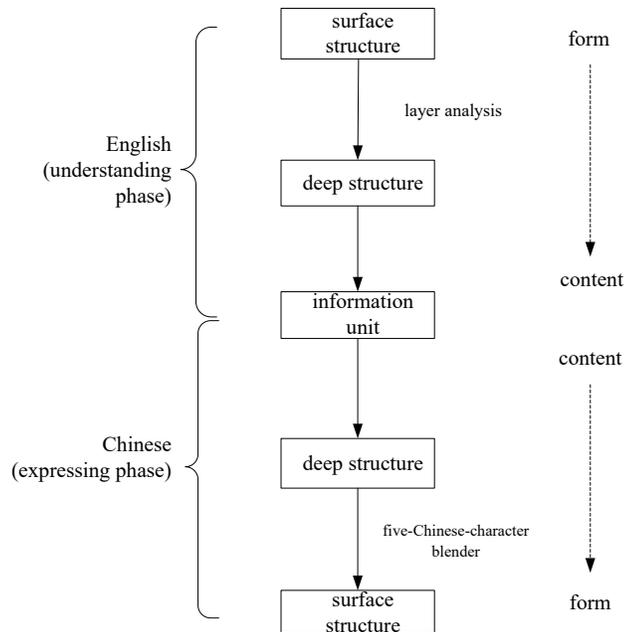


Diagram 1 English-Chinese translation model based on T-G grammar

The Understanding Phase of English-Chinese Translation

The understanding phase involves the transformation from the surface structure to the deep structure, and accordingly, two steps, i.e., layer analysis and information unit.

Layer Analysis. Understanding the source language is the first step of translating, which requires an accurate analysis of the syntactic structures and a precise awareness of the deep structure of linguistic units. The means of layer analysis is based on Chomsky's phrase-structure rules and transformational rules, which aims to generate the deep structure from the surface structure, rather than otherwise. It is considered as the first step of understanding of the original, such as is shown in Example 1:

Example 1. *On the other hand, he did not accept as well founded the charge made by some of his critics that, while he was a good observer, he had no power of reasoning.* (NEEP (National Entrance Examination for Postgraduates), 2008)

Step 1: $S \rightarrow NP + VP$

NP: he

VP: did not accept as well founded the charge made by some of his critics that, while he was a good observer, he had no power of reasoning

Step 2: $VP \rightarrow VP + NP + PP$: did not accept the charge as well founded

Step 3: $NP \rightarrow NP + VP$: the charge made by some of his critics

Step 4: $NP \rightarrow NP + N\text{-}CLAUSE$: the charge that, while he was a good observer, he had no power of reasoning

Information Unit. The second step of the understanding phase is the division of the source language sentence into information units based on the analysis of its deep structure. We suggest that the information

units could be defined as sentences with complete meanings and simple structures. For example, the sentence in Example 1 could be divided into the following information units:

- a. He did not accept the charge as well founded.
- b. Some of his critics made the charge.
- c. The charge was that while he was a good observer, he had no power of reasoning.

Chomsky contends, "Different languages share the similar deep structure in the meaning and form of sentences" (Lapalombara, 1976, p. 20). Accordingly, the above information units can be transformed into the following deep structure in Chinese:

- a. 他不认为这种批评是有根据的。(He did not accept the charge as well founded.)
- b. 一些批评家对他进行了批评。(Some of his critics made the charge.)
- c. 对他的批评是：尽管他是个很好的观察者，但没有推理能力。(The charge was that while he was a good observer, he had no power of reasoning.)

The Expressing Phase of English-Chinese Translation

The expressing phase involves the transformation from deep structure to the surface structure in target language. Therefore, we came up with five-Chinese-character blender (i.e., five devices of transformation): 变 changing, 添 adding, 删 deleting, 分 dividing, and 合 merging. We argue that the five devices, in essence, are an extension of Chomsky's transformational concepts. From this perspective, translation could be seen as a process of cross-linguistic and cross-cultural transformation.

Changing. Changing is actually typical of Chomsky's transformational-generative concepts in the expressing phase. Chomsky's theory of transformation refers to a series of transformations from the deep structure to its surface structure within one language. By the same token, a wide array of transformations is necessary in light of expressive habits, mode of thinking, and specific context, such as reordering, diction selecting, extending, and converting. Due to the limited space, two of them (i.e., reordering and diction selecting) are illustrated here.

Reordering. Reordering in translating is actually the representation of one of Chomsky's transformational rules, i.e., reordering, in the expressing phase. The English language is quite different from the Chinese language in the syntactic structures due to the different thinking modes of two peoples. English syntactic structure is like a tree: the subject-predicate constituent the trunk, while the other structures are like branches, which modify, determine, and complement the trunk via connectives. In contrast, Chinese syntactic structure is a linear one without a specific subject-predicate constituent as the center or the difference between the predicate verb and the gerund. Those sentences with complicated senses, in particular, are organized in temporal or logical order (Jia, 1997). As a matter of fact, logical order coincides with temporal order. For instance, temporally, the cause precedes the result, and the aim precedes the action, which just illustrates the Chinese thinking mode of "the past – the present – the future." Given the above essential difference between English and Chinese, reordering is necessary in many cases of English-Chinese translation. As a result, the deep structure of Example 1 can be reordered as b-c-a. Hence, Example 1, after a series of transformations, could be translated as "另一方面，某些人批评他尽管善于观察，却并不具备推理能力，而他认为这种说法是缺乏依据的。" Obviously, the temporal order is reflected in this version of translation: what happened, and then what one thinks about it, which is in accordance with the Chinese expressing habit of "the past—the present—the future."

Example 2. *This will be particularly true, since the energy pinch will make it difficult to continue agriculture in the high-energy American fashion that makes it possible to combine few*

farmers with high yields. (NEEP, 1991)

Translation sample: 这种困境将是确定无疑的, 因为能源的匮乏使农业无法以高能消耗这种美国耕作方式继续下去了, 而这种耕作方式可以投入少数农民就获得高产 (Zhu, 2006)

Zhu's translation is not quite idiomatic in terms of the Chinese logical order because, logically, his version is just a copy of the English sentence. It could be perfected by reordering in light of the Chinese mode of thinking as follows:

高能耗的美国农业生产方式, 投入少数农民就可以获得高产。而能源的匮乏会使这种生产方式难以为继, 所以, 上述困境的出现将在所难免。

The revised version of translation follows the Chinese expressing habit of “the past—the present—the future” by presenting the past and the present state—agriculture in American fashion--and then predicting the future of this fashion and its possible results.

Diction Selecting (from literal meaning to contextual meaning). Chomsky proposed “selecting” in his *The Minimalist Program* (1995). Similarly, diction selecting is also necessary in the expressing phase of translating. Diction selecting means transforming the expression of a source language to the one appropriate to the specific context and mode of thinking of the target language. Otherwise, translationese will occur.

Example 3. *Only gradually was the by-product of the institution noted and only more gradually still was this effect considered as a directive factor in the conduct of the institution.* (NEEP, 2009)

人们只是逐渐地才注意到机构的这一副产品, 而人们把这种作用视为机构运作的指导性因素的过程则更为缓慢。(Chen & Wang, 2010)

This is not quite a good translation. Actually, “the by-product of the institution” and “this effect” refer to the same thing, i.e. this effect in enlarging and improving experience. We think that the following version could be more acceptable:

人们认识到社会机构的这一副产品是一个渐进的过程, 而它被视为机构运作的指导性因素则是一个更为漫长的过程。

Adding. This device is quite similar to the addition in the transformational concepts. It is, actually, the same as the traditional translating technique, : amplification.

Example 4. *Until these issues are resolved, a technology of behavior will continue to be rejected, and with it possibly the only way to solve our problems.* (NEEP, 2002)

如果这些问题得不到解决, 研究行为的技术手段将继续受到排斥, 而解决问题的唯一方式可能也随之继续受到排斥。(Chen & Wang, 2010)

The underlined part in the translation is omitted in the source language, whereas it is necessary in the Chinese context. It is a good example of adding technique.

Deleting. This device is quite analogous to the deletion in the transformational principles. It is actually the same as the traditional translating technique, i.e., omission.

Example 5. *Since our chief business with them is to enable them to share in a common life we cannot help considering whether or not we are forming the powers which will secure this ability.* (NEEP, 2009)

Translation 1: 由于我们对年轻人所做的首要任务在于使他们能够在生活中彼此相融, 因此我们不禁要考虑自己是否在形成让他们获得这种能力的力量。(Chen & Wang, 2010)

Translation 2: 我们的首要任务在于使年轻人能够共享人生, 因此, 我们不禁要问自己是否正在形成这种能力。

In the source language, the word “them” (with them; enable them) and “this ability” cannot be omitted. However, keeping all of them translated in Chinese would be somewhat redundant. Therefore, the second translation is more concise and expressive.

Dividing. The device of dividing finds no equivalent in, but is derived from Chomsky’s transformational principles. Dividing is more often used in English-Chinese translation because English is characterized by long and complex sentences, while Chinese is characterized by short and compound sentences.

Example 6. *Probably, there is not one here who has not in the course of the day had occasion to set in motion a complex train of reasoning, of the very same kind, though differing in degree, as that which a scientific man goes through in tracing the causes of natural phenomena.* (NEEP, 1993)

This sentence is a typical complex sentence with two parts to its meaning: (1) almost everyone has the chance to do reasoning in the course of the day; 2) an analogy with scientists’ behavior is made. In order to satisfy the Chinese context and expressive habit, it could be translated into two separate sentences as follows:

在座的诸位中, 大概不会有人一整天都没有机会进行一连串复杂的思维活动。与科学家在探索自然时所进行的思维活动相比, 尽管复杂程度不同, 但在类型上是完全一样的。

Merging. Chomsky put forward “merge” in his *The Minimalist Program* (1995). Also, merging is necessary in the expressing phase of translating but with comparatively fewer chances in English-Chinese translation due to the different syntactic structures of English and Chinese.

Example 7. *And home appliances will also become so smart that controlling and operating them will result in the breakout of a new psychological disorder—kitchen rage.* (NEEP, 2001)

Translation 1: 家用电器将会变得如此智能化, 以至于控制和操作它们会引发一种新的心理疾病—厨房狂躁。(Zhu, 2006)

Translation 2: 而且, 操控高度智能的家用电器将会引发一种新的心理疾病—厨房狂躁症。

In comparison with Translation 1, Translation 2 may be more concise and logically smoother by merging the complex sentence introduced by “so...that...” into a simple sentence of the target language.

Model Applying

Example 8. *Creating a “European identity” that respects the different cultures and traditions which go to make up the connecting fabric of the Old Continent is no easy task and demands a strategic choice.* (NEEP, 2005)

Translation 1: 不同的文化和传统把欧洲大陆编织成一体, 要创造出一种尊重这些不同文化和传统的“欧洲品牌”绝非易事, 需要人们做出战略性的选择。(Zhu, 2006)

We argue that Translation 1 fails to denote the logic of cause and effect, which was connoted in the source text, and this would cause difficulty for target readers to figure out. Besides, “创造” is not a satisfactory translation of the original “create,” since it is not as good a match with “品牌” as “打造.” The following revised version could be more acceptable:

Translation 2: 在欧洲这个古老大陆上, 各种文化传统交织在一起, 既相互区别又相互联系。因此, 要打造尊重这些文化传统的“欧洲品牌”绝非易事, 需要人们做出战略性的选择。

The working mechanism of the translation model is illustrated as follows by an analysis of the translating process of Example 8:

From English Surface Structure to Its Deep Structure(layer analysis)

Step 1: S→NP+VP

NP: Creating a “European identity” that respects the different cultures and traditions which go to make up the connecting fabric of the Old Continent

VP: is no easy task and demands a strategic choice

Step 2: NP→V+NP: Creating a “European identity” that respects the different cultures and traditions which go to make up the connecting fabric of the Old Continent

Step 3: NP→NP+RELATIVE CLAUSE: a “European identity” that respects the different cultures and traditions

Step 4: NP→NP+RELATIVE CLAUSE: the different cultures and traditions which go to make up the connecting fabric of the Old Continent

Information Unit

- a. Creating a “European identity” is no easy task and demands a strategic choice.
- b. A “European identity” respects the different cultures and traditions.
- c. The different cultures and traditions go to make up the connecting fabric of the Old Continent.

From Chinese Deep Structure to Its Surface Structure (five-Chinese-character blender)

The Deep Structure of Chinese

- a. 创建“欧洲身份”绝非易事，需要战略性的选择。(Creating a “European identity” is no easy task and demands a strategic choice.)
- b. “欧洲身份”要尊重这些不同的文化和传统。(A “European identity” respects the different cultures and traditions.)
- c. 不同的文化和传统构成了这个古老大陆的纽带。(The different cultures and traditions go to make up the connecting fabric of the Old Continent.)

Changing 1: Reordering. The above clauses could be reordered asc-b-a, according to the Chinese expressive conventions like “the past—the present—the future.” Clause c refers to the past and the present; b and a refer to the future. This order of logic could be more meaningful to Chinese target readers.

Changing 2: Hypotaxis vs. Parataxis. We add a connective “因此” to denote the logical relationship of cause and effect embedded in the source text. In other words, parataxis is converted into hypotaxis. In most cases, English sentences are characterized by its tree-diagram structures, which depend largely on a wide range of connectives (hypotaxis), whereas Chinese sentences are organized as a whole, without relying on as many connectives as in English, but by the logic of sense (parataxis). However, Chinese sentences are organized via hypotaxis once in a while, as shown in Translation 2 of Example 8.

Changing 3: Diction selecting. In Example 8, the word “identity” literally means “身份; 特性; 本体.” In the specific context of discussing the production of a European-style TV program, however, it can be interpreted as presence of brand, i.e., “品牌” in Chinese. Accordingly, “creating” in the source text had better be translated into “打造” rather than its literal equivalent “创造.”

Changing 4: Changing parts of speech. “Fabric” in the source text is a noun meaning “materials made by weaving wool, cotton, silk, etc.,” whereas it is translated into “交织,” a verb in Chinese.

Adding: 在欧洲这个古老大陆上; 交织在一起; 既相互区别又相互联系; 人们做出战略性的选择;

Deleting: go to make up/构成

Dividing: the division of the English complex sentence into two Chinese simple sentences

The Surface Structure of Chinese

Finally, after the above transformations, we obtain the more satisfactory version of translation, viz., Translation 2 of Example 8.

Conclusion

Just as Chomsky's theory of transformational-generative linguistics is not language-specific but serves to explore the universal principles of languages, this translation model based on the transformational-generative concepts is intended to be conducive not only to the English-Chinese translation but to that between many other languages as well. Honestly, this translation model mostly involves the formal factors in translating. Definitely, there are many other influential factors, such as culture, genre of the source text, and encyclopedic knowledge of the translator. Therefore, we are looking forward to a further investigation across many disciplines, e.g., social linguistics, intercultural communication, and pragmatics, for better interpretation of translating process.

Acknowledgements

This article was supported by a grant from the MoE's National Research Centre in Foreign Language Education (ZGWYJYJJ2016B58), and an Applied Research Project of Foreign Studies from Jiangsu Provincial Social Science Association (17jswy-80). We are very grateful to Prof. Shaozhong Liu, Prof. Xuejun Tian, and the anonymous reviewers for their insightful comments on earlier drafts of this article.

References

- Chen, L., & Wang, T. (2010). *The national entrance examination for postgraduate in the last decade*. Jilin: Jilin Publishing Group.
- Chomsky, N. (1972). *Language and mind (enlarged edition)*. New York, USA.: Harcourt Brace Jovanovich.
- Chomsky, N. (1957). *Syntactic structures*. The Hague: Mouton.
- Chomsky, N. (1995). *The minimalist program*. Cambridge, MA: MIT Press.
- Jia, Y. (1997). *Intercultural communication*. Shanghai: Shanghai Foreign Language Education Press.
- Lapalombara L. E. (1976). *An introduction to grammar: Traditional, structural, transformational*. Cambridge, MA: Winthrop Publishers.
- Nida, E. A. (1991). *Language, culture and translating*. Shanghai: Shanghai Foreign Language Education Press.
- Nida, E. A., & Taber, C. R. (1969). *The theory and practice of translation*. Leyden: Brill.
- Parodi, T. (2012). Universal grammar and second language acquisition. In C. A. Chapelle, (Ed.), *The Encyclopedia of Applied Linguistics*. Hoboken, NJ: John Wiley & Sons.
- Radford, A. (2000). *Transformational grammar: A first course*. Beijing: Foreign Language Teaching & Research Press.

- Thomas, M. (1995). Medieval and modern views of universal grammar and the nature of second language learning. *The Modern Language Journal*, 79, 345-355.
- Xiao, H., & Zhang, B. (2001). Reflections on modeling of translation. *Foreign Languages and Their Teaching*, (11), 33-36.
- Yang, X., & Ouyang, J. (2002). The evolution of Chomsky's linguistic theories and its cognitive science background. *Journal of Anhui Normal University (Humanities and Social Science Edition)*, (5), 593-596.
- Zeng, Y.(1990). The application of generative-transformational grammar to syntactic structure analysis. *Foreign Language Education*, (1), 5-12.
- Zhu, T. (2006). *New guide to the national entrance examination of English for postgraduates in 2007*. Beijing: Beihang University Press.

A Study of Chinese Translation of *The Pilgrim's Progress* in the Translation History of China

Liangxin Jiao

Zaozhuang University, Zaozhuang, China

Email: Karen_liangxin@163.com

[Abstract] Translation has been crucial to the introduction of Western knowledge and the forming of national culture in China. Since the publication of *The Pilgrim's Progress* (Bunyan, 1984), it has been translated into more than 200 languages and even translated into modern English for readers in the 21st century. In the past one and a half centuries, there have been about more than 50 Chinese versions and all kinds of rewritings. This paper mainly focuses on its circulation, translation from three aspects, and the place of Chinese translation of *The Pilgrim's Progress* in the translation history of China.

[Keywords] *The Pilgrim's Progress*, circulation, translation, place

Introduction

China has an over five-thousand-year-long history of human civilization and a 3000-year history of translation. In the history of translation in China, there were four peaks: The first peak of translation in China took place in the Sui Dynasty (581-618) and the Tang Dynasty (618-907), when the translations were still mainly of Buddhist scriptures at that time. Translators in this period were mainly Buddhist monks. The second peak of translation was Technical Translation during the Yuan Dynasty (1271-1368) and the Ming Dynasty (1368-1644). This situation was to change toward the end of the 16th century. With the arrival of Western Christian missionaries, Jesuits in particular, in China came into contact with Europe, which had begun to overtake China in various scientific and technological fields. The third peak was the Western learning translation from the Opium Wars to the May Fourth Movement. The fourth peak was the social and scientific and literary translation after the May Fourth Movement. The translation of the *Bible* went through these four peaks, and the translation of *The Pilgrim's Progress* began during the third peak (Ma, 2004).

Since its appearance, *The Pilgrim's Progress* has been translated into 200 languages. It is a world classic and is required reading for Christians who are on the spiritual path in a world of temptations. In Africa, there are 80 known languages (including Afrikaans, and Zulu, etc.) that were studied by Isabel Hofmeyr (2004) in *The Portable Bunyan – A Translational History of The Pilgrim's Progress*. In China, from 1853 until now, there are more than 50 editions, including ones in classical Chinese, Mandarin (官话), and modern Chinese. In this thesis, we mainly focus on the circulation, different translations and the importance of *The Pilgrim's Progress*.

A Brief Review of the Three Stages of Circulating *The Pilgrim's Progress*

Isabel Hofmeyr's *The Portable Bunyan* (2004) is an intriguing book derived from her painstaking, multinational research into the translation, production, and circulation of Bunyan's *The Pilgrim's Progress* in Africa, and to a lesser extent, within the African diaspora. The book is of enormous value as a research tool because of the charts Hofmeyr includes, which list all of the known translations into African languages, and because of the generous number of reproductions of the various illustrations that accompanied the text

in its many editions. The details of Hofmeyr's findings and arguments are fascinating in themselves, and the book's overarching argument makes a valuable contribution to the general reconfiguration of studies of empire and imperialism by providing further evidence of the ways in which things that look like tools of empire might actually be shaping the imperial home.

On October 31, 1847, the *John Williams*, a ship of the London Missionary Society (LMS), left Gravesend for the Pacific Islands from whence it had come. Its cargo included five thousand copies of the *Bible* and four thousand copies of *The Pilgrim's Progress* in Tahitian (Li, 2000). Written in the wake of the English Revolution, the Puritan classic had spread across the Protestant Atlantic as its persecuted readers fled to Europe, North America, and the Caribbean. Its next major international fillip came courtesy of the Protestant mission movement, whose adherents, recruited from across the Atlantic, propagated their most beloved book wherever they went. By the late 1700s, it had reached India, and by the early 1800s, Africa. Yet, some two hundred years later, this avowedly international image of *The Pilgrim's Progress* has been turned inside out.

Essentially, Hofmeyr (2004) sketches three stages of transmission of *The Pilgrim's Progress*: the first, within Bunyan's own generation via the religiously persecuted Puritans, the second, via nineteenth-century Protestant missionaries, and the third, as an important part of the ideology of Englishness as expressed through what came to be canonized as the great tradition of English literature.

From a utilitarian point of view, Hofmeyr (2004) further suggests that *The Pilgrim's Progress's* portability depended on the recognition by individual missionaries and the societies that sent them that the book's straightforward linear narrative made it more authoritative and less theologically problematic as a conversion tool than the multiple narratives of Christ's life in the gospels.

Finally, very early in her book, Hofmeyr declares, "*The Pilgrim's Progress* is no longer widely read today" (2004). In fact, we have by no means reached the end of the book's transnational history; as the briefest of searches on Amazon.com will confirm, *The Pilgrim's Progress* continues to be translated at an extraordinary rate into contemporary English, versions for children, pictorial versions, kind of daily prayer-book, and so on. Here in the Bible Belt of the United States, Bunyan is still alive and still taking on multiple forms.

The Pilgrim's Progress is a book that in three hundred years has crossed most of those barriers of race and culture that usually serve to limit the communicative power of a classic. It has penetrated into the non-Christian world; it has been read by cultivated Muslims during the rise of religious individualism within Islam, and at the same time in cheap missionary editions by American Indians and South Sea Islanders. Its uncompromising evangelical Protestantism has not prevented it from exercising an appeal in Catholic countries. However, to English readers, it is bound to appear as the supreme classic of the English Puritan tradition. John Bunyan, its author, wrote about sixty other evangelical and controversial tracts; only three of his books are works of fiction, and of these only *The Pilgrim's Progress* has carried the heroic image of militant Puritanism to a vastly wider public than Bunyan's original nonconformist audience.

The Pilgrim's Progress was produced in the 17th century England in a period of political turmoil and persecution occasioned by the aftermath of the English Revolution. Bunyan himself was a target of such harassment, and sections of the book were written in prison. The book addresses itself to questions of social and religious inequality and, as Christopher Hill's seminal work on Bunyan has consistently argued, takes up the cause of the weak against the strong. Over the centuries, the text became a spectacular international success and was translated into some two hundred languages. Its migration can be plotted in three stages. The first emanated from England in the seventeenth century, where *The Pilgrim's Progress* found many

eager readers among the politically and religiously marginal. As these groups were hounded, many fled to Protestant Europe and across the Atlantic, taking their beloved book with them. The book's next major migration formed part of the 19th century Protestant Mission movement that adopted *The Pilgrim's Progress* as a key evangelical document. Via this mission channels, the book soon reached most corners of the globe. Its final migration was as part of the emerging discipline of English literature, where, from the mid-nineteenth century, Bunyan became canonized as the "father" of the English novel and as a figure in the "Great Tradition" (Hofmeyr, 2004).

Tradition holds that John Bunyan wrote it in Bedford Gaol while imprisoned for the crime of holding a religious service not in conformity with the Church of England. Bunyan spent twelve years in Bedford Gaol for that offense, which helps to explain why nonconformists liked to emigrate to America when they could.

In *The Portable Bunyan*, written by Isabel Hofmeyr, it is seen that by the late 1700s, *The Pilgrim's Progress* had reached India. By the early 1800s, it was introduced into Africa. In Africa, it was circulated very widely. According to this book, *The Pilgrim's Progress* was translated into nearly 80 African minority languages such as Afrikaans in South Africa, Alur in Uganda, Chokwe in Angola, Igbo in Nigeria, Lozi in Zambia, Zulu in South Africa (Hofmeyr, 2004).

The Pilgrim's Progress was introduced into India by the late 1700s; it was translated into Chinese in 1851 (Li, 2007). In the fourth year of Emperor Tongzhi's reign (1856-1875), the retranslated version of *The Pilgrim's Progress* was translated in Japan, although the translator didn't leave his name. At the end of 19th century and the beginning of 20th, with the entrance of Western Christians, *The Pilgrim's Progress* was also translated into Korean. The first version was translated in 1895. It was the first Western novel translated in Korea. Since then, *The Pilgrim's Progress* has been translated in Korea into more than 200 versions (Hong, 2007).

Meanwhile, more than 10 versions were published in China. The earliest version was the *extracted version* translated by William Muir Head, which was entitled *Hingkih king leihchuenin*, the local dialect at that time. In 1853, William Chalmers Burns published the classical Chinese version of *The Pilgrim's Progress*, and he published the Mandarin version in 1865 (Li, 2007). In 1853, John Van Nest Talmage from the American Congregational Church translated the version of William Chalmers Burns into the Xiamen dialect. In 1855, Robert Henry Cobbold published the Ningbo dialect version entitled *Li jingjih sing* (旅人入胜), and it was also published in Shanghai in 1864. In 1871, George Piercy published the Guangzhou dialect version with profound Chinese sentiment in it (Zipeng Li, 2007).

The Pilgrim's Progress was translated into Japanese earlier than it was translated into Korean. From 1876 to 1878, Murakami Shunkira's (村上俊吉) version (the retranslation of the Chinese version) was serialized in the Japanese Christian news NanaichiZasbou (七一杂报). Akutagawa Riunosuke's (芥川龙之介) Koktoukan "骨董羹" was the earliest offprint. The style of illustrations was completely sinicization and, also, with much Chinese sentiment in its British poetry translation. According to John Murdoeh's Japanese Christian Literary Catalogue (日语基督教文学目录) in 1882, SatoSan translated *The Pilgrim's Progress I* and *The Pilgrim's Progress II* in the 19th century (1882). In 1887, W. J. White finished the translation of *The Pilgrim's Progress I*, and a Japanese artist drew illustrations. In 1879, Sukufuji Kihou (佐藤喜峰) embellished Murakami Shunkira's version, which was published by the Cross Publishing House in Tokyo (Hong, 2007).

Owing to its significance, *The Pilgrim's Progress* was translated into African and Asian, and it was also translated into modern English.

A Review of the History of Chinese Translation of *The Pilgrim's Progress*: Three Periods

According to the different languages and translation subjectivity, this author divided the Chinese translations of *The Pilgrim's Progress* into three periods: the classical Chinese period, the Mandarin period, and the modern Chinese period. The translation history of *The Pilgrim's Progress* can also be understood from these two points: translation subjects shift again and again; different versions change all the time. This book was initiated and translated by missionaries. In 1853, William Chalmers Burns (宾威廉) published the classical Chinese of *The Pilgrim's Progress*, and he also published the Mandarin version in 1865, and then dialect versions appeared. Chinese scholars in religion also translated it. Z. K. Zia (谢颂羔) translated *The Pilgrim's Progress I*, entitled *Sheng Youji*, with modern Chinese (1936). The poems in this book were translated by Feng Xuebing. Z. K. Zia's entire version, including *The Pilgrim's Progress I* and *The Pilgrim's Progress II*, was published in 1939. Diversification of translation subjects and the function of versions were produced in the 1990s. There are many modern Chinese versions (on the Chinese Mainland, in Hong Kong, and on Taiwan), including the whole translation, the rewritten version (with the original), the Chinese and English version, a cartoon version, and a language learning version.

In the first stage (1851-1918), there were about 21 editions, one of which is an extraction version; three were in classical Chinese, five were in Mandarin, and the rest were in various dialects. Most of the versions were translated by foreign missionaries; only three were translated by Chinese translators. Among these editions, except the version by Thian lo lektheng in 1889 in Xiamen Pinyin, were finished by John Van Nest Talmage (打马字) and Macgowan, John (麦嘉湖). Almost all of the other versions were of *The Pilgrim's Progress I*. In this stage, the purpose of translating this book was to propagate tenets. That is to say, its religious nature was the main nature.

The earliest dialect version was the extraction version translated by William Muir Head in Shanghai, which was entitled *Hingkih king leihchuenin*, in a local dialect at that time. In 1853, William Chalmers Burns published the classical Chinese version of *The Pilgrim's Progress*, and he published the Mandarin version in 1865. In 1866, William Chalmers Burns translated it into Mandarin; in 1908 and 1910, *The Pilgrim's Progress* was translated into Mandarin by John Wallace Wilson, in Hankou and Shanghai; in 1912, Granger, translated it into Mandarin in Chongqing.

In 1853, American missionary John Van Nest Talmage translated the version of William Chalmers Burns in the Xiamen dialect – *Thian lo lektheng* (天路历程); in 1855, Robert Henry Cobbold (哥伯播义) published it in the Ningbo dialect version entitled *Li jingjih sing*; from 1889 to 1950, it was translated into the Shantou dialect and the Minnan dialect, but the translators did not leave their names. In 1899, J. N.B Smith, (斯得胜) translated it into the Shanghai dialect; in 1900, *The Pilgrim's Progress* was translated into the Hainan dialect; in 1905, Ling Caik-hio translated it into the Fuzhou dialect, entitling it *Tieng Lo LikTiang* and in 1908 and 1910. In 1871, George Piercy published the Guangzhou dialect version with profound Chinese sentiment. According to the statistics of Dr. Zipeng Li, from 1851 up to now, there are about 50 Chinese editions and all kinds of rewritten versions. The first one was translated by William Muirhead, in Shanghai in 1851, entitled *Hingkih king leihchuen*. The last version was Hanchuan Wang's version, which was published by Rock House Publishers in Hong Kong in 2006 (Li, 2007). In fact, Hanchuan Wang's revised version was published by the China Labor Publishing House in 2007 (Hanchuan Wang, 2007). After the unanimous assessment by 42 media and Chinese Books Assessment Association, Hanchuan Wang's revised version took the first place in "The Top Ten Good Books in 2007". The newspaper *Southern Weekly* considered it as "The Greeted Book in 2007"; *Asia Week* regarded it as "The

Top Ten Chinese Book in 2007”; the *Chinese Reading Newspaper* placed it as among “The Top Ten Books in 2007”; the *Beijing News* placed it as a top “Social & Science Book in 2007.”

After Z. K. Zia’s version *Sheng Youji* in 1936, *The Pilgrim’s Progress* was published on the Chinese Mainland and in Hongkong again and again. After the Reform and Opening, there are six modern Chinese versions: Hai Xi’s version (1997), Yuxiao Su’s version (2001/2006), Peilin Zhao and Yake Chen’s version, Hanchuan Wang’s version (2003), and Weiwen Huang’s version. In 1996, the Chinese Mainland Christian scholar Xirong Zheng (2004) retranslated *The Pilgrim’s Progress*, and it was published in the fourth edition in 2006; there are at least three versions in Taiwan: Yanzhu Lin and Shanying Mou’s version; Yiheng Lin’s version, and Hai Xi’s version

The Place of Chinese Translation of *The Pilgrim’s Progress* in the Translation History of China

According to the recent research, in the third year of Emperor Xianfeng’s reign (1831-1861), in the Qing Dynasty (1644-1912), William Chalmers Burns (1815~1868), an English missionary, came to China and then translated the *The Pilgrim’s Progress* in the seventeenth century into Chinese. He was the first person who introduced Western work into China. That is to say, according to this research, the history of translating foreign literary works in China began in 1853. As a missionary in the British Presbytery, it was translated not for the literary value and glamour of the novel, but to propagate the Christian thoughts in the book. From the third year of Emperor Xianfeng’s reign to the fourth year of Emperor Tongzhi’s reign, *The Pilgrim’s Progress* was published again and again and delivered everywhere. It is a pity that the version of William Chalmers Burns was lost. Such a literary work that propagated Christian thought can produce a profound influence; therefore, Western literature had a very deep influence on modern Chinese society. Most material of this book came from the preface of the retranslated version of *The Pilgrim’s Progress* in 1865.

In the fourth year of Emperor Tongzhi’s reign (同治, 1861-1875), the retranslated version of *The Pilgrim’s Progress* was translated in Japan, and the translator didn’t leave his name. For a long time, it was very common that translators in religion did not leave their names. Just like the *Bible*, *The Pilgrim’s Progress* has great significance on Chinese literature. In modern China, from elementary school to the university, more and more students in different levels learn it. Most of the universities use it as an important literary work to learn. Its circulation is only second to the *Bible*; many of its excellent passages were included into the authorized encyclopedia disk by “Microsoft Corp.” In the West, it was considered as “People’s pursuing guide,” while, in China, we can regard it as an influential literary work.

Conclusion

Although it plays a great significance in Chinese literature and translation history, the place of *The Pilgrim’s Progress* has not got enough awareness. However, the re-translation of *The Pilgrim’s Progress* not only helps us to know there is a common rule to realize the translation of special texts, as well as its particularity, but also to know the different cultural places for the same text. It also helps to enrich translational history study and its principles, understand different cultural reasons and religious reasons in the phenomena of retranslation, and improve knowledge about intertextuality. So it is very worth studying. From this point of view, we should strengthen its place in China from every aspect and study it as a topic for research.

References

- Bunyan, J. (1984). *The pilgrim's progress, from this world to that which is to come*. Aylesbury, Bucks: Hazell Watson & Viney Limited: Penguin Books Ltd.
- Hofmeyr, I. (2004). *The portable Bunyan – A translation history of The Pilgrim's Progress*. Princeton, NJ: Princeton University Press.
- Hong, Y. (2007). *A comparative study on the Korean translations of The Pilgrim's Progress*. Yanji: Yanbian University.
- Li, Z. (2000). *The Chinese translation of The Pilgrim's Progress*. Hongkong: Hongkong University.
- Li, Z. (2007). *A study on Chinese translations of The Pilgrim's Progress*. Changsha: Foreign Language and Translation.
- Ma, Z. (2004). *The brief history of Chinese translation*. Beijing: China Translation & Publishing Corporation.
- Su, Y. (2001/2006). *Bunyan, John. The Pilgrim's Progress*. Nanjing: Yilin Press.
- Wang, H. (2003/2007). *Bunyan, John. The Pilgrim's Progress*. Beijing: China Labor Publishing House.
- Xi, H. (1997). *Bunyan, John. The Pilgrim's Progress*. Shanghai: Shanghai Translation Publishing House.
- Zia, Z. K. (1936/1939). *Bunyan, John. The Pilgrim's Progress*. Shanghai: The Christian Literature Society for China.
- Zheng, X. (2004). *Bunyan, John. The Pilgrim's Progress*. Shanghai: China Christianize Patriotic Movement Committee, China Christian Council.

Task-Based Students' Language Performance Assessment¹

Lin Xinming, Zhu Hong, Xie Zhongming, and Zhang Fan
Zhejiang Police College, Hangzhou, China
Email: linxinming@zjjcxy.cn

[Abstract] With the popularity of communicative language teaching, the goal of assessment has changed to assessing the students' ability to use the language communicatively, a task-based language performance assessment that strongly emphasizes students' ability to use language in real-life situations. This has taken hold in current concepts of communicative assessment, and it has been justified as a good way to assess students' communicative competence, also known as their use of language to achieve their intended purposes in real social situations.

[Keywords] task; performance assessment; communicative tasks; needs analysis; justifications

Introduction

The development of language testing conforms to linguistic theories and teaching methodologies. The last three decades have witnessed the shift of the primary goal of language teaching from an object of study to a system of communication and embraces a broader concept of communicative competence (Mislevy, et al., 2002). Communicative language teaching has laid strong emphasis on students' ability to use language in real-life situations and the need to assess students' ability to use the language communicatively. Performance assessment, including task-based assessment, has become increasingly popular (Kim, 2002; Jabbarpoor, 2011).

The emergence of performance assessment has been spurred mostly by the widespread dissatisfaction with standardized tests, the great pressure to offer more explicit and detailed information on EFL learners' real language abilities, and the need to find some alternative assessments, along with the developments in task-based language pedagogy (Brown, et al., 1998; Mislevy, et al., 2002; Kim, 2002; Jabbarpoor, 2011).

Task-Based Language Performance Assessment

Definition of Performance Assessment

Performance assessment, also known as alternative or authentic assessment, refers to any assessment procedure that involves either the observation of behavior in the real world or a simulation of a real-life activity with raters to evaluate the performance (Brown, et al., 1998; Bachman, 2002; Kim, 2002; Norris, et al., 2002). Performance assessment, thus, differs from traditional paper-and-pencil tests in that the primary focus is to get an accurate picture of students' communicative abilities and to generalize about students' abilities beyond the learning/testing situation to real-life communication, which intends to elicit performances of the specific language behaviors that the testers wish to assess; it is most widely used to directly assess students' writing and oral abilities produced in test instructions. Such assessments mean to use tasks as a vehicle to evaluate the test-takers' real language abilities (Stiggins, 1988; Brown, 2002).

Task-Based Language Performance Assessment

As one subset of performance assessment, task-based assessments need candidates to perform an activity that simulates a performance they will have to engage in outside the test situation. Task-based language

¹ This research was funded by Higher Education Classroom Innovation Projects of Zhejiang Province (No. KG2015465) and of Zhejiang Police College (No. 20140206); Educational Technology Research Project of Zhejiang Province (No. JB059).

performance assessment (TBLA) is “the process of evaluating, in relation to a set of explicitly stated criteria, the quality of the communicative performances elicited from learners as part of goal-directed, meaning-focused language use requiring the integration of skills and knowledge” (Brindley, 1994; Brown, 2002; Jabbarpoor, 2011), which aims to elicit an authentic demonstration of test-takers’ language knowledge or skills by requiring the test-takers to perform the tasks that the language demands in real-world situations (Elder, et al., 2002).

In TBLA, success in performing the tasks is a central issue. “TBLA takes the task itself as the fundamental unit of analysis motivating item selection, test instrument construction, and the rating of task performance” (Long & Norris, 2001), Task-based assessment does not simply utilize the real-world task as a means for eliciting particular components of the language system that are then measured or evaluated; on the contrary, the construct of interest in task-based assessment is performance of the task itself (Brown, 2004).

Based on different orientations, there are different views and perspectives about task-based assessment and the incorporation of communication tasks into language testing practices among teachers, researchers, and testers, especially depending on the unique aims of assessment within their distinct educational, occupational, or research contexts (Paltridge, 1992; Long & Norris, 2000; Chalhoub-Deville, 2001; Norris, 2002; Safa & Goodarzi, 2014).

Why Task-Based Language Assessment?

The concern in TBLA extends beyond knowledge of language *per se*. The ability to deploy language knowledge appropriately and effectively in educationally or professionally important language-use settings (Mislevy, et al., 2002) has brought language testers into closer contact with research in other areas of applied linguistics and educational assessment. Meanwhile, it creates a more complex arena in which we practice our profession as researchers and practitioners. The complexities of TBLPA involve reconsideration of the fundamental issues, i.e. what we want to assess how we go about it and what sorts of arguments and evidence we need to provide in order to justify the inferences and decisions we make on the basis of our assessments (Bachman, 2002).

Literature Review

Although only in recent years has task-based language performance assessment (TBLA) attracted testing experts’ and scholars’ attention, meaningful research on TBLA from both qualitative and quantitative perspectives have already been carried out. Many researchers have defined tasks and task-based tests in a wide variety of ways (McNamara, 1996; Norris, et al., 1998; Bygate, et al., 2001; Long & Norris, 2001; Brown & Hudson, 2002; Brown, et al., 2002; Brown, 2004). Growing interest in tasks as means to assess learner ability has resulted in important recommendations and fundamental issues for improving the development of task-based performance assessment in task selection, test design, interpretation and generalization, validity, and reliability, etc. (Brindley, 1994; Chalhoub-Deville, 2001; Byrnes, 2002; Bachman, 2002; Norris, 2002; Kim, 2004), and the influence of tasks on learner performance (McNamara, 2001; Bachman & Palmer, 1996).

Recently, the field also saw an expansion of research into specific types of performance assessments (Brown, 1995; Norris, et al., 1998; Ross & Berwick, 1992; Bachman, 2000), the integration of task-based language testing into communicative language teaching programs, learner-centered programs (Nunan, 1989; McNamara, 1989), curriculum design (Robinson, 2000), and assessment design models to solve the associated problems (Mislevy, et al., 2002).

Researchers also dealt with the practical application of task-based performance assessment. Robinson and Ross (1996) described a task-based performance assessment of English for Academic Purpose (EAP); Branden, et al. (2002) developed a task-based computerized test and analyzed the effects of particular task characteristics and conditions on the difficulty of listening tasks; Elder et al. (2002) examined how task complexity was related to students' perception of task difficulty as well as their performances on those assessment tasks; Brown, et al. (2002) reported an investigation of the development and use of a prototype English language task-based performance assessment based on Skehan's revised model. Brown et al. (1984), Skehan & Foster (1996), McNamara (2001), and Robinson (1995, 2001) all contributed to the research on factors influencing task difficulty and the features that affect difficulty through cognitive demands. Their findings have offered a better understanding of the nature of tasks, the related methods we use to elicit performance in language assessments, together with task variables, reliable and valid tools and schemes on how to develop a task-based performance assessment.

How to Develop the Task-Based Language Performance Assessment

Specifying the Goals and Objectives

There are usually goals and objectives in curricula or syllabuses, which are all descriptions of what students should know and be able to do. The most important issue for any curriculum is the clarity and specificity of the language teaching goals. Task-based language performance assessment developers aim to devise tests that provide direct information of test takers' target language performance in specific language use situations to make inferences about underlying "language ability" or "capacity for language use" and "ability for use" (Brindley, 1994; Bachman, 2002). What should be considered are the factors and understanding of the influence of task characteristics on performance, as well as what impact the conditions under which the tasks are done might have on that same performance. Brown (2004) listed the key questions for addressing the goals. A systematic means for designing performance assessment will be needed to inform directly and adequately the particular kinds and qualities of interpretations and generalization for various assessment purposes, such as program accountability, evaluation of students' progress in particular language use settings, and the needs assessment for guiding instructions and presenting a model of task-based performance in relation to language testing (Mislevy, et al., 2002).

Needs Analysis in Task Selection

Branden, et al. (2002) highlighted the value of needs analysis for selecting tasks in both teaching and learning settings. Needs analysis refers to "the process of determining the needs for which a learner or group of learners requires a language and arranging the needs according to priorities" (Richards, Platt & Weber, 1998). In general, needs analysis plays a key role in the whole process of developing performance assessment; it involves those activities involved in gathering information that will serve as the basis for developing a curriculum that will meet the learning needs of a particular group of students. For the needs to be tested and an integral part of systematic assessment development, these needs can be explained in terms of goals and objectives, and, in turn, can serve as the basis for developing tests, materials, and evaluation strategies, as well as for reevaluating the precision and accuracy of the original needs analysis.

It is highly necessary to figure out what students needed to learn, from various ways, such as scores on an overall language proficiency test, information gathered from a background questionnaire that asks where and how long the students have had previous language training, or the students' linguistic abilities from teacher and student interviews to help teachers understand the specific needs of individual students or

a particular group of students, what elements influence the task difficulty, the potential differences in learning expectations between themselves and their students and obtaining information from students' feedback about a planned or existing language program (Brown, 1995; Iwai, et al., 1999).

Defining Tasks

There are a number of definitions of task (Long, 1985; Crookes, 1986; Nunan, 1989; Norris, Brown, et al., 1998, 2002; Skehan, 1998; Bygate, et al., 2001; Long & Norris, 2001; McNamara, 1996; Brown & Hudson, 2002). Ellis (2003) proposed that “a task is the meaning-centered language use.” A task includes real-world processes of language use and any of the four language skills and the cognitive processes, and it has a clearly defined communicative outcome. Complex, integrative, open-ended, task-specific tests are necessary for meeting actual inferential demands and for achieving the intended consequences of assessment, success in performing the tasks is a central issue (Brown, 2002; 2004). “Task-based assessment does not simply utilize the real-world task as a means for eliciting particular components of the language system which are then measured or evaluated; on the contrary, the construct of interest in task-based assessment is performance of the task itself” (Long, & Norris, 2001) .

Task Sequencing

One of the first attempts at sequencing tasks from simple to complex was advanced by Brown, et al., 1984; and Mislevy, et al., 2002). Jabbarpoor (2011) examined the effect of task sequencing on task performance in task-based testing. The optimal task sequencing will bring in the optimal effects on task performance in task-based teaching and syllabus design. Long (1985) specifically argued that a task-based syllabus should adopt pedagogic tasks as the unit of analysis, be sequenced from simple to complex, and gradually approximate the demands of real-world target tasks identified via needs analyses, nominate such factors as the number of steps involved in performing the task, and identify remoteness of the information drawn on in time and space as factors possibly contributing to difficulty/complexity.

Determining the Task Difficulty/Complexity Factors

Influenced by second language acquisition research, language testers were spurred to investigate a wide variety of factors out of their narrow conception of language ability as an isolated “trait,” and be required to take into consideration the discourse and sociolinguistic aspects of language use, as well as the context in which it takes place (Canale & Swain, 1981). When preparing a task, these five criteria often ask the following: Is the task realistic? Is the task appropriate? Is the task understandable? Is the task personal? Is the task feasible? Language testers and researchers need to expand their test specifications to include the knowledge and skills underlying the language construct to make inferences about the underlying ability, or ability for language use (Skehan, 1998). Such specifications should be informed by theory and research on the language construct and the language-learning process as well as by systematic observations of the particulars of a given context (Chalhoub-Deville, 2001).

In order to investigate the tasks thoroughly, it ought to be possible to build up a multidimensional classification, organizing tasks in terms of their potential for second-language learning on the basis of psychologically motivated dimensions (Long & Crookes, 1987). Those task variables or task features (Skehan, 1998), relating to the goal, type of input, or task conditions, task implementation, and task procedures that will have impact on the amount of meaning negotiation, use of communicative effectiveness, and the kind of interaction that occurs, thereby affecting the comprehension and language acquisition (Ellis, 2003). We understand tasks in terms of difficulty according to both the way we conceptualize the difficulty

of assessment tasks and how we operationalize difficulty in most current measurement models (Bachman, 2002), including the characteristics that will affect developing performance assessment (Skehan, 1998; Douglas, 2000; Chalhoub-Deville; 2001; Bachman & Palmer, 1996; Bachman, 2002; Brown, 2004; Yoshihito, 2009) the essentially identical factors affecting tasks' difficulty (Brindley, 1987), and the set of criteria that describe the characteristics of task difficulty: the cognitive load, communicative stress, code complexity and interpretative density, particularity and generality, and process continuity (Candlin, 1987). Skehan (1998) put forward a framework of cognitive demand triggered by task characteristics in three aspects: code complexity, cognitive complexity, and communicative stress; McNamara (2001) investigated predictors of task difficulty in the measurement of speaking proficiency; Yoshihito (2009) and Robison (2001) distinguished the difference between task complexity and task difficulty and proposed a scheme to investigate the relationship among task complexity, task conditions, and task difficulty. Research findings have shown that task design variables appear to have the greatest impact on complexity and fluency (Skehan, 1998; Ellis, 2003; Bachman, 2005).

Procedures to Develop Performance Assessment

Developing performance assessment involves complicated procedures and calls for thoughtful consideration of the whole process, including designing, scoring, and interpreting. Based on a series of literature related to language testing, as well as their teaching and testing experiences, Brown, et al. (1998) and Ellis (2003) concluded the necessary steps in developing performance assessments and the criterion for task sequencing. To develop a successful performance assessment, test developers need to take into consideration the procedures and the problems involved in every stage of performance assessment development, such as designing, administering, scoring, and so forth.

The Benefits of Performance-Based Testing

Norris, et. al. (1998) and Brown (2004) summarized the benefits of using task-based language performance assessment (TBLA) based on their reviews of the literature and their own experiences. In contrast to a multiple-choice test that a student might do poorly on and consequently blame the format of the questions or answers; with TBLA, students are enabled and more responsible for the demonstration of their learning. They are forced to put their knowledge into context that can be understood and explained, and they are, also, more likely to feel ownership over their language learning and have a sense of achievement, which results in their greater self-confidence and intrinsic motivation to learn English. Teachers are freed from the exam papers or exercises and can design and monitor students' progress of study. They can conduct a comprehensive evaluation of students' achievements, including students' strengths and weaknesses, and they can better assess students' understanding of procedural knowledge and get good pedagogical templates for instruction and curriculum (Khattri, et. al., 1998). The greatest advantage of performance assessment lies in its ability to measure students' abilities to accomplish real-life language tasks. The benefits of performance assessment will affect content, scoring, curriculum development, score interpretations, decision-making, and communication among all the stake holders involved (Brown, 2004).

Problems Still Exist and Implications for Future Study

Task-based language performance assessment (TBLA) has the advantages of reflecting more closely the target abilities required by modern times and carrying a higher predictive validity (Eisner, 1999), and, of course, it has more positive backwash effects on teaching and learning. The limitations still prevent it from being a feasible tool to reflect differences in school and district performance involving large numbers of

students. The problems associated with TBLA vary from needs analyses, task selection, unresolved logistic and psychometric problems, and score generalizability to administration and scoring. Nevertheless, the most important concerns may be attributed, more or less, to reliability and validity (Messick, 1994; McNamara, 1995; 1996; Bachman, 2002). Large student populations and limited teacher resources would make the timing and cost of performance-based testing more difficult, but, conversely, the overall benefit to students can outweigh those concerns in many cases. For test experts and educators, it seems complicated and time-consuming to develop and administer task-based performance assessment while avoiding the problems within it.

Brown (2004) advocated future research on task-based performance assessment. For TBLA, more considerations should be given to actual performance test development, the validation process, and defining the characteristics of task-based performance assessment, as well as the benefits of task-based performance assessment, the factors involved in performance task difficulty, how to best score task-based language performance, and, finally, the reliability and validity of TBLA. For well-constructed performance-based assessments, it should well integrate assessment with instruction--what is taught in the classroom is reflected in the assessment, and what is assessed guides instruction.

Acknowledgement

This research was funded by Higher Education Classroom Innovation Projects of Zhejiang Province (No. KG2015465) and of Zhejiang Police College (No. 20140206); Educational Technology Research Project of Zhejiang Province (No. JB059).

References

- Bachman, L., Lynch, B., & Mason, M. (1995). Investigating variability in tasks and rater judgments in a performance test of foreign language speaking. *Language Testing*, 12(2), 239-257.
- Bachman, L., & Palmer, A. (1996). *Language testing in practice*. Oxford: Oxford University Press.
- Bachman, L. (2002). Some reflections on task-based language performance assessment. *Language Testing*, 19(4), 453-476.
- Branden, K., Depauw, V., & Gysen, S. (2002). A computerized task-based test of second language Dutch for vocational training purposes. *Language Testing*, 19(4), 438-452.
- Brindley, G. (1994). Outcomes-based assessment and reporting in language learning programmes: A review of the issues. *Language Testing*, 15(1), 45-85.
- Brindley, G., & Slatyer, H. (2002). Exploring task difficulty in ESL listening assessment. *Language Testing*, 19(4), 369-394.
- Brown J. (2004). Performance assessment: Existing literature and directions for research. *Second Language Studies*, 22 (2), 91-139.
- Brown, J., & Hudson, T. (1998). Alternatives in language assessment. *TESOL Quarterly*, 32(4), 653-675.
- Brown, J., & Hudson, T. (2002). *Criterion-referenced language testing*. Cambridge: Cambridge University Press.
- Brown, J., Hudson, T., & Kim, Y. (2001). *Developing Korean language performance assessments*. Honolulu: University of Hawai'i, Second Language Teaching & Curriculum Center.
- Brown, J. D., Hudson, T., Norris, J. M., & Bonk, W. (2002). *An investigation of second language task-based performance assessments*. Honolulu: University of Hawai'i, Second Language Teaching & Curriculum Center.

- Bygate, M., Skehan, P., & Swain, M. (2001). Introduction. In M. Bygate, P. Skehan, & M. Swain, (Eds.), *Researching Pedagogic Tasks: Second Language Learning, Teaching and Testing*, (pp. 1-20). Harlow, UK: Pearson Education.
- Byrnes, H. (2002). The role of task and task-based assessment in a content-oriented collegiate foreign language curriculum. *Language Testing*, 19(4), 419-437.
- Candlin, C. N. (1987). Towards task-based language learning. In C. N. Candlin & D. Murphy, (Eds.), *Lancaster Practical Papers in English Language Education: Language Learning Tasks*, (pp. 5-22). Upper Saddle River, NJ: Prentice Hall.
- Chalhoub-Deville, M. (2001). Task-based assessments: Characteristics and validity evidence. In M. Bygate, P. Skehan, & M. Swain, (Eds.), *Researching Pedagogic Tasks: Second Language Learning, Teaching and Testing*, (pp. 210-228). Harlow, UK: Pearson Education.
- Crookes, G. V. (1986). Task classification: A cross-disciplinary review. *Technical Report No. 4*. Honolulu: Center for Second Language Research, Social Science Research Institute, University of Hawai'i at Manoa.
- Douglas, D. (2000). *Assessing language for specific purposes*. Cambridge: Cambridge University Press.
- Eisner, E. (1999). The uses and limits of performance assessment. *Phi Delta Kappan*, 80(9), 658-660.
- Elder, C., Iwashita, N., & McNamara, T. (2002). Estimating the difficulty of oral proficiency tasks: What does the test-taker have to offer? *Language Testing*, 19(4), 347-368.
- Ellis, R. (2003). *Task-based language learning and teaching*. Oxford: Oxford University.
- Jabbarpoor, S. (2011). Task-based language assessment: Difficulty-based task items sequencing and task-based test performance. *2011 International Conference on Languages, Literature and Linguistics*, IACSIT Press, Singapore.
- Khattri, N., Reeve, A., & Kane, M. (1998). *Principles and practices of performance assessment*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Kim, H. (2002). Task-based performance assessment for teachers: Key issues to consider. *The Forum*, 2, 1-5.
- Long, M. H. (1985). A role for instruction in second language acquisition: Task-based training. In M. H. Long, (1989). *Task, Group, and Task-group Interactions. University of Hawai'i Working Papers in ESL*, 8(2), 1-26.
- Long, M. H. (1987). *Task-based language teaching*. Oxford: Blackwell.
- Long, M., & Norris, J. (2001). Task-based language teaching and assessment. In M. Byram, (Ed.), *Encyclopedia of Language Teaching*. London: Routledge.
- McNamara, T. (1995). Modelling performance: Opening Pandora's box. *Applied Linguistics*, 16(2), 159-179.
- McNamara, T. (1996). *Measuring second language performance: A new era in language testing*. New York: Longman.
- Messick, S. (1994). The interplay of evidence and consequences in the validation of performance assessments. *Educational Researcher*, 23(2), 13-23.
- Mislevy, R., Steinberg, L., & Almond, R. (2002). Design and analysis in task-based language assessment. *Language Testing*, 19(4), 477-496.
- Norris, J. (2002). Interpretations, intended uses and designs in task-based language assessment. *Language Testing*, 19(4), 337-346.

- Norris, J., Brown, J., Hudson, T., & Bonk, W. (2002). Examinee abilities and task difficulty in task-based second language performance assessment. *Language Testing*, 19(4), 395-418.
- Norris, J., Brown, J., Hudson, T., & Yoshioka, J. (1998). *Designing second language performance assessments (technical report #18)*. Honolulu, HI: University of Hawai'i, Second Language Teaching & Curriculum Center.
- Nunan, D. (1989). *Designing tasks for the communicative classroom*. Cambridge: Cambridge University Press.
- Robinson, P. (1995). Task complexity and second language narrative discourse. *Language Learning*, 45(1), 99-140.
- Robinson, P. (2001). Task complexity, task difficulty, and task production: Exploring interactions in a componential framework. *Applied Linguistics*, 21(1), 27-57.
- Robinson, P., & Ross, S. (1996). The development of task-based testing in English for academic purposes contexts. *Applied Linguistics*, 17(4), 455-476.
- Safa, M., & Goodarzi, S. (2014). The washback effects of task-based assessment on the Iranian EFL learners' grammar development. *Procedia-Social and Behavioral Sciences*, 98, 90-99.
- Skehan, P. (1998). *A cognitive approach to language learning*. Oxford: Oxford University Press.
- Skehan, P., Foster, P. (1999). The influence of task-structure and processing conditions on narrative retellings. *Language Learning*, 49(1), 93-120.
- Stiggins, R. (1987). Design and development of performance assessments. *Educational Measurement: Issues and Practice*, 6(3), 33-42.
- Yoshihito S. (2009). The development and implementation of task-based writing performance assessment for Japanese learners of English. *Pan-Pacific Association of Applied Linguistics*, 13(2), 77-103.

Mind-Mapping in Consecutive Interpreting Training from the Perspective of Information Processing

Zhang Ying

College of Humanities and Sciences, Northeast Normal University, Changchun, China

Email: 1773635982@qq.com

[Abstract] Effective consecutive interpretations rely on sound performance of short-term memory with mind-mapping capability at its core. However, analysis of mind-mapping in CI is rarely made, let alone of the practical approaches to enhance its capacity for interpreters. This paper, focusing on the correlation of the roles of short-term memory, speech analysis, and note-taking, tries to explore the mind-mapping capacity in CI from the perspective of information processing; it concludes with suggestions on training of mind-mapping for CI interpreters and trainees.

[Keywords] consecutive interpreting; short-term memory; speech analysis; mind-mapping; note-taking

Introduction

Interpreting rose to be a profession as early as human trading activities began. It has been playing an irreplaceable role in promoting the Chinese elements of culture, trade, diplomacy, influence, etc. to the world, in particular after China's reform and opening-up initiative. The booming demands of interpreting fuel the training of interpreters in higher education institutions and other private training schools. Chinese interpreters are made through training in large numbers, whereas training quality varies due to the inadequacy of interpreting studies.

Interpreting studies in China, although started around the same time as in Western countries, as Tang Sheng and Zhou Yuliang wrote in 1958 in *Interpreting and Interpreters' Training on Western Language* (known as the Foreign Language Teaching and Research today). Also, Roger Glemet released his paper *Conference Interpreting* in 1958. Until the 1990s, interpreting studies development came along in real sense (Zhong, 2012, p. 44). Interpreting can be studied from the perspectives of information processing, component skills, and cognitive processing, etc. David Gerver did much to establish the view of interpreting as "a form of complex human information processing involving the perception, storage, retrieval, transformation, and transmission of verbal information" (Gerver, 1975, p. 119) that is widely held in the interpreting (research) community to this day. In addition, Danica Seleskovitch and Marianne Lederer, pioneer professionals and interpreter trainers, sought to explain the process of interpreting with the interpretative theory of translation, or the theory of sense, which focused on different aspects of interpreting but shared with Gerver the same starting point: considering interpreting as an information process. As most comprehension and analysis work is done in the black box of interpreters' brains, studies in this regard in China turn out to be very limited in numbers and results.

According to Wang Binhua and Mu Lei (2008), interpreting studies in China are faced with problems such as lack of systematic review of literature, in-depth study on certain aspects, cross-disciplinary methodologies, and empirical studies. As most of the memory and analysis operations related to information processing of interpreting are completed in a hidden and implicit way in the brain, much less research has been done to study interpreting from the perspective of information processing, in particular of the relationship of mind-mapping and note-taking. Mind-mapping has been a topic of study for most of the time in tangible forms, instead of being a target of research about what is happening in the brain of

interpreters after receiving acoustic input and prior to notes being made on pads in tangible way. This paper focuses on mind-mapping capacity in CI from the perspective of information processing. First, it analyzes the roles of short-term memory and speech analysis in CI, then gives a close look at the correlation and coordination between mind-mapping and note-taking on the basis of discussions of roles of each part. The paper concludes by trying to propose some practical approaches to enhance mind-mapping competence for interpreters or trainees in CI training.

Short-Term Memory and Speech Analysis

Consecutive interpreting, often known as CI, is a type of translation in which the speaker delivers a couple of phrases at a time and then pauses to allow the interpreter to translate them. Different from simultaneous interpretation, CI processes relatively complete meanings in the forms of sentences or sentence clusters facilitated by a combination of memory operations, notes taken at the same time, and the general knowledge necessary to reproduce the version of the original. It involves a number of different tasks that have to be done at the same time; Gile (1995, p. 178) outlines these tasks as follows: Phase 1: listening and analysis, note-taking, short-term memory operations, coordination of these tasks; Phase 2: note-reading, remembering, reproduction. These tasks explicitly explain the process of CI: interpreters start by listening to the vocal sounds made by speakers in their source language, and these sounds are then processed and matched with meanings that will be stored for further processing in interpreters' short-term memory, also known as working memory. Until then, the meanings of expressed words are ready for being taken down on notepads. In other words, only meanings understood and effectively analyzed by interpreters can be well represented in notes. However, notes can only serve as memory prompts for interpreters to retrieve more information to be ready for the following reproduction step.

Based on the analysis of the process of CI, it is not difficult to conclude that memory operation plays a key role in affecting the performance of interpreters. According to Atkinson and Shiffrin (1968), memory can be divided into sensory, short-term, and long-term memory. Incoming information first comes into the sensory memory system in visual and acoustic forms. Some of the information is then stored in short-term memory ready for transfer or encoding, while some of it disappears quickly, though not as promptly as information in sensory memory. Short-term memory serves as a buffer zone for the further processing of stored information, some of which is transferred to long-term memory after being analyzed or processed; some information might be crowded out by other incoming information in the zone. The actual processing of information and operation of memory systems are more complicated than the description given above, and they are by no means a one-way track or an end once and for all.

Short-term memory, as the intermediary and working platform for the other two systems, is of great significance to the processing, retrieving, and reproducing of information by interpreters. However, the processing is the key to effective memory coordination. The quality and quantity of information to be stored are, to a large extent, decided by their decoding and encoding levels.

Memory of contents is determined by the level of comprehension (Seleskovitch & Lederer, 2002, p. 59). Understanding the functions and features of different discourses lessens the burden of memory operation of interpreters, helps them effectively anticipate the incoming information, and organizes the target language in no time. Therefore, discourse analysis (or in oral rendering the speech analysis) provides reliable foundations for interpreters to make concrete choices in assorted and specific contexts.

Discourse analysis is sometimes defined as the analysis of language "beyond the sentence". Discourse analysts study larger chunks of language as they flow together. In interpretation, speech

analysis is often used to stand for discourse analysis in translation. A consideration of speech analysis will give interpreters a head start in learning to analyze speech and help to give interpreters an outsider angle from which to review and examine the speech. Throughout the interpreting process, interpreters listen to speeches in a quite different way than do ordinary listeners. While listening, they dissect the speech in their minds, analyze its structure, identify the functions of each part, grasp the main ideas, spot the logic links, and gather much more in details. The practice will help interpreters form natural reflexes and anticipation while listening, which conforms to the least-effort model proposed by Gile. So, what does speech analysis usually deal with? First, speech analysis identifies the different modes of communicative discourses (persuasive, expository, or narrative), which facilitates interpreters in encoding semantic, acoustic, and visual meanings underlying the source language. As a result, some efforts are saved for other tasks. Second, speech analysis helps interpreters spot the logical reasoning among chunks of information by identifying and storing pointers or markers in the discourse. These pointers, such as quotes, applause markers, flowery expressions, logic links, etc., are also recognized as memory prompts. Getting the ideas is a great step forward to understand and reproduce the discourse, but getting the relationships between ideas as links is of equal importance to the first step. Links signal the way the speaker wants the listener to relate what is about to be said to what has been said before (Baker, 1992, p. 190). Using brains to dissect information and differentiate links is like navigating the sea of information by a mapping capacity of interpreters, which can be called mind-mapping in CI.

Mind-Mapping and Note-Taking

Note-taking is a central aspect of a complex human behavior related to information management and involves a range of underlying mental processes and their interactions with other cognitive functions (Piolat, 2005). The person taking notes must acquire and filter the incoming sources, organize and restructure existing knowledge structures, comprehend and write down his/her interpretation of the information, and ultimately store and integrate the freshly processed material. The result is a knowledge representation, and memory storage (Tamas, Kemp, & Dror, 2008). Studies comparing the performance of students who took handwritten notes to students who typed their notes found that students who took handwritten notes performed better on examinations, hypothetically due to the deeper processing of learned material through selective rephrasing instead of word-for-word transcription, which is common when typing notes (Friedman, 2018).

The same is true with note-taking for consecutive interpreting, which is most important to the interpreter. As mentioned before, consecutive interpreting relies on short-term memory, which fades very quickly. Words in a large number, although, are rather hard to retain in the memory system, while ideas with logic connections are easier to remember with the assistance of memory prompts or markers chosen by the brain after processing and analyzing the contents. Consequently, a successful note-taking technique for consecutive interpreting calls for reducing words to ideas and putting the ideas into symbols that can then be re-expressed in another language (Nolan, 2005, p. 294).

A mind map is a way of organizing information, usually on a piece of paper. In the form of an organic chart, it uses words and drawings by various connecting ways; ideas represented in this way fit into the way the mind associates and recalls information. Humans are born with special “brain-programs” to be able to learn and memorize everything they experience during their lifetime. They have one “brain-program” to remember special occasions, one program that remembers pictures, one that remembers structures, etc. The fantastic thing about mind mapping is that it uses these existing

“brain-programs” and refines them (Windiari, 2012). Mind-mapping simply optimizes the power that people already have in their minds. Therefore, mind-mapping is one of the very best methods to optimize one’s learning capacities and understanding to how the elements of complex structures are connected (Ingemann).

Mind-mapping in CI does not have a tangible pad or drawing. As information input flows in and out of the mind in a very limited period of time, all mapping of information will be done in minds only. Those that are chosen as pointers or markers by the mind not only help outline the structure but provide memory prompts for note-taking and reproduction in target languages. According to Lederer, units of meaning are the synthesis of a number of words present in the short-term memory associating with previous cognitive experiences or recollections; this merging into sense leaves a cognitive trace in the memory while the short-term memory is taking up and storing the ensuing words until a new synthesis occurs and a new cognitive unit adds up to those previously stored in the cognitive memory (Lederer, 1978). The synthesized units of meaning can be regarded as memory prompts or markers ready for consecutive interpreters to take down as notes or dots to retrieve units of meanings. According to Gile’s effort model, more efforts are saved at this point, and memorization output is increased at the same time.

For student interpreters or interpreting trainees, it is not rare to find them putting more time and efforts into studying and practicing with note-taking skills. Admittedly, note-taking is of great help in realizing the final rendering of languages, especially when an oral speech lasts too long before a pause comes to allow interpreters to use. Clear, consistent and efficient notes can back up memory when it needs help and lets it do its work when it doesn’t. However, in our training process, we have found a haste in note-taking study and practice, while overlooking and lacking training on speech analysis and mind-mapping, have led to a good many of problems in later practice, such as taking down words instead of ideas, piling-up of words isolated in meanings, reproducing only the words on pads with logic consistency and coherence sacrificed, etc. Some problems even constrain experienced interpreters from being excellent practitioners in the future.

Mind-mapping capability does not necessarily mean interpreters will have to complete the breaking-down of information in their minds first and then transferring all the mind information down to the notes. All the analysis and marker identifying work is just done in interpreters’ minds automatically as a reflex. Navigating the information and choosing suitable markers as memory prompts happen simultaneously with other tasks, such as listening comprehension, memory operation, and note-taking. Information or ideas going through the mind-mapping process will be easier to take down as notes and be reproduced accordingly.

Let’s look at the following example to examine what is happening when interpreters use mind-mapping to process information: *And today? The changes, ever since 1973, when Britain entered the European Economic Community, are remarkable. The Europe of 1973 with its border control on goods and cars has gone. The myriad of currencies and currency controls acting as a blockage to fair, transparent, effective business has been replaced by a single market. One where the majority of EU citizens sensibly use one currency- the Euro.*

Markers or pointers as memory prompts in this part might be: *today?; 1973, changes; border control, currency control, single market; Euro*

Today indicates a comparison might be used here. *1973*, is marked on the map not only for its being numbers, different approaches needed in memory operation, but also for its standing for the *changes*

happening in Europe, for example, *border control and currency control* have been replaced by *single market* and people's sensible choice of a *single currency*.

Based on desirable comprehension of the speech, if English-Chinese interpreters chose these markers when mind-mapping the speech, the notes, which are not exhaustive, might be like the following:

today?

1973 UK

**Changes Europe: border control
currency control**

→**single market**

Euro

For some, the notes here might seem to be too brief for oral reproduction in Chinese. However, notes are there to help one's memory, not replace it (Gillies, 2005, p. 109), and people may find that with suitable markers identified as the right prompts, the memory can do much more than what can be expected. By providing the right prompts, memory and structured notes are effectively integrated to facilitate the reproduction of all the necessary ideas expected to reoccur in the receptor language.

Ways to Enhance Mind-mapping in CI Training

Any techniques of CI for seasoned interpreters become a kind of internalized capacity. Their learning and practice is a process of internalization, by which tasks are carried out without having to think about how to do them. Mind-mapping in CI is one of the techniques. How can this technique be internalized so that it can become a reflex?

1. Get used to macro-thinking the speech or discourse. By speech analysis in advance, trainees can get a bigger picture built up in their minds rather than just the words and sentences.
2. Try to X-ray the incoming information, identify the markers or pointers while listening and analyzing, turn them into right memory prompts and important points to be taken down as notes.
3. Recognize logic links, numbers, proper names, etc., which are hard to process in memory operation as markers.
4. Make a deliberate effort to identify markers through minimal notes, not to note as fully as usual.
5. Go through the notes you have produced and try to recreate a shorter version but still reproduce all the key points in the source language.
6. While listening to a speech, take notes as per usual. At the end of the speech, put the note to one side and try to reproduce the speech from memory (Seleskovitch & Lederer, 2002, p. 59).

Mind-mapping might have the same structure as the notepad, while interpreters should arrive at it with the help of notes. By practicing, hopefully, CI trainees could internalize the mind-mapping technique prior to note-taking step.

Conclusion

Consecutive interpreting, which is different from simultaneous interpreting, provides relatively complete and sufficient information to interpreters to render what is said, which naturally calls for a better performance of interpretation in terms of delivery, language quality, content completeness, coherence, etc. Both theoretical studies and practice have shown sound memory operation, in particular short-term memory, plays an indispensable role in affecting the ultimate consequence. A good mind-mapping capacity will enhance the performance of short-term memory, thus saving the efforts for other tasks like recall, note-reading, and reproduction. Good mind-mapping with effective markers as memory prompts

can become a reflex for interpreters, facilitating the production of well-structured notes with ideas highlighted and easily reproduced. Therefore, it is highly suggested that in CI training, adequate time and efforts should be given to mind-mapping techniques according to the approaches discussed in this paper, but those efforts should not be limited to the ideas in this paper .

References

- Atkinson, R. C., & Shiffrin, R. M. (1968). Human memory: A proposed system and its control processes. In K. W. Spence, & J. T. Spence, (Eds.), *The Psychology of Learning and Motivation: Advances in Research and Theory* (Vol. 2), (pp. 89-195). New York: Academic Press.
- Baker, M. (1992) *In other Words*. London: Routledge.
- Friedman, M. C. (2014). *Notes on note-taking: Review of research and insights for students and instructors*. Harvard University: Harvard Initiative for Learning and Teaching.
- Gerver, D. (1975). A psychological approach to simultaneous interpretation. *Meta*, 20(2), 119.
- Gile, D. (1995) *Basic concepts and models for interpreter and translator training*. Amsterdam and Philadelphia: John Benjamins.
- Gilles, A. (2005) *Note-taking for consecutive interpreting: A short course*. New York: St. Jerome Publishing.
- Ingemann, M. The power of mind mapping. Retrieved from <http://www.fortunewell.com/>.
- Lederer, M. (1978). Simultaneous interpretation: Units of meaning and other feature. In D. Gerver, & W. H. Sinaiko, (Eds.). New York: Plenum.
- Makany, T., Kemp, J. & Dror, I. E. (2008). Optimising the use of note-taking as an external cognitive aid for increasing learning. *British Journal of Educational Technology*. Retrieved from <http://www.idemployee.id.tue.nl/g.w.m.rauterberg/amme/makany-et-al-2008.pdf>.
- Nolan, J. (2005). *Interpretation: Techniques and exercises*, (p. 294). Shanghai: Xin Lao Publishing.
- Piolat, A., Olive, T., & Kellogg, R. T. (2005). Cognitive effort during note-taking. *Applied Cognitive Psychology*, 19, 291-312.
- Seleskovitch, D., & Lederer, M. (2002). *Pedagogie raisonnee de l' interpretation, 2nd edition*. Paris: Didier Erudition.
- Wang, B. H., & Mu, L. (2008). Ways and approaches of interpreting studies. *Foreign Languages in China*, 2, 85-90.
- Windiar, N. L. (2012). Note taking and the power of mind mapping in consecutive interpreting. Udayana University, Indonesia. Retrieved from <https://translationpapersbali.com/2013/06/14/note-taking-and-the-power-of-mind-mapping-in-consecutive-interpreting/>.
- Zhong, W. H. (2012). *Methodology in interpreting studies*, (p. 44). Beijing: Foreign Teaching and Research Press.

Translation Strategy of External Publicity from the Perspective of Functional Equivalence Theory

He Jiayuan

Transport Planning and Research Institute, Ministry of Transport, Beijing, China

Email: 925511901@qq.com

[Abstract] *With the development of globalization, publicity-oriented translation from Chinese into English has played an increasingly important role in China's external exchanges, especially in the political field. When translating materials for the purpose of external publicity, translators often encounter discourses with Chinese characteristics that embody China's unique objects, phenomena, or policies. This paper tries to conduct research on external publicity via case studies of translating discourses with Chinese characteristics from the perspective of the functional equivalence theory proposed by Eugene Nida.*

[Keywords] *functional equivalence theory; external publicity; translation strategy; discourses with Chinese characteristics*

Introduction

With the development of global integration, interactions between countries have become increasingly close. China has undergone tremendous changes with its increasingly important influence in the international arena. At the same time, China has been actively displaying its cultural heritage and advantages. External publicity is aimed at “objectively and truly reflecting the socialist New China’s external policy, economy, culture and construction achievements, to foreigners, overseas Chinese and compatriots from Hong Kong, Macao and Taiwan, from the fundamental and long-term interests of China, with the aid of modern media or other means of promotion, so as to gain the understanding, trust, and support of the people of the world, change their mindset towards China, and establish a good international image of China” (Huang, Z. 2002).

China is at the favorable stage of rapidly rising. It is urgently necessary to further strengthen its international right of discourse. At the National Conference on Publicity Work, General Secretary Xi Jinping delivered an important speech and said, “We must carefully prepare for the external publicity, using creative approaches, and strive to create new concepts, categories and expressions for the integration of Chinese and external cultures, deliver Chinese stories well, and spread China’s voices.” This requires that while telling the story of China, China must also use the way that overseas readers like and make it more lively and appealing. Mr. Huang Youyi pointed out that “External publicity is a concrete embodiment of a country’s external exchange and the building of humanistic environment” (2005). As a media and bridge, the translation of publicity materials undertakes the important mission of introducing China to the world and letting China go to the world. The pros and cons of external publicity translation directly affect China's international image. Meanwhile, as an important step in the process of strengthening discourse right, external publicity translation has been given a new mission of the times. Therefore, the important role of external translation is self-evident. This paper tries to illustrate translation methods concerning publicity-oriented discourses with Chinese characteristics, from the perspective of the functional equivalence theory proposed by Eugene Nida.

Literature Review

In China, the main task of external publicity translation is to conduct language processing on external promotion materials and spread China's voices to the world. Mr. Huang Youyi has proposed “three close principles” of the external publicity translation, that is, the external publicity translation should be close to the reality of China's development, the needs of overseas readers who seek information about China, and the principles of thinking habits of overseas audience (2002). In view of the above-mentioned principles, the external publicity translation is not only required to be “faithful, expressive and elegant.” More importantly, it has to be well received by the overseas audience with their respective cultural backgrounds.

Function of the Equivalence Theory to Publicity-Oriented Translation

In the 1980s, Eugene Nida, a famous American translation theorist and linguist, put forward the theory of functional equivalence in *Translation Theory and Practice*, which has had a profound impact on the translation field at home and abroad. According to Nida, the key to functional equivalence is the equivalence of reactions rather than equivalence of form. Translation is not the equivalence of language, but the equivalence of language functions. It is the equivalence of readers' psychological reactions (Nida 2004). In other words, translation does not pursue a rigid correspondence to the surface of the text, but instead requires a functional equivalence between languages.

The theory of functional equivalence focuses on the effect of translation from readers' perspectives, rather than on the comparison of source and target texts, thus providing a new vision for translation studies. With regard to external publicity and its translation, the target group is overseas readers. In order to achieve the favorable goal of external publicity, it is necessary to courageously break the original language structure so that the original and translated texts achieve functional equivalence. Only in this way, can the target readers understand the essence of publicity materials. In other words, the purpose of external publicity can be achieved. In view of this, functional equivalence theory, as a pragmatic theory with universal explanatory power, has a guiding role in the translation of external publicity.

Translation Methods of Publicity-Oriented Discourses with Chinese Characteristics

When translating external publicity materials, translators often encounter vocabularies with Chinese characteristics. These words have distinct features, referring to cultural customs, traditions, lifestyles, history and political events of China or the Chinese nation. Involving all aspects of China's politics, economy, and daily life, discourses with Chinese characteristics fully reflect China's unique objects, phenomena or policies. Due to the cultural vacuum, most Chinese-specific vocabularies lack corresponding expressions in English. For example: “Eight Honors and Eight Disgraces,” “Jinggangshan Spirit,” “Silk Spirit,” and so on. This paper provides examples of translation and discusses strategies for translation of Chinese-specific vocabularies for the purpose of external promotion from the perspective of functional equivalence theory proposed by Eugene Nida.

Cultural Dissimilarities or Even Paradoxes: Conversion or Rejection of Original Cultural Expression

Chinese and English cultures have similarities, differences, and even opposites. These cultural vocabularies have brought certain obstacles to the translation of external publicity. Due to cultural differences, if the original cultural expression is not recognized and accepted by the target audience, the literal translation may cause misunderstanding. Therefore, the external publicity translation may have the

phenomenon of “unreasonable transmission” and “being unresponsive.” Therefore, it should be taken into consideration whether or not the target language has equivalent cultural expression so as to ensure that the target audience obtains similar reading results. If there is no equivalent cultural expression, the cultural phenomenon in the source language expression can be abandoned, and the original text information can be correctly conveyed through the method of free translation.

Example 1: Put an end to the period of semi-colonial and semi-feudal fragmentation in old China and bring the nation together.

Analysis: In the original text, “a situation of scattered sand” refers to the dispersion of forces, such as the sand that is not glued together in the same plate. If translated in a literal sense, overseas readers cannot understand the meaning, and their understanding is focused on sand rather than scattering. Therefore, taking into account the cultural differences, the original culture expression is abandoned in translation. This is a strategy that has to be the last resort. However, the liberal translation of “bring the nation together” successfully conveys the original text information to the target readers and achieves the equivalence in meaning.

Semantic Implication in Chinese: Appropriate Transliteration or Subtraction

There are ontological differences between the Chinese and English languages. When translating publicity-oriented texts, the differences in language habits and expressions between the two languages should be considered, and certain words and sentences should be appropriately increased or decreased to reproduce the original text appropriately, in order to translate the text smoothly and in a lively manner, more in line with the target language habits.

Example 2: By implementing the Eight Rules of the Party Central Committee, the program targets such problems as going through the motions, excessive bureaucracy, pleasure-seeking, and over-indulgence. Party members are required to look into the mirror, straighten the clothes, examine themselves, and clean up their act. Only by so doing, can they proactively tackle pressing problems of public concern and improve their work in the interests of the people to keep the Party corruption-free and in tune with the times.

Analysis: In 2013, the Political Bureau of the Central Committee of the CPC held a meeting, requesting that the entire process of the Party’s mass line education and practice activities. “Look into the mirror, straighten the clothes, examine themselves and clean up their act” has become a hot word after the “Chinese Dream.” This implies profound meanings, which indicates that every Party member cadre should look into himself, correct himself, clean himself, strengthen himself, and become a pragmatic and honest Party member, part of the cadre that serves the people. The translation of “look into the mirror, straighten the clothes, examine themselves and clean up their act” retains the original metaphorical information, increases the semantic meaning of the original text, and reduces redundant information. That is to say, the method of appropriate transliteration or subtraction helps the audience better understand the original meaning of the source text.

Passing Elements with Chinese Characteristics: Appropriate Explanations and Highlights

In the process of translation, depending on specific circumstances, translators may fill in the blanks by means of interpretation and annotation, adopt literal translation or transferred translation, in order to highlight key information and transmit information as accurately as possible.

Example 3: We will continue to carry out supply-side structural reform, resolve major problems in economic development, and improve the supply system through better allocation of factors of production and adjusting industrial structure. With these efforts, we can energize the market and achieve coordinated development.

Analysis: In 2015, General Secretary Xi Jinping pointed out at the Central Financial Leadership Group meeting: “As we expand our total demand, we will focus on strengthening supply-side structural reform and focus on improving the quality and efficiency of the supply system.” Since then, the supply-side structural reform has attracted wide attention and heated discussions among Chinese and external media, thus becoming a hot phrase in China's current policies. The so-called supply-side structural reform refers to the reform initiated by the supply side and structural issues. It is translated here as “supply-side structural reform” and strives to convey elements with Chinese characteristics on the basis of retaining the original expression so that the target readers can fully understand the meaning.

Repeated Phenomenon in Chinese: Reorganization of Sentences with Clear Hierarchy

Sentences in both Chinese and English are, in a strict sense, not equivalent linguistic units. Chinese tends to repeat the original word, aiming at emphasis. The Chinese language presents features of longer modifiers and more complex sentence structures. The English language tends to be concise and to the point.

The external publicity translation has the characteristics of salience, stimulation, and simplicity concerning information. Translators should prioritize the needs of target readers in the translation process, screen and reorganize the source language information, and highlight the simplicity and readability of the translation (Li, 2012). Taking into account the differences between Chinese and English languages, the strategy of segmentation is generally used in translation, and the structure of discourse is adjusted so as to be close to the thinking habits of overseas readers and better convey the original text information.

Example 4: Leading officials are not allowed to use their position or influence to favor their family or friends. The latter are forbidden to intervene in official duties, including personnel decisions.

Analysis: The translation of this paragraph does not pursue the rigid equivalence in form. However, it breaks the original long sentence into two separate sentences. Each sentence has a clear subject and predicate, with a complete structure and clear meaning. In the second sentence of the translation, “the latter” refers to “their family or friends” in the first sentence, which reflects hierarchy in English and retains the intrinsic link between various components in the source sentence. After the sentence is broken, the hierarchy is clear, avoiding various potential problems, such as mixed sentences, unsmooth connection, unknown semantics, and so on.

Conclusion

The purpose of external publicity translation is to convey original text information and attract external audience. The functional equivalence theory emphasizes the acceptability of translation in the target language audience and provides theoretical guidance for the translation of external publicity across language and culture. The most important feature of the external publicity translation is that the pre-defined audience is not a native speaker.

External publicity translation is by no means nearly mechanical, simple technical work of “inter-lingual translation.” In order to become qualified translators in the field of external publicity,

translators not only need profound knowledge and flexible translation skills, but also need to achieve comprehensive balance in terms of the purpose and function of the translation, the reproduction of original meaning, and the feelings of target readers.

The translator should, on the basis of thorough knowledge of the original language, get rid of the shackles of the source language structure, focus on the target language audience, and pay attention to functional equivalence rather than formal equivalence. The translation should accurately convey the original text information to the target language audience and enable them to obtain the reading effect expected by the source language author. This is the key to the success of external publicity translation.

References

- Huang, Y. (2004). Adhere to the principle of “three closeness concerning external publicity” and deal with the difficult problems in the translation of external publicity. *Chinese Translators Journal*, 6, 27-28.
- Huang, Y. (2005). From the rights of translators to the translation of external publicity: A speech at the 1st national conference on public sign translation. *Chinese Translators Journal*, 6, 31-33.
- Huang, Z. (2002). *A publicity paper on the new era*, (p. 124). Beijing: Wuzhou Communication Publishing House.
- Li, C. (2012). On the harmony and unity of audience centralization and translator’s subjectivity in foreignization translation. *Journal of Tianjin Foreign Studies University*, 4, 54-57.
- Nida E, & Taber, C. (2004). *The theory and practice of translation*, (p. 200). Shanghai: Shanghai External Language Education Press, 200.

The Influence of Social and Cultural Factors on Translation in the Context of “The Belt and Road”

Gao Hui

College English Teaching Department, Zaozhuang University, Zaozhuang, China

Email: sylviamt@163.com

[Abstract] The building of the Belt and Road is accelerating, and economic, political, and social exchanges flourish in the countries along the Belt and Road. People speaking different languages and from different social cultures need to communicate with each other. There are many linguistic factors that may produce effects in the process of translation. However, this paper focuses on the English translation version of the term “The Belt and Road” and the effect of non-linguistic factors such as social and cultural factors on translation and the solutions. Better and more accurate translation may promote the cross-cultural communication.

[Keywords] The Belt and Road; social culture; cultural exchange; translation

Introduction

Many traditional studies of translation focus on linguistic factors, such as phonetics, vocabulary, syntax, discourse, figure of speech, literary style, and so on. From the characteristics and differences of these linguistic factors, scholars discuss the principles, standards, strategies, methods, techniques, and problems of translation. Translation activities are not only the transformation of the symbols of two languages, but also the exchange of the information of two languages. The information of language means the reflection of social and cultural factors, and these factors restrict translation. Therefore, attention should always be paid to the effects of social and cultural factors on translation. Only on the premise of correct understanding of social and cultural factors can we understand different social customs and cultures and ensure the smooth process of translation. At present, The Belt and Road Initiative is in full swing. There are a large number of countries along The Belt and Road, which now involves sixty-five countries and regions, and there are fifty-three official languages in these countries and regions. Besides, people in these countries and regions have different ways of thinking and cultures are different from each other among these countries and regions. In order to promote the development of different cultures, cultural exchanges and cooperation, accurate translation is necessary. Due to the cultural peculiarity of each nation, it is difficult to translate one language into another language accurately. Only with deep understanding of the culture of the source language and the target language can the translation be more accurate. Translation is an important means of cultural transmission and communication in human society. The effects of non-linguistic factors, such as society and culture, on translation in the context of The Belt and Road will be discussed in this thesis.

Background Information and Translation of the Term “the Belt and Road”

The Belt and Road initiative puts forward taking economic construction as the leading factor, to promote the economic cooperation of the countries along the Belt and Road. For China, it is both an opportunity and a challenge. The Belt and Road is not only a way of trade, but also a path of friendship where people can communicate with each other and culture can spread. However, to achieve mutual understanding, the prerequisite is language. “There are nearly 53 official languages in the countries and regions along the Belt and Road, and more than 200 tribal languages” (Li, 2015). Therefore, how to communicate through

languages is an important issue that have to be settled. In the context of the Belt and Road Initiative, language is not only a communicative tool, but also a carrier of culture and close cooperation between countries.

China has rich culture and strong cultural influences. If we strengthen translation studies, more and more people will come to understand the culture and people of China. It is beneficial for enhancing mutual trust and communication. Under this important background, China adheres to the concept of friendship and has a good wish of opening up and integration. At the same time, countries and regions along B&R also have a keen need to understand China.

As far as the translation of “The Belt and Road” is concerned, many versions have appeared since it was first proposed. The earliest popular version: “One Belt, One Road,” or OBOR for short, which is a literal translation. However, many foreign readers feel that it sounds very strange. In fact, “one” is not a quantifier, and it has abstract meaning. However, “one” always causes ambiguity. For foreigners who do not know much about China’s history, they may not understand the derivative meaning behind it. As *The Economist* has pointed out in an article, this version “sounds ugly in English.” Obviously, quite a few foreigners cannot accept this version.

The second commonly accepted version was “The Belt and Road,” or B & R for short, which eventually became the official version. In this official version, “one” was removed in accordance with the principle of communication with foreign readers. According to communicative ethics, the translation aims to deepen the cross-cultural cooperation between two sides and never forget that the audience is a foreign reader, which is a key premise. In fact, the earliest version was not accepted by most foreign readers, which was not in conformity with the norms of translation and the expectation of readers. The official version based on communicative ethics and took more consideration of the linguistic norms. Compared with the earliest version, this official one is more professional and easily understood.

The third version was “the Land and Maritime Silk Road Initiative.” This version was proposed by Fu Ying, former vice minister of Ministry of Foreign Affairs and now Deputy chairman of the foreign affairs committee of the National People’s Congress, in a speech delivered in the University of Chicago in May 2015 (Chen, 2015). The version has been clearly understood and well received by foreigners. However, as a publicity term, this version is a little more complex and redundant. Based on the advantages of these two versions, China International Publishing Group (CIPG) released the English version –“the Belt and Road (B&R) Initiative” and explained the origin and connotation of B & R Initiative in detail in English. In September, 2015, “The Belt and Road” (B & R) Initiative (singular form) was designated as the official translation version. The standardized translation version set an example to correct mistranslation and maintained a good image of our national culture (Wang, J., 2015). The official version will be better spread in the countries along the Belt and Road, and it is easy for target language readers and the public to understand.

The Belt and Road is China’s much-watched cooperative initiative. Its official translation version has been widely used. There is still a long way to go before we can accurately, succinctly, quickly, and positively present China’s image.

The Effect of Social and Cultural Factors on Translation and Solutions

When translating one language into the other language, it is unavoidable to integrate one culture into another culture. The proposal and development of The Belt and Road Initiative also encourages Chinese culture to go global. Cultural exchanges between countries cannot be separated from translation activities. Translation

plays an irreplaceable role in the Belt and Road cultural communication strategy. The translation activities concerning the Belt and Road are faced with a complex cultural environment. This requires us to take full account of the conditions of the nation and people, customs, legal systems, and other cultural factors of the target countries based on the social reality. Only by doing this can we finally facilitate the cultural communication under the Belt and Road Initiative.

The Relationship between Translation and Social Culture

There is an unavoidable link between language and society. Translation is not only about languages, but also involves society. Translation is an activity occurring in human society. In order to better explain the relationship between translation activities and social and cultural environment, we need to re-examine these phenomena and problems from the perspective of sociology. “It was not until the 1990s that translation sociology research received sufficient attention from scholars after James Holms first proposed the social contextualization of translation in 1972” (Holms, 2000). “Since the 1990s, more and more scholars in translation studies have begun to introduce sociological theories. Sociological theory of translation sociology is based largely on social praxeology (Bourdieu), the actor-network-theory (Latour) and social systems theory (Luhmann)” (Wang, Y., 2011). Based on Luhmann’s social systems theory, Hermans regarded translation as “a social system with self-referential and self-reproducing characteristics” (1999, 2007). However, in the translation studies in the frame of sociology, the most cited sociological theory by scholars is that of Pierre Bourdieu, a famous French sociologist. The cultural reproduction theory of Bourdieu points out that “cultural factors have permeated into all fields and sectors of social life and have generated a decisive significance in the whole human society that is different from the traditional society” (Gao, 2004).

Due to the differences in social culture, the same words have different meanings for people in different countries. In other words, the same things have different connotations. Take the word “dragon,” for example; to Chinese people, “dragon” is an auspicious animal, but in Western myths and legends, the dragon is an evil monster. Therefore, when translating, idioms and allusions with unique national culture characteristics should be paid more attention by translators. In translation, the translators should attach equal importance to the information expressed in the original text and the cultural factors between the lines. Social and cultural context should also be taken into account when translating. No matter how many definitions a word has, in a specific context, it has generally little ambiguity. In other words, a specific context can help clarify the exact meaning of the word in the sentence. Modern linguists not only emphasize the context of language, but also enlarge the scope of the context. In a narrow sense, context only refers to the sentences before and after the word. Now, in a broad sense, context is not limited to sentences. It also includes the whole paragraph and sometimes the whole book. In some cases, it can even include the whole social and cultural background.

The Effect of Social and Cultural Factors on Translation

In 1992, the UNESCO International Conference on Education described what was multiculturalism, and pointed out that “multiculturalism referred to the knowledge and understanding of different cultures as well as the establishment of positive exchanges and enriching each other between various cultural elements within a country and different cultures around the world” (Zhang, L., 2018). Given the considerable factors unique to today’s world, the modern countries have to face multicultural phenomenon in different degrees. Cultural exchange is an in-depth exchange, and language is a tool for cultural exchange. However, in the

process of cultural exchange and communication, translation does not simply mean literally translating one language into the other language but builds the channel between one social culture and another. Through the channel, people in different social cultures can communicate with each other and the cultures can integrate. Therefore, translation itself is a cultural exchange activity that has the identity and function of social and cultural activities.

One of the important attributes of culture is difference. In the process of communication, cultural differences lead to the absence of particular cultural information and the non-correspondence of information. Translation acts as the culture coordinator, which means that when the superficial forms of different cultures cannot correspond to each other, translation can help seek for the correspondence hidden in the words, or when there is partial in correspondence at some level between cultures, translation can seek for correspondence at other levels.

Some Chinese idioms involve certain Chinese cultural background. Some of them literally contain names of ancient Chinese people and places, and some of them come from fables or historical allusions. For these idioms, the literal translation of this part of idioms cannot be understood by foreign readers. A long explanatory text is needed to explain the cultural meaning of these idioms, and the succinctness of Chinese idioms will be lost. The best way to translate is to bypass its cultural background and translate its real meaning in few words. For instance, “叶公好龙” can be translated as “professed love of what one really fears”; “四面楚歌” is translated as “to besieged on all sides”; and “初出茅庐” is translated as “at the beginning of one’s career”, etc. (Feng, 2002).

There are a large number of countries along the Belt and Road, and the national cultures in these countries are complex and diverse. On the one hand, each national culture has its own unique form, which, often, does not correspond to other national cultures in the superficial form but corresponds in their values. Culture usually refers to a whole nation’s way of life and its value system, including religion, philosophy, religion, law, art, morality, ethics, and so on. People in different cultures have different lifestyles, so cultural forms have individualities. However, an intrinsic value system in human has intercommunity, interoperability; thus, different national cultures correspond at deep levels. Translation, a culture coordinator, seeks the interaction of cultural values that share common cultural values.

On the other hand, due to their different cultural attributes, when non-corresponding elements appear in the process of communication, translators, as culture coordinators, can construct a new cultural dialogue system. For example, when Buddhism was first introduced to China, its propositions of “Sramana is disrespectful to Kings” and “Sramana is disrespectful to parents” conflicted with the orthodox Confucian concept of filial piety. In the process of cultural exchange, translation has played a dominant role in cultural coordination. Through such domestication strategies as metaphysics and Confucianism, Buddhism has been gradually accepted in Chinese culture.

There are many countries and ethnic groups involved in the Belt and Road Initiative, and in some aspects, differences or cultural conflicts are inevitable. For example, due to the differences in religion, belief and customs, as well as the problems left over from history, some information in particular fields or aspects should be avoided in translation so as to avoid causing incidents that hurt people in different cultures and provoke international disputes. In view of the differences in the national conditions, customs and cultures of the target countries, the selection of translation contents should be focused and targeted.

Solutions

The Belt and Road Initiative emphasizes “connectivity,” “cooperation,” and “common prosperity.” First of all, Chinese partners need to know and understand China in all aspects, from the political, economic, cultural, military, and foreign policies of the state to the life of the people, such as work, food, leisure and entertainment, customs, national character, etc. Translation should carry the mission of showing Chinese culture to the world. The mission is not only to let our friends know about our culture, but also to attract them to cooperate with us in many fields, such as Chinese food, traditional Chinese herbal medicine, Chinese clothing, and Chinese philosophy and other world-famous Chinese elements. With deep understanding of our excellent national cultures and products, foreigners will actively contact and cooperate with us to introduce and export the excellent elements from China abroad and further enhance China’s cultural strength. Cultural power also represents the country’s soft power.

In the process of making more people in countries along the Belt and Road learn about Chinese culture, translation plays a very important role. In order to promote more effective cultural communication, the quality and effect of translation should be improved. In the process of translation, Chinese should pay more attention to the following three points:

First, while enhancing linguistic competence, Chinese should also pay attention to the training of intercultural communication competence. Translators should actively learn history, economy, politics and other social and cultural elements in other countries and communicate and cooperate with them.

Second, new requirements should be put forward for translation theories and translation skills. It is necessary to change the previous translation methods mainly focused on translation of words. Integrity and coherence of translation should be emphasized. Translators should integrate the translation text into a whole.

Third, the abilities of translators cannot be limited to the mastery of grammar rules. They should integrate traditional Chinese culture into translation so that Chinese culture can stand on its own feet in the context of multiculturalism.

With closer economic and trade exchanges between China and the countries along the Belt and Road, the communication and integration between cultures will be enhanced, and the translation activities concerning the countries along the Belt and Road will be more and more abundant. With the promotion of the Belt and Road Initiative, it is necessary to cultivate more talents on minority languages in addition to majority languages. More and more literary works will be translated into minority languages. This is also based on the actual needs of economic and cultural exchanges with countries along the Belt and Road. In the future, Sinologist, scholars, media agencies in the countries along the Belt and Road can unite together to study the effect of spreading Chinese culture in these countries at microscopic levels. With more quantitative research methods, the analysis of the effect of the translated works spreading Chinese culture in targeted countries can be done. It is necessary to summarize the law and experience of cultural transmission to further help establish translation policies to build the bridge of culture communication and promote the friendship among people in different cultures.

Conclusion

In conclusion, to promote the social and cultural exchanges and development of the countries along the Belt and Road, it is necessary to take into account the different cultural connotations of these countries and attach importance to the process and effects of cultural communication. However, there are still some unknown difficulties in promoting Chinese culture in countries along the Belt and Road. On the one hand, countries along the Belt and Road are mostly developing countries, and we know these countries to varying

degrees. Different countries have different economic, social, and cultural needs. The experience we have learned may not be appropriate in the cultural communication with these countries. We should predict the difficulties that we may meet in the process of cultural exchanges, summarize the gains and losses, and propose the methods and steps to solve these problems so as to provide decision-making reference for the formulation of scientific and reasonable translation policies. On the other hand, promoting Chinese culture is a systematic project involving not only translation activities, but also cultural communication activities. This project includes government institutions, industrial enterprises, academic institutions, and media agencies.

With The Belt and Road Initiative, China will improve the cultural strength. There is still much room for development in the future and setting higher standards for translation. Of course, translation is an activity of cross-language transformation between different social cultures. To improve translation quality, we should pay attention to two aspects: social culture and language. “The two distinct and closely related aspects are the composition of translation. We can study these two aspects either separately or in combination. Each aspect is important, and we cannot emphasize one of them and ignore the other one” (Wang, K., 2014).

References

- Chen, J. (2015). Fu Ying’s speech delivered in The University of Chicago: China’s growth and “the debates on order”. Retrieved on May 21, 2015 from https://www.guancha.cn/fuying/2015_05_21_320437_3.shtml.
- Feng, Q. (2002). *A practical coursebook on translation*. Shanghai: Shanghai Foreign Language Education Press.
- Gao, X. (2004). *Sociology of Bourdieu*. Shanghai: Tongji University Press.
- Hermans, T. (1999). *Translation in systems*. Manchester, UK & Kinderhook, NY: St. Jerome Publishing.
- Hermans, T. (2007). *The conference of the tongues*. Manchester, UK & Kinderhook, NY: St. Jerome Publishing.
- Holmes, S. J. (2000). *The name and nature of translation studies Venuti. The translation studies reader*. London & New York: Routledge.
- Li, Y. (2015, September 22). The belt and road needs language. *People’s Daily*.
- Wang, J. (2015). Finally “the Belt and Road” becomes the official translation version, short For “B&R”. Retrieved on September 23, 2015, from http://news.cnr.cn/native/gd/20150923/t20150923_519951906.shtml.
- Wang, K. (2014). Translation needs to be studied from both linguistic and cultural perspectives. *Journal of Foreign Languages*, 6, 52-54.
- Wang, Y. (2011). Translation through a Bourdieusian sociological lens. *Chinese Translators Journal*, 1, 5-13.
- Zhang, L. (2018). Research on the construction of translation teaching model in multicultural context – A review on translating cultures – An introduction for translators, interpreters, and mediators. *Journal of the Chinese Society of Education*, 5.

On the Translation Strategies of Government Publicity Materials

– A Case Study of Government Work Report in 2018

from the Perspective of Skopos Theory

Qiaoling Xiao and Jiao Wang

School of Foreign Languages, Wuhan University of Science and Technology, Wuhan, China

Email: 3445521930@qq.com

[Abstract] The government's publicity material demonstrates the spiritual outlook and development of the nation with unique textual features. Hence, the quality of its translation has great importance before the material is issued. Based on the case study of the translation of Government Work Report (GWR) in 2018, this paper analyses strategies applied in its translation from the perspective of Skopos Theory. The analysis discusses and explores strategies from lexical, syntactic, and rhetorical layers, as well as stylistic features.

[Keywords] Skopos Theory; government publicity material; translation strategies

Introduction

With the rapid growth of the Chinese economy, China's voice in the world has been getting more and more important. The world has become a multilateral, globalized place where communication barriers have appeared among nations, especially the language and its culture. In order to disseminate information on China's policies, economic system, and cultural tourism, translators must attach value to the status and role of government publicity material. The translation shoulders the responsibility of propagating China to the world and letting China go to the world, and its quality will have direct impact on the image-building of China. Government publicity material is to be seen as a concrete manifestation of a state's foreign exchanges level and humanistic construction. Therefore, research on the translation of government publicity material is an indispensable part of the communication between nations.

The word "Skopos" is from Greek; it means "purpose," "aim," and "intention." Skopos theory, originated in the late 1970s, provides a new perspective for the translation of practical styles. It breaks through the framework of equivalence and emphasizes the textual function, as well as the purpose of translation (Nord, 2001:29). According to Skopos Theory, the translation must be done based on the core principle; that is, to find out what type of the translated is, what characteristics it has, and what kind of translation strategy to adopt.

In this paper, the author analyzes the features of the Government Work Report (GWR) and gives examples to illustrate the translation strategies from lexical, syntactical, and rhetorical layers.

Stylist Features of GWR

Political texts mainly refer to the speeches of the party and state leaders, the documents of the party and the government, and government reports covering its politics, economics, science, culture, military affairs, etc. As an official form and important channel for other countries to know much about China's national conditions, policies, and developments, etc., the translation of this text has been more and more important and already aroused wide public concern.

Government publicity material belongs to a kind of nonliterary texts, different from scientific articles, newspapers, and advertising brochures, etc. From the aspects of style, the text is affirmative and clear, and

it aims to explain ideas and elaborate viewpoints to achieve the purpose of political advocacy. It has the characteristics of accuracy, timeliness, objectivity, and comprehensiveness (Wang, X., 2006, pp. 109-112). From the perspective of textual expression, such texts always have a fixed expression, like specific, rigorous, and concise words without ambiguity.

On the grounds of Newmark's text type theory, government publicity material is expressive text. Such texts often create new words and use certain novel rhetoric to exhibit personal styles.

Skopos Theory

Skopos Theory was developed by Hans Vermeer, a German translation theorist. Skopos theory basically belongs to an external study of translation, which makes translations cluster in various choices, thus covering traditional translations shortage. As a representative, Vermeer first proposed Skopos Theory that is the main theory of the functional school in his *A Framework for a General Theory of Translation*, published in 1987 (Wang, T., 2015, p. 212). The core idea is that actions are purposeful. The reference is the actual setting, and the actors choose different strategies depending on what they want to achieve. As a translator, the first and foremost points are why it is translated and what it is used for. Vermeer indicates that all translations point to scheduled objects because translating means producing a target in a target setting for a target purpose, and the target addresses the target circumstance. Various purposes determine different ways. In addition, he also considers values, behavioral habits, and communicative circumstances, which all can affect the translations. Later, C. Nord, another leading figure in the functional school, states that translators should pay more attention to the use of culture-related and grammatical structure during the translation, to make it closer to readers and even make appropriate adjustments to the original text. Nord's fidelity rule is put forward because of the shortness of functionalist translation theory, so that translator should not only consider its purpose, but also be faithful to the original text (Zhai & Wang, 2015, p. 98). That means we not only use some traditional ways to do translation, like literal, free translation, but also be selectively faithful to the original one considering the Skopos rules. Another principle of Skopos Theory is the coherence rule, which means the translation version should notice its logic and consistency.

Under the guidance of Skopos Theory, a translator should first clarify the purpose of his translation. Second, he needs to adopt flexible translation strategies based on the readers' culture and thinking to avoid misunderstanding of the two information transmissions and realize better cross-cultural exchanges.

Translation Strategies of GWR from the Lexical, Syntactic, and Rhetoric Perspective

The GWR is the work summary and deployment of the Chinese state to its people, which reviews and summarizes the situation and achievements of authority in the past year and asserts its plans and goals for next year. The readers of this report are not only the Chinese people, but also foreign friends. It is an important official document for China's national communication, so the translation is crucial. The author deeply understands that the translation of government publicity material is not only a simple and expressive translation text, but also an indispensable window for propagating China's development, policies and proposition.

Lexical Translation Strategies

The words used in the report have the characteristics of high rigor and accuracy, and there are two kinds of unique words called four-character words and words with Chinese characteristics. Faced with these two types of words, we can't just consider the translation techniques such as adding and reducing words or

specification and abstraction. More importantly, we should faithfully express the original text and take various factors into account to find proper ways to translate.

The words of four-characters are fluent and concise, which not only increases readers' emotions, but also makes them inspired. When translating, we may not make the translation totally the same as the original form, but on the basis of expressing the equivalent meaning we try to achieve a consistent effect.

Example 1: 全党同志一定要登高望远、居安思危, 勇于变革、勇于创新, 永不僵化、永不停滞..

Translation: All comrades must aim highland look far, be alert to dangers evening times of calm, have the courage to pursue reform and break new ground, and never become hardened to change or inactive.

In the source language, the six four-character words, such as “登高望远”, “居安思危”. “勇于变革”, “勇于创新”, “永不僵化” and “永不停滞” are used continuously. Although the words are in the same form with four characters, they imply a different translation method. “登高望远” is coordinating relation, so the target language adopts a parallel structure; “居安思危” belongs to adversative relation, so the translation should show the adversative. “勇于变革”, “勇于创新” and “永不僵化”, “永不停滞” are all made to strengthen the tone; what is more, “变革、创新” and “僵化、停滞”, respectively belong to the same type of words. Hence, the translation can emerge. In this way, there are only four verb-verbal words in the translation. It cannot achieve the same effect in the form, but it expresses textual meaning, as well as the confidence and the persistence of being forward-looking, as implied in the original .

Words with Chinese characteristics often appear in external propaganda, such as “三农”, “文化大革命”, and “五位一体” etc. These words reflect both specific national culture and its language system. Translating these world increases the difficulty of translators. Once not properly translated, the translation is unable to realize the purpose of publicity and communication, and it will confuse the foreign readers. Therefore, to handle these words and let them easily be understood, the translator should seriously consider the original text and its related cultural background. For those words reflecting China's unique culture, translators must conform to English language habits, appropriately add some vocabulary , and explain the word choice (Chen, 2015, p. 94).

Example 2: 五年来, 我们统筹推进“五位一体”总体布局、协调推进“四个全面”战略布局, “十二五”规划胜利完成, “十三五”规划顺利实施, 党和国家事业全面开创新局面。

Translation: In the past five years, we have implemented the five-sphere integrated plan and the four-pronged comprehensive strategy, fulfilled the goals of the 12th Five-Year Plan, and made smooth progressing implementing the 13th Five-Year Plan. On all fronts, new advances have been made for the cause of the Party and the country.

The “五位一体” and “四个全面” are all words with Chinese characteristics, and the translator adopts the method of literal translation. However, the author deems this method does not fully translate the two words because foreign readers cannot understand what is the five-sphere integrated plan and the four-pronged comprehensive strategy, so here the words should be translated like this: the five-sphere integrated plan (balanced economic, political, cultural, social and ecological progress) and the four-pronged comprehensive strategy (This refers to making comprehensive moves to finish building a moderately prosperous society in all respects, deepen reform, advance the law-based governance of China, and

strengthens Party self-governance). Therefore, foreign readers can get better understanding of China's national conditions and policies, so that can promote communication with each other.

Base on Skopos Theory, translation should not be restricted to the form, but must be consistent with its core meaning. How can vocabulary be translated well in government publicity material? Here are some skills: first, translators must catch the core meaning of words, regardless of four-characteristic words or words with Chinese characteristics; second, according to the core meaning, the translators need to adopt appropriate structures, like verb-phrases, non-phrases, even subject-verb sentences; last, they have to recognize certain words with cultural backgrounds.

Syntactic Translation Strategies

There is a huge difference between Chinese and English. English is a language of hypotaxis, while Chinese is a language of parataxis. Being a translator, he should first fully consider the difference. Second, he needs to take Skopos rule into account on the basis of the coherence and fidelity rules. Last, he tries to find the proper ways to do his translation. There are many non-subject sentences in the 2018 GWR. This does not make readers confused in the Chinese context. However, in English, there are fewer such sentences. As is known to us, the most essential component of an English sentence is the subject and the predicate. In Chinese, sentences that lack the subject are ubiquitous, especially in the GWR, and these sentences lacking their subjects do not affect readers' understanding in the Chinese context. Conversely, the subject in English sentences is indispensable unless some sentences have to use passive voice that don't need to specify the subject, so we should consider whether to add it or not. Especially in the government publicity material, adding a subject can strengthen the tone and attitude of the speaker, indicating the firm position of the country (Li, 2010, p. 87).

Example 3: 经济建设取得重大成就。坚定不移贯彻新发展理念, 坚决端正发展观念、转变发展方式, 发展质量和效益不断提升。

Translation: We have made major achievements in economic development. We have remained committed to the new development philosophy, adopted the right approach to development, and endeavored to transform the growth model.

The translations added the implicit subject "we," which not only makes the translation complete, but also highlights the great achievements in the construction of China and the determination for greater success. According to the coherence rule of Skopos Theory, translators should make the structure of sentence accordant during translating and also must ensure coherence in its translation. Faced with the non-verb sentence, translators need to consider what the subject is and whether it is necessary to add it.

Rhetoric Translation Strategies

Although the GWR is a relatively formal style, its readers are broad masses of the people. Some languages involve China's principles and policies, and they are all prescribed in proper terms, such as "socialism with Chinese characteristics" and "four basic principles." However, some rhetorical methods will also be used to increase the vividness and accessibility of the expression, which will add difficulties to the translator because of the different metaphors in Chinese and Western cultures. For example, we translate "害群之马" as a black sheep, whereas in Chinese, the image is of a horse but translated as a sheep in English. So the translator must research the cultural background and choose the appropriate translation method.

Example 4: 坚持照镜子、正衣冠、洗洗澡、治治病的要求...

Translation: We have committed to "examining ourselves in the mirror, tidying our attire,

taking a bath, and treating our ailments,”...

In the original text, there words like “照镜子”, “正衣冠”, “洗洗澡”, and “治治病” that are vivid images that mean that our party must constantly examine itself, be strict with self-discipline, and maintain its own party spirit. The translation adds a verb but does not change metonymy. The method of literal translation is a good way to convey the meaning of the original text. The reference here does not differ between the Chinese and Western cultures, so literal translation is adopted, which makes the translation as vivid and intriguing as the original text.

Example 5: 坚持反腐败无禁区、全覆盖、零容忍, 坚定不移“打虎”、“拍蝇”、“猎狐”, 不敢腐的目标初步实现, 不能腐的笼子越扎越牢, 不想腐的堤坝正在构筑, 反腐败斗争压倒性态势已经形成并巩固发展。

Translation: No place has been out of bounds, no ground left unturned, and no tolerance shown in the fight against corruption. We have taken firm action to “take out tigers”, “swat flies”, and “hunt down foxes”. The goal of creating a deterrent against corruption has been initially attained; the cage of institutions that prevents corruption has been strengthened; and moral defenses against corruption are in the making. The anti-corruption campaign has built into a crushing tide, is being consolidated, and continues to develop.

Fierce tigers, sly foxes, and odious flies are all the animals people don't like. The phrases in source languages, such as “打虎”, “拍蝇”, and “猎狐” are analogous to anti-corruption, and the determination to find corruption can be deeply understood by using these images. What is more, there is no cultural difference between them, and the direct translation method is acceptable.

About the translation strategy of rhetoric, translators must realize the equivalence between cultures. On the one hand, if there is no cultural distinction between the Chinese and Western image, translators can adopt literal translation, but on the other hand, if images are different or puzzling, translators need to find out the origin and the actual meaning.

Conclusion

With the deepening of globalization, China has stepped up its pace of reform and opening up. China's policy and governing will be closely watched by all other countries, and the translation of government publicity material plays an important role in international communication. It is an important and arduous task for translators because they must not only stand on the position of our country and support our principles and policies but must also consider foreign readers so that there is no misunderstanding.

The translator should always keep a calm mind. On the basis of accurate understanding and being loyal to the original texts, he should also consider the situation and expectation of the target reader, then adopt a flexible translation strategy to achieve the intended purpose and communication. In this paper, the author enumerates some examples from 2018 GWR based on Skopos Theory. The paper may make some contribution to the study of translation strategies about government publicity material.

References

Chen, Y. (2015). A study on the translation of vocabularies with Chinese characteristics from the perspective of skopos theory – A case study of Premier Li Keqiang's report of on the work of government in 2015. *Oversea English*, 94.

- Li, H. (2010). The English translating strategies of political essays: A case study of report on the work of the government in 2010. *Foreign Language and Literature*, 26(5), 87.
- Nord, C. (2001). *Translating as a purposeful activity*, (p. 29). Shanghai: Shanghai Foreign Language Education Press.
- Wang, T. (2015). An analysis of lexical translation in reports on the work of the government Take “发展-development” in 2014 reports as an example. *Science & Technology Information*, (4), 212.
- Wang, X. (2006). On the difficulty of translating Chinese political documents into English and its solutions. *Shandong Foreign Languages Teaching Journal*, (5), 109-112.
- Zhai, Y., & Wang, X. Z. (2015). A tentative analysis of publicity translation strategies. *Journal of Hebei United University*, 15(1), 98.

On English Translation of Chinese Idioms in Political Reports from the Perspective of Relevance Theory

Shuqin Li

*School of Foreign Studies, Beijing Information Science and Technology University,
Beijing, China*

Email: susanli200808@163.com

[Abstract] Idioms, one of the most representative cultural traits of each nation, are frequently used in political documents, especially in Chinese leaders' speeches or reports. Appropriate English translation of Chinese idioms in these documents can be achieved on the basis of the relevance theory, which regards translation as an ostensive-inferential communicative behavior involving source-text authors, translators, and target-text readers. Both direct and indirect translation strategies are adopted to make the target text readers understand the author's intention with minimal processing effort.

[Keywords] translation; idiom; relevance theory; political report

Introduction

Speeches and reports delivered by state leaders are regarded as an important channel for a country to communicate with other countries. Generally speaking, as political documents, these speeches and reports are formally featured in linguistics, but many idiomatic expressions have appeared in Chinese leaders' recent reports and speeches; they have expressed Chinese values and China's positions on global issues more vividly and powerfully. However, idioms, as one of the most representative cultural traits of each nation, are always regarded as obstacles in translation. Their appropriate translation involves many difficulties not only in language conversion but also in cultural and political exchanges. Nevertheless, few studies have been focused on English translation of Chinese idioms in the recent political reports, let alone from the perspective of the relevance theory. This research, taking English translation of popular idioms in recent Chinese leaders' speeches and reports as examples, tries to represent that the relevance theory can be one of the most effective theoretical guides for idiom translation in political documents, especially speeches or reports.

Literature Review

As searched from CNKI, the first study on Chinese idiom translation in political reports was published in *Chinese Translators Journal* in 1985 and written by Zhu Sheng (1985), who listed four difficult points in the English translation of the *Report on the Work of the Government* at the second session of the sixth National People's Congress, mentioning how to translate expressions related to China's economic reform, such as “大锅饭”, “包袱重”, and “拉不动”, etc. The second article about English translation of political reports did not appear until 2003, written by Jia Yuling (2003), analyzing three main reasons for Chinglish in political report translation, according to Joan Pinkham's *The Translator's Guide to Chinglish* published in 2000.

Translation studies of Chinese political reports on the basis of translation theories began in 2005 and have flourished since 2010. Researchers have summarized some translation strategies or methods on the basis of the functional equivalence theory, Skopos Theory, or an eco-translation approach, etc. Based on Nida's functional equivalence, Zhou Ji (2006) discussed translation of government work reports from the

lexical level to the discourse level. Only a few scholars have analyzed report translation from the perspective of relevance theory. Zhou Hong and Wang Chenjie (2015) explored ways to achieve the maximum contextual effect with the minimal cognitive effort under the framework of relevance theory. They suggested that translators should deal with Chinese political words in a reasonable way by direct or indirect translation in their translating of Chinese political reports. In her master's thesis, Fan Jing (2016) has summarized four categories of difficulties in interpreting the speeches addressed by the Chinese leaders. Through analysis of one of the difficulties, idiom interpretation, she concludes that literal interpretation, literal interpretation with addition, and free interpretation could be adopted so as to enhance relevance according to Gutt's optimal relevance theory. However, systematic analysis is not found in the study of idiom translation, such as the features and functions of idioms, translation strategies, and relevant methods, which, therefore, will be the focus of this research.

Features and Functions of Chinese Idioms in Political Reports

Chinese political reports, especially the annual *Report on the Work of the Government*, delivered to the People's Congress, usually presents a most authoritative and important source of information about the situation of China and the policies of its government. They are usually featured with formal wording and long sentences. However, with the promotion of language simplicity and democratic development, more and more idiomatic expressions appear in these political documents, which not only increase the appeal of the contents but also help in popularizing the Chinese culture implied behind these idioms.

Idioms, originating from the ordinary people's experiences for productive work and living, are the essence and epitome of languages and conventions in the long-term practice of a typical language, vividly reflecting all aspects of people's lives. As the unique fixed expression formed in the course of using a language, "they are the refinement and sublimation of a national style, a concentrated expression and crystallization of a language practice for reflecting the rich ethnic characteristics of social phenomenon, laws of nature, cultural customs and thoughts" (Xu, 2012, pp. 21-22). Collins (Cobuild) English Dictionary defines idiom as "a group of words which have a different meaning when used together from the one they would have if you took the meaning of each word individually." (2000, p. 833). Basically, idioms should consist of a sequence of words, whose meaning is different from each single word in the idioms. In a broad sense, Chinese idioms discussed in this research refer to sayings, proverbs, allusions, mottoes, colloquialisms, and slang. They are always contextually weighted, and their meanings need more efforts to understand in communication.

Chinese idioms in political reports share most the features of idioms mentioned above, but they have their own characteristics, not only with Chinese language characteristics, but also reflecting Chinese traditional values, economic situations, political beliefs and positions, etc. For example, "大锅饭" (eat from the big pot) refers to the situation at the initial economic reform period when everybody ate from the same "big Pot" of the state in the urban economy. "众人拾柴火焰高" (The more people add wood into the burning fire, the higher the flame must be) refers to the power of unity and reflects the Chinese value of collectivism. Therefore, translation of Chinese idioms in political reports requires a lot of consideration about the relevant original context, the real meaning the leaders intended to express, and the optimal relevant source context for target readers to understand the authors' intentions.

Translation of Idioms in Political Reports

A Brief Introduction to Relevance Theory

Relevance theory is regarded as a cognition-based theory of communication developed by Dan Sperber and Deirdre Wilson in the mid-1980s (Gutt, 2006). It views communication as an ostensive-inferential process. The ostensive-inferential model of communication is further defined as “the communicator produces a stimulus which makes it mutually manifest to communicator and audience that the communicator intends, by means of this stimulus, to make manifest or more manifest to the audience a set of assumptions” (Sperber & Wilson, 2001, p. 63). This theory was applied to translation studies soon afterward by Ernst-August Gutt. He believes that translation is an ostensive-inferential communicative behaviour, which is essentially a process of seeking the optimal relevance between the cognitive context of the original language and that of the target language. In the dual ostensive-inferential process, as Gutt points out, the translator plays a double role – of being the receptor of the source text and the communicator of the target text and aims to establish the best optimal relevance between the original author and the target audience (1991).

In the relevance theory, the success of communication depends on two conditions: the mutual manifestation of cognitive environment and optimal relevance. Optimal relevance refers to the contextual effect that a person is trying to achieve when he or she is trying to understand the utterance; that is, the optimal relevance comes from the best contextual effect. The strength of relevance depends on two factors: contextual effect and processing effort. Processing effort is how much effort is paid to understand the source environment. “The closer the congruence between a message and its context and the weaker the effort required for the audience to interpret it, so the greater the degree of relevance achieved” (McElhanon, 1993, p. 87).

According to the principle of optimal relevance, Gutt (1991) presents two modes of translation: direct translation and indirect translation. Direct translation is defined as “a mode of interlingual communication that aims to convey the same intended interpretation as the original text – again with the crucial proviso that it is processed using the same contextual information as the original” (Gutt, 2006:417). He further explains that the mode of direct translation offers the highest possible degree of interpretive resemblance to the original and that “any translation aiming at lower degrees of interpretive resemblance falls under the mode of ‘indirect translation’ (Gutt, 1991).” Readers are not required to familiarize themselves with the original context in the mode of indirect translation, for, it typically uses the current context of the target audience/readers (Gutt, 2006).

Strategies for English Translation of Idioms in Chinese Political Reports

As mentioned above, translation under the guidance of the relevance theory aims to establish the best optimal relevance between the original author and the target audience/readers in order to help the latter to understand the former with a minimum processing effort. Since idioms in Chinese political reports are culturally characterized, translators should explain the cultural connotation behind the superficial meaning to the target readers. So, Gutt’s direct and indirect translation strategies can be of great guidance to the translation of more context-based idioms in political reports, and different translation techniques should be used to achieve the optimal relevance in the dual ostensive-inferential process.

Direct Translation

Since it offers the highest possible degree of interpretive resemblance to the original, direct translation is the translator's first choice in order to set up the optimal relevance. In this strategy, literal translation, literal translation plus addition and literal translation plus notes are used when necessary. The following examples (both Chinese and English versions) can illustrate the three different methods respectively:

1. 经过艰辛努力，我们顶住了经济下行压力、避免了“硬着陆”，保持了经济中高速增长，促进了结构优化，经济长期向好的基本面不断巩固和发展。

With grit and determination, we have overcome downward pressure on the economy, avoided a “hard landing”, maintained a medium-high growth rate, and promoted structural upgrading (Li, 2018).

2. ... 欢迎各国搭成中国发展“顺风车”，一起来实现共同发展。(Xi, 2017a, p. 526)

We are ready to share our expedience and opportunities with other countries and welcome them aboard our development train heading towards common development. (Xi, 2017b, p. 574)

3. 如果任由这些问题蔓延开来，后果不堪设想，那就有可能发生毛泽东同志所形象比喻的“霸王别姬”了。(Xi, 2014a, p. 370)

If we allow these problems to spread like weeds, the consequences will be disastrous, and the tragedy of Farewell My Concubine, which Mao Zedong used as a metaphor for losing power, may come true. (Xi, 2014b, p. 407)

In Example (1), “硬着陆” is literally translated into “hard landing,” while in Example (2), the translation of “顺风车” is “our development train,” in which “development” is added before the word “train” for the purpose to interpret the specific metaphor of “train.” In Example (3), not only “tragedy” is added before “*Farewell My Concubine*” to manifest the tragedy itself, but also a long note is placed at the end of the whole speech:

Note: One of the final episodes in the life of rebellious warlord Xiang Yu during the late Qin Dynasty (221-206 BC). Xiang, the self-proclaimed “Overlord of Western Chu,” could not tolerate different opinions, and his flawed personality finally resulted in his downfall following the siege of Gaixia. Xiang drank his final toasts with Concubine Yu, and sang lyrics of heroism and lament. Concubine Yu danced for Xiang one last time, took his sword and committed suicide. Xiang broke out of the siege and fled to the banks of Wujiang River where he committed suicide by slitting his throat with his sword. Farewell My Concubine is a metaphor for final downfall resulting from arbitrary conduct and losing touch with the people (Xi, 2014b, pp. 408-409).

From these three examples, we can see that direct translation can be adopted if the target readers share or understand most of the communicative clues of the original. However, it is not a word-for-word translation. With literal translation plus addition or annotation, the implied meaning or metaphor can be easily and vividly represented to the target audience or readers. As shown in Example (3), it not only makes the translation vivid and concise, but also introduces the background and content of the allusions in detail in the annotation and analyzes the reasons for the failure of the Overlord in order to help the English readers understand the implication of the allusions. Moreover, direct translation of idioms can further globalize the Chinese culture.

Indirect Translation

As mentioned above, the premise of direct translation is the resemblance between the source text authors' cognitive environment and the target text readers' cognitive environment. However, when the original author's cognitive environment significantly differs from that of the target readers, direct translation will, quite naturally, be misunderstood (Gutt, 1991). In such circumstances, indirect translation is the optimal choice. Since idioms in Chinese political reports are highly culture-based, many idioms are translated in the mode of indirect translation. In this strategy, free translation is usually used including paraphrase and adaptation. Let's look at Example (4) first.

4. 服务业已占 GDP 的“半壁江山”，消费对经济增长贡献率达到 60%；……

Today, the service sector already accounts for half of China's GDP, and consumption contributes 60% to growth. (Li, 2015)

“半壁江山” is a Chinese culture-loaded idiomatic expression which means “half of the country (usu. referring to the unoccupied part of an invaded country),” used here as a metaphor in Premier Li's speech to vividly express the large proportion of the service sector in China's GDP. If it had been literally translated with direct translation, the target text audience would have had to expend more effort to infer the original intention of Premier Li, but after the translator's free translation process, it is indirectly translated as “half of China's GDP.” So the relevance is improved without unnecessary effort to infer the meaning of this original idiom. Therefore, when dealing with such kinds of idioms differing greatly from English expression, the translator must take into account the intention of the source text author or speaker, clearly revealing the intention to the target readers or audience with paraphrase or generalization techniques or even adaptation according to the indirect translation strategy. The next examples is shown as follows:

5. 中国将不断激发增长动力和市场活力……，牵住创新这个“牛鼻子”，推进创新驱动发展战略，推动战略性新兴产业发展，……。 (Xi, 2017a, p. 486)

China will boost market vitality to add new impetus to growth. ... In pursuing the strategy of innovation-driven development, we will bolster the strategic emerging industries, ... (Xi, 2017b, p. 530)

“牛鼻子” literally meaning “the nose of an ox”, collocated with “创新” (innovation) in Example (5), is a rhetoric usage to describe the key function played by innovation, for as a country with a long agricultural history, the ox plays a significant role in the Chinese people's life. The original audience can easily understand the speaker's implication, but the English audience will seldom relate “nose of an ox” to anything that matters. If “牵住创新这个‘牛鼻子’” is directly translated into “lead the innovation ox by the halter,” the target audience might be confused with such direct translation. Instead, the skillful use of free translation in the given version: “In pursuing the strategy of innovation-driven development” conveys the meaning of the source idiom to the target readers.

From the examples above, we can conclude that paraphrase is acceptable when translators are confronted with the problems caused by the cultural difference and cultural blanks. With the optimal relevance proposed by relevance the theory of translation, they can set up the relevance between the implicature of the source text and the target readers.

Conclusion

Just as Professor Zhao Yanchun (2003) once pointed out, the relevance theory has the most powerful explanatory power up to now concerning translation activity. The advantage of its effective guidance in

idiom translation in Chinese political reports can be easily seen from the analysis of this research. Though direct translation and indirect translation are discussed respectively, they do not contradict. Both of them are often adopted in translating idioms in one text or even in one sentence for the same purpose of increasing the optimal relevance and reduction of the receptors' processing efforts in their understanding the source text. That requires that the translator be fully aware of both the features of idioms in the original text and the optimal relevance between the original and the target texts. However, due to the limited selection of materials and the variety of categories in idioms, further studies are still to be expected in this field in the future.

Acknowledgement

This research was supported by the Key Project of Humanities and Social Science of the Beijing Municipal Education Committee (No. SZ20171123228)

References

- Collins (Cobuild) English Dictionary (New Edition). (2000). Shanghai: Shanghai Foreign Education Press.
- Fan, J. (2016). *On the interpretation difficulties in Chinese leaders' speeches from the perspective of relevance theory*. Beijing: Beijing Foreign Studies University.
- Gutt E. A. (1991). *Translation and relevance: Cognition and context*. Oxford: Blackwell.
- Gutt, E. A. (2006). Approaches to translation: Relevance theory. *Encyclopedia of Language & Linguistics*, (pp. 416-420). Retrieved July 15, 2018, <http://booksc.org/book/44523972/da81c0>.
- Jia, Y. (2003). On how to overcome Chinglish from the translation of reports on the work of the government. *Shanghai Science and Technology Translation*, (04), 26-28.
- Li, K. (2015). *A new blueprint for global growth*. Special Address at the Ninth Annual Meeting of the New Champions. Retrieved from on May 3, 2018 <http://www.putclub.com/html/ability/intEconomy/20150915/106390.html>.
- Li, K. (2018). Report on the work of the government at the first session of the 13rd NPCPC. Retrieved on July 21, 2018 from <https://www.en84.com/xy/4733.html>.
- McElhanon, K. A. (1993). Book review: Translation and relevance: Cognition and context, (pp. 22, 87). Retrieved on July 15, 2018 from <http://booksc.org/book/40791934/1b34ee>.
- Sperber, D., & Wilson, D. (1986). *Relevance: Communication and cognition*. Oxford: Blackwell.
- Tong, X. (2014). The subject consciousness of translation: Experience in translation of the *Report on the Work of the Government (2014)*, 35(04), 92-97.
- Xi, J. (2014a). *The governance of China*. Beijing: Foreign languages Press.
- Xi, J. (2014b). *The governance of China*. Beijing: Foreign languages Press.
- Xi, J. (2017a). *The governance of China*. Beijing: Foreign languages Press.
- Xi, J. (2017b). *The governance of China*. Beijing: Foreign languages Press.
- Xu, Q. (2012). On translation of Chinese idioms under the relevance theory: A case study of Jia Pingwa's *The Country Wife*. Xi'an: Northwest University.
- Zhao, Y. (2003). Relevance theory and the nature of translation. *Journal of Sichuan Institute of Foreign Languages*, (03), 117-121.

- Zhou, J. (2006). On equivalent translation of political and economic terms with Chinese characteristics in reports on the work of the government. *Journal of Guangxi University (Philosophy and Social Sciences Edition)*, (S1), 167-169.
- Zhou, H., & Wang, C. (2015). On the realization of optimal relevance in Chinese-English translation of political documents from the perspective of relevance theory. *Modern Chinese*, (12), 149-151.
- Zhu, S. (1985). Experience in translating *Report on the Work of the Government*. *Chinese Translators Journal*, (01), 32-35.

A Corpus-Based Study on the English Translation Style of Mo Yan's Novels

Liu Jinbao

School of Foreign Languages, Anhui University of Technology, Maanshan, China

Email: 3098085307@qq.com; liujinbao@ahut.edu.cn

[Abstract] Mo Yan was awarded the Nobel Prize for Literature in 2012. It cannot be denied that his success owes much to the translation of Howard Goldblatt. This paper tries to explore Howard Goldblatt's translation style by means of the self-established corpus – the Chinese-English Parallel Corpus of Mo Yan's novels. It is hoped that this investigation will shed some light on the corpus-based studies of English translation style.

[Keywords] Howard Goldblatt; Mo Yan; corpus; translation style

Introduction

Mo Yan was awarded the Nobel Prize for Literature in 2012. It cannot be denied that the remarkable success that Mo Yan's works has achieved in the West owes much to the translation of Howard Goldblatt. Howard Goldblatt, born in 1939 in the United States, is the renowned Chinese literature translator and sinologist. In the past thirty years, he translated about sixty works of more than thirty contemporary authors' and introduced their excellent works to the West. Among his translations, the majority are Mo Yan's works. He can be counted as the most productive and successful translator who introduces China's contemporary literature to the Western world at present. His translations are rigorous, elegant, fluent, and faithful to the originals. As the comments about him have been agreed on, he clothed Chinese literature with the color of contemporary British and American literature. Consequently, Professor Xia Zhiqing (2004, pp. 74-76), the master sinologist, labels him as the "leading translator" of Chinese contemporary literature. John Updike (2005, pp. 84-87) compares him to the "midwife" of Chinese contemporary and modern literature.

After Mo Yan was awarded the Nobel Prize, many researches have been done on Howard Goldblatt's translations and his brilliant achievements have been made. In summary, these researches into Howard Goldblatt and his translations mainly focused on three aspects. First, some articles aim at the opinions of Howard Goldblatt on contemporary Chinese literature and novel translation, which are mainly interviews with Howard Goldblatt. Second, some other studies focus on Howard Goldblatt's translation strategies, methods, techniques, and philosophy. The third is about the studies of Howard Goldblatt's translations. The above-mentioned studies cover a wide range of field with macro-theory exploration and specific text analysis, laying some preceding theoretical and practical foundations for further studies. However, few achievements have been made in the studies of Howard Goldblatt's translation style. Also, the translators and linguists mainly focus on the qualitative analysis of Howard Goldblatt's translations, and most of the studies tend to analyze and deconstruct his translated works by means of introspective examples, which cannot offer enough explanatory power. Currently, the corpus-based study of Howard Goldblatt's unique translation style is still a field that needs to be further explored.

Methodology and Results

Mo Yan is a very reputable writer with a high yield, who created a great number of novels, including river novels, medium-length novels, and short stories. However, up to 2015 when the author started to create the corpus, Howard Goldblatt had only translated nine of them, namely ① *Red Sorghum* (1993), ② *The Garlic Ballads* (1995), ③ *The Republic of Wine* (2000), ④ *Shifu, You'll Do Anything for a Laugh* (2001),

⑤ *Big Breasts and Wide Hips* (2004), ⑥ *Life and Death Are Wearing Me Out* (2008), ⑦ *Change* (2010), ⑧ *Sandalwood Death* (2012) and ⑨ *Pow!* (2012). The author collected all the nine original Chinese novels of Mo Yan and the corresponding English versions of Howard Goldblatt (the only English translated versions so far). Therefore, the self-made corpus is relatively representative of the overall features of Mo Yan's original novels and Howard Goldblatt's English versions in an all-round manner. When the English or Chinese data of these nine novels are combined and processed, the Chinese-English Parallel Corpus of Mo Yan's Novels (CEPC) forms. The Chinese sub-corpus is short for CC with its English equivalence EC. With the establishment of CEPC and the help of the non-translated English sub-corpus of BNC, researchers are able to specifically count, analyze, and concord the corpus by means of the corpus software according to specific research goals. The data utilization of the research in this paper only includes two aspects (because of the limitation of length): 1) Statistical description of the basic parameters and overall features; 2) Statistics and verification of the parameters in CEPC with reference to BNC.

The basic parameters and overall characteristics of a corpus include lexical variability, average word length, lexical density, part of speech distribution, wordlist, keywords, average sentence length, and average paragraph length, etc. As space is limited, the author can only show part of the basic information of CEPC by WordSmith 6.0.

Table 1. The Basic Information of CEPC

EC	①	②	③	④	⑤	⑥	⑦	⑧	⑨	BNC
Tokens	133887	104066	136331	58231	240400	215217	21598	194378	163239	214584
Types	9860	9270	12095	7076	1 34 1 7	12626	3716	12404	11995	13805
TTR	7.37	8.92	8.88	12.16	5.59	5.87	17.27	6.39	7.35	6.43
St. TTR	46.30	46.47	47.21	45.43	45.87	45.56	45.16	45.06	46.17	40.68
AWL	4.45	4.32	4.40	4.26	4.32	4.24	4.20	4.26	4.22	4.11
ASL	15.76	14.02	17.74	15.43	16.13	16.88	17.27	18.92	15.87	15.92
APL	45.43	38.29	69.09	51.1	87.32	75.7	35.69	88.38	76.28	57.27

Analysis and Conclusion

Lexical Analysis

Through corpus-based approach, five lexical variants, including lexical variability, average word length (AWL), lexical density (LD), part of speech (POS) distribution and wordlist and keywords are mainly explored. The analysis mainly confirms, and occasionally questions and denies, some hypotheses of translation universals on the lexical level, such as explicitation, implication, and simplification, so on and so forth. After that, the underlying reasons and motivations of the lexical behaviors are rationally and logically explained. Through detailed exploration of the Chinese original sub-corpus CC, the translated English sub-corpus CE and BNC non-translated English sub-corpus, the lexical style of the translated English in CEPC is reflected in the following aspects:

1. Regarding lexical variability, the translated English sub-corpus of CEPC is higher than BNC non-translated English sub-corpus.
2. The average word length of the translated English sub-corpus in CEPC is longer than that in BNC non-translated English sub-corpus. Furthermore, the average word length of the nine translated English novels tends to be in line with each other, which suggests Howard Goldblatt's translations maintain a stable habit and feature of lexical use.

3. The lexical density and information density of the translated English novels in CEPC are higher than those of the non-translated English novels in BNC.
4. Regarding part of speech distribution, the frequency of content words is higher, while the frequency of function words is slightly lower in the translated English novels of CEPC compared with the non-translated English novels in BNC.
5. Both the number and the frequency proportion of the high-frequency words in the English translated sub-corpus of CEPC are lower than those in BNC non-translated English sub-corpus, which seems to contradict the simplification hypothesis of the translated language.

Initially, the lexical variability in the translated English sub-corpus of CEPC is higher than that in BNC non-translated English sub-corpus. It is suggested that the former sub-corpus is of higher STTR, which also indicates that Howard Goldblatt takes advantage of his command of Chinese and English by employing more varied and colorful words. As for the reason of the de-normalized lexical feature, Chinese source language's influence and interference cannot be ignored. As this study and other researchers have confirmed, Mo Yan's novels are characteristic of changeable, plentiful, and imaginative words and expressions, thus having an unavoidable impact on Howard Goldblatt. As is commonly assented, the translator is also a master of Chinese, and, therefore, it is natural for him to transfer the language features of Mo Yan into his native tongue. With such high language competency, a translator may use as many different words in the translation process; therefore, the abundance of word choice is evident in the translated language. This finding seems to suggest the differences of lexical variability are not only inter-linguistic but also intra-linguistic. The importance of source language influence and interference should not be ignored in the study of the translation shift.

Second, the average word length of the English translated sub-corpus of CEPC is longer than that in BNC non-translated English sub-corpus, which suggests that the translator has the distinctive tendency to use longer, more complex words. In a general and relative sense, the longer the word is, the more difficult it is, which seems to indicate that the translator's lexical use is more complex compared with the non-translated texts and, therefore, increases the difficulty of the translations. The translation principles and strategies adopted by the translator can account for the phenomenon. Howard Goldblatt's clear awareness of the transitional market prompts him to try every means to cater to the readerships and the market. At the same time, Goldblatt gives precedence to the translation principle faithfulness to address a large number of idioms, slang, dialects and culture-specific words in the originals. When it comes to the translation of these above-mentioned items, Howard Goldblatt is inclined to take advantage of some fixed translation methods and strategies – literal translation and transliteration. This naturally increases the word length and, hence, lexical difficulty and complexity. Furthermore, the average word length of the nine translated English novels is fundamentally in line with each other, which suggests Howard Goldblatt employs fixed and stable lexical use features. Such distinctive lexical features are very important for the future study on the style of other translators and texts.

Third, the lexical density and information density of the translated English novels of CEPC are higher than that of non-translated English novels in BNC. That is, the English translated texts make use of more content words than their non-translated counterparts when they are of the same length. This indicates the English translated texts are more difficult than the non-English translated texts, and information load capacity of the former is also larger than that of the English non-translated texts. This finding contradicts the translation universal hypothesis – simplification. As mentioned above, the influence of the Chinese source language can account for this behavior of the translated language. We should also note that the

simplification norm is a general tendency of the lexical features in the translated language, but sometimes it is a partial and relative feature and cannot be taken as a once-and-for-all principle.

Fourth, the frequency of content words is higher and the frequency of function words is slightly lower in the translated English novels of CEPC compared with the non-translated English novels in BNC. Basically, the POS distribution in CEPC English translated texts and BNC comparable original English texts are almost in harmony with each other, suggesting that the English translated language conforms to the translation universal—normalization. At the same time, the translation universals such as explicitation, implication, and simplification have been proved and questioned by the finding.

Last, but not least, in comparison with BNC non-translated English sub-corpus, both the number and the frequency proportion of the high-frequency words in the translated English sub-corpus of CEPC are lower, thus questioning the simplification of the translated language. A conclusion can be drawn that the language of the translated texts is not necessarily simple and repetitive, and sometimes is more colorful than the non-translated language.

As has been observed, the translation universals, such as explicitation, implication, and simplification are questioned by the basic lexical features of the English translated texts of CEPC. By and large, the English translated texts of CEPC show the tendency of simplification and normalization. For instance, the translator tries to use as few words as possible and, especially, lexical words (mainly nouns) to reduce the difficulty of the translations, and hence increase the readability and acceptability among the readerships. Yet, we should bear in mind that the translation universals are relative and sometimes partial notions. The contradiction is manifested in two aspects. The first is that the lexical variability and the average word length of the translated texts of CEPC are higher than that of the BNC original texts while the number and frequency of the high-frequency words of the translations is lower than that of the non-English translated texts. The above-mentioned features of the English translated texts contradict the accepted translation universals, such as simplification. The findings in this study indicate the abundance and plenteousness of the word use of the translated texts, a contradiction to the assumption long held regarding the translated language. The second manifestation relates to the co-existence of explicitation and implication of the lexical use in the English translated texts of CEPC, e. g. the use of function words as conjunctions and prepositions. To sum up, compared with Chinese original texts, the English translated texts show a marked tendency of explicitation and also carry the feature of implication in comparison with non-English translated texts.

In summary, it is of great scientific and rational value to explore the variants, such as lexical feature and text difficulty on the grounds of translation universals through the corpus-based approach. Yet, if convincing and logical conclusion and explanation are expected to be obtained, the study requires additional qualitative methods to properly assess the translation patterns.

Syntactic Analysis

This part mainly investigates the syntactic style of the English-translated texts of CEPC from the following four parameters: average sentence length (ASL) and average paragraph length (APL), sentence parallelism in Chinese-English translation, possessive pronouns, and the frequency and semantic prosody of passive constructions. Generally speaking, the English translations of CEPC show the following basic features:

1. Average sentence length and average paragraph length of the English-translated novels of CEPC are longer than those of the original English novels, but lower than other genres, such as news, law, journalism, etc.

2. In the process of Chinese-English translation, correspondence is the main transformation type, while sentence is the main translation unit.
3. Syntactic hypotactic formalization degree of the language in English translated novels is higher than that in English and Chinese original novels.
4. The frequency of passive constructions in English-translated novels is significantly higher than in Chinese original novels but lower than that in English original novels. A major proportion of the passive constructions in the English translated novels of CEPC carry neutral connotation as far as semantic prosody is concerned.

In terms of average sentence length and average paragraph length, the ones in English-translated novels are longer than those in original English novels. The reasons are as follows. First, Mo Yan has his unique writing style, and he is good at resorting to varied long sentences to elaborate on the unrestrained plots in his works, which has resulted in the fact that the average sentence length and average paragraph length in the translated English novels of CEPC are longer than those in the original English novels, but the difference is not that significant. Second, the translators' adoption of different translation strategies and translation operational norms in the practice can also lead to the phenomenon. Under the effect of conventional expectation, translators tend to use more modifiers to make the translations clearer and more manifest, so the translations show the tendency of explicitation; however, under the effect of foreign expectation, translators may intend to make the sentence and paragraph length of his translations similar to those of the original texts so as to approach the style of the source texts. In summary, both of these two methods would prolong the sentence and paragraph length of the translated texts.

In terms of sentence parallelism of the Chinese-English translation, it is found that correspondence is the main transformation type and [1:1] parallel sentence pairs comprise the majority of the data in CEPC in the process of Chinese-English translation, ranging from 61% to 72%, with an average frequency of 66%. It reveals that the translations show the tendency of normalization on the syntactic level. It also shows that translators tend to break up long sentences in the process of Chinese-English translation; that is, when Chinese sentences are longer than English ones, it is a habitual practice to split Chinese sentences into two or more English sentences. The findings are conformant with the observation of Wang Kefei (2003, pp. 410-416) that in English-Chinese translation practice, it is often the case that two English sentences are merged into one and vice versa. In addition, it is also found that the adoption of the translation methods, such as amplification and omission, is the result of the translator's personal preference plus social and cultural differences.

As for the syntactic hypotactic formalization of the translations, it is found that correspondence is the main transformation type in the process of Chinese-English possessive pronouns translation. Compared with the original Chinese texts and original English texts, English translated texts manifest the tendency of significant inter-lingual explicitation and insignificant intra-lingual explicitation; Chinese possesses a certain paratactic feature, while English is also characteristic of some hypotactic feature. These features show that translation universal hypotheses are relative notions, and sometimes, the translation universals, such as explicitation, implication, normalization and de-normalization, often coexist in the translated language. The paratactic and hypotactic differences between Chinese and English fully reflect the similarities as well as differences between Chinese source language and English target language.

In terms of the passive construction usage, the number of the passive constructions in English translated texts is significantly higher than that in Chinese original texts. The main reason lies in the following two aspects. First, Western culture emphasizes the binary opposition and it attaches importance

to the understanding of the objective world instead of expressing the emotional color of the agent. Second, Chinese passive structures are also called inflective voice, and they tend to express negative pragmatic meanings, such as the unpleasant connotations, which are usually used in more limited situations compared with those of English. This further confirms that the translation tends to be more objective in nature, and it also manifests the hypothesis of normalization, as well. Meanwhile, the number of passive constructions in English translated texts of CEPC is much lower than that in the English original texts of BNC, which is the result of osmotic effects of Chinese source texts. This reconfirms that the translations tend to be de-normalized in nature. A majority of Chinese passive constructions carry negative semantic prosody, and a small proportion possess positive or neutral connotations. Take *be*-passives as examples. The *be*-passives with negative connotations account for 65.30% of the total passive sentences. On the contrary, either for *be*-passives or *forget*-passives in English translations of CEPC, the semantic prosody with neutral connotations accounts for the majority, whereas positive and negative semantic prosody ranks very low. But *get*-passives are more frequently used for expressing negative connotations than *be*-passives (36.85>17.39). The findings are similar to the semantic prosody distribution in FLOB, an original English corpus. It demonstrates that English translated texts of CEPC manifest the general feature as far as the semantic prosody of passive constructions is concerned.

Summary

Against the backdrop of China's literary and cultural "going out" of their native linguistic and cultural borders, it is of particular value to conduct some in-depth exploration into Howard Goldblatt's translation style. The corpus-based quantitative approach contributes a lot to the present study, and it also provides invaluable implications for future research in this field. First, the present study lays a systematic and theoretical foundation for future research. Then, the study also provides some methodological implications for the successful "Westwardness" of other Chinese authors and their literary works. Meanwhile, the study serves to distinguish and define what kinds of Chinese literary works are popular in the West, and it explores how and why the translations of Mo Yan are accepted in the West. This study aims at providing implications for other translators' translation style studies and overcoming the difficulties for Chinese literature to "go out" to the outside, which can also serve as references for the formation of cultural policies concerned at home. Although the self-established corpus is of limited size and some imitations in this study are also inevitable, it is hoped that this investigation will shed some light on the corpus-based studies of English translation style.

Acknowledgements

This paper is supported by Educational Commission of Anhui Province of China (Grant No. SK2015A283).

References

- Updike, J. (2005). Bitter bamboo. *New Yorker*, 81(12), 84-87.
- Wang, J. (2004). *Xia Zhiqing's prefaces and postscripts*, (pp. 74-76). Suzhou: Gu Wu Xuan Publishing House.
- Wang, K. (2003). Sentence parallelism in English-Chinese/Chinese-English: A corpus-based investigation. *Journal of Foreign Language Teaching and Research*, 2003(6), 410-416.

Going Out and Going In! A Study of Translation Norms and Strategies of Translating Chinese Science Fiction by Ken Liu into English-Spoken Countries¹

Jinyu Liu (Corresponding Author)

Foreign Languages College, Inner Mongolia University, Hohhot, China
Email: jinyuliu2008@163.com

Jiajia Hu

Foreign Languages College, Inner Mongolia University, Hohhot, China
Email: 1165381029@qq.com

[Abstract] The paper analyzes the translation strategies and reasons for successful dissemination among Western readers. It argues that Ken Liu, as the translator, follows the cultural norms of the target language based on the original text and flexibly uses strategies of addition, deletion, and reorganization to make the translation concise and clear, and, at same time, he preserves the original social cultural and historical framework of the source text. It also holds that the translations have received their popularity in English-speaking countries thanks to Liu's American Chinese identity and his reputation in American literary circles, strong support from publishing houses, and TT readers' warm comments on the internet.

[Keywords] English translation of Chinese science fictions; translation norms and mode; Ken Liu

Introduction

Since *The Three-Body Problem*, *Folding Beijing*, and *Balin* were published in America, they have attracted many scholars' attention. Most scholars pay attention to the content and the author of fiction, while there are few scholars who pay attention to the translation of science fiction. From the literary view, it can be included that most Western researches pay attention to how to find an effective way to make their own fiction enter other countries, how to accept a new genre and create a new genre with their own literary characteristics, and how to choose the translated content that readers may like. Research in China focuses on strategies of translating Western science fiction and the history of Chinese science fiction. Study of Chinese science fiction translation is still an under-researched area in the translation field. Translation study not only focuses on translation itself but also takes notice of other important elements behind the translation. Translation and other important elements will be combined to study Chinese science fiction translation in this thesis.

Liu's Inclination to Adequacy and Acceptability

There has been some research on *The Three-Body Problem* and the other two short fiction pieces; this research still focuses on translation strategies, words translation, translators' subjectivity, and so on (Li, 2015; Lang, 2015; Chen, 2015; Zhang, 2016; Xu, 2017; Liu, 2017; Chen, 2017). Ken Liu (2014, p. 398) stressed "Fidelity, Aptness and Beauty" in his translation. At the end of the book *The Three-Body Problem*, Liu presented his ideas on translation that his goal is to be a faithful translator, and retaining the original subtle differences of meaning in target texts as much as possible without embellishment or omission in

¹This paper marks a stage in a research that was made possible by the Philosophy and Social Sciences Research Planning Office of China (Grant No. 15FYY021) and Education Bureau of Inner Mongolia Autonomous Region (Grant No. NGHWWZ201702).

translating. Yet, a translator must also balance fidelity to the source, aptness of expression, and beauty of style. According to Liu's statement, Liu keeps faithful to the source in his heart. He tried his best to preserve Chinese characteristics in translating Chinese into English, rather than just rewriting the fiction in English. The target text is faithful to the source text and shows the characteristics of Chinese science fiction. Namely, in Liu's translation, adequacy is much more important. The thesis is going to pick three examples to illustrate Liu's adequacy.

Example 1: 大史在后面大声说：“这样挺好，我压根就不同意这个方案。已经有那么多书呆子寻了短见，让他去不是‘肉包子打狗’吗？”（刘慈欣，2008，p. 11）

They can hear Shi's loud voice behind them. "It's a better this way. I disagree with the plan anyway. So many bookworms have already killed themselves. If we send him, he'd be a meat dumpling throw to the dogs." (Liu, 2014, p. 63)

“肉包子打狗，有去无回” (Meat dumpling throw to the dogs, by no means retrievable.) is a traditional Chinese idiom. In the source text, there is just “肉包子打狗” (Meat dumpling throw to the dogs) and no later part because this idiom is popular among Chinese people. It is used to describe things that people have done uselessly or to describe people who have no conscience. In Chinese, this kind of idiom is easy to find, such as “画蛇添足，多此一举” (to gild the lily) and “井底之蛙，目光短浅” (a frog, who is at the bottom of a well, may be with a very limited sight). However, other languages, like English, do not have the same expressions as Chinese. Consequently, foreign readers might have trouble in understanding those idioms. Liu has lived in America for many years, and he knows the regularities of English, but he does not apply any words or phrases that are more acceptable to English-spoken readers in the translation. On the contrary, he just translates it literally accurately without any explanation. In this way, the target readers may feel awkward at first; however, they may make a bold guess to the meaning. If the translator puts some extra explanations, the target text would be lengthy and lose the adequacy of the source text. Liu's inclination to adequacy is not only in *The Three-Body Problem* but also in other two short fiction, *Folding Beijing* and *Balin*, which are popular among foreign readers. Thus, some typical examples have been chosen to illustrate this inclination.

Example 2: 大学期间不得谈恋爱，他早已为我物色好了对象，他的生意伙伴老罗的女儿，生辰八字都已经算好了。（陈楸帆，2015，p. 1）

In college, I would not be allowed to date. This was because my father had already picked out a girl for me: the daughter of his business partner LaoLuo. Indeed, he had taken the trouble to go to a fortuneteller to ensure that the eight characters of our birth times were compatible. (Liu, 2016, p. 1)

Chinese people are familiar with “八字” (ba zi). When young couples are getting married, the elder member of the family, perhaps, will go to a fortuneteller their “八字”, to ensure the new couple will fit each other and live a happy life in the future. In ancient China, people believed that if two people who were planning to get married did not match each other in “八字”, the marriage would be unfortunate, and they would live a miserable life. “八字” is also used to predict one's future. In Western countries, they tend to use constellations and tarot cards to predict their future. In other words, TT readers would find it easy to understand what constellations and tarot cards are if “八字” is culturally equivalently translated. However, Liu has preserved the original word as a method to keep the differences between the source culture and the target culture. Although these terms with Chinese characteristics are hard to understand, they can meet with TT readers exotic cultural expectation. Liu is still faithful to the source language, and shows Chinese

cultural characteristics to TT people. As Liu stated (2014, p. 398) in the book, he believes it is better to retain the flavor of the original.

Except for inclination to adequacy, Liu (2014, p. 397) also considered acceptability of the translated texts, and, in some cases, he tried to adjust the narrative techniques to ones that American readers are more familiar with. Some cultural words and phrases are too difficult to understand for English readers if these cultural phrases are translated literally. For the translator, if he just inclines to adequacy and ignores acceptability, the translated text could sacrifice part of the original meaning that the original text wants to express. TT readers might not accept the translated text, which leads to failure. When Liu starts to deal with the Chinese linguistic factors, especially relating to Chinese history, he selects free translation to make it more readable. The employment of free translation could be regarded as a bridge to link two different cultural traditions, and it is fit for the target readers' taste. Thus, Liu's inclination to acceptability is going to be illustrated in details in the following part.

Example 3: 这里完全没有高楼, 只是围绕着一座花园有零星分布的小楼, 楼与楼之间的联系, 气若游丝, 几乎看不出他们是一体。走到地下才看到相连的通道。(郝景芳. 2016, p. 19)

There were no skyscrapers at all, only a few low buildings scattered around a large park. The building seemed isolated from each other but were really parts of a single compound connected via underground passages (Liu, 2015, p. 1)

Example 4: 后来听说, 他是家中独子, 父亲重病在床, 母亲走得早, 没有其他亲戚能照顾老人, 老人又不愿意离开家乡说狐死首丘。(陈楸帆, 2015, p. 1)

Later, we heard that Mr. Lu was an only child. His father was bedridden with a chronic illness, and his mother had died early. Since there was no other relatives who could care for his father and the old man refuse to leave town, saying that he preferred to die where he was born. (Liu, 2016, p. 1)

According to Example Four, there is a Chinese phrase “气若游丝” which is from *ChanGongqu·ChunQing* (《蟾宫曲·春情》) in the Yuan Dynasty. “气若游丝” (breath is faint like gossamer) is always applied to describe that life is dying and could be explained literally that breath is faint like gossamer. In the original text, Hao Jingfang uses this word to describe the space between buildings in the first space rather than talking about the life of the buildings. Liu knew the idea of the writer, and he translated it as “were really parts of a single compound connected” in order that the TT readers could build a clear picture of this scene. If Liu just translated it literally, the TT readers might not have accepted this and feel strange about Chinese culture. Thus, he was inclined to the norms of the target language to ensure the acceptability of the translation.

In Example Five, “狐死首丘” (He preferred to die where he was born) the text is translated by Liu as “he preferred to die where he was born.” According to the context, Lao Luo's father is old, and he is unwilling to leave his hometown and states this idiom. In English, there is no a vivid expression to depict the a situation in which the old man prefers to stay at home rather than go somewhere else. If the translator just translated “a fox dies with its face towards its nostalgic den, TT readers would be at a loss as to why someone is suddenly related to a fox, and the language would be less natural. Therefore, the translator translates it freely to express the meaning of the Chinese phrase, which also suits the target readers' taste.

It can be summarized that Liu is not absolutely inclined to the source's cultural orientation or the target's culture-orientation, and in the process of translating novels, he not only pays attention to adequacy

but also observes acceptability, which makes his translation authentic. On the one hand, Liu adopts literal translation to make sure to retain the original flavor of the Chinese, which cannot be abandoned as time goes by. On the other hand, he applies free translation to ensure the target readers can understand and accept the target text. Liu combines the two extremes and explores what the appropriate proportion of the two extremes is.

Analysis from the Perspective of Preliminary Norms

Addition

Ken Liu (2014, p. 398) argued that there are three difficult goals in translation: fidelity to the source, aptness of expression, and the beauty of language. Actually, to render the meaning of the original faithfully is difficult enough, if translators only focus on fidelity and ignore the need to craft the words for the benefit of readers, then such a translation might not exist, either. Ken applies additions in the translation.

Example 5: “尤其发生在那个年代, 更是传奇中的传奇”。照向射天电线阵列的聚光灯已经熄灭... (刘慈欣, 2008, p. 88)

“Especially for it to happen during those years—absolutely incredible.”

They continued to speak for a while. Sha asked the purpose behind Wang’s strange request. Wang was avoid...his professional knowledge. Then they went to an all-night bar for tourists and sat for two hours. As Sha finished...pleas to go back to the lab. he spotlights that had lit up the row of radio had been turned off... (Liu, 2014, p. 123).

The underlined sentences are added by Liu. Some details need to be added in the fiction to make it logical for readers. In the original text, Liu Cixin just depicts Sha and Wang’s conversation about Red Coast, and then directly flips to the unearthly situation that happens in Sha’s lab, while Liu adds two paragraphs to describe the concrete situation for the TT readers. Chinese readers could easily keep pace with the writer even if there is no concrete description because this kind of situation is very common in Chinese literary works, but English readers are not familiar with this description, so Liu includes these two paragraphs as an explanation to make readers feel more reasonable and natural.

Although Liu adds extra information in the translated texts, he does not make them lengthy. Instead, he makes the translated texts easier for TT readers to understand and accept. In the notes, Examples 6-8 show the addition as follows:

Example 6: 吴健雄, 当代最杰出的物理学家之一, 在实验物理学研究上取得了伟大成就。她在实验中首次证明了李政道和杨振宁关于弱相互作用中宇称不守恒的理论推测, 推翻了宇称守恒定律。 (刘慈欣, 2008, p. 52)

Chien-Shuiung Wu was one of the most outstanding physicists of the modern era, with many accomplishments in experimental physics. She was the first experimentally disprove the hypothetical “law of conversation of party” and thereby lend support to the work of theoretical physicists Tsung-Dao Lee and Chen-Ning Yang. (Liu, 2014, p. 115)

Example 7: 中级法院军管会 (无)

Intermediate People’s Court: During that phase of the Cultural Revolution, most intermediate and higher people’s courts and prosecutorial organs (responsible for investigating and prosecuting crimes) were under the control of military commissions. The military representative had the final vote on judicial matters. (Liu, 2014, p. 35)

Example 8: 伏羲 (无)

Fu Xi is the first of the Three Sovereigns, a Chinese mythological figure. He was one of the human race along with the goddess Nuwa. (Liu, 2014, p. 140)

Except for the addition of paragraph 9, footnotes are also an important addition in Liu's translation. Footnoting is a way used to explain something difficult to understand, especially in translating historical terms. In the Chinese version of *The Three-Body Problem*, Liu Cixin uses thirteen footnotes to explain physical problems and introduce several famous scientists and proper nouns with simple words, while Liu just translates four footnotes added by Cixin Liu in the target text, such as Chien-Shuiung Wu (吴健雄), because there are several famous Western people and places except for information about China in the source text, such as Isaac Asimov and the Panama Canal, which English readers are familiar with. Consequently, it is unnecessary to add extra information to interrupt readers' reading process. Liu adds thirty-three footnotes to explain some difficult information related to the Cultural Revolution and Chinese history. In the Chinese version of *The Three-Body Problem*, there are many words related to Chinese historical events, the Cultural Revolution, such as “五七干校” (The May Seventh Cadre Schools) and “中法院军管会” (Intermediate People's Court).

The Three-Body Problem contains a game, *Three Body*, which involves Chinese and Western history and famous people, such as “墨子” (Mozi) and “伏羲” (Fu Xi). Readers need to know what the roles of those famous people have played if they want to figure out the complicated relationship between the characters and what contributions they made in the history of China. If Liu does not adopt a footnote here, readers might just read or skip it and might not be aware of the amazing historical background. Although Liu adds extra information in the translated text, he does not make foreign readers feel burdened and tough when they encounter with these figures.

Omission is not to remove the content of the original text and cannot change the meaning of the original. Omission is also a frequent strategy used by Liu during his translation of *The Three-Body Problem*, *Folding Beijing*, and *Balin*. Compared with the Chinese version of these texts, the English versions are much more concise.

Example 9: 三十八年后, 在叶文洁的最后时刻, 她回忆起《寂静的春天》对自己一生的影响。(1)在这之前, 人类恶的一面已经在她年轻的心灵上刻下不可愈合的巨创, 但这本书使她对人类之恶第一次进行了理性的思考。这本来是一本普通的书, 主题并不广阔... (刘慈欣, 2008, p. 70)

*More than four decades later, in her last moments, Ye Wenjie would recall the influence *Silent Spring* had on her life. The book dealt only with a limited subject...* (Liu, 2014, p. 27)

Example 10: 小孩子经常会模仿其他人的说话或者肢体语言, (2)来取悦或激怒对方。可巴鳞做的和我以往见过的都不一样。我开始察觉出哪里不对了。巴鳞的动作... (陈楸帆, 2015, p. 1)

Children often like to imitate the speech or body language of others, but what Balin was doing was unlike anything I had ever seen. Balin's movements... (Liu, 2016, p. 1)

Example 11: 老刀沉默了一会儿, (3)他需要做一个决定。 (郝景芳, 2016, p. 21)

Lao Dao was silent for a while. "But you go married in the end." (Liu, 2015, p. 1)

When Ken translated *The Three-Body Problem*, he deleted some Chinese sentences and phrases in the translated text, such as Sentence 1. This sentence has been applied to describe *Silent Spring*'s influence on Ye Wenjie and another sentence, which has been omitted, was also used to depict the influence on Ye's

emotion. Many descriptions of her feeling on human nature have shown that human evilness has left an incurable wound in her mind, and foreign readers have gotten this information in the Chapter 1. There is no need to translate it again. Sentences (2) and (3) are from *Folding Beijing* and *Balin*. In the source texts, Chen and Hao use some short sentences to describe the character's emotion, while Liu deletes these kinds of descriptions, for the previous sentence has expressed the meaning that the deleted sentence used to express. All of these omissions do not affect the main idea of the source text and make the translated text more efficient and fluent.

Relocation and Division

On certain occasion, translators need to change the place of some sentences or paragraphs so that foreign readers could feel more logical and convenient. Except for the relocation of the sentences' paraphrase, the orders of chapters also can be relocated in *The Three-Body Problem*. Liu translates thirty-five chapters instead of the original book's thirty-six chapters. Liu reorders the chapters. He moved Chapter 7, Chapter 8, and Chapter 9 of the original book to Chapter 1, Chapter 2, and Chapter 3 in the target book. He makes this adjustment in order to provide the background information and to make it easier for TT readers to understand the timeline of the story, as the original book is stated in inverted chronological order. Actually, the Chinese version of *The Three-Body Problem* first planned to be published in 2006, but it was not allowed to be published because it contains a description of the Cultural Revolution. When it was published in 2008, some chapters involving the Cultural Revolution were moved from the start to the middle. However, Liu makes adjustment after asking for Mr. Cixin Liu's advice, which makes the translated text clear and acceptable to TT readers. Division is also used in the process of translating and translators divide paragraphs or passages into several parts so that readers can comprehend contents easily. In Liu's translation, he also uses division because the Chinese paragraphs are too long to be understood. Under such situations, division has become a necessary way to help readers get the main idea of the text.

Analysis of Models of Contemporary Chinese Science Fiction Translation

Readers of the Translated Texts

Mcdougall (2007) stated that readers are a very important factor in translation, and the acceptability of readers should be considered during the translation, because good translation does not mean the universal acceptance of readers. If the translation does not consider readers, the translation may not achieve its goal. The readers in the contemporary English world have the following characteristics: choosing literature works according to their own interests, reading books following authority, preferring works that criticize society or policy and disregarding other countries' literary works. All of these characteristics should be considered in order to realize the goal of Chinese science fiction as going out, because it is necessary for Chinese literature to know about readers in the course of entering the world.

Translators

In this section, "who is going to translate" will be discussed. "Who" can be an individual or an institution; that is to say, the "translator" can be a person or an organization. For the translation of works, a translator is undoubtedly an important factor that is next only to the work. Hu (2010, p. 12) holds that a suitable translator can make up the limitation of works in some situations and can give works and the original author a new life in foreign countries. The translator could decide the readability of the translated work and, finally, the success or failure of the translation. Moreover, Wang and Xie (2013, p. 22) think that the higher readers'

acceptance of translators' identity, popularity, and credibility is, the better the acceptability of the translation may be.

Choosing Texts and Writers

The famous sinologist Goldblatt (2016) argued that the error of the text selection is the biggest mistake, which is worse than a translation error, and also Goldblatt (2009) claimed that he often chose works which he liked very much and which he thought that Americans should read, but actually American readers were not satisfied as he expected. Thus, the first step to pursue the best translation is to select suitable writers and texts, which is fit for the social environment and the cultural needs of the target language. Contents of works are the most important element that must be considered by the publishing houses and translators because contents may decide the popularity and the acceptability of the translated texts. Liz (2014) argued that people might be specifically interested in *The Three-Body Problem*, for Americans desire to know about China's role in the global landscape; however, excellent cultural artifacts from China are still relatively short, and this book could potentially attract many those cultural readers. *The Three-Body Problem* involves a cultural event – the Cultural Revolution – and the backdrop of China's Cultural Revolution gives a memorable setting. The mainstream literature is gradually away from this historical topic while *The Three-Body Problem* brings this event back to reality in a science fiction in a quiet and magnificent way. In fact, there is no exaggeration on this historical event, but it is enough to make people impressed .

Channels of “Going Out” and “Going In”

Channels of “going out” refer to how Chinese literary works can go abroad. Newspapers, books, magazines, the internet, and publishing houses are ways which can be used to go abroad. In fact, literary works can be regarded as special goods, and for these special goods to go to the overseas market, methods used in overseas communication are a key element. The introduction of Chinese literature is mainly based on local publishing houses, but this does not play an effective role in translation and introduction. A sinologist, Luo (2010), pointed out that the publishing house is one of the big challenges for Chinese literature “going out.” Although Chinese local publishing houses still take up the main place in the translation and introduction of Chinese literature, there are people or institutions that explore new ways for Chinese literature “going out.” Magazines and the internet are also useful methods to introduce Chinese literature. There are many famous magazines of science fiction in America, such as *Clarksworld* and *Uncanny*, which all have websites on the internet. English readers can easily get the latest news about science fiction. *Folding Beijing* was first published in *Uncanny* in February 2015. When Liu finished translating the short fiction, he actively looked for a publisher for this fiction. Finally, he connected with the *Uncanny*'s editor, Lynne M. Thomas, who was a Hugo Award winner and responsible for popular culture special collections that include the literary papers of nearly 70 SF/F authors.

Conclusion

Ken Liu's outstanding translation of three representative works of fiction has won tremendous popularity in the world. Toury's translation norms theory plays an important role in the process of translating. Dominated by the initial norms, Liu is inclined to source texts. Compared with the acceptable translation, adequate translation is preferred by Ken Liu. However, Liu also keeps balance between two extremes. Preliminary norms have a deep influence on the translation, and Liu translates Chinese into English directly without intermediary language. Social-cultural background has a great effect on the selection of the translated texts.

References

- Chen, J. J. (2017). On the translator's subjectivity in Ken Liu's translation of *Folding Beijing*. MA thesis. China Foreign Affairs University.
- Chen, Z. Y. (2015). On science fiction translation from the perspective Chesterman's translation norms. A case study of the English version *Santi*. MA thesis. *Central China Normal University*.
- Goldblatt, H. (2004). Border crossings: Chinese writing in their world and ours. In C. Dale, (Ed.), *Aesthetics and Literature*, (pp. 33-38). NY: State University of New York Press.
- Hu, A. J. (2010). The translation mode and strategies of translating Chinese literature to the outside world). *The Chinese Translators*, 6, 10-16.
- Lang, J. (2015). On the translators' feminist translation strategies in *The Three-Body Problem*. MA thesis. Beijing Foreign Studies University.
- Li, L. Q. (2015). On Chinese to English science fiction translation with *The Three-Body Problem* as an example. MA thesis. Beijing Foreign Studies University.
- Liu, C. X., & Liu, K. (2014). *The three-body problem*. New York: TOR.
- Liu, C. X. (2008). *The three bodies I*. Chongqing: Chongqing Publishing House.
- Liu, H. (2017). On reframing the narrative of the Cultural Revolution in translating *The Three-Body Problem*. MA thesis. Shanghai Foreign Studies University.
- Luo, F. L. (2010). The challenges faced by the Chinese translations. Retrieved December 20, 2016 from Mcdougall, B. S. (2007). Literary translation: the pleasure principle. *Chinese Translators Journal*, 5, 22-26.
- Wang, Z. Q., & Xie, T. Z. (2013). Translating Chinese culture to the outside world: Questions and reflections. *The Journal of Academia*, 2, 21-27.
- Xu, J. (2003). *On translation*. Wuhan: Hubei Education Publishing House.
- Xu, H. (2017). Translation strategies of cultural words in the sci-fi *The Three-Body Problem* from the perspective of Thick translation. MA thesis. Guangdong University of Foreign Studies.
- Zhang, X. (2016). Translation study on *The Three-Body Problem* from the perspective of skopos theory. MA thesis. China Foreign Affairs University.

Literary-Pragmatic Research on Shakespeare's Tragedies – A Case Study of *Macbeth*

Lingyan Yan

Department of Foreign Languages, Tianjin University of Commerce Boustead College,
Tianjin, China

Email: deutsch-2008@163.com

[Abstract] *Macbeth* is one of Shakespeare's four greatest tragedies, and is distinguished from the other three because of the contradictory personality of the main character. As a new interdisciplinary subject, literary pragmatics is widely focused upon by scholars of literature and linguistics. It is a powerful tool for language analysis, and not only provides a new perspective for the study of literary works, but also has a strong explanatory power. Therefore, based on the relevant theories of literary pragmatics, this paper aims to make a new interpretation of the tragedy of *Macbeth* at both the micro and the macro level.

[Keywords] literary pragmatics; tragedies; *Macbeth*

Introduction

Macbeth, one of Shakespeare's four great tragedies, chronicles Macbeth's seizing of power and subsequent destruction. Many scholars have made various researches on *Macbeth* from different points of view. However, among all the researches on the tragedy of Macbeth, some are confined to the analysis of the text itself from the perspective of linguistics, while others focus only on the influence of Shakespeare's life experience and corresponding social background from the perspective of literary criticism. No interdisciplinary research on *Macbeth* has ever been made. As an emerging interdisciplinary subject, literary pragmatics advocates a comprehensive study of authors, works, readers and the world. According to the viewpoint of Hou Tao (2011), the analysis of the works should not be limited to the static study of textual linguistic features and language structure at the micro level. The author's writing background and social environment should also be comprehensively analyzed at the macro level. Therefore, based on the main theories of literary pragmatics, this paper aims to analyze Shakespeare's classic play *Macbeth* at both the micro level and the macro level, so that the author's creation and reader's understanding can be regarded as a dynamic communicative process, so as to help further understand the shaping of the tragic image of Macbeth, the development of the plot and the establishment of the theme. This paper first gives a general literature review of previous studies on *Macbeth*. Second, it lays out the theoretical framework of literary pragmatics, and gives a brief introduction to Paul Grice's Theory of Conversational Implicature. It then gives a detailed analysis of the tragic image of Macbeth at the micro level by examining the violation of the Cooperative Principle of the main characters in the play. Finally, it analyzes the tragic image of Macbeth at the macro level by exploring the dynamic relationship among *Macbeth*, Shakespeare's life experience, the corresponding social background and the readers.

Literature Review

Macbeth, one of William Shakespeare's most famous tragedies, has attracted a number of readers and critics all over the world since it was presented to the public. A lot of studies have been made from

various perspectives, and many critics and scholars try to explore this play mainly from two perspectives: literary criticism and linguistics.

Literary criticism is one of the most important and most often used approaches to the analysis of *Macbeth*. The relevant studies mainly focus on the theme of the play and humanism, as well as imagology. For example, Hu Lina (2009) confirmed the relationship between the death of Macbeth and his betrayal of humanism. Huang Hui (2013) analyzed the tragic character of Macbeth by interpreting Shakespeare's humanist feelings. She felt that Macbeth's self-destruction was inevitable because he abandoned the values of humanism. Wan Pengjie (2005) pointed out the importance of the witch image in *Macbeth* and discussed the role of the witches in the establishment of the theme, the development of the plot and the shaping of the main characters. According to Chen Zhenhua (2007), the witches are the devil in Macbeth's heart and the outward manifestation of his inner desire. The witches' prophecies reflect the inner conflicts of the protagonist and indicate the tragic fate of Macbeth.

The other important approach to the analysis of *Macbeth* has been from the linguistic perspective, focusing mainly on pragmatics, discourse analysis and so on. Tian Junwu and Sun Jingjing (2007) revealed the importance of the main characters' words in *Macbeth* based on the Speech Act Theory and analyzed the motive of their speech through Conversational Implicature Theory. Tao Li (2011) used discourse analysis to state the important functions of the witches in *Macbeth*.

It can be seen from the above that some of the scholars have paid attention to the study of *Macbeth* from the perspective of literary criticism, and others have focused on linguistics. Moreover, few have analyzed the tragedy of Macbeth from the perspective of literary pragmatics. Therefore, this paper intends to analyze the tragic image of Macbeth by applying the relevant pragmatic theories, as well as literary theories, so as to make a static analysis of the textual language of the play at the micro level and provide a dynamic interpretation of its creation background at the macro level.

Analysis of the Tragedy of *Macbeth* at the Micro Level

Grice's Theory of Conversational Implicature

Hu Zhuanglin (2001) once pointed out that Conversational Implicature, as one of the core theories in Pragmatics, plays a very important role in daily communication. The theory was first proposed by Oxford philosopher and logician Paul Grice. Grice realized that in everyday communication, people would unconsciously and frequently use obscure language to express their communicative intentions. He believed that the dialogue could be carried out smoothly as the voluntary cooperation between the two parties, so his core principle of the Theory of Conversational Implication-the Cooperation Principle came into being. In order to further specify the content of the Cooperation Principle, Grice introduced four categories of maxims, including the maxim of quantity: the amount of information provided should satisfy the needs of the current conversation, but not more than is required; the maxim of quality: information provided must be true, not to say what one believes to be false or speak anything without evidence; the maxim of relation: the information provided should be relevant to the topic of the conversation; and the maxim of manner: information provided should be perspicuous, brief, orderly, and avoid obscurity and ambiguity.

Violation of the Cooperative Principle in Macbeth

The four maxims of Grice's Cooperative Principle are the basis of Conversational Implicature. However, in daily communication, people tend to violate these maxims deliberately according to different needs, so

as to generate corresponding conversational meanings. In *Macbeth*, there are a lot of conversations which violate the four maxims of Cooperative Principle. Many characters in the play, while talking, violate these maxims more or less, so as to achieve their communicative purpose. The reason why Macbeth would transform from a courageous hero to a wicked usurper is not only because of his fatal defects in character, but also because of the witches' prophecies that violate the Cooperative Principle, and which play an equal crucial role in promoting the destruction and the tragedy of Macbeth.

In Act I Scene III, Macbeth's first words violate the Cooperative Principle. "So foul and fair a day I have not seen" (Muir, 2008, p. 14). This sentence is a paradox. Macbeth's words are unintelligible and violate the maxim of manner (to avoid ambiguity). A day cannot be foul and fair at the same time. The illogical words of Macbeth are enough to prove that his character is disconsolate and contradictory, which is also a prerequisite for his eventual tragedy. Macbeth's contradictory words are similar to the prophecies of the three witches in Act I Scene I. Their chorus in the opening scene goes against the Cooperative Principle. "Fair is foul, and foul is fair: Hover through the fog and filthy air" (Muir, 2008, p. 4). These words deliberately obscure the relationship between fair and foul. Fair is fair, and foul is foul. Fair and foul are two distinctly different concepts that should not be confused with each other. The chorus of the witches also violates the maxim of manner, ignoring the principle of avoiding ambiguity, creating a mysterious, grotesque, gloomy and terrifying atmosphere. This indicates the witches' conversational style, and also foreshadows the paradoxical tone of the play. It is this obscure and unintelligible style of discourse that makes Macbeth indecisive and ultimately leads to his tragedy.

In the same Act, when the witches meet and speak to Macbeth for the first time, they violate the maxim of quality of the Cooperative Principle. The first witch says: "All hail, Macbeth! Hail to thee, Thane of Glamis!" The second witch says: "All hail, Macbeth! Hail to thee, Thane of Cawdor!" The third witch says: "All hail, Macbeth! That shalt be king hereafter" (Muir, 2008, p.15) At that time, Macbeth is only one of the great generals of King Duncan, and the Thane of Glamis. The title of the Thane of Cawdor has not been officially granted to Macbeth. Therefore, in the absence of sufficient evidence, it is no doubt that the witches have violated the maxim of quality by calling Macbeth the Thane of Cawdor and the future king. It is at the instigation of the witches, whose words violate the Cooperative Principle, that Macbeth comes up with the idea of becoming the usurper of the throne, and his ambition would expand without limit. In Macbeth's view, the only way to become the future king is to kill the present king, Duncan, and take his place, so he becomes unable to extricate himself from the abyss of sin and approaches the tragedy step by step.

The witches' prophecies about Banquo in Act I Scene III are in violation of the Cooperative Principle's maxim of manner. The first witch says to Banquo: "Lesser than Macbeth, and greater." The second one says: "Not so happy, yet much happier." The last witch says: "Thou shalt get kings, though thou be none" (Muir, 2008, p. 16). It is not difficult to see that the witches' words are rather contradictory. Is Banquo lesser than Macbeth or greater than Macbeth? Is Banquo happier than Macbeth or unhappier than Macbeth? And how can he beget countless kings in the future, if he himself is not the king? These prophecies violate the maxim of manner in being concise and orderly and avoiding ambiguity. It is precisely the witches' obscure prophecies which are in violation of the Cooperative Principle that make Macbeth fear that Banquo and his descendants will be a threat after he ascends to the throne. Therefore, in order to avoid these troubles in the future, he deliberately banquets Banquo and has him killed, which makes Macbeth sink deeper and deeper into the mire of tragedy.

In Act III Scene IV, when Macbeth sees the ghost of Banquo whom he has just assassinated sitting in his chair, he becomes so panicked that his following conversation with the ministers violates the Cooperative Principle's maxim of relation. When one minister asks Macbeth "What is't that moves your highness?" he does not answer the question, instead he says, "Which of you have done this?" When the ministers ask together "What, my good lord?" instead of answering the question, Macbeth says "Thou canst not say I did it: never shake thy gory locks at me" (Muir, 2008, pp. 91-92). Macbeth's answer completely deviates from the subject of the conversation and is totally irrelevant to the question. At that moment, Macbeth already feels a little bit guilty for the assassination of Banquo. He comes up with the illusion and sees the ghost of Banquo in a daze. As a result, Macbeth's words sound completely irrelevant to the topic of the conversation. He cannot follow even the most basic maxim of the Cooperative Principle – the maxim of relation, which reproves the self-contradiction in Macbeth's character, and also predicts that Macbeth will never escape the tragic fate.

In Act IV Scene I, Macbeth can no longer bear the great psychological pressure of killing Duncan and Banquo, so he goes to the cave where the witches are hidden and asks for help. The prophecies the witches tell Macbeth through apparitions violate the Cooperative Principle again. The first apparition says: "Macbeth! Macbeth! Macbeth! Beware Macduff; Beware the Thane of Fife" (Muir, 2008, p. 111). The second apparition says: "Macbeth! Macbeth! Macbeth! Be bloody, bold and resolute; laugh to scorn the power of man, for none of woman born shall harm Macbeth" (Muir, 2008, p. 112). And the third one says: "Be lion-mettled, proud, and take no care who chafes, who frets, or where conspirers are: Macbeth shall never vanquish'd be until Great Birnam wood to high Dunsinane hill shall come against him" (Muir, 2008, pp. 112-113). The prophecies of the apparitions are illogical, ambiguous and unintelligible, which is in violation of the Cooperative Principle's maxim of manner. In Macbeth's view, all children are born to women. A man can never give birth to a child. Therefore, he concludes from the words of the second apparition who says no one born to a woman shall harm Macbeth that he will never be harmed by anyone. Macbeth also believes that the forest can never move. So, when he hears the third apparition saying that Macbeth shall never be defeated until the Great Birnam wood moves towards the high Dunsinane hill, he comes to the conclusion that no one can ever defeat Macbeth. It is the apparitions' vague and obscure prophecies that mislead Macbeth and lead to his tragedy. In addition, the prophecies of the apparitions are also in violation of the maxim of quantity. During the conversation with Macbeth, the apparitions do not share with him all the things they know. Instead, they deliberately leave out some key information. So, the amount of information provided by the apparitions does not satisfy the needs of the conversation. The first apparition only tells Macbeth that he should beware of Macduff, but he does not tell him why, which misleads Macbeth into killing Macduff's wife and children, and adds inescapable evidence to his crimes. The second apparition only tells Macbeth that no one who was born to a woman shall harm him, but he does not mention that Macduff was born by Caesarean section and was taken out of his mother's womb before he was born, which misleads Macbeth into believing that he will never be hurt by anyone and can do whatever he wants to do. The third apparition predicts that Macbeth will not be defeated, unless the Great Birnam wood moves towards the high Dunsinane hill and attacks him. However, he does not tell Macbeth that the soldiers will cut off the branches and use them as camouflage to advance towards the high Dunsinane hill, which makes it look as if the Great Birnam wood was moving. All of these prophecies together convince Macbeth that he is unconquerable and unbeatable. As a result, he lets down his guard, indulges himself in the dream of invincibility, which finally leads to his self-destruction.

Analysis of the Tragedy of *Macbeth* at the Macro Level

Shakespeare's Humanistic Feelings

Shakespeare was born during the Renaissance which advocated humanism. During this period, human beings became the dominant theme of the age (Hu, 2009, p. 44), just as Shakespeare once praised in *Hamlet* that they are “the beauty of the world, the paragon of animals” (Greenblatt, Cohen, Howard, & Maus, 1997, p. 1697). Renaissance humanism assumed the dignity and central position of human beings in the universe, glorified human nature and opposed ignorance, which is a principle line throughout Shakespeare's creation, and reflected in his works of various periods. Shakespeare's works finished during the second period of creation were mainly tragic, and the classical tragic image of Macbeth was thus created. At that time, the cruel social reality of England was in fierce conflict with Shakespeare's humanist ideas, so his writing style changed from optimistic and lively comedies to pessimistic and gloomy tragedies and this conflict between humanistic ideality and social reality became the theme of his tragedies during this period.

It is because Shakespeare had strong humanistic feelings that his characters can never escape the fate of tragedy. In the eyes of Shakespeare, Macbeth had abandoned the values of humanism in order to satisfy his personal desires and ambitions, so it is indisputable that Macbeth would ultimately head towards the path of self-destruction (Huang, 2013, p. 32). Macbeth's tragedy was inevitable. If the prophecies of the witches, which violated the Cooperative Principle were the catalyst for Macbeth's movement towards tragedy, then Macbeth's radical deviation from humanism in order to satisfy his personal desires was the root cause of his downfall. From the moment he kills Duncan, Macbeth is no longer calm. He suffers from both the mental and the physical torture and eventually ends up on the path of self-destruction, which is the heavy price he has to pay for betraying humanism. As readers, only by fully understanding Shakespeare's humanistic feelings can we completely integrate the author into this world of humanism, so as to have a deeper understanding of the real intention of Shakespeare's creation of the tragic image of Macbeth.

Audience Expectation of the Witch Image

The 17th century in which Shakespeare lived was an age of witchcraft, and King James I, under whose reign *Macbeth* was created, was very interested in witches and sorcery, because he believed that there were witches in the world. He was firmly convinced that the fearsome gatherings of women would threaten his political power, so he made a series of policies directed against witchcraft and occultism, in order to deprive women of their political influence. During the reign of King James I, witchcraft was believed to explain the problem posed when one sought to understand why misfortune befell oneself rather than someone else. It made sense of the inequalities of life and explained why one person failed while others prospered. People also believed that evil deeds could be wrought even more effectively through the manipulation of spells and potions and the use of powerful magic. During this period, witches were usually feared, as well as respected. It was under this cultural background that, in order to cater to the tastes of the king and his readers, Shakespeare naturally added the image of the witches into *Macbeth* and deliberately described a scene in which three witches danced around a pot stirring potions and muttering spells. According to their existing knowledge of the image of the witches, the readers begin to think imaginatively, searching for clues, correcting or achieving the expectations of the witch image,

constantly approaching the author's intention, and thereby realizing the real dynamic interaction between the readers' understanding and the writer's creation (Wan, 2005, p. 72).

In addition, injecting the witch image into *Macbeth* can help create a mysterious and chaotic environment for Macbeth's tragic fate. The witch image itself represents a kind of mysterious and supernatural power. The witches in *Macbeth* are described as pale, haggard, weird-looking, and they can come and go mysteriously without leaving any trace, which often leaves people amazed and awed. The witches' prophecies play an indispensable role in the development of the tragic plot. The reason why the witches' prophecies can always work on Macbeth is because he is thoroughly convinced of the witch image, and if the same prophecy had been told to him by any other person, the following tragedy would not have happened.

Conclusion

As a new interdisciplinary subject, literary pragmatics aims to make a comprehensive analysis of the literary works based on the relevant pragmatic theories, as well as literary theories, so as to make a static analysis of the textual language of literary works at the micro level, and provide a dynamic interpretation of their creation background at the macro level, combining the author, the works, the readers and the world together. This provides a new perspective for literary research. Based on the relevant theories of literary pragmatics, this paper makes a new interpretation of the tragedy of Macbeth in Shakespeare's classic play at both the micro and the macro level, in order to help readers deepen their comprehensive understanding of the establishment of the theme, the development of the plot and the shaping of the main characters, which can also make a useful supplement to the research of *Macbeth*.

Acknowledgement

This research was financially supported by Tianjin University of Commerce Boustead College. The project name is *A Study of Shakespeare's Tragedies from the Perspective of Pragmatics*, Project No. BD20169104.

References

- Chen, Z. H. (2007). On the witches in Shakespeare's *Macbeth*. *Journal of North University of China (Social Science Edition)*, 23(1), 33-35.
- Greenblatt, S., Cohen, W., Howard J. E., & Maus, K. E. (1997). *The Norton Shakespeare: Based on the Oxford edition*. New York: W. W. Norton & Company, Inc.
- Hou, T. (2011). An analysis of drama discourse from the perspective of literary pragmatics. *Foreign Language Education*, 32(1), 16-19.
- Hu, L. N. (2009). Shakespeare's humanism reflection on Macbeth's death. *Journal of China West Normal University: Philosophy & Social Sciences*, (6), 44-47.
- Hu, Z. L. (2001). *Linguistics. A course book*. Beijing: Peking University Press.
- Huang, H. (2013). Shakespeare's humanism in *Macbeth*. *Foreign Language and Literature*, (6), 30-32.
- Muir, K. (Ed.). (2008). *The Arden edition of the works of William Shakespeare: Macbeth*. Beijing: China Renmin University Press.
- Tao, L. (2011). Discourse analysis of *Macbeth's* witches and functions explanation. *Overseas English*, (2), 202-203.
- Tian, J. W. ,& Sun, J. J. (2007). An analysis of the conversations in *Macbeth* from the perspective of pragmatics. *Drama Literature*, (4), 46-50.
- Wan, P. J. (2005). The witch image in *Macbeth*. *Foreign Languages Research*, 91(3), 70-72.

A Brief Overview of Studies of *and*-Connected Clausal Expressions

Chang Wang

School of Foreign Languages, Northeast Normal University, Changchun, China

Email: wangc496@nenu.edu.cn

[Abstract] *Even though 'and' as a common conjunctive expression can be widely used to connect any possible syntactic components, its application especially in connecting clausal expressions should not be taken for granted. When 'and' connects clauses, both discourse functions of 'and' and semantic relations of 'and'-connected clausal structures tend to present multifaceted features, which provide researchers with a great possibility of academic studies. Among all the diachronic studies of 'and' in connecting clauses, there is a great deal of discussion on the nature of 'and', functions of 'and', and many other aspects of 'and'-connected clausal structures. By briefly reviewing the nature of 'and' and previous studies of 'and'-connected clausal expressions, it is hoped that the study can provide future researchers with valuable reference.*

[Keywords] *and; clausal relations; discourse marker; coordinator; connective*

Introduction

As a popular conjunctive expression, *and* has a wide application in the connection of various syntactic components, including lexical expressions of different parts of speech, phrases, clauses and sentences. Given the popularity and functional universality of *and*, there have been a large number of academic researches of *and* or *and*-connected structures with various research perspectives and focuses. Comparatively speaking, studies of *and*-connected clausal relations have a high popularity. When *and* is applied to connect clauses, multi-faceted features of corresponding structures can provide researchers with various research possibilities. There have been a large number of studies which focus on the functions of *and* as a conjunctive expression in connecting different grammatical components but studies of *and*-connected clausal expressions is limited. With a purpose of giving a relatively comprehensive description of research with regard to *and* in connecting clausal expressions, the present study will cover aspects including the nature of *and*, functions of *and*, features of *and*-connected clausal relations and many other previous research perspectives of studies of *and*-connected clausal expressions. It is hoped that the study can give future researchers who are interested in *and*-connected clausal relations valuable reference.

Previous Studies of the Nature of *and*

One of the very popular addresses of *and* is discourse marker which, according to the definition in the Wikipedia, is a word or phrase that is relatively syntax-independent, does not change the truth conditional meaning of the sentence, and has a somewhat empty meaning. In *Practical English Usage*, Swan (2009) defines a 'discourse marker' as 'a word or expression which shows the connection between what is being said and the wider context'. For him, a discourse marker is something that either connects a sentence to what comes before or after or indicates a speaker's attitude to what he is saying. Discourse markers have been considered from a variety of perspectives and approaches, such as signaling a sequential relationship between utterances (Fraser, 1990; Fraser, 1999), as marking discourse coherence (Schiffrin, 1987; Lenk, 1998). They can be analyzed as a group or treated individually. It seems that discourse markers contribute to the pragmatic meaning of utterances and thus, play an important role in the pragmatic competence of the language user.

Another popular address of *and* is coordinator. Haspelmath (2004, p. 4) said that in practice, it is typically suspected that a construction will be coordinated if it is systematically used to render English constructions with the coordinating particles of *and*, *or* and *but*. Then he specified the definition of the particles or affixes that serve to link the units of a coordinate construction as *coordinator* (Haspelmath, 2007, p. 1). It seems that *and* as a ‘coordinator’ has been the key term in many of the studies on coordination (Kibrik, 2004; Zhang, 2009). In these studies, *coordinator* has been specifically used to describe the expressions for coordinate linking.

Apart from the popular terms of discourse marker and coordinator, other authors prefer to use the term ‘connective’ (e.g. Fraser, 1988; Bazzanella, 1990; Lamiroy, 1994; Unger, 1996; Degand, 2000) or ‘discourse particle’ (Hansen, 1998; Aijmer, 2002; Mulder, & Thompson, 2008) to address *and*. The word ‘connective’ is usually used as a cover term for adverbials, prepositions and conjunctions. Hansen defined ‘discourse particles’ as ‘non-propositional linguistic items whose primary function is connective and whose scope is variable’ providing ‘instruction on how to integrate the host unit into a coherent mental picture of the discourse’ (1998, p. 75). Celle and Huart (2007) chose to use the term ‘connective’ to cover a wider range of study, ranging from traditional conjunctions (and, but, because...), whose role is by nature connective, to full sentential frames, such as *the fact is that, it’s not that* and so forth. Bluhdorn (2008) stated that in many languages, connectives are among the most important means used to establish subordinative and coordinative relations in syntax. Moreover, they can also occur within sentences as part of grammatical cohesive strategies (Vos, 2007) apart from the supra-syntactic and textual level (Halliday, 1973; Schiffrin, 1987).

Previous Studies of *and*-Connected Clausal Structures

The phenomenon of discourse relations has been extensively studied (Mann, & Thompson, 1988; Kehler, 2002; Asher, & Lascarides, 2003). As the most common connective combining elements of similar syntactic qualities and features, when *and* is applied in combining clauses, it can be assumed that there will be various classifications of *and* usages and clausal relations constructed by the insertion and connection of *and*. For example, *and*-connected syndetic clausal relations can be closely related to the chronological significance of the connective *and*, which can show functions of temporal inclusion, temporal reversal and temporal overlapping and so forth. As stated by Martin (1983, p. 1) that conjunction is the semantic system whereby speakers relate clauses in terms of temporal sequence, consequence, comparison and addition and it is not pushy to say that coordination can be marked structurally and semantically. Sometimes, *and*-connected clausal relations can also be hierarchical in a more diversified manner. That is, more semantic relations are to be identified in *and*-connected clausal expressions. It is just as Vries (2005, p. 83) said that coordinate structures give rise to symmetries as well as asymmetries. Generally speaking, previous research of coordination focuses on the types and positions of coordinators, ellipsis and distinction between coordination and subordination from a cross-linguistic perspective. For example, Haspelmath (2004) put forward three different semantic types of coordination: conjunction (conjunctive coordination, ‘and’ coordination), disjunction (disjunctive coordination, ‘or’ coordination) and adversative coordination (‘but’ coordination) and specified four positions of coordinators (the conjunctive word) and his classification has been widely cited by other scholars (Lohmann, 2014; Zhang, 2009). Also, the study of *and*-related grammar is popular. For example, Haspelmath (2007) mentioned detailed types of ellipsis in coordination, such as forward ellipsis, backward ellipsis, right periphery ellipsis (Hohle, 1990) and right node raising (Postal 1974).

Many studies are on the mismatch between syntax and semantics in coordinate structures featured by *and* constructions. Culicover and Jackendoff (1997) argued that certain English constructions, notably the left-subordinating *and* constructions are coordinate in syntax, but subordinate in a dimension that they call conceptual structure. For example, 'Big Louie sees you with the loot and he puts a contract out on you.' However, Yuasa and Sadock (2002, p. 88) felt that this case is only one of a variety of mismatches between subordinate and coordinate structure and it is possible for what is coordinate in one structure to be subordinate in a parallel one because of the multi-faceted nature of language. In their study, Yuasa and Sadock applied a multi-modular account of both syntax and semantics. Both syntactically and semantically coordinate structures are called simple coordination and in a like manner, both syntactically and semantically subordinate structures are called simple subordination. Then the structures which are syntactically coordinate but semantically subordinate are termed "pseudo-coordination" and those structures that are syntactically subordinate but semantically coordinate are "pseudo-subordination". Obviously, the simple types of coordination and subordination are prototypical in grammar and will be unquestionably prevalent in all languages, but the structures mismatching syntax and semantics are frequent too and not small in number. Culicover and Jackendoff (1997) just described one of the special structures as semantic subordination despite syntactic coordination. As mentioned by Fabricius-Hansen and Ramm (2008, p. 7), opinions may vary somewhat as where exactly one should draw the borderline between coordination and subordination in the continuum represented by non-canonical varieties of these categories, i.e., *and*-connected clausal relations exhibiting crucial subordinate properties are termed by Lang (1984) "subordinate conjoining" and by Johannessen (1998) "pseudo-coordination". No matter what terms have been applied by scholars in different fields of language study in addressing those special clausal relations, research on them has been center on both syntactic and semantic features. In other words, an interface between syntax and semantics has been created.

Even though the connective *and* is a common phenomenon in meaning representation in English, there are no more than 150 journal articles or theses related to its study in the past forty years by Chinese researchers. Generally speaking, researches with regard to the coordinate connective *and* have mainly focused on several perspectives. For example, there are a relatively large number of studies focusing on functions of *and* from a general perspective (e.g. Xu, W., 1991). It is found that in native English expressions, the coordinate connective *and* can have approximately twenty functions in the representation of rhetorical relations, but among them there are several relations which are rather prevalent, including result, condition, sequence, contrast, transition, purpose and so forth. In addition, the translation of *and* in coordinate structures from English to Chinese is also the focus of many researches (e.g. Shao, Q., 1995). Inevitably, the translation of *and* will be influenced by its functions in the discourse. Quite often the translation practice has to be carried out in accordance with specific functions of *and* in different linguistic environments. Occasionally, there are translation researches of *and* concerning special features of *and*. Given the feature of being non-coordinate in many cases, the connective *and* has to be translated in a different manner from the traditional way (Wei, L., 2008) and because of the feature of not having any definite meaning, *and* can be frequently omitted in translation but ellipsis translation has to be made cautiously in order to make sure that the translated version can have complete meaning (Li, Y., 2007).

No matter whether it is *and*-connected pseudo-coordination (Guo, L., 1991) or the grammatical knowledge of the phrase 'go and do sth' (Shan, Z., 1996) that is under discussion, functions of *and* have always been the focus in study. However, all the relevant studies concerning functions of *and* are centered on the single language of English or the single genre of English writing but there are some studies that have

applied a comparative, or even contrastive, manner between two different languages or between two different genres. For example, Zhao Yongxin (1983) made a comparative study between the connective *and* in English and the connective *and* (with the pinyin of ‘hé’) in Chinese and found that the two similar connectives have been applied by different language speakers to connect expressions with different word classes and thus, present distinctive meanings in specific contexts. Lazaraton & Shi Yan (1993) compared *and*-connected semantic meanings in oral and written English materials. The study analyzed the use of *and* from three perspectives, including syntactic structures, semantic meanings and discourse (utterance) features. With materials collected from postgraduate students’ seminars and native speakers’ (freshmen in the university) English writing, the study found that there was a much larger number of *and*-connected clauses in oral English than in written English and there were great differences between the two different genres concerning *and*-connected structures. Wang Rui (2011) made a contrastive study concerning the use of *and* in writings by Chinese English majors and native English speakers, exploring differences in frequencies of occurrence, patterns of representation and enlightenment for the teaching practice of English writing. Zhu Liansheng (2012) conducted a similar research but focused mainly on the general features of *and* and the reasons for the misuse of *and* in English writing by undergraduate English majors.

Studies related to the coordinate connective *and* have also taken new perspectives or even new research methodology. Apart from the typical syntactic and semantic research perspectives of *and*, there is also pragmatic research perspective. Li Conghe (2006) elaborated on the pragmatic functions of *and* by saying that *and* will exert pragmatic constraints on the relevance of an utterance. It is found that explicitly *and* can constrain the inference of the semantic information, and at the same time, it can also implicitly influence the creation of linguistic contexts. In order to improve the validity and reliability of data, a corpus has been applied in data collection and data analysis (Zhou, Z., & Ni, Y., 2017), which further proves the diversity of research methodologies in the study of *and*-connected clausal expressions.

Conclusion

Findings of the brief overview of studies of *and* in connecting clausal structures can be represented by two aspects. The first finding is that while defining *and*, the term ‘discourse markers’ is more pragmatic, ‘particles’ is of more syntactic connotation, whereas ‘connectives’ seem to be able to combine syntax, meaning and discourse together, forming a relatively comprehensive picture. The second finding is that apart from previous studies which focused on the ontological features of *and* or *and*-connected clausal relations, here is a great possibility of combining ontological research perspectives with practical purposes. Also, it is of great necessity to apply new methodologies in studying *and*-related issues, such as the corpus-based method. Even though the linguistic phenomenon in which *and* is applied to connect clausal structures is prevalent in English discourse, there are definitely uncertainties related to the semantic and pragmatic functions of *and* which need to be further clarified and elaborated on.

Acknowledgements

This research was funded by “Social Sciences Foundation of Jilin Province (China)” (No. 2016BS62 & No. 2018BS17), “National Humanities and Social Sciences Foundation Project (China)” (17BYY106) and “Humanities and Social Sciences Research Project of the Ministry of Education (China)” (16yjc740051).

References

- Aijmer, K. (2002). *English discourse particles. Evidence from a corpus*. Amsterdam/Philadelphia: John Benjamins.
- Asher, N., & Lascarides, A. (2003). *Logics of conversation*. Cambridge, New York: Cambridge University Press.
- Bazzanella, C. (1990). Phatic connectives as interactional cues in contemporary spoken Italian. *Journal of Pragmatics*, 14, 629-647.
- Bluhdorn, H. (2008). Subordination and coordination in syntax, semantics, and discourse: Evidence from the study of connectives. In C. Fabricius-Hansen, & W. Ramm, (Eds.), *'Subordination' Versus 'Coordination' in Sentence and Text: A Cross-Linguistic Perspective*, (pp. 59-85). Amsterdam/Philadelphia: John Benjamins Publishing Company.
- Celle, A., & Huart, R. (2007). *Connectives as discourse landmarks*. Amsterdam/Philadelphia: John Benjamins.
- Culicover, P. W., & Jackendoff, R. (1997). Semantic subordination despite syntactic coordination. *Linguistic Inquiry*, 28, 195-217.
- Degand, L. (2000). Causal connectives or causal prepositions? Discursive constraints. *Journal of Pragmatics*, 32, 687-707.
- Fabricius-Hansen, C., & Ramm, W.(2008). *'Subordination' versus 'Coordination' in Sentence and Text*. Amsterdam/Philadelphia: John Benjamins Publishing Company.
- Fraser, B. (1988). Types of English discourse markers. *Acta Lintuistica Hungarica*, 38, 19-33.
- Fraser, B. (1990). An approach to discourse markers. *Journal of Pragmatics*, 14, 383-395.
- Fraser, B. (1999). What are discourse markers? *Journal of Pragmatics*, 31, 931-952.
- Guo, L. (1991). On pseudo-coordination in English. *English Knowledge*, 6, 16-17.
- Halliday, M. (1973). *Explorations in the functions of language*. London: Edward Arnold.
- Hansen, M. M. (1998). The semantic status of discourse markers. *Lingua*, 104, 235-260.
- Haspelmath, M. (2004). Coordinating constructions: An overview. In M. Haspelmath, (Ed.), *Coordinating Constructions*, (pp. 3-40). Amsterdam: John Benjamins Publishing Company.
- Haspelmath, M. (2007). Coordination. In T. Shopen, (Ed.), *Language Typology and Syntactic Description*. Cambridge: Cambridge University Press.
- Hohle, T. (1990). Assumptions about asymmetric coordination in German. In J. Mascaro, & M. Nespor, (Eds.), *Grammar in Progress: A Festschrift for Henk van Riemsdijk*, (pp. 221-235). Dordrecht: Foris.
- Johannessen, J. B. (1998). *Coordination*. Oxford: OUP.
- Kehler, A. (2002). *Coherence, reference and the theory of grammar*. Stanford: CSLI Publications.
- Kibrik, A. A. (2004). Coordination in Upper Kuskokwim Athabaskan. In M. Haspelmath, (Ed.), *Coordinating Constructions*, (pp. 537-554). Amsterdam, Philadelphia: John Benjamins Publishing Company.
- Lamiroy, B. (1994). Pragmatic connectives and L2 acquisition: The case of French and Dutch. *Pragmatics*, 4(2), 183-201.
- Lang, E. (1984). *The semantics of coordination*. Amsterdam: John Benjamins.
- Lazaraton, A., & Shi Yan (1993). The semantic meaning of the connection of AND in oral and written English. *Overseas Foreign Language Teaching*, 3, 33-37+11.

- Lenk, U. (1998). Discourse markers. In J. Verschueren, J.-O. Ostman, J. Blommaert, & C. Bulcaen, (Eds.), *Handbook of Pragmatics*, (pp. 1-17). Amsterdam: John Benjamins.
- Li, C. (2006). On the use of English conjunction of AND and the pragmatic function of and-connected coordinate sentences. *Foreign Language Teaching*, 2, 34-38.
- Li, Y. (2007). Pragmatic functions and translation of *and*. *Journal of Xi'an Foreign Languages University*, 4, 84-87.
- Lohmann, A. (2014). English coordinate constructions. A processing perspective on constituent order. Cambridge: Cambridge University Press.
- Mann, W. C., & Thompson, S. A. (1988). Rhetorical structure theory: Toward a functional theory of text organization. *Text*, 8(3), 243-281.
- Martin, J. E. (1983). Conjunction: The logic of English texts. In J. S. Potofi, & E. Sozer, (Eds.), *Micro and Macro Connexity of Texts*. Hamburg: H. Buske.
- Mulder, J., & Thompson, S. A. (2008). The grammaticalization of *but* as a final particle in English conversation. In R. Laury, (Ed.), *Cross Linguistic Studies of Clause Combining: The Multifunctionality of Conjunctions*, (pp. 179-204). Amsterdam: John Benjamins.
- Postal, P. (1974). *On raising*. Cambridge, MA: MIT Press.
- Schiffrin, D. (1987). *Discourse markers*. Cambridge: Cambridge University Press.
- Shan, Z. (1996). On the structure of go and do sth. *English Knowledge*, 3, 58-59.
- Shao, Q. (1995). On the translation of and in scientific English. *China Science and Technology Translation*, 1, 18-22.
- Swan, M. (2009). *Practical English usage*. Oxford: Oxford University Press.
- Unger, C. (1996). The scope of discourse connectives: Implications for discourse organization. *Journal of Linguistics*, 32, 403-438.
- Vos, M. D. (2007). *And* as an aspectual connective in the event structure of pseudo-coordinative constructions. In A. Celle, & R. Huart, (Eds.), *Connectives as Discourse Landmarks*, (pp. 49-70). Amsterdam/Philadelphia: John Benjamins Publishing Company.
- Vries, M. D. (2005). Coordination and syntactic hierarchy. *Studia Linguistica*, 59, 83-105.
- Wang, R. (2011). A comparative study of 'and' between English majors and native language learners. Dissertation of Guangzhou University.
- Wei, L. (2008). Examples of non-coordinate translation of A and B. *China Science and Technology Translation*, 1, 54-56.
- Xu, W. (1991). Multifunctional conjunction of *and*. *Tianjin Education*, 2, 39-41.
- Yuasa, E., & Sadock, J. M. (2002). Pseudo-subordination: A mismatch between syntax and semantics. *Journal of Linguistics*, 38, 87-111.
- Zhang, N. N. (2009). *Coordination in syntax*. Cambridge: Cambridge University Press.
- Zhao, Y. (1983). 'hé' in Chinese and 'and' in English. *Language Teaching and Study*, 1, 86-97.
- Zhou, Z., & Ni, Y. (2017). A corpus-based comparative study of and-connected notional words in coordinate structures. *College English*, 1, 89-93.
- Zhu, L. (2012). On the use of the coordinate conjunction of AND in the written materials by undergraduate English majors. Dissertation of Hangzhou Normal University.

On the Semantic Changes of Lexical Meaning

Lanlan Li

College of General Education, Heihe University, Heihe, China

Email: lan_da@163.com

Xiulan Ge

School of Foreign Languages, Heihe University, Heihe, China

Email: gexiulan1@126.com

***[Abstract]** As English has become an international language and with global culture converging, the number of English neologisms has increased greatly, and the scope of their meanings has also become more extensive. Based on the analysis of the developing status of vocabulary, this paper illustrates and interprets several prominent features of semantic changes in lexical meanings, such as extension, vacancy, narrowing and so on. It analyzes and concludes the reasons why the meanings of English vocabulary change, especially in terms of the scientific factors, political factors, economic factors, and cultural factors.*

***[Keywords]** the lexical meaning; features of the semantic change; main factors*

Introduction

With the development of society and the progress of science and technology people have deepened their understanding of objective things and have updated their ideas. Vocabulary, as the basic element of English, varies with the development of society. The changes in vocabulary not only happen in politics, economics, medicine or lifestyle, but they also occur in science, technology and environment. These words have a variety of senses and connotations, which are added, removed, or altered over time, often to the extent that cognates across space and time have generated very different meanings. Accordingly, there has been a problem bothering English learners, which is how to use the correct words in the right place at the right time and mastering the meaning of English vocabulary precisely has become a major barrier for English learners to promote their English language ability. The research into modern English showed the study of vocabulary doesn't keep up with the development of linguistics and has relatively lagged behind. The domestic vocabulary research from psychological linguistics, social linguistics, cognitive linguistics and diachronic research started relatively late, and its quantity and depth are not enough. Therefore, this paper first, based on the development of English vocabulary, clarifies the connection between vocabulary and society, between the lexical changes and social development. Second, it illustrates and interprets several prominent features of semantic changes in lexical meanings, including in extension, in metonymy, in vacancy, in narrowing, and in blending. Finally, it analyzes the main factors that motivate the semantic changes, generally involving scientific factors, political factors, economic factors and cultural factors.

An Overview of Vocabulary Development

Bloomfield, one of the basic researchers of modern linguistics, believes that all languages are not static but evolutionary, and the change is normal and a regular phenomenon (Hu, M., 2007). Some words also change semantically, not in their original meanings, but instead change in a way that they acquire additional meanings or are used to refer to other named entities over time (Wijaya & Yeniterzi, 2011).

Just like vocabulary in any other language, English is bound to experience a metabolic process. It will change as society changes.

As the most positive factor in language, vocabulary is particularly sensitive to changes in society (Zhang, Z., & Zhang, Q., 2004, p. 123). It is the most direct and immediate response to humans' lives. All new things, new problems, new ideas, and new conclusions that people have discovered need to be fully expressed by new words. So, the emergence of new words is one of the most distinctive features of English lexical changes. It is estimated there are about thirty thousand words in the original English language, and about 140,000 English words were recorded in Shakespeare's time. After the Second World War, the world was generally in a peaceful development; all aspects of social life were developing rapidly. Therefore, from the middle of the 19th century to the end of the 20th century, the amount of English vocabulary began to increase dramatically. Many new things came up under the impetus of the scientific revolution which promoted the development of new words in the English language, and happened in every field. For example, the progress of medicine has brought many new words about new technologies. In recent years, there have been some new words about life science such as *clone*, *gay*, *gene* and so on. In addition, the great changes in social cultural life have also been very influential in terms of vocabulary. On holidays, people go shopping at the "pedestrian mall" and enjoy movies in a "multiplex"; they can do "aerobics" and "rhythmic gymnastics" at the gym or do a variety of water sports: surfing, jet skiing and board sailing. In the 21st century, people all over the world recognized the importance of environmental protection; ecological awareness is growing and there are many new words associated with it: Eco-community, Eco-crisis, environment crime, and Eco-disaster, etc. In order to reduce the pollution in the environment, scientists have also invented new energy resources to make natural resources sustainable such as "bio-diesel" and "native fuel". The second edition of *The Oxford English Dictionary* contains 626,500 entries which were published in 1989. Then, even though it is calculated to have 500 thousand words, 2/3 of them were created in the last three hundred years (Wang, R., 1997). And it is certain that the number of words will sustain the trend of growth. The new social situation has been supplementing new meaning for many old words. The common verb "break" now has the new meaning of break dancing. During the Vietnam War, the verb "escalator" and its noun form "escalation" often appeared in the press as the war intensified. In the past two decades, the meaning of the word "escalate" has expanded; it became a sign of the rapid rise in prices and the sharp increase in spending. "Recovery" has the meaning of restoration. But now, it can also be used to refer to the return of the carrier-borne aircraft. "Renewal" means update; it can be used to express the meaning of city reconstruction. It follows that whether the emergence of neologism or the evolution of word usage, the semantic changes of lexical meanings must be the creature of the developing age. If English learners attempt to improve their English language ability, it is essential to follow the spirit of the era and update their vocabulary timely.

Accordingly, the study of vocabulary is bound to occupy the primary position in language research for a long time. Moreover, it will be the trend to abandon the study of the objective meaning of lexicology in the past and transform into the study of the subjective meaning of lexicology, which will enhance the basic structure of cognitive lexicology with Chinese characteristics.

Features of Semantic Changes of Lexical Meaning

The change of language is eternal and absolute. The evolution of lexical meaning is mainly reflected in the generation of new words, the elimination of old words, and the updating of word meanings (Guo, 2012). Lexical semantics takes the word as a meaning unit and focuses on analyzing the semantic relation

between words (Zhao, 2001, p. 14). Through following up the development of vocabulary, the analysis of the following features will help English learners identify the discipline of the semantic changes of lexical meaning and use these new words effectively.

The Extension of Lexical Meaning

The history of language development tells us that the development of national vocabulary reflects the national material and spiritual cultures. For any language, if it has too many words, the users of that language will suffer from the larger burden of remembering them. Also, it's hard for language users to achieve good communications. In the face of ever-changing new phenomena and new things, people use more old words to express new meanings in order to meet the needs of expression. This is the extension of lexical meaning. However, the emergence of a new word does not refer to a completely new one, but an old word is given new meaning. Just as Traugott (2006) argued, all semantic change arises from polysemy. That is to say, all new meanings have some kind of connotation to the previous meaning. For example, with the development of science and technology, the word "pad" can express new meanings such as a tablet computer and the traditional meaning of library. Similarly, "firewall" can express the security device on the Internet. "Salary" was originally meant to be the ration of a soldier's salt which later expanded to be soldier's pay. Now it refers to anyone's wage.

The Metonymy of Lexical Meaning

The metonymy of lexical meaning refers to the derivation of new meanings by analogy, because new things are similar in many ways comparing with old things. Similarities and analogies are the basis of semantic transformation. For instance, the word "Information" is analogical transferred into "info war", "info net" and "infonaut". In addition, skyjack, seajack and web jack were transferred by hijack. "When people use these words, the hidden semantic features of these words are excavated. People will highlight certain features of these words and hide some features at the same time". For example, the original meaning of the word "golden" meant a product made of gold. Because gold is very precious, the word "golden" has another meaning: precious, like gold. This transformation highlights the meaning of "precious" and hides the meaning of its color.

The Vacancy of Lexical Meaning

With the advance of global integration, different cultures and customs have also produced a number of new words. Due to historical reasons and many concepts, words that express new things or foreign things sometimes become very poor; it even has created a semantic void. English has borrowed many foreign words at this time, which has produced a lot of new English words. For example: "judo", "karaoke", and "nuclear explosion" come from the Japanese language, "Sputnik" from Russian, and "autobahn" from Italian.

The Narrowing of Lexical Meaning

When the meaning of some words expands, the meaning of other words becomes narrower and more concrete. This is the narrowing of lexical meaning. The word "starves", whose original meaning referred to death, after that the meaning became frozen to death, then die of hunger. "Wall" means a wall in general, but now it often refers to the "Berlin Wall". The cause of this phenomenon is related to polysemy. It also has some connections with people's careers, situations and things they are interested in. Even if it's the same word, different people have different imaginations and points of reference. For

instance, the word “machine” has different interpretations in different contexts. For a worker, he will associate the word to a lathe; for a tailor, his imagination might to a sewing machine; for a scientist, his imagination might be to a kind of supercomputer. So, the change of situation often makes the meaning of a word very specific; this reduces the meaning of words. The narrowing of lexical meanings is closely related to our social lives and it will be more common in the future due to the development trend of vocabulary, because the language of people’s daily lives always moves towards something more specific, not more abstract.

The Blending of Lexical Meaning

In the process of using old English words to create new words, people usually combine two different words into new words to express completely different concepts. This combination of two words is called the blending of lexical meaning. There are two types of blending of lexical meaning. The first is to blend two words in a direct way. For example, the word “online” is directly blended by “on” and “line”, “networm” is aggregated by “net” and “worm”. Another form of aggregation is grouped together by a certain part of two words. “Framily” is made up of “friend” and “family”, which means friends as important as family members. “Homepreneur” consists of “home” and “entrepreneur”, which represents an entrepreneur who set up a company in his own home.

Finally, it is considerable that semantic changes happen in the figurative use of vocabulary, involving in metaphor, Synecdoche and euphemism. For instance, imperialism is a “paper tiger” (Mao Tse-Tung, 1977). This “paper tiger” is a metaphor; the word “death” can be transformed into other expressions such as “go to heaven”, “pass away” and “go hence”. It follows that these semantic changes from the figurative context, but to some extent, are related to the cultural context.

Causes of Semantic Changes of Lexical Meaning

The emergence of English neologisms conforms to the needs of people and the requirements of the times. Although the changes in English neologisms are dazzling and huge, from the perspective of semantics, the emergence of English neologisms has attributed to a variety of concepts under the influence of external factors, which contain some rules to follow (Wang, 2015). The development of language is not separate from the progress of human society, so the semantic changes of lexical meaning are bound to be influenced by scientific, political, economic and cultural factors.

In the 1950s, western countries had a rapid development of science and technology. Under this background, constant innovation in science and technology brought many new subjects, new products and new discoveries. A large number of new English words were needed to express all of this. Some new changes have taken place on the original concept of many old words. For example, at present, the word “car” also has the meaning of a train carriage, balloon and airship. Its meaning has had a great extension compared with what it was a hundred years ago. What’s more, some new words have appeared based on the changing of old meanings of words in terms of professional terms. In the medical field, a number of new words are now used to represent major breakthroughs and discoveries, such as Viagra, test-tube baby, clone, genes, genetic code, DNA and so forth. There also have been many new words for new diseases and relevant information about them, such as hand-foot-and-mouth disease, bird-flu, swine-flu and so on. In the computer realm, since its emergence to rapid development, an endless amount of new words related to the Internet have been brought in, such as the word “cyber”. People added “crime” as its suffix, so the word “cyber-crime” now has a meaning of criminal activity that takes place on computers or the Internet,

as well as “cyber-chat” and “cyberspace” (Pangyan, 2012). With the computer being more welcomed by people, a new type of language expression – Internet English has appeared in public, which is also usually demonstrated by acronyms, aimed at communicating promptly, such as “Btw” is “by the way”, “OMG” is “oh my god”, and “thx” is “thanks”. Additionally, in the aerospace field, since the United States launched a series of manned missions to the moon in the early 20th century, many new related English words that were unknown before followed, such as moon landing, manned landing, lunar orbit and carrier rocket.

Since the end of the Second World War, the political landscape and figures of the international community are changing daily, but there is no doubt that a large number of new words have been created by various kinds of political events. The new words derived from political scandals are particularly well known. In the 1972 U.S. presidential election, Nixon’s campaign team was arrested on the spot when they were taking documents and putting electronic eavesdroppers in the headquarters of the democratic campaign committee at the “Watergate” building. This caused Nixon to resign, the first president in American history. This happened in the Watergate building, so it was called “Watergate”. Now the addition of “gate” is widely used to refer to various political scandals. The gate affair can also refer to some explosive events and news. For example, in the 1970s, members of congress and some government officials took bribes from South Korean businessmen, which was called “Korea gate”. In addition, there was “Iran-gate” in 1988 and “Wiretapping-gate” in 2005 (Zhuang, 2012). In addition, when the western country’s new leaders come to power, a mass of new words were born. These words often have a strong link to the name of new leader. Since U.S. President Obama took office, many neologisms related to Mr. Obama such as “obamacize”, “obamabot”, and “obamamania” appeared. Political events and figures of this kind have led to the emergence of new words, which reflect a certain period of political climate.

An economical event is a primary component in a complicated social phenomenon. In 2008, the sub-prime mortgage crisis and the world financial crisis added many historic new words, such as “Sub-prime”, “financial tsunami” and “credit crunch”. After that, the increasing gap between the rich and the poor grew globally. Many new words related to this phenomenon appeared, such as “wealth disparity” and “economic palatalization”. Moreover, there was a frequent trade war among Japan, America and Europe, which led people to focus on words like “income gap”, “income inequality” and so on. In recent years, the rapid development of e-commerce brought so many words about online transactions and online payments such as “Business To Business”, “Business To Consumer” and “third party payment”. These new phrases spread quickly through the Internet and became widely known.

Finally, under the background of global cultural integration, the invasion of foreign culture has had a profound influence on the development of native languages. The penetration of foreign words into English is an obvious reason for the semantic changes of English vocabulary. English is an international language which has a large number of foreign words. Influenced by the developing history of England, English has borrowed about half a million new words from other languages accounting for 80 percent of the total English vocabulary (Knowles, 2004, p. 138). For example, most of the new words in the arts come from French, such as “New wave”, from the French “Nouvelle Vague”, which means the new wave faction in film creation. In addition, English loanwords also involves a variety of fields in the world. These new words were deeply imprinted on foreign cultures, such as “big-pot-rice”, “paper-tiger”, “four modernizations” from China, “samizdat” from Russia and “Karate chop” from Spanish.

Conclusion

With society and science developing, it is often seen that the meanings of more and more English words have changed. In order to understand and interpret English vocabulary more thoroughly, it is necessary to grasp the rules of the semantic change of English vocabulary accurately. Through research, we know the semantic changes of English vocabulary are mainly manifested in the following aspects: (1) the extension of lexical meaning – old words are added with new meanings; (2) the metonymy of lexical meaning – use old words to describe new things by analogy; (3) the vacancy of lexical meaning – borrow words from other languages; (4) the narrowing of lexical meaning – make words become narrower and more concrete; (5) the blending of lexical meaning – create a new word by combining some old words. These characteristics of English lexical semantic changes are obvious, but the factors contributing to these characteristics cannot be ignored. It will help us to strengthen the study of the rules of English language development. The increasing penetration and integration of the global economy renders foreign words in modern English more common, abundant and innovative than ever. It's also worth mentioning that the social nature of English vocabulary is becoming more intense. Human behavior and achievements in science, politics, economy and culture have promoted the evolution and development of the language system. Before the 20th century, British English was dominant in the world. However, with the global expansion of America, American English has had a very important impact on the development of English vocabulary. Therefore, the study on the semantic changes of lexical meaning cannot be separated from the research on the influence of social factors involving the progress in science and technology, the development in science and technology, political exchange, as well as cultural integration. It will provide English scholars and learners insights into English vocabulary, even the language itself. To perceive the social factors and discover new features in the formation of new words will be a long-term task, which is bound to achieve more in the process of the society.

Acknowledgement

Foundation Project: The phased result of 2018 Transverse project in Heihe University – Comparative Study of Applied Undergraduate Education between China and Russia.

References

- Deumert, A. (2006). Semantic change, the internet: And text messaging. *Encyclopedia of Language & Linguistics*, 121-124.
- Guo, C. (2012). On the change and development of English lexical meaning. *Journal of Qiongzhou University*, 19(3), 124-125.
- Hu, M. (2007). On the development of English vocabulary. *Journal of Huangshan University*, 9(3), 178-180.
- Knowles, G. (2004). *A cultural history of the English language*. Beijing: Peking University Press.
- Mao, T. -T. (1977). U.S. imperialism is a paper tiger: July 14, 1956. *Selected Works of Mao Tse-Tung*, 308-311.
- Pang, Y. (2012). The characteristics and translation techniques of new English words. *Journal of Bohai University (Philosophy and Social Science Edition)*, 2012(2), 89-93.
- Traugott, E. C. (2006). Semantic change: Bleaching, strengthening, narrowing, extension. *Encyclopedia of Language & Linguistics*, 124-131.

- Wang, J. (2015). Characteristics of the semantic evolution of English neologisms in the cultural context. *Journal of Xinxiang College*, 32(4), 48-50.
- Wang, R. (1997). The latest development of English vocabulary. *Foreign Language Teaching and Research*, 111(3), 36-42.
- Wijaya, D. T., & Yeniterzi, R. (2011). Understanding semantic change of words over centuries. *International Workshop on Detecting and Exploiting Cultural Diversity on the Social Web*, 35-40. ACM.
- Zhang, Z., & Zhang, Q. (2004). *Lexical semantics*. Beijing: Commercial Press.
- Zhao, Y. (2001). *Introduction to cognitive linguistics*. Shanghai: Shanghai Foreign Language Education Press.
- Zhuang, J. Y. (2012). On the development of English vocabulary and its influencing factors. *Journal of Inner Mongolia Agricultural University*, 14(1), 374-376.

The Cognitive Interpretation of Pragmatic Issues with Reference to Presupposition and Dexis

Wen Jinhai

School of Foreign Languages, Nanjing University of Finance & Economics, Nanjing, China

Email: wenjinhai163@163.com

Sun Yue

School of Foreign Languages, Jiamusi University, Jiamusi, China

Email: pipiluxixi@126.com

[Abstract] *In this paper, it is maintained that pragmatics is simply the eclectic extension of linguistic structuralism, which is covetous of a simplistic combination of structure and single units, while cognitive linguistics aims to look into the development and integration of linguistic competence in actual use and pays more attention to dynamic analysis of language as a whole. Then, its exemplification is made with reference to the lasting issues, presupposition and dexis, in pragmatics.*

[Keywords] *pragmatics; presupposition; dexis; cognitive linguistics*

Introduction

The pragmatic and cognitive dimension is intertwined too closely in current linguistic study. There is too little comprehensive argument at home with only several good pieces; for example – ‘*The Complementarity of Cognitive Linguistics and Relevance Theory*’ (Zhang, & Cai, 2005), *The Cognitive View of Pragmatic Explorations* (Jiang, 2006), *The Kindred and Complement Nature of Pragmatics and Cognitive Linguistics* (Guo, 2008), and the like. Below is a brief introduction to their divergence.

Literary Review

From the perspective of philosophical origins, derived from logical positivism, pragmatics is based on experientialism, pragmatism and is the daily branch of analytic philosophy in Britain and America (Guo, 2008), so it compensates for the former whose essence still remains static or inductive. Embodied in language use is the construction of putting together discrete, irrelevant units as products; pragmatics adopts the practice of being limited in prescribed authoritative areas as widely as possible while covering as many tasks as possible without changing its original intent (Stamenov, 2003). Its premise is to view it as an autonomous branch awaiting amendments and additions. In reality, the dynamicity advocated there is none other than a version of staticity in communicative contexts. Strictly speaking pseudo-interpersonal because its ultimate goal is semantic extension-oriented. Altogether different, cognitive linguistics does not stem from this, but is based on a whole-new idea, an embodied philosophy. The embodiment it attaches great importance to is multiple inter-dynamicity, the psychological representation and experientialist elements of meaningful constructions, etc. Thus, everywhere in it the dynamic derivation and process are emphasized; the value of all semantic functions is an immediate product of its communicative situation, subject to embodiment, construal...without any so-called regular meanings depending on no context. The nomenclature of literary meaning is only a substitute for default construal, not compressed as solid. It involves online communicative features confined by contexts at any time, such as some additional bound

meanings like manors, and expression, which, contrary to the language of Saussure, are not able to part from the dynamic integration of parole as overwhelmingly primary. It is said to be a comprehensive branch in language analysis; it follows the subjects' psychological activities through uses.

Apart from this, what both share in common is discerning the relevance clues, making pragmatics have somewhat an inter-disciplinarily bent, i.e. cognitive pragmatics, though relatively isolated. While cognitive linguistics centralizes the optimum relevance as the general operational principle of cognitive economy, thus, we hereby employ the idea of dynamic integration to reconsider the discrete units in pragmatics.

Evidential Outlook and Methods

Presupposition

Here, the common practice is to classify presupposition into two types: semantics and pragmatics. The former is activated by some triggers like the definite expressions, factual verbs (realize), implicational verbs (regret), state of change verbs (stop), judgment verbs (accuse), temporal clauses, cleft clauses, comparative constructions, counterfactual conditionals, interrogative clauses and so on. The criterion on which the value of a clause's presupposition is true depends on the fact when the embedded negated its presupposition still functions as usual. Pragmatically, presupposition pertaining to the background knowledge sanctioning the felicity of an utterance cannot be disabled only by the negation of its carrier, either. Thus, the classification made is sufficient to satisfy the needs of the meaning that a whole is the sum of its component parts, in accordance with the structural reductionism engendered by 'semantics + contexts = pragmatics'. It seems that presupposition is specifically designed for certain phrases or constructions; all of the rest can be added or derived through contexts, so presupposition, whether intra-or extra-clausal, is often cancelled. For example:

- 1) a. *Mary didn't manage to impress her examiners, in fact she didn't even try.*
b. *Mary claims to have seen Helen of Troy, but of course there isn't any such person.*
(Marmaridou, 2000, p. 129)

Here, in Clause 1a, the presupposition does not exist because the sememe 'try' implied by 'manage' is blocked. In Clause 1b, the first half is in conflict with the second; its background information has to be amended. Intra-clausal cancellation is true when the projection problem arises. For example:

- 2) a. **Mary believes that she has developed an ulcer. (Mary believes/knows that she has developed an ulcer again/.)* (Marmaridou., 2000, pp. 131-132)
b. **Mary died before she got her Ph.D. (Mary found a job before she got her Ph.D.)*
(Marmaridou, 2000, p. 119)

In Example 2, compared with those in parentheses, either of the floating presuppositions in the first two is made impossible. Sometimes such intra-clausal cancellation is brought about by meta-linguistic negation, going against its survival premise, logical test. For example:

- 3) a. *Close the door.*
b. *Don't close the door.* (Marmaridou 2000, p. 137)
- 4) a. *John will regret doing linguistics.*
b. *John won't regret doing linguistics.*

In Clause 3b, the first half of the presupposition 'the speaker wants the door closed, or the door is not closed' disappears in 3a. In Clause 4b, the negation produces wide-scope or narrow-scope ambiguities,

when the contextual information does not clear up or intervene at all. It means that John does not have any regrets, but he is doing/will do linguistics (presupposition preserved), or John will not have regrets because he is not doing linguistics (the whole frame collapses). These prove the fallacy of the logical test. Thus, most of the semantic presupposition ought to fall within the pragmatic category with their logical components left belonging to semantic implication, and the additional or attached meanings of linguistic expressions only contain semantic implication, implicature and pragmatic presupposition.

From the embodied view of semantics in cognitive linguistics, they both owe a lot to the subjectivity of presupposition. The language itself is not qualified for being autonomous; the denoted cannot be linked with the word symbols directly. What is needed in between is the process or treatment given by thoughts in human mind. The presupposition is no exception and is endowed with the information carried by speakers, but not the sentences, phrases or words alone. On the contrary, it is only the interlocutors who dispatch the presupposition. What is more, those so-called semantic presuppositions are not uniform models, their survival depends on pragmatic factors or subjective preference every now and then. The origin of the presupposition's cancellation lies with the subjectivity's ad-lib function, which makes the former over-sensitive to its surroundings. But the subjective scope is lop-sided, often preferred, and such contradiction between the reflector and the reflected embodied in the linguistic messages engenders the fight between the messages on stage and those off stage, focus and presupposition or background, and in the end, between holistic single scope, or, to be more exact, between scope interior and inter-scope for lack of the holistic monitor. For example:

5) a. *Mary's not stingy >> she's really generous.*

b. *Mary's not stingy >> she's thrifty.* (Marmaridou 2000, pp. 143-145)

In 5a, the Idealized Cognitive Model (ICM henceforth) comprises the dimension of stingy – generous to be in interior parallel; In 5b, another dimension of ICM, thrifty – wasteful, is activated in exterior series. No contradiction is found in between, and the stronger power of utterance attains to the upside down turn of the presupposition in latter half of 5b, which is akin to the wide scope negations in preceding Examples 3 and 4.

Cognitively speaking, the negation of 'stingy' makes one either look for the opposite in one and the same mental space or explore the solutions in some other mental space. This is termed space shifts or swifts; the communicative turn of utterance rounds is always in dynamic change.

Generally speaking, projection may float smoothly from the space being built to the base space, but if in this process it comes across symbol sequences showing their literal meanings or their antonymic meanings in public, its floating has to come to a halt (Fauconnier, 1997). This is called the principle of projection float, in other words, the trigger-off or shift of projections is much related to the optimization of space and is not in direct link with actual words chosen there in nature. For example, the influential version of holes, plugs and filters proves that they are not the inherent properties in themselves, but bearings of their users. In psychological layout, one needs to attach importance to the efficiencies or effectiveness; it is the physical fundamentals of the human brain that determines the genesis of cognition economy a priori. No linguistic factors in cognitive contexts such as the psychological representation of knowledge etc....are substitutes for filters of space. For example:

6) a. *Mary married/didn't marry before she got a promotion. >> Mary got a promotion.*

b. **Mary left the company before she got a promotion. >> Mary got a promotion.*

(Marmaridou 2000, p. 126)

In 6b, the paraphrase of ‘left the company’ is in conflict with that of the other elements in the base space of the overall frame. The projection ‘Mary got a promotion’ has to suspend its mission, giving one sense of intra-sentential cancellation. Take one more example:

7) *I imagined that Kelly was ill and nobody realized that she was ill.*

The projection P^1 and P^2 are opposite to each other, namely $P^1 = \sim P^2$, or $P^2 = \sim P^1$, so $S_1 \& S_2 > \sim P$. The example listed here reveals the urgency and necessity of space optimization when being built. On this basis, once it forms the natural tendency, the original model or conclusion will surely be toppled down with the emergent meanings entrenched and established. So, whenever there are uncertain factors embedded in base space, all the relevant items in building space eschew their appearance in time waiting for relocation.

8) *a. Mary believes that it will not stop raining until tomorrow.*

b. It is raining and Mary believes that it will not stop raining until tomorrow.

(Marmaridou 2000, p. 150)

The projection “it is raining”, meets the fictive space (a.) halfway, and turns to the real space in coordination (b. It is raining.), thus gaining its survival.

Pragmatists affirm that projection is an implied meaning in pursuit of its being reflected by the literal, and as a result, it falls into the unbounded state, indistinct with each other. In terms of cognitive structures of human beings, presupposition is part of the situations hidden in conceptual frame designed by ICM, pertaining to background information intrinsic or extrinsic constructivism, correlated with focus information on stage. Online operations being made in mental space, the amount of background information offered by presupposition varies with the shift of focus. The larger the scope of focus, the less volume covered by presupposition, or vice versa. And along with the movement of focus, it becomes interchangeable with the latter. When the old comes to the front emergent, serving as the newly eye-catching information, some other element back-grounded immediately follows up. In conversation rounds, such procedures keep going repeatedly until its intention is reached or is suspended on time for the moment, proving that presupposition is not a hidebound role covetous of static deduction with passionate devotion. It seems to be a station of transfer for information layout or switch in cognitive currents for its dynamic, hierarchical and heterogeneous nature.

Deictic Terms

Dexis includes some elements in linguistic structure employed to address, denotes or reflects interlocutors, things and messages like time or space taking place in conversations. Deictic indices are very important to understand utterances smoothly, which can be seen in the following case whereby one picks up a bottle on the sea with a sheet of paper that reads:

9) *Meet me here a week from now with a stick about this big.*

The reader is not capable of figuring out who wrote the note, when and to whom, not making clear the abstract referents of the italics. Thus, one comes to realize that the dexis involves the relationship between linguistic structure and world of experience, more or less constituting the backbone of pragmatic attention. The only regret is that it is treated roughly structurally in pragmatic practice. According to the conventions, deictic phenomena are usually classified into simple branches of person, time and place deixis. Later on, two more types are added by Levinson, namely discourse and social deixis (1983).

But, there are three additional problems passed down that are still waiting for a solution through the pragmatic analysis of deixis. Firstly, some overlapping is usually found in common uses, especially when the tax collector meeting her lawyer and client says:

10) *Mrs. Jones should apply by tomorrow the latest.* (Marmaridou, 2000, p. 75)

Apparently the speaker is confused with the double identity of the lawyer, both hearer and addressee. It is true of both cases of ‘we’, with one meeting the solidarity strategy often including the hearer; the other deference excluding the addressee, sometimes even to some extent of being purely in textual needs, i.e.:

11) a. *In this chapter we have outlined an experiential view of deixis.*

b. *Now we are going to put our pajamas on.* (Marmaridou, 2000, p.76)

Secondly, certain linguistic forms perform different functions of time, place or discourse on various occasions. And third, the too rigid classification of deixis may blur the demarcation of the non-deictic uses of deictic terms or the deictic ones of non-deictic terms when dealing with relevant data (Marmaridou, 2000, p. 96).

So, it suggested here that we reconsider and reevaluate the complications and efficiencies of deictic phenomena in the cognitive light of language study. Metaphors are everywhere in common daily speech. According to the statistics conducted by Lakoff & Johnson, more than 70% of English expressions find their roots in them (1980). At least one metaphor appears in every three utterances on the average in verbal communications. The conceptual metaphor is the precious means by which human beings live in daily encounters, especially the motivation of semantics to form and extend in major majorities, so to speak. The four compositional principles of ICM are propositional constructions, image schematic constructions, metaphorical and metonymic mappings. Categories and vertical scenes are attained to by the container scheme and the part/whole scheme; while focus/background is attended by front and back scheme. Lakoff terms it as *Spatialization of Form Hypothesis*, in which metaphorical mapping is acquired projected from physical into conceptual domain for spatial structure correlates with that of concepts. Image schemes set rail to abstract configurations defining concepts, conceptual structure being imagined as image schemes + metaphorical mapping (Lakoff, 1987). The vertical up and down in spatial scenes are compared to past and present in temporal domain, and its basic principles can be illustrated in the following diagram.

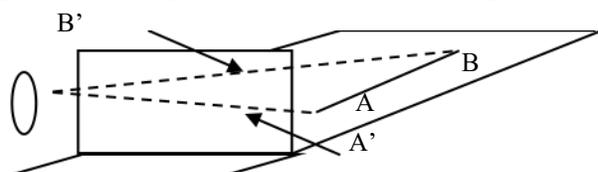


Figure 1. The Mapping Principle of Up and Down onto Front and Back

Thus we can see that the spatial deixis is the origin of deriving all of the other deictic devices. Space is expressed by two forms, those of directional feel and distant feel. The temporal flux in direction is respectively said to be up and down in parables according to one’s personal experience (See Example 12).

12) a. *Up to now they’ve had very little to say.*

b. *It had been occupied as a palace by all our kings and queens down to James I.*

In distance, we may employ the past tense to describe the scenic process bearing some distance to the current speech event in case, and it makes the past tense morphemes similar to deictic terms, being typical of deictic usage. The practice of distance accompanying time is quite popular in linguistic representations. Similarly, the textual deixis is also the reflection of spatial deixis meta-linguistically. All three intersect and

overlap. The formation and combination of personal and social deixis does not get away from metaphorical mapping of direction and distance. Direction reflects and sets the ontological direction of the hearer; distance tends to cover how far the relationship between both interlocutors is. And the choice is difficult between simple address and appropriateness of deixis.

Conclusion

To sum up, only by means of the strategies like frame scheme, space shifts and space optimization can we solve the problem to determine the life or death of the presupposition as a whole whose boundaries are just the real reflection of the cognitive typicality. The case is true of deictic terms serving only to a different extent of typicality in identity key-tone or attributes.

Notes

> > = entails;

* denotes illogical or ungrammatical sentence, presupposition or proposition;

~ denotes the negative form of propositions.

Acknowledgement

Special thanks to my mother who encourages me to try very hard as usual.

References

- Fauconnier, G. (1997). *Mappings in thought and language*, (p. 61). Cambridge: Cambridge University Press.
- Guo, H. (2008). The kindred and complement nature of pragmatics and cognitive linguistics – Explained from modern philosophy and semiotics. *Journal of Xi'an Foreign Studies University*, (1), 1-4.
- Jiang, X. (2006). The cognitive view of pragmatic explorations. *China Foreign Language*, (6), 33-37.
- Lakoff, G. (1987). *Women, fire and dangerous things: What categories reveal about the mind*, (pp. 275). Chicago: University of Chicago Press.
- Lakoff, G., & Johnson, M. (1980). *Metaphors we live by*. Chicago: University of Chicago Press.
- Levinson, S. (1983). *Pragmatics*. Cambridge: Cambridge University Press.
- Marmaridou, S. S. A. (2000). *Pragmatic meaning and cognition*, (pp. 75, 76, 96, 119, 126, 129, 131-132, 137, 143-145, 150). Amsterdam/Philadelphia: John Benjamins Publishing Company.
- Stamenov, M. I. (2003). Quo vadis, pragmatics? Alternative conceptions in making sense of a heterogeneous discipline (Review). *Journal of Pragmatics*, 35, 263-297.
- Zhang, H., & Cai, H. (2005). The complementarity of cognitive linguistics and relevance theory. *Foreign Language*, (3), 14-21.

On Lexical Features of English News

Xiulan Ge

School of Foreign Languages, Heihe University, Heihe, China

Email: gexiulan1@126.com

Lanlan Li

College of General Education, Heihe University, Heihe, China

Email: lan_da@163.com

[Abstract] As an important carrier of cross-cultural communication, English news is the main way for readers to obtain international information. Influenced by the stylistic features of English news, to grasp its lexical features will be the key to understand the core content of news accurately. This paper analyzes the lexical features of English news respectively from application of neologism, borrowing of words, and use of hedges. It identifies it is these features that help English news achieve its timeliness, objectiveness and truthfulness.

[Keywords] English news; features; neologism; borrowing words; hedges

Introduction

The further development of economic globalization promotes English as the lingua franca in the world. English news, accordingly, turns into not only the channels through which we obtain the latest dynamic of the world and the frontier knowledge in all walks of life and, also, provides the ways the Chinese media conducts international communication and improves the nation's soft power. News usually shows a recent or upcoming event. Its timeliness, truthfulness, and objectiveness determine its difference in lexical features from other types of articles. The research into English news has made many achievements. However, it generally focuses on micro-concepts, such as studies of the title of English news, translating characteristics of English news and so on. However, the research on the lexical features of English news is still insufficient. Hou Heying and Dongtian (2016) pointed out it is significant to understand these lexical features for the accurate grasp of news information, as well as the contents hidden behind the information in the social culture and ideological fields. Therefore, this paper, first, discusses a mass of neologisms that frequently emerge in English news. These neologisms are composed of newly invented words and old words with new meanings. Second, it states journalists often choose many borrowed words in English news in order to make news readable and easily understandable. Finally, by means of analysis of fuzzy adverbs and adjectives, it stresses hedges' significance in English news.

Application of Neologism in English News

The continuous development of society leads to the emergence of a large number of new technologies and new concepts. At times, it seems difficult to describe some objective item accurately by using existing words. Then, some neologisms are generated and presented in

English news by journalists. In general, these neologisms are classified into two categories, namely newly invented words and old words with new meanings.

News is the medium through which people have much contact with the latest information of national and international events, as well as the frontier of knowledge in all walks of life in the first place. Therefore, people can learn about many newly invented words in the news; these words are produced by means of word-formation, including the words that are born and usually used to describe new concepts, new blends of words from abbreviations, some from derivatives, and so on. The words following the news sometimes use new words, when, for example, a device is newly invented. Here is an example:

While other scuba diving hotspots are filled with kaleidoscopic coral reefs, in Britain, our top scuba adventures consist of shipwrecks beneath the sea, most notably the German High Seas Fleet in the Orkneys.

– *The best 2018 adventure holidays for families in UK and across Europe, Mirror, April 13, 2018*

“Scuba” is a device that helps people breathe under water. It is a newly developed device, and people didn’t have the related concept about it in the past. Now, “scuba” is even available in dictionaries.

Besides, it is common for journalists to frequently use the abbreviations in news. The following piece of news is a good sample:

British consumers are braced for an expensive post-Brexit future, with four in five fearing price rises on goods and services, a survey has found.

– *Over 80% of British consumers ‘fear’ more price rises post-Brexit with food and travel top of the list. Mirror, May 19, 2017*

This sample is the typical case related to the blending expression in abbreviations. Blending is a process of word-formation. A new word is made by using the parts of the full form of two other words, such as “paralympic,” which is a combination of “paralysis” and “olympic,” and “swimnastics,” which is a combination of “swim” and “gymnastics” (Yanyan, 2014). Here there are two blending words used. Another example is “Brexit,” which is the combination of “Britain” and “exit.” Still another other is “post-Brexit,” which refers to something happening after Brexit. As these words are widely applied, the media often uses them in news reports so that people will immediately understand the subject of the news.

Eventually, Dai Weiping in the *Study of English news and Vocabulary* wrote the roots and affixes used to analyze the formation of English news words and explain their meanings. By doing so, he ensured that readers would have a more vivid and specific understanding of the forms and meanings of the words. Accordingly, some derivatives also appear in news. For example, after Nixon's Watergate scandal in the 1970s, “-gate” became the exclusive suffix of major political scandals. Such neologisms not only make text structure concise, they also draw people’s attention.

Traugott (2006) argued that all semantic change arises from polysemy. Thus, in the face of ever-changing new phenomena and new things, people use more old words to express new meanings in order to meet the needs of expression; this process is known as the extension of lexical meaning. These words become fashionable words. The media, as a kind of organizations

that need to use fashionable, uses words to satisfy and attract readers and utilizes these fashionable ways of expression. An example of this can be found in the fragment “Investigators are asking for your help tracking down a driver that hit an Amish buggy and drove off.” from the news broadcast from WNEM on January 5, 2017. The word “buggy” is an informal or slang term for mentally irregular, and it is also a word which means a small lightweight carriage. In the news, “buggy” means roadster. In other words, “buggy” is the name of a category of modern mechanically-powered vehicles.

Employment of Borrowed Words in English News

Sometimes, journalists need to utilize expert words from other fields to express something that has some similarity to them to help readers master the underlying cultural connotation and ideologies in the news. Moreover, such borrowed words help increase the news reports’ accuracy and vividness. These borrowed words can be divided into three categories: borrowed names of places, borrowed jargon, and borrowed words from other languages.

First, journalists prefer to replace names of places with the name of the organizations. Thus, we might regularly read news, like “Beijing decided to do something” or “Washington dispatched another fleet to someplace,” etc. Here is a fragment collected from the news: Josh Rogin (2017) reported that “South Korea’s president and Trump are off to a good start, but can it last?” In the news released by *The Washington Post* (2017), it was said “Despite all the happy talk this week, there is still evidence that Washington and Seoul don’t completely see eye to eye.” In the news, the journalist used “the White House” to express the federal government of the United States, and “Washington” and “Seoul” to mean the United States and South Korea.

Second, journalists are accustomed to borrowing some jargon from other areas of expertise, as well. For the sake of the professional expression, the jargon used here will be cited directly. For example:

Mr. Trump will head to Rome for a papal visit. He'll then stop in Brussels for the NATO summit. His trip will conclude in Taormina, Italy for the G7 conference of rich nations.

– *Trump’s foreign trip threatened by domestic scandals, CBS, MAY 19, 2017*

The word “papal,” a religious term, refers to things related to the Pope. The editor used “papal visit” instead of “a visit paid to the Pope” so that the passage could be shortened and the rhythm of the reading be stressed. As a result, the news gave readers a deeper impression.

Finally, many English words, like any other language, are borrowed from foreign languages; the words eventually become an indispensable part of English. In the English vocabulary, the quantity of loanwords is almost more than the native words, and loanwords make up the majority of them (Humin, 2007). Consequently, the borrowed words from other language arise in English news frequently, so the domestic readers know the news they are reading is relevant to some foreign event or draw foreign readers’ attention to the news. Journalists usually choose two distinctive ways of borrowing words from other languages: using loanwords directly and applying loan-shifts. For instance,

We've hunted for the very best adrenaline-filled holidays for the entire family, which promise action-packed activities to satisfy your wanderlust.

- *The best 2018 adventure holidays for families in UK and across Europe,*
- *Mirror, April 13, 2018*

This is a good sample with loanwords. Here, “wanderlust” is a German word, a combination of the German words “wander” and “lust.” Sometimes, the borrowed words will be changed into loanshifts. Distinguished from the words like “wanderlust,” some words have been changed into words that are in accordance with rules and habits of English language. For example, the “phoenix” was called the “ho-ho bird” in the first place. Also, people often say “abacus” more than “Suanpan,” since other cultures had generated similar devices as well. Thus, “abacus” is a better choice if it is unnecessary to highlight the fact that an abacus is a Chinese device. In English, many words from other Germanic languages can be interchangeably used with naturalized words. For example, both “lightning war” and “blitzkrieg” can be used in English, and both words are found in English dictionaries. Occasionally, another intermediate way, loanblend appears in news reports. For example, in the expression “silk road,” “silk” is a loanshift word, yet “road” is a native English word. However, “silk road” is a Chinese concept. That’s a product of loanblend. Compared with loanword and loanshift, it appears rarely.

In conclusion, borrowed words contribute to the accuracy and vividness of English news. However, it’s imperative that journalists have insights into the words’ underlying cultural connotations and ideologies, avoiding disturbance of comprehension for readers.

Use of Hedges in English News

A hedge, as an dispensable part of vague language, can modify the range or truth of a proposition, making language expressions more flexible, polite, proper, and effective in both verbal and written communications (Lulu, 2012, p. 13). George Lakoff (1972, p. 195) defined hedges as “words whose job is to make things fuzzier or less fuzzy.” Influenced by personal cognitions and the reading habits of readers, journalists regularly choose lots of hedges in English news to realize the self-protection of the news reporter and guarantee the reliability of the information in news. Hedges are the most remarkable sign of fuzziness in news. On the lexical level, this part illustrates primary types of hedges used frequently in news, and they are modal auxiliaries, fuzzy adverbs, and adjectives.

Fuzziness of Modal Auxiliary

A modal auxiliary is a verb that, when used with other verbs, expresses such things as certainty, possibility, wishes, or intentions (Wangjuan, 2007). Hedges in the form of modal auxiliaries seem to prevail in English news and regularly include “should,” “could,” “would,” “might,” and “must,” etc. For example:

“China and India should continue to follow the spirit of the agreement the two countries’ leaders have reached and stick to the right direction for bilateral ties, two leading officials from both countries agreed.”

– China and India to continue progressive path, officials say, China Daily, April 13, 2018

The word “should” not only euphemistically expresses the journalist’s and, even, readers’ wills, but it also presents the accuracy of the language. It is used as a hedging strategy to express degrees of commitment in factual discourse.

Fuzziness of Adverbs and Adjectives

Hedges about degree and range, together with quantities and qualities, are widespread in the news. Applying fuzzy adverbs and adjectives in the news is a way to imply restricted truthfulness or limited attitudes to enhance the credibility of information. For example:

“Education is extremely important to me, and I know I want a master's degree at the very least.” Cadet Archuleta said.

– *Young Officers Leaving Army at a High Rate, The New York Times, April 10, 2006*

Adverbs of degree mainly refer to indefinite degrees that are divided into two types: the diminishing (e.g. slightly, somewhat) and the boosting (e.g. extremely, perfectly). They may be used to modify adverbs and adjectives of frequency in order to weaken the power of the evaluative term and reinforce the relative tentativeness. In this sentence, the word “extremely” is one of the boosting type. The journalist utilized it to present a high degree of powerfulness.

“With a history of more than 2,000 years, TCM has unique theories and practices in herbal medicine, acupuncture, massage and dietetics.”

– *China encourages master-apprentice system in TCM education, China Daily, April 16, 2018*

In this sample, the journalist made use of adverb phrase “more than,” which embodies an adverb of approximation. As a non-professional, the journalist has no absolute right about the research statistics. Thus, here “more than,” which not only achieves the language effect that the journalist means to, but which also embodies the rigor of his utterance.

Just like adverbs, adjectives equally perform the important functions that make information presented uncertain and tentative. From this point of view, the use of the two is very similar. For example:

These mini-size processors lie inside mobile phones and computers as well as automobiles and other equipment in a wide range of sectors.

– *Experts call for promotion of homegrown chips, China Daily, April 20, 2018*

Apart from degree and approximation, some adverbs and adjectives may be used to express probability and frequency of certain information, such as “likely,” “maybe,” “usually,” “frequently,” and so on. In conclusion, the attribute of timeliness requires that news releases should report on things that have happened recently. Thus, the journalist should use fuzzy ways of expression to avoid making mistakes such as showing wrong numbers or wrong illustrations. This will ensure readers receive real information and also warrant journalists’ personal rights.

Conclusion

千万不要删除行尾的分节符，此行不会被打印。“结论”以前的所有正文内容都要编写在此日之前。Three attributes of news – timeliness, objectiveness, and truthfulness bring out lexical features of English news. Journalists make choices of the proper words to adapt various

types of news context. Based on the negotiability of language, news language presents highly flexible principles. In the course of analyzing a mass of samples, we find news language is not random, but with journalists' high consciousness, which is influenced by their own cultural connotations and professional accomplishments. This article focuses on expounding neologisms, which are borrowed words and hedges used in news context frequently and constitute the main part of lexical features of English news. A neologism is a product of social development and has an obvious social signature, which agrees with the attribute of news. Borrowed words make news language vivid, and they will successfully draw readers' attention. Hedges are typical representatives of vague phenomena in English news. Journalists use hedges not only to warrant the authenticity of information, but also to avoid absolutization and to ease off problems.

Acknowledgement

Foundation Project: The phased result of 2018 transverse project in Heihe University - Comparative Study of Applied Undergraduate Education between China and Russia.

References

- Hou, H., & Dong, T. (2016). An analysis of the characteristics of English news vocabulary – Comment on “English news and vocabulary research”. *News Front*, 12, 145-146.
- Hu, M. (2007). On the development of English vocabulary. *Journal of Huangshan University*, 9(3), 178-180.
- Lu, L. (2012). A comparative analysis of fuzzy restrictions in Chinese and American English news based on corpus. *Anhui University*, 13.
- Traugott, E. C. (2006). Semantic change: Bleaching, strengthening, narrowing, extension. *Encyclopedia of Language & Linguistics*, 124-131.
- Wang, J. (2007). Fuzziness in English news: analysis of vagueness in English news from the perspective of linguistics. *Xi'an Electronic and Science University*, 21.
- Yan, Y. (2014). The analysis of lexical features of English sports news reporting. *Reading and Writing (Education and Teaching)*, 11(6), 10-11.

Interpretation of Objective Pronouns Sequencing in French by the Principle of Iconicity

Hui Yin

School of Foreign Languages, North-East Normal University, Changchun, China

Email:1747035724@qq.com

[Abstract] *The arbitrariness and iconicity of the linguistic symbol system have always been some of the focus in the field of linguistics. The prevailing view is that arbitrariness has the main control in the tone – meaning level, while iconicity has a greater influence on lexical – grammar and syntax. Based on the morphological characteristics of the French object pronoun system and using the “principles of identifiability hierarchy” and “semantic aggregation” (also known as “semantic distance”) in iconicity, this research analyzes the underlying law of morphological differentiation in the personal pronouns and the sequencing of objective pronouns in order to find a new argument to support the motivation in grammar and syntax.*

[Key words] *identifiability hierarchy; semantic distance; iconicity; sequencing; French objective pronoun system*

Introduction

Traditional linguistics has always regarded “arbitrariness” as the first principle of language, but this claim, based on analytical philosophy and behaviorist psychology and having an effect on almost all subsequent linguistic groups, is increasingly challenged (Wang, 2003). The trichotomy of symbol system (Pierce, 1931), the iconicity of sentence constituents and of relationship (Haiman, 1985a, 1985b), (which has exerted a great influence on Chinese linguists) and the sequential order principle (Givón, 1976) have all refuted this “arbitrariness” from different angles. Chinese scholar Zhu Yongsheng (2002) made a good summary of Halliday’s works: language is a symbol system divided into three levels – semantics, lexical grammar and phonology – and the relation between the first two, namely meaning and form, is non-arbitrary.

The opposition to the “principle of arbitrariness” is also heard in Chinese language circles. Some representatives such as Xu Guozhang (1988), Shen Jiakuan (1993) and Wang Yin (1999, 2003) are all quite influential. The study of Chinese scholars, exploring the iconicity of Chinese language symbols and adopting the interlanguage comparison method combining English and Chinese, has introduced Chinese as an important research material for the debate on iconicity and arbitrariness.

Due to the high complexity of the linguistic symbol system, it is difficult to draw a unified conclusion for the conflict of iconicity and arbitrariness in the short term. At present, the conclusion of high recognition is as follows: 1. The arbitrariness and iconicity exist in different levels of the language system; the former dominates the tone-meaning level, and the latter affects grammar-sentence patterns; 2. In each language, the proportion of arbitrariness and iconicity is difficult to quantify; 3. Iconicity may vary with language development; 4. The key to this discussion is to figure out at what level they’re mutually exclusive, and at what level they’re co-existing.

In the past, the discussion of scholars mainly focused on the comparison and generalization at the macro level, but seldom conducted detailed and in-depth explorations based on a language. The French language, born out of Latin and inheriting its rigor, and whose vocabulary, sentence patterns and

grammatical norms all show strong regularity and complete structure. It is regarded as a good model for studying human language psychology. So this research, focusing on the objective pronoun system of French, could provide a new and concrete proof of iconicity in grammar-sentence patterns, in particular, the principles of “identifiability hierarchy” and “semantic aggregation iconicity”, by comparing the sequence verb-pronoun and the sequence within the object pronoun system.

Literature Review

Six Principles of Iconicity

“Iconicity” refers to a certain kind of consistency between the forms of social function encoding; it is one of the two “meta-agents” of human language and the other is “economy” (Lu, & Jin, 2015). But compared with “economy”, iconicity is more essential, because the former seeks to reduce the consumption of mental energy from the encoder’s perspective, while the latter pursues the intelligibility of language symbol from the angle of the decoder. But don’t forget, the encoder has to listen to his own words as well so he also has a decode identity.

As mentioned above, iconicity manifests itself in semantic and lexical grammatical hierarchies. With this conclusion as the theoretical background, scholars, represented by Wang Yin (1999) and Lu Bingfu (2015), have put forward some basic principles of iconicity, and the following illustration shows their main points.

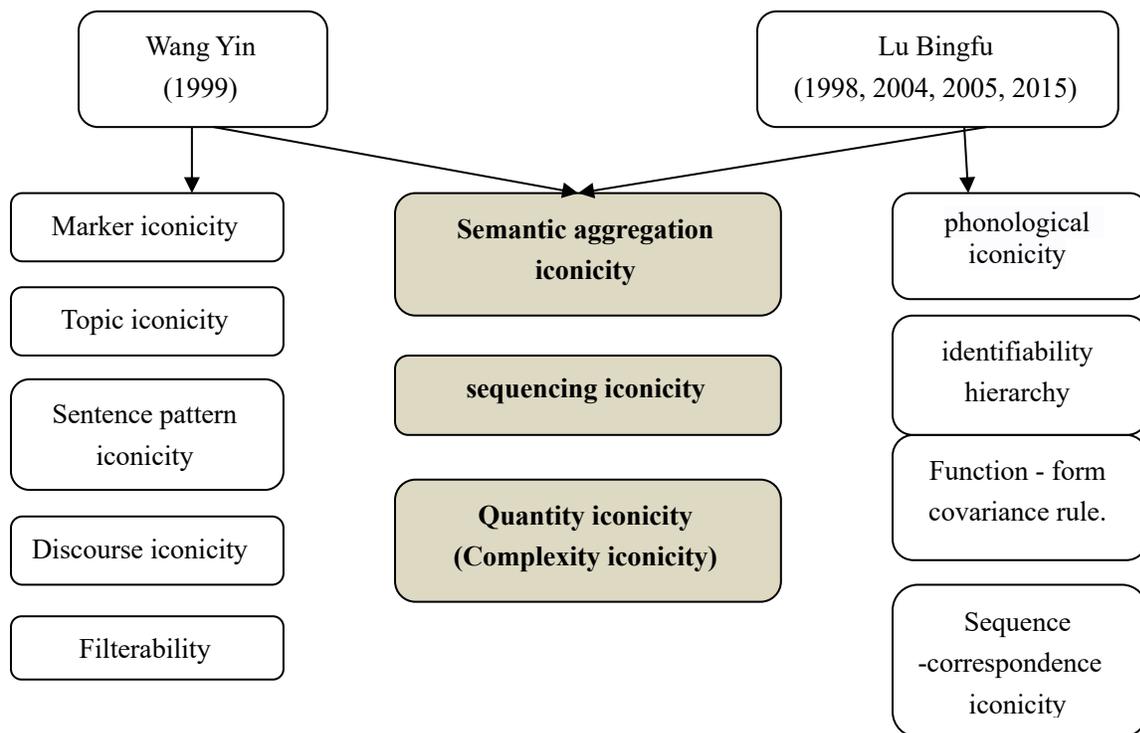


Figure 1. The Specific Principles of Iconicity Summarized by Chinese Scholars

And then we should focus on the principles of *identifiability hierarchy* and *aggregation* (also known as *semantic distance*) in iconicity, because this is the theoretical basis of this study.

Identifiability could be regarded as a generalized *referentiality*. Lu Bingfu (2005) put forward “the principle of identifiability hierarchy”, which is mainly expressed as:

1. If all other conditions are the same, the sentence constituent with more identifiability always precedes the constituent with less identifiability in word order;
2. If all other conditions are the same, the more identifiability, the more prepositive for sentence constituent;
3. If all other conditions are the same, the attributive providing more identifiability to noun always precedes the one providing less identifiability.

In addition, Lu Bingfu combined the factors that were positively correlated with identifiability on the basis of the researches of Comrie (1989), Ariel (1988) and Shen Jiakuan (1995): the newness of information, animacy, quantity (also known as “complexity”), accessibility and boundedness. “If we regard the ‘identifiability’ as a prototype, ‘referentiality’ is its core content, while newness of information, animacy, quantity, accessibility and boundedness all are its marginal content. We use the concept of ‘identifiability’, which, in addition to its superior generality, is the most reflective of the consistency of forms and functions, because it highlights ‘identification’, the initial fundamental elements of the human behavior and emphasizes on human initiative.”

What is particularly valuable is that Lu Bingfu (2005) proposed a cross-category identifiability hierarchy: noun>verb>adjective>function words. And he argued in Chinese that the larger the number (and the higher the identifiability), the more the noun attributes. This can be easily verified in the Indo-European languages such as French and German. In French, for example, “million” (million) and “milliard” (billion) are nouns that must be modified by articles or numerals, and also can become plural, and should be followed by a preposition (“de”, means “of”) to keep up with other nouns. Examples : *un million d’habitants* (one million residents), *trois milliards d’euros* (three billion euros).

“Semantic aggregation iconicity” is also known as “distance iconicity”. Wang Yin (1999) defined it as a “language symbol distance like a concept distance”. He explained further that, the information of a similar conceptual distance, belonging to the same meaning group or semantic field or expressing a content of high consistency, tend to be put together in people’s minds when they think. So, they have a greater chance of co-occurring, and the distance between their symbols in language expression is often closer. He enumerated the order of prepositional adjectives in English to illustrate the problem: the more important/essential features, the closer to the central word. For example: *a tall, beautiful, French girl*. And the evidence in French is everywhere: in the structure *ne pas savoir que/quoi faire* (do not know what to do), *que/quoi*, as the direct object of the infinitive, should have been placed after the latter; but being also the object of *savoir*, they are placed closer to *savoir* because of this connection. And in Chinese, we can easily find examples like this: *穿过你的黑发的我的手* (my hand through your black hair). In this sentence, “我的 (my)” is the most closely related attribute of the word “手 (hand)”, and compared with it, “穿过你的黑发的 (through your black hair)” is only a temporary and concrete move, so it is in a distant position with the central word “手”.

The Sequencing of Objective Pronouns

As a generally recognized language evolving from SOV pattern into SVO pattern, in French, an object follows verbs in most cases. But similar to of the Romance languages like Italian and Spanish, such evolution has not yet ended completely in French, which is apparent in the sequencing or ordering of the object pronouns.

Positional Ordering Between the Verb and the Objective Pronouns

In fact, an object pronoun always precedes a verb except in imperative affirmation. This, of course, is inherited from Latin. Only in imperative affirmation, the object pronoun has been fully realized post position. For example, *Tu ne veux pas m'excuser* (You don't want to forgive me), and *Excusez-moi* (Excuse-me). You can see here, also as a direct object of the verb "excuser", the accusative "me" is placed in front of the verb in general statements, but after the verb in an imperative affirmation, it will be replaced by the tonic pronoun "moi", because the accent of the French is at the end. The verb precedes the pronoun, because for expression purpose, the most important characteristic of an imperative is to highlight the "command", namely the "verb". On the other hand, the verb in an imperative sentence is usually raised for the first time, which means more newness and more identifiability, therefore, in order to highlight this newness, all other parts of the speech are placed behind it. In fact, in most languages, the expression of a command has a predisposition to VP fronting.

But what is interesting is that in the imperative negative sentence, the personal pronoun still maintains the traditional position of the preposition. For example: *Ne te dépêche pas* (Don't hurry up); *Dépêche-toi* (Hurry up). Here, we should notice the existence of an adverb "ne", which is at a very high level in newness of information. In ancient French, the word was a negative adverb, equivalent to "not". There is no doubt that in the imperative negative sentence that expresses a command, the negative word should have a higher newness in information than the verb, which represents a higher identifiability. That's why "ne" is placed at the beginning of the sentence. The verb of the imperative negative sentence has usually been executed or appears to be executed before the prohibition is issued, which means that it exists in the semantic field in terms of acts or psychological tendencies, so it has no reason to precede the adverb "ne" because of its less newness in information. At the same time, economic principles require the verb to remain in its original position: a postposition relative to "ne" and the objective pronoun.

The Ordering in the Objective Pronoun System

In addition to the rank of verb and objective pronoun that is variable, the ordering in the objective pronoun system is also characterized by instability. The pronoun position presents the following changes in the simultaneous use of two accusative pronoun:

Table 1. Sequencing of Objective Pronouns in All Cases Except Imperative Affirmation

me	nous	le	lui	y	en	verb
te	vous	la	leur			
se		les				

Table 2. Ordering of Objective Pronouns in Imperative Affirmation

verb	-le -la -les	-moi -toi	-nous -vous	-lui -leur	-y	-en
------	--------------------	--------------	----------------	---------------	----	-----

The adverbial pronouns *y* and *en* are always postpositions because of their less animacy. *Y* and *en* are generally referred to as inanimate objects, especially *y*, which is basically not a reference to life. Therefore, in the above two sort relations, the adverbial pronouns *y* and *en* are lowest in the animacy, which means the least identifiability of all pronouns. Here are some examples:

Allez-vous-en. (Go.)

Mange-les-y. (Eat them there.)

Nous nous en allons. (We go.)

Ils les y mangent. (They eat them there.)

Me, te, nous, and vous always have a tendency to preposition. The French accusative pronoun is divided into four categories, as shown in the following table:

Table 3. The French Objective Pronoun

	COD	COI	Reflexive pronoun	Adverbial pronoun	
First person	Me nous			y	en
Second person	Te vous				
Third person	le la les	Lui leur	se		

We can see clearly that, affected by identifiability, the form differentiation of every type of objective pronoun is unbalanced. The first and second person are at the highest level in identifiability, so further distinctions of object types can be omitted, and there is no need to distinguish the gender of object referred. The third person is lower in identifiability, so it needs an elaboration in form differentiation to intensify its identifiability, therefore, the object type is distinguished in detail in the writing form. At the same time, it is clear to see that in accordance with the order “direct object → indirect object → reflexive pronouns”, the complexity of the form differentiation shows a trend of decline; this is the result of increasing identifiability. A direct object refers to a person or object, and an indirect object refers only to a person, so the former has less animacy than the latter, which means less identifiability. That’s why it takes more forms. The reflexive pronoun can refer to a person or thing, so it has a less animacy than an indirect object, but because it refers to the subject itself, it has gained the greatest animacy on this point. Instead, it has no need for further form differentiation. As can be seen from Table 1, as long as pronouns are placed in front of verb, **me, te, nous,** and **vous** always precede any other pronouns. As mentioned above, this is because they have the highest referentiality, which means the highest identifiability, so they have the most reason to lead.

Me (-moi), te (-toi), nous, and vous are always preceded by le, la, and les in imperative affirmation. Only in this case, *Me (-moi)*, *te (-toi)*, *nous*, and *vous* are always preceded by *le, la,* and *les*, and *me* is replaced by *-moi* and *te* is replaced by *-toi*. Two main reasons determine this: first, *moi, toi, nous,* and *vous* are all tonic pronouns, and the phonetic feature of French is that the accent is in the last syllable. so they naturally have a post-set tendency. Secondly, *le, la,* and *les* adopt the form of the definite article, so they inherit the meaning of the “definition” of this article, which means, it has greater referentiality and identifiability. This explains why they precede in Tables 1 and 2. As for the sorting within the two groups, it is determined by whether *me* and *te* are replaced by their tonic forms.

The stable ordering of le, la, les and lui, leur. Regardless of the ordering between the verb, *le, la, les* always precede *lui, leur*, which is a set of stable positional relationship. As stated earlier, *le, la,* and *les* (referring to a person or thing) are lower in animacy than *lui,* and *leur* (referring to a person), but there is more than one source for identifiability. Besides animacy, “accessibility” is also an important indicator. From this perspective, the direct object is obviously higher than the indirect object. In addition, the direct object adopts the form of the definite article, which also partly compensates for referentiality. To sum up, the direct objects *le, la,* and *les* are inversely related to the indirect objects *lui,* and *leur* with their higher identifiability, and this precedence is fixed and demonstrated by their ordering.

Conclusion

Arbitrariness and iconicity are two inherent attributes of the linguistic symbol system, presenting a complex distribution situation in different language families, language branches and languages. At present, the academic community cannot make any quantified description for them. However, the value of iconicity in lexical grammar is increasingly explored. And in the French accusative pronoun system, in terms of morphological differentiation and sequencing, the distribution pattern with high motivation shows the dominant effect of iconicity.

Acknowledgement

This research was supported by two projects: 2015-Youth Fund Project of Humanities and Social Sciences, the Ministry of Education “A Cognitive Study on Phonological and Semantic Activation in Oral English” and Research Subject Project of Educational program of Jilin Province “Research and Teaching Reflection on Marguerite Duras ‘ Indian Series of Works”.

References

- Ariel, M. (1988). Referring and accessibility. *Journal of Linguistics*, 24.
- Comrie, B. (1989). *Language universals and linguistic typology*. Chicago: University of Chicago Press.
- Givón, T. (1976). Topic, pronom and grammatical agreement. *Subject and Topic*.
- Haiman, J. (1985a). *Natural syntax*. Cambridge: CUP.
- Haiman, J. (1985b). *Iconicity in syntax TSL6*. Amsterdam John Benjamins.
- Halliday, M. (1975). *Learning how to mean: Explorations in the development of language*. London: Edward Arnold.
- Lu, B. (2005). Interpretation cognitive for dominant order: The general influence of identifiability on word order. *Contemporary Linguistics*, 7(1), 1-15.
- Lu, B. (2015). The second starting point of grammar analysis and iconicity. *Language Teaching and Linguistic Studies*, (4), 33-39.
- Lu, B., & Jin, L. (2015). *Language typology*, (pp. 244-258). Beijing: Beijing University Press.
- Pierce, C. (1931). *Collected papers of Charles Sanders Pierce, vol. 1: The principles of philosophy*. Cambridge, MA: Harvard University Press.
- Shen, J. (1993). The iconicity of sentences. *Foreign Languages and Their Teaching*, (3), 5-7.
- Shen, J. (1995). Boundedness and unboundedness. *Chinese Language*, 5, 7 -11.
- Wang, Y. (1999). Interpretation of iconicity of linguistic. *Foreign Languages and Their Teaching*, (5), 4-7.
- Wang, Y. (2003). Pragmatic analysis of the iconicity principle. *Modern Foreign Languages*, (1), 2-12.
- Xu, G. (1988). The arbitrariness of language symbols. *Foreign Languages and Their Teaching*, (3), 14-16.
- Zhu, Y. (2002). Interpretation of arbitrariness and iconicity of linguistic symbol. *Foreign Language Teaching and Research*, 34(1), 2-6.

A Study on the Report Writing of Peacekeeping Police Officers

Du Bin

Science Department, Chinese People's Armed Police Force Academy, Lang Fang, China

Email: 86194281@qq.com

[Abstract] *In recent years, Chinese peacekeeping police officers have participated in UN peacekeeping operations. To a United Nations Peacekeeping Police Officer (UNPOL), report writing is a very important way to communicate and report to senior officers, and also an essential way to enable the mission headquarter staff to learn about the situation and make necessary decisions. So, having knowledge of basic report writing standards for United Nations peacekeeping operations and knowing the importance of report writing in a UN peacekeeping mission, the principles of good report writing, basic writing skills, and the types of UNPOL reporting writing are very necessary and important.*

[Keywords] *report writing; peacekeeping police officer; elements; skills*

Introduction

In order to carry out its mandate, United Nations (UN) police need to report on every activity of importance. UN police must ensure that the information provided is accurate and objective. Reporting is a challenging skill in order to record information that helps in decision making. In the police context, report writing is the main way for communicating, retrieving information and ensuring accountability for observations and actions. A report is a written account of incidents and actions, as they relate to a specific event. It is important to have UN standards which guide police officers when writing reports in UN peacekeeping operations. For Chinese peacekeeping police, a UN police report is not only about report writing, but also about their English writing level. International and domestic studies and papers have mainly focused on either report writing or English study. Few have combined the two aspects together.

Firstly, this paper shows the importance of report writing for peacekeepers in a UN peacekeeping mission. Secondly, it lists and analyzes the principles of good report writing, which are accuracy, completeness, impartiality, and format. Thirdly, this paper analyzes some basic writing skills: abbreviations, dates, format, places and names, and style. Fourthly, it states the main elements of a UN police report: personal data and report data. Finally, it demonstrates the different types of UN police reports: patrol report, situation report, incident report and flash report. After reading this paper, the reader will get a general idea about UN police report writing and skills.

Importance of Report Writing in a UN Peacekeeping Mission

The selection standards for United Nations Civilian Police stipulates that any police officer volunteering for service must be able to communicate effectively in the official language of his member state and in the official language of the mission in which he has been selected for (Qu, 2006). The word *communicate* refers to being able to read, write, listen and speak at a level where he can understand and be easily understood.

To establish a definitive language standard is a very difficult prospect because it requires not only an internationally accepted curricula, but also consistency in assessment of the grading criteria by facilitators. Therefore, different member states have varying language training programs, but the ultimate aim is the same, which is to ensure fluent communication in UNPOL's work in the mission (Qi, 2007).

One of the most important skills is the ability to write. It is through investigations and well-written reports that send dangerous criminals to prison. Well-written reports are perhaps even more important in a UN mission in that the UNPLO's do not have the option of using force to create change. They observe, mentor, counsel, intervene, and demonstrate correct actions, influence local police, and then, it is the force of the written report that results in corrective action at a higher level (United Nations General Assembly, 1958). The success of the mission itself rests on complete and accurate reporting from the field monitor.

The Principles of Good Report Writing

Accuracy

Accuracy is the first principle of good report writing. The report is a complete recitation of the relevant knowledge obtained during the investigation without any subtraction or addition. If anything has been added or subtracted, whether intentionally or not, consciously or unconsciously, the writer has not reported accurately. In an investigation report, accuracy is achieved by reporting fact as fact and hearsay as hearsay. This is accomplished by relating how the information was obtained, whether by the investigator through his five senses or through another person or source. Being continuously aware of the source of the information will enable the investigator to distinguish between fact and hearsay.

Completeness

This is achieved by narrating all of the facts discovered during the course of the investigation. The writer of a report must not leave anything to the imagination of the reader. He must not assume that the reader will read "between the lines" or will understand without being specifically told. He must write the report on the premise that the reader knows nothing about the case, never heard of the case, and never heard anything about the persons, places, or facts involved. If the investigator knows that certain information is lacking, he should report:

- What information is lacking or is incomplete;
- What efforts were made to obtain this information;
- Why the information was not obtained;
- What must be done to obtain this information.

If the investigator is aware of possible sources of information that he has not contacted, he should set them out in detail, especially if further action requires the assistance of other agencies.

Brevity

Brevity is achieved by keeping unnecessary details out of the report. Although it may appear, at first glance, that completeness and brevity are inconsistent, there is really no conflict between the two principles. To achieve brevity, the writer must avoid the use of too many words, as well as words that are open to more than one interpretation.

Impartiality

Impartiality is especially important for a police report. This can be achieved by the investigator maintaining an unbiased and open mind. All of us have biases of one sort or another. Because we have strong for, or against, feelings, we tend to have for, or against, predispositions to respond toward certain persons, groups, events, objects and ideas. Police officers must, therefore, examine themselves and become aware of their

biases so as to counterbalance them and thereby, reduce the hazard of being led down a false trail because of strong feelings.

Format

Format is also essential for good report writing. It is achieved by arranging the contents of the report in such a way as to enable the reader to identify quickly any section, part, or item. Form includes the presentation of the various sections of the report identified with headings, with relevant material under each heading, and with pages numbered. If there is a lot of information, one way to organize your thoughts is to put the most important information at the beginning of the report, so that it attracts immediate attention. Then explain it more extensively, support and develop it more strongly. When you write, think about the one sentence you would keep if you could only save one. Put that sentence right up front. If it is not to be your first sentence, then certainly it belongs in your first paragraph. Always put requests before justification, answers before explanations, conclusions before discussions, summaries before details, and generalities before specifics.

Basic Writing Skills

The language of a report needs to be accurate, brief and clear. To do this, you need to reduce your sentence length, avoid stuffy language and use appropriate words. To relax stuffy language, keep your writing as direct, concise, and precise as possible. The best writers impress their readers through language that doesn't attract attention to itself. Don't use a general word if the context calls for a more specific one. The more specific the words, the more specific the image your readers will visualize.

Abbreviations

Unusual abbreviations or acronyms should be spelled out fully the first time that they are used in a document. Abbreviations for reports should be in upper-case. Should you come across any abbreviations which are unknown, check with the originator and follow the rule mentioned above when you report.

Dates

Dates should follow the format of day, month, and year. To avoid confusion, don't use "today" or "yesterday"; use dates instead. All dates should be written in full.

Format

Reports may carry a header and footer with a UN Classification. Maps or diagrams used to illustrate a particular point are to be included in the report, if technical means for the layout and the communication of the report are available.

Names and Places

Always use the person's title, or Mr. or Ms. Try to avoid confusion since there can be many governments at various levels in a country. If you are in doubt whether a particular government is recognized by the UN, check the list of "permanent missions to the UN". All place names should be typed in capital letters.

Style

Refer to the UN correspondence Manual and the UN editorial manual when in doubt as to matters of style, abbreviations or format. Ensure that correct titles are used for individuals, CMO, and FC, etc.

The Main Elements of a UN Police Report

Personal Data

Personal data are the identification of all persons involved. This includes the following information:

- Name of police officer;
- Surname/ last name/ family name
- First name/forename/given name
- Date and place of birth
- Status: single-married-divorced-widowed-separated
- Nationality/ ethnicity/ country/ citizenship
- ID card
- Residence/ address/ mailing address/ grid reference
- Telephone/ mobile phone
- Occupation/ profession/ job/ rank
- Father's name/ mother's name

Report Data

The report data are the summary of all important facts and details. There are some guiding questions which should be answered in a report, often referred to as the 5Ws. The following list is not all-inclusive, but it provides a guideline.

WHEN:

- When did you receive the information (date and time)?
- When did the incident happen?
- When did you contact the involved parties?
- When did you arrive on the scene?

WHERE: Where did the incident occur?

WHO:

- Who called the police?
- Whom did you speak to?
- Who said what?
- Who committed the crime/ witnesses?

WHAT:

- What happened (incident, accident, crime)?
- What role did each person play?
- What action did the police take?
- What crime was committed?

WHY:

- Why did the police take the action they did?
- Why did people take particular actions they did?
- Why did the incident/ crime occur?

HOW: How did the incident/ crime occur?

Not every detail in this list must be included in a report, as some information may not be available. But when writing a report, you need to bear in mind that your readers are expecting such information. So, when some key information is not available, you need to mention this, and then your readers will know that the follow-up report will probably include more information.

Different Types of UN Police Reports

There are many types of UN police reports, and four of them, which are the most representative, are explained and demonstrated in this module. They are the patrol report, situation report, incident report and flash report. There are other types of reports that are not included in this module.

Patrol Report

Patrolling is usually the first job for most of the newly-arrived UNPLOS. During the patrol, the UNPOL should visit local police stations, villages, the local Red Cross, and schools, etc., and try to become familiar with the AOR. When returning to the station, a patrol report should be submitted, reflecting the observations you and your colleagues have made, such as the information of the village, complaints against the local police, and statistics of crimes, etc.

Situation Report

All peace-keeping missions are required to provide UN headquarters with daily situation reports (SITREP). The daily SITREP should cover the period of midnight to midnight, local time (the requested reporting time period may vary from mission to mission). Hence, each unit or region is requested to submit their respective report to the reporting unit of UNPOL HQ, who, in turn, will draft a daily SITREP to be submitted to UN HQ. A daily SITREP usually includes 3 main parts:

- Highlights – The highlights cover the major events or trends of the reporting period. This should include the important activities of UNPOL, development of local police service, plus any significant events which could impact on the safety and security of UN personnel.
- Main activities of each unit or region – This is the main part of a SITREP, where the main activities and incidents were reported for each unit.
- Summary of the events – Sometimes an analysis of the situation and suggestion for further development are also included in this part.

Incident Report

When a complaint/incident is reported, the receiving officer shall record all relevant information on a standard report form. A register of all incident reports and a copy of the standard report form are to be kept in an incident report file/case file to be held at all stations for general reference. All standard reports (which require further police investigation) are to be issued with a sequential case number, and the name of the investigating officer is to be recorded.

It is acknowledged that all incidents reported may not require further action. That is, in some instances the matter may be resolved by way of agreement between complainant/victim. For any incident reported that requires further investigation a file must be created, and investigation reports must be written.

The investigation officer shall conduct all relevant inquiries with regard to the nature of the incident reported. This includes:

- Witness statement
- Exhibits/physical evidence
- Arrest/detention of the suspect/accused

One useful technique when gathering information and writing reports is to remember the 5W and H (or 6Ws), that is who, what, where, when, why and how. Although this was mentioned in the general guidelines of report writing, here, one may add more to it, as incident reports usually contain more detailed information than flash reports. As no two situations are exactly alike, the above list is only a guide. Some questions may not be relevant to a particular situation. In other cases, there may be additional questions that need to be asked.

Flash Report

There are circumstances where, due to the nature of the event, it is necessary to inform the senior staff at mission HQ or Region HQ urgently. When a serious event takes place or when information is received indicating that a serious situation is in the process of developing within a short period of time, field personnel should use the flash report to inform HQ.

When a flash message is received, the operation officer will contact one of the following headquarters staff by phone or radio: the deputy chief of operations, the chief of operations, or the deputy commissioner of operations, depending on the nature of the event and the time of the day when the message is received.

While different mission may have different requirements, the following general guidelines for the cases in which a flash report is supposed to be done are usually followed:

- Any accident involving UN vehicle or UN personnel
- Any accident involving injury or death of UNPOL personnel
- Any indication of increased threat of UNPOL or UN's staff member
- Any incident which could lead to a breakdown in the overall security
- Any incident involving injury or death of a local police
- Any incident which will draw media attention
- Any reported threats to UNPOL and UN personnel

Conclusion

The aim of this article is to provide guidelines for the training of writing skills of UNPOL candidates, and to familiarize them with the structure and the style of reports and memos in a peacekeeping mission, so that they will encounter as few difficulties as possible in the UN mission. The number of different reports an operational UNPOL needs to be familiar with depends, to a great extent, on the mandate of the mission and the situation on the ground. This article hopes the readers will have a general idea about how to use the basic standards for UN peacekeeping operations, understand the importance of the accurate and timely reports and be able to apply their knowledge, identify and apply essential elements of report writing (5W and H), state the basic writing guidelines, and demonstrate an ability to complete and submit accurate and timely report.

Acknowledgement

Fund project: 2017 National Social Science Fund "International Peacekeeping Mission Area Community Terrorism and Anti-Terrorism Police Studies" (17BGJ042).

References

- Qi, L. (2007). *The research on Chinese peacekeeping police*. Shijiazhuang: He Bei Normal University.
- Qu, Z. (2006). The peacekeeping police training should focus on the needs of UN peacekeeping missions. *Journal of the Armed Police Academy, February*.
- United Nations General Assembly. (1958). Summary study of the experience derived from the establishment and operation of the force: Report of the secretary-general. UN Document A/3943. United Nations General Assembly.
- United Nations General Assembly. (2003). UNPOL report writing course. United Nations Department of Peacekeeping Operations.

A Study on Skills in Interviewing of UN Police Assessment for Mission Service

Ren Jia

*China Peacekeeping Police Training Centre, Chinese People's Armed Police Force Academy,
Lang Fang, China*

Email: 64398089@qq.com

***[Abstract]** An Assessment for Mission Service (AMS) is held by selection and recruitment section, police division, and the department of peacekeeping operations, according to the requests of member states of the UN, by standard operation procedure, for the candidates who apply for the peacekeeping police. The result of the AMS matters whether the candidate can go on a mission, or not. So the AMS is the first barrier for the peacekeeping police. The AMS includes 3 parts: language, driving and weapon handling. Among the assessment, the interview is a very important part. This article will introduce the interview's structure, the difficulties of the interview process, as well as techniques and skills of the interview.*

***[Keywords]** peacekeeping police; interview; skills; AMS*

Introduction

English Peacekeeping police take a very important role in the peacekeeping police assessment for mission service. In many cases, the peacekeeping missions' official language is English, so the AMS test language is in English. In peacekeeping missions, English is the foundation of work and life. Peacekeeping police have to face complex political environments, awful natural environments and tough living environments. The AMS is very strict in language assessment. This shows whether the candidate is qualified to be deployed on a mission (UN DPKO DFS, 2010). So, successfully passing the interview is very important to peacekeeping candidates, and also an essential part to the pre-deployment training for a peacekeeping officer. For Chinese peacekeeping police, the interview is not only about their police experience and skills, but also about their English level. Recent studies have focused on either the English training or the job interview. Few have combined English and the police interview together in the peacekeeping perspective.

This paper shows the general idea of the AMS interview. Firstly, the paper introduces the AMS interview, including a brief introduction of the interview and its structure. Secondly it explains the standards and evaluation of the interview for AMS, including standards of evaluation and interview rules. Thirdly, the emphasis is on the importance of EASP to the interview for AMS. Fourthly, the paper analyzes the conducting of the AMS interview. Finally, it demonstrates the skills of interview for AMS.

Introduction to the AMS Interview

Brief Introduction of the Interview

An interview is most widely used in recruitment or promotion. So the interview is an essential part of AMS. The interview is researching evidence, suggests where other methods are used in conjunction, and information gleaned from the interview predominates in the final decision-making process. Usually there are four types of interviews: typical employment interview, biographical interview, situational interview and competency-based interview (Xin, 2016).

The typical employment interview is in the form of an unstructured discussion, with no constraints on the questions asked, and with a global, non-specific judgment being made about the candidate's suitability

for the post, and a no rating or “nice guy” rating. The biographical interview is chronological and semi-structured. It explores the candidate’s past experiences, covers general topic areas such as the candidate’s education, work experience, leisure activities and future plans. Rating is against person specification. The situational interview is highly structured. Each candidate is asked exactly the same, predetermined questions with no follow-up questions. Responses are scored against a pre-established set of example answers. Rating is on pre-determined answers. The competency-based interview is moderately structured; questions are targeted to elicit information against specific competencies. Spontaneous follow-up questions might be asked to explore an area in greater detail. It probes in a systematic way to build a picture of the relative strengths and weaknesses of the candidate on competency. Rating is against competencies.

Structure of the Interview

The UN interview for AMS is a competency-based interview. The interview is based on the behavioral criterion, directed to ascertain qualities or capabilities on a number of specific job-related dimensions of behavior. It deals with behaviors that candidates need to display in order to do the job effectively, which can include personality, ability, interest, and motivation, etc.

In the interview, the first part is the introduction; then, opening questions; next, exploring competencies including work experience, education, and other activities (better to illustrate with examples; and then, the closure. In some cases, further issues such as the current application and future aims might be discussed (Wang, 2010).

There are three types of question techniques:

Open questions. Both indicate that you are expected to do the talking.

- “W” questions
- “Tell me about...”

Probing questions. These are designed to search for information in greater depth, vital for details, usually open in format, but aimed at eliciting specific information.

E.g.: So what were your specific responsibilities in the team –clarifying

That sounds interesting, tell me more –encouraging

What happened next? –extension;

Comparative questions. Used to identify key differences in their experiences or duties.

E.g.: What would you say was the biggest difference between the jobs with X and Y?

How do your responsibilities in your current job compare with those in the previous position?

UN Interviews usually include the following 3 types of interviews: interview during the AMS (face to face), which is important when applying for the peacekeeping police officer; interview for pre-deployment recruitment (by telephone), which is usually taken before the UN peacekeeping police officers are deployed on a mission; competency-based interview (face to face), which is held on the mission by senior officers when peacekeeping police officer apply for a position. In this article, we mainly study on the interview of the AMS.

The interview has some main topic areas (frequently-asked questions): general questions, police-related questions, and mission-related questions. The interviewer will first ask some general questions about personal background or education to relax the candidate, and also to get to know the candidate well. Then they will ask some questions about work experience, especially police-related questions, to know whether

the candidate is qualified to be a peacekeeping police officer. After that, they will ask some questions about the peacekeeping mission, where the candidate has applied for or about to be deployed, to check how much the candidate knows about the peacekeeping operation and mission. The whole interview will last at least 20 minutes per candidate.

The Standards and Evaluation of the Interview of AMS

Standards of Evaluation

About the AMS, there are some basic standards for the candidate:

- Age: no more than 62 years old;
- Language: Bi-lingual is an asset;
- Driving : 4x4 background is an asset;
- Computer: Microsoft Office programs;
- Professional skills: Corresponding with UN criteria and mission's need;
- Motivation to serve in a mission.

With these standards, during the interview, the interviewer (instructor) will assess the candidate who is applying for the peacekeeping police officer. This means the interview not only tests the language level of the candidate, but also the work experience, knowledge, skills and motivation for the peacekeeping operation. So the interview is a comprehensive test.

For the instructors, the assessment bars are:

- Observing: to observe whether the candidate's behavior is proper, or not;
- Recording: to take record of how the candidate responds to each question;
- Classifying: to make sure the candidate fully expresses himself;
- Evaluating: grading how the candidate performs;
- Reflecting: to organize culture;
- Possessing the necessary skills and qualification (personality, ability, interest, motivation).

Interview Rules

As we know, an interview is a subjective thing. So, the interview is usually conducted by a group or at least two instructors, to guarantee fairness and the best evaluation. After the interview, the instructor will discuss and make a group decision on the results and specify the reasons in cases of not recommending.

The result of the interview is in written form. The result is based on the above-mentioned standards, separately with remarks of "pass" or "fail". The instructor will announce the results and leave them with the police agency of the contributing country, which holds and assists the AMS.

The Importance of EASP to the Interview of AMS

What is an EASP?

EASP is Electronic Application for Seconded Police. It's a term for the UN; actually, it's more like the resume of the candidate in the interview. As during the interview, the instructor will ask many questions about candidate based on the EASP, so it's very important to fill the EASP carefully before the interview (UN DPKO DFS, 2010).

The EASP is an electronic form, most of which is many options; the candidate has to choose the options according to their own experience and expertise.

What is the EASP About?

- Personal information: name, date of birth, nationality, sex, ID number, status, applying type of police, applying mission, and rank, etc.
- Personal contact information: telephone number, and e-mail, etc.
- Expertise: management, administration, police operations/security, crime management/crime prevention, training, and technical support, etc.
- Education and training: induction training, promotion training, seminar, and workshop, etc.
- Personal work experience: department, time and period, position, rank, and main duties.
- Language: mother language and second language.
- Driving skills: driving license number, date, type of vehicle, and frequency (daily, weekly, monthly, seldom).
- Technical skills: computer use frequency and software master (Word, Excel, PowerPoint, Outlook).
- Certificates: work related certificate.

Conducting the Interview of AMS

Preparation

Before attending the interview, the candidate has to carefully and skillfully prepare for the interview. Remember: Failing to plan is planning to fail!

- 1) Awareness of process and purpose: Timetable, protocol, timing
- 2) Plan and anticipate
 - a) Information about Yourself: minutely review your EASP and application – it might suggest areas to cover. Experiences relevant to the job might be probed further.
 - b) Information about the position: read the position description and know what competencies or criteria are covered for the position. Question would explore all aspects of the competencies required.
 - c) Experiences/competencies relevant to the position
 - d) Information about mission: which you apply for or you may be deployed to.
- 3) Research and practice

Conducting the Interview

During the interview, the candidate has to be calm and confident. With good preparation, answer the questions clearly and briefly. Remember: Interviewers are discerning and challenging, even though encouraging and supportive.

- All answers based on and consistent with EASP;
- When talking about current job, past experience, competencies, it's better illustrate with examples;

- Showing your accomplishments and strengths, which are helpful to your police work and peacekeeping operation job?

Physical Gestures

- Positioning: sit at an optimal 3 feet distance apart, as any deviation produces discomfort.
- Posture: sit up and slightly lean forward, respect the instructor and make oneself comfortable to answer questions.
- Eye contact: is essential part to communicate, to show the instructor you are focus, also to check the reaction of instructor, and to decide what you will do next. But pay attention to that: eye contact is in a polite way to look, but do not stare impolitely.
- Facial expression: indicate enthusiasm and interest, be calm and confident rather than irritated.
- Head movements: provide message by nodding and shaking, but not too often.
- Gestures: use natural gestures, don't clench hands, play with pens, fidget, or fuss and avoid looking stiff or awkward, which is a sign of nervousness. If you really are nervous, just slow down your speed, and take a deep breath.
- Manner of speaking: speak at an even and energetic pace, voice inflection and vary tone, be aware of the interviewer's reaction, do not mumble or whisper, avoid monotone recitations, and avoid slang.
- Dress appropriately: pay attention to personal hygiene and posture.

The Skills of the Interview of AMS

Tactical Skills

The interview is the most unpredictable part of the whole AMS. And the competency-based interview emphasizes the candidate's personal policing experience and ability, as well as the expertise and professionalism. And the instructor assesses whether the candidate's ability and expertise can match the needs of the peacekeeping mission, and what contribution the candidate can offer if he is deployed to mission.

Before the interview, the candidate should express personal information and work experience carefully, especially police work experience. When answering the questions, the first step is analysis – trying to find out the “question's point”: what the instructor wants to know by asking the question. The second step is searching – think about the related experience which can support the point. The third step is managing – organize the information systematically and logically, which makes the answer sound clear and concise.

Language Skills

When answering the questions, the candidates can use simple sentences. That doesn't mean they cannot use complex sentences, but not too many. This is an oral interview, not writing an essay. The priorities of the interview are communicating with the instructor and telling them you are qualified to be a peacekeeping police officer. So avoid long and complex sentences, which can make you confused, but also can make your answer not understandable. Although the candidate may use simple sentences to express themselves, they can use terminology, or in other words, professional terms. As we know, during the interview of AMS, the instructor will examine not only your language level, but also your professional knowledge, experience and

skills. How can the candidate show their professionalism, especially when they are not a language major? They can use professional terms. When the candidate states their knowledge and work experience, the terminology will show they are qualified to be a police officer abroad. They can express themselves and transfer their experience into English. It's very important that the peacekeeping police officer not only can act, but can also train the local police.

Don't worry about your accent; as long as you can be understood, that's all right. But the candidate should get familiar with the instructor's accent, as you have to understand the questions, and then answer them.

When stating work experience, use the past tense; when describing yourself or duty of position, use the present tense; when making a commitment, use the future tense. And the in the rest situation, use the present tense.

Communication Skills

Use straightforward replies and be credible, and don't walk around. Someone believed that talking most of the time would use up the time, but this is not smart. When you know the answer, organize your answer, slow down your speed, speak calmly and reliably. Don't talk too much. Stop when you have answered the question. With regard to knowing when to stop talking, maintain eye contact with the instructor and you will find the right time from his face (Ren, 2018).

Listen before you respond. Clarify a question if you do not understand. Think before you speak. If you don't know something, say so. To be honest and reliable is much better than being a liar.

Chase the chance to impress. When asked about any final questions, avoid queries of salary, leaves and welfare. You are assumed to have read the handbook, which is very clear about benefits. If you mention this issue, it is not only impolite, but also exposes that you didn't prepare well.

Well-begun & well-concluded. Express sincerity and interest, smile, shake hands and say thanks. Be cooperative and not confrontational.

10 Do's and 10 Dont's (UN DPKO CPD, 2015)

Do:

- Be confident;
- Use your humor;
- Be natural and open-minded: both to the interview and the result;
- Conduct simulated interviews;
- Utilize aural and video equipment;
- Be honest and truthful;
- Be considerate and comprehensive;
- Be clear and expressive;
- Be concise and systematic;
- Be familiar with knowledge about peacekeeping operations and missions.

Don't:

- Don't be nervous;
- Don't pretend to know everything; if you cannot understand the question, just ask;

- Don't be too shy;
- Don't say that your English is very poor.
- Don't answer the question too long or too short; stop at right time;
- Don't gaze around, just focus;
- Don't be aggressive or arrogant;
- Don't shake hands with instructor proactively (instructors from some places don't like body touch);
- Don't discuss about sensitive topic (religion, politics);
- Don't ask the result at the end of interview.

Conclusion

The Assessment of Mission Service is the first step to becoming a peacekeeping police officer. The interview takes a very important part in the assessment. During the interview, the instructor who gives the interview not only evaluates the language level of the candidate who is applying for the mission post, but he also checks what the candidate knows about policing, the peacekeeping operations, the mission, and whether or not the candidate is qualified to be a peacekeeping police officer. To successfully pass the interview, and fulfill the task of the mission, the candidate should prepare themselves well and master the above-mentioned skills.

Acknowledgement

Fund project: Ren Jia, 2017 National Social Science Fund, "International Peacekeeping Mission Area Community Terrorism and Anti-Terrorism Police Studies" (17BGJ042).

References

- Ren, J. (2018). A study on the reform of UN peacekeeping police English training. *Journal of the Armed Police Academy*, January.
- UN DPKO DFS. (2010). Standard operation procedure assessment of individual police officers for service in United Nations peacekeeping operations. *UN DPKO DFS*, March.
- UN DPKO CPD. (2015). United Nations selection assistance team pre-deployment assessment procedures: guidelines for police contributing countries. UN DPKO CPD, January.
- Wang, X. (2010). A study on foreign peacekeeping police training. *Police Practical Combat Training*, February.
- Xin, Y. (2016). Techniques and skills in UN police assessment for mission service. *Journal of the Armed Police Academy*, February.

A Study of Rhetorical Appeals in Relation to Audience in U.S. Presidential Campaign Speeches¹

Jiang Yansheng

School of Foreign Languages, Northeast Normal University, Changchun, China

Email: jiangys353@nenu.edu.cn

[Abstract] This paper conducted a corpus-based analysis of rhetorical appeals in U.S. presidential campaign speeches; it is focused on the way the selected rhetorical appeal was linguistically realized and the rhetorical functions it performs in the construction of campaign speeches. It was indicated by the findings that rhetorical appeals are indispensable to the construction of the campaign speeches, and their execution is governed by the rhetor's audience awareness.

[Keywords] rhetorical appeals; campaign speeches; audience; corpus

Introduction

Rhetorical appeals, which are broadly divided into logical appeals (logos), emotional appeals (pathos) and ethical appeals (ethos), are indispensable to the discussion of classical rhetorical, Aristotle's rhetoric in particular (Aristotle, 1932). This is due to the fact that it is these three major categories of rhetorical appeals that serve as the very basis for the first canon of classical rhetoric, invention, upon which any discussion of the other four canons, including arrangement, style, memory and delivery entail.

Concerning the use of rhetorical appeals in the construction of texts, there exist many fewer works in Western scholarship, and the texts are restricted to persuasive texts. The situation even worsens in China, since nearly no studies so far have been conducted on the persuasive role of rhetorical appeals. Ruth Anne Clark and Jesse G. Delia (1979) expounded the role performed by topoi in the cultivation of rhetorical competence. They contended that the study of topoi can assist speech communication scholars make genuine contributions to the general study of communicative development, urging scholars in the field to refocus their attention on message strategies.

William F. Nelson (1969) studied rhetorical appeals from the perspective of human cognition by addressing them as evidence of human conceptual behaviors. In addition, Joan C. Whalen (1976) set out to identify topoi in the 1960 presidential campaign speeches of Richard M. Nixon when he was still the Vice-President of U.S.

Regarding the study of rhetorical appeals, Ulla Connor and Janice Lauer (1985) must be mentioned. They evaluated 100 American and British high school student persuasive essays randomly selected from the compositions of the International Education Association Project. They set forth their own framework of rhetorical appeals based on Aristotle's and Perelman's topical system for an analysis of students' persuasive writings. This framework with a total of 23 rhetorical appeals includes 14 logical appeals, 4 ethical appeals, and 5 affective appeals. Molly Anthony and Kostyantyn Gladkov (2007) studied rhetorical appeals in fundraising letters. They reduced the original 23 rhetorical appeals into 19 appeals, since 4 appeals in the original working system did not agree with fundraising letters. This research differentiates itself from Connor and Lauer's work in its appeals' linguistic description, which was completed by the

¹This paper was written as part of the results of the ordinary projects of social sciences of Jilin province (2018BS17;2017BS11).

Wordsmith program. The words with high frequency of occurrence were listed for each appeal, and keyword and concordance analysis was conducted to explore the words representative of the design qualities of each type of appeal and the linguistic context where they are likely to occur. This article enriched the study on rhetorical appeals, in essence, by introducing methods of corpus analysis into the domain.

In the same fashion, this paper is devoted to a study of rhetorical appeals proposed by Aristotle and Perelman in their topical system through a corpus-based analysis of American presidential campaign speeches. It differentiates itself from previous studies in that it, on the one hand, synthesized several of Aristotle's rhetorical theories, including his discussions on *topoi*, audience, and invention. and formed an organic chain among them and, on the other hand, first introduced a corpus-based study of *topoi* into U.S. presidential campaign speeches.

It aims at exploring the distribution and linguistic realization of rhetorical appeals and their role in the construction of persuasive texts by focusing on certain representative rhetorical appeals in the coding scheme.

Research Method

The research method is formed through an integration of the research methods of Lauer, et al. (1985) and Molly Anthony and Kostyantyn Gladkov (2007). To be specific, the division of appeals is based on Lauer et al. (1985), while the corpus-based linguistic analysis of rhetorical appeals refers to Molly Anthony and Kostyantyn Gladkov (2007). The coding scheme is presented in Figure 1 below.

Rational appeals (logos)

- R1. Descriptive Example
Using a compelling descriptive example from one's own or someone else's experience.
- R2. Narrative Example
Using a compelling example. Must contain a beginning, middle, and end of the story.
- R3. Classification
Placing in a class or unit and describing what that means.
- R4. Comparison
Using comparison to support one's focus.
- R5. Contrast
Using contrast to support one's focus.
- R6. Degree
Arguing that two things are separated by a difference of degree rather than kind or making an appeal for an incremental change.
- R7. Authority
Using the authority of a person other than the writer.
- R8. Cause/effect – Consequences
Showing how one event is the cause of another.
- R9. Model
Proposing a model for action that relies on existing programs.
- R10. Stage in process
Reviewing previous steps and looking forward to what steps need to be taken.

- R11. Means/End
- R12. Ideal or Principle
- R13. Information
 - Using supporting facts and statistics.

Credibility appeals (ethos)

- C14. First hand experience
 - Providing information to show first-hand experience or some authority on the subject.
- C15. Showing writer's respect for the audience's interests and point of view.
- C16. Showing Writer-audience shared interests and points of view.
- C17. Showing writer's good character and/or judgment.

Affective appeals (Pathos)

- A18. Appealing to the audience's views (emotional, attitudinal, moral).
- A19. Vivid picture
 - Creating a thought, a mind's eye vision.
- A20. Charged language
 - Using strong language used to arouse emotions.

Once the analytical framework is set, it will be applied to all texts in the intended corpus for comprehensive analysis. As a matter of fact, Barack Obama delivered 27 speeches from January 3 when he made remarks after winning the Iowa Caucuses in Des Moines, Iowa, to November 4 when he gave a victory speech. A total of 20 of Obama's campaign speeches among these 27 speeches were segmented according to Aristotle's three inventional proofs of persuasion. including rational appeals, credibility appeals, and affective appeals. These three types of appeals were categorized into 20 individual rhetorical appeals, among which C17 pertains to the rhetor's good character or judgment. C17 was selected on the ground that it is representative of the design features of rhetorical appeals due to their pervasiveness in all the campaign speeches. The identification of the C17 pervading each selected speech will automatically lead the research to a study of the way this appeal was distributed and the grounds for its distribution. After this, the analysis will proceed to the most significant stage of the research, the linguistic description of the appeal. In an attempt to examine the ways in which the rhetorical appeals are realized linguistically, the paper employed the Wordsmith program, which is comprised of a sequence of procedures, including wordlist and keyword analyses.

In addition, in order to ensure high co-efficiency of inter-rater reliability, three researchers who specialize in English rhetoric and writing and have been engaged in the teaching of English writing for years were trained on the segmentation of speeches into units of analysis and the recognition of rhetorical appeals by familiarizing them with the crucial qualities of the unit of analysis and the standards for identifying rhetorical appeals.

Data Analysis

C17 is analyzed from two perspectives, including high-frequency words and key words.

Analysis of High-frequency Words in Obama's C17

The words with high frequency are analyzed according to the grammatical categories they belong to. Our analysis is restricted to nouns only in that nouns pertain to the areas the rhetor attends to with serious attention and keen interest.

As demonstrated in the figure below, the noun *president* has a total of 47 tokens. In addition, the noun *job* in his plural form *jobs* ranks high with 39 tokens, followed by *care* with 35 tokens, *health* with 31 tokens, *American* with 24 tokens, *America* with 23 tokens, and some other nouns like *economy* and *families* in a descending order.

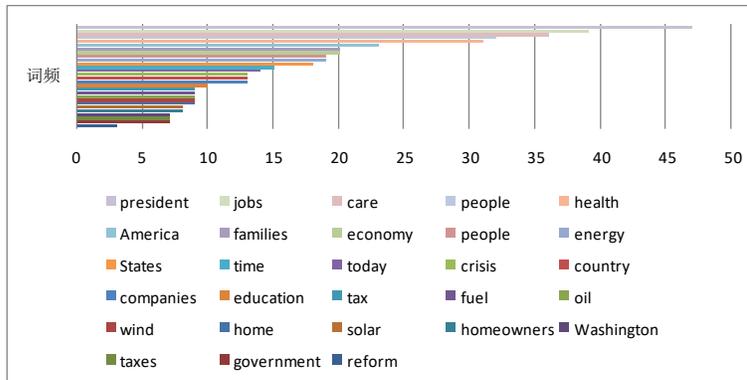


Figure 1. The Frequency of Nouns in Obama's C17

The noun *president* stands first and foremost with 47 occurrences in the word list. As a matter of fact, the remarkable dominance of this word does not conflict with the original expectation. This is because it is the word *president* that binds the rhetor and his audience together. All that the rhetor, Obama, considers indispensable in running for presidency, like convincing his audience of his qualifications for the presidency, building a highly appreciated character essential to U.S. presidents, and eventually achieving his goal cannot be separated from the term *president*.

The word *jobs* ranks second with 39 tokens. Employment is definitely one of the hot issues the American people are chiefly concerned about. In building an agreeable ethos to secure the support of his audience, any presidential candidate must depict himself as a person who sympathizes with the situation of his audience. He, on the one hand, aspires to attend to the issue at hand and, on the other hand, embraces the ability to cater to their needs. This disposition of the rhetor can be substantiated by an examination of some of the collocates of *jobs*. Among the collocates of *jobs*, the words *create* (with 13 tokens), *million* (with 13 tokens), *new* (with 10 tokens), and *will* (with 9 tokens) deserve to be analyzed in that they demonstrate Obama's understanding of the needs of his audience and his compassion with their conditions, as well as his willingness to satisfy their needs.

In addition to the nouns elaborated above, a number of other nouns are also worth expounding. The word *America* together with *American*, *Americans*, *country*, and *states* in all have a total of 87 occurrences. In terms of their reference, they have one thing in common. That is, the coverage of the concept of audience is restricted to America rather than any other country or the world as a whole. All of them clearly indicate the rhetor's awareness of the identities of his audience and the emphasis he laid on his audience in shaping a character that he assumes is valued by them.

Apart from *economy* and *families*, which also reflect Obama’s concerns of his audience, the word *energy* (with 19 tokens) deserves to be treated with due care. The number of its occurrences is far from outstanding; this, however, cannot deny its status in Obama’s consideration of the qualities of his audience. This is because the nouns like *fuel* (with 9 tokens), *oil* (with 9 tokens), *power* (with 9 tokens), *wind* (with 8 tokens) and *solar* (although it is an adjective with 8 tokens) are all the hyponyms of energy and should be attributed to the category of energy. In this way, the number of occurrences in the realm of energy reaches 62. This number compared with the tokens of other nouns is no longer inconspicuous.

Analysis of High-frequency Words in Obama’s C17

In order to ascertain the representativeness and keyness of the key words in each of the individual rhetorical appeals to be analyzed, *frown* was selected as the reference corpus. It helps to present a general picture of the key words as well as their keyness in C17 when referred to ordinary texts. The keywords of nouns thus obtained can then testify the findings of the above analysis of the selected rhetorical appeal. The keywords in Obama’s C17 when referred to *frown* are given in the Figure below.

N	Key word	Freq	%	Freq	RC	%	eyness	P	mmas	Set
1	OUR	101	1.37	1,156	0.09	348.51	0.000000			
2	WE	141	1.91	2,885	0.23	343.39	0.000000			
3	WILL	101	1.37	1,845	0.15	265.29	0.000000			
4	JOBS	39	0.53	106		232.88	0.000000			
5	I	160	2.17	6,795	0.55	201.24	0.000000			
6	PRESIDENT	47	0.64	468	0.04	173.57	0.000000			
7	CARE	36	0.49	207	0.02	168.22	0.000000			
8	WELL	26	0.35	70		155.62	0.000000			
9	ILL	30	0.41	189	0.02	135.29	0.000000			
10	HEALTH	31	0.42	214	0.02	134.74	0.000000			
11	INVEST	17	0.23	23		120.24	0.000000			
12	AND	321	4.36	28,003	2.26	115.11	0.000000			
13	NEED	34	0.46	467	0.04	106.04	0.000000			
14	THAT	167	2.27	11,641	0.94	99.23	0.000000			
15	FAMILIES	20	0.27	107		95.97	0.000000			
16	HELP	28	0.38	340	0.03	93.43	0.000000			
17	THAT'S	29	0.39	382	0.03	92.58	0.000000			
18	AMERICA	23	0.31	197	0.02	91.07	0.000000			
19	ECONOMY	20	0.27	125	0.01	90.45	0.000000			
20	THIS	83	1.13	4,081	0.33	86.38	0.000000			
21	RENEWABLE	9	0.12	1		85.89	0.000000			
22	ENERGY	19	0.26	142	0.01	79.86	0.000000			
23	AFFORDABLE	10	0.14	10		75.04	0.000000			
24	OUTSOURCED	7	0.10	0		71.85	0.000000			
25	PROMISE	13	0.18	47		71.28	0.000000			
26	MAKE	32	0.43	751	0.06	70.12	0.000000			
27	HOMEOWNERS	8	0.11	3		69.26	0.000000			
28	CRISIS	13	0.18	63		64.64	0.000000			
29	EVERY	26	0.35	513	0.04	64.62	0.000000			
30	CREATE	15	0.20	113		62.83	0.000000			
31	VE	6	0.08	0		61.58	0.000000			
32	DO	41	0.56	1,510	0.12	60.00	0.000000			
33	SOLAR	8	0.11	10		57.50	0.000000			

Figure 2. Keyword List of Obama’s C17 Referred to Frown

Obviously, what was demonstrated by the key words list echoes the findings unveiled through the analysis of high-frequency words above. They collaboratively serve to corroborate the significance of the words, which fall into the grammatical category of nouns like *jobs*, *president*, *care*, *health*, *families*, *America*, *economy*, *energy*, and so on. All these nouns are indicative of the central issues the audience is deeply concerned as well as their interests, needs and expectations.

Data Discussion

A total of 1041 appeals could be detected in Obama’s 20 speeches, and C17 alone boasts of 155 appeals. This finding attests to the pervasiveness of rhetorical appeals in the construction of persuasive texts as

represented by American campaign speeches. Barack Obama applied a huge number of rhetorical appeals to his speeches in attempt to secure the smooth proceeding of their persuasion.

This study also endeavored to explore the way C17 was linguistically realized through an analysis of the words of high frequency and key words in this appeal. The result obtained through key word analysis of C17 echoes that achieved from word- frequency analysis. Both the high-frequency words and key words are indicative of the primary concerns and areas of interest of the audience. It is far from coincidental that these words occupy noticeable positions in the word lists of their respective appeals. Rather, the ascendancy of these words arises out of the rhetors' delicate design, which is grounded in their analysis of audience. They both indicate that the use of rhetorical appeals is dominated by the rhetors' audience awareness. In other words, the execution of rhetorical appeals entails a profound analysis of the crucial qualities of the audience and the distribution and linguistic realization of rhetorical appeals submitted to the rhetors' audience awareness. Thus, the analysis of the candidates' rhetorical appeals embedded in specific rhetorical situations reflected the design features of the audience, which, in turn, governs the rhetors' use of these appeals.

Obama's persuasion was initiated by his intent to build such a conviction in the minds of his audience that he was the right person for them to vote for. The process of persuasion is characterized by the execution of rhetorical appeals directed at the audience, and the ending of the persuasion is marked by the audience's acceptance or rejection of the rhetors' proposals.

Conclusion

The analysis of rhetorical appeals as represented by C17 in the coding scheme of the research proposed by Aristotle and Chaim Perelman unveiled the prevalent existence of rhetorical appeals in U.S. presidential campaign speeches. It is far from a coincidence that they occupy such a predominant position in the construction of persuasive texts. Rather, their presence is demanded by the rhetorical purpose of the rhetor and is rooted in the rhetor's analysis of the specific qualities of the audience, such as the audience's needs, interests, expectations, and so on. In other words, the study of C17 demonstrates the crucial role played by rhetorical appeals in the construction of persuasive texts and the predominance of audience in the execution of these appeals.

References

- Anthony, M.W., & Kostyantyn, G. (2007). Rhetorical appeals in fundraising. In D. Biber, U. Connor, & T. A. Upton, (Eds.), *Discourse on the Move: Using Corpus Analysis to Describe Discourse Structure*. Amsterdam/Philadelphia: John Benjamins Publishing Company.
- Aristotle. (1932). *The rhetoric of Aristotle*. C. Lane, (Trans.) New York: Appleton-Century-Crofts.
- Clark, R. A., & Delia, J. G. (1979). Topoi and rhetorical competence. *The Quarterly Journal of Speech*, 65(2), 185-206.
- Connor, U., & Lauer, J. (1985). Understanding persuasive essay writing: Linguistic/rhetorical approach. *Text*, 5(4), 309-326. Amsterdam: Mounon Publishers.
- Nelson, W. F. (1969). Topoi: Evidence of human conceptual behavior. *Philosophy and Rhetoric*, 2(1), 1-11.
- Whalen, J. C. (1994). *The identification of formal topoi in the 1960 presidential campaign speeches of vice president Richard M. Nixon*. Fullerton: California State University Fullerton.

Burkean Identification Strategies in China's National-Image Discourse Construction

Liwei Zhang

School of Foreign Languages, Northeast Normal University, Changchun, China

Email: zhanglw246@nenu.edu.cn

[Abstract] Chinese President Xi Jinping paid an historical state visit to Bangladesh on October 14, 2016. The visit was the second state visit by Chinese presidents in 40 years. During his visit, Xi published a signed article in mainstream Bangladesh newspapers. Grounded on Kenneth Burke's (1973) theory on identification strategies, this paper explores how Xi constructs China's national image in his signed article. The analysis reveals that a Burkean approach to China's national-image discourse construction not only extends the application scope of Burke's rhetorical theory, but also provides the international community an understanding of the characteristics of China's national-image discourse construction.

[Keywords] rhetoric; identification strategies; international relations; national-image discourse construction

Introduction

On October 14, 2016, Chinese President Xi Jinping paid his first state visit to Bangladesh – a member country (CEIN, 2018) of the “One Belt, One Road (OBOR)” – which is, at the same time, one of the most underdeveloped countries (UNDP, 2018) in the world. China and Bangladesh established their diplomatic relations on October 4, 1975, and the first state visit to Bangladesh by a Chinese president was in March 1986 by the Chinese President Li Xiannian (ECC, 2018). Therefore, the 2016 state visit by a Chinese president to Bangladesh was not only the second state visit to Bangladesh by Chinese presidents, but also Xi Jinping's first state visit to Bangladesh as President (ECC, 2018). During his visit, Xi published a signed article titled “China-Bangladesh Cooperation Will Bear Golden Fruits” (TDS, 2018) in two of Bangladesh's mainstream newspapers – *The Daily Star* and *Prothom Alo* – in which he presented a positive national image of China by employing a variety of rhetorical identification strategies (in Burke's term).

In rhetorical studies in China, national-image discourse construction has recently started to draw scholars' attention (Wang, 2010). A survey of existing rhetorical studies on national-image discourse in China reveals that scholars have explored various subjects, including an empirical approach to the exploration of the characteristics of both China (e.g. Fan, 2013; Qin, 2015; Li, 2016) and other countries' national-image rhetoric (e.g. Wu, & Chen, 2013; Hu, 2016), and a theoretical approach to the study of China's national-image rhetoric (e.g. Hu, & Xue, 2010; Wang, 2010). Among the studies that are concerned with examining the characteristics of China's national-image discourse construction, there is a lack of research on how China constructs its own national image in the discourse of conducting international relations with other countries. Therefore, drawing upon Kenneth Burke's theory on identification strategies, this study examines how Chinese President Xi Jinping constructs China's national image in his signed article published in Bangladesh's mainstream newspapers during his state visit to Bangladesh in 2016. To that end, this paper will first elaborate upon Kenneth Burke's theory on identification strategies; then, it will conduct an analysis of Xi Jinping's signed article by using a

thematic pattern in exploring the identification strategies that Xi deploys in his signed article; finally, it will conclude with an emphasis of the significance of exploring Chinese national discourse.

Kenneth Burke's Theory on Identification Strategies

Aristotle's rhetorical triangle demonstrates that in any persuasive process there are interactions among three components – speaker, message, and audience (Roberts, 350 B.C./1954, p. 8). The communication process exists not only in verbal, but also in written discourses. Speech as a verbal discourse is characterized by its promptness of arousing an audience's responses. However, in political discourse, a country's leaders' signed article can also be considered as a written form of speech. Despite the fact that politically signed articles are targeted more at those who are interested in politics, a country's political path is directed by those who have a political eye; therefore, when the signed articles reach those who are sensitive to politics, they would, as well, be instantly influenced by the ideologies the signed articles convey. In the discourse of international relations, when one country intends to strengthen its diplomatic relations with the other through the positive construction of its own national image, it would be inclined to rely on the massive utilization of identification strategies.

Identification is a key term in Kenneth Burke's (1969) *A Rhetoric of Motives*. If Aristotle was considered as the forefather of classical rhetoric, then Kenneth Burke would be deemed as the pioneer of the new rhetoric. The main contribution of Burke to rhetorical studies lies in his redefinition of rhetoric. Classical rhetoric defines rhetoric as "The faculty of observing in any given case the available means of persuasion" (Roberts, 350 B.C./1954, p. 7), and its goal is to "persuade" (Burke, 1951, p. 203). By contrast, Burke defines rhetoric as "the symbolic use of language for inducing cooperation in humans that by nature respond to symbols" (1969, p. 43), and its aim is to "identify" (1951, p. 203) with the audience. In Burke's (1969) words, "persuasion" is "normally thought to involve explicit appeals and manipulation," and it "involves choice, will" (Burke, 1951, p. 50), whereas "identification allows for an unconscious factor as well" (Blakesley, 2002, p. 15). To put it another way, while persuasion works on an explicit level of engaging audiences' attention with the rhetor's viewpoint, identification works more on a subtle level.

According to Burke (1969), two people are identified with each other if they share the same interests. However, one can also "*identify himself* with another even when their interests are not joined, if he assumes that they are, or is persuaded to believe so" (Burke, 1969, p. 20; emphasis original). In other words, when the audiences are consubstantiated with the rhetor's ideology, they are being motivated to act in accordance with a shared attitude.

Despite the fact that "identification" differs from "persuasion," they are means to achieve each other in a rhetorical act. As Burke (1969) remarks, on one hand, "a speaker persuades an audience by the use of stylistic identifications; his act of persuasion may be for the purpose of causing the audience to identify itself with the speaker's interests" (p. 46); on the other hand, "the speaker draws on identification of interests to establish rapport between himself and his audience" (Burke, 1969, p. 46). To put it another way, "identification" is the ultimate purpose of the speaker's rhetorical action, and when the audience is being "persuaded" s/he may be on the way to identifying her/himself with the speaker.

To identify the interest with the audience, according to Burke (1973), a speaker can rely on the employment of three identification strategies, i.e. *identification by sympathy*, *identification by antithesis*, and *identification by inaccuracy* (p. 269; emphasis added). *Identification by sympathy* refers to the strategy of identifying the audience through the production of an emotional resonance with them. For

instance, to help the Democratic presidential nominee – Hilary Clinton – win the votes during the 2016 American presidential election campaign, the former American President Barack Obama criticized Donald Trump’s sexual harassments of women in his speech at Greensboro, North Carolina, by saying “But you don’t have to be a husband or a father to hear what we heard just a few days ago and say, that’s not right. You just have to be a decent human being to say, that’s not right” (TWH, 2018). Obama is a father of two daughters and a husband of a woman. Hearing Trump’s insulting behaviors to women, Obama naturally associates the responses that he would make with those that every man in the audience would make even if it is when they simply hear of the happening of such a behavior to any woman. In saying so, Obama has won the male audience’s emotional support, let alone those of females’ during his speech.

Identification by antithesis refers to the strategy of emphasizing the mutual opponents that both the speaker and the audience face so as to obtain the audience’s support in countering the mutual opponents. The opponents can be in forms of humans, objects, and environments that pose negative effects to both the speaker and the audience. For instance, in the 1930s China, despite the fact that the Communist Party and the Nationalist Party were confronting each other, faced the invasion of Japan, so the two Parties collaborated tightly with each other and finally managed to repel Japan.

The last type of identification strategy is *identification by inaccuracy*. As Foss, Foss, and Trapp (1985) explain, “Identification by inaccuracy derives from situations in which it goes unnoticed. In this case, identification is used to persuade at an unconscious level” (p. 193). Moreover, according to Burke (1969), the simplest form of language that best achieves the effect of *identification by inaccuracy* is through the use of the first-person plural pronoun “we” (p. 28; emphasis added). In other words, each time the speaker deploys the personal pronoun “we” in his rhetoric, the audience would unconsciously self-include him/herself into the group of people that the speaker is defining, and it is in this way that the speaker achieves his/her identification with the audience.

Grounded on Burke’s theory on identification strategies, this paper aims to explore how Chinese President Xi Jinping constructs China’s national image in his signed article published during his state visit to Bangladesh. The study is significant not only in that it extends the application scope of Burkean identification theory, but also in that it facilitates the international community’s understanding of the characteristics of China’s national-image discourse construction so as to better comprehend China’s philosophy of governing.

Identification Strategies in Xi Jinping’s Signed Article

Xi Jinping’s signed article, “China-Bangladesh Cooperation Will Bear Golden Fruits” (TDS, 2018), was published in Bangladesh newspapers *The Daily Star* and *Prothom Alo* in English. Since the English versions published in the two newspapers are identical, I will refer to the English version published in *The Daily Star* in analyzing the identification strategies that Xi utilizes in his signed article in constructing China’s national image.

Identification by Sympathy

In Xi’s signed article, *identification by sympathy* is the identification strategy that Xi adopts most frequently. Moreover, the identification strategy is achieved through a variety of themes, including “identification strategy of compliment,” “identification strategy of long-standing and well-established friendship,” and “identification strategy of China-Bangladesh commonalities,” as well as “identification

strategy of celebrity effect.” In the following sections, I will demonstrate how *identification by sympathy* is accomplished through the employment of the various themes in Xi’s signed article.

Identification strategy of compliment. In the beginning of his signed article, Xi compliments Bangladesh by saying that “At the kind invitation of President Abdul Hamid, I will pay a state visit to the beautiful country of Bangladesh in this golden harvest season of autumn.” Then he proceeds to say, to name just a few, as seen in the following examples:

Example 1:

- a) *Bangladesh is a fascinating and promising land. ...Endowed with rich natural resources, this land is home to a hard-working and talented nation and a time-honored and splendid culture. In fact, famous poet Rabindranath Tagore wrote many of his most notable works in Bengali.*
- b) *Bangladesh is a land filled with hope. Since its independence, Bangladesh has come a long way. With strenuous efforts, it has started from scratch and successfully met the livelihood needs of its 160 million population, contributing significantly to global poverty reduction.*

Bangladesh is a country that has dense river systems (UNDP, 2018). Its abundant water resources and fertile flat lands have provided Bangladesh the advantageous natural conditions for cultivating Bangladesh people’s literary attainment. By illustrating that Indian poet Tagore wrote in Bangladesh (see example 1), Xi is conveying not only his affirmation, but also his knowledge and appreciation of Bangladesh’s profound culture and the influence of its culture on its compatriots who once shared the same cultural roots, thus prompting Bangladesh people’s sense of pride.

In addition to the compliment on Bangladesh’s profound culture, Xi has also commended Bangladesh’s people for their spirit of hardworking (see Example 2). Bangladesh is a small country that has a large population, and most of the people were living below the poverty line. However, with Bangladesh’s people’s diligence and wisdom, the whole nation has managed to solve the problem of livelihood. As Liu (2004) states, “the art that does not reveal explicitly its art is the highest form of art” (p. 25). In his signed article, Xi does not hinge on the deployment of any abstruse examples, but on factual examples to pay his tribute to Bangladesh’s people, which impresses Bangladesh’s people of the genuineness of Xi and, thus, engages their emotional resonance with him.

Identification strategy of long-standing and well-established friendship. In portraying the longstanding China-Bangladesh friendship, Xi first recalls the two countries’ friendship, then he links the two countries’ friendship in the past to that in the present, and, at last, he foresees the prospect of the two countries’ friendship. The overview of the two countries’ friendship reveals not only the long history of the two countries’ friendship, but also the endeavor the two countries’ current leaders have been making and are going to make to strengthen the diplomatic ties. For instance, in the following examples, Xi states that

Example 2:

- a) *I look forward to meeting friends both old and new and discussing with them how China and Bangladesh can work together for common development. The people of China and Bangladesh have been good neighbors and friends since ancient times. Stories of our friendship and exchange witnessed by the Southern Silk Road and the*

Maritime Silk Road throughout the millennia are still being told today.

- b) The seed of friendship was thus planted by the veteran leaders of our two countries long before diplomatic ties were established. It has now grown into a giant tree with deep roots and rich fruits.*
- c) Since the establishment of diplomatic ties 41 years ago, China has always regarded Bangladesh as its true friend and partner for development. China highly values its relations with Bangladesh. We firmly support each other on issues concerning each other's core interests.*
- d) Our two sides should, from a strategic perspective, strengthen high-level exchanges and top-level planning, cement traditional friendship and political ties, set more ambitious goals and build a better framework for our bilateral relations and lay a solid foundation for lasting friendship and all-round cooperation.*

The review of the friendship of the past (see Examples 2-a and 2-b), description of the friendship in the present (see Example 2-c), and vision of the friendship for the future (see Example 2-d). Identification strategy reinforces Bangladesh's people's knowledge of not only the long history and solid foundation of the China-Bangladesh friendship, but also the reliability of China's being their long-term cooperation partner in the future. Therefore, the utilization of the themes that emphasize "China and Bangladesh's long-standing and well-established friendship" engages Bangladesh's people's emotional identification with China.

Identification strategy of China-Bangladesh commonalities. In addition to the depiction of the longstanding friendship between China and Bangladesh, Xi also highlights the commonalities shared by China and Bangladesh in intriguing Bangladesh's people's emotional resonance with China. For example, Xi says that

Example 3:

- a) In fact, both the Chinese and Bangladeshi people drink water from the same river, known as Yarlung Zangbo River in China and Jamuna River in Bangladesh.*
- b) Both China and Bangladesh are developing countries with a huge population. Our national conditions have a lot in common and our development goals are well-aligned.*
- c) Bangladesh, with its favorable geographic location and huge population, market potential and cooperation space, is an indispensable partner for China to advance the Belt and Road Initiative and production capacity cooperation in South Asia and the Indian Ocean region.*
- d) Successive Chinese and Bangladeshi leaders have maintained sound interactions at bilateral and multilateral events and provided positive guidance to the growth of bilateral relations.*
- e) In September 2015, I had a good meeting with Prime Minister Sheikh Hasina in New York on the margins of the UN summits marking its 70th anniversary. We agreed to expand cooperation across the board, jointly advance the Belt and Road Initiative and the BCIM Economic Corridor and take bilateral relations to a new height.*

- f) *With the unremitting efforts of our two peoples, China-Bangladesh practical cooperation has produced fruitful results.*
- g) *We have also made significant progress in our cooperation in defense, security, education, culture and other fields.*
- h) *The “Sonar Bangla” dream of national strength and prosperity is in perfect harmony with the Chinese dream of great national renewal.*
- i) *China will work to increase exchanges and mutual learning between the Chinese and Bangladeshi culture so as to bring our people closer to each other.*
- j) *I believe with the joint efforts of our two peoples, China-Bangladesh cooperation will bear even more golden fruits.*

Xi’s elaboration on the commonalities shared by China and Bangladesh above draws upon a variety of themes. The themes include “China and Bangladesh share same source of water” (see Example 3-a), “China and Bangladesh face similar national conditions” (see Examples 3-b and 3-c), “Unremitting efforts made by China and Bangladesh” (see Examples 3-d, e, f, g), and “Similar national dreams between China and Bangladesh” (see Example 3-h), as well as “Prospects for cooperation between China and Bangladesh” (see Examples 3-i and 3-j).

Specifically, the emphasis of the commonalities between the two countries departs from the introduction to the shared natural survival basis for human: water (see Example 7). Water is the source of life. The introduction to the mutual water source for both China and Bangladesh – Yarlung Zangbo River-Jamuna River – immediately engages Bangladesh’s people’s recognition of the congenial inseparability of the two countries. Then, Xi turns to the description of the similar national conditions that both China and Bangladesh face; both countries have a large population and both are developing countries (see Examples 8 and 9). Consequently, how to create the largest scale of welfare for people in both countries has become the primary concern of the two countries’ leaders. To solve that problem, the people of the two countries will need to communicate with and learn from each other in depth, which requires the unremitting efforts of the two countries (see Examples 3-d, e, f, g). However, any step that the two countries take to enhance the welfare of people of their own is aimed at achieving their own national dream (see Example 3-h). Bangladesh’s national dream is for fulfilling the “‘Sonar Bangla’ dream of national strength and prosperity”; similarly, China’s dream is, as well, on the path of achieving “Chinese dream of great national renewal.” To achieve both countries’ national dreams, Xi conveys to Bangladesh’s people China’s willingness to strengthen the ties with them by increasing exchanges and mutual learning between the two countries (see Examples 3-i and 3-j). Therefore, Xi’s signed article communicates to Bangladesh’s people that China and Bangladesh are bonded with each other not only in their source (i.e. water) but also in their destination (i.e. for the achievement of national dream), which evokes Bangladesh’s people’s emotional identification with China.

Identification strategy of celebrity effect. The last type of identification strategy of sympathy that Xi exercises is by quoting experiences of historical celebrities of both countries who have made significant contributions to the promotion of China-Bangladesh relations. For instance, Xi states in his article that

Example 4:

- a) *Eminent Chinese monks Faxian and Xuanzang travelled west for Buddhist*

scriptures. Atisa Dipankara Shrijnana, a Bengali religious master, spread Buddhism in China. They were the pioneers of our cultural exchange. Famous navigator Zheng He of the Ming Dynasty visited Bengal twice. According to his description, "This is a richly endowed and teeming land with lovely people and fertile fields." Believed by the Chinese then to be a qilin (an auspicious mythical animal), the giraffe that the Bengali king gave to the Ming emperor brought much excitement to the court and general public in China.

- b) In the 1950s and 1960s, Premier Zhou Enlai visited Dhaka twice and Bangabandhu Sheikh Mujibur Rahman visited China twice.*
- c) Bangabandhu Sheikh Mujibur Rahman put forward the vision of "friendship to all, malice to none." China will always be Bangladesh's trustworthy friend and partner.*

The historical figures Xi quotes above – Faxian, Xuanzang, Atisa Dipankara Shrijnana, Zheng He, and Zhou Enlai, as well as Sheikh Mujibur Rahman – were celebrities known well to people of both countries. Moreover, the common characteristic among the historical figures was that they all have played significant roles in history in promoting China-Bangladesh relations. Due to the celebrity effects of great historical figures (Li, 2000, p. 98), Xi's review of the contributions made by historical figures of both countries not only reminds Bangladesh's people of the active interaction between the two countries in the past, but also encourages Bangladesh people to continue to develop its friendship with China, which shows to Bangladesh's people China's determination in constantly strengthening the China-Bangladesh relations.

To conclude, the strategy of *identification by sympathy* in Xi's signed article is achieved by the construction of themes that not only pertain to the extolling of the natural and human heritages that China and Bangladesh have respectively produced, but also to the friendship to which both of the two countries have made contributions. The extolling themes seem to be honoring the longstanding friendship between the two countries, but, more importantly, they aim to identify Bangladesh's people on an emotional level with China.

Identification by Antithesis

In addition to the employment of the strategy of *identification by sympathy*, Xi has also utilized the strategy of *identification by antithesis*. As introduced earlier, the antithetical factors that a rhetor refers to could be in the form of humans, objects, or environments that pose negative effects to both the rhetor and the audience. In his signed article, Xi articulated various negative factors that formed the mutual hindrance for the development of both China and Bangladesh. For example, in the following statements, Xi says:

Example 5:

- a) More recently, having endured repeated wars and incessant poverty, our peoples fought tenaciously for national independence and liberation, strove for development and progress and forged unshakable trust and friendship in the process. 20*
- b) Since its independence, Bangladesh has come a long way. With strenuous efforts, it has started from scratch and successfully met the livelihood needs of its 160 million population, contributing significantly to global poverty reduction.*

- c) *China stands ready to offer more assistance and support to Bangladesh to the best of its capability, enhance mutual assistance and cooperation with Bangladesh in areas such as disaster prevention and mitigation, vocational training, medical and health care services, climate change and women and children, work together with Bangladesh to implement the 2030 Agenda for Sustainable Development and make China-Bangladesh cooperation a fine example of South-South cooperation. 22*

In the examples above, Xi illustrated the mutual antithetical factors that both China and Bangladesh face, including war, nation-wide poverty, the experience of being colonized, the struggle to achieve national independence and liberation, national disasters, a low literacy level, backward medical services, and climate change, as well as protection of women and children's rights. More importantly, the antithetical factors are the top intractable problems that constrain the further development of both countries. To tackle the problems, it demands the two countries, which both have a large population and are a developing country, to learn from and cooperate with each other fully. Therefore, by referring to the mutual obstacles that slow down the development of both China and Bangladesh, Xi is reminding Bangladesh's people of the urgency of conducting an all-round cooperation with China so as to overcome those problems, which is a manifestation of the exercise of the strategy of *identification by antithesis*.

Identification by Inaccuracy

As explained earlier, *identification by inaccuracy* works "at an unconscious level" (Foss et al., 1985, p. 193), and the simplest form of language that can produce such an effect is the first-person plural pronoun "we" (Burke, 1969, p. 28). At the end of his signed article, Xi proposed his expectation for the further cooperation to be conducted between China and Bangladesh by using a parallel structure started with the first-person plural pronoun "we." For instance, in the following examples, Xi proposes that

Example 6:

- a) *We need to step up political communication for greater mutual trust. 23*
- b) *We need to align our development strategies for win-win outcomes.*
- c) *We need to enhance South-South cooperation for common development.*
- d) *We need to build a bridge of friendship for greater affinity and mutual understanding. 26*
- e) *It is important that we facilitate exchanges and cooperation in areas such as education, media, think tanks, tourism and youth and at the sub-national level so that more of our people will be mobilized to support closer ties between China and Bangladesh.*

(Note: This sentence starts with the formal subject "it", which means that the real subject of this sentence is still the first-person plural pronoun "we." Therefore, despite the fact that the syntactic structure of this sentence differs from that of the previous four, the semantic meaning it conveys stays the same, i.e. all the five sentences are expressing the urgency for the two countries to cooperate with each other in different areas.)

Xi's proposal of the areas in which China and Bangladesh could launch cooperation includes politics (see Example 6-1), economy (see Examples 6-b and 6-c), and education (see Example 6-d), as well as

culture (see Example 6-e). The intensive exploitation of the first-person plural pronoun “we” at the end of Xi’s signed article not only shows China’s willingness and determination to make joint efforts with Bangladesh, but also indicates the inseparability of the two countries in making achievements in those areas. Therefore, upon finishing reading Xi’s signed article, Bangladesh’s people would unconsciously consider themselves as an indispensable part of the cause of strengthening China-Bangladesh relations, which demonstrates the working of the strategy of *identification by inaccuracy*.

Conclusion

According to Hu and Xue (2010), “national-image rhetoric is an intersubjective process” (p. 35). In the field of international relations, a country’s construction of its own national image to the world is for providing the international community more background information of its domestic and foreign policies so as to facilitate its conducting of international cooperation. Since the proposal of the “One Belt and One Road” grand strategy, China has become an international focus, and each step it takes to advance the development of both itself and the whole world has attracted the global society’s attention. As a representative of the Chinese government in the international arena, Chinese President Xi Jinping’s remarks are signs of the position that China takes in dealing with international affairs. Drawing upon Kenneth Burke’s (1973) theory on identification strategies, this paper explores how Chinese President Xi Jinping constructs China’s national image in his signed article published in Bangladesh’s mainstream newspapers during his state visit to Bangladesh in 2016. The analysis reveals that Xi presents a positive image of China by extensively employing Burkean identification strategies (i.e. *identification by antithesis*, *identification by sympathy*, and *identification by inaccuracy*). Moreover, the identification strategies are further achieved by the utilization of themes that applaud the tight relation of China with Bangladesh. The research into China’s national-image discourse construction from Burke’s rhetorical perspective not only extends the application scope of Burke’s rhetorical theory, but also provides the international community an understanding of the characteristics of China’s national-image discourse construction.

References

- Aristotle (1954). *Rhetoric*. W. R. Roberts, (Trans.). New York: The Modern Library. (Original work published 350 B.C.).
- Blakesley, D. (2002). *The elements of dramatism*. New York: Longman.
- Burke, K. (1951). Rhetoric – Old and new. *The Journal of General Education*, 5(3), 202-209.
- Burke, K. (1969). *A rhetoric of motives*. Los Angeles: University of California Press.
- Burke, K. (1973). The rhetorical situation. In L. Thayer (Ed.), *Communication: Ethical and Moral Issues*, (pp. 263-275). New York: Gordon and Breach Science Publishers.
- China Economic Information Network (CEIN) (2018). *Bangladesh* [Database of the Belt and Road]. Retrieved on August 5, 2018 from <http://ydyl.cei.cn/page/Show.aspx?m=3>
- Economic and Commercial Counsellor’s Office of the Embassy of the People’s Republic of China in the People’s Republic of Bangladesh (ECC). (2018). *China-Bangladesh Relations* [Cooperation between China and Bangladesh]. Retrieved on August 5, 2018 from <http://bd.mofcom.gov.cn/article/zxhz/sbmy/201411/20141100795442.shtml>

- Fan, X. (2013). Guojia xingxiang xiuci zhong de hexin huayu he zhichi xing huayu – Jiyu H7N9 yu SARS shiqi guanfang meiti baodao de fenxi [The core discourse and supportive discourse in national-image rhetoric – An analysis based on official media reports during the H7N9 and SARS Period]. *Dangdai xiuci xue*, 4, 14-22.
- Foss, S. K., Foss, K. A., & Trapp, R. (1985). *Contemporary perspectives on rhetoric*. Prospect Heights: Waveland Press.
- Hu, F. & Xue, S. (2010). Zuowei xiuci wenti de guojia xingxiang chuanbo [National-image communication as a rhetorical question]. *Huadong shifan daxue xuebao (Zhhexue shehui kexue ban)*, 42(6), 35-40.
- Hu, T. (2016). Wenhua lengzhan beijing xia meiguo tushu de haiwai chuanbo yu guojia xingxiang suzao [Overseas publications and national-image construction of American books under the background of Cultural Cold War]. *Zhongnan daxue xuebao (Shehui kexue ban)*, 22(2), 186-192.
- Li, J. (2016). Guojia xingxiang xiuci yu “Xi Dada” de yingyi [National-image rhetoric and the English translation of “Big Daddy Xi”]. *Yuwen xuekan (Waiyu jiaoyu jiaoxue)*, 7, 69-70.
- Li, Q. (2000). Mingren guanggao de juese qianyi yu guanggao shuofu [Role transfer and advertising persuasion in celebrity advertising]. *Xinan mingzu xueyuan xuebao*, 21(9), 98-100.
- Liu, Y. (2004). *Zhuiqiu xiangzheng de lilian* [The power of pursuing symbols: Thoughts on Western rhetorical thought]. Beijing: Sanlian Bookstore.
- Qin, H. (2015). Guoji hanyu jiaocai bianxie yu guojia xingxiang xiuci celue [Rhetorical strategies in China’s national-image construction in editing international Chinese textbooks]. *Guoji xiuci xue yanjiu*, 00, 220-227.
- The Daily Star. (TDS). (2018). *China-Bangladesh cooperation will bear golden fruits* [Front Page]. Retrieved on February 8, 2018 from <https://www.thedailystar.net/frontpage/china-bangladesh-cooperation-will-bear-golden-fruits-1298536>
- The White House. (TWH). (2018). *Remarks by the President at North Carolina Democratic Party rally*. [Speeches and Remarks]. Retrieved on March 5, 2018 from <https://obamawhitehouse.archives.gov/the-press-office/2016/10/11/remarks-president-north-carolina-democratic-party-rally>.
- United Nations Development Programme. (UNDP). (2018). *Bangladesh*. Retrieved on August 5, 2018 from <http://www.bd.undp.org/content/bangladesh/en/home/countryinfo.html>
- Wang, R. (2010). Guojia xingxiang xiuci shi dangdai xiuci xue de zhongyao keti – Diyi jie guojia xingxiang xiuci xue xueshu yantao hui shuping [National-image rhetoric as an important topic for contemporary rhetoric: A Review of the First National Symposium on National-Image Rhetoric]. *Dangdai xiuci xue*, 6, 84-86.
- Wu, X., & Chen, J. (2013). Zhengzhi lingxiu de yingxiang yu guojia xingxiang de xiuci – Yi meiguo baigong fabu de zongtong yingxiang weili de fenxi [The images of political leaders and the rhetoric of national image – Taking the presidential imaging published by the White House of the United States as an example]. *Fuyang shifan xueyuan xuebao (Shehui kexue ban)*, 2, 20-24.

The Interpersonal Analysis of the English Versions of Poetry in *Hong Lou Meng*

Ma Na

*School of Foreign Studies, Liaoning University of International Business and Economics,
Dalian, China*

Email: 23147930@qq.com

[Abstract] *Up until now, there have been many research papers on the translation of Hong Lou Meng; nevertheless, the study on its poetry interpretation is always the hot point in the research field of translated Hong Lou Meng. However, because of the small number of applications of Systemic Functional Linguistics (SFL) on the classic poems, this paper makes an attempt to analyze the English versions translated by three well-known interpreters, the couple of Yang Xianyi and David Hawkes, from the perspective of the interpersonal function theory of SFL.*

[Keywords] *poetry versions; interpersonal function; translation*

Introduction

Hong Lou Meng, the celebrated Chinese classic novel is a masterpiece of realism written in the middle of the 18th century. Taking as its background the decline of several related big families and drawing much from his own experiences, the author Cao Xueqin (? - c.1763) focused on the tragic love between Jia Baoyu and Lin Dai-yu and, in the meantime, provides a panorama of the lives of people of various levels in the degenerating empire. However, he left the work unfinished (or the last 40 chapters were lost). Gao E (c.1738-c.1815) completed the work some years later in much of Gao's spirit and also put in his own revelation, which aroused protracted controversy throughout the centuries. As for the high praise of the celebrated book, the various versions of the book appear. With the versions occurring, there are more and more translation studies on the subject, whether from the perspective of culture, linguistics, image, or aesthetics, etc. Once the significance of the poetry in the book has been ascertained, the translation study of poetry must be put into focus. However, how to render the classical poems into English and help foreign readers appreciate better the charms of classical Chinese poetry has long been a tricky and controversial issue in the translation circle.

In Halliday's functional framework, function is interpreted "not just as the use of language but also as a fundamental property of language itself, something that is basic to the evolution of the semantic system" (Halliday & Hasan, 1989). In identifying these three main types of meaning, Halliday' "SFL treats the organization of language as functionally diversified. This functional diversification is modeled through metafunctions (Halliday, 1985, 1994/2000).

Up until now, there have been many research papers on the translation of *Hong Lou Meng*; nevertheless, the study of its poetry interpretation has always been the hot point in the research field of translated *Hong Lou Meng*. One of the most popularly applied works is the analysis skeleton proposed by Xu Yuanchong, who has listed a theoretical outline of three beauties –in sound, form, and sense in the process of study of the poetry translation of *Hong Lou Meng*. However, referencing the small proportion of studies that have applied the Systemic Functional Linguistics (SFL) on the classic poems, this paper makes an attempt to analyze the English versions translated by three well-known interpreters, the couple of Yang Xianyi and

David Hawkes, from the perspective of the interpersonal function of SFL. By following the introduction of the theoretical claims of interpersonal function, this paper will carry out the analysis from two aspects, i.e., who the writer is or who the narrator is and the communication mood, to help researchers re-handle the problems occurring in the process of translation, especially for the poetry translations. Moreover, the practicality and the operability of SFL applied in the study of poetry translation can be checked out by means of such an analysis.

Application of SFL to Translation Studies

From early 1965, J.C. Catford (1965) made attempts to apply the Scale and Category Grammar of M.A.K. Halliday to construct a linguistic model of translation studies, and what he has illustrated about context, contextual meaning comes from the linguistic theories of Halliday and Halliday's teacher, Firth, the founder of the London School. Catford (1965) stated as such: "The linguistic theories applied in the book are basically from M.A.K. Halliday, also in a great degree influenced by J.R. Firth." Catford's book has not only been translated and published, but has been selected into the Western Translation Theories.

Recently, more and more articles and books have been published about the functional linguistic approach to translation studies. In foreign countries, there are many books, textbooks in particular, which apply SFL successfully to translation studies. For example, *In Other Words: A Coursebook on Translation*, Mona Baker (1992) discusses translation equivalence at the word level, above word level, and at grammatical and textual levels, as well as pragmatic equivalence, with a view to exploring some areas in which modern linguistic theories, including SFL, can provide a basis for training translators and can inform and guide the decisions they have to make in the course of performing their work.

Theoretical Survey of Interpersonal Function of SFL by Halliday

Language is used to enable us to participate in communicative acts with other people, to take on roles and to express and understand feelings, attitudes, and judgments. This function is known as interpersonal function. The interpersonal metafunction of language serves to describe the information exchange between persons. In other words, it expresses the speaker's identity, status, attitude, motivation, and inference of matters. For the interpersonal function, we need to be clear about the following concepts: mood, modality, subject, finite, and residue. Mood and modality are the major grammatical systems of interpersonal function.

The choices in the mood systems realize speech functional categories of statement, question, command, and offer. A statement gives information and, thus, is usually realized by the declarative mood. A question demands a response to open information and is usually realized by the interrogative mood. A command demands goods-and-services and is, thus, usually realized by the imperative mood. An offer gives goods-and-services, and it can be realized by different moods.

Mood consists of two parts: (1) the subject, which is a nominal group, (2) the finite element, which is a part of a verbal group. It is one of a small number of verbal operators expressing tense (e.g. is, has) or modality (e.g. can, must). For example, *She* (subject) *might* (finite) *give up her dream*. Meanwhile, the remainder of the clause, *give up her dream*, is residue.

Halliday (1985) classified modality into two major types: moralization (probability/usuality) and modulation (obligation/inclination). Modalization relates to "how valid the information is in terms of probability and usuality." Modulation concerns "the degree of the obligation" on the receiver to carry out the command, as well as "the degree of willingness or inclination" of the speaker to fulfill the offer

(Halliday, 1994/2000). Modal value, which is one of the parameters in the system of modality (Matthiessen, 1995), is an important variable in modality and can be ranked as high, medium or low. For example:

Table 1: Modal Operator (Halliday 1985)

Low	Median	High
can, may, could, might	will, would, should, is to, was to	must, ought to, need, has to, had to

In simple words, subject and finite make up the concept of mood, and the mood and residue together form a clause. The residue usually includes such elements as predictor, complements, and adjuncts. Mood expresses the speaker's attitude and modality expresses the speaker's judgment; therefore, they are the most important systems in the realization of interpersonal metafunction.

Interpersonal Functional Analysis of Poetry in *Hong Lou Meng*

We will take up the interpersonal functional analysis to check out the operability of SFL in the English versions of poetry in *Hong Lou Meng*. In SFL the interpersonal metafunction embodies all uses of language to express social and personal relations. This includes the various ways the speaker enters a speech situation and performs a speech act. These elements are grouped together as this metafunction in the grammar, covering a whole range of particular uses of language. Thus, we will expand our discussion from a totally new perspective.

Who is the Writer or Who is the Narrator?

In addition to the ideational metafunction of the original realized in the version, the realization of interpersonal metafunction is also the same important in the version. When we analyze a literary work, it is necessary for us to distinguish "the writer" from "the narrator." Of all the poems in the book, it is Cao Xueqin that creates these excellent verses, and the writer can be said to Cao Xueqin, but the real narrator is whoever displays these poems. The role of the narrator, in a way, creates the whole tone of the poem. Therefore, the interpreters should first make it clear the real narrator in order to achieve the original interpersonal function. For example, "Record on the Stone" (《题石头记》 by Yang) can be regarded as the only verse that Cao Xueqin wrote on the representative of his own personality. Here, the writer is just the narrator; as a matter of fact, Cao Xueqin inscribed this verse on his draft "The Twelve Beauties of Jinling." Then in "Won-done Song" (《好了歌》 by Hawkes), the narrator is a gimpy Taoist, and the writer makes the use of the Taoist's mouth to disclose the conflict existing in the human life, and the tone will be more scornful from a Taoist. Such a Taoist speaks like a crazed person, and the spoken words are not literal. Therefore, the interpreters should pay attention to the tone of the words as tongue. On this aspect, Hawkes has done better than Yang. In "Flower-Burial Chant" (《葬花词》 by Yang), one of her typical poems, as the interpreters both know the poem expresses Dai-yu, her own sentiment; they refer to the first person and the second person to make the reader appreciate the original mood:

The version by Yang is as such: "Next year, though once again you may peck the buds, / From the beam of an empty room your nest will fail." (明年花发虽可啄, 却不道人去梁空巢也倾。), but Hawkes translates the line as "Next year the flowers will blossom as before, / But swallow, nest, and Maid will be no more." Here, Yang uses the second person to infuse the human sentiment into the swallow, and in the tone all the creatures have life. This is coordinated with the original atmosphere in Dai-yu's inner world. As for the next verse, Yang deals with it as "What causes my two-fold anguish? / Love for spring and

resentment of spring;” (怪奴底事倍伤神?半为怜春半恼春:), as well as Yang, Hawkes puts “*I know not why my heart’s so strangely sad, / Half grieving for the spring and yet half glad;*” into practice.

In all, whatever the interpreter does with the relationship between the narrator and the writer determines the whole intonation of the discourse, especially in the poem translation; therefore, it is most important to make it clear who the narrator is or who the writer is in the analysis of poem translations.

The Communication of Mood

Sentence Structure. We know that mood is achieved mainly by two means: (1) “subject + finite” usually represents an indicative mood; (2) in the indicative clause, the sequence of the subject and finite plays a key role in the determination of the mood of the clause. Usually, a clause in which subject is taken forward finitely expresses the declarative mood; otherwise, it expresses the “yes/no” interrogative mood. In other words, subject is responsible for the validity or the success of a proposition. Different choices of the subject of a proposition have different kinds of moods.

In “*Won-Done Song*,” the poem is divided into three stanzas, and each stanza consists of four verses. Each verse shows the declarative mood and the interrogative mood. For example, in the first stanza, the first, second, and fourth sentences express the declarative mood, and the third one expresses the interrogative mood:

世人都晓神仙好, 惟有功名忘不了!
古今将相在何方? 荒冢一堆草没了。

The last two sentences can be regarded as an answering question, which aims to stress the answer. Thus, at this time, the interpreters ought to take care to deal with such kind of interrogative sentences. In their versions, both Hawkes and Yang have taken care of these expressions, and they achieve the original expressions:

*All men long to be immortals
Yet to riches and rank each aspires;
The great ones of old, where are they now?
Their graves are a mass of briars. (By Yang)*
*Men all know that salvation should be won,
But with ambition won’t have done, have done,
Where the famous ones of days gone by?
In grassy graves they lie now, every one. (By Hawkes)*

The difference between the two versions is the way that they deal with the subject. Yang emphasizes on the “the great ones of old” by putting it forward; however, Hawkes does with it less emphatically. In another verse of “*Record on the Stone*” (《题石头记》 by Yang), the last two sentences (“都云作者痴, 谁解其中味?”) in the original propose an open question, and it seems that there is someone who will answer the question, or there are no needs to answer it. This verse shows the writer’s inner world in creating the works; that is to say, the writer aims to express his eagerness to seek a bosom friend through his own name. There is no doubt that Cao Xueqin that edits the poem just for himself, and the narrator of this verse is just himself, as well. Cao Xueqin states his thoughts under the stone; here, in the version of whether “*All men call the author mad, / None his message hears*” by Yang, or “*All men call the author fool; / None his secret message hears*” by Hawkes, “the author” and “his” both just refer to Cao Xueqin himself. The interpreters

agree on this mood, so the translations have the same features somehow. However, from the choice of the words, “secret message” has more intensive meanings and much more efficient moods than “message” in semantics.

The use of modal expressions. The other means to convey the interpersonal metafunction is modality, which is realized by the expressions of modalization and modulation, as we have said above. Generally speaking, the users take the advantage of modal adverbs or modal verbs and adjectives to communicate the writer’s intention or willingness. Therefore, the interpreters, in the process of translation, adopt these expressions to reproduce the connotative interpersonal meanings in Chinese. As we know, Chinese usually hides the modal meanings between the lines without obvious expressions. Here, we can see the two versions of poem in *Hong Lou Meng* and acquire how the interpreters apply this means to the translation.

We can see “Mandarin’s Life Preserver” (《护官符》 by Hawkes), taking the second line of the original verse as an example:

阿房宫, 三百里, 住不下金陵一个史。

How to translate “住不下”, which can convey the original effects, is a key question. Yang translates it into “Isn’t fine enough/ For the Shihs of Chinling.” Here, Yang apprehends it as “not fine enough”; thus, he uses a simple “be” verb. However, Hawkes deals with it as “But it could not house / The Nanking Shi.” He doesn’t think over so deeply whether its reason is its size or its quality, yet he uses a modal verb “could” to illustrate the probability. Since “could not” in English expresses the absolute negative meaning, Hawkes uses this expression in order to transmit a kind of impossibility, which is, to some extent, much stronger. Moreover, the last line of this verse “丰年好‘大雪’, 珍珠如土金如铁。” seems that it has no apparent symbols to illustrate how the character is to devour his treasures. Therefore, Yang translates it literally: “Gold is like iron to them,/ And pearls like sand,” which is different from Yang’s version. Hawkes’ version is “To count their money/ Would take all day...” We can easily conclude that Hawkes turns out the connotation of this verse, but we do not care how he translates it, yet we pay more attention to the word “would.” The modal word “would” expresses the character’s subjective willingness more clearly; somehow, Hawkes uses this word here with the writer’s taunting tone so that he conveys the character’s position and attitudes towards the life or the treasures. Thus, in the management of some modal words, Hawkes seems to have done better or more accurately than Yang.

Reporting Phenomena

In the poems written by Cao Xueqin in *Hong Lou Meng*, reporting appears frequently. As for the key of reporting, first we should understand some related terms fully: speaker refers to the person who says the words; listener refers to the object that the speaker says things to; reporter refers to the actor who relays the words; reporting refers to what is relayed, which consists of quoting directly, reporting indirectly or both (Thompson 2000). The successful interpreter needs to make the relationship clear among these roles. Thus, readers can realize what the original conveys. In “Mutability” (《恨无常》 by Hawkes), the last two lines of the verse are:

儿命已入黄泉,
天伦啊, 须要退步抽身早!

This verse tells us that Jia Yuan-chun has suddenly gone away, and she expresses her worry and entrusts it to her parents when her clock strikes. Therefore, the interpreter should report Jia Yuan-chun’s inner world by the means of her angle. At this time, the interpreter, as a reporter, can quote or report

indirectly, and in the version by Yang and Hawkes, both use the former method. Yang has translated it as follows:

Your child has gone to the Yellow Spring; / you must find a retreat before it is too late.

However, Hawkes interprets it as follows :

"I that now am but a shade, / Parents dear, / For your happiness I fear; / Do not tempt the hand of fate! / Draw back, draw back, before it is too late!"

By comparison, Hawkes' is superior to Yang's in a way. Even just to report what the speaker says, the interpreter, as a name of the writer, should start from the speaker himself by means of quotation. If Yang really wants to use the second appellation, then the quotation marks seem too redundant. Actually, the interpreters report the speakers' words at any time, but it is presupposed that there is a definite listener. Of all the poems, there are only three that use such a technique to realize the communication of the artistic conception.

Conclusion

The interpersonal metafunctional analysis cannot only help us identify the characters or ascertain the relationship among them in the poem, but also aid us in judging the accuracy of the versions. The form of noun, single or plural, makes the versions leave room for the critics to identify. Moreover, the transfer of direct speech or indirect speech has its own advantages or disadvantages, as we know one of the poem's charms is to leave the readers room to think about. Whether it is a direct speech or not, the interpreters should follow the original attempt to convey similar effects in the process of translation. The analysis in this paper shows that SFL is practical or possible for translation study, even of poetry translation.

Generally speaking, the goal of this paper is to make researchers unscramble or analyze the translated discourse from another point of view in isolation from the traditional techniques of analyzing verses and, also, to propose the application of SFL.

References

- Baker, M. (1992). *In other words: A coursebook on translation*. London: Routledge.
- Cao, X. (1973/1982). *The story of the stone*. D. Hawkes, & J. Minford, (Trans.). London: Penguin Group.
- Cao, X. (1994). *A dream of red mansions*. X. Yang, & G. Yang, (Trans.). Beijing: Foreign Languages Press.
- Catford, J. C. (1965). *A linguistic theory of translation: An essay in applied linguistics*. London: Oxford University Press.
- Halliday, M. A. K. (1985). *An introduction to functional grammar*. London: Arnold.
- Halliday, M. A. K. (1994/2000). *An introduction to functional grammar*, (2nd ed.). London: Arnold; Beijing: Foreign Language Teaching and Research Press.
- Halliday, M. A. K., & Hasan, R. (1989). *Language, context, and text: Aspects of language in a social-semiotic perspective*. Oxford: Oxford University Press.
- Matthiessen, C. (1995). *Lexico grammatical cartography: English systems*. Tokyo: International Language Science Publishers.
- Newmark, P. (1993). *Paragraphs on translation*. Clevedon: Multilingual Ltd.
- Thompson, G. (1996/2000). *Introducing functional grammar*. London: Arnold; Beijing: Foreign Language Teaching and Research Press.

Characteristics Analysis of Official Response Discourse in Public Judicial Emergencies

Xie Yanhong

School of Foreign Languages, Quanzhou Normal University, Quanzhou, China

Email: jlchang0595@163.com

[Abstract] *Based on ten public judicial emergencies from 2006 to 2016, the paper analyzes the subjects, themes, and features of the official response discourse. The study finds that in the official response discourse (1) the subjects are closely related to the standpoints of judicial institutions; (2) the themes are clearly structured and hold on to the focus; (3) the features embody the authority and seriousness in choices of words, sentences, texts, and rhetoric. The study helps judicial institutions improve their official authority, increase the transparency of information publicity, and promote the effective settlement of judicial emergencies.*

[Keywords] *public judicial emergencies; official response; discourse analysis; characteristics*

Introduction

Frequent occurrence of public emergencies in China in recent years has become an important feature in social transformation. A public emergency is defined as an emergency that has caused or may cause serious casualties, property damage, ecological environment damage, serious social harm, or public security danger. Public emergencies are mainly divided into four categories, namely natural disasters, accidental disasters, public health emergencies, and social security emergencies, which, of course, includes public judicial emergencies discussed in this study.

Public emergencies involve a wide range of politics, economy, justice, education, culture, health, etc. Scholars at home and abroad have conducted relevant research on public emergencies from the different discipline perspectives of anthropology, sociology, communication, and so on. Study objectives include government agencies, social organizations, groups, and individuals, focusing on the development mechanism, response subjects, response behaviors, response discourse, response models, response channels, response effects, and other aspects of public emergencies. With the further improvement of legal construction, public judicial emergencies have aroused people's attention and become hot social issues with the official response behaviors and discourse as the study focus. Based on ten public judicial emergencies from 2006 to 2016, the paper first analyzes the subjects of the official response discourse, which are closely related to the standpoints of judicial institutions. Second, it examines the clearly-structured themes of the official response discourse. Finally, it explores the features of the official response discourse, which embody the authority and seriousness of choices of words, sentences, texts, and rhetoric.

Literature Review

Response discourse has the characteristics of flexibility, promptness, and wide influence, which plays an important role in public judicial emergencies and has been accepted by the international scholars and experts. Coombs & Holladay (2009) believe that "response discourse and communication in public emergencies are definitely essential in making up for the government image damage". Crisis discourse strategy is virtually a study of governments' "how to claim and what to claim in the crisis". At present, the internationally accepted theory of crisis management includes the Image Restoration Theory of Benoit

(1997) and the famous SCCT theory (Situational Crisis Communication Theory) of Coombs (2007). Mary. E. Vielhaber and John L. Waltman et al. (2008) believe that people can explore and study the discourse differences according to the response time (speed), the response attitude (affirmation, negation, anger, protest, etc.), the respective parties (i.e., the respective target audience), and the communication channel choices (traditional media or new media).

Study of public emergencies in China is mainly focused on the government's responses (Kang, W., et al, 2014; Li Hao Qing, et al., 2013), communication modes (Wu, X., 2014), public relations effects (He, Z., et al., 2010; Hu, Y., 2015), management effect (Jin, 2011; Wu, J., 2008) and so on. It cannot be ignored that official response discourse, as the key link in public emergencies, has gained its due attention without sufficient theoretical guidance, and relevant research is insufficient. Just as Mao has pointed out, current response discourse studies of public emergencies “are paying more attention to authority release but less audience psychology, more supervision management but less discourse guidance, and more legal regulation but less discourse rhetoric,” either at the macro level or the micro level (Mao, 2015).

Study Design

Data Source

The study adopts qualitative and quantitative methods in the case selection of 10 years from 2006 to 2016 as time sampling frames, during which public judicial emergencies happened frequently, and the case samples are typical enough to meet the needs of the study. The study team picked out more than 100 public judicial emergencies from TV, newspaper, micro-blogs, news websites, and so on. According to Baidu web-page data, Baidu news data, and the related CNKI paper data (the retrieval time is 21:30 on January 28, 2018), ten representative public judicial emergencies are selected, which are all of high public concern, wide social influence, intensive social impact, and diversified manifestations, with their official response discourse as the study objects (see Table 1).

Table 1. Ten Cases of Public Judicial Emergencies (sorted in reverse chronological order)

No.	Date	Emergencies	Baidu Web Search	Baidu News Search	CNKI Papers
1	20161202	Nie Shubin's retrial case	10800000	22500	1591
2	20160405	Offense case in Beijing Heyi Hotel	140000	2140	402
3	20160105	Arson case on Bus in Ningxia	1290000	911	12
4	20150502	Shooting case in Heilongjiang Qing'an	611000	82	24
5	20140528	McDonald massacre in Shandong Zhaoyuan	600000	4470	64
6	20120921	Mass contingency in Guangdong Wukan	70600	1150	608
7	20090908	Entrapment of Shanghai traffic police	1010000	1920	648
8	20090617	Mass contingency in Hubei Shishou	2360000	584	1758
9	20080719	Mass contingency in Yunnan Menglian	572000	1120	2230
10	20060802	Tang Hui's case in Hunan Yongzhou	587000	3300	68

The study adopts the “emergency overview + official response discourse analysis” method and explores the official response discourse in a dynamic process. Based on the emergency description, the study refines and analyzes the official response discourse and conducts a comparative study between the cases.

Discourse and Official Response Discourse

Norman Fairclough, a British linguist and discourse analyst, points out that discourse is constructive both in traditional and creative ways: it helps to recreate society itself, and it also helps to change the society (Fairclough, 2003). In other words, critical discourse analysis not only describes discourse practice, but also reveals the discourse construction in social identity, relations, knowledge, and belief. Therefore, discourse is constructive in the social dimension. It not only constructs social relations, but also constructs people's knowledge, values, and beliefs. Fairclough also believes that "The changing discourse is an important factor in social change" (1992). This vision can be understood in reality as follows: As a symbol, the official power is an important factor in the turn of the event in the context of public judicial emergencies.

Michel Foucault also holds that power (especially social and political power) also operates through discourse. Discourse is always intertwined with power and power operation. "In any society, when discourse arises, it is immediately controlled, screened, organized, and redistributed in the procedures, whose function is to guard against its power, dangers and unpredictable events" (Foucault, 1980).

Based on Foucault's study, Sarah Mills proposes in his book *Discourse* that "discourse" refers to a set of statements that provide a language or expression when talking about a specific topic at a specific moment; "discourse" is not a set of symbols, but "something that produces a sentence, a concept, or an effect, rather than independent analysis" (Mills, 1997).

As an advantaged and powerful group in the public judicial emergencies, official discourse and power are mainly embodied in their ideological discourse. "Discourse is an important medium for political will, political thoughts and political ideas. The discourse right is not only a basic human right, but also an important embodiment of political power" (Chen Rudong, 2008). van Dijk (2018) points out in his Cognitive Analysis Model that the discourse control of the advantaged group can be traced in meaning, structure, syntax, discourse form, rhetoric, argument, and interaction. These ideological expressions can be the topic, the narrative details, the presupposition, the restatement, the contrast, the denial, the theme, the evidence, the argument, the ambiguous discourse, etc. The ideological expression of the advantaged group often redefines social events and realizes its discourse control by affecting the audience's social recognition, knowledge, belief, attitude, and behavior (van Dijk, 2018).

When public judicial emergencies occur, officials, from the national institutions down to local branches and their subsidiary departments should exchange their information promptly. As the government and the related organizations began to consciously use social media, such as micro-blogs, to communicate, most of the political and legal institutions are still addicted to the original traditional media environment, the old-fashioned top-down one-way communication logic, and still rely on network control and other means to deal with a crisis, the effect of which is bound to be counterproductive. "Sometimes this way itself becomes the source of new crisis" (Zhong Weijun et al., 2016). Of course, as the main body of the traditional media, the official discourse system is often influenced and restricted by various factors, such as policies, laws and regulations, local interests, and their own conditions. Therefore, when the public judicial emergencies emerge, how to effectively manipulate the official response discourse and how to promote the positive solution of the event is an imperative study topic.

Findings and Discussion

Characteristics Analysis of Official Response Discourse in Public Judicial Emergencies

In the following, we will make a detailed analysis of the characteristics of subjects, themes, and features of the official response discourse in public judicial emergencies.

Official Response Discourse Subjects

Discourse subject choices. The choices of discourse subjects should be closely related to their perspectives, positions, and identities. The official response discourse subjects embody the official authority and the unique perspectives, helping the officials master the discourse rights, improve the audience's discourse experience, and promote the proper discourse relationship.

Discourse subject co-operations. Discourse subjects are multi-integrated: they are independent and cooperative. According to the discourse goals, that is, the efficient and positive resolution of the judicial emergencies, the officials should choose the proper discourse subjects, adjusting their proportion to issue the proper official voice at the proper time. *Emergency Response Law of the People's Republic of China (2007)* stipulates that the official information release forms include authorized release, reports, interviews, press conferences, and so on. For example, the government documents, announcements, and statements are the best discourse subjects to show the discourse authority; the official websites and blogs reflect the public and equal nature of the official discourse; the spokesmen make the discourse warmer and more helpful. Multi-subjects play different functions and roles at different levels, creating a multi-dimension discourse platform together.

Discourse subject missions. The official discourse subjects cannot clip or duplicate the discourse abruptly in public judicial emergencies; instead, they transform and process the discourse based on the actual context. The discourse subjects provide consistent and informative messages through different channels to set up the communication platform, thus becoming a powerful fulcrum in solving judicial emergencies.

In the selected ten public judicial emergencies, a large number of official response discourse subjects are involved, including central and local political and legal departments. The official response discourse channels involve government announcements, the official media, the official weblog, the spokesmen, and the press conferences in the forms of texts, audio, and video, etc. In short, discourse subjects are large in number and rich in form, which reflects the diversified and multimodal features of the discourse subjects.

Take the 2015 Heilongjiang Qing'an shooting case as an example. On the afternoon of May 2nd, 2015, Xu Chunhe, a farmer in Qing'an County of Heilongjiang Province, was shot dead by a policeman after a clash with the police on duty at Qing'an Railway Station. The shooting case triggered continuous concern and heated discussion on the Internet, and the official evasion of responsibility caused the secondary crisis and pushed up a wave of public criticism. With the official announcement on May 14th, the public consensus reached the highest point, and the crisis finally came to an end. In this typical case, the official response discourse subjects forms a multi-layered and stereoscopic official response platform, ranging from "central, provincial, municipal, county to township" (see Table 2, Figure 1).

The official institutions succeeded in promoting the public consensus and positively solved the emergency by comprehensive interventions.

Table 2. Official Response Discourse Subjects in the Shooting Case in Heilongjiang Qing'an

Levels	Number	Official Response Discourse Subjects
Central	5	Ministry of Public Security, CCTV, Xinhua Net, Xinhua News and Legal Net
Provincial	1	People's Procuratorate of Heilongjiang Province
Municipal	4	Harbin Railway Police, Suihua Publicity Department, Suihua Education Bureau and Suihua Municipal Committee for Discipline Inspection
County	6	Qing'an County Committee, Qing'an Deputy County Magistrate, Qing'an Publicity Department, Qing'an County Procuratorate, Qing'an County Petition Bureau and Qing'an Railway Police
Township	1	Fengshou Civil Administration Assistant

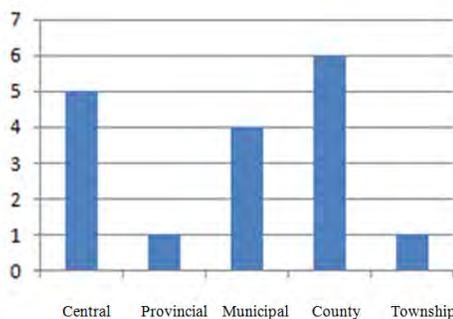


Figure 1: Official Response Discourse Subjects in the Shooting Case in Heilongjiang Qing'an

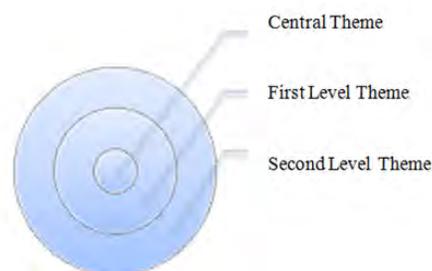


Figure 2: Structure of Discourse Themes

Official Response Discourse Themes

According to van Dijk's Discourse Theme Analysis Framework, the structure of the text discourse themes is distinctively defined. The central theme is at the core of the discourse theme structure, and its sub-themes are arranged around the central theme on a certain logical basis (see Figure 2).

Discourse and power are inseparably related. Discourse analysis focuses not only on the discourse power of social issues, but also on the control of discourse power. Language is the tool of ideology. Proper use of language can help official institutions strengthen their manipulation of society and power. In response to public judicial emergencies, the official discourse also empowers the above functions as the ideological tool, describing and constructing the society in a special way to realize the power relationship. Therefore, their themes must be based on the facts and take the interests of the country and the people as the starting point. The official institutions should carefully and seriously choose their response discourse themes in politics, ideology, laws, values, human rights, and so on.

Take Nie Shubin's retrial case as an example. On December 2nd, 2016, the Supreme People's Court publicly heard the case of Nie Shubin's intentional murder and rape, and declared the revocation of the original trial. Nie Shubin was innocent. On the same day, the Hebei Provincial High Court officially apologized in its official micro-blog, the national compensation procedure, and responsibility investigations were followed. As a landmark case in the history of Chinese judicature, the Nie Shubin's case has aroused widespread concern, the government and judicial institutions encountered a serious crisis and enormous challenges. During the emergency, judicial institutions, which include the Supreme People's Court, the Supreme Court of Shandong Province, and the Hebei Provincial High Court, remained sensitive of the consensus and timely responded to the public doubts in details on the basis of facts. Their response discourse themes were wide in range and detailed in facts, which also showed their responsibility and courage.

Official Response Discourse Features

The official response discourse not only describes the occurrence and development of the emergency, but also expresses official attitudes and principles. It reveals the linguistic commonality and the official authority, as well, making sure that the official institutions grasp the discourse power in the whole process. In order to demonstrate the positive attitude and active behavior of the political and legal institutions in the public judicial emergencies, the official response discourse should be cautious in the choices of words, sentences, texts, rhetoric, etc.

First, in words, skillfully repeat the key words for emphasis and pay attention to the implying emotional meanings of the words. Second, in sentence patterns, delicately use typical official discourse phrases and sentence patterns, such as "in-depth investigation," "taking responsibility," "taking measures," "attaching importance," and so on. Next, in texts, strictly follow the official document formats, which are detailed in content and sensitive in speech. Last, in rhetoric, try to employ rhetoric like metaphor, parallelism, intertextuality, and other means to make the discourse simple, sincere, and acceptable for the audience, making it a communication channel for the government and the masses in the public judicial emergencies.

Take the offense case in the Beijing Heyi Hotel as an example. On April 5th, 2016, an innocent lady was offended in the Beijing Heyi Hotel. The offense case spread quickly and sparked a wide and hot discussion. The police behaviors in the investigation were considered "delayed and careless," which was, no doubt, a further challenge for the judicial institutions. On the same day and in the following four days, the Beijing police official micro-blog @平安北京 issued the relevant information successively, announcing the investigation progress, emphasizing the contingency of the case, and calming down the nerve of the masses. After the investigation was over, the judicial institutions continued to release judicial advice to strengthen security supervision and, finally, brought an end to the emergency. In this case, the official institutions grasped the discourse timing firmly and actively, and made full use of the features of the response discourse, which greatly guaranteed the public security, so it was no wonder it was a successful crisis response example (See Table 3).

Table 3. Official Response Discourse in the Offense Case in Beijing Heyi Hotel

Date	Official Response Discourse Subjects	Forms	Official Response Discourse Themes	Effects
Apr. 5th	Beijing Police	Interview	The Suspect was drunk	Aroused questions on net
Apr. 5th	@平安北京	Micro-blog	Pledged to investigate	Calmed down the doubts
Apr. 6th	@平安北京	Micro-blog	The suspect was arrested	Released information
Apr. 7th	@平安北京	Micro-blog	Announced the details	Guided public consensus
Apr. 8th	@平安北京	Micro-blog	Clarified facts of the case	Eliminated disputes
Nov. 4th	Chaoyang District Court	Bulletin	Announced the sentence	Enhanced the security
Nov. 4th	Chaoyang District Court	Documents	Sent judicial advice	Extended guidance

Conclusion

Based on ten public judicial emergencies with great public concern and influence from 2006 to 2016, the study analyzes the characteristics of discourse subjects, themes, and features of the official response discourse. The study finds that (1) the official response discourse subjects are closely related to the standpoints of the judicial institutions, both combined and cooperated with each other; (2) the official response discourse themes are clear in structure and hold on to the focus; (3) the official response discourse embodies the official authority and seriousness in terms of vocabulary, sentences, texts, and rhetoric. The

study of the official response discourse in public judicial emergencies helps judicial institutions ensure the official authority, increase the official information transparency, grasp the rhythm and frequency of the official response discourse, satisfy people's judicial demands, and eventually promote the effective settlement of public judicial emergencies.

References

- Benoit, W. L. (1997). Image repair discourse and crisis communication. *Public Relations Review*, 2, 177-186.
- Chen, R. (2008). Status quo and trends in discourse studies. *Journal of Zhejiang University (Humanity and Social Sciences)*, 11, 130-137.
- Coombs, W. T. (2007). *Ongoing crisis communication: Planning, managing, and response*, (2nd ed.). Thousand Oaks, CA: Sage.
- Coombs, W. T., & Holladay, S. J. (2009). Further explorations of post-crisis communication: Effects of media and response strategies on perception and intentions. *Public Relations Review*, 35, 1-6.
- Fairclough, N. (1992). *Discourse and social change*, (pp. , 55-56). Cambridge: Polity Press.
- Fairclough, N. (2003). *Discourse and social change*, (pp. 59-60). Beijing: Huaxia Publishing House.
- Foucault, N. (1980). *Power knowledge*, (p. 119).. Brighton: Harvester.
- He, Z., & Chen, X. (2010). Dual discourse context: The interactional model of China official discourse and unofficial discourse within public crisis communication. *Chinese Journal of Journalism & Communication*, 8, 21-27.
- Hu, Y. (2015). A study on effect evaluations of mediated crisis public relations. *Jinan Journal (Philosophy and Social Sciences)*, 11, 89-98.
- Jin, T. (2011). Government failure in public crisis management: Inherent mechanism and digestion path – Based on risk society. *Academic Monthly*, 9, 5-13.
- Kang, W., Chen, X., & Chen, B. (2014). Analysis of the cooperation network between government and non-governmental organizations in public crisis response based on social network theory: A case study on Apr. 20 Ya'an earthquake. *China Soft Science*, 5, 141-151.
- Li, H., & Liu, G. (2013). Reflections on emergency culture construction in China. *China Public Security (Academy Edition)*, 2, 34-39.
- Mao, H. (2015). Six questions for thesis writing and project application: An analysis based on samples from foreign languages and literatures. *Contemporary Foreign Languages Studies*, 7, 35-40.
- Mills, S. (1997). *Discourse*, (p. 17). London: Routledge.
- State Council of PRC. (2007). Emergency response law of the People's Republic of China, November.
- van Dijk, T. A. (2018). Ideology and discourse: A multidisciplinary introduction, (pp. 44-60). Retrieved on Jan. 28, 2018 from <https://max.book118.com/html/2015/1009/26948575.shtm>.
- Vielhaber, M. E., & Waltman, J. L.. (2008). Changing uses of technology: Crisis communication responses in a faculty strike. *Journal of Business Communication*, 45, 3.
- Wu, J. (2008). Improvement of the accountability of our government for public crisis management based on the investigation and affixation of administrative responsibilities for mine disasters. *Journal of Jiangsu Administration Institute*, 4, 92-97.
- Wu, X. (2014). Psychological analysis on political communication media strategies in public crisis. *News Study*, 10, 6-8.
- Zhong, W., & Huang, Y. (2016). Social media and transformation of crisis communication: From SCCT to SMCC. *Journal of UESTC (Social Sciences Edition)*, 5, 12-17.

The Analysis of Tautological Constructions from a Constructional Approach

Hongjuan Fang

Foreign Languages School, Zaozhuang University, Zaozhuang, China

Email: ahu0717@163.com

[Abstract] Tautology is a characteristic and pervasive structure in English and Chinese conversations and literary works. This paper tries to take Construction Grammar as a theoretical framework. From this perspective, the constructional status of tautologies are examined. The constructional network is re-examined and the schematic and instantiated tautologies are identified. Based on Construction Grammar theory, we analyze the extension mechanism of the tautological construction network. Four categories of tautological constructions are found, and the constructional functions between Chinese and English tautologies are compared. This study proves that Construction Grammar could offer us an integral perspective with which to analyze tautological expressions in Chinese and English.

[Keywords] tautology; construction; inheritance; schematic constructional meaning; constructional function

Introduction

Tautology is defined as “a kind of judgement structure in which the subject and the predicative is expressed by the same words or phrases” (Zhang, 1963, pp. 169-170), such as “一是一，二是二” in Chinese and “boys are boys,” and “business is business” in English. On the surface, tautology is just a recursion of words or phrases. We might presume that such sentences have little communicative significance, since no new information is added to the hearers’ current knowledge. In specific context, tautologies always possesses particular rhetorical effects and pragmatic connotations. This structure is usually employed to convey personal attitudes and affections, but not the surface literal meaning. Because of the above characteristics, we believe tautologies deserve our specific attention.

Previous researches of tautology either focus solely on form or solely on semantics. They fail to provide an integral and systematic research in which the formal structure, semantic meaning, and pragmatic functions are all covered. Construction Grammar theory takes linguistic units as conventional pairings of form, meaning, and constructional functions. This theory attempts to provide an integral perspective on Chinese and English tautologies. Construction Grammar could also reveal the internal semantic relationship among different tautological expressions. Considering the above advantages, this paper intends to analyze English and Chinese tautologies on the basis of our corpus data. This paper strives to characterize the basic constructional meanings and their inheritance relationship possessed by both Chinese and English tautological sentences. Based on this theory, we are endowed with an integral perspective in the constructional analysis of tautologies in Chinese and English.

This paper consists of five parts. The first part opens with a literature review on tautologies at home and abroad. The deficiency of previous researches is also pointed out in this paper. Part Two introduces the theoretical framework – Construction Grammar. Part Three analyzes the nature of tautologies under Construction Grammar, which proves that tautologies are constructions. Section Four elaborates the internal inheritance network of tautologies in English and Chinese, in which four sub-categories are analyzed in detail. Section Five ends the paper by summarizing the major findings, as well as the theoretical and practical implications, of the study.

Literature Review

In the researches of tautologies abroad, scholars pay more and considerable attention to the study of their particular rhetorical functions and pragmatic connotations.

Pragmatic Circle

For instance, Levinson (1983) claimed that semantic exploration of tautological constructions should be carried out from contextual information analysis and pragmatic inference. The Pragmatic Circle believes that the details of its semantic interpretation are determined by the context information of tautologies and its pragmatic inference. The problem is that the Pragmatic Circle fails to provide a specific statement of the precise and detailed roles they play. On the other hand, the Pragmatic Circle ignores the contributions of the constructions to the semantic interpretations. The above could be deemed the deficiencies of the Pragmatic Circle to the semantic study of tautology.

The Semantic Circle

The conclusion is that we should carry out specific researches for each kind of tautological construction to dig out their own specific semantic features. The problem of the Semantic Circle is quite similar to that of the Pragmatic Circle. That is, this circle overstates the uniqueness of tautological constructions. The conventions and semantic commonalities of different tautological constructions are underestimated, which, in turn, leads to the ignorance of pragmatic inference.

The Middle Circle

Fraser (1988) claims that sentence meaning consists of two separate and different components: the propositional content and the direct illocutionary force potential. The propositional content is the representation, more or less precise, of some state of the world. The direct illocutionary force potential is “a representation of what communicative intentions will be signaled by a speaker using this sentence in direct, literal communication.” Their understanding relies on the contextual information. So, the tautological constructions have both propositional content and the direct illocutionary force potential.

Chinese tautology research is of two approaches: descriptive research and explanative research. The descriptive research, represented by Shao Jingmin (1986) etc., focuses on the descriptions of the formal structure, semantic meanings, or rhetoric effects. The explanative approach tries to carry out some more insightful and complementary research of tautologies under prototype theory (Gao, & Zhang, 2000), the relevance theory (Chen, 2004), a multidimensional approach based on Conceptual Metonymy theory (Ma & Fan, 2007), the de-categorization theory (Liu, 2005), meaning and reference theory (Fan, 2014) and Construction Grammar (Gao, 2010; Fan, 2015).

Previous researches fail to provide an integral and systematic research in which the formal structure, semantic meaning, and pragmatic functions are all covered. Construction Grammar theory takes linguistic units as conventional pairings of form, meaning, and constructional functions. Based on this theory, we are endowed with an integral perspective in the constructional analysis of tautologies in Chinese and English.

Theoretical Framework

The Definition of Construction

Emerging in the 1980s, Construction Grammar is one of the most influential theoretical streams in Cognitive Linguistics. Construction Grammar believes that constructions are taken to be the basic (conventional) units of language. So, morphemes, words, semi-idioms, idioms, chunks, and abstract sentence patterns are also regarded as constructions. “According to Construction Grammar, a distinct construction is defined to exist if one or more of its properties are not strictly predictable from knowledge of other constructions existing in the grammar” (Goldberg, 1995, p. 4). Goldberg (1995, p. 4) further claims that “A construction is posited in the grammar if it can be shown that its meaning and/or its form is not compositionally derived from other constructions existing in the language”. Moreover, Goldberg (2006, p. 3) put more emphasis on the pragmatic functions of constructions, redefined construction as “conventionalized pairings of form and function.” Constructions are believed to carry rich semantic meanings and pragmatic and constructional functions, which are closely related with their context, discourse structures, and information structures (such as theme, focus, etc.) (Qiu, 2015, p. 13).

The Association Network and the Inheritance of Constructions

Construction Grammar theory believes that constructions are systematic and hierarchical, and they form networks of associations, similar to the relationship of type and token. Constructions can be divided into schematic constructions and their instantiations. In terms of the schematic degree, schematic expressions are taken to be abstract and represent types in nature. All kinds of expressions are instantiated tokens, which are related through inheritance relationship. The idea of using inheritance as a method of capturing generalizations originated in computer science as a way to represent data structures in as general a form as possible. Inheritance refers to a kind of relationship between construction A and construction B: “if construction A is based on construction B, then A inherits all of B’s properties that do not specifically conflict with its own specifications” (Goldberg, 1995, p. 70). “Constructions form a network and are linked by inheritance relations, which motivate many of the properties of particular constructions. The inheritance network lets us capture generalizations across constructions while at the same time allowing for sub-regularities and exceptions” (Goldberg, 1995, p. 67).

Based on the above assumptions, we hold that two kinds of constructions can be distinguished from tautological constructions. One is the schematic, abstract constructions, belongs to the type in nature, the other being the concrete, instantiated, detailed, and particular expressions inherit all the information from their schematic constructions. The two kinds of constructions are associated by inheritance relationship. The instantiated constructions inherit basic structure and general information from the schematic construction and may have some more subtle extensions of the basic schematic information.

The Status of Tautologies as Constructions

Tautological Expressions are Constructions

Chinese and English tautologies can be regarded as a kind of construction. In terms of the surface formal structure and literal sense, tautological construction is just a reproduction of certain words and phrases. We might presume that such sentences have little communicative significance, since their utterance adds no new information to the current knowledge of the hearer. However, in the actual utterance, with the procession of the conversation, tautological constructions are always rich in lots of deeply implied

implications. Under particular context, particular pragmatic functions and discourse meanings can be abstracted and inferred from tautologies. As the functions and discourse meanings usually cannot be directly inferred from their constituent structures, so we believe that tautologies can also be regarded as a kind of construction. Tautological constructions can be found both in Chinese and English.

The Schematic Constructional Meaning of Tautological Constructions

Scholars believe that Chinese tautological construction is the inheritance of “是(SHI)” construction expressing judgement. As is shown in Zhang Gong (1963): “tautology is a kind of ‘condensed judgement sentence’”. So, we believe that the basic semantic meaning of $X_1 + SHI$ (是) + X_2 comes from the inheritance of the “是(SHI)” construction expressing judgement. As the critical verb occurring in “是(SHI)” construction, the basic meaning of “是(SHI)” attributes a lot to the constructional semantics. Lv Shuxiang (1979) believed that this verb is basically used to make confirmations, associations, and judgements. Based on the above analysis, we may define the semantic constructional meaning of Chinese tautological constructions as “judgement and confirmation.” Based on this schematic constructional meaning, numerous instantiated tautologies are produced in particular contexts through the inheritance relationship and other cognitive operations.

The Inheritance Network of Tautological Constructions

In light of the distinction of schematic constructions and its instantiations, we first define schematic tautological construction as the following: In terms of structure, the Chinese tautological construction is represented as $X_1 + SHI$ (是) + X_2 with the English equivalent being $X_1 + BE + X_2$. Different expressions are the inherited instantiations of this schematic construction. The schematic construction itself is also in a network of inheritance. The numerous instantiated tautologies and their father-construction, the schematic tautological construction, are all members of the whole family of tautological constructions. While the members are different in their prototypicality, some can be regarded as the prototypical member, while some are the marginal members of this network.

The Schematic Tautological Constructions

Based on our analysis and the results of corpus retrieval, we believe that the tautological construction of emphasizing attributes and features should be the prototypical member, as this category inherits the core semantic features and at the same time has the basic structure and framework. Other tautological members are the extensions of prototypical members through semantic mapping or other cognitive mechanisms. Generally speaking, the network of tautological constructions could be summarized as 4 categories:

Tautological Constructions of Emphasizing Attributes. In Chinese, tautological constructions emphasizing attributes have got a basic framework of “ $X_1 + (\text{adv.}) + \text{是} + X_2$ ”. The function of this category is to emphasize certain prototypical attributes or characteristics of X. Some adverbs are always employed to modify the judgement verb “是”, whose function is to enhance the tones of the speakers. For example:

1. 唱的是个中国歌, 一个字是一个字, 清清楚楚。(杨朔《三千里江山》)(What we sing is a Chinese song, in which a character is a character, and it is utterly clear. (Yang Shuo, *Three thousand miles' of mountains*))
2. 不管她信不信, 事实总是事实。(赵树理《田寡妇看瓜》)(No matter she believes or not. The fact is the fact. (Zhao Shuli *Widow Tian watches melons*))
3. 唉, 女人究竟是女人。(曹禺《雷雨》)(Well. Women are ultimately women. (Cao Yu *Thunderstorm*))

According to the results of corpus retrieval, we find that most of English tautological constructions have the function of emphasizing certain typical attributes or features of X. In English, this category is represented as “X₁+BE+ X₂”. English tautological constructions are used to emphasize certain attributes of *home*, *business*, and *coward*. The contextual information is necessary for the listeners to figure out the exact typical attribute to be emphasized by the speakers.

4. Home is home, be it never homely.
5. Business is business.
6. A coward is a coward.

One point to be clarified is that the semantic and pragmatic interpretation of the above tautological constructions is also constrained by other factors. First, the above tautological constructions are used to emphasize the typical and salient attributes of relevant entities. The saliency degree of the attributes concerned are critical. The tautological constructions are usually used to emphasize the well-recognized attributes among the linguistic community members. That is, the relevant attributes and features should be shared by all the linguistic community. On the other hand, the attributes and features should be shared and collectively possessed by all the relevant category members. When emphasizing that a soldier is cowardly, weak and unwilling to obey rules, we are not expected to use tautological constructions, as the above attributes and features are not shared by the category members of soldiers.

Tautological Constructions of Concession and Reservation. Tautological constructions of concession and reservation are defined as “X₁ + SHI (是) + X₂”, followed by contrastive connectives such as “然而、就是、不过、但是、然而、可是” and another clause. The contrastive connectives can be omitted. This tautological construction is used to convey an implicature of “when speaking of X, yes, that is really the real case, but no hurry, I have something more to say about that, there is something contrary to the attributes to X” (LvShuxiang, 1999). To sum up, this category is used to express a partial and reserved confirmation. The major function is concession and reservation, and the concessive implicature is always implied or directly depicted in the following clause. For example:

7. 郊区是郊区，可厂房是一流的。(电视剧《浦江叙事》)(Rural area is rural area, but the workshop is of first class. (TV series: Pujiang Story))
8. 美国兵是美国兵，可不象头回那么威风了。(杨朔《三千里江山》)(American soldiers are American soldiers, but they are not as arrogant as the last time. (Yang Shuo Three thousand miles' of mountains))
9. 亲戚是亲戚，就是不太亲。(Relatives are relatives, but the relationships are not so close.)

In this kind of construction, we have not only nominal expressions to occupy the X position, but also verbs or adjectives. For example:

10. 乏是乏，通身上下可舒畅的不行。(杨朔《三千里江山》)((I'm really) tired, but I feel especially smooth throughout the whole body. (Yang Shuo Three thousand miles' of mountains))
11. 通了电话是通了电话，你还没有见到他本人吧？(We really called, but you may not have seen him in person.)

As is shown by Example (7), the tautological construction “郊区是郊区” is first used to confirm that this is really the real condition, that is, “this is really the rural area.” The following contrastive connective and clause provide concessive and adversary interpretation for this tautological construction. That is, although this is the rural area, I have something more to say, that is, certain conditions are not like the rural area. This category is unique to Chinese tautological constructions. In English, tautological constructions

cannot express the meanings of partial confirmation, concession, and reservation. The compound clauses and certain connectives (such as *though*, *however*, etc.) should be used to convey similar meanings.

Tautological Constructions of Contrast and Distinction. Tautological constructions of contrast and distinction have the basic structure of “ $X_1 + \text{SHI (是)} + X_2, Y_1 + \text{SHI (是)} + Y_2$ ”, with the English equivalent being $X_1 + \text{BE} + X_2, Y_1 + \text{BE} + Y_2$. In form, this category puts two entities together so as to make contrasts with no modifying phrases before “是” or the copula “BE.” By way of contrast, the difference and unique features of entities would become clear and apparent. Then, we receive the ultimate function, which is to emphasize the meaning of “drawing a clear cutting-line, everything is clear and is not allowed to be confused.” For example:

12. 一是一，二是二。(One is one, two is two.)

13. 男人是男人，女人是女人。(王海鸰《中国式离婚》)(Man is man, woman is woman. (Wang Haiou, Divorce of Chinese style))

14. 咱们应该公是公，私是私，清清楚楚。(We should be clear that business is business, personal affair is personal affair)

As is shown in Example (12), the literal meaning of this expression is to emphasize that “一是一，二是二”，and we should not confuse “一” with “二”. While the information to be conveyed is “we should take it serious and be careful to be honest to the fact.”

In English, a small number of tautologies can be used to express contrasts and distinctions. However, the productivity power is relatively weak, as shown in the following examples:

15. East is east (and west is west).

16. White is white (and black is black).

17. You are you and she is she.

Tautological Constructions of Praise and Description. Chinese tautological constructions of praise and description are usually basically represented as “ $X_1 + \text{SHI (是)} + X_2, Y_1 + \text{SHI (是)} + Y_2, (Z_1 + \text{SHI (是)} + Z_2\dots)$.” The X, Y, and Z in each constituent clause are usually nominal phrases in nature. The function of this category is clear: through the description of X and Y, certain pragmatic functions are obtained. In detail, by way of tautological constructions, we present a detailed description of the features, attributes, or outer form of X and Y, Z. Our ultimate goal is to convey the pragmatic functions, the speaker’s belief of certainty, out of doubt, or the aim of appraising others. (Lv Shuxiang 1999: p. 438). When expressing the appraising function, there are usually some summarizing remarks before the tautological construction, which is used to provide hints and directions for the interpretations of tautological constructions. The following tautologies are the exact illustrations for the remarks. So, the remarks are necessary to provide necessary contextual information, and conducive to get rid of ambiguities and make clear of speaker’s real intention. For example:

18. 他演得真好，眼神是眼神，身段是身段，作派是作派。(Lv Shuxiang, 1999, p. 438)
(You acts well. Eye expressions are eye expressions. Postures are postures, manners are manners. (Lv Shuxiang, 1999, p. 438)

19. 你想吃什么就有什么，四川味儿是四川味，广东味儿是广东味儿。(Lv Shuxiang, 1999, p. 438) (We have whatever you want to eat. Sichuan taste is Sichuan taste. Guangdong taste is Guangdong taste. (Lv Shuxiang, 1999, p. 438)

As Example (18) shows, Chinese speakers usually provide an opening remark before this kind of tautology. “他演得真好” is the opening remark. The following are to give particular details and serve as elaborations of this opening remark. The tautologies “眼神是眼神，身段是身段，作派是作派” are used

to explain the remark of “他演得真好”. So, the interpretation and understanding of tautologies are guided and steered by the opening remark.

Judging from our corpus retrieval results, in English, we find no tautological constructions of praise and description. So, it is another unique category for Chinese.

In conclusion, according to our constructional analysis, we find some similarities in structural and semantic features of tautological constructions in Chinese and English. That is, they are similar in their structure and framework. In the semantic features, they are similar, as both emphasize the attributes of the relevant persons or things. Regarding the pragmatic functions, there are some variations. We may claim that Chinese tautological constructions are more flexible and embraced with more constructional functions. Chinese tautologies can express the meanings of contrast and distinctions, concession, and reservation and appraising others. While English counterparts are mainly used to emphasize the typical attributes and features, only some English tautologies can be used to express contrast and distinctions. English tautologies are expected to be constrained to the above two functions.

Summary

The constructional study of tautologies could provide insightful understanding of tautological constructions in Chinese and English. The major findings of this paper are the following: (1) This research proves that tautologies are a kind of construction. (2) Four sub-categories of tautological expressions are analyzed in detail under the perspective of Construction Grammar. Different tautological constructions are associated through the inheritance relationship. Different expressions differ in their schematicity. The numerous instantiated tautologies and their father-construction, the schematic tautological construction, are all members of the whole family of tautological constructions. (3) This paper finds some similarities of Chinese and English tautologies. They are similar in their basic semantic features. Both are used to express confirmation and emphasis. That is, they both can be used to confirm and emphasize the typical attributes and features of relevant entities. (4) Some differences of English and Chinese tautologies are also discovered. Although Chinese and English tautologies have similar abstract constructional meanings, they have different extensions. Chinese tautologies are rich in extended meanings. They have functions such as contrasts, distinctions, concession, aversion, reservation, and appraising others.

Acknowledgement

This work was supported by grants from the Social Science Fund of Shandong Province Education Department (RW2018BBC058), the 2nd Foreign Linguistics and Applied Linguistics Research Program of Guangdong University of Foreign Studies (002201611015), and the 2016-2017 Year Research Program of Shandong Provincial Education Sciences (YC2017100).

References

- Chen, X. (2004). A pragmatic-cognitive account of Epanadiplosis in English. *Foreign Languages Research*, 83(1), 45-50, 80.
- Fan, Z. (2014). The dual reference of nominal tautology and its realization: From philosophy of language to embodiment. *Jiangnan Academic*, 33(5), 103-109.
- Fan, Z. (2015). A reexamination of the interpretation of “N is N” tautologies from the perspective of dynamic category construction. *Foreign Language Education*, 36(4), 32-36.
- Fraser, B. (1988). Motor oil is motor oil. *Journal of Pragmatics*, 12(2), 215-220.

- Gao, H. (2010). A construction grammar analysis of tautologies. *Journal of P LA University of Foreign Languages*, 33(5), 1-6, 127.
- Gao, H., & Zhang, F. (2000). A cognitive account of tautologies. *Journal of P LA University of Foreign Languages*, 23(5), 27-31.
- Goldberg, A. E. (1995). *Constructions: A construction grammar approach to argument structure*. Chicago: University of Chicago Press.
- Goldberg, A. E. (2006). *Constructions at work: The nature of generalization in language*. Oxford: Oxford University Press.
- Levinson, S. C. (1983). *Pragmatics*. Cambridge: Cambridge University Press.
- Liu, Z. (2005). A reexamination of the tautological construction in light of the linguistic decategorization theory. *Modern Foreign Languages*, 28(2), 5-15, 112.
- Lv, S. (1979). *The analysis of modern grammar*. Beijing: The Commercial Press.
- Lv, S. (1999). *800 words in modern Chinese (extended revision)*. Beijing: The Commercial Press.
- Ma, W., & Fan, Z. (2007). A multidimensional approach to the study of nominal tautologies. *Journal of Guizhou University (Social Sciences Edition)*, 110(1), 108-114.
- Qiu, W. (2015). A contrastive study of the delexical structure in English and Chinese based on constructional functions. *Foreign Language Education*, 36(2), 13-16.
- Shao, J. (1986). On tautologies. *Linguistic Research*, 18(1), 13-19.
- Zhang, G. (1963). *Modern Chinese rhetoric*. Tianjin: Tianjin People's Press.

Framing and Reframing Images of Guangzhou: A Case Study from the Cognitive Perspective

Xueyan Yin

South China Business College of Guangdong University of Foreign Studies, Guangzhou, China
Email: Contactalinqueen@163.com

[Abstract] Positioned within the multidisciplinary scholarly fields of cognitive psychology, our research follows an interdisciplinary approach, integrating the studies of image in international relations with conceptual metaphor and framing theory in cognitive linguistics. By corpus-based empirical study of the evolution of Guangzhou images over the last decades, the current research aims to assess how images are metaphorically framed and meanings are formed in the image construction of the city in the world. Different from the external images consistently framed as (a) CITY IN SOUTH CHINA, BIG/METROPOLIS, BOOMING, and SPRAWLING COMMERCIAL HUB, the municipal government plans to build a hub-type network city. The 30-second publicity video titled “Guangzhou, Flower City in Bloom” presents a brand-new Guangzhou to the world. The city is metaphorically reframed as a beautiful FLOWER CITY in bloom and open INTERNATIONAL CITY, friendly, dynamic, and innovative.

[Keywords] conceptual metaphor; images; framing; reframing

Introduction

Guangzhou was presented at the “World’s Crossroads” for the first time (*USA Today*, 2017). Metaphorically referred to as “China’s southern gateway to the world” (*The Wall Street Journal*, 2017) by Nina Easton, co-chair of the Fortune Global Forum and chair of the Fortune Most Powerful Women International, Guangzhou has been playing an important role in shaping the world’s economy with its new images. As defined by Herrmann, images of the “other” are constellations of features clustered together in a meaningful way, which possess the capacity to “stimulate support of, or opposition to, the sides in a political conflict (Herrmann, et al., 1997, p. 417). As metaphors are convenient ways to build images of a city, the current research tries to trace the formation of Guangzhou’s external images by means of conceptual metaphors. By corpus-based empirical study of the evolution of Guangzhou images over the last few decades, our research positions the inquiry into images of Guangzhou city within the multidisciplinary scholarship of cognitive linguistics, particularly conceptual metaphors and framing theory.

Taking the 30-second video titled “Guangzhou, Flower City in Bloom”, which made its debut on “the China Screen” at Times Square in New York on March 12, 2017, for example, we will figure out how images of the city are externally framed and reframed by means of conceptual metaphors.

Conceptual Metaphor and Frame

As argued by Lakoff and Johnson (1987, 2003), the “essence of metaphor lies in understanding and experiencing one thing in terms of another” (2003, p. 5). Metaphors are systematic and pervasive in everyday life, not just in language but in thought and action. They partially structure our everyday concepts, and this structure is reflected in our systematic language. Like Lakoff and Johnson, Fauconnier and Turner (2002) also stressed that metaphors have a purely conceptual status and that they emerge as a result of inferential relationships between conceptual domains. They argued that four mental spaces instead of the two domains function as representational units participating in the construction of a

metaphorical meaning. Metaphor is, thus, a salient and pervasive cognitive process that links conceptualization and language, which depends crucially on a cross-space mapping between the source and target inputs (Fauconnier, 2010, pp. 168-169). As they observed, the elements of a mental space are structured by frames, which can be “an image or other kinds of knowledge. Every word evokes a frame. When we negate a frame, we evoke the frame” (Lakoff, 2004, p. 3).

As introduced into linguistics by Charles Fillmore in the 1970s, the frame has been drawing a growing scholarly interest in meaning construction. As far as Fillmore is concerned, frames are “specific unified frameworks of knowledge, or coherent schematizations of experience” (1985, p. 223), “cognitive structures [...] knowledge of which is presupposed for the concepts encoded by the words” (Fillmore & Atkins, 1992, p. 75). A frame is a “pattern of organized knowledge, more or less shared within a social-cultural group, which is presupposed by word meanings and their associated concepts” (Flanik, 2011, p. 429).

The application of framing theory has been closely examined in second language acquisition (Wang, 2011), metaphorical study, and meaning construction (Ma, 2007, Chen & Bai, 2011; Ziem, 2014; Chaban & Kelly, 2017). As proposed by Chaban & Kelly, conceptual metaphors can be useful framing devices for meaning construction of more abstract concepts, as they use a more concrete familiar concept (the source) to understand a more abstract one (the target). Conceptual metaphors typically combine familiar experiences with cultural values, evoking powerful emotional responses (Charteris-Black, 2004).

By corpus-based empirical study of evolution of Guangzhou’s external images, we aim to assess how meanings are formed in the construction of Guangzhou images in the world, linking different academic fields and we try to answer two issues: first, evolution of external images of Guangzhou city; second, how images are metaphorically framed and reframed by the media.

Constructing Images of Guangzhou City Shaped by Conceptual Metaphors: A Corpus-Based Case Study

In order to trace the formation of Guangzhou’s external images by means of conceptual metaphor, we adopt the four-tiered model proposed by cognitive linguist Zhabotynska (as cited in Chaban & Kelly, 2017, p. 695), in which four elements are discussed. The first element considers target domains, that is, abstract frames calling for cultural understanding. It examines how many sources are attracted to the different target. In this case, we retrieved data of Guangzhou as target from Corpus of Contemporary American English (COCA), which contains more than 560 million words of text divided among spoken, fiction, popular magazines, newspapers, and academic texts. The second element looks into the characteristics of the attracted sources. The next element identifies different characteristics of the sources used to understand the same target. For instance, Guangzhou is metaphorically described as giant, ambitious, and bustling. The third element includes a systematic consideration of source mapping onto a target. Last, it assesses the metaphorical potential of the source so as to identify the range of the metaphor.

Evolution of External Images of Guangzhou City

Guangzhou ranks first on the 2017 list of *The World According to MaWC*, which operates as the leading thinktank on cities in globalization. Guangzhou has been established in one of the “very important world cities that link major economic regions and states into the world economy” (MaWC, 2017). The GUANGZHOU AS WORLD CITY frame has been filled out with metaphorical slots of “economic power, innovation hub, gateway to the world, and one of the most dynamic economic areas in the world” (*The Wall Street Journal*, 2017). Guangzhou has been presented to the world an image of ambitious,

friendly, innovative, and vibrant metropolis. However, the external images of Guangzhou have witnessed five stages of evolution.

The empirical research demonstrated that among the 326 occurrences of Guangzhou (target) identified in COCA since 1991, eight target domains received different degrees of intensity in metaphorical categorizations. The target domains of GUANGZHOU AS BIG CITY/METROPOLIS, GUANGZHOU AS SOUTH CHINA CITY, GUANGZHOU AS A BOOMING CITY and GUANGZHOU AS COMMERCIAL HUB have attracted more metaphorical categorizations, while GUANGZHOU AS MODERN AND DYNAMIC, GUANGZHOU AS GATEWAY INTO CHINA, GUANGZHOU AS POWERFUL MAGNET and FREE MARKET have been less emphasized by the Western media. Here is the summary of the most visible metaphors (Table 1).

Table 1. Summary of the Most Visible Metaphors (COCA,2 018)

Target	Source	Source Information
Guangzhou	big city	<i>NY Times, 2015</i>
	South China's booming city, a key national transportation hub and trading port	<i>USA Today, 2014</i>
	the Chinese city	<i>Michigan QRev, 2012</i>
	the southern city	<i>NY Times, 2012</i>
	the southern Chinese city	<i>Wash Post, 2012</i>
	the sprawling commercial hub of southeastern China, the country's largest Eastern Manufacturing Hub	<i>NY Times, 2010</i>
	cosmopolitan place	<i>Foreign Policy, 2010</i>
	big city	<i>Anthropol Q, 2008</i>
	the giant city , capital of booming Guangdong Province	<i>Rolling Stone, 2008</i>
	the epicenter of China's capitalist experiment	<i>CS Monitor, 2007</i>
	a bustling trading center... the capital and largest city in Guangdong province, China's leading maker of exported goods and most powerful magnet for foreign companies	<i>Hemisphere, 2006</i>
	the metropolitan area	<i>San Fran Chron, 2006</i>
	the SARS epicenter	<i>Sports Behavior, 2004</i>
	a glass-and-concrete boom town; modern	<i>NY Times, 2003</i>
	A thriving city in the south	<i>Nat Geog, 2003</i>
	the big city really like modern Western cities	<i>NY Times, 2002</i>
	in South China	<i>NPR ATCW, 2001</i>
	the southern metropolis	<i>World Affairs, 2001</i>
	the most dynamic of China's cities	<i>Wash Post, 2000</i>
	the booming city	<i>Asian Affairs, 1996</i>
	the booming city of Guangzhou in China's southeast	<i>USA Today, 1995</i>
	the southern Chinese province	<i>Environment, 1995</i>
	threshold into China	<i>USNWR, 1994</i>
	the free market of city	<i>Harpers Mag, 1993</i>
	a gateway for getting consumer goods into China	<i>NY Times, 1992</i>
	the southern city of Guangzhou	<i>Fortune, 1992</i>
	the southern city	<i>CS Monitor, 1991</i>
		<i>Natural Hist, 1991</i>

The highest degree of intensity was observed for the target domain of GUANGZHOU AS BIG METROPOLIS and SOUTH CHINA CITY. The range of metaphors for GUANGZHOU AS BIG METROPOLIS and GUANGZHOU AS SOUTH CHINA CITY counted 9 (25.7%) and 8 sources (22.9%) respectively in the corpus-based data, followed by GUANGZHOU AS A BOOMING CITY (17.1%) and GUANGZHOU AS COMMERCIAL HUB (11.4%).

From 1991-99, as demonstrated in Table 1, 25.7% of the resources consistently refer to Guangzhou as A CITY IN SOUTH CHINA without further more information. Guangzhou was literally conceptualized as a city in China, following Beijing and Shanghai. It seems that nobody cares to know Guangzhou. As the number of GDP has kept growing since 1993, Guangzhou has drawn the attention of the developed countries and become A BOOMING CITY IN SOUTH CHINA with an annual 10% increase in GDP. Guangzhou was thriving and carrying on market reforms unsettling to U.S businesses. After the 20-year reform and opening-up, Guangzhou was widely known for the China Export Commodities Fair, once the only way foreign businessmen could do business in China. Since then, Guangzhou has been framed as THE GATEWAY into the free market China. It is important to notice that the GATEWAY image was tacitly built with only 2 resources (5.7%) recognized from the data. As executives of Citibank said, they “do not want branches in every city, but plan to stick to thriving cities like Shanghai in central China and Guangzhou in the south” (Bradsher, 2002). From 2000-15, new elements of frame were consistently identified to refer to Guangzhou, metaphorically categorized as “dynamic,” “modern,” and “sprawling” METROPOLIS and COMMERCIAL HUB booming in south China. Take the following examples:

Case 1: Indeed, newspapers reported that legal hot line services and hospitals in at least one city, the southern metropolis of Guangzhou, have received numerous calls from single women requesting paperwork to apply for artificial insemination. (*Washington Post*, 2000)

Case 2: Today, Guangzhou is a glass-and-concrete boom town of traffic-choked freeways and busy subways. Guangzhou is modern now. Before it was old. It has tall buildings, new rail lines-all very good for Guangzhou (*National Geographic*, 2003).

Case 3: As far back as the second century B.C., Chinese ships set sail from this storied city on the Pearl River for the far shores of India and Africa, laden with fine Chinese silk. # Today, Guangzhou is still a bustling trading center, with mammoth container vessels departing from here and nearby boomtown Shenzhen, loaded with computers, toys, textiles, electronics and cars bound for ports around the world. # Also known as Canton, this city of more than 10 million people is the capital and largest city in Guangdong province, China's leading maker of exported goods and its most powerful magnet for foreign companies. (*San Francisco Chronicle*, 2006)

Case 4: That leaves Guangzhou, the sprawling commercial hub of southeastern China, as potentially the country's largest single market in the coming year. With Toyota, Honda, and Nissan all operating joint ventures in the city, Guangzhou has nearly caught up with Shanghai as the largest car manufacturing hub in China. # Gridlock is not yet a crippling problem in Guangzhou, or in many smaller cities across the country. City leaders are leery of discouraging car sales (Bradsher, 2010, p. 1).

On the one hand, the image of a dynamic and modern Guangzhou was positively built in the metaphorical mapping. As indicated in Case 1 and Case 2, Guangzhou was open to changing and rapid progress made by women. Not only economic growth but also legal services were proceeding much faster in Guangzhou. Guangzhou was not an old city on the Pearl River or traditional any longer. The peculiarities of Guangzhou's image can be identified by looking at the stereotyped landmarks such as “tall buildings” and “new rail-lines” in Case 2 and “mammoth container vessels loaded and bound for posts around the world” in Case 3. Guangzhou is modern and has become the magnet for foreign businesses with “Toyota, Honda and Nissan all operating joint ventures in the city.” On the other hand, the frames of METROPOLIS and COMMERCIAL HUB are also filled with unfavorable slots and elements. As depicted in the *New York Times* in 2010, Guangzhou was a “sprawling commercial hub of

southeastern China.” The city has been sprawling and grown outward in an uncontrolled way. Crippling problems were posed for the development of the METROPOLIS as a result of the traffic-choked freeways, busy subways, overwhelming streets and city leaders leery of discouraging car sales. What is worse, Guangzhou was referred to as “SARS epicenter” by the *New York Times* in 2003 (Kahn, 2003).

It is worth noting that the most recurrent discourses concern the economical milieu (60.61%) of the city, followed by cultural (24.24%), political and military (12.12%). This is probably a consequence of economic risk concerns. In summary, Guangzhou’s images have been framed externally in metaphors of CITY IN SOUTH CHINA, BIG/METROPOLIS, BOOMING, SPRAWLING COMMERCIAL HUB and VERY IMPORTANT WORLD CITY.

Reframing Guangzhou’s Image: A Look into “Guangzhou, Flower City in Bloom”

Different from the COCA-based media images, the 30-second video titled “Guangzhou, Flower City in Bloom” is showing another story of Guangzhou city. First presented in Guangzhou Annual Investment Conference in 2017, this short video was especially filmed for the opening of the 2017 Fortune Global Forum by the Chinese government. In order to present the world a brand-new image of Guangzhou, the city is metaphorically referred to as flower city in bloom in the new publicity film.

While the classic folk music *Chasing the Moon* starts, a traditional window to Guangzhou with Lingnan characteristics is opened. Guangzhou makes its debut on the world stage with unique selling points. The city is multi-modally represented by the Cantonese elements, which are not only visually stunning, but also artistically appealing. Guangzhou images have been vividly depicted within the 30-second short film.

Guangzhou as A FLOWER CITY, is Beautiful, Open and Friendly

Different from external images framed by the media, the great beauty of Guangzhou can be captured in the varied flowers blooming in the city. Guangzhou has gained the good reputation for *Flower City* with flowers blooming in riot of color. Flower elements are one of the unique selling points of the image video. Flower is such a homophone for prosperity in Cantonese as in the Chinese idiom *gongxifacai* (may you be happy and prosperous). Considered the carrier of spirit in Cantonese culture, flowers represent the beautiful way of life Cantonese have been seeking and following. Flowers in bloom make the city spring all the year round.

Moreover, Guangzhou is open and business-friendly, topping *Forbes* China’s best cities for business list five times over the past six years. As metaphorically indicated in Figure 1, the door to Guangzhou is open in all-round way since 40 years ago, which has made Guangzhou the magnet for foreign businesses. Foreign guests have been enjoying morning tea and delicious Canton cuisines with their local friends in Guangzhou, as vividly depicted in the first 7 seconds of the film. According to the 2017 “White Paper” on the Business Environment in China issued by the American Chamber of Commerce in South China, up to 48 percent of the respondents are interested in setting up a new office or service shop in Nansha New District, Guangzhou (as cited in *USA Today*, 2017). Guangzhou has become well-known in the world as it is beautiful, dynamic and environmentally friendly with open arms for the world.



Figure 1. Guangzhou, Flower City in Bloom (GZ.GOV, 2017)

Guangzhou as AN INTERNATIONAL CITY, is Dynamic and Innovative

Demonstrated in the COCA-based research, Guangzhou has grown rapidly as an important manufacturing center, trading center and commercial hub in China in the past three decades. With a GDP in 2016 reaching “280 billion U.S. dollars, Guangzhou shows the world its blended image of an international city, a high-tech city and an artistic city”, as reported in *USA Today*.

The city’s most photographed symbol, one of the landmarks is Canton Tower, the second highest tower in the world. As the camera pans over Guangzhou city, the iconic image of Canton Tower can be seen towering over the rest of the city. Surrounded by the new CBD center, Canton Tower demonstrates that a new round of economy is taking off. Instead of being the sprawling commercial hub of southeastern China, Guangzhou has become a world city that links major economic regions and states into the world economy, which is metaphorically reframed by a series of brand-new trademarks: First comes the Port of Guangzhou, well-known in the world for the large cargo handling capacity; then it presents the aerial image of the world’s largest exhibition center, the Canton Fair Complex, hosting the world’s largest trade fair; following the world’s first model of self-driving super sports concept car, the witness of many historical events, an important tourist attraction in Guangzhou, Sun Yat-sen Memorial Hall, and incredible drone formation performance. The 30-second video clip ends up with the beautiful night view reading two lines: 花开广州 • 盛放世界 (Guangzhou Flower City in Bloom).

It is worth mentioning that from December 6-8 in 2017, Guangzhou hosted the 2017 Fortune Global Forum successfully under the theme of “Open and Innovation: Shaping the Global Economy”. As Fortune Editor-in-Chief Alan Murray told *USA Today* reporters, “Guangzhou is undoubtedly a very beautiful city. Its development momentum is strong.”

Known as an international trade hub for thousands of years, the city plans to become “the nation’s innovation hub with global influence by 2020,” focusing on providing an ideal commercial environment. According to *The Wall Street Journal*, the municipal government is increasing its spending on science and technology, which has reached 11 billion yuan in 2017.

Implications and Conclusion

By corpus-based empirical study of evolution of Guangzhou’s images over the last decades, the current research assesses how images of the city are shaped by conceptual metaphors. It is found that, different from the external images consistently framed as a CITY IN SOUTH CHINA, BIG/METROPOLIS, BOOMING and SPRAWLING COMMERCIAL HUB, the municipal government plans to build a hub-type network city. As demonstrated in the 30-second publicity video titled “Guangzhou, Flower City in

Bloom,” the government presents the world as a beautiful FLOWER CITY in bloom and as a flexible INTERNATIONAL CITY, open, friendly, dynamic, and innovative.

Acknowledgement

This paper was funded by Image: Changes and Building of Guangzhou City in the World – A Narrative and Cognitive Perspective (No: 2018GZGJ162), a co-constructed project with Guangzhou City, China, English Language and Literature, a Key Project in Guangdong Province, and The Association project of Comparative Study of English and Chinese in the New Era(No:298) in South China Business College of Guangdong University of Foreign Studies.

References

- Armstrong, D. (2006). Land of opportunity: China’s bustling Guangdong province is emerging as an export hot spot. *San Francisco Chronicle*, J1. Retrieved July 5, 2018, from <https://corpus.byu.edu/coca/>
- Bradsher, K. (2010). In China, car buyers in a backup. *New York Times*, p. 1. Retrieved July 8, 2017, from <https://corpus.byu.edu/coca/>
- Bradsher, K. (2002). New challenge for China’s shaky banks. *New York Times*. Retrieved July 5, 2018, from <https://corpus.byu.edu/coca/>
- Chaban, N., & Kelly, S. (2017). Tracing the evolution of EU image using a case-study of Australia and New Zealand. *Journal of Common Market Studies*, 55(4), 691-708.
- Chartes-Black, J. (2004). *Corpus approaches to critical metaphor analysis*. Basingstoke: Palgrave Macmillan.
- Chen, & Bai. (2011). Frame, scene and perspective: A look into Fillmore’s cognitive approach to meaning, *Foreign Language Teaching and Research*, 43(5), 665-675.
- COCA. (2018). Guangzhou. Retrieved March 6, 2018 from <https://corpus.byu.edu/coca/>.
- Fauconnier, G. (2010). *Mappings in thought and language*. Cambridge: Cambridge University Press.
- Fauconnier, G., & Turner, M. (2002). *The way we think: Conceptual blending and the minds’ hidden complexities*. New York: Basic Books.
- Fillmore, C. (1985). Frames and the semantics of understanding. *Quaderni di Semantica*, 222-254.
- Fillmore, C., & Beryl, A. (1992). Toward a frame-based lexicon: the semantics of RISK and its neighbors’. In A. Lehrer & E. Kittay, (Eds.), *Frames, Fields, and Contrasts*, (pp. 75-102). Hillsdale, NJ: Lawrence Erlbaum Assoc.
- Flanik, W. (2011). Bringing FPA back home: Cognition, constructivism, and conceptual metaphor. *Foreign Policy Analysis*, 7, 423-446.
- GZ.GOV. (2017). Guangzhou flower city in bloom. Retrieved June 8, 2017 from <http://www.gz.gov.cn/>.
- Herrmann, R., et al. (1997). Images in international relations: An experimental test of cognitive schemata. *International Studies Quarterly*, 41, 403-433.
- Kahn, J. (2003). New health worry for China as SARS hits the hinterland. *New York Times*. Retrieved May 16, 2017 from <https://corpus.byu.edu/coca/>.
- kpf.com. (2018). CTF finance centre Rosewood Guangzhou. Retrieved July 5, 2018 from <https://www.kpf.com/projects/ctf-finance-centre>.
- Lakoff, G. (2004). *Don’t think of an elephant! Know your values and frame the debate*. Vermont: Chelsea Green Publishing.

- Lakoff, G., & Johnson, M. (1987,2003). *Metaphors we live by*. Chicago: The University of Chicago Press.
- Ma. (2007). Semantic theories and meaning construction. *Foreign Languages and Their Teaching*, 10, 18-21.
- MaWC (2017). The world according to GaWC. Retrieved July 8, 2018 from <http://www.lboro.ac.uk/gawc/world2016t.html>.
- McLane, D. (2003). Real travel: The return policy. *National Geography*, 58. Retrieved July 5, 2018 from <https://corpus.byu.edu/coca/>.
- Pan, P. (2000). Thoroughly modern women disconcert many in China. *Washington Post*. Retrieved July 5, 2018 from <https://corpus.byu.edu/coca/>
- The Wall Street Journal. (2017). Guangzhou's transformation into an innovation Hub. Retrieved April 27, 2017 from <http://www.chinadaily.com.cn>.
- USA Today. (2017). Guangzhou takes off at "World's Crossroads" in transition to China's "Capital of E-commerce". Retrieved March 16, 2017 from <http://www.eguangzhou.gov.cn>.
- Wang. (2011). Implications of frame semantics on vocabulary teaching. *Foreign Languages Research*, 3, 49-56.
- Ziem, A. (2014). *Frames of understanding in text and discourse*. Amsterdam/Philadelphia: John Benjamins Publishing Company.

A Discussion on Endangered Language – With Garland’s View as a Main Focus

Xiying Jiang

College of Foreign Languages, Bohai University, Jinzhou, China

Email: jiangshan0030@126.com

***[Abstract]** Endangered languages have been a target of study for several years. In the process of social development and under the strengthening trend of globalization, there is a slim chance for the endangered languages to achieve a superior status in communication. It is highly impossible for some endangered languages to meet all the requirements of language vitality proposed by UNESCO experts. With language death as a historical phenomenon, languages in danger can hardly be saved. Therefore, different measures and policies should be adopted towards different situations. Language protection and language preservation should be practiced according to different situations so as to better preserve the knowledge and culture of different peoples.*

***[Keywords]** endangered language; language vitality; language protection; language preservation*

Introduction

Endangered languages have been a heated topic for many years. It is estimated that almost half of the six to seven thousand languages in the world today would have perished at the end of the 21st century (Isa, Ahmed & Grema, 2014). With the rapid development of world economy and the trend of globalization, plus the wide spread of many new technologies such as radio, TV, and other means of mass media, especially the internet, many closed or semi-closed areas of the world are on the way to the openness to the outside world. Many languages in inferior situations are facing extinction with the spread of powerful languages. The disappearance of languages, which serve as the carrier of cultures, will lead to the death of many cultural phenomena. It is generally regarded as a regrettable loss, and the disappearance of the disadvantaged languages is not a fact in just one country: it is a worldwide problem. It is estimated that half of the more than 6,000 languages spoken worldwide today will lose their function of communication and give way to official languages of countries or districts (Christiano, 2008). Some scholars have generalized several factors for the loss of languages (Isa et al., 2014). They are language shift (a language shift towards a stronger language), natural disasters, human disasters (invasion, genocide, warfare) and political reasons (colonization, education, migration). These factors often result in cultural assimilation, genocide, and language, cultural, and educational policies that have caused this in previous times. It is a disheartening fact that languages continue to die, though it is not easy or common to punish people for practicing or using their languages today. How to save the endangered languages has become a heated issue in the field of language studies. Different measures are proposed, but how to distinguish different situations of the endangered languages and the basis relied on remains an issue. This paper first generalizes the experts’ efforts and then analyzes one typical optimistic point of view proposed by Garland concerning the saving of endangered languages in the modern age. Finally, with the criteria of language vitality as the basis, this paper argues that different measures should be adopted towards different endangered languages according to how well can they meet the language vitality criteria.

Expert's Efforts and Garland's View on Endangered Language

Many experts call for the actions to save the endangered languages. Many of them put their words into practice. Michael Krauss, a professor emeritus in the University of Alaska Fairbanks, argues that language extinction really can affect our lives disastrously. He claims that "it is catastrophic for the future of mankind." He further argues that languages incorporate the wisdom of people for survival. When a language is lost, the adaptability and diversity that empower us to survive will lose with it (Krauss, 2007). Thill observes that another expert, David Harrison, associate professor of linguistics at Swarthmore College, makes substantial efforts to document the vanishing languages in different places, such as the Andes, Siberia, India, and Arizona (Thill, 2009). He proclaims that vanishing languages have a large amount of knowledge. He proposed to use the Web to revitalize to endangered languages. He notices some heroic efforts made by some aboriginals to sustain their languages, and these are "signs of hope for revitalization of language worldwide." He takes these as signs of people "a global push-back against the false choice of globalization that says people have to give up small languages and speak only big ones" (Thill, 2009). Baba Zanna Isa, et al., proposed several steps needed to prevent languages from dying (2014). They are: stabilizing human population growth to improve the living standards of the rural areas, to improve the living standard of poor people both in developing and developed countries, empowering the local people and not interfering with their way of life, and weakening the ground of giving up a language by lifting the political dominion by political elites. Baba Zanna Isa, et al. believed that when such steps are taken, the issue of losing languages will be reduced drastically and a lot of cultures and knowledge will be saved. He holds that researchers in China should focus on the issues in language protection and revitalization in light of the theoretical achievements in the protection of endangered languages and the experience and lessons from the revitalization of Hebrew and Maori (He, 2014). She proposed that carrying out different levels of revitalization in accordance with different language elements with recording and describing endangered languages as the basis for language revitalization, to selectively carry out language revitalization by comparing and distinguishing language declination from endangered languages, to focus on the practical value of language revitalization, to improve the legislation for protecting endangered languages, and to improve the bilingual education system (He, 2014).

Garland, the president of Competitive Futures, Inc., expressed a very optimistic point of view towards the minority languages in his article "Can Minority Languages Be Saved? Globalization vs. Culture" (2006). He argued in the article that the trend of the globalization of economics and media does not necessarily mean the death of minority languages. Languages with the support of young people, business, and government are alive and thriving. With the development of new technologies for communication and education, minority languages can be easily taught and transmitted. The author further argued that lower-price computers and dramatic advances in broadband internet have dispossessed the advantage of the majority languages in distributing information to the public. Though globalization poses undeniable pressure on the minority languages, education of the youth can assure the survival of a language. Finally, the author claimed that extinction of minority languages is not a certainty, since many people have been on the road to search for their native roots and their cultural identity in the face of the trend towards the global cultural homogeneity.

Garland disagreed with many linguists, historians, and socialists who usually hold that the fate of a culture or a language is doomed if they are phasing out in a world of globalization (Garland, 2006). He believed that there will be a reverse of language shift in many regions due to the cultural awareness and the development of the mass-media technologies. The once-silenced languages will make a comeback and be

distributed by various medias to “a global diaspora.” Garland presented several examples of language revival to illustrate his point, which include French in Quebec, Hebrew in Israel, and six other minority languages in Europe (listed in Table 1).

A Discussion on Garland’s View

Substantial Differences Between Garland’s Examples of Successful Language Revivals and Some Endangered Languages Today

Can the trend of language disappearance be so easily reversed as Garland hoped? The answer is no. First, it can be easily noticed that there are substantial differences between Garland’s examples of successful language revivals and the endangered languages today. It is obvious that the number of speakers is much larger than the speakers of the endangered languages. Moreover, they are all masters of modern technologies, people with advanced knowledge and the descendants of powerful civilizations in history.

Table 1. Comparison of the Numbers of Language Speakers of Garland’s Examples of Successful Language Revival and Endangered Languages Today

Number of speakers in Garland’s examples:	Number of speakers of endangered languages today:
Quebec: 6.65 million native French speakers	ABNAKI, EASTERN 1 speaker
Israel: 10 million Yiddish-speaking Jews at the end of nineteenth century	ACHUMAWI. 10 speakers
Catalan: 7.5 million	AHTENA. 80 speakers
Irish Gaelic: 1.6 million	APACHE, KIOWA. 18 speakers
Breton: 200,000 to 30,000	APACHE, LIPAN. 2 or 3 speakers
Scots Gaelic: 60,000	ATSUGEWI. 4 speakers
	CAHUILLA. 35 speakers
*These numbers are collected by the author from Garland’s article.	CHEHALIS, LOWER. 5 or fewer speakers
	* Part of the numbers released by ETHNOLOGUE magazine 16th

Source: Futurist, July-August 2006 (Garland, 2006) and ETHNOLOGUE 16th (Ethnologue, 2009).

In addition, the speakers in Garland’s examples are all active participants in the trend of globalization. Some of them even stand at the forefront of the trend, so they have grasped the tools and the resources to negotiate with other powers. However, the speakers of endangered languages are mostly aboriginals, or the marginalized parts of the society. Most of the time, they are termed primitive by the “modern” people, and most of them even have no writing systems. According to UNESCO, lack of written text and documentation is a major factor contributing to the extinction of many languages.

To Save a Language is Not Just to Document Them

A living language shows several qualifications. One of the most important features is that it must change with time. That is to say, a living language must be a dynamic one. It should contain the mechanism to incorporate new phenomenon or new elements into it and make the new element a part of the language that distinguishes it from other languages. It is universally acknowledged that language has several unique properties. One of them is the feature of productivity. That means the novel utterances can be continually created (Yule, 2000). They are not just borrowed from other languages. It should be a deferent vocal system

that only can be understood by people of another language through learning. Many experts intend to document the minority languages, and that is far from making the language revived. These documented languages remain static and without the most important feature of a living language – creativity.

Cao Zhiyun distinguished the concepts of language preservation and language protection (Cao, 2009). According to Cao, language protection refers to maintaining the vitality of a certain language or dialect through various effective measures, policies, and techniques. As a result, the language or dialect can continue its existence and development, especially for the language or dialect that is endangered or in a weaker position. Language preservation refers to recording the languages or dialects as it is used in real life after overall detailed scientific investigation so as to make effective preservation and exhibition for a long time. Language protection demands language policies be made by governments and the active participation of the people in society. Language preservation is the responsibility of the academic circle and the job of linguists.

Table 2. Nine Criteria to Measure Language Vitality and Endangerment



**There are six factors listed in the UNESCO document 2003, and this table retrieved in July 2018 on UNESCO website updated to nine (UNESCO, 2003, 2018).*

The Requirements of Language Vitality can Hardly be Satisfied at the Same Time

Though many measures can be taken to save endangered languages, it is difficult to meet all the requirements of language vitality (Table 2). In the document submitted to the International Expert Meeting on UNESCO Program Safeguarding of Endangered Languages, the meeting was held in Paris, 2003; the UNESCO Ad Hoc Expert Group on Endangered Languages established six major evaluative factors of language vitality, and it is clearly emphasized in the document that “none of these factors should be used alone” (2003). That is quite different from Garland’s three most important factors in maintaining language for the future. They are “the language of education for the young, of commerce, and of official government activity” (Garland, 2006). In addition, saving an endangered language is more complex than saving

endangered animals or plants. When a kind of animal or plant is endangered, reserves can be established, and measures can be taken to make the species to breed and multiply, and even measures can be adopted to force them to reproduce. However, measures towards human, the speakers of languages, should be different due to the ethical concerns. No matter what the reason is, forcing one to learn a language, such as the language that is spoken only by several speakers and lacks any practical usage, doing so against their wills can hardly be justified. These languages can only be learned or studied out of one's own interest, and these kinds of learners are quite scarce. From the above discussion and a reference to Table 2, it can be concluded that it is rather difficult to meet all the requirements of language vitality simultaneously and ethically for saving languages in danger.

Furthermore, the survival of a language depends on its competitiveness in the globalized world. The primary function of language is for communication. It first serves as a tool for people to communicate, and then as a tool to document knowledge and culture. Nowadays, communication between different language groups has become the order of the day. The status of language used to be to exchange information but is now quite different. Some have high status because of the strong economic, political, or cultural powers behind them. Compared with them, many languages have inferior status due to their disadvantaged positions. According to the result of research conducted by Cornell graduate student Daniel Abrams and Steven Strogatz, Cornell, professor of theoretical and applied mechanics, the key factor for the language survival is its status, which is determined by the social and economic opportunities it offers its speakers (Strogatz, 2003). This can be further elaborated in that language survival should be based on the strength of the economy and society. When a language has lost its basic function, its rescue is a highly improbable and probably unsuccessful cause. Language has its rules of development, and most of the time it does not conform to man's wishes. The rise and down of Esperanto illustrates the point. Instead of Esperanto, English, Chinese, and other languages serve as the bridge of communication because of their superior status in the globalized world. Language is the product of certain societies. When two cultures meet, it is the strong one that takes over, and the language with the weak culture will also disappear. Manchu is a typical example. It was once a very powerful language but had only 60 speakers in 1999 due to surrender to the culture of the Han ethnic group (Ethnologue, 2009).

Implications and Conclusion

Language change is always with us, and the change is inevitable (Trask, 2000). In the long period of human development, many languages have been born and died. It is collected in the database of *Ethnologue* that shows 256 ancient and extinct languages with permanent codes and 10 languages with temporary codes (*Ethnologue*, 2008). According to the statistics gathered by *Ethnologue* in 2009, 473 languages are classified as nearly extinct because each of them has only a few elderly speakers. (*Ethnologue*, 2009) The conclusion can be drawn from the fact that language death is a natural phenomenon, no matter how reluctant for us to admit the fact. Most of the practices of language-saving projects carried out by various experts are no more than language documenting. It cannot make a language alive. In other words, it is highly impossible to input the dynamics and creativity into the endangered language according to the features of a living language. It can hardly be denied that it is difficult to meet all the requirements of language vitality at the same time. Therefore, different measures and policies should be adopted in different situations. For those languages that can meet the requirements of language vitality standards, efforts should be spent to elevate the language's status and encourage the natives to use their own native languages. Furthermore, incentives should be given to the speakers of the endangered languages by the government, and favorable policies

should be made to meet the need of protection of the languages. For those languages that cannot meet the language vitality requirements, efforts should be taken to make scientific investigation and preservation without delay.

Language is an important carrier and an integral part of culture. Language resources are an important part of cultural resources, and cultural resources are an important factor to a nation; having a people and a society to maintain healthy and prosperous development. It is also an important part of soft power (Cao, 2009). Therefore, it is an unshakable duty and responsibility of linguists, as well as language researchers, to preserve language resources, language heritage, and minority and endangered languages.

References

- Isa, B. Z., HajjaKaru Ahmed, H., & Grema, Y. (2014). Language death and endangered languages. *Journal of Humanities and Social Science*, 19(10), 46-48.
- Cao, Z. (2009). On language preservation. *Language Teaching and Linguistic Studies*, 1, 1-8.
- Christiano, M. (2008). More than half of all languages in the world are in danger of disappearing. *Overseas English*, 38-39 .
- Ethnologue. (2008). Languages with local use (temporary) codes. Retrieved November 5, 2009 from <http://linguistlist.org/forms/langs/ancient-extinct-temp.html>.
- Ethnologue. (2009). Endangered languages. Retrieved November 9, 2009 from http://www.ethnologue.com/nearly_extinct.asp
- Ethnologue. (2009). Languages of China. Retrieved November 9, 2009 from http://www.ethnologue.com/show_country.asp?name=cn
- Garland, E. (2006). Can minority language be saved?. *The Futurist*, July-August, 32-36.
- He, L. (2014). Protection of endangered languages and language revitalization. *Journal of Yunnan Minzu University (Social Sciences)*, 31(3), 136-140.
- Krauss, M. (2007). Does language extinction matter? 16th February 2007. Retrieved November 10, 2009 from <http://news.mongabay.com/2007/0215-language.html>.
- UNESCO. (2003). Language vitality and endangerment document. submitted to the *International Expert Meeting on UNESCO Programme Safeguarding of Endangered Languages, Paris*, 10–12 March 2003.
- UNESCO. (2018). A methodology for assessing language vitality and endangerment. Retrieved July 29, 2018 from <http://www.unesco.org/new/en/culture/themes/endangered-languages/language-vitality/>.
- Strogatz, S. (2003). Modelling the dynamics of language death. *Nature*, August 2003.
- Thill, S. (2009). The linguists battles language extinction on web. April 20, 2009. Retrieved November 11, 2009 from <http://www.wired.com/underwire/2009/04/qa-babelgum-pre>.
- Trask, R. L. (2000). *Historical linguistics*. Beijing: Foreign Language Teaching and Research Press.
- Yule, G. (2000). *The study of language*. Beijing: Foreign Language Teaching and Research Press.

On Framing Strategies of C-E News Transediting In Light of Narrative Theory

Li Lixin

School of Foreign Language, Northeast Normal University, Changchun, China
Email: lilx151@nenu.edu.cn

Huang Chenzi

School of Foreign Language, Northeast Normal University, Changchun, China
Email: 857642854@qq.com

[Abstract] *This paper discusses such commonly used framing strategies as selective appropriation of textual material, framing by labeling, and re-positioning of participants adopted in Chinese-English news transediting through analyzing 20 pieces of news released in the 19th CPC National Congress by Xinhua News Agency in light of narrative theory so as to provide insightful reference for the C-E news transediting in China, which is helpful for building and improving the national image.*

[Keywords] *framing; strategy; news transediting; narrative theory*

Introduction

With the development of “One Belt and One Road” initiative, China needs to let the world hear its voice directly so as to be quickly understood well. The Chinese news translated into English (C-E) often adopts “transediting” (Stetting 1989), the combination of translating and editing, for a better communication effect. Most research about C-E news translation from CNKI has focused on the strategies or the communicative effect of translation, and some have focused on the role of the translator in the process of translation. In Mona Baker’s view (2006), translation is regarded as re-narration, which can expound on how translation participates in the construction of international political discourse and intercultural communication. Transediting can be regarded as a kind of translation and adopts some framing strategies in narrative theory. So, this paper aims to analyze and discuss the framing strategies adopted by the transediting C-E news released in the 19th National Congress of the Communist Party of China (CPC) by the Xinhua News Agency in light of narrative theory so as to provide insightful reference for the C-E news transediting in China, which is helpful for building and improving the national image through “hard news” transediting.

A Brief Review of Related Studies

Baker’s narrative theory defines the classification and the features of narrative from the perspective of sociology. Baker (2007) uses a word “*framing*” to discuss how to coordinate those features of narrative so that people can frame narrative in a target context and draw strong political repercussions. Some studies in China and abroad have used Baker’s narrative theory to analyze the related translation issues in recent years.

Some researchers of sociology in the 1950s and 1960s considered the narrative as a part of the real world, not the reflection of the real world. Somers’ “narrative identity” indicates the formation of social identity is a dynamic process. Translators are intervenors to the original text and are influenced by the various narrative identities as ordinary narrators. To judge the translator’s narrative identity, one needs to

rely on the analytical tools provided by the narrative theory. So, Baker used *framing* to analyze the strategies in translation.

Baker followed the previous studies and classified the narrative into ontological narratives, public narratives, conceptual narratives, and meta-narratives. The four types of narratives affect each other, and any narrative is merely a narrative that explains social phenomena. Since every narrative is a subjective frame, there is no objective perspective. Baker (2006) focused on four overlapping core narrative features: relationality, temporality, causal employment, and selective appropriation.

The definitions for *frame*, *framework*, and *framing* vary in different subjects. Goffman (1974) believed that the *framework* is a set of static beliefs and expectations, while the *frame* emphasizes the interaction of interactive processes and is formed in the process of interaction. Participants not only perceive the frame, but also express their opinions on the basis of perception, and then they will take practical actions. To frame is to select some aspects of a perceived reality and make them more salient in a communicating text, in such a way as to promote a particular problem definition, causal interpretation, moral evaluation, and/or treatment recommendation for the item described (Entman, 1993, p. 52). Baker (2007) used *framing* to explore how to reconcile those narrative features so as to frame the narrative in the target context and draw strong political repercussions. The concept of framing is based on the assumption that translators are not merely passive receptors of the original text but are actually the initiators of translation activities. They select texts and participate in the framing of certain narratives.

The frame of news reports is usually implicit in the process of writing, editing, and organizing. Baker considers translation as an important method of framing, and translators adopt strategies to legitimize the conflicting parts in their narrative. About the framing of the frame, Baker proposed four strategies: temporal and spatial framing, selective appropriation of textual material, framing by labeling, and re-positioning of participants. Some of the strategies are closely related to C-E news transediting, as well.

There have been a few studies on translation based on Baker's narrative theory in China, and most of them expound on the introduction of the theory, not its application in translation, of which there have been few researches (Wei & Lin, 2009; Zhao & Hu, 2015). Baker's narrative theory has been applied by researchers to study translation in such aspects as the ethical questions about translation and textual manipulation, the media's responsibility, and translators' ethics in representing the news texts (Jaber, 2016; Fan, 2015; Podkalicka, 2011).

With the increased influence of Baker's theory on translation study, some researchers analyze the transediting from the perspective of narrative theory, which includes the transediting of E-C news and C-E news (Wang, 2009; Cheng, 2010; Cheng, 2013; Lü & Wang, 2016). Some researches have also discussed the relation between the activity of translation and identity formation and, also, the translation's participation in ideological dialogue and struggle in the respective contexts (Yan, 2011; Liu & Li, 2014). A few papers have analyzed the strategies used in the framing of C-E news transediting (Jiang, 2016; Mo & Yuan, 2018). So, this study is an important supplement for the C-E news transediting research field.

Research Design

According to narrative theory, C-E news can be regarded as a narrative frame that is framed by the translator, who uses the framing strategies to achieve their narrative purpose. This paper will analyze how the framing strategies are used by the translator and which narrative frame can be framed after using those framing strategies. The analytical tool of this study is in light of Baker's narrative theory.

The framing strategies adopted as the analytical tools of C-E news transediting are as follows: First, the selective appropriation of textual material is achieved through omissions and additions, which aims to suppress, emphasize, or lay down certain aspects of the C-E narrative or a higher-level narrative in the original text. The strategy is popular in some newspapers to frame a narrative to cater to the readers.

Second, the strategy of framing by labeling refers to the use of words or phrases to identify people, places, groups, events, and other key elements of the narrative. Any label used to indicate or identify key elements or participants in a narrative provides an explanatory frame that guides and constrains reaction to current narratives. Names and titles are very powerful framing tools, which are adopted by the translator to manipulate people's interpretation of the narrative and to express the translator's own narrative position. In news text, framing is mainly achieved through headings.

Third, the strategy of repositioning the participants involves the self-positioning of the participants in interactive activities and the mutual positioning between participants as well as between the participants and the activity outsider. Any change in the positional relationships will inevitably lead to changes in the current narrative and dynamic patterns of the narratives at the next level. The positional relationships between participants in translation activities as well as between them and readers or listeners can be changed by the flexible use of linguistic means, such as the expressions of time, space, instruction, dialect, register, feature word, and various linguistic expression of self-identity and the identity of others. Whether adding a comment to the paratexts or adjusting those language parameters within the text, the translator can participate in the current narrative and even the previous level by carefully arranging the time and the social and political relations among the participants. The framing of news text is mainly based on repositioning of participants. The strategy of temporal and spatial framing is not found in the collected data and is omitted here.

The collected data are 20 pieces of news texts released during the 19th CPC National Congress by Xinhua News Agency in October and November of 2017, including the news on important political, diplomatic, and military issues. The average characters of news texts in Chinese and English are 2,382 and 388 words, respectively. All data are collected from the official website of Xinhua News Agency (<http://www.xinhuanet.com/english/special/19cpcnc/index.htm>), and the C-E news texts can ensure that Chinese text corresponds to the English text, which can provide reliable data for the study of news transediting.

Analysis and Discussion

Since the general organization of news text includes the heading, the lead and the body part of the news, the analysis will be carried out in the corresponding order to discuss how the frame of C-E news transediting is achieved by adopting the framing strategies for the narrative purpose. It is found that three strategies are mainly used to frame the transediting news, and they are selective appropriation of textual material, framing by labeling and repositioning of participants.

Strategies for Framing the Heading of C-E News Transediting

News discourse has a generally accepted standard structure or schemata: the beginning is the well-known heading and the lead (the first paragraph of a news report), which form a higher-level summary category, followed by categories such as recent events, prior events, background, history, and commentary (van Dijk, 1988). The schemata are familiar to journalists and translators, and they use the familiar schemata to write

and translate news texts. Therefore, the heading and the lead have the most important function of indication, which is the most powerful framing strategy to activate the related concepts in the readers' memories.

More than half of the collected data involve two or three strategies, of which the selective appropriation of textual material and framing by labeling are the most widely used. The most widely used strategy of framing in all headings is selective appropriation of textual material, in addition to the framing by labeling used in the heading, which can be seen in the following examples.

Example 1: (News No. 1)

Source Text: The report of the 19th CPC National Congress pointed out that the personal rights, property rights and personality rights of the people should be protected.

Protection of the right to personality highlights the modern concept of the rule of law (Dialogue. New journey, New action ③).

Transediting Text: Legal scholars hail right to dignity in CPC congress report

The strategy of selective appropriation of textual material is adopted in the transediting of every heading. The heading in Example 1 is a multi-headline, and the three legal rights in the 19th CPC report were introduced in the eyebrow head as background. However, in the transediting heading, they are abbreviated as “right to dignity” in the CPC congress report, creating a simple and understandable narrative by omitting the latter part of the heading. Besides, the “legal scholar” embodies an objective narrative position by labeling, which indicates the scholars' point of view rather than the writers'.

Example 2: (News No. 9)

Source Text: A strong leadership group piloting the new era – a documentary record of electing the new central leadership organization of the CPC

Transediting Text: China Focus: How China's new central leaderships are elected

The repositioning of participants is applied less in the framing of narratives. In Example 2, the first half of the title is the description of the Central Committee of the CPC in the original heading, which is omitted in the heading after transediting and turning into a question. It narrows the distance between the target readers and the text, for the translator transfers his narrative identity to an identity that is interested in how the Chinese central leadership group is formed like the target readers, making a distinction with the insider narrative identity. The above strategies are intended to arouse the interest of the target readers and narrow the gap in narrative identities between each other so as to achieve a better communication effect.

Strategies for Framing the Lead of C-E News Transediting

In the lead of transediting news, the selective appropriation of textual material is mainly achieved by suppressing some part of the content, highlighting the part of other content, or adding and subtracting some part of content appropriately. Although the Chinese news widely uses the “inverted pyramid” writing mode, there is still some difference in the framing of the news frame and the readability of the news text. More news leads of transediting text use the repositioning of participants strategy than other strategies, which has an important influence on the framing of narrative.

When defining Western “news worthiness,” Allan (2008) put “conflict” in the first place. The “balanced” journalism believes that every story has dual character. When there is a conflict between the two parties, the reader will have a direct sense, and the potential interest can also be mobilized through dramatization. Especially in the comprehensive commentary news of some “soft news,” the lead shows conflicts in the form of telling a story. However, news reports in Chinese are more inclined to the style of

“hard news,” which examines the characteristics of individuals from the overall thinking and resolves conflicts. In other words, Western media, which like “conflict,” often have zigzag patterns in news writing, while Chinese news reports tend to be linear in transediting news leads.

Example 3: (News No. 5, source text is omitted)

Transediting Text: The central government’s overall jurisdiction over the Hong Kong and Macao special administrative regions and a high degree of autonomy in the two regions, both incorporated in a report to the 19th National Congress of the Communist Party of China (CPC), do not contradict each other, according to a Chinese official.

The translator intentionally omitted other explanations of Zhang Xiaoming in the 19th CPC congress report (in source text) on Hong Kong and Macao, highlighting the central government’s policy of autonomy in the two places. The use of selective appropriation of textual material gives a powerful response to the false news of the Western media, which reemphasizes the relationship between the Mainland and Hong Kong as well as the Mainland and Macao by framing a conflict narrative frame, which is of most concern to the Western media. This narrative frame not only satisfies the reading habits of Western readers, but also helps frame a progressive image of the CPC with the help of framing by labeling “a Chinese official” rather than a specific Chinese name.

Example 4: (News No. 4, source text is omitted)

Transediting Text: “Xi Jinping’s report to the 19th CPC National Congress has a lofty vision and global significance”, said Chen Xulong, Director of Department for International and Strategic Studies at China Institute of International Studies.

Example 4 adopts the repositioning of participants, and the translator changes the indirect speech in the source text to direct speech in the transedited news lead, thereby changing the positional relationship between the original narrator and the reader. After the conversion to direct speech, readers can directly participate in the narrative frame that was framed by the translator so that they can have a deeper understanding of the significance of the 19th CPC congress reports. which is explained by the expert. The use of direct speech in news text can increase readers’ sense of presence and make news content more persuasive. Besides, the framing by labeling is used, and the translator explains the identity of the expert first noticed by the reader in the heading. As the director at the China Institution of International Studies, Chen Xulong is a scholar independent of the Chinese government or the CPC, so the explanation made by him is not only authoritative but also can reduce the bureaucratism of the report, which can make the report more understandable for the Western readers.

Conclusion

The above analysis and discussion show that the translator mainly uses three strategies to frame the narrative in the C-E news transediting, which is more consistent with China’s national image and more understandable by foreign readers. The most commonly used framing strategy in news heading is framing by labeling, which highlights the translator’s narrative stance and narrative purpose through the label words and achieves a better communication effect. The most commonly used framing strategy in the lead is selective appropriation of textual material. By adding or subtracting some parts of content to highlight other parts of the narrative, a slightly different narrative frame is framed, which is more linear than indirect pattern. The repositioning of participants is also widely used in the lead, and the use of direct speech can narrow the distance between readers and translators and avoid the misunderstanding in the process of

communication. Thus, the strategies used in C-E news transediting are to serve the translator's narrative purpose and to frame different narratives for different purposes so as to achieve a better communication effect.

References

- Allan, S. (2008). *News culture*. Beijing: Peking University Press.
- Baker, M. (2006). *Translation and conflict: A narrative account*. New York: Routledge.
- Baker, M. (2007). Reframing conflict in translation. *Social Semiotics*, 2, 151-169.
- Cheng, W. (2010). A study of news transediting from the perspective of cross cultural communication – A case study of translated news on the Reference News. *Shanghai Journal of Translators*, 3, 27-32.
- Cheng, W. (2013). E-C new transediting in light of “renarration” theory. *Chinese Translators Journal*, 5, 100-103.
- Entman, R. M. (1993). Framing: Toward clarification of a fractured paradigm. *Journal of Communication*, 43(4), 51-58.
- Fan, L. (2015). Evolution and application of Mona Baker's narrative theory in translation studies. *Journal of Zhejiang International Studies University*, 1, 22-27.
- Goffman, E. (1974, 1986). *Frame analysis: An essay on the organization of experience*. New York: Harper & Row; Boston: Northeastern University Press.
- Jaber, F. (2016). Representing, narrating, and translating the Syrian humanitarian disaster in *The Guardian* and the *New York Times*. *Global Media Journal*, 2, 65-81.
- Jiang, P. (2016). Strategies of news trans-editing in the light of Mona Baker's re-narration theory. *Science & Technology Vision*, 22, 150-151.
- Liu, J., & Li, N. (2014). Ideological issues in international publicity translation. *Tribune of Social Sciences*, 9, 211-215.
- Lü, Q., & Wang, S. (2016). Framing narratives in translation of China-related reportage from foreign media. *Language and Translation*, 1, 67-73.
- Mo, J., & Yuan, Z. (2018). Narrative construction strategies of trans-editing of international news reports. *Journal of University of Shanghai for Science and Technology*, 40(1), 24-29.
- Podkalicka, A. (2011). Factory, dialogue, or network? Competing translation practices in BBC transcultural journalism. *Journalism*, 2, 143-152.
- Stetting, K. (1989). Transediting – A new term for coping with the grey area between editing and translating. In G. Caie, (Ed.), *Proceedings from the Fourth Nordic Conference for English Studies*, (pp. 371-382). Copenhagen: University of Copenhagen.
- van Dijk, T. A. (1988). *News as discourse*. Hillsdale, NJ: Lawrence Erlbaum Associates.
- Wang, L. (2009). Choice and construction of international news transediting from the perspective of framing analysis. *Southeast Communication*, 9, 42-44.
- Wei, X., & Lin, D. (2009). Translation as renarration: An interpretation of Professor Mona Baker's lecture and its implications. *Journal of Fujian Institute of Education*, 6, 95-99.
- Yan, W. (2011). Faithfulness and rebellion of C-E news transediting. *Chinese Translators Journal*, 6, 24-27.
- Zhao, W., & Hu, H. (2015). Narrative framing study in translation from the perspective of sociology – Interview with Professor Mona Baker. *Chinese Translators Journal*, 1, 67-70.

A Rhetorical Analysis of Obama's Re-Election Campaign Speeches in Swing States under "Universal Audience" Theory

Zhu Lingling

School of English Education, Beijing International Studies University, Beijing, China

Email: zhulinglingjolie@163.com

[Abstract] *Western rhetoric theorists generally believe that the proper use of rhetoric can purchase power, therefore rhetoric and politics are closely related. In all of the political speeches, the importance of rhetoric is frequently presented in presidential speeches, and the vote in swing states is always a decisive factor in a presidential election. Therefore, this paper, from the "Universal Audience" theory perspective, this author has selected two speeches that former American President Barack Obama delivered in 2 swing states, in order to explore how Obama applied the rhetorical skills to persuade the audience to vote for him again.*

[Keywords] *"Universal Audience" theory; Obama's re-election campaign speeches; swing states*

Introduction

Barack Obama won the US presidential election in 2008, and one of the important reasons for his victory was his outstanding speeches. However, in spite of his bad performance in the first term, Obama won re-election, making him the first American President who was re-elected since World War II with an unemployment rate up to 7.9% (Wu, 2012). A swing state is a state in which no single candidate or party has overwhelming support of the electoral college votes (Erickson, 2012). So, it is highly valuable to explore how he persuaded the Americans, especially voters in the swing states, to vote for him and finally, won the re-election.

Compared to classic rhetoric, which pays more attention to the rhetoric skills and means, this paper interprets political speech from the view of "universal audience" theory. Precisely, it is concerned with the audience who communicates with, is persuaded by, and finally, obeys the will of the speaker. It first reviews the previous study on Obama's speeches and introduces the relationship between rhetoric and politics. Second, through text analysis and case study, it explores the operating mechanism of "Universal Audience" theory, namely, selecting elements, creating presence, advancing communion, and reaching adherence. Through analysis of the specific cases, we can find that Obama is good at persuading the audience through communing with the audience, satisfying the needs of the audience, as well as the application of multiple rhetorical skills and techniques. And it reveals that the "rhetoric" and "audience" play important roles in the successful re-election of Obama. This study will make contributions to providing a new perspective for the research on political speeches.

Literature Review

Many western scholars study Obama's speeches from a rhetoric approach. Rowland and Jones discussed how Senator Obama recast the American Dream in his keynote address from the romantic narrative's point of view (Rowland & Jones, 2007); Thompson studied the application of old rhetoric in his speech, and concluded that Obama's delicate language, impressive action and the peerless American ideology helped him win the support and trust as a rhetorician (Thompson, 2007). Awater defined "the rhetoric of hope" as the "use of symbols" to have the American people care about and believe in their country, and to make

them convinced that “they believe in a common destiny and a core set of values” (Awater, 2007). Andersen explored the reason why Obama’s speeches distinguish themselves from those of his rivals by comparing Obama’s and Hillary Clinton’s health care speeches in the 2008 presidential campaign at the levels of arrangement, appeal forms, topics and style (Andersen, 2008).

While most domestic scholars have explored his address from the linguistic point of view, such as interpersonal function, critical discourse analysis, stylistic analysis, and especially the Aristotelian three modes of appeals, which consist of logos, ethos and pathos. From the functional grammar approach, Wang Li conducted a thorough analysis of Obama’s Inaugural Address in 2008. He summarized five transitivity processes and pragmatic functions of each type (Wang, 2009); Yang Guirong and Zi Ying conducted a stylistic analysis of Obama’s Victory Speech in 2008 from the perspectives of its “phonological features, lexical features and syntactic features” (2009); Su Min attempted to analyze Obama’s 2008 presidential campaign speeches to assert that Obama obtained very good persuasive effect with the skillful use of ethos, pathos and logos (Su, 2009).

All of these previous studies set light on the present study, but most of them explored the speech itself (the rhetorical skills, and means, etc.) and ignored the most important factor that influences the effect of speech – the audience.

Chaim Perelman, the great Belgian philosopher, stated in *The Realm of Rhetoric*, “The audience is the aggregation of those people whom the speaker wants to influence through the speech” (1982). In Perelman’s view, “in the debate or the public speech, the value of argument often depends on the size and quality of the audience, and the idealist debate is to get the approval of ‘universal audience’” (1969). Here, the “universal audience” is the concept in the speaker’s mind instead of the actual audience facing with the speaker (Perelman, 1969). And each culture has its own unique “universal audience”.

Either in speech or debate, the way to measure the success of this activity is the degree that the audience accepts, understands and complies with the speaker’s idea. So this paper will pay more attention to the audience.

Case Analysis on Obama’s Re-Election Speeches in Swing States

As known, a campaign speech is usually delivered in public places and is often prepared in advance. The campaign team is supposed to do fieldwork research of the local audience (voters), such as the actual composition of the audience, the values, religion beliefs, personal aspirations, and appeals, etc. to prepare the speech. Then, during the speech activity, the speaker (Obama) will create the presence for the audience, and this will lead to direct communion between the audience and the speaker, such as the presentation of the facts, quotations from celebrities, and reaffirmations of the doctrines of the *Bible*. Once the audience establish a positive communion with the speaker, it is much easier for the speaker to persuade the audience to accept his opinions. Then, the speaker may get adherence, that is to say, influence them to support him, and finally, to vote for him.

The mechanism of “Selection – Presence – Communion – Adherence” in “Universal Audience” theory will be used to analyze Obama’s re-election speeches, hoping to explore the way Obama designed to attract the audience.

The Selection of Elements in the Speech

In the 2012 American presidential campaign, Ohio was considered the “battleground of all battlegrounds, the state more than any other that could hold the key to the outcome”¹, “a microcosm of American swing voters” (Steinhauser, 2012), and “If the president is losing Ohio, he is not just losing a state; he is losing the debate on jobs” (2012). This means that Ohio was one of the most crucial battlegrounds of the swing states. “I understand that Governor Romney’s having a hard time here in Ohio because he was against saving the auto industry”, Obama said in the remarks at a Campaign Rally in Mentor, Ohio. He had to deliver the most persuasive and most attractive policy for the audience. Only when he satisfied the emotional needs of the audience, could he persuade the audience to support him.

*Example 1: My understanding also is that this **band right here just won the state championship**. And the **football team is in its first playoff game tonight**, so the Cardinals have got a lot going on right now (Obama, 2012).*

Obviously, Obama got the background information so well, he knew how to attract the audience, especially the superstars in their hometown, the place where the audience is proud. He talked about these stars, making the audience feel being it was cared for by Obama. And also in this way, Obama made contact with the audience so easily. He knew what the audience in Ohio really wanted to hear in preparing the speeches.

*Example 2: Now, for the past several days, all of us have been focused on one of **the worst hurricanes** in our lifetimes. And **each day** I’ve been getting on calls with mayors and governors, county officials, **just trying to make sure that people are getting help**. And **I tell them that the entire country is behind them**. We mourn those who were lost. **We will walk with the people whose lives have been upended by the storm every step of the way in this long, hard road to recovery** (Obama, 2012).*

In *Example 2*, Obama remarked that he and the whole American people were going through the hard time of “Hurricane Sandy”, which was the deadliest and most destructive hurricane of the 2012 Atlantic hurricane season, causing 71 direct deaths in nine states. Ohio was also hit by the storm, so people here were worried and panicked. Obama stated that he had the same experience and feeling; he could feel the pain that they were suffering, and he was determined to help them to go through the natural disaster; he was there for them, because he and the people there were one family. Obama successfully established a kind of close relationship with the voters by speaking of “Sandy”.

The Creation of Presence in the Speech

The display of detailed facts, such as the achievements gained in Obama’s first term and the statistics related to creating new jobs were all the persuasive means to attract the audience, because these facts in the speech could help the audience see the merits of the candidates.

*Example 3: Remember, in 2008, we were in the middle of **two wars** and the **worst economic crisis** since the Great Depression. **Today, our businesses have created nearly 5.5 million new jobs**. **The auto industry is back on top**. Home values are on the issue. **We’re less dependent on foreign oil than any time in the last 20 years** (Obama, 2012).*

¹Election 2012: Your guide to the swing states. https://www.washingtonpost.com/politics/decision2012/election-2012-your-guide-to-the-swing-states/2012/11/05/6a649d8c-2779-11e2-b4f2-8320a9f00869_story.html?utm_term=.d86594c31e4e

In Example 3, Obama guided the audience to look back the dilemma in 2008, and then compared this with the prosperity in 2012. He gave the specific statistics (nearly 5.5 million new jobs) to support his statement, making the audience really “see” Obama’s endeavor. Undeniably, his accomplishment was tremendous. Thus, the audience was more likely to trust him and support him.

Example 4: We lost 9 million jobs in the Great Recession, but over the last 31 months our businesses have added more than 5 million new jobs. Unemployment is falling. I told you I’d end the war in Iraq – I did (Obama, 2012).

And in Example 4, all of the facts displayed in the speeches provided evidence that Obama kept his promises to lead America to move forward; he created more jobs for Americans and he would keep doing so. These facts presented an image for the audience. It was through displaying facts in the speeches that Obama created successfully “presence” for the audience.

Extension of Communion and Adherence in the Speech

Communion occurs when the rhetor and audience contemplate the possibility of acting together, and commune makes a speaker more likely to be persuasive. Applying this theory into the analysis of Obama’s campaign speech in 2012, we could explore from the perfect opening greetings and enlarge of person—shifts between “I” and “we”.

Perfect opening greetings. Great opening greetings in the speech can help the speaker rapidly narrow the distance with the audience.

Example 5: ...THE PRESIDENT: Hello, Ohio! Thank you! How’s it going, Wildcats? There definitely are some Wildcats in here. You’re fired up! Are you fired up? Are you fired up? Fired up?

AUDIENCE MEMBER: We love you.

THE PRESIDENT: I love you back (Obama, 2012).

Obama always called the audience’s nicknames, like “Wildcats” in Example 5. It seemed they are good friends, although he was the President. In this way, a good communicative foundation was laid. These all helped Obama make the audience concentrate on his speech, because in communication, the audience is always not absent-minded.

Enlargement of person – shifts between “I” and “we”. The intention in the speech is to persuade the audience to accept the opinion of the speaker, so standing with the audience, considering what the audience considers, and showing the sincerity can quickly give a very positive impression to the audience.

In the speech he delivered in Mentor, Ohio in November 03, 2012, “I” occurred 73 times, and “we” occurred 70 times (data counted from the Remarks of Obama in Mentor, Ohio in November 03, 2012). Let’s see the examples extracted from this speech.

Example 6: So when I talk about change, I know what real change looks like, because I’ve fought for it. I’ve got the scars to prove it. I’ve got the gray hair to show for it. And you fought for change, too. And after all we’ve been through together, we can’t turn back. We can’t give up on it (Obama, 2012).

In the first place, Obama talked about his personal sacrifice for the country, such as the “scars” (he joined the army to serve the country), and “gray hair” (his service as senator, as well as the president), then he stated that the audience fight for the change too. Then Obama shifted from “I” to “we”. In this way, Obama set up a close relationship with all of the audience. They became united. He regarded himself as a

member of the massive group. They would keep fighting as a family forever. He communed with the audience so well. For the audience, they would feel that they were needed by this President. As a consequence, the audience may listen to the speaker more carefully. And “we” in the speech always conveys a sense of strong will to back up the audience. Once the identity established, Obama could persuade the audience to vote for him much easier.

Conclusion

This paper mainly explores how the operating mechanism of “Universal Audience” theory applied in Obama’s re-election campaign speeches in swing states. This theory places more attention to the communion of the speaker and the audience, thus maximizing the effect of the speeches. So analyzing Obama’s speeches from the perspective of “universal audience” not only can enrich the study of “audience”, but also provide a brand new perspective for the research of political speeches.

Furthermore, as this paper provides the perspective of an audience in delivering a speech, the operating mechanism of “Universal Audience” theory can guide not only presidential speeches, but also all American political speeches, considering the speaking tradition in American politics.

There are limitations as well. This paper analyzed Obama’s re-election campaign speeches in 2012, so the related materials are limited and somewhat outdated. If the “Universal Audience” theory is applied to analyze an event that is happening in a local place, the analysis will be much more accurate and persuasive.

References

- Anderson, C. (2008). *The Obama phenomenon: A comparative rhetorical analysis*. Copenhagen Business School.
- Atwater, D. F. (2007). Senator Barack Obama: The rhetoric of hope and the American dream. *Journal of Black Studies*, 38(2), 121-129.
- Election. (2012). Your guide to the swing states. Retrieved October 10, 2018, from https://www.washingtonpost.com/politics/decision2012/election-2012-your-guide-to-the-swing-states/2012/11/05/6a649d8c-2779-11e2-b4f28320a9f00869_story.html?utm_term=.d86594c31e4e
- Erickson, C. (2012). This is what a swing state looks like on election day. *Mashable*. Retrieved October 25, 2018, from <https://mashable.com/2012/11/06/swing-state-election-day/#fAYZxfkHeuq7>.
- Hu, S. Z. (1999). *New rhetoric in America*. Shanghai: Shanghai Foreign Language Education Press.
- Obama, B. (2012). Remarks by the President at a campaign event in Mentor, OH. November 03, 2012. Retrieved July 10, 2018, from <https://www.whitehouse.gov/the-press-office/2012/11/03>.
- Obama, B. (2012). Remarks by the President at a campaign event, Tampa, FL. October 25, 2012. Retrieved July 10, 2018, from <https://www.whitehouse.gov/the-press-office/2012/10/25/remarks-president-campaign-event-tampa-fl>.
- Perelman, C. (1982). *The realm of rhetoric*. Notre Dame: University of Notre Dame Press.
- Perelman, C., & Lucie, O. T. (1969). *The new rhetoric: A treatise on argumentation*. J. Wilkinson, & P. Weaver, (trans.). Notre Dame: University of Notre Dame press.
- Rowland, R., & Jones, J. M. (2007). Recasting the American dream and American politics: Barack Obama’s keynote address to the 2004 Democratic national convention. *The Quarterly Journal of Speech*, 93(4), 425-448.

- Steinhauser, P. (2012). Just how important is Ohio in 2012? Very! Retrieved October 10, 2018, from <http://politicalticker.blogs.cnn.com/2011/09/20/just-how-important-is-ohio-in-2012-very/>
- Su, M. (2009). *A rhetorical analysis of President Obama's election campaign speeches*. Dalian: Dalian Maritime University.
- Thompson, K. B. (2007). *Explaining the audacity of hope: The rhetoric of Illinois senator Barack Obama*. California: Communication Division Pepperdine University.
- Wang, L. (2009). *Transitivity analysis of American president Barack Obama's inaugural address*. Changchun: Jilin University.
- Wu, Q. C. (2012). The US presidential election revealed that Barack Obama has won the Re-election. Retrieved October 10, 2018, from <http://www.chinanews.com/gj/2012/11-07/4309166.shtml>.
- Yang, G. R., & Zi, Y. (2009). On stylistic features of Obama's victory speech. *Journal of Ningbo Institute of Education*, 11(2), 36-38, 77.

A Syntactic Analysis of “The Road Not Taken” by Robert Frost

Qiu Guangpeng

International Education and Communication School, Linyi University, Linyi, China

Email: qiuguangpeng@lyu.edu.cn

[Abstract] *This paper attempts to analyze Robert Frost’s poem “The Road Not Taken” from the perspectives of syntax. It seeks to interpret the poem through close study of its grammatical structures, syntactic deviations, and linguistic devices. These syntactic analyses show that some novel syntactic devices can be employed to relate to meaning of the poem, on the one hand, and to account for its unique style effects on the other. Accordingly, the poem can be better understood with a thorough syntactic knowledge.*

[Keywords] *Robert Frost, syntactic analysis, “The Road Not Taken”*

Introduction

“The Road Not Taken” by Robert Frost was published in 1916 as a preface to collection of poems *Mountain Interval* (Frost, 1916). Frost frequently employed settings from rural life in New England, as that in *Mending Wall*, and *Stopping by Woods on a Snowy Evening*, in the early twentieth century. In his poems, Frost displayed his good command of American simple colloquial speech to examine complex philosophical themes. Since its publication, “The Road Not Taken” has been analyzed as a nostalgic commentary on life choices, which empathizes with readers’ choice decisions in their lives. As one of the most beloved literary works, it is frequently studied in literature classes and can be approached from different perspectives.

Poems, as a particular genre of literary works, differ drastically from other discourses and even form poem to poem in sentence structures. Sentence structure rules, or syntax or grammar, are often employed by writers to dictate word order or grouping to convey certain meaning in sentences in their literary works. It equates to say that poets create poems by translating their ideas into structures and transform them into verses conforming to their poetic styles. As the opposite process of poem creation, readers have to approach the works, decoding what the writers have encoded with certain analysis tools. Thus, literary works with different texts and their meanings can be analyzed on the phonological, morphological, semantic and syntactic levels. This paper is primarily meant to analyze “The Road Not Taken” from the perspective of syntactic analysis.

As one of the most beloved poems of Frost, “The Road Not Taken” is a first person narrative tale of the moment the narrator encounters a fork in the road while walking through a yellow wood. He considers both paths but has to decide which one to take, although each one lies in front of him, equally traveled and appealing. After choosing one of the roads, the narrator comforts himself that he will come back to try the other path one day. However, deep down inside, he knows clearly that it is unlikely that he will ever have the opportunity to trace back to this specific point because his choice of path will simply lead to other forks in the road (and other decisions). The narrator ends on a nostalgic note, wondering how different things would have been had he chosen the other path.

The theme of “The Road Not Taken” seems easy to discern, but it is not really so. It has been quoted and analyzed from different perspectives, such as lexical choices (Ankrah, Kwasi, & Nyamekye, 2017) and deconstructive study (Al-Jumaily, 2017). Few studies have been focused on the syntactic features of the

poem, which is also of significance in meaning-interpretation and understanding of the poem. In this study, three aspects of the poem are under specific investigation: (1) sentential grammatical analysis; (2) linguistic devices at sentential structures; (3) syntactic deviations. By using the above-mentioned analyses and discussions, it is also aimed at describing how the wording of the poem relates to the theme and elicits resonating responses from the readers.

This paper hopes to present an approach to reading literary pieces from a syntactic perspective and provide the chance to gain insight and experience when they encounter with other literary works.

Methodology

Framework

KISS is a pedagogical grammar based on a theory of how the mind processes language. The model can turn the study of grammar into a study of how to make meaning out of the stream of words. The coded analysis of widespread texts serves as a good starting point to investigate literary works.

Leech (1969) stated that rules in poetry were made to be broken. These deviations from rules or expected patterns of linguistic behavior bring about a reaction of disorientation and surprise, bringing in certain freedom of language in verses. Furthermore, poetic language may violate or deviate from the generally observed rules of the language in many ways, i.e. word order (including fronting, etc.), ellipses, repetition (parallelism, and anaphora etc.) (Nofal, 2011).

The concepts presented above, serving as the framework of the study, would be very helpful in understanding literary works, especially poetry which employs linguistic deviations.

Data Collection and Coding

The text of “The Road Not Taken” was downloaded, checked and the lines labelled from 1 to 20. In this study, the poem was then submitted to qualitative analysis. As mentioned earlier, the goal of the present study is to identify the syntactic characteristics of “The Road Not Taken” by Robert Frost in terms of:

1. sentential grammatical analysis with a model adapted from that of KISS grammar
2. linguistic device analysis
3. syntactic deviations

First, in the grammar analysis in terms of traditional function terms, KISS grammar analysis of the poem “The Road Not Taken” is referred to and adapted to the analysis of this study. Secondly, linguistic devices are identified, analyzed and discussed. Thirdly, some syntactic deviations are discussed with exemplification.

Analysis and Discussions

Grammatical Features

<u>Two roads diverged</u> {in a yellow wood},	1
SUB VPP	
And sorry I could not travel both	2
Coord. ADJ SUB VDO	
And be one traveler, long I stood	3
PN ADV SUB V	
And looked down one <u>as far</u> [as I could]]	4
VN ADV	

{To where it bent {in the undergrowth}};	5
Obj. of “to”	
Then <u>I took the other</u> , as just as fair,	6
SUB V DO ADJ P	
And having perhaps the better claim,	7
V DO	
Gerundive	
Because it was grassy and wanted wear;	8
Conj. SUBLINK ADJ V DO	
Adv. to “having” in L7	
Though [as for that] the passing there	9
Conj.	
Adv. to “took” in L6	
Had worn <u>them</u> really about the same,	10
DO ADV	
And both that morning equally lay	11
SUB ADV V	
Adv. to “took” in L6	
{In leaves} no step had trodden black.	12
SUB V ADV	
Adj. to “leaves”	
Oh, I kept the first {for another day}!	13
INJ SUB V DO PP	
Yet knowing how way leads on {to way},	14
V DO	
a gerundive to the first “I” in L15	
I doubted if I should ever come back.	15
SUB V DO	
I shall be telling this {with a sigh}	16
SUB V DO PP	
Somewhere <u>ages and ages</u> hence:	17
Nu A	
<u>Two roads diverged</u> {in a wood}, and <u>I—</u>	18
SUB V SUB	
I took the one less traveled by,	19

App. V DO gerundive as ADJ

And that has made all the difference. |

20

SUB V DO

Grammatical analysis shows that the structures of sentences conform to the general order of English: Subject + V (+ (Direct) Object/complement). However, some sentence structures are shifted to achieve poetic effect. This middle-sized poem is made up of four stanzas of five lines in each stanza with a rhyme scheme of ABAAB. The overall analysis of the poem is as follows:

With the first stanza, *The Road Not Taken* begins with a dilemma. The narrator comes to a fork in the road and has to decide which path to take.

Two roads diverged in a yellow wood, 1
And sorry I could not travel both 2
And be one traveler, long I stood 3
And looked down one as far as I could 4
To where it bent in the undergrowth; 5

The three parallel structures beginning with the word *and*, mirroring the simultaneity of choice. After looking down *one as far as I could*, the narrator took the other, which is

... as just as fair, 6
And having perhaps the better claim, 7
Because it was grassy and wanted wear; 8
Though as for that the passing there 9
Had worn them really about the same, 10

Except for Line 6, the lines in the second stanza are all incomplete. They are either subordinate clauses or present/past participle clauses, modifying other constituents. Through these structural fragments, the speaker shows that the path, later called *less traveled* in the poem, strikes him as better claim; however, he hesitates almost at the same time as he again claims *them really about the same*.

And both that morning equally lay 11
In leaves no step had trodden black. 12

Repeatedly, the narrator admits both the road equally lay with no trodden-back steps in leaves. Having made his choice, the speaker declares,

Oh, I kept the first for another day! 13

From the declaration on in L13, the sentence tone is switched from matter-of-fact to dramatic one (Robinson, 2016). Frost was proud of himself for having ventured to try to make poetry out of tones and he tried more than forty other tones (Frost, 2002).

To this line, the poem has been one sentence, which goes all the way across the three stanzas. Within the syntax of this long sentence, the narrator makes a choice to go ahead, meanders back reconsidering and means to delay the final decisiveness. But suddenly, “the neatness of how the sentence structure converges with the line structure (this sentence is exactly one line) echoes the sudden, clean division that choice creates” (Robinson, 2016).

Yet knowing how way leads on to way, 14
I doubted if I should ever come back. 15

Again, the narrator expresses his doubts about his coming back one day. And he knows clearly he will not come once again to try the road not taken. Through the progression, the lines of the last stanza come to end the poem:

I shall be telling this with a sigh	16
Somewhere ages and ages hence:	17
Two roads diverged in a wood, and I—	18
I took the one less traveled by,	19
And that has made all the difference.	20

By contrast, the sentence structures are least fragmented in the last stanza. Most of them are in S+V+O pattern. A simple and neat ending does not mean it is easy to interpret. It is an imaginary and fairytale ending. Hence, *somewhere ages and ages hence*, it is only as an old man that the narrator looks back on his life and decides to place such importance on this particular decision in his life.

Linguistic Devices

The following analyses in terms of linguistic devices concerning grammatical structure are specified in this study:

1. With specific punctuation the lines of the poem are grouped differently, designating with nine vertical bars “|”. This punctuation is necessary to pause or stop for the idea delivery and for the reading of the poem. With these bars, eight clauses (L1, L2-12, L13-14, L15-16, L17, L18, L19, L20) or thought units in all are identified in this poem. The first vertical bar is put at the end of a main clause *Two roads diverged in a yellow wood* for ease of analysis (KISS grammar). In contrast, the next main clause going through L2 to L12 accounts for more than half of the poem. One is liable to be lost in the complication in the words as well as the world; thus, he has little reason to make a final choice when it is impending.
2. Six constituents of prepositional phrases in different sentences across the poem are bracketed with {}. Four of these prepositional phrases *in a yellow wood*, *in the undergrowth*, *in leaves*, and *in a wood* naturally describe the setting of the roads in the wood. More interestingly, the locations of these phrases can resemble a magic bent road in the poem. The other two prepositional phrases *for another day* and *with a sign* are closely related to the theme of the other road not taken reserved for another day but would regretfully not happen.
3. Another structure that should not go without noticing is the use of the conjunction *and* in the poem. It is used nine times in this short poem. Seven appear at the beginning of each of the lines. Three lines of the first stanza (L2, L3, and L4) are linked with *and*, which is very unusual repetition. They are positioned there, like many alternatives or decisions for a man to make. In a sense, *and* in these clauses is used in this way to contribute to the theme of the poem.
4. In addition, all the verbs which are marked for tense in the poem (finite verbs) are in the past tense, except for the verbs in the first and last lines of the last stanza, i.e. *shall be telling* and *has made* of the present tense. The choice of past tense creates a situation that the narration is more like personal or self-reflection on what he did or selected in the past and on what was the results with imagination. The two lines *I shall be telling this with a sigh* and *And that has made all the difference* contribute the idea that choice is inevitably evaluated one day in the future only until he has lived it.

5. The pronoun *I* is used up to nine times in the poem. Although the poem is a first person narrative tale, the indecision of the speaker and his divided state of mind is heightened by the repetition of *I* split by the line division and emphasized by the rhyme and pause. At the same time, the repetition of *I* recalls the idea of traveling two roads as one traveler: one *I* stands on each side of the line break – on each side of the verse’s turn – just as earlier when the speaker imagined being a single traveler walking down both roads at once.

Syntactic Deviations

Some syntactic deviations are also identified in the poem and the analysis of them are presented in this section.

Ambiguity. The title “The Road Not Taken” itself supplies two interpretations. There are two roads: the road not taken and the road taken. This intended ambiguity suggests two meanings: (1) It can mean that the poem is about the road which the speaker did not take. (2) It can also mean that the poem is about the road which the speaker took which was not taken by others. “The Road Not Taken” also evokes *the road less traveled* later in the poem, which most people did not take.

The prepositional phrase *with a sigh* is deliberately ambiguous as to it being a positive or negative judgment’s sigh could be a happy one, meaning he chose the correct path, or it could be a regretful sigh, meaning he chose the wrong path. We cannot tell the word *sigh* in Line 16 whether the speaker is pleased with his choice. A sigh can be either contented or regretful.

By the final line (Line 20), the speaker also claims that his decision has made *all the difference* ultimately, which seems a single decision can transform a life. But the word *difference* itself conveys no sense of whether this choice made the speaker’s life better or worse – he could, perhaps, be envisioning an alternate version of life, one full of the imagined pleasures the *other* road would have offered.

Sentence fragments. Nine lines (Lines 4, 5, 7, 8, 9, 10, 12, 14, 17) out of twenty are grammatically incomplete structures. They are sentence fragments, also known as verbless sentences or minor sentences. Experienced writers like Frost know how to use fragments, along with punctuation, deliberately and effectively to create emphasis or certain effect. Sentence fragments thus mark one of the grammatically identifiable differences between poetic and non-poetic language (Nofal, 2014). Reading poems in a sense is to discover the relationship among those fragments.

Repetition. The repetition of *Two roads diverged* in the first and the last stanzas is the reminder of the opportunity to decide and to make a choice. In the last stanza the speaker has left the fork in life’s journey and is looking back on it. Nobody knows where the road not taken might have led, but I think we can all be glad the poet didn’t take it.

Two roads diverged in a yellow wood (Line 1)

And Two roads diverged in a wood (Line 18)

Another example of repetition lies in the first stanza: three of the five lines begin with the word *and*. The syntax of these lines also mirrors this desire for simultaneity.

Fronting. Adjunct/adverbial fronting is often found in written literary works or other formal contexts. Fronting sometimes is focused on something important, bringing it to the front of the clause.

And be one traveler, long I stood 3

And both that morning equally lay 11

In these two examples, the adverbials *long*, *that morning*, and *equally* are moved from back part of the sentences to front part or the initial of the sentences. Thus, *stood* can rhyme with *wood* (Line 1) and *lay*

with *day* (Line 13) and *way* (Line 14). Moreover, foregrounding *long* can represent it is a challenge to make one's mind to choose from the two paths and *that morning* the two roads lay in *equally* stresses more difficulty to the choice. In poems, fronting is more carefully designed than in usual speech.

Metaphor. The poem uses the well-known metaphor of a path being compared to life, and a divergent path representing a choice. We know from the start that the poem is a metaphor, however, the metaphor is so realistic that we feel we are really remaining there. We might even feel that this event is actually happening to us, the freshness of the atmosphere and perhaps even the rustling of the yellow leaves on the trees. This ostensibly simple metaphor is only saying that the traveler came to a place where two roads figuratively diverged and he had to choose one or the other. However, Frost makes the reader see and feel that setting by his detailed description.

Nature is also used as a metaphor in the poem. In the beginning, the woods are yellow meaning in the autumn. This could also be a metaphor of making decisions during the fall of one's life when he is getting older.

Conclusion

In conclusion, from the grammatical analysis, we find out that the poem is very carefully constructed. Most of the clauses are structured as SV(O) pattern; at the same time, some other verses are structured to fit poetic style, such as rhyme. From the linguistic device perspective, we can see how punctuation, prepositional phrases, *and*-parallelism and verb tenses are related to connotations of the poem and in so doing the writer has upheld his initial interpretation of "The Road Not Taken". Both the theme and the meaning of the poem are mobile between the lines.

This study has also looked at syntactic deviations, such as ellipsis, repetition, sentence fragments and fronting and used this knowledge to unravel meaning in the poem. This paper has tried to show a possible outline of a syntactic description of a poem, which can serve as an alternate or a complementary method in the study of poetry. It may be of some significance to provide readers in understanding constructions and deviations in poetry.

References

- Al-Jumaily, A. S. H. (2017). A deconstructive study in Robert Frost's poem: The road not taken. *Journal of Literature, Languages and Linguistics*, 33, 16-22.
- Ankrah, G. K, Kwasi, O., & Nyamekye, P. (2017). Lexical choices in "The Road Not Taken", a poem written by Robert Frost (1874-1963). *European Journal of English Language Teaching*, 2(1), 139-151.
- Frost, C. (2002). Frost's way of speaking. *New England Review*, 23(1), 119-133.
- Frost, R. (1916). *Mountain interval*. New York: Quinn & Boden Company.
- Robinson, K. (2016). *Robert Frost: "The Road Not Taken" poetry foundation*. Poetry Foundation. Retrieved 8 May, 2018.
- Leech, G. (1969). *A linguistic guide to English poetry*. London & New York: Longman
- Nofal, K. H. (2011). Syntactic aspects of poetry. *English Language and Literature Studies*, 1(2), 37-54.
- Nofal, K. H. (2014). Syntactic deviations/stylistic variants in poetry: Chaucer and T.S. Eliot as models. *International Journal of English Language and Literature Studies*, 3(4), 282-310.

Impoliteness in the 2016 US Presidential Final Debate

Han Miaomiao

Foreign Language School, Linyi University, Linyi, China

Email: hanmiaomiao@lyu.edu.cn

[Abstract] *This article is intended to analyze impoliteness strategies in the 2016 US presidential final television debate. The objectives of this article are to reveal impoliteness strategies employed by Donald Trump and Hillary Clinton, the similarities and differences, and the pragmatic functions of these strategies. The transcript of their debate was sampled as the database for this study and then analyzed and discussed with Culpeper's (1996) theory as framework. The findings of the study show that (1) Impoliteness strategies serve as an important component in the confrontational context of presidential final debate, and they are intentionally, even systematically, posed and intensified in the pattern of attack-respond-repost; (2) Donald Trump and Hillary Clinton have different aggressive face-threatening styles. Donald Trump tends to employ negative impoliteness strategies to challenge Hillary Clinton's negative face wants while Hillary Clinton tends to employ positive impoliteness strategies to attack Donald Trump's positive self-image; (3) These impoliteness strategies have much to do with getting power and venting negative feelings.*

[Keywords] *presidential final debate; impoliteness strategies; pragmatic function*

Introduction

In social communication, utterances are very important to convey information and to develop harmonious interaction between interlocutors at the same time. In order to make the process of communication successful and gain the purposes of verbal interaction, more often than not, a speaker is supposed to observe Grice's Cooperative Principle (CP) and its maxims to be cooperative and polite. That is, "regarding politeness, notably politeness as invariably couched in implicitness" (Dynel, 2013, p. 55). However, Leech (1983) and Brown and Levinson (1978, 1987) found that Grice's theory focused only on one (referential) function of language without consideration of politeness and its important role in facilitating communicative interaction. Thus, politeness theory was developed to cover the relational function of language (Locher & Watts, 2008; Mohammed & Abbas, 2015). Another vein of politeness research is illustrated by the theory of indirect speech act. People speak indirectly to be polite. Brown and Levinson's view on politeness, developed from Goffman (1967), is speech-act based and social-normed based on sociological notion of face. Facework or politeness strategies are strategic in nature to avoid face-threatening acts, which are defined as a verbal or non-verbal act running against the hearer's or the speaker's face (Huang, 2007).

Despite considerable literature since the 1970s, from an empirical point of view, politeness phenomena are universal but differ from culture to culture, which poses difficulty to apply Brown and Levinson's model for the study of politeness. It is even more difficult to account for "the use of strategies that are designed to have the opposite effect of social disruption", which is defined as impoliteness by Culpeper (1996, p. 350). In his seminal work, Culpeper investigated impoliteness' theoretical basis and its operation and suggested that antagonistic or confrontational communication be incorporated.

Though much research concerning impoliteness has been contributed to the analysis of the Prime Minister's Question Time (Harris, 2001; Murphy, 2014; Bull & Wells, 2012) in the UK parliament, few studies have focused on another adversarial political event – the US presidential debates. In these serial

campaigns, candidates engage in argumentative discourse, and it is hypothesized that the presidential candidates employ linguistic strategies and debate tactics to optimize his/her performance and simultaneously undermine their opponent's. The overall tone of the debates have become more aggressive and adversarial. That is, they are intentionally being politically impolite. Moreover, less studies try to approach this confrontational event empirically and statistically, which is the aim and focus of this study.

This paper includes five parts. It first introduces the background of impoliteness research. After integrating and analyzing relevant literature review, a research method is presented and the results are discussed. Finally, a conclusion is drawn from the previous findings.

Literature Review

In terms of Brown and Levinson's theory, both the speaker and hearer tend to maintain each other's face while sometimes Face-Threatening Acts (FTAs) are indeed done in their interaction. In this case, a set of redressive strategies have to be employed to save face according to the seriousness of the FTA. Five types of politeness strategies are developed by Brown and Levinson (1987) so as to redress face: 1) Bald on Record; 2) Positive Politeness; 3) Negative Politeness; 4) Off record; 5) Don't do the face-threatening act.

Harris (2001) concurred with the idea that impoliteness is more than merely the converse of politeness and discourse texts from formal and institutional contexts are not marginal to communication circumstances. Eelen (2001, cited in Mills, 2009) also argued that rather than seeing impoliteness as a deviation from politeness, it should be analyzed in its own terms. After early attempts to address the topic of impoliteness, Lachenicht (1980) initiatively investigated aggravating language to hurt or damage the addressee in terms of expressing his not being liked or interfering with freedom of action. Culpeper's (1996) study focused on both impoliteness theoretical framework and empirical use of the framework in the contexts of army training and literary drama. After that, along this vein, more research has contributed to investigate impoliteness in literary works, interviews (Bull & Elliott, 1998), and films (Mirhosseini, Mardanshahi & Dowlatabadi, 2017).

Furthermore, quite a few studies have contributed to impoliteness analysis of political discourse. Bousfield and Locher (2008, p. 8) contributed the very first chapter of their book *Impoliteness in Language* to discuss impoliteness critically relevant to and inextricably tied up with power. Much of the research (Harris, 2001; Murphy, 2014; Bull & Wells, 2012) in this vein focused on the adversarial discourse in the Prime Minister's Questions (PMQ). Harris (2001) used adversarial political discourse of PMQ as data and provided a way of exploring impoliteness against a set of member expectations. Murphy (2014) applied the notion of (im)politeness to both the questions and answers of the PMQs as a continuing session. Bull and Wells (2012) analyzed 18 PMQs and drew a conclusion that face aggravation in PMQs is not acceptable and the means whereby MPs may enhance their own status is through aggressive facework.

In contrast with the PMQ in UK, its counterpart in the US presidential debates is attention-catching around the world but less researched in terms of linguistic impoliteness behavior. This paper aims to analyze the use of impoliteness strategies based on Culpeper's (1996) notable model. He (2005, p. 38) defined impoliteness as "communicative acts perceived by members of a social community (and often intended by speakers) to be purposefully offensive". Further, Culpeper (1996, p. 356) proposed five super impoliteness strategies, which serve as a framework of this study. They are:

1. **Bald on record impoliteness:** The FTA is performed in a direct, clear way to damage the hearer's face. In contrast with FTA, the impolite utterance can be identified as face-attack-act (FAA) (Mullancy & Stockwell, 2010, cited in Mahammed & Abbas, 2015).

2. **Positive impoliteness:** The use of strategies is designed to damage the addressee's positive face wants.
3. **Negative impoliteness:** The use of negative strategies is designed to damage the addressee's negative face wants.
4. **Sarcasm or mock politeness:** The FTA is performed with the use of politeness strategies that are obviously insincere, and thus remain surface realizations. It is also called implied impoliteness.
5. **Withhold politeness:** This strategy occurs when the speaker does not exercise politeness work when it would be expected.

Culpeper (1996) further classified positive impoliteness strategies and negative strategies into more specific and operational sub-strategies.

The sub-strategies of positive impoliteness are:

1. ignore, snub the other,
2. exclude the other from an activity,
3. disassociate from the other,
4. be disinterested, unconcerned, unsympathetic,
5. use inappropriate identity markers,
6. use obscure or secretive language,
7. seek disagreement,
8. make the other feel uncomfortable,
9. use taboo words,
10. call the other names.

It involves the following sub-strategies:

1. frighten,
2. condescend, scorn or ridicule,
3. invade the other's space (literally or metaphorically),
4. explicitly associate the other with a negative aspect,
5. put the other's indebtedness on record.

In light of the description of (im)politeness and its relationship of political events, this study is designed to empirically use part of the 2016 US presidential final debate as data to investigate the impoliteness strategies employed by Donald Trump and Hillary Clinton. This study attempts to answer the following research questions:

1. What impoliteness strategies are employed by Donald Trump and Hillary Clinton?
2. How do the presidential candidates differ in terms of their impoliteness strategies?
3. What are the pragmatic functions of their impoliteness strategies?

Research Method

The 2016 presidential election consisted of three television debates. After the first two debates, Donald Trump and Hillary Clinton came to the crucial stage of their competition – the third and final television debate on October 19, 2016, which attracted a total TV audience of more than 71 million. It was the last time to win the voters' hearts, reveal their capability and potential to be the most preferable candidate after a presidential campaign that lasted more than a year. The final debate was said to be a fiery, face-off political swordplay.

In this paper, the transcript of the 2016 US presidential final television debate serves as the data base in this study. It was downloaded from *Washington Post* on the internet. The downloaded transcript was divided into thirteen parts according to debate topics between Donald Trump (DT) and Hillary Clinton (HC). Due to the duration of the final debate lasting about one and a half hours, among the thirteen topics, three were sampled every fifth topic. The selected three were *Supreme Court*, *Border issues* and the *no-fly zone*. In all, 146 sentences were incorporated into the study with 78 sentences by DT and 58 sentences by HC. Then the utterances with the impoliteness strategies employed by the two candidates were identified and annotated. After, the frequencies and percentages of these super impoliteness strategies, together with positive and negative impoliteness sub-strategies, were calculated and submitted for further analyses and discussions.

Results and Discussions

Impoliteness Strategies Employed by Donald Trump and Hillary Clinton

Table 1. Frequencies of Impoliteness Strategies

Impoliteness Strategies	DT		HC	
	<i>Frequency</i>	<i>Percentage</i>	<i>Frequency</i>	<i>Percentage</i>
Bald on-record impoliteness	7	21%	1	8%
Positive impoliteness	6	18%	7	62%
Negative impoliteness	12	36%	2	15%
Mock/sarcasm impoliteness	3	9%	1	8%
Withhold politeness	5	15%	2	15%
Total	33	100%	13	100%

From Table 1, we can see that all of the five types of impoliteness strategies were employed both by Donald Trump and Hillary Clinton in their final presidential television debate. The overall frequencies of Donald Trump's and Hillary Clinton's impoliteness strategies were 33 times out of his 78 utterances and 13 times out of her 58 utterances, which accounted for 42% and 23 %, respectively. This finding conforms to Culpeper's (1996) proposal that impoliteness is not a marginal activity, but a prominent and quite central feature to the adversarial debate discourse. These face -attacking acts (FAA) do not accidentally deviate from politeness norms but rather are intentionally and systematically employed and intensified by candidates. The two candidates invested a large portion of their discourse to fulfill their political purposes.

As Table 1 shows, Donald Trump and Hillary Clinton employed sarcasm/mock politeness (9% and 8% respectively) and withheld politeness (15%) similarly. During the debate, they both performed insincerely or ironically talked about their opponent. Donald's irony occurred when he assumed that Hillary Clinton would win the race because he added immediately that "which I truly don't think will happen" (see DT-9 in appendix). The other contexts he uses sarcasm/ mock strategy are when he talks about Obama's and Hillary's policies.

Hillary Clinton ironically stated that Donald Trump "knows a lot about this" (HC-20), referring to Donald Trump deals and exploits regarding undocumented immigrants. They both withheld politeness when it was expected in their debate, which mainly occurred when Wallace (the host) wanted to cut in or switch the on-going topic because both Donald Trump and Hillary Clinton wanted to seize the chance to hold the floor and attack the other. Thus, they focused on their turn-taking without considering ritual politeness in interaction.

Table 1 also shows the differences of impoliteness strategy employment between Donald Trump and Hillary Clinton, which can be summarized as:

1. Donald Trump performed more impoliteness acts (33 times) accounting for 42% of his utterances while Hillary Clinton performed less (13 times) accounting for 23% of her utterances. In the confrontational event, Donald Trump used almost double the impoliteness strategies than Hillary Clinton to attack the other's face and try to outperform his opponent. It seems that Donald Trump is more aggressive than Hillary Clinton from the data analyzed. It is easy to resort to traditional assumptions on gender difference of (im)politeness in that women are more linguistically polite than man because women are stereotypically powerless and secondary. But judgement of linguistic (im)politeness, especially when it is sensitive and complex between genders, is often too assertive. Meyerhoff (2003, cited in Mills, 2005, p. 271) argued that "gender is now seen by as something which one performs in interaction rather than something which one has or possesses; it is emergent rather than achieved". Rather, impoliteness strategy differences between Donald Trump and Hillary Clinton in this debate can be thought of as adversarial-context-based and political-purpose-driven, but not gender-differentiated.
2. The most prominent differences lay in positive impoliteness (18% vs. 62%), followed by negative impoliteness (36% vs. 15%) and bald on record (21% vs. 8%). From the statistics, we can see Donald Trump tended to use more negative impoliteness strategies to attack Hillary Clinton's negative face while Hillary Clinton tended to employ positive impoliteness strategies to attack Donald Trump's positive face. Moreover, more bald on record FTAs were performed by Donald Trump to attack Hillary Clinton in a direct and clear way. If the data were more carefully analyzed, it would reveal that they have their own linguistic behavior to be impolite. More specific comparison of positive and negative impoliteness strategies will be discussed in the following section.

The Differences of Impoliteness Strategies Between the Two Presidential Candidates

These specific positive and negative impoliteness sub-strategies can be regarded as the realization of the super strategies in Table 1. They are summarized in Tables 2 and 3 and are analyzed in more detail respectively.

Table 2. Frequencies of Positive Impoliteness Sub-Strategies

Impoliteness sub-strategies	DT		HC	
	<i>Frequency</i>	<i>Percentage</i>	<i>Frequency</i>	<i>Percentage</i>
Ignore/snub the other	0		0	
Exclude the other from an activity	2	33%	0	
Disassociate from the other	1	17%	2	29%
Be disinterested, unconcerned, unsympathetic	0		0	
Use inappropriate identity markers				
Use obscure or secretive language	0		0	
Seek disagreement	3	50%	5	71%
Make the other feel uncomfortable	0		0	
Use taboo words	0		0	
Call the other names	0		0	
Total	6	100%	7	100%

From Table 2, the differences of positive impoliteness strategies employed by the two presidential candidates can be seen clearly. Among ten impoliteness sub-strategies, three were employed: seek disagreement, disassociate from the other, and exclude the other from an activity. Firstly, a close look at the extracted data reveals that both Donald Trump and Hillary Clinton tended to seek different opinions and stances on certain political topics. Donald Trump threatened Hillary Clinton’s positive face by intentionally attacking her policy of border issues with neighbor countries while Hillary Clinton undermined Donald Trump’s positive image with the issues of electoral finance and immigrant deportation. They intentionally selected and talked about the sensitive topic while their opponent avoids mentioning or publicizing them. Secondly, they both denied common ground with each other’s party. Donald Trump claimed to deport undocumented immigrants but he criticized Barak Obama stealthily and tried to deny association with him and his deeds. Hillary Clinton also avoided having close relatedness with Donald Trump’s behavior. Thirdly, on the issue of the non-fly zone in Syria initiated and supported by Hillary Clinton, Donald Trump continuously questioned the rationality of the policy for her not being there and having nothing to do with it. Fourthly, the sub-strategy “use inappropriate identity marker” was often overridden by other sub-strategies. The identity markers in selected extracts were calculated alone, in which Donald Trump addressed Hillary Clinton as “Hillary Clinton” (3 times) and she (13 times) while Hillary Clinton addressed Donald Trump as Donald Trump (1) and he (8 times). The addresses of first name + surname and third person are “a distancing strategy”, which can heighten the fact that “debates have a certain level of formality” (Harris, 2001, pp. 463-464). Donald Trump was also addressed as Donald (5 times) by Hillary Clinton with an intimate tone.

The reason for the unemployment of other positive impoliteness sub-strategies may be that it was too high a risk to attack the opponent’s face by snubbing him or her with obscure language, taboo words or even calling other names because as such it would drastically undermine his or her own self-image in front of the audience all over the world. Aggression is rewarded by increasing the chance of outperforming the opponent but also sanctioned in the sense that a president with vulgar behavior will not be a decent president in the US.

Table 3. Frequencies of Negative Impoliteness Sub-Strategies

Impoliteness strategies	DT		HC	
	<i>Frequency</i>	<i>Percentage</i>	<i>Frequency</i>	<i>Percentage</i>
Frighten	5	42%	0	
Condescend, scorn or ridicule	2	17%	0	
Invade the other’s space	0	0	0	
Explicitly associate other with a negative aspect	5	42%	2	100%
Put the other’s indebtedness on record	0	0	0	
Total	12	100%	2	100%

Table 3 shows the differences of negative impoliteness sub-strategies between the two candidates. Donald Trump (12) employed these strategies more frequently than Hillary Clinton (2). Hillary Clinton associated Donald Trump with negative aspects of his immigration policy and a terrorist who was born at the same place with Donald Trump while Donald Trump related Hillary Clinton to negative association of her “open border” policy. The most prominent differences of negative impoliteness sub-strategies lay in that Donald Trump also frightened the audience with the consequences in terms of an open border policy supported by Hillary Clinton and even ridiculed Bill Clinton’s NAFTA deal as a disaster. In a nutshell, in

comparison to Hillary Clinton, negative impoliteness sub-strategies constituted Donald Trump’s aggressive face-threatening style.

Pragmatic Functions of Impoliteness Strategies

Table 4. Frequencies and Percentages of Pragmatic Functions of Impoliteness Strategies

Functions	DT		HC	
	Frequency	Percentage	Frequency	Percentage
Affective	22	67%	9	69%
Coercive	7	21%	2	15.5%
Entertaining	4	12%	2	15.5%
Total	33	100%	13	100%

As shown in Table 4, three types of pragmatic functions of impoliteness strategies were identified in the debate, affective, coercive and entertaining (Culpeper, 2009, p. 21). Firstly, affective impoliteness involved the expression of emotion in contexts where it was prohibited or not normal. On the one hand, both Donald Trump and Hillary Clinton similarly employed affective impoliteness strategies (67%, 69%) to anger the opponent and engage them in an exchange of face-threatening challenges with him/her; on the other hand, they had to avoid loss of face if they became overtly angry, which “tends to heighten the sense of the debate as a political game in which they have more to lose than gain” (Harris, 2001, p. 467). Secondly, Donald Trump (21%) assumed a higher and more powerful role a little more often than Hillary Clinton (15%) to get power via coercive utterances. Donald Trump sometimes ignored the fact that they belong to the same status as presidential candidates in the debate. But the commonness between them concerning coercive impoliteness is that they both tried to override the host’s identity to gain and keep the floor. Thirdly, entertaining impoliteness is generated when Donald Trump and Hillary Clinton poked fun at the expense of the each other’s feelings. In this way Donald Trump tried to infuse the concept of an open border with relatedness with Hillary Clinton into the audience and Hillary Clinton connected Donald Trump with a terrorist by amusingly mentioning their same birthplace. From the analysis, we can see that impoliteness utterances are inherently instrumental or strategic to serve some goals. In Culpeper’s (2011b) words, two main functions are fulfilled by use of impoliteness: to get power, and to vent negative feelings.

Conclusion

Based on the analyses and discussions of the data on impoliteness strategies employed in US presidential final television debate in this study, some conclusions can be drawn as follows:

1. Five types of impoliteness strategies were employed by both Donald Trump and Hillary Clinton as an important component in their final television debate. In the confrontational context of presidential final debate, threats to face were intentionally, even systematically posed and intensified in the pattern of attack-respond-repost. Donald Trump used more and diverse impoliteness strategies than Hillary Clinton in their debate exchanges.
2. The more detailed analysis of Donald Trump’s and Hillary Clinton’s positive and negative sub-strategies shows that they have different aggressive face-threatening styles. That is, Donald Trump tended to employ negative impoliteness strategies to challenge Hillary Clinton’s negative face wants while Hillary Clinton tended to employ positive impoliteness strategies to attack Donald Trump’s positive self-image.
3. A pragmatic functional analysis of these utterances demonstrates that these impoliteness

strategies have much to do with getting power and venting negative feelings.

This study may be of some implication in applying impoliteness analysis to formal antagonistic interaction and in understanding ways and motivations interlocutors being impolite. To inform future studies, more levels of interaction (modes of address, non-verbal and paralinguistic behavior) can be included to provide more useful insights into the pragmatic account of impoliteness phenomena.

References

- Bousfield, D., & Locher, M. A. (Eds.). (2008). *Impoliteness in language: Studies on its interplay with power in theory and practice*. Berlin: Mouton de Gruyter.
- Brown, P., & Levinson, S. (1978). Universals in language usage: Politeness phenomena. In E. Goody, (Ed.), *Questions and Politeness: Strategies in Social Interaction*, (pp. 56-311). Cambridge: Cambridge University Press.
- Brown, P., & Levinson, S. (1987). *Politeness: Some universals in language usage*. Cambridge: Cambridge University Press.
- Bull, P., & Elliott, J. (1998). Level of threat: Means of assessing interview toughness and neutrality. *Journal of Language & Social Psychology*, 17(2), 220-244.
- Bull, P., & Wells, P. (2012). Adversarial discourse in Prime Minister's questions. *Journal of Language and Social Psychology*, 31(1), 30-48.
- Culpeper, J. (1996). Towards an anatomy of impoliteness. *Journal of Pragmatics*, 25, 349-367.
- Culpeper, J. (2005). Impoliteness and entertainment in the television quiz show: The weakest link. *Journal of Politeness Research*, 1, 35-72.
- Culpeper, J. (2009). Impoliteness: Using language to cause offence. Full research report ESRC end of award report. RES-063-27-0015, (pp.13-23). Swindon: ESRC.
- Culpeper, J. (2011a). Politeness and impoliteness. In K. Aijmer and G. Andersen, (Eds.) *Sociopragmatics, Volume 5 of Handbooks of Pragmatics* edited by Wolfram Bublitz, Andreas H. Jucker & Klaus P. Schneider, (pp. 391-436). Berlin: Mouton de Gruyter.
- Culpeper, J. (2011b). *Impoliteness events: Functions*. In *Impoliteness: Using language to cause offence. Studies in interaction sociolinguistics*, pp. 220-253. Cambridge: Cambridge University Press.
- Dynel, M. (2013). Being cooperatively impolite: Grice's model in the context of (im)politeness theories. In I. Kecskes, & J. Romero-Trillo, (Eds.), *Research Trends in Intercultural Pragmatics*, (pp. 55-83). Berlin: De Gruyter Mouton.
- Goffman, E. (1967). *Interaction ritual: Essays on face-to-face behavior*. New York: Anchor Books.
- Harris, S. (2001). Being politically impolite: Extending politeness theory to adversarial political discourse. *Discourse & Society*, 12(4), 451-472.
- Huang, Y. (2007). *Pragmatics*. Oxford: Oxford University Press.
- Lachenicht, L. G. (1980). Aggravating language: A study of abusive and insulting language. *International Journal of Human Communication*, 13(4), 607-688.
- Leech, G. N. (1983). *Principles of pragmatics*. London: Longman.
- Locher, M. A., & Watts, R. J. (2008). Relational work and impoliteness: Negotiating norms of linguistic behavior. In D. Bousfield and M. A. Locher, (Eds.), *Impoliteness in Language: Studies on its Interplay with Power in Theory and Practice*, (pp. 77-99). Berlin: Mouton de Gruyter.
- Mahammed, H. B., & Abbas, N. F. (2015). Pragmatics of impoliteness and rudeness. *American International Journal of Social Science*, 4(6), 195-205.

- Mills, S. (2005). Gender and impoliteness. *Journal of Politeness Research*, 1, 263-280.
- Mills, S. (2009). Impoliteness in a cultural context. *Journal of Pragmatics*, 41(5), 1047-1060.
- Mirhosseini, M., Mardanshahi, M., & Dowlatabadi, H. (2017). Impoliteness strategies based on Culpeper's model: An analysis of gender differences between two characters in the movie *Mother*. *Journal of Applied Linguistics and Language Research*, 4(3), 221-238.
- Murphy, J. (2014). (Im)politeness during Prime Ministers questions in the U.K. parliament. *Pragmatics and Society*, 5(1), 76-104.

Narration, History and Cultural Identity: Illustration of *The Concubine's Children*

Liu Tian-wei

College of Foreign Languages, Inner Mongolia University of Technology, Hohhot, China

Email: 173105849@qq.com

[Abstract] *The Concubine's Children: The Story of a Family Living on Two Sides of the Globe* is a family saga written by Denise Chong, a Canadian writer of Chinese descent. A relation of narration, history and cultural identity is examined in this paper. First, this paper examines how narration constructs the history of early Chinese Canadians embodied in this book. In addition, history is a major determinant in cultural identity construction. Also, this paper examines how Chinese Canadians of different generations and genders construct cultural identity in certain social and historical contexts. It concludes with two findings which include the fact that the history of early Chinese Canadians has been distorted, and the fact that Canadian-born Chinese have a unique cultural identity shaped in a certain social and historical context.

[Keywords] *The Concubine's Children*; narration; history; cultural identity

Introduction

Chinese Canadians have been rooted in Canada for centuries. Different generations and genders of Chinese Canadians have gone through dilemmas in cultural identities. "The domain of identity is a more subjective construct that refers to one's identification with both the ethnic culture and the host culture" (Costigan, & Su, 2004). Also, cultural identity is embodied in Chinese Canadian literature in its unique way. For example, a family saga is a unique form of narration used by Chinese Canadian writers to dig early Chinese Canadian memories and to reconstruct existing history and so to reconstruct cultural identity. Many critics have focused on cultural identities of Chinese Canadians in family sagas. In *Beyond Silence: Chinese Canadian Literature in English*, Lien Chao studied cultural identities embodied in several family sagas like Sky Lee's *Disappearing Moon Café* and Denise Chong's *The Concubine's Children*.

This paper explores the relation of narration and history. From this perspective, subjectivity and superficiality of history recorded in official and authoritative documents are revealed. First, the paper examines how the history of early Chinese Canadians was distorted by narration of Canadian official documents. In addition, this paper explores how the wronged history of Chinese Canadian women was constructed by the narration of Chinese masculinists. Moreover, the paper examines that narration also has the power for reconstructing history and cultural identity. Chong unearthed a whole new history of her family by digging for the truth from her mother Hing. *The Concubine's Children: The Story of a Family Living on Two Sides of the Globe* is a family memoir written by Denise Chong, a Canadian writer of Chinese descent. Chong tells stories of the two sides of her family in China and in Canada. The family was divided into two sides, the Chinese side and the Canadian side. Chong's grandparents, Chan Sam and May-ying, struggled in Canada for a lifetime to support the other side of the family in China. In China, Chen Sam's wife Huangbo, their son Yuen and May-ying's daughter Ping, survived hard times and carried on the family name. Therefore, by illustrating how narration constructs history, this paper seeks to expound that history is subjective and shaky. So the wronged history of early Chinese Canadians would

be redressed. This paper focuses on three aspects which include the relation of narration and history, the history of early Chinese Canadian, and cultural identity of Chinese Canadians of different generations and genders. Three findings are highlighted in this paper. First, narration is a major determinant of history, so history may not be objective; second, the history of early Chinese Canadians was distorted by Canadian official documents. In additions, early Chinese Canadian women were wronged by patriarchy as well; third, cultural identity of Chinese Canadians is determined by certain social and historical contexts.

Narration Constructs History

Early Chinese Canadians were discriminated against in Canadian history. In many official documents, they were recorded as an immoral community, as cited in *Report of the Royal Commission on Chinese Immigration*, Chinese immigrants were called “a nation of thieves” (Report of the Royal Commission on Chinese Immigration, 1978, p. xxxix). Obviously, official documents distorted the history, and guided public opinion with ideology that conformed to political requirements. Literary materials like official documents were not just the product of history, instead, they were infiltrated into political ideology. So the relation of narration and history is dialectic, “Instead, the relationship between history and the work is seen as a dialectic: the literary text is interpreted as both product and producer, end and source, of history” (Myers, 1988-89). Early Chinese immigrants were subjected to institutional racism and government-endorsed racism.

However, the history of early Chinese Canadians has been disappearing. Real history was ignored or it was deliberately erased, so the truth is difficult to retrieve. “Even though Chinese have influenced Canada’s society since the 1850s, much of their history has been erased” (Mar, 2007). “Over time, conscious acts of memory-making and oblivion obscured the past” (Mar, 2007). “After Canada became more multicultural, historical memory changed” (Mar, 2007). Also, some history was not recorded. It is these unknown experiences that make sense. “The historical reality to be reinterpreted and recovered lies between what remain as the historical documents and what is deleted from the documents. In other words, what is represented in the documents is only part of the historical reality; what has been deleted from the existing documents is also a part of the reality, known as lived experience, existing in personal memories or lost to the indefinite space between the written and unwritten” (Chao, 1997, p. 8).

Denise Chong aimed to retrieve her family history, as well as the history of Chinese community. “Chong’s approach to recovering Chinese Canadian experience has been widely praised by nationalist criticism” (Diehl, 2016). “Chong’s initial journey to meet her relatives in China leads her to discover and recover both her family history and the collective history of the sojourner generation of earlier Chinese immigrants, regardless of their gender” (Chao, 1997, p. 10). Denise Chong went to China two times to collect piles of letters written by her grandfather. It was urgent to reconstruct history. “In reality, the urgency is more pressing because Chong observes that the historical evidence about her grandparent’s generation is disappearing fast from the communities in both Canada and China” (Chao, 1997, p. 10).

Reshape the Image of Early Chinese Canadian

Early Chinese Canadians were collectively and systematically isolated from the dominant group and mainstream society. Their marginality forced them to shrink into the Chinese community. “Instead of recognition, Chinese immigrants and their descendants have been discriminated against and segregated from the rest of society” (Chao, 1997, p. 106). Two very notorious historical events were the head tax and the Chinese Exclusion Act. “Chinese were the only racial group that had to pay increasing head taxes

upon landing in Canada” (Chao, 1997, p. 104). “On June 30, 1923 Bill 45, known as the Chinese Exclusion Act, was passed, allowing only diplomats, children born in Canada, students, and merchants to enter Canada. This bill virtually crushed the dreams of Chinese laborers to have their families reunited in Canada” (Chao, 1997, p. 105). However, early Chinese Canadians made great contributions to the development of Canada.

In addition, Chinese Canadian women have been oppressed by racism as well as patriarchy. In *The Concubine’s Children*, one side of the Chinese family has little knowledge about the other side in Canada. Chan Sam is a model husband and father in the eyes of his Chinese family members. The big house built by the money Chan Sam brought from Canada symbolized the prosperity and social status of the family. Also, the big house had the same characteristics as Chan Sam – majestic, dignified and brilliant. However, their memory about Chan Sam was based on Sam’s partial and subjective narration, so the history that Chan Sam constructed was distorted. Whereas the daughter in Canada, Hing, knew how her father drove his concubine May-ying to earn money, and the money used to build the house in China was actually earned by May-ying. So in the spring of 1987, when Ping and Yuen took Hing and Denise Chong to the house that had stood for decades, Chong wrote: “Like her brother, she never missed an opportunity to pay homage to the grandeur their father had intended when he built this house. To Mother and me, the room looked to be a storeroom, its inventory only junk: a tall, rusted metal crib with broken springs, crockery topped with split corks, and RCA Victor phonograph that had probably been silent for decades, an assortment of cracked straw baskets” (Chong, 2006, p. 2). The design drawing of the house brought by Sam from Canada was stylish and exotic, but in the eyes of Hing and Denise Chong, the design of the house was kind of funny and strange.

So Denise Chong corrected the history of May-ying that was wronged by Chan Sam. “In the face of such devotion to her father’s memory, Mother held back the truths dawning in her own mind. She did not tell Ping and Yuen what she understood now that the two halves of the family’s history had closed together to make one: that the house they cherished as a monument to her father had been built on her mother’s back, on the wages and wits of waitressing and the life that came with it ” (Chong, 2006, p. 289). Chao wrote, “Therefore by aligning her family with her grandmother rather than with her grandfather Chan Sam, Chong’s narrative reclaims the socially and culturally marginalized concubines as the head of her family” (Chao, 1997, p. 108). Furthermore, Denise Chong reconstructed the history of early Chinese Canadian women. As Chao wrote, “The title of *The Concubine’s Children* illustrates how Chong employs the narrative perspective as a political strategy to challenge history” (Chao, 1997, p. 108).

“By establishing May-ying as the provider for both families in Canada and China, *The Concubine’s Children* not only frees one woman from being further wronged by the temple of patriarchy as a concubine, but also reclaims the historical role played by the Chinese women in the development of the community ” (Chao, 1997, pp. 104-105).

Cultural Identity

Early Chinese Canadians were sojourners in Canada. They went to Canada for fortune. Their destination was to go home with money. They even dreamed of going home after their death. “Not only does a Chinaman worship his ancestors; he expects himself to be worshipped, and it is this desire to be worshipped which causes the Chinaman before he leaves for other lands, to make an agreement that if he dies his ashes shall be taken back to his province” (Report of the Royal Commission on Chinese Immigration, 1978, p. xl).

In *The Concubine's Children*, Sam would rather wander overseas all his life and make money to support the family in China, the real family in his mind, to make it survive and prosper. In fact, the prosperity of the family in China was actually supported by Mei-ying working as a waitress. On the other hand, Sam's true wife, Huangbo, in mainland China, also stuck to her duties as wife and mother. Although she reunited with her husband only a few times in her life, she held fast to the family, worked hard and raised children, including Mei Ying's daughter. She thought that Mei Ying's daughter was her husband's child and a member of the family. The harmony of the family in China contrasts with the chaos of the other side family in Canada. In Canada, the relationship between Sam, Mei-ying and Hing is broken.

There are two kinds of relationship between the characters: Huangbo, her son, and Mei Ying's eldest daughter, Ping; they love each other. While in the Canadian side of family, Sam, Mei-ying and Hing, misunderstood and even hated each other. Hing heard Ping and Yuen in China saying that father was a loving and respected model husband, a model father. Yuen's words paid high tribute: "He was a model father and husband. I'm very much like my father. I work hard; I stay away from drinking and gambling, from all such nonsenses that are good for nothing. My sons are the same" (Chong, 2006, p. 289). Hing felt sad, "She did not tell them that it stood for everything that had been so misunderstood about her mother, by them and by herself. She did not say what she felt, that her father's love and her mother's money had been siphoned from her to the family in China, that the money that Huangbo was swindled out of when she tried to turn baby Yuen's feet the right way around was money that Chan Sam had come to collect from May-ying" (Chong, 2006, pp. 289-290).

The behaviors of the family members cannot be simply explained from the perspective of morality and ethic. Huangbo and Mei-ying cannot be simply depicted as virtuous or wanton. They should be put in certain historical and social context and should be illustrated from the perspective of cultural identity. Actually, Sam, Mei-ying and Huangbo share the same belief that they would sacrifice their Canadian side of their lives to support the Chinese family. Actually, the core of the family is the son of the family, Yuen. He is the first son of the family. Yuen, meaning "the beginning" in Chinese, symbolizes the prosperity and hope of the family. It can be said that all the suffering of the Canadian family is for Yuen.

Being Chinese Canadian women, Mei-ying and Hing have different cultural identities. Mei-ying gave birth to three daughters and couldn't change her position in the family. "A girl is 'someone else's', a mouth to feed until she marries and goes to live in another household" (Chong, 2006, p.7). "Concubines are historical products of patriarchy in a feudal society...In some cases, if the first wife fails to give birth to a son, a concubine is chosen to carry out the reproductive task for the family" (Chao, 1997, p. 108). "While this feudal cultural practice allows rich and privileged men to have more than one wife, or to abandon their wives, concubines are their husbands' personal properties that can be disposed of at any time" (Chao, 1997, p. 108). Hing was not the child she wanted, so at the full moon of Hing, she almost fell down the stairs accidentally. Mei-ying adopted a son in such a difficult living environment in Canada, which demonstrates the fact that she cannot get rid of the constraints of Chinese traditional culture. So, her cultural identity is still a Chinese woman, although she is not subservient to the situation, not obedient to the four virtues, dare to break the male control of her husband.

On the other hand, Hing is also the victim of Chinese traditional culture. She was ignored from her birth. Her parents eventually charged her the cost of upbringing. In addition, when Hing lived in Canada during the anti-Chinese era, she was excluded from the mainstream society. She was faced with a double dilemma, which was formed by two historical and cultural contexts. Her dilemma was very similar to that

of Mei-ying. Hing had more opportunities to find a way out for herself and find a third space because she received a Canadian education from an early age. This space is outside the family, outside the Chinese community, and within the mainstream Canadian society. When Hing was colonized, she chose to colonize herself, that is, to integrate into the Canadian culture and society voluntarily. It is different from Mei-Ying. Also, it is lucky for Hing. Mei-ying cannot find a third place to get a new life. She has to fight and eventually adopted a son, conforming to Chinese traditional culture. So Mei-ying, like Hing, was oppressed by China's patriarchy culture and Canadian mainstream culture. But Mei-ying and Hing have different cultural identities because their birth, experience and social environment are totally different. There are totally different historical context between Mei-ying and Hing.

Implications and Conclusion

In *The Concubine's Children*, Denise Chong has three narrative layers. First, she depicts how Chinese Canadians were excluded and misrepresented in Canadian history. Denise Chong reconstructs the history and redresses the stereotypical figure of early Chinese immigrants. Thus, *The Concubine's Children* is endowed with historical significance for its recording of Chinese community's history. Also, *The Concubine's Children* aims to stop continuous damage to the existing Chinese Canadians. Second, Denise Chong delineates a wronged Chinese Canadian woman, her grandmother, May-ying. In this way she also delineates the collective literary figure for Chinese Canadian women. Third, Denise Chong illustrates different cultural identities of Chinese Canadians of different genders and generations in different social-historical context. Chong shows the hardships experienced by early Chinese Canadians, especially Chinese Canadian women, the contributions they made and the price they paid. Denise is not a "root-seeking" Chinese Canadian, and she did not meant to return to Chinese culture. Her visit to China was to help her mother find the missing part of her life, that is, the family value in Chinese culture. If Chinese Canadians cannot understand the family value in Chinese cultural, they cannot construct their cultural identities in a healthy and complete way. In *The Concubine's Children*, Denise Chong mainly portrays the images of her grandmother and mother. Despite all the negative aspects of Mei Ying, Denise is able to understand her misfortune and admire her. She felt the same feelings for her mother when Hing grew up lonely and helpless. She sincerely admired her mother's arduous struggles. In her family memoir, the female characters are always bright and shining. Denise highlights those strong and vigorous Chinese Canadian women. They not only suffer from physical pains, but they also they seek their cultural identities in the collision between female consciousness and male domination culture, and in the dilemma of Chinese culture and Canadian culture as well. It is very difficult for them to find their self-position and cultural identities. Denise praises these hard-working and enterprising Chinese Canadian women. Their unremitting effort for searching for their cultural identities is highly commendable.

Acknowledgement

I would like to thank the Foreign Language Department of Inner Mongolia University of Technology for my research. I am also grateful for the scholars and editors for the very helpful suggestions in the early draft of this paper. In addition, this author is fully responsible for the information and analysis presented in this paper.

References

- Chao, L. (1997). *Beyond silence: Chinese Canadian literature in English*. Toronto: TSAR.
Chong, D. (2006). *The concubine's children*. Toronto: The Penguin Group.

- Costigan, C. L., & Su, T. F. (2004). Orthogonal versus linear models of acculturation among immigrant Chinese Canadians: A comparison of mothers, fathers, and children. *International Journal of Behavioral Development*, 28(6), 518.
- Diehl, L. (2016). Disrupting the national frame: A postcolonial, diasporic (re)reading of Sky Lee's *Disappearing Moon Café* and Denise Chong's *The Concubine's Children*. *ESC*, 42(3-4), (September/December), 99-118.
- Mar, L. R. (2007). Beyond being others: Chinese Canadians as national history. *BC STUDIES*, Winter(156), 13.
- Myers, D. G. (1988-89). The new historicism in literary studies. *Academic Questions/Winter*, 32.
- Report of the Royal Commission on Chinese Immigration. (1978). New York: Arno Press. A New York Times Company.

Decadence: Ethical Literary Criticism in *Tender is the Night*

Zhou Tiannan, and Yao Xiaojuan

School of Foreign Languages, Northeast Petroleum University, Daqing, China

Email: singer8153@163.com

[Abstract] Ethics that is in literary texts is an essential factor of the significance of literature. *Tender is the Night* is a representative work of F. Scott Fitzgerald, displaying profound and unique ethical values that deserve our attention and study. This paper elaborates upon social ethics, family ethics, sex ethics, and interpersonal ethics embodied in *Tender* from the perspective of ethical literary criticism, a significant approach in literary studies.

[Keywords] F. Scott Fitzgerald; *Tender is the Night*; humanity; ethical literary criticism

Introduction

Since the publication of *Tender is the Night* in 1934, it has received many unfavorable criticisms. But many readers of F. Scott Fitzgerald's writing are familiar with Hemingway's comment that "in retrospect *Tender is the Night* gets better and better" (Stern, 1986, p. 1). Critics finally realized how much "better and better" *Tender is the Night* became almost two decades after Fitzgerald's death. Compared with Fitzgerald's famous *The Great Gatsby*, *Tender* more profoundly reveals the complexities and subtlety of humanity.

"Fitzgerald tried to find the visible act that revealed the moral quality inherent in a certain moment of time" (Cowley, 1980, p. 30). "These various concerns – the importance of vocation, the danger of idleness, the allurements of alcohol, and the enervating effect of money – continued to draw Fitzgerald's attention in the years to come" (Prigozy, 2002, p. 56). By 1932, he conceived to write a different sort of novel, a study of the disintegration of a talented idealist with the corruption of wealth and privilege. Then, he wrote about a brilliant doctor, Dick Diver, and his marriage to Nicole Warren, the wealthy daughter of Devereux Warren, whose incestuous act with his daughter brought about her illness, and Dick's failure to escape the temptations of idleness, alcohol, and money. *Tender is the Night* is more like an autobiography. In many ways the deterioration of its protagonist, Dick Diver, mirrors the novelist's own collapse. When Zelda, Fitzgerald's wife, became a severe schizophrenic, Fitzgerald overwhelmed by this disaster, found himself an alcoholic. In *The Crack-up* (1945), Fitzgerald wrote:

"There is another sort of blow that comes from within – that you don't feel until it's too late to do anything about it, until you realize with finality that in some regard you will never be as good a man again" (Schwenker, 1984, p. 6).

Chaotic Social Ethics

Social ethics is the ethics maintained by common values accepted and believed by the people of the whole society. Certain values would be the basis of ethics for a long period in human history. As for the social ethics in *Tender is the Night*, we have to focus on war factors. World War I produced the war novel and the postwar novel which dominated the 1920s, the sign of a world severed from its past, changed, darkened, modernized. *Tender is the Night* is undoubtedly one of the best novels about the aftermath of the Great War. Fitzgerald referred to the 1920s as "the greatest, gaudiest spree in history" (Cowley, 1982, p. 5), a period of social and moral decline.

In the stormy-sultry wartime atmosphere, all standards were relaxed. The new customs with illicit glamour came after Prohibition. Young women talked about taking a lover without self-conscious. “Father-daughter intimacy survived into the twentieth century as a prevalent motif in nineteenth-century literature and drama. It was reflected in popular songs, comic strips, and movies in the 1920s” (Blazek & Rattray, 2007, p. 194). “Even the *Saturday Evening Post* published stories that mentioned drinking, smoking, petting, unfaithfulness, and acts of violence” (Cowley, 1982, p. 65). New York witnessed many nervous breakdowns, infected with the poison of irresponsibility. Psychiatrists, as Dick Diver in *Tender*, were busy. One friend of Malcolm Cowley, who was being psychoanalyzed, told him “the doctor’s office was crowded with people he knew; it was like a publisher’s tea” (Cowley, 1982, p. 306). Considering all these factors, it’s no wonder the scenarios of extramarital affairs depicted by the novel and the central metaphor of the novel – Hollywood star Rosemary’s successful movie, *Daddy’s Girl*, and Nicole’s schizophrenia due to the incestuous father-daughter relationship. They suggest Fitzgerald’s complex conception. “After a bloody, disillusioning war, the ambiguous nature of love, the dream of the nation, and the decline of a civilization sought sanctuary in the nursery, free of claims of adulthood – morality, rationality, responsibility for others” (Blazek & Rattray, 2007, p. 194).

Essentially, the 1920s was the age that all roots were dead, even the habits of industry and thrift that characterized the Anglo-Saxon tradition of ancestors. To keep the factory wheel turning, people were encouraged to buy, enjoy, use once and throw away, a new consumption ethic. “They followed the instructions that more goods were produced and consumed or wasted and money was easier to earn or borrow than ever in the past” (Cowley, 1980, p. 25). Fitzgerald uses Nicole as an exemplar of the consumer and judges her profligacy in a critical and ironic view. “Nicole was the product of much ingenuity and toil. For her sake trains began their run at Chicago and traversed the round belly of the continent” (Fitzgerald, 2013, p. 75). Nicole not only enriches her life with things, but uses capitalism to empower herself, to involve herself with Dick. At first Dick disdains that the Warrens have purchased him, but he is gradually overwhelmed by a trickling of goods and money. Nicole drains her victim’s moral strength and professional expertise: “Naturally Nicole, wanting to own him, wanting him to stand still forever, encouraged any slackness on his part” (Fitzgerald, 2013, p. 251).

In that era, youngsters were rebellious who made up their minds to break with the standards of the prewar generation and go out into the world to forge their own. But they soon learned that the world was a rather chaotic place, and it was hard to come by lasting standards. In *Tender*, Dick confronts the moral choice between the solid values of his father’s enlightenment about good instincts, courage, courtesy and honor, and the power and wealth of the Warrens. In one scene, Dick, Nicole and Rosemary are sitting in a restaurant, and Dick notices a group of sobered “gold star mothers” who came to mourn for their dead: “in their happy faces, the dignity that surrounded and pervaded the party...the old loyalties and devotions fought on around him” (Fitzgerald, 2013, p. 140). But at last “he turned back to his two women at the table and faced the whole new world in which he believed” (Fitzgerald, 2013, p. 140).

At this late stage of the marriage, both partners feel lonely. “It was lonely and sad to be so empty-hearted toward each other” (Fitzgerald, 2013, p. 403). Dick even loses contact with himself – “he could not tell the hour when, or the day or the week, the month or the year” (Fitzgerald, 2013, p. 285). Fitzgerald presents that Dick loses his own freedom and the will to succeed. He can’t adapt to the new commercial culture that was hostile to ideals and career, and is destroyed by a superficial, materialistic, selfish society. Most of all, it was an era when a new mood of doubt and defeat became perceptible. People began to wonder if not only their ideas but their whole lives had been set in the wrong direction.

Irresponsible Family Ethics

Family ethics refers to the relationship and structure of family members in a family environment and background, including the relationship between couples, parents and children, siblings, grandparents, and grandchildren, etc. In *Tender*, the familial relationships of several protagonists are indifferent, unreasonable, and irresponsible except for Dick's departed father who represents diminished traditional values. For instance, Rosemary's mother, Mrs. Elsie Speers, and her daughter's best friend unexpectedly encouraged her to pursue a married man, a quite questionable immoral guidance. It's even more disgusting to mention the notorious Warren family. Mr. Devereux Warren, embodying the forces of lust and corruption in America, seduced his little daughter Nicole and triggered her symptoms of schizophrenia. Feeling disgraced, Mr. Warren just took Nicole to Dohmler's clinic and promised to provide a steady stream of money, and then left, almost never visiting her. Nicole's imperious sister Baby Warren, who has little understanding of Nicole's illness, doesn't want to study its basis, and merely intends to buy a doctor as Nicole's husband to keep her safe like another family property or investment. She believes that everyone is selfish and could be bought for a price. Then how did doctor Dick Diver walk into the trap?

Dynamic and accomplished, young Dick Diver happily studied at home and abroad. He is a romantic of deep feeling, a man of strong self-discipline and a self-sacrificial enthusiast. Dick is drawn to Nicole partly because of her attractive appearance, and partly for the opportunity for the exercise of a deep sense of moral obligation, a dedication to the healing of moral wounds. But combining work and marriage is the essential conflict in his life, "made hopelessly complicated by the ethical high-wire he balances on because of his dual relationship to Nicole" (Blazek & Rattray, 2007, p. 81). Under the complex familial relationship, Dick is controlled step-by-step by the Warren family.

Actually, Dick Diver is reluctant to receive any of the Warren money. In the early stages of their marriage, Nicole asserts to her sister that "Dick has enough to take care of us" (Fitzgerald, 2013, p. 227). But Nicole's illness is very unstable and Dick has to put much of his time and devotion into bolstering her, which destroys his peace of mind and his research. With the birth of two children, Nicole believes Dick "unreasonable" because of his refusal to use her money and insists: "We must spend my money and have a house – I'm tired of apartments and waiting for you" (Fitzgerald, 2013, p. 229). Over time, Dick has to depend mainly on Nicole's money to support their luxurious lifestyle. And following this, Dick descends into alcoholism and loses his moral bearings. Towards her husband helping her selflessly for many years, restorative Nicole discards useless Dick ruthlessly. Nicole fights fiercely, "using her unscrupulousness against his moralities....And suddenly, in the space of two minutes she achieved her victory and justified herself to herself without lie or subterfuge, cut the cord forever" (Fitzgerald, 2013, p. 419). In the process of this war, the new Nicole Warren is born: "If my eyes have changed it's because I'm well again. And being well perhaps I've gone back to my true self – I suppose my grandfather was a crook and I'm a crook by heritage" (Fitzgerald, 2013, p. 408).

Baby Warren is also an accomplice. Franz Gregorovius wishes Dick to join his clinic. Baby is quite taken with the idea for the sake of her sister. She suggests that Dick consider the offer. Dick is annoyed by her intervention, but finally accepts the invitation with Warren's superior financial help. Baby Warren lacks emotions. She does not react sympathetically to Dick's disaster in Rome. She enjoys this opportunity to rescue him in order to gain a sense of moral superiority over him. For Dick's dedication to Nicole, Baby comments coldly: "That's what he was educated for" (Fitzgerald, 2013, p. 435). When Dick

gets a divorce from Nicole and departs lonely, Baby is very satisfied: “When people are taken out of their depths they lose their heads, no matter how charming a bluff they put up” (Fitzgerald, 2013, p. 435).

Decadent Sex Ethics

There are relationships between sexual relationship, sexual behavior, sexual concept and other factors. These relationships include sex and love, sex and marriage, sex and fertility, sex and interpersonal relationship, and sex and career, etc. Sex ethics is made up of people’s attitude and criteria, when dealing with and balancing these relationships. Sex ethics of the Jazz Generation was quite confusing, and the pernicious consequences continue to this day. Irresponsible publications and mass media boost the spread of sexual liberation, which not only is at the cost of morality, but also threatens people’s physical and mental health, and makes the whole society chaotic, lifeless, and despairing. In that era, “people convey youth’s unabashed interest in sex and believe Victorian repression was unhealthy. Erotic intimacy became an accepted rite of passage in an adolescent’s growth” (Prigozy, 2002, p. 37). Premarital sex, birth control, and even extramarital affairs were proper means of searching out the perfect partner.

In *Tender*, decadent sex ethics has great influence on the protagonists’ lives and sentiment. The novel mentions a sensational event – Devereux Warren’s incestuous relations with his young daughter Nicole, so whenever the love or attraction of a grown man and an immature girl appears in the novel, the reader will unconsciously remember this earlier event. The movie *Daddy’s Girl*, Rosemary’s best-known movie, everyone, we are told, has seen it. “As the universal popularity of *Daddy’s Girl* suggests, the incest-motifs symbolize a world-wide situation, the rottenness of the society” (Stern, 1986, p. 121).

The two heroines, Nicole and Rosemary, are both young, even childish. Nicole’s face “lights up like an angel’s” (Fitzgerald, 2013, p. 191). Rosemary’s cheeks are “the thrilling flush of children after their cold baths in the evening” (Fitzgerald, 2013, p. 5). And we can understand why they will prove so dangerously attractive to Dick, a mature man. But we shouldn’t neglect the fact that these childish girls are not as innocent as it appears. Not to mention Nicole’s incest with her father, Dick’s passion for Rosemary is born out of hearing gossip, that as a teenager, she was caught with a man in flagrante delicto on a train. Dick is fully aware of Rosemary’s sexual history when consummating their affair. Worse of all, after many years of looking after Nicole leaves him exhausted in a way he has never known before, Dick discovers, to his horror, that he likes to charm girls, beyond the control of his will. He sees more clearly than anyone about his deterioration and gradually an obscure sense of guilt appears. When Nicole falsely accuses him of seducing a patient’s fifteen-year-old daughter, he feels guilty. When he is mistaken for a man who has raped a five-year-old child in a crowd of people, later that day Dick cries, “I want to make a speech....Maybe I did” (Fitzgerald, 2013 p. 332). Anyway, these girls embody “all the immaturity of the race”, while as a psychiatrist, Dick assumes a fatherly role of trust, the product of an older generation, with its stress upon “integrity, honor, courtesy, and courage”. Dick’s loss of allegiance to the moral code that his father symbolizes is “America and Europe turning from a disciplined and dedicated life to a life of self-indulgence, dissipation, and moral anarchy – a symbol of the parent generation infatuated with its own offspring” (Stern, 1986, p. 122).

As a representative of capitalism, Nicole’s sex ethics are freedom and irresponsibility. All summer she has been stimulated by “watching people do exactly what they were tempted to do and pay no penalty for it” (Fitzgerald, 2013, p. 407), a world yielding to temptation with impunity. She consciously welcomes the chaotic world and wants an “affair”. She knows that “nothing can prevent her from taking what she wants and needs: a new freedom, an unfettered license to indulge her passion” (Blazek &

Rattray, 2007, p. 154). When “cured” of mental disorder, she accepts the depravity of her father and the exploitative system and discards the exhausted Dick Diver and falls into the embrace of martial, fleshy, wolf-like Tommy Barban without hesitation. To herself, Nicole makes her own justification: “...better a sane crook than a mad Puritan” (Fitzgerald, 2013, p. 409). Ironically, yielding to temptation without any punishment is exactly the reflection of her father’s incest crime. Adopting such an immoral attitude, she assumes her evil inheritance and truly becomes “Daddy’s Girl”.

Heartless Interpersonal Ethics

An interpersonal relationship is the relationship in people’s daily lives and contact. Interpersonal ethics is the basic attitudes and principles of people when coping with these relationships, including people’s relationships with colleagues, neighbors, friends, and community, etc. The interpersonal relationship in *Tender* is indifferent and ruthless. We see two groups of people on the shore of the Riviera through Rosemary’s eyes. The first group is obviously jealous of the second one, in which Dick Diver is present, whose grace, vitality, and consideration to others deeply attracts Rosemary. In contrast, the ideas and imagination of the first group is poor, mediocre, and hypocritical: “If you want to enjoy yourself here,” Mrs. McKisco says, “the thing is to get to know some real French families....Of course we had letters of introduction and met all the best French artists and writers in Paris” (Fitzgerald, 2013, p. 13).

Fitzgerald is fascinated by taking on particular importance of money as a way of shaping identities and relationships. “In his view, being wealthy makes the rich different, giving them a sense of superiority but which also makes them morally vulnerable” (Tredell, 2011, p. 162). Then, we can see the scenario of a dinner party hosted by the Divers. The guests’ attitude towards the Divers, who seem that they like being wealthy and having power, as “like the faces of poor children at a Christmas tree”, (Fitzgerald, 2013, p. 46), suggests a relationship between the Divers and other guests is not reciprocal but hierarchical, similar to that between the dispensers and recipients of charity. But at the end of the party, the harmonious mood breaks up abruptly and the graceful upper class is caught in a lie due to Mrs. McKisco’s unintentional discovery – Nicole’s nervous breakdown (Tredell, 2011, p. 38). Although in the aftermath of the party, Tommy Barban, who takes what he wants from people by force, jumps up and challenges Mr. McKisco to a brutal and ridiculous duel in order to preserve the secret of filthy high society, any concealment is no avail and all crimes will come out. Abe North, Dick’s great partner in jokes, who is obviously unhappy and distressed, proves to have serious problems of his own. When departing, he tells Nicole that he is tired of them: “If I had any enthusiasm, I’d go on to new people....My business is to tear things apart” (Fitzgerald, 2013, p. 117).

The ruthless society also changes Dick Diver, “who used to think that he wanted to be good, kind, brave and wise, most importantly wanted to be loved” (Fitzgerald, 2013, p. 187). When his wife, Nicole, has used up the skills of the doctor and has been “cured”, Dick can not cure himself and cracks under the strain of responsibility. Then, Nicole simply exchanges Dick for Tommy Barban. Nicole’s sister Baby Warren, who controls the family money, stimulates the process of Dick’s corruption and emasculation. Dick’s lover, Rosemary, who insists that she loves him, seems to be another heartless Nicole, only wanting to take: “what have you got for me?” (Fitzgerald, 2013, p. 310). But Dick Diver, wanting to be loved, had given too much for many years and to too many people until there was nothing left. Facing these ruthless people, Dick drinks excessively and quarrels with friends. Mary North accuses Dick of self-indulgence, and retorts that Dick will no longer be nourished by “nice people” if he makes them unhappy. When Dick asks whether he has been nourished, the question goes unanswered. “Fitzgerald

suggests that away from the restraining influences of American life (family, community, and ethics), Dick has become a pitiful alcoholic, morally adrift” (Prigozy, 2002, p. 134). Finally, Dick accepts the decline of his vitality, his inability to control himself, his moral corruption, and his inability to love and be loved by others. He decides to cut all the responsibilities and relationships. He desires to escape into older lands which the dragon of American industry hasn’t yet invaded, perhaps in his own countryside or on a farm.

Conclusion

In his new life in America, Dick retreats into a series of small towns. He no longer follows a career as a psychiatrist but makes a contribution to public health concerns. This, in itself, might be an honorable choice, a necessary obscurity, and an intentional rejection of the big time for a life of frontier virtue. But it is not the case. Dick seems to have a scandal with “a girl who worked in a grocery store”, who is much lower on the social scale than the upper-class Nicole or Hollywood star Rosemary. This might be a good sign that he values a partner for her intrinsic worth rather than her social status; but the term “girl” seems dubious and predatory because Dick is continuing his pursuit of younger women when he grows older. Here, Fitzgerald leaves an unsettled case.

We end by feeling that “*Tender* has a double value: it is the best picture we possess of the age in which it was written, and it also achieves a sort of moral permanence” (Cowley, 1980, p. 47). But the theme of the novel lies not only in its bitter autobiographical overtones but in its representation of the moral history of the western countries just before and after The Great War and the continuing history of the American Dream, the collapse of a civilization into barbarism. In this novel, the reader re-lives the American Dream, a dream of freedom not subject to time, limitation, or mortality, and watches it deteriorate, fail, or fall apart. Fitzgerald tells us Dick Diver’s American Dream is over and possibly never really existed. We take the risk of deterioration and ruin. “Alcohol and idle pleasure cannot sustain us, nor can wealth. We must have purpose and vocation to give direction and consequence to what we do ” (Prigozy, 2002, p. 56).

Acknowledgement

This article is one of the research results of the project in 2017 *The Study on Ethical Literary Criticism of The Lost Generation in America* (17WWB065) sponsored by the Philosophical and Social Science Program of Heilongjiang Province, China.

References

- Blazek, W., & Rattray, L. (2007). *Twenty-first century readings of Tender is the Night*. Liverpool: Liverpool University Press.
- Cowley, M. (1980). *A second flowering works and days of the lost generation*. New York: Penguin Books.
- Cowley, M. (1982). *Exile’s return*. New York: Penguin Books.
- Fitzgerald, F. S. (2013). *Tender is the night*. Beijing: Tsinghua University Press.
- Prigozy, R. (2002). *The Cambridge companion to F. Scott Fitzgerald*. New York: Cambridge University Press.
- Stern, M. R. (1986). *Critical essays on F. Scott Fitzgerald’s Tender Is the Night*. Boston: G. K. Hall & Co.
- Schwenker, G. L. (1984). *Scott Fitzgerald tender is the night*. Singapore: Longman York Press.
- Tredell, N. (2011). *F. Scott Fitzgerald: The Great Gatsby/Tender is the Night*. New York: Palgrave Macmillan.

The Analysis of Female Images in *The Woman Warrior*

Wen Jianlan

School of Foreign Language, Jilin Institute of Chemical Technology, Jilin, China

Email: wenjianlan9631@163.com

Leng Pengpeng

School of Foreign Language, Jilin Institute of Chemical Technology, Jilin, China

Email: lengp_p@163.com

[Abstract] Maxine Hong Kingston is considered one of the most essential writers in Chinese American Literature. Her masterpiece, *The Woman Warrior*, is the most commonly read of all of her works. Though she declares the novel must be the life experiences of American women, the novel puts special emphasis on the combination of Chinese folk stories, family anecdotes, myths, historical stories and memories. Taking the social background and the writer's personal experience into account, this paper analyzes the female images through the perspective of space and silence, concludes that the female images in *The Woman Warrior* show different characteristics, and claims Kingston's cultural status as an ethnic woman writer in America.

[Keywords] *The Woman Warrior*; female images; space; the patriarchal system; cultural identity

Introduction

Of all of the Chinese-American writers, Maxine Hong Kingston is undoubtedly the most well known. Kingston's first book, *The Woman Warrior*, is now regarded as the milestone of Chinese-American literature (Wang, 2014). A narration of a Chinese-American girl's growth, *The Woman Warrior: Memoirs of Girlhood among Ghosts* not only wins high reputation for Kingston, but also receives more public concern for Chinese-American literature. *The Woman Warrior* is lauded as a milestone in Chinese-American literary history. The writing style of delicate euphemisms, powerful and unconstrained, gives us momentum and delightful enjoyment. Since its publication, the book has attracted enormous attention from literary circles. It has sold very well and has been highly praised by many scholars, because *the Woman Warrior* can be analyzed from the perspectives of feminism, post colonialism, marginalized culture, youth's bewilderment, treason and so on.

On basis of all the former studies and close reading, this thesis is an attempt to explore and analyze the female images from the perspective of spatial criticism. In social spaces, females suffer because they have to bear feudal values in China and confront the conflicts between the Chinese and American cultures. In individual spaces, females lack the right to speak, and they became silent people, and finally, they resist. When asked in an interview whether her book was an autobiography or fiction, as well as about the relationship between fact and fiction, Kinston answered that hers is certainly more imaginative than usual biographies because she "plays with words and form" (Rabinowitz,1986).

The Analysis of Female Images with Spatial Criticism

In the 20th century, World War II caused great trauma to human beings, and also brought serious consequences to the human soul. Compared with white teenagers, Chinese-American teenagers have to bear more of the burden of growing up. The Chinese youth are the second immigration to the United

States, facing American mainstream society, and although they are longing for the feeling of home, it is impossible to return their motherland.

It was the first time Kingston saw a Chinese-American character in a book and it was told from a point of view just like herself (Hoy, 1986). It is not a “retrospective prose narrative produced by a real person concerning his own existence, focusing on his individual life, in particular on the development of his personality” (Anderson, 2011). The whole book can be divided into five parts: in social space, females are sufferers, because they have to bear feudal rules in China and confront the conflicts between the Chinese and American cultures. In individual space, female images are categorized into three types: lacking the right to speak, some females have to be the silent individuals; deficient in female subjectivity, some become insane individuals; to realize their identity, some fight against with external oppression and turn into rebellious individuals. The five narratives in *The Woman Warrior* are “decidedly five confrontations with fictions of self-representation and with the autobiographical possibilities embedded in cultural fictions, specifically as they interpenetrate one another in the autobiography a woman would write” (Smith, 1987).

What is the space? It can be understood from the two aspects. One is philosophical space; the other is mathematical space. Since ancient times, philosophers have been continuously and deeply discussing the connotation of time and space, and the relationship between them. Taking Plato and Aristotle for example, they thought that time dominated the development of history and space was considered as the place and the object of movement. First, in *The Woman Warrior*, each of the five parts all show different views of space. Some are in the China’s feudal villages; others are in the Chinese-American district area. Then, from the geographic space, no matter whether in China, America, or the fictional White Tiger Mountain, they are filled with two contests.

The individual is the component part of the group and influenced by the environment. Each individual also has its own characteristics, and the individual space focuses on the cognition and the subjective feeling of the space. The individual space includes individual position, identity, and the relationship between the individual and society. The two kinds of social space which are embodied in *The Woman Warrior* are made by the cultural difference and have a direct relationship with the external geography and culture. But the personal space embodied in the novel consists of two aspects: the subjective and the objective. Objectively, the external cultural environment affects the formation of individual space. The subjective characters and the task of the external space are in charge of perception, and the reaction constitutes the basis of individual space. Individual space is like a bubble where the female individuals are squeezed in the middle. When they feel the pressure from the outside world, they are only to remain silent, and eventually they resist. Though Kingston declares that she is “an American writer, who, like other American writers, wants to write the great American novel” (Kingston, 1982), the novel is “a collage of genres put to work in the remaking of Chinese folk legends, folk tales, and events and impressions pertaining directly to the author’s own life history” (Fong, 1989).

The Silence under the Patriarchal System in the Novel

Silence is one of the core themes of literature. Silence carries content that cannot be expressed by language, and therefore, is more interesting. There are a lot of silent characters in Marine Hong Kingston’s works, such as the hero in *The China Man* and the nameless aunt and the Chinese-American girl in *The Woman Warrior*. The common characteristic of these people is that they are depressed. If they directly express their inner pain, the reader can only understand the subject from the surface. The author

will shape them into a silent person, so that the reader will produce inexpressive feelings. It not only can deepen the significance of the theme, but also produce a wealth of literary aesthetic effect. The individual space of the female characters is not complete, so there are different characteristics. For individuals who are in silence, their individual spaces lack the right to speak, and they are unable to express ideas and opinions. In the eyes of Westerners, the silence is one of the characteristics of Chinese women. Because their misfortunes are submissive, silence is their existing form. But silence is not because of their physical deformity, yet the source of external social space oppression. They do not speak, but are deprived of the right to speak.

The most silent woman in *The Woman Warrior* is the nameless aunt. Her story took place in the late 19th and early 20th Centuries, when a large number of Chinese male immigrants came to the United States, leaving their wives at home. The nameless aunt was one of brides who were left by their husbands. She was the only daughter in her home, the grace of the whole family, but she fornicated with another man after husband went away. On the night that she gave birth, the whole village robbed and destroyed all of her family's things. Finally, she had no place to go, holding the child to jump into the well. There was not one word spoken by the aunt in the novel. The whole story was presented only by other people's attitudes and the mother's assessment. No one knew the nameless aunt's name, and no one heard her explain for herself and her child. The nameless aunt always lived in silence, so she is a person without identity. It seems that she never existed. The other people seldom say anything. This shapes another language atmosphere, the females who are in the social feudal society had the characteristics of silence.

When it comes to the theme of female literature, the patriarchal system is generally considered as a barrier to women's independence. The patriarchal system distorted the physical and mental development of the women, and it means that they are deprived of free life. The remote countryside is the social space. The female image here is first presented as a victim of the patriarchal system. Because of the inequality of the social structure, the male occupies the main position, and the females have to obey. The women listen to their fathers at home; listen to their husbands when they get married; listen to their sons after the death of their husbands. These thoughts are all from the male point of view. Where is the female's position? Under the rules of man, females have no right to choose love and other rights. The nameless aunt was a sacrificial lamb of patriarchy. When she met that man, she obeyed him. The moral standards are biased on men; a woman's standing is biased on men, and the woman is in a weak position, so they are the victim of patriarchy.

The mad woman in the novel was also a sacrificial lamb of patriarchy. This story happened during the anti-Japanese war. All of the villages were in a panic, except the mad women who just hung out as if nothing happened. One day, one of the villagers said that she was a spy and would bring disaster. So they showed a hostile attitude to her and killed her with stones. In the eyes of the villagers, the mad woman could not have been a spy, but they still killed her. The reason was simple, just because the mad woman had the different behavior from the other villagers. All of these were excuses to kill her. Other villagers wore plain clothes, but she dressed in gaudy clothes, wearing jewelry. Other women do not speak in public, but she talked with animals and danced along the river. None of these behaviors of the mad woman were allowed at that time. The most fundamental reason is that the mad woman tried to pursue her freedom and show her original beauty. It was a challenge against the patriarchy.

Where there is oppression, there is resistance. Because the silence of people didn't take effective measures to resist, the final result is tragic. Resistance is not the way of violence against men, but the female consciousness of the existence. All they have to do is fight for their rights. In the novel, there are

two people who resist: one is a mother, Yong Lan, and the other is “me”. They were able to get independence from men and insisted on the independence of women. Compared with the silent individuals, they have a strong sense of protection of their own.

Against the background of the same social space and cultural conflict, the anti-individual is able to break the silence, mainly because they have a deep understanding of the individual space. Individual rebellion on spatial demands is reflected at the request of social role and family statues, precisely because they have demands and dare to pursue them. They finally set up relatively complete individual space without being overwhelmed

Coming to know that the danger of silence caused by sexism and racism through her mother’s stories, and Chinese-American women’s experiences like her mother’s, Maxine hated the ghosts, and intended to free herself from the oppressive silence. Therefore, Maxine makes up her mind to break the silence and burst out the voice of her own.

A person can be recognized by their voice. In other words, someone is invisible to others for the reason that she keeps silent, so that he or she is invisible to many family members and relatives. The experience about silence of Maxine’ growth is vividly described in *The Women Warrior*, through her words to another silent Chinese-American girl that no one will know her if she does not speak. The efforts of Maxine’s struggle for breaking silence can be seen in her 6th grade. One day after school, little Maxine intimidates a silent Chinese-American girl in a basement bathroom for the purpose of making her voice out. Therefore, breaking silence is the only way to find her identity. The girl Maxine has a more creative means in comparison with other minority writers who have created other silent literary characters, like Ralph Ellison’s *Invisible man*.

Finally, teenager Maxine breaks the silence and voices herself with her mother. She raises Maxine and protects her from the “Ghosts”, meanwhile; she wants to control her daughter, even if her daughter can hardly breathe. Maxine thinks that it is the time to end the pain. She makes up her mind to have a good discussion with her mother to let her voice out. Maxine succeeds in breaking the ice after trying and failing many times. Until one night, her mother has no patience that she cannot bear her daughter’s meaningless murmuring every day and afraid that she is insane, she shouts at her in order to make her stop.

In *The Woman Warrior*, there are four stages in Maxine’s search for ethnic identity. Completely under the influence of traditional Chinese culture at the beginning of her life, she hates her American school in which she is miserable and does not talk for 3 years. Her sadness, despair, and fears are shown by black painting. She feels much better in the Chinese school where people speak in a loud voice, therefore, Maxine should be cataloged into “assimilated”. For the American cultural features, she suffers in the American school, and has to behave well at home. And so, she makes up her mind to cut her roots from misogyny and confinements on women, and to leave the feelings of alienation in the Chinese community and her growing bitterness. Later, she comes to realize that the only way to make her value work is get into the American mainstream culture. As a result, a true American feminine is her behavior norm. She does not know that she is still regarded as “other” by the American mainstream culture, although she has been thinking the mainstream had already accepted her. She returns to her and her mother’s stranger stories, paradox facts and myths and comes to terms with the Chinese communities in America after leaving home and she views the world, psychologically and spiritually. She turns out to accept the ethnic community that she attempted to give up. Maxine finds it better to be a distinctive-Chinese American rather than neither Chinese, nor American.

Conclusion

The subtitle of the novel is *Memories of Girlhood among Ghosts*, and *The Woman Warrior* tells the story from the perspective of a confused female adolescent, an imaginative girl growing up as a member of an ethnic minority among conflicting sets of values. The psychological development of the girl represents the author's spiritual homeland and her changing attitude toward her ancestors' culture, that is, to establish her identity as a woman from the perspective of both gender and culture.

In *The Woman Warrior*, Kingston employs several typical Chinese stories. But she interprets them with American background. She uses Chinese traditional figures that are oppressed for ethical, cultural, social or political reasons.

As an ethnic woman writer, Kingston finds that Chinese immigrants can get all the possible solutions to the problems of gender and racial discrimination in American society. The publication of *The Woman Warrior* and the success of the book prove that Kingston is a woman writer who utters the inner voice of Chinese-American women.

Acknowledgements

I would like to take this opportunity to express my appreciation to my husband; without his persistent encouragement in my study, this thesis would not have been completed. My thanks also come to my parents; thanks for their support and love.

References

- Anderson, L. R. (2011). *Autobiography: New critical idiom*. New York: Routledge.
- Fong, B. (1989). Maxine Hong Kingston's autobiographical strategy in *The Woman Warrior*. *Biography*, 12.
- Hoy, J. (1986). To be able to see the Tao. In P. Skenazy, & T. Martin, (Eds.), *Conversations with Maxine Hong Kingston*. Jackson: University Press of Mississippi,.
- Kingston, M. H. (1982). *Asian and western writers in dialogue: New cultural identities*. London Macmillan.
- Rabinowitz, P. (1986). Eccentric memories: A conversation with Maxine Hong Kingston. In P. Skenazy, & T. Martin, (Eds.), *Conversations with Maxine Hong Kingston*. Jackson: University Press of Mississippi.
- Smith, S. (1987). A poetics of women's autobiography: Marginality and the fictions of self-representation. Bloomington: Indiana University Press, .
- Wang, X. (2014). An archetypal study of Maxine Hong Kingston's work: *The Woman Warrior*. CS Canada, 8.

Ultimate Beauty of Life: A Thematic Analysis of Death in Oscar Wilde's Fairy Tales

Shuang Zhou, and Yu Jie Cui

School of Foreign Languages, Changchun University of Technology, Changchun, China

Email: 406677806@qq.com

[Abstract] Oscar Wilde is the most outstanding representative writer of the Aesthetic Movement in the late 19th century in England. This paper selects four fairy tales written by Wilde. By analyzing that the fisherman dies for noble humanity, the nightingale dies for the true love, the happy prince dies for helping the poor and the little Hans dies for real friendship, this paper aims to prove the importance of aestheticism to human beings' life.

[Keywords] Oscar Wilde; aestheticism; the theme of death; fairy tales

Introduction

During the 19th century, the Aesthetic Movement was an intellectual and art movement that focused on a deeper meaning – “Art for Art’s sake”. Oscar Wilde was a typical representative of aestheticism in the late 19th century in England. He adopted the aesthetical ideal, and he affirmed “my life is like a work of art”. Many scholars study his aestheticism from his novel and plays, and draw their conclusions about Wilde’s aestheticism, but few people have analyzed his fairy tales. Therefore, this paper finds his fairy tales are not the same as traditional ones because these fairy tales pay more attention to human nature. This paper chooses his fairy tales to analyze the deeper layer of his aesthetic slogan. Firstly, this paper selects four fairy tales: *The Fisherman and His Soul*, *The Nightingale and the Rose*, *The Happy Prince*, and *The Devoted Friend*. Secondly, it analyzes the theme of death in each by analyzing the characters’ portraits, behaviors, words, psychologies and details. Finally, this paper aims at conducting a thorough study of the theme of death to explore the relationship between humanity and death, love and death, dedication and death, and friendship and death, and realizes the importance of aestheticism in Wilde’s fairy tales.

A Thematic Analysis of Death

Death is not a horrible and helpless feeling in Oscar Wilde’s fairy tales (Wilde, 2010). For Wilde, someone dies for humanity, such as the fisherman in *The Fisherman and His Soul*; someone dies for love, such as the nightingale in *The Nightingale and the Rose*; someone dies for dedication, such as the happy prince in *The Happy Prince*; someone dies for friendship, such as little Hans in *The Devoted Friend*. Therefore, the theme of death in Wilde’s fairy tales is not only a personal understanding of death, but also a criticism on society and the ugliness of human nature.

Humanity and Death

Humanity is a very essential part of human beings. At the beginning of the *Three Character Classic*, it says that “Man on earth, good at birth. The same nature, varies on nurture” (Zhao, Y., 2014, p.3). This means that our humanity is nice when people are babies, but the social environment influences them.

Banishment and Return

In *The Fisherman and His Soul*, the fisherman is a very contradictory person who struggles between the temptation of the soul and the love of the little mermaid. The fisherman goes three times to get rid of his soul, and he does it in the end. But his experience reflects that people who stand on different stratum will have diverse views on the world, life and values. People who are like the priest will protect their authority and dignity. And they impose their views on others all the time and are eager for getting a high reputation. People who are like the merchant pay more attention to material wealth and ignore spiritual wealth; they have already forfeited social morals. In order to chase higher interests, they betray their souls and become slaves to money. So, they can not understand the fisherman's pure love. People who are like the witch will help others with certain conditions, at a cost.

The soul without the fisherman became very pathetic and lonely, and it entreated the fisherman to give him a heart since it was a loyal partner to him, and it used three seductive things –wisdom, wealth and beauty to lure the fisherman back. Obviously, facing the temptation of the dancing girl, the fisherman is in dilemma. The fisherman can not control his desire and indulge himself in secular life.

The Death of the Fisherman

The weakness of humanity also brings death to the little mermaid, the fisherman and his soul. No one can escape death. At the same time, death is also the distillation of life. On the one hand, death helps the fisherman understand the essence of love and the beauty of humanity. Owing to the fisherman's betrayal, he loses his lover, the little mermaid. On the other hand, death strongly shows the little mermaid's purity. And death contributed to people's humanity to reach a new plateau (Jing, 2014). The fisherman died for love, and he knew love was the best thing in the world; the soul died for evil, and it knew good humanity was the richest wealth in the world; and the little mermaid died for missing, and she knew the pursuit of fine things in the world. Their death recalled kindness, beauty and truth in society. On the other hand, death has a big impact on the priest's concept and his surroundings. At the end of fairy tale, he lectured on the love of God, not the wrath of God. Fortunately, he completely transformed himself into a new man with virtues of humbleness and composure.

Without humanity, people become horrible and greedy. Without death, people cannot realize the beautiful sentiments or do any noble action. Only death can arouse the inner emotions of the mind and touch the softest part of the body.

Love and Death

In *The Nightingale and the Rose*, there are three types of view of love: the nightingale's love, the young student's love and the love of the professor's daughter.

The Great love and the Small Love

A nightingale is a small bird in this short story, but she is the only true lover in the whole story. She gives her life in exchange for a red rose. The nightingale knew the value of life deeply, but she made up her mind to sacrifice herself for a red rose when she met the young student who was trapped in love. She wanted to do it because she thought young student was a true lover. In order to make a true lover's dream come true, she was willing to give her life for a red rose. True love grows by sacrifice, and the nightingale is a good symbol of true love. She is born for love, and she devotes without asking for return.

The love of the young student is just an appetizer in his life. He wants the opportunity to dance with the daughter of the professor. As a condition, he must give a red rose to her. Thus, it can be seen the love

between the young student and the daughter of the professor is based on a material item. His love is a secular love and pays more attention to it. For the daughter of the professor, love is a useless thing. She prefers money and rights more than love. She thinks the red rose does not match her dress, but real jewels can instead. On the surface, she refuses the small love of the young student. But she also refuses the great love of the nightingale's heart.

There are two evident contradictions among the nightingale, the young student and the daughter of the professor. The first contradiction is the love between the nightingale and the young student, that is, the great love. The nightingale devoted herself to a true lover, and she was so generous and brave. However, the young student was not a true lover, and he wanted to get something from love. The young student changed a lot when the daughter of the professor refused him. He did not believe in love anymore; he hated it very much. The second contradiction is the love between the young student and the daughter of the professor which is called the small love. The key in this contradiction is money. The daughter of the professor betrayed her promise about the red rose.

The Death of the Nightingale

Lu Xun once said that tragedy is to show how people ruin beauty. Love, the nightingale and the red rose are all beautiful things in the world. For the true lover, the nightingale gives up her life, but the death of the nightingale does not get the perfect ending. The red rose is a prologue to the tragedy. Although the red rose is beautiful, its stem has many thorns. Maybe true love is always accompanied by sacrifice.

Firstly, the death of nightingale sublimates the meaning of love. Love never ends in a true lover's heart. True love is generous. Owing to meet the young student's pursuit of love, the nightingale uses her blood and beautiful songs to make a red rose. Meanwhile, death makes deepens the meaning of the short story. Secondly, the death of the red rose satirizes the people who are like the young student and the daughter of the professor. As for the young student, he does not know the true meaning of love – he only cares about his own feelings. As for the daughter of the professor, she is a mammonist who loves money and gold very much. In Oscar Wilde's time, society focused on material things and money, that is to say, the emotions of people, especially love, became less and less important (He, 2014). So, the behavior of daughter of the professor is normal for that time. Young men and women did not understand the meaning of love, and they were just after fame and gain.

Dedication and Death

“Dedication is not what others expect from you, and it is what you can give to others” (Shillinglaw, Anne, 2006, p. 1). A generous and kind person always gives his hand to the man who gets into trouble or meets a difficult challenge. Simply, dedication is a kind of help. Kind-hearted people donate their money or food to help the poor without wanting anything in return. Therefore, dedication is a noble love in human beings' world.

The Dedication of the Happy Prince

The statue of the happy prince has a leaden heart and stands on a tall column. The town councilors, a sensible mother, a disappointed man, and even the innocent children all admired the pleasure of the happy prince. But actually, he was not happy at all. Although he had a magnificent appearance, he could not help thinking about the suffering of the poor. He only had four kinds of expensive things, a large red ruby, two bright sapphires and many thin leaves of fine gold. But nothing could block his way to help the poor, even if he had a leaden heart. Firstly, the tired dressmaker with an ill boy was busy with sewing a dress

for the queen's maid. And the happy prince gave her a red ruby. Second, the brilliant young writer was tormented with hunger and cold. And the happy prince sent a bright sapphire to him. Thirdly, the little match girl lost all her matches in the gutter, and she was to be beaten by her father badly when she went home. So, the happy prince gave another bright sapphire to her. Finally, the happy prince saw many poor people through the little swallow's eyes, so he decided to send his thin leaves of fine gold to them. Their sufferings were mostly caused by society. Therefore, the little swallow is an assistant of the happy prince on the surface. There is a special relationship between the little swallow and the happy prince. At the end of the story, he also becomes the eyes of the happy prince. With the help of the happy prince, the little swallow totally becomes a successful dedicator. He was completely willing to try his best to assist the happy prince. With the love of the happy prince and the pleasure of helping the poor, the little swallow feels warm and happy. He would even like to stay with him and sacrifice his life when the happy prince lost his sight.

The Death of the Happy Prince

The death of the happy prince is caused by the death of the little swallow. The little swallow chose to stay with the happy prince, so at the same time, he chose death, too. The leaden heart of the happy prince broke into two pieces after the little swallow died. Their deaths show their great dedication in some ways and reflects many social problems.

On one hand, the entire society is brutal and emotionless. Death is a kind of liberation. The kind-hearted people are not suitable for society. Powerful classes like nobilities and bureaucrats insult the shabby appearance of the happy prince. They do not care why he is like that. The supervisor of the workmen at the foundry complains that the broken leaden heart can not melt in the furnace. But most tragically, the people who were helped by the happy prince do not appreciate him anymore. Thus, it can be seen that the human heart becomes cold and hard. The human hearts of people and the beautiful mind of the happy prince and the little swallow form a big contrast. On the other hand, the happy prince and the little swallow earned an eternal life (Han, 2012). Death is another way to live. Because of their dedication, the leaden heart and the dead bird become the two most precious things in the city. Without dedication, the happy prince and the little swallow would not have the opportunity for eternal life.

Friendship and Death

Friendship is just like a rainbow in people's lives. Friends can help you when you get into trouble. In other words, a friend is a good helper on the road of growth. Therefore, friendship is the greatest treasure in life.

The Hypocritical Mask of the Miller

In *The Devoted Friend*, the miller was a very hypocritical person. He always preached some theories to little Hans and his family. Poor little Hans listened to the miller's beautiful words on friendship very intently. He even wrote them down in his notebook and read over them again in the evening. The miller lacked a sense of security. And he put on hypocritical mask all the time.

Firstly, he thought real friends should share everything with each other. In fact, little Hans ignored his own gardens and health to help the miller. On the contrary, the miller urged little Hans to do many hard things for him. But he did not visit little Hans in the winter because there were no flowers or fruit in little Hans' garden at that time. Secondly, the wheelbarrow is the lit fuse in this fairy tale. It further accelerates the development of the miller's cruel behaviors. In the name of the wheelbarrow, the miller

asks little Hans to carry a sack of flour to the market, mend the barn roof, drive the sheep to the mountain and find a doctor for his son. In the end, little Hans dies on the way to find a doctor on a dreadful stormy night. Thirdly, the miller praised himself from time to time for his brilliant theories. He does not care about little Hans' feelings any more. And he said that generosity is the essence of friendship.

The Death of Little Hans

Francis Bacon once said, "Hypocritical friendship is like your shadow; when you are in the sun, it will closely follow you, but once you go into the shadow, it will leave you" (Sun, Y., 2009, p. 15). Obviously, there is no doubt that the friendship between little Hans and the miller is hypocritical. Little Hans pays his dear life for this so-called friendship. The conception of "one good turn deserves another" does not exist in this fairy tale.

In some ways, death is a good end-result for little Hans. On the one hand, society is not suitable for him. The miller is a typical representative of society at that time. He made up a lot of beautiful and hypocritical theories to cover up his selfish and ruthless thoughts. Little Hans was entirely unsophisticated, he had few desires, and he was not at all clever in distinguishing between good and bad people. Facing the old miller, his death can hardly be avoided. On the other hand, little Hans also has the responsibility for his own death. If he did not regard the miller as his bosom friend and help him do many hard things, he would not have died. He was such an innocent and warm-hearted person. And he absolutely believed the miller's beautiful theories on friendship. He got used to unilaterally paying without getting anything in return, and he never felt weary. In a word, little Hans' kindness leads to his death.

Without friendship, people become selfish and indifferent. Without death, one can not realize the value why true friendship is so important. True friendship can help people gain a lot of pleasure and face the problems bravely.

Conclusion

Death is the ultimate beauty of life. In *The Picture of Dorian Gray*, Oscar Wilde said, "Death and vulgarity are the only two facts in the nineteenth century that one can not explain away" (2003, p. 178). Of course, death is the final destination of human beings, and no one can avoid the fate of death. In Wilde's fairy tales, the good characters always die. But in traditional fairy tales, the evil character must have a bloody and horrible ending. Although Wilde's fairy tales upset the happy ending of traditional fairy tales, they reflect his positive attitude toward beauty, goodness and truth. This is also the reason that Oscar Wilde can enjoy equal popularity with Hans Christian Andersen and The Brothers Grimm with only having written nine fairy tales (Yang, 2014).

From analyzing the theme of death of four fairy tales, one can find that Wilde wants to deliver his thoughts through his fairy tales. Humanity, love, dedication and friendship become important parts of life. In Oscar Wilde's fairy tales, many protagonists choose death in order to pursue the beauty of life (Han, J., 2012). No one wants to discard them when living. But all of them give up living, and they consistently follow their ultimate beauty of life, such as humanity, love, dedication and friendship. And in these protagonists' transitory lives, they achieve their existing value and get an extremely beautiful part of living.

To conclude, death can present the ultimate beauty. As known to all, Oscar Wilde is an outstanding aesthete, and he is also a brilliant representative of aestheticism. In his fairy tales, he uses a different way

to show his idea about beauty – death. So, readers can appreciate their special tragic beauty from death, and keep a suitable distance from it. In addition, it also shows death is a mysterious and noble ceremony.

References

- Han, J. (2012). On the aesthetics of death in Oscar Wilde's fairy tales. *Huanan University Academic Journal*, (20), 37-42.
- He, L. (2014). A study of the awareness of mortality. *Jiangnan University Academic Journal*, (15), 54-60.
- Jing, H. (2014). The aesthetic experiment of Oscar Wilde in *A House of Pomegranates*. *Theory and Practice in Language Studies*, (10), 2168-2172.
- Shillinglaw, A. (2006). *Telling beautiful untrue things: The fairy tales of Oscar Wilde*. Chicago: Fennel Loyola University.
- Sun, Y. (2009). *Withering lilies – The picture of Wilde*. Shanghai: Tongji University Press.
- Wilde, O. (2010). *The complete fairy tales of Oscar Wilde*. Beijing: Foreign Language Teaching and Research Press.
- Wilde, O. (2003). *The picture of Dorian Gray*. London: Penguin Books.
- Yang, G. (2014). The aesthetic exploration of the death theme of Wilde's fairy tales. *Journal of Guangxi Normal University*, (5), 36-39.
- Zhao, Y. (2014). *Three word primer in English rhyme*. Beijing: Higher Education Press.

An Analysis of the Male Images in *Beloved*

Wang Liting

School of Foreign Languages, Anshan Normal University, Anshan, China

Email: wangluyizhong@qq.com

[Abstract] *In the culture of white domination, black identity has been a problem for African Americans for a long time. Black people were considered inferior animals or inferior races. Their identity has always been associated with negative words and is always in crisis. Therefore, the image of black men has always occupied an important position in black literature. Black literature, especially classical literature with the theme of the black male identity, is of great significance for the contemporary black male to obtain his subjectivity. At the same time, these works have important implications for the oppressed men who want to obtain the dignity of living. In *Beloved*, by describing the change in the male characters' different attitudes towards their lives, this novel reveals that racial discrimination and oppression destroy the physical and mental health of black men, and then constructs the black male identity from the perspective of the relationship between black men and others.*

[Keywords] *Beloved; male characters; identity; racial discrimination*

Introduction

Toni Morrison's novel *Beloved*, with its fiery language and high narrative skill, shows the trauma of slavery in the hearts of black people, emphasizing the importance of shaping the historical and cultural identity of black people and promoting the development of African American culture (Tao, 2012, pp. 123-126). As a black literature work, *Beloved* has rich black culture implication both in content and form (Herman, 1992). Previous studies have analyzed *Beloved* from the perspectives of black feminist criticism, female characters and many other perspectives. This thesis studies from the point of view of the male characters. It restores the most real historical memory and reflects on the adverse impact of slavery and racial discrimination on the survival of African Americans. This thesis also explores the cultural traditions of African nations and searches for the cultural basis of black people by means of building the African American identity. By summarizing and sorting out the original images of male characters, this thesis analyzes the reasons for the change in male images and the reconstruction of male identities; it makes a comprehensive analysis and interpretation of the male characters in *Beloved*. It will allow the readers to feel the African American men in the novel; their pursuit of freedom, equality and dignity is admirable and impressive. They play an inestimable role in black self-identity and the development of the black nation. In their pursuit of equality and respect, they suffered humiliation, but they have persisted and never given up. This paper reveals the crisis of the male spirit in modern society and the call for male responsibility in modern society.

Identity Crisis of the Male Images in *Beloved*

In *Beloved*, the author mainly focuses on two male characters: Sethe's husband Halle, and another slave Paul D of sweet home. Because according to Morrison, it fascinates her to imagine what men are interested in, such as winning a game, achieving a certain goal, getting involved in conflict, and how excited they are in danger (Shange, 1978, pp. 48-49). Halle and Paul D are both slaves of "sweet home" and they also have had terrible experiences, but they have very different reactions to the oppression from the slave owners in

the face of the extinction of their human nature. It is of great necessity to discuss the male characters' original images if we want to talk about the reconstruction of their male identities.

The Dream Disillusioned – Halle

The second year after Sethe came to the sweet home; she was allowed to choose a male slave to be her husband. At that time, plantation slaves Halle, Paul A, and Paul D all liked her. However, Halle finally won Sethe's heart because he redeemed the freedom of his mother Baby Suggs (Lin, 2011, pp. 45-46). He doesn't take up many pages of this novel, but he expresses his love for his mother and the women around him with humble and practical action. We learn Baby Suggs has a home in Cincinnati, which later becomes Sethe and her children's home. Baby Suggs has become a spiritual leader in Cincinnati's black community. We should not forget that they can not separate with Halle's hard work. He does not oppress black women; he works very hard for the freedom of women. His concept of equality between men and women is still shining with the glory of human nature in the present time and is a model for people to learn. On the night of the escape, he sees the extremely brutal atrocities to the school teacher and Sethe's nephew. Sixo was burned, Paul D was arrested and his wife was beaten. As a result of the dispersal of the people, no one knew what happened to Halle. We can only see he was covered with butter in front of the blender. His ending is also conceivable. His dream is disillusioned.

The Escape Experimenter – Paul A

Paul A was the eldest of Paul's three brothers and was sold to the sweet home as a slave when he was very young. After the death of Garner, his brother-in-law, a schoolteacher took over the manor, and became the new owner of "sweet home". The schoolteacher beat Paul A terribly in order to declare his authority as the new owner. As for whether Paul A should be beaten, it is not the issues that the school teacher needs to consider. After lunch, Paul A goes back to move the wood. He was supposed to meet with Paul D, Sixo and Halle after dinner, back at the residence. They needed to make escape plans, but he does not appear again. On Sethe's way to escape, she sees a hanging man in the tree, wearing the shirt of Paul A, but the body has no feet or a head. There is another scene when we are talking about the memories of Paul D, Sethe and Paul A; we cannot see Paul A's "face" and we can't hear his voice, either. His smile was too weak. As a result, his of all discourse, thought and self-consciousness in the grand narrative text are so invisible. Their human rights, as well as their thoughts, disappear into the invisible and silence.

The Masculinity Winner – Paul D

Another black man, Paul D, bore the sufferings of black men during the period of slavery, but at the same time, he experienced various tests of life after its abolition. In Morrison's works, black women are hard-working, intelligent and brave, but there is little recognition of the men in her novels. However, Paul D has a strong sense of self-consciousness and responsibility. He is called the "last man" of sweet home, which shows that he is optimistic and resilient to all kinds of hardships (Morrison, 2000, p. 57). Under Mr. Garner's gentle slavery, he and the others once considered themselves as human beings and cherished the brotherhood of black men. Through this image, the author expresses confidence in the liberated black men. Because of slavery's unspeakable past, Paul D blocked all of the rest of the memories, emotion and ability. But his desire for self-affirmation did not weaken. He continued to struggle to escape from slavery, indicating that he was responsible for himself. His journey to the north in search of freedom was his struggle for psychological integrity and his spiritual self.

Reasons for Change in the of Male Images in *Beloved*

The image of the male characters in the novel is not unchanging, and the creation and reconstruction of this image is a dynamic process. In this part, this thesis mainly analyzes two male characters and compares them. Halle's change was a process of depravity and depression, whereas Paul D's change was a positive change of being a better self. By analyzing the changes of these two black male characters, the reconstruction of the identity of black men is introduced.

The Loss of Halle's Masculinity

Halle was a good son, but not a good husband or a good father. As a son, Halle is competent. Sethe could see his love for his mother so she decided to marry him. Halle was "the one person who did something hard for her" (Morrison, 2000, p. 140). While being pregnant for six months, Sethe succeeded to send three children to Ohio, but she did not find her husband. Then, Sethe suffered greater grief; she is the most directly affected psychological traumatic victim. However, she locked the pain in her heart. She escaped from sweet home bravely for the children, but her husband was nowhere to be found. Lacking a sense of responsibility is the best interpretation for Halle's behavior. This is also the result of this evil slavery. As a slave, a child is bought and sold as a laborer at childhood. He doesn't know who his parents are. He doesn't have a sense of family and doesn't understand men's responsibilities. He doesn't have the courage to stand up when his wife and children need them. Morrison said: "the balance between male and female can produce a complete person". Halle's weakness and inability directly affected his two sons. Halle and Sethe had two boys and two girls. The sons leave her after the house is haunted. The two boys actions are the reversion of their father's behavior. The root of it is the anti-family slave system.

Sixo's Refusal on English

In *Beloved*, Sixo does not get lost in the white mainstream culture. He is aware of the importance of maintaining his culture. Language is an important way to establish black African identity and culture. The slave owners not only physically enslaved and tortured the black people, but they also plundered their culture. They forbade them to use their original language and forced them to speak English. Sixo gives up the English language and speaks the African language to keep black identity and culture. Sixo and his African ancestry are closely linked. They are the direct embodiment of Sixo's African roots and this enables him to have a clear recognition of his own identity. In the traditional religious system, every place is sacred because it is God's will to create. According to the traditions of their ancestors, Sixo respects African land and the aboriginal inhabitants. With the guidance of African ancestry and his own culture, Sixo's faith in the black culture enables him to maintain the integrity of the self.

Paul D's Self Exploration

Paul D has two brothers. Mr. Garner calls them Paul A Garner and Paul F, respectively, and the three brothers all have the owner's surname, which sounds like they are a family member in the plantation. But the lack of their own surnames reflects the fate of the slaves who are not self dominated, and they have become the private property of the slave owners from birth. The original Paul D didn't realize his lack of identity. He lived happily in the sweet home, until the later owner completely made him lose his personality and dignity. His failure to escape makes Paul lose the right to speak. He suffered inhuman torture all day long. To him, it was a huge humiliation to look at the cock who walked proudly in front of him. It made him feel that chickens are more free, stronger and powerful than him. When Paul D realized that he didn't live as well as an animal with dignity, he chose to shut himself down, close his mind, and clear all of his

memories. He treats his heart as a tin cigarette box, and lets the box get rusty and stay locked. He only allows himself to eat, work and sleep regularly (Xu, 2017, pp. 87-88). He warns himself not to be too strong in love and not to love again, so that he won't not suffer more psychological trauma. In the state of Georgia, Paul D becomes aware that slaves are not considered human, but instead as goods the white people can sell freely. The value of slaves could be measured in dollars. Realizing this, Paul D doubts the dignity of men, and questions whether he is a real man or what his value is, even questioning their value as a person. This lack of male dignity makes Paul D completely lost himself. His intimate contact with Beloved makes his heart become hot again, but her excessive control reminds him of the abuse he has suffered in the sweet home in the early years. So it evokes Paul D's protection of his male dignity. Beloved's hatred, control and even destruction of Paul D stimulates his potential to protect men's dignity, which makes him overcome his fear, get rid of the bondage and completely release his inner self. At last, he can finally look forward to the future: "me and you, we got yesterday than anybody. We need some kind of tomorrow"(Morrison, 2000, p. 273).

Reconstruction of Male Identities in *Beloved*

The pursuit of self is a recurring theme of Morrison's novels. Morrison believes that the history and culture are an inseparable part of the consciousness of the black ethnic group. It is their valuable spiritual wealth. To embody, inherit and carry forward the essence of history and culture is the only way to rebuild real identity (Herman, 1992). It is also a reflection of African American subjectivity. Historical memory and cultural travel are not only for correcting the history and culture of the black people recorded by whites, but for finding out the reason why the past can affect the present. For African Americans, the intention to split the traditional national culture and values or fawning on the white culture and values will cause them to have a lack of subjectivity, as well as identity confusion. So they can not do well in society or realize their self value. Therefore, Morrison, who had a keen sense of this, was bound to try to lead the "whole black community" to find out their identities and find their own origin so that they could understand themselves. Paul D, a black slave portrayed by Morrison, was the first to become aware of his social self. For Paul D, he cannot understand Sethe's strong love for her children and he leaves her, which is contrary to his original philosophy of life. However, as time goes by, with his deeper understanding of Sethe, he changes his mind, and accepts the truth. Then he bravely assumes the responsibility of being a man. In this way, Paul D reconstructs his male identity and became a better person.

Paul D accepted the past and shared the future with Sethe to help her get rid of her devastating past so that she can have a new beginning. Sethe believes that without Beloved she would no longer exist. Paul tells Sethe that she is the most precious and helps her to realize her own value. He supported Sethe's life. On the other hand, obviously Paul D was able to say this is because he has gained a strong sense of self. He realizes that everyone is precious, so he will transfer this belief to Sethe. Paul D offers to scrub Sethe's body, just as Babby Suggs had done when she arrived in Ohio with difficulty. He washed away the nightmare of the past and the pain, so as to obtain a new life. Moreover, in the process of washing her feet and taking care of her, Paul D finally begins to understand the fact that black men and women are interdependent. Only by opening hearts to each other and facing history, are they be able to start a new life. Sethe and Paul D struggled in the past and they finally realized their own value and reestablished themselves with a wonderful life. The relationship between Sethe and Paul D is a microcosm of the relationship between black men and women. Morrison shows us this on the basis of mutual understanding and loving each other;

a harmonious relationship between black men and black women can overcome all difficulties in their self awakening, their pursuit of freedom and development.

When white men deprive the black males of their masculinity, black women can help the black male restore it; when black women lost their self-consciousness due to their past suffering, black men helped them recover it through taking common responsibility. Sethe and Paul D have gone beyond their past. Their sense of self, which won the battle against the past, will enable them to open up a bright future together. To improve the overall development of the black people, the black men and women must work together. However, a harmonious coexistence relationship between the sexes is not easy. Only when the black men and women understand each other, can they reach an agreement between the two sexes and work together for the continuation and development of the black nation. Ultimately, they can achieve a complete revival of the black community. As for the solution to the black male identity crisis, Morrison believed that men should face history, adhere to their own traditional culture, peaceful coexistence and multicultural harmony and women's development (Shange, 1978). She pointed out that the power of men and women should be balanced and people can be improved. In order to cope with the identity crisis, African Americans must achieve sexual harmony with black women. As long as black men and women can cooperate with each other, they will be able to live in harmony and live peacefully in a family. Morrison shaped the reflection of many black men after their final return. After Paul D left Sethe, he struggled in pain. He began to reflect and awaken his consciousness and he gradually understood Sethe's love for her daughter. He chose to go back to accompany her and they become aware of their gender harmony. For black men, they should understand black women and shoulder the responsibility of rebuilding the relationship between the sexes. In other words, both men and women should work together to eliminate gender discrimination and oppression in order to achieve a harmonious ideal.

Implications and Conclusion

Because of Morrison's black female identity and the limitation of the novel's content, many comments and research tends to analyze the female characters and focus on the mother and daughter relationship. Whereas the male characters mostly receive negative stereotypical impression from the reader. Therefore, there is relatively little attention and discussion on the male characters in this work. This thesis discusses the black male image and identity issues. The black men left their homes and were influenced by white-dominated cultures. This situation leads them to sexual and racial discrimination and it distorts their values and psychological abnormalities. In this situation, they gradually lost their self and identity. Morrison has depicted many African American male images who were either irresponsible or incompetent, and either awkward or selfish. But she sometimes has also defended these men with expectation. As for their problems, this novel finally provides some solutions. If they want to reconstruct their own black identity, they should step out of the old traumatic memory of history, inherit their traditional culture, and at the same time, accept multiple cultures, as well as realize the harmonious development of men and women. In this way, they can finally reconstruct their African American identity.

Morrison uses her unique way of writing to introduce this supernatural story. In *Beloved*, she not only focuses on the memory of slave history but also pays attention to the reconstruction of male identities. The male characters in this novel sometimes confuse reality with imagination, hiding from the painful past and unwilling to recall it, they are afraid to face the real life. However, the best way to cure psychological trauma is to bring back memories. The most important African American male character is Paul D, although at the beginning, he is unwilling to recall the pain of the past. He then realizes that the only way to cure his

psychological trauma and reconstruct his male identity is to release the painful memory of the past. Facing his past can help him to achieve a real sense of freedom at heart. At the end of this novel, Paul D finally established his own male dignity, built a complete independent personality and started a new life in the pursuit of a real home.

References

- Herman, J. L. (1992). *Trauma and recovery*. New York: Basic Books.
- Lin, J. J. (2011). The human light shining on men – the American African male in *Beloved*. *Famous Works Appreciation*, 36, 45-46.
- Morrison, T. (2000). *Beloved*. Beijing: Foreign Language Teaching and Research Press.
- Shange, N. (1978). Interview with Toni Morrison. *American Rag*, 11, 48-49.
- Tao, Y. X. (2012). Helplessness and struggle – On the male image in *Beloved*. *Journal of Henan University of Technology (Social Science Edition)*, 8, 123-126.
- Xu, Y. (2017). On the male growth of Paul D in *Beloved*. *University Education*, 02, 87-88.

The Study of Psychological Transformation in *the Double Hook* under the Theory of Transitivity Analysis

Liu Hongjing

Department of College English, Zaozhuang University, Zaozhuang, China

Email: liuhongjing123123@163.com

[Abstract] Literacy works play a tremendously important role in human life and it has been proven that transitivity analysis is very useful to the stylistic comments in literacy analysis. The characters' thoughts can be reflected through the changing transitivity processes. This paper adopts the transitivity system to analyze the psychological transformation of the protagonist and aims to demonstrate how the transitivity analysis reveals the subtle changes in the inner world of a character.

[Keywords] psychological transformation; *The Double Hook*; theme of community; transitivity process

Introduction

The Double Hook is a landmark of modernist literature in Canada. Since it was first published in 1959, it has been the goal of critical research for more than half a century. The novel successfully demonstrates the spiritual, transitive and even emotional status of people in a small village in a remote mountainous region of Canada. A united group is displayed in the novel, which is very important for Canada because Canada has always been a country composed of many different ethnic groups and Western invaders.

For years, many stylists analyze the novel, *The Double Hook*, from different perspectives. And this novel has been analyzed from the theory of transitivity system. Although the previous studies with theoretical foundations and research focuses vary a lot, most of them focus on the return of the protagonist from physical aspect. With the development of the storyline, the protagonist slowly returns to his real life. In contrast, the author of this article intends to reveal that the protagonist is not merely returning to the village where he grew up physically, but that after the journey, the protagonist has undergone a psychological transformation and has completely returned to his life mentally and spiritually.

In previous studies, scholars paid more attention to the influence of other people, but not the hero. Although they looked at the hero, they just focused on his mental aspect. Therefore, the hero himself and the mental changes are the core part of this paper. This article selects a part of the original novel *The Double Hook* to carry on the stylistic analysis by the means of the analysis of the transitivity process. From the analysis and contrast of the processes shouldered by the hero, people animals or lifeless objects, the author aims to demonstrate the changes of inner thought vividly. Due to the limited space, there is no research on how the hero redeem his responsibilities and guilt.

The Theory of Transitivity System

Halliday believes that in a particular cultural context, speakers face a range of language choices, and different choices extend different meanings. Therefore, people choose the appropriate language to achieve a specific speech function according to their own communication purposes. He divides the functions of the language into three categories: conceptual function, interpersonal function, and textual function. Each function has its specific implementation. The realization of the conceptual function is through the

transitivity system, reflecting the objective world and the inner world experience. The realization of the interpersonal function is through the modal system, reflecting the attitude, judgment, values, etc. In addition, the textual function is realized by the theme-rhyme structure, information structure and cohesion system, reflecting the logical relationship of the internal structure of the discourse. The transitivity system is finally embodied in clauses, and there are different representations at the syntactic level, where the composition depends on the type of experience. The experience process itself, participants and environmental factors are indispensable.

Halliday refines the transitivity system into six major process types: material process, mental process, relational process, verbal process, existential process, and behavioral process. The focus of the material process is what people do. The mental process focuses on the inner world of people, namely, perception, cognition, and emotional likes and dislikes. The process of relationship characterizes or identifies the connections between entities or between entities and concepts. The verbal process refers to what people say and to whom they say. The existential process represents what the objective world already exists or occurs and the behavioral process refers to the physiological action of the human being, which is the external manifestation caused by psychological changes. Therefore, the selection of process types, participants, and environmental components in the transitivity system can create special stylistic effects for the discourse (Halliday, 2000).

Transitivity System and *The Double Hook*

At the beginning of the novel, James killed his mother because he rebelled against his mother's autocracy. Kip was blinded which was caused by James, and Kip's supervision made him lose freedom. Later, James lashed out at Lenchen, who had their own children, and his sister Greta for anger in his mind, and then his sister set fire to their house. Later in the city, James was cheated, penniless, and decided to return home and started a new life. At the same time, William was looking for him to go back. Others were helping Lenchen with premature delivery. With the efforts of everyone, the village that had been torn apart got together again. Regarding the reunion, the changes in James' mind that he has experienced have a major effect on it.

The current critical comment of the novel tends to focus on the influence of other people, such as Felix and William, and on the formation of spiritual communities in the village. Although the role James plays is also recognized, it rarely involves the spiritual aspect. James is considered to be indispensable to the success of the new order, and some criticisms also involve the return of James' spirit, but James' psychological changes on his way home has not been studied. The rebirth of the village is closely related to the changes in James' mind, not just his physical return. Compared with Felix who brought everyone together, James' spiritual return is even more important. So, it is worth studying James' psychological changes and these changes can be reflected through changes in the transitivity process.

Many stylists focused on the analysis of the character's mind with transitive properties, but the relationship between the physical process and the changes of the character's mind are not studied. This article is a study of how transitivity analysis indicates the subtle changes in a character's mind. The eighth to thirteenth paragraphs in Chapter 8, and Chapters 13 and 18 from the novel are selected as the data, for these parts describe James' return process. And a detailed transitivity analysis process table to the article is also included.

Transitivity Processes Reflect James' Changes of Mind

By analyzing the transitivity process of selected parts, this article analyzes the hero's psychological changes in three steps. The first step is James' helplessness and dullness. The second part is James' changes of mind. The third part is James' communication with others. By analyzing the transitivity characteristics, James' psychological changes is proved.

The different kinds of transitivity processes analyzed from the parts are in the following table:

Table 1. Transitivity Process in the Parts Cited in the Paper

Process	Material Process		Mental Process			Relational Process	Verbal Process	Existential Process	Total
	Intransitive	Transitive	Sense	Reaction	Recognition				
<i>Chapter 8</i>									
Human (James)	1	3	3	3					10/29%
Horse	6	11							17/50%
Lifeless objects	3	3							7/21%
Total	10	17	3	3					34/100%
<i>Chapter 13</i>									
Human (James)	4	10	7		15		2		38/58%
Human (other people)	1	2					11		5/8%
Horse	2	1							3/5%
Lifeless objects	10	7				1	1		19/29%
Total	17	20	7		15	2	4		65/100%
<i>Chapter 18</i>									
Human (James)	8	9	5	3	1	2	6		34/31%
Human (other people)	2	11	2		3	3	13	1	35/43%
Horse									0/0%
Lifeless objects	2	2				7		2	13/16%
Total	12	22	7	3	4	12	19	3	82/100%

Helplessness and Dullness

In the first half of Chapter 8, James' state is confused and dull. In the city, James is cheated and penniless, which prompted him to decide to go home. James was full of helplessness for his future. He does not know what his destiny was in the village where he killed his mother and hurt some people. With this in mind, James is perplexed and passively set foot on the journey.

According to Halliday's transitive terms, there were 34 transitivity processes in this section, including 27 material processes, 6 mental processes, and 1 relational process. Of the 34 processes, James only participated in 10 processes, which accounts for approximately 29%, while the process of horses as

participants is 17 and takes up 50%, among which most of the processes were transitive. By contrast, the proportion of James as a participant is small. Obviously, the initiative and even its dominant position of the horse are highly valued. On the other hand, James' confusion and dullness are contrasted in this part. In James' four physical processes as participants, although three are transitive, the data still show that the horse is the real dominator. For example, in the sentence "James gave it its head," although the word "gave" is active, it means that James has completely given the initiative to the horse and lets the horse carry him in despite of the danger ahead. The fact that personal security is entrusted to unconscious animals illustrates how depressed and helpless James is for the future. The other two processes, "He shut his eyes and fastened his free hand in his horse's mane" illustrate James' indifference to the surrounding environment.

In a total of 10 mental processes, James, as the sensor, takes up 6, accounting for 60%, which is twice as many as the transitivity processes. This point fully illustrates James' inability to do things. The large portion of mental processes also illustrate James' inaction. Mental processes are processes that express feelings, reactions and perceptions. In these three categories, James' mental process is limited to feelings and reactions. This shows that this is a psychological process with no vitality. Words in the cognition process, such as recognize, know, and other words, will explain the more dynamic and complex process of thinking, but these words do not appear in the novel. At this stage, James still has no ability to think about the information obtained from around.

Similarly, the analysis of mental process of James is also very important. In the selected passage, James can only feel the muscles of the horse and can hear the sound of horseshoe on the bridge. James only perceives the horse itself, and more precisely, the parts of the horse's body that James touches. Watson describes, "James could feel the pull of the horse's shoulders. He could feel the muscles contact and tighten as the horse began its descent on the other side." These expressions emphasize that James' mental activity is only related to the environment at that time. Further, James' awareness of the broader natural environment is revealed in an indirect way.

The participants, mountains, bridges, and fears, in the three sentences cited in this article are inanimate objects. The author uses inanimate objects to prove that James does not have the ability to perceive environmental changes in the distance. And James' inability and dullness to the surrounding environment are clearly indicated.

According to comparison of James' different experiences in different environments, the extreme passive character he shows on the way back is described incisively. What happens in this scenario is James fleeing from the town, but he has different performances. The first scene is that James' head is close to the horse's ear and the horse gallops. In the other is that he sees the mountains. Faced with the same scene, James' distinct performance highlights his grasp of destiny in future. There are 34 transitivity processes in this part, from which it is concluded that James is not sure of his fate at the beginning of the return journey and has no perception of the surrounding situation.

The Process of Psychological Change

According to the original narrative, the protagonist gradually gains the ability to think and judge in Chapter 13. The transitivity feature in the Chapter 13 reflects on the hero's psychological change, which contrasts with that in Chapter 8.

By analyzing the contents of Chapter 13, there are a total of 65 transitivity processes, 38 of which are played by James as an actor, which accounts for 58%. There are only 3 processes played by the horse as an actor, that is, only 5%. There are 34 transitive verbs in the 38 processes. James' specific behaviors and

psychological activities are related to specific people and specific objects, such as the deer, the girl, etc. From this, we can conclude that James slowly walks out of the lonely dark world and tries to make himself more connected with the outside world. That is, James no longer isolates himself, but tries to connect with the society. The clear difference between Chapter 13 and Chapter 8 is that cognitive activities are added to mental processes and cognition accounts for 68% of the total 15 mental processes. This shows that James is thinking positively, perceiving and analyzing what happens around him and making his own judgment.

The phenomenon in the mental processes also illustrates other information, that is, James' vision has exceeded his environment. His range of perception is not limited to horses which is described in Chapter 8, but extends to things in nature, objects in life, and abstract concepts. More importantly, James' cognitive psychology has included people who have relationships with his life, such as Felicia, Lilly, Kip, Greta, and so on. James is approaching people in the communities where he lives. James wants to get rid of loneliness and realizes that escaping is useless, and only his land where he is born and grown will show his value. It is worth mentioning that the psychological phenomenon also involves specific scenes in James' daily life, such as Felicia's empty bottles on the table.

The phrases in Chapter 13 appear to be fragmented and unconnected on the surface. In fact, these phrases reflect James' past life. In fact, these phrases are regular. The author describes them in the order of towns and villages. He first describes Felicia, Lilly, and Traff in the city and recalls the village's Kip, Greta, and Mother. This sequence is also the route that James returns to his hometown. This narrative sequence is in response to the psychological change, from James' abandonment of the township and recognition of belonging to the village.

As it goes with his self-examination, the psychological activities tend to be systematic. The changes in mental activity can be divided into three stages: self-exploration, self-renewal, and self-inquiry. In the first stage, James' initial short-sightedness and lack of insight turns into owning his own insight into things. For example, at first James can only see what his eyes see, and then he can see the deer's belly from his mind. In the second stage, James decides to take responsibility for the girl. In the third stage, James puts forward two questioning sentences, which shows that James' mental activities have changed. James believes that the pain and darkness experienced in life are not essential and can be avoided. These two questioning sentences indicate that James' life began to change from pain to happiness, from darkness to light, and from death to rebirth.

The preceding discussion shows that James' mental state has undergone an important transformation. James is no longer confused, bound, and alone.

Communication and Sharing

There were a total of 82 transitivity processes in Chapter 18. Unlike Chapter 13, the types of procedures in this chapter have increased a lot. Apart from transitivity processes and mental processes, there are also a large number of relational and verbal processes. These show that James' activities and exchanges with others have increased. For example, James tries to implement specific actions on specific things, which is a transitivity process; he judges what he has done before, which is a mental process; it is a relational process to clarify the relationship between potential things; it is the existential process to make clear his self-position in the society; and it is the verbal process to express one's own opinion through communication. Through these, we can conclude that the types of processes in this chapter are various.

It can be seen that many of the sentences in this chapter contain more than one process. For example, verbal processes often involve transitivity processes or mental processes. This shows that James' speech

points to the dynamic things and shifty thought, but no longer exquisite things and fixed images. And from this, we can see that James has turned into a proactive image; he can fully and systematically analyze what happens. In the Chapters 8 and 13, sentences in which participants with no life occupy the majority, while in Chapter 18, James actively acts as a participant, and the horse becomes the goal. The shift of the horse from the actor to the goal is a demonstration of James' changes from confusion to initiative in his mind.

The proportion of human beings as participants in this chapter accounts for a large part of the 82 processes, among which humans act as participants in 69 processes, of which James accounts for 49% and the rest are 51%. There are only 4 verbal processes in Chapter 13, among which James is a speaker in 2 processes, but this is not a really verbal act, because the speaker and listener are the same person – himself. However, in Chapter 18, new conversation subjects – William and the boy – were introduced, and a real conversation is carried on. The conversation between them establishes a relationship between them, which is based on love and concern.

Transitivity Analysis and Sense of Belonging

The transitivity characteristics in the preceding paragraphs are summarized as follows:

1. The proportion of James' participation in the transitivity process, mental process and verbal process is on the rise, that is 29%, 58% and 41% respectively. This shows that James' mental activity has become more and more active. It is worth mentioning that the slight decrease in the proportion of James' participation in the third section is mainly due to the reason that other people participate in the conversation and it does not mean that James' initiative has declined.
2. The transitivity process of James as an actor in Chapter 13 has increased from chapter 8, from 4 to 14, and transitive verbs have increased from 3 to 10. This shows that the protagonist's behavior changes from passivity to activity.
3. The changes in mental process from lifeless perception at the beginning to active and high-level cognition later shows that the mental activity of James is increasing in both positive and complex levels. The overall phenomenon of the psychological process has also undergone significant changes, becoming broad, continuous and logical.
4. Compared with Chapters 8 and 13, the types of processes in Chapter 18 are more diversified. There are multiple transitivity processes in a sentence, which shows that the response to the surrounding environment is more comprehensive and systematic.

From the perspective of social history, these transitive characteristics show James' inner world. In the second phase of James' journey, he tries to make clear all the people related to him so that he can position himself. These mental processes tell us that James will not be attracted by the town, and the small village is the only place belonging to James, where he can find his own position. It is universal that James refuses to be alone and refuses to flee from his community. The problems that Watson explores are by no means limited to the small villages in the novel. As Morris says, individuals are always attracted to the whole. From the perspective of James' psychological transition, the novel has an important significance, that is, contains the "personal center" theory. The return of James from a remote town to a small village symbolizes Canada's reluctance to accept long-term colonial rule, heralding the Canadian people's awakening and the building of a united and independent country. This is the reason why *The Double Hook* has always been considered as the literary work that marks the end of the colonial rule. Further, the work marks the beginning of the post-colonial rule period.

Conclusion

Through the analysis of transitivity process in Watson's *The Double Hook*, it is concluded that James' return road is full of changes, from passivity to activity, from confusion to liberation, from loneliness to integration with everyone. The role this series of changes play in the ultimate integration of spiritual homes is not mentioned in previous literary comment. But changes of mind are rarely involved before. The transitivity analysis of this study effectively demonstrates the changes of the hero's mind and provides us with a new literary research perspective. The author hopes that this paper will help the analysis of psychological transformation of the heroes in the literacy work under the aid of the transitivity process.

Acknowledgments

I am deeply indebted to my supervisors for their great kindness, never-ending patience, valuable and insightful suggestions, meticulous corrections and constant encouragements. My thanks also go to all the professors and colleagues who have helped me, especially Professor Zhang Jin who supervises me with patience. Thanks also to the experts who have reviewed my thesis. I have really benefited from their inspiring lectures and suggestions.

References

- Bloor, T., & Bloor, M. (2004). *The functional analysis of English: A Hallidayan approach*. London: Arnold.
- Halliday, M. A. K. (2000). *An introduction to functional grammar*, (2nd ed.). Beijing: Foreign Language Teaching and Research Press.
- Halliday, M. A. K. (2007). *Language structure and language function*. Beijing: Peking University Press.
- Halliday, M. A. K. (2007). *Linguistics studies of text and discourse*. In J. Webster, (Ed.), *Collected Works of Halliday, M. A. K.*, (vol. two). Beijing: Peking University Press.
- Ji, Y., & Shen, D. (2004). Transitivity and mental transformation: Sheila Watson's *The Double Hook*. *Journal of Language and Literature*, 13, 335-348.
- Jin, Y., & Shen, D. (2005). Transitivity, indirection and redemption in Sheila Watson's *The Double Hook*. *Journal of Style*, 39(3), 348-362.
- Simpson, P. (1997). *Language through literature*. New York: Routledge.
- Thompson, G. (2000). *Introducing functional grammar*. New York: Routledge Press.
- Watson, S. (1969). *The double hook*. Canada: McClell and Stewart Ltd.

An Elegy to the Moral Downfall of the South: The Ethical Interpretation of *The Sound and the Fury*

Yao Xiaojuan, and Zhou Tiannan

School of Foreign Languages, Northeast Petroleum University, Daqing, China

Email: jerryxyz@163.com

[Abstract] 1949 Nobel Prize winner William Faulkner was not only a great author, but also a prominent humanist. Faulkner was very concerned about the predicaments and spiritual deterioration of Southerners. In his Yoknapatawpha saga, Faulkner tried hard to inspire Southerners to restore the best qualities of human beings: love, compassion, honor, pride, pity and hope, etc. In his masterpiece *The Sound and the Fury*, Faulkner laments the loss of love, empathy, honor, pride, emotion and morality to arouse people's aspirations for moral development and ethical responsibility. The present thesis is an attempt to analyze the moral downfall of the South in *The Sound and the Fury* by adopting ethical literary criticism.

[Keywords] William Faulkner; *The Sound and the Fury*; ethical literary criticism; moral downfall

Introduction

William Faulkner (1897-1962), a 1949 Nobel Prize laureate in literature for his powerful and artistically unique contribution to the modern American novel, was one of the most distinguished writers in American literature, generally, and Southern literature, specifically. William Faulkner has also been acclaimed as “the American’s Shakespeare” for his distinct contribution to American Southern literature. Faulkner’s major contribution lies in the mythic Yoknapatawpha saga. These southern novels reflect the overall situation of the Post-Civil War South. Faulkner was concerned about not only the tragic rise and fall of the South, but the predicaments and the spiritual deterioration of Southerners and the human situation in general. *The Sound and the Fury* (1929), the milestone of Faulkner’s creative career and one of Faulkner’s masterpieces, tells the story of the eclipse of the South’s leading ancestral families as a heartfelt tragedy. In his favorite, *The Sound and the Fury*, Faulkner not only descends into the painful history of the plantation system, but also laments the downfall of the traditional values and morals of the South. The present paper is an attempt to analyze the moral downfall of the South in *The Sound and the Fury* by adopting ethical literary criticism. This paper first illustrates Faulkner’s moral and ethical values by introducing other critics’ views. Second, it simply introduces the research method: ethical literary criticism. Third, it profoundly analyzes the downfall of the South in *The Sound and the Fury*. Finally, it concludes with Faulkner’s ethical and moral concerns.

Literature Review

William Faulkner, born into a prestigious Southern family with a long tradition, experienced the rise and the fall of his family. Faulkner “received what can only be called a thorough immersion in the Victorian ethos. All through his formative childhood years this all-encompassing culture held virtually exclusive sway over him” (Singal, 1997, p. 2). Deeply influenced by his mother, perhaps the most influential figure in his life, Faulkner was acquainted with Victorian values. “Victorian moralism was reinforced wherever he turned in his remote southern community until it had become a basic, ineradicable component of his being” (Singal, 1997, p. 2). Faulkner tried hard to maintain the traditional ethical and moral values of the old South

and was actually a representative of the traditional values who adhered closely to social and moral responsibilities. In his works, Faulkner constantly reminds Southerners of “the courage and honor and hope and pride and compassion and pity and sacrifice which have been the glory of his past” (Faulkner, 2008, p. 537). Quite a few critics also prized his novels with “spiritual resonance” (Towner, 2008, p. 95).

William Faulkner was not only a great novelist, but also a humanist. Numerous critics have also focused on his novels’ “moral meanings”, “celebrating Faulkner as a humanist” (Towner, 2008, p. 98). Faulkner held strong belief in human’s spiritual growth and justice. In his Nobel Prize Speech, “a humanistic document” (Brooks, 1990, p. 422), Faulkner talked of the human heart and man’s capacity to endure: “I believe that man will not merely endure: he will prevail. He is immortal, not because he alone among creatures has an inexhaustible voice, but because he has a soul, a spirit capable of compassion and sacrifice and endurance” (Faulkner, 2008, p. 537). Indeed, Faulkner showed great concern for human beings’ moral development and responsibility. Faulkner put great emphasis on man’s moral and spiritual responsibility in his Yoknapatawpha saga, for example, *The Sound and the Fury* reflects the moral deterioration from the past to the present, *Light in August* (1932) denounces the spiritual void of the Southerners, *Absalom, Absalom!* (1936) centers on the denial of humanity, and *Go Down, Moses* (1942) relates about the story of moral injustice.

Research Method: Ethical Literary Criticism

Ethical literary criticism concentrates on issues related to morality or ethics within a literary text. The critics of this school not only believe that literature has a moral duty and responsibility to society and humans, but also recognize that literature can reflect or generate ethical principles or questions. Nie Zhenzhao is the Chinese founder of ethical literary criticism. In Nie’s opinion, “ethical literary criticism sees literature as a moral means for undertaking ethical selection” (Nie, 2014, p. 7). The main purpose of ethical literary criticism is to “elucidate the literature phenomenon based on ethic and moral, study the ethical and moral factors objectively, and discuss the revelations” (Nie, 2006, p. 5). This paper focuses on exploiting the moral and ethical problems by employing ethical literary criticism.

The Moral Downfall of the South

After the Civil War, the American South went through dramatic social and political changes. As the Northern industrialism had begun to erode Southern society, the traditional Southern Victorian values began to collapse. The downfall of the old moral and ethical values led “man into the void, into nothingness, into destruction” (Rueckert, 2004, p. 312). The post-war period witnessed the Southerners’ disillusion, sufferings, alienation, nihilism and death. Faulkner believed that “modern people have already lost love and emotional feelings, thereby life is meaningless, and the world has already become a void of spiritual poverty” (Li, 2000, p. 239).

The Sound and the Fury is “the book I (Faulkner) feel tenderest towards” (Matthews, 1982, p. 75). Faulkner adapted the title of the novel from Shakespeare’s *Macbeth*, where Macbeth describes life as “a tale/Told by an idiot, full of sound and fury, /Signifying nothing” (Fagnoli, 2008, p. 291). The story was permeated with “nihilism and despair but not much love and emotion in it” (Chang, 1999, p. 311). Meanwhile, Faulkner delineated the Deep South as detailed as possible in the novel: the tragic fall of southern aristocratic families, the decadence of the traditional moral and ethic, the spiritual crisis of the Southerners, the Southerners’ sense of loneliness, sense of alienation and sense of rootlessness. As Faulkner

commented about *The Sound and the Fury*, he found himself “having to ‘indict’ the South for its grievous sins while longing to ‘escape’ into fantasies of its glorious past” (Matthews, 2009, p. 3).

The Sound and the Fury traces the decline of the glorious South through the decay of the Compsons. Being unable to find meaning in life, Mr. Compson escaped into alcoholism and cynicism. Mrs. Compson was spiritually barren and offered little love to her four children. The oldest son, Quentin, committed suicide because he was incapable of returning to the glorious past. The second son Jason was cruel and selfish, and tormented everyone in the house. The only daughter Caddy was caring and loving but descended into degeneration. The youngest brother, Benjy, an idiot, never grew mentally or emotionally past the age of three.

The novel is divided into four sections, each of which are narrated through the minds of a different character. The first three parts are related to the three Compson brothers: Benjy, Quentin and Jason. The only daughter Caddy was the focus of each section. Faulkner depicted the moral downfall of the South from the three brothers’ loss of traditional moral and ethical values respectively.

The Loss of Love and Empathy

The Victorian ethos advocated family love and human empathy. The southern aristocracy also upheld these merits. However, with the intrusion of Northern industrialism, the familiar relations in the South were not as closely linked as before, and their precious human feelings were at risk.

In *The Sound and the Fury*, “the sound of fury at the pain of loss begins as Benjy’s ear-splitting wail” (Matthews, 2009, p. 83). Benjy Compson, 33 years old, is an idiot whose mental ability never grew beyond the age of three. As for Benjy, Faulkner sees, “the blind, self-centeredness of innocence, typified by children, and becomes interested in the relationship of the idiot to the world that he was in but would never be able to cope with. And most importantly, what particularly agitates Faulkner is whether and where such a one as Benjy could get the tenderness, the help, to shield him” (Bloom, 2008, p. 68). However, Benjy’s section is a typical process of loss of love and tenderness.

Benjy experiences life first as a loss of true maternal love. Mrs. Compson does have mercy for her disabled child but is cold and remote to Benjy. When Benjy is moaning, she shouts, “Stop that, now” and threatens him “If you don’t be good, you’ll have to go to the kitchen” (Faulkner, 2014, p. 12). She delegates her motherly duties to Caddy and later Dilsey. So, in this sense, Benjy has lost the love of his real mother. In sharp contrast to her mother, Caddy is caring for her idiot brother and shows tenderness to Benjy. In cold weather, Caddy shows Benjy how to keep hands in his pockets and rubs his hands to keep him warm. Whenever Benjy is howling, Caddy puts her arms around him and reassures him that he’ll be all right: “You’re not a poor baby. Are you. Are you. You’ve got your Caddy. Haven’t you got your Caddy” (Faulkner, 2014, p. 17). When Benjy is upset, Caddy comforts him, “What is it? Tell Caddy. She’ll do it. Try” (Faulkner, 2014, p. 60). When Benjy dislikes her perfume, Caddy puts her arms around him and tells him, “Of course Caddy won’t” (Faulkner, 2014, p. 62). When Benjy is annoyed or unhappy, Caddy puts his interests first and tries to comfort him as soon as possible, “I like to take care of him” (Faulkner, 2014, p. 90). To Benjy, Caddy is a loving, caring and tender mother. She makes dolls for him, plays with him, fights for him, comforts him, and puts him to bed, etc. With Caddy, he feels loved and secure. However, as Caddy grows up and becomes rebellious, she cares for Benjy less and less. When she loses her virginity, gets married, and disappears for good, Benjy once again loses her and her precious love and tenderness. And Benjy always thinks, “If he down to the gate, Miss Caddy come back” (Faulkner, 2014, p. 74).

Except for Caddy, the others do not treat him with love and tenderness. After Caddy goes missing, his new caretaker Luster teases him, bullies him and even whips him when he starts bellowing. His brother Jason, the new owner of the house, intends to send Benjy to Jackson (the mad house). His life is all misery, and he doesn't get tenderness from others. He is castrated when he is chasing girls waiting for Caddy's homecoming. Finally, he is sent to the asylum by his brother Jason. Therefore, "what constitutes Benjy's reality, as Faulkner imagines this cradle of human consciousness, is the experience of loss, lack, pain" (Matthews, 2009, p. 21). To be more specific, Benjy's life, suffering and pain symbolize the human loss of love and empathy.

The Loss of Pride and Glory

Before the Civil War, the South was ruled by the gallant aristocracy who owned slave plantations. Those southern aristocracies created the plantation legend, which describes the South as a land of aristocratic planters, beautiful southern belles and faithful household slaves. They possessed their own values and ways of life. Southern elites were proud of their plantation legend. To them, the old South is a "purely spiritual plane of existence, the repository of beauty, virtue, and honor where everything is endowed with lasting meaning" (Singal, 1997, p. 119). However, after the Civil War, they are no longer the owners of the vast land and they are no longer able to keep their noble and aristocratic life. They gradually lost their pride and Southern glory.

Quentin Compson, the book's central character, possesses a sensitive disposition and has a keen sense of his family's illustrious past. The Compsons were once a prestigious family with a governor and three generals. The family remains dear to the Cavalier tradition and their ancestors have taken pride in its glorious past. The entire family puts all of the hope of restoring the splendid history onto Quentin, the oldest of four children, but his efforts toward getting back to the old times end with nothing but the loss of pride and honor.

In order to maintain aristocratic pride and honor, Quentin is burdened with personal roles and Victorian ethical values that are no longer feasible in the early years of the twentieth century. The Compson family has passed its prosperity. The decline is evident and the Compson's cavalier tradition has become stale. Mr. Compson has lost all hope of finding a purpose to life. "Because no battle is ever won," he tells his son, "they are not even fought. The field only reveals to man his own folly and despair, and victory is an illusion of philosophers and fools" (Faulkner, 2014, p. 107). To him, human beings, their dreams, their moral standards and virginity are meaningless. He accelerates the decline of the family

Quentin, as the prime hope of the Compsons, has been sent to Harvard at the cost of selling the family's pasture in order to maintain the fine reputation of their family and fulfill their mother's dreams because "Harvard is such a fine sound forty acres is no high price for a fine sound. A fine dead sound we will swap Benjy's pasture for a fine dead sound" (Faulkner, 2014, p. 240). "To Quentin, nothing is more important than retaining those 'finer qualities'" (Singal, 1997, p. 122). In the North, Quentin tries hard to keep his nobility and gentleman's identity. He fought with his Harvard classmate, Gerald Bland, a pretended gentleman from Virginia and defender of ladies, when he insults women "without anything else they can do except lie on their backs" (Faulkner, 2014, p. 229). But, in his other classmates' eyes, his bravery act not only excites "admiration, but horror" (Faulkner, 2014, p. 229). For Quentin, "the status of gentleman is bound up with the values of honor and obligation" (Singal, 1997, p. 126). When Quentin meets a poor little dirty girl from an Italian immigrant family in the bakery, he buys bread for her. When he believes the girl has lost her way home, he tries his utmost to help her find her home. But to Quentin's sorrow, the girl's

brother repays Quentin for his noble efforts by charging him with kidnapping a child and meditating criminal assault. “As Quentin’s interactions with other people keep revealing, however, that ethos passed down from the Old South has become virtually emptied of meaning under the conditions of modern life” (Singal, 1997, p. 126). His noble spirit is meaningless in the modern life.

Anyway, Quentin still attempts to keep his family’s glory. To him, the only way to do this is to keep his sister Caddy’s virginity, “whose virginity has become in his eyes the emblem of the family’s moral purity” (Singal, 1997, p. 119). When Caddy loses her virginity to Dalton Ames, Quentin first condemns Caddy’s having sex in an improper place in order to defend Caddy’s lady behaviors, “why wont you bring him to the house, Caddy? Why must you do like nigger women do in the pasture the ditches the dark woods hot hidden furious in the dark woods” (Faulkner, 2014, p. 130). Then Quentin ventures a duel with Dalton Ames, but he fails in the end. After, in order to maintain Caddy’s purity, Quentin tries to persuade her to run away from home with him, and then attempts to commit a double suicide together. At last, for Caddy’s moral purity, Quentin confesses to his father that he and his sister have committed incest. However, all of his efforts end up with Caddy’s promiscuity and illegitimate pregnancy. When Caddy has decided to marry Herbert Head, a liar and a scoundrel expelled from Harvard for cheating at exams, Quentin’s wish to restore the family glory is completely devastated. Overwhelmed by the loss of his Southern noble pride and the Compson’s glory, Quentin commits suicide by drowning himself in the Charles River in Cambridge, Massachusetts.

The Loss of Emotions and Morality

To Southerners, the failure of the Civil War also meant the collapse of moral standards in the old South. The evasion of the Northern Industrialism also turns the close and loving family relationship into a sheer money-oriented relationship. Faulkner depicts the downfall of the traditional ethic by portraying the cruel and merciless Jason.

Though Jason is called by Faulkner as the “first sane Compson since before Culloden” (Faulkner, 2014, p. 441), he is “certainly among the most repugnant figures in all literature”. “Love is alien to him and so are other traditional humanistic values” (Chang, 1999, p. 312). Jason’s monologue presents him as a misogynist and a racist, without emotions and morality.

Jason spares love to no one, even his mother who puts all hope on Jason. He treats everyone and everything with anger and resentment. He is cruel and emotionless. When he was a boy, he cut up all Quentin’s dolls by slitting their gizzles. When he was young and knew that Benjy chased girls, he advised his father to send Benjy to the Asylum. When his idiot brother was following a female girl, Jason has appointed himself as Benjy’s guardian and had Benjy’s creature castrated before their mother even knew about it. When his father died, he sheds no tears of grief, but instead holds grudges about his father’s having sold the pasture for Quentin’s going to Harvard and Caddy’s wedding and leaving the entire burden of the rotten family in the rotten house on him. When he becomes the head of the Compson household, he curses all the niggers who are working for him all day and night, including Dilsey who brought all of the Compson children up. “She was so old she couldn’t do any more than move hardly. But that’s all right: we need somebody in the kitchen to grab the young ones cant tote off” (Faulkner, 2014, pp. 253-254). When poor little Luster longs for a circus ticket, Jason has two free tickets and burns them before Luster’s eyes. When Caddy comes back to see her daughter, he allows her to have a glimpse of her daughter at the price of 100 dollars. He blames his sister for his own failures because the job at the bank promised by Caddy’s husband Herbert Head is lost when Herbert divorces Caddy on discovering that she is pregnant. Jason acts out his

revenge on Caddy's daughter. He is cruel to his niece, his own flesh and blood. He not only mistreats the girl, Little Quentin, by beating and whipping her, but also steals the money Caddy has sent for her daughter's well-being. When their mother dies in 1933, he sends his brother Benjy into the State Asylum, Jackson. Therefore, the story of Jason's life embodies all the vices of the modern world: cruel, and emotionless.

Jason, unlike his parents and his brother, despises all of the traditional morality. Firstly, he shrugs off the good name and honor of the Compsons and even draws a clear line with them when he finally "vacated the house, first chopping up the vast once splendid rooms into what he calls apartments and selling the whole thing to a countryman who opened a boarding house in it" (Faulkner, 2014, p. 441). Secondly, he secretly despises his mother and all Southern belles who keep the Victorian belief that women are expected to be models of feminine purity, grace and virginity. He prefers his Memphis mistress Lorraine, "I'd like to see the good, church-going woman that's half as square as Lorraine, whore or no whore" (Faulkner, 2014, p. 334) and "A good woman misses a lot she's better off without knowing" (Faulkner, 2014, p. 353). Traditional morality, to him, is meaningless and empty. In the end, Jason has been seen as "one of Faulkner's nastiest characters" (Dowling, 1989, p. 49) without emotions and morality.

Conclusion

William Faulkner, a great moralist and humanist, was dedicated to describing his "own little postage stamp of native soil" (Towner, 2008, p. 28). In his remarkable Yoknapatawpha saga, Faulkner tried hard to present the post-southern landscape and denounce the moral corruption of the southerners. In his most beloved masterpiece, *The Sound and the Fury*, Faulkner not only lamented the degeneration of the tradition Southern ethical and moral standards, but also showed his concern for the Southerner's misery and sorrow. Thereby, Faulkner calls people's attention to their own moral development and ethical responsibility.

Acknowledgement

This article was one of the research results of the project in 2017 *The Study on Ethical Literary Criticism of The Lost Generation in America* (17WWB065), sponsored by Philosophical and Social Science Program of Heilongjiang Province, China.

References

- Bloom, H., (Ed.) (2008). *Bloom's modern critical views: William Faulkner, new edition*. New York: Infobase Publishing.
- Brooks, C. (1990). *William Faulkner: Toward Yoknapatawpha and beyond*. Baton Rouge: Louisiana State University Press.
- Chang, Y. (1999). *A survey of American literature*. Tianjing: Nankai University Press.
- Dowling, D. (1989). *Macmillan modern novelists William Faulkner*. Houndmills: Macmillan Education Ltd.
- Faulkner, W. (2008). "Faulkner's Nobel Prize acceptance speech Stockholm, December 10, 1950". *Critical Companion to William Faulkner: A Literary Reference to His Life and Work*, (p. 537). A. N. Fargnoli, M. Golay, & R. W. Hamblin, (Eds.). New York: Facts On File, Inc.
- Faulkner, W. (2014). *The sound and the fury*. Beijing: Central Compilation & Translation Press.
- Li, Y., & Chang, Y., (Eds.) (2000). *Selected readings in American literature II*. Tianjing: Nankai University Press.
- Matthews, J. T. (1982). *The play of Faulkner's language*. Ithaca: Cornell University Press.
- Matthews, J. T. (2009). *William Faulkner: Seeing through the south*. West Sussex: Wiley-Blackwell.

- Nie, Z. (2006). Preface: Ethical literary criticism. In Z. Nie, & J. Zou, (Eds.), *Ethical Literary Criticism: Study on New Approaches to Literature*, (pp. 1-8). Wuhan: Central China Normal University Press.
- Nie, Z. (2014). *Introduction to ethical literary criticism*. Beijing: Peking University Press.
- Rueckert, W. H. (2004). *Faulkner from within: Destructive and generative being in the novels of William Faulkner*. West Lafayette: Parlor Press.
- Signal, D. J. (1997). *William Faulkner: The making of a modernist*. North Carolina: University of North Carolina Press.
- Towner, T. M. (2008). *The Cambridge introduction to William Faulkner*. New York: Cambridge University Press.

The Study of *The Bridges of Madison County* with a Corpus-Based Approach

Su Huanli

School of Foreign Languages, Weinan Normal University, Weinan, China

Email: suhuanli1155@163.com

[Abstract] *Recently, more and more people have begun to use corpus to study literature works. This paper intends to analyze the literature text of The Bridges of Madison County with a corpus-based study. In this way the author would like to prove the great effects that the corpus has achieved in analyzing literature works by using Wordsmith software.*

[Keywords] *corpus-based; The Bridges of Madison County; Wordsmith; keywords*

Introduction

The Bridges of Madison County is the best-selling novel by Robert James Waller, telling us about an extramarital love between a housewife and a photographer. As a famous best-selling novel, it has been studied by many scholars from all kinds of perspectives, such as pragmatics, culture and translation, but few people have studied it from corpus linguistics. Since the 1980s, corpus linguistics has been employed to study the literature text by more people. It takes the real language data as the research object, analyzing a large number of linguistic facts. The combination of corpus and literature can make text analysis and description more systematic and reliable. The practical value of a corpus is to provide statistical data. As a large-scale electronic text database scientifically sampled and processed, a corpus has the advantages of large information capacity, rich samples, authentic corpus, as well as fast and accurate retrieval. This paper first states the definitions and previous research of corpus abroad and at home, and then states the methods the author used to analyze the text of the novel. In this paper, the author used Wordsmith software to retrieve the text *The Bridges of Madison County* to generate a keyword graph and plot the distribution of the keywords. Then, through analysis of the tables, we can analyze the characters and the theme of the novel.

Definitions and Previous Research

Corpus linguistics is a subject of a language study based on text corpus (Yang, 2002). Sinclair believed that a corpus is a collection of text, of the written or spoken word, which is stored and processed on computer for the purposes of linguistic research (1987). In a broad sense, corpus linguistics is the study of language on the basis of the example of real language use and is “maturing methodologically”. (McEnery & Wilson, 2001). The corpus actually is computer processed and used for research in the respect of linguistics. Keyword analysis is the key method in corpus linguistics. A keyword is “a word that is more frequent in a text or corpus under study than it is in some (large) reference corpus” (McEnery, 2013).

Since the 1980s, with the development of computer application technology in China, corpus linguistics has begun to flourish. Since 2001, the conference of corpus linguistics has been held every two years abroad. It regards literary texts as one of the research objects, and it has especially become a hot topic for discussion at the University of Lancaster, University of Birmingham, University of Oxford and New York University. The fifth Corpus Linguistics Conference was held at the University of Liverpool

from July 20th to 23rd in 2009 and one of the seminars at this conference was “Corpus Linguistics and Literature”. In academic circles, as more academic meetings are held, and more papers are published, the combination of linguistics and literary studies is growing. At home, few scholars have studied in this field. After searching the papers published in all periodicals, it was found that before 2002, the corpus used in the analysis of literary texts was zero, and in 2002, there was only one. Since 2002, papers in this field are increasing daily. Literary research, or literary criticism, is a qualitative, explanatory, reading experience-based study (Zhao, 2011). So the accuracy of literary research may be influenced by the researcher’s personal feelings. Corpus linguistics based on textual corpus for language research can make up for the shortcomings of traditional literary research methods.

Methodology

Corpus linguistics is mainly based on rational analysis, but when it is used in literature, it also has the characteristics of rational elements. Some studies have been done from this aspect, so we can summarize their features as follows:

The first feature is to analyze the theme by using Wordsmith Tools, which can create a keyword graph, from which we can analyze the theme by finding the most frequent words, and furthermore, we can clearly see what the literature work is about.

The second feature is to analyze the characters by also using Wordsmith Tools. From the graph we can see the major relationships of these characters in a literature work.

Corpus linguistics used in literature works can help the readers better understand the theme in a rational way because the data from the corpus is more precise and can convince people of the author’s point of view.

In this paper, Wordsmith will be used appropriately. Two tools – Wordlist and Keywords – are used, and all of the data will be followed to analyze the theme of the novel of *The Bridges of Madison County*.

The Analysis of Data

The following table was generated by Keywords lists, and shows the 10 most frequently-used words in *The Bridges of Madison County*.

Table 1. Most Frequently Used Words

N	Word	Freq.
1	T	177
2	FRANCESCA	133
3	KINCAID	120
4	ROBERT	121
5	BRIDGE	94
6	CAMERA	68
7	TOWARD	67
8	RICHARD	68
9	HE	815
10	TRUCK	61

From the table above, we can find that “T” is in the first place. Why is this word “T” so important in this novel? This author uses the KWIC (Key Words In Context) to analyze the theme of this novel. The author just picked up some lines.

“ *It was a long, good day. I/ **wouldn’t** /mind another beer before I eat.* ”

*on an island in the middle of a huge lake. If you /don't/ like the road, I'll set up shop somewhere an
es. Something to do with a vertebra problem. So I /don't/ work anymore.
was forty-two, bright, and a nice person, but he /didn't/ love her, would never love her.
with Highway for a few days. I /don't/ like feeling sorry for myself. ”*

From the lines above, we can get that “T” always appeared with the negative forms in this novel, such as “wouldn’t, don’t, didn’t, couldn’t.....”. Why were so many negative forms used? The hero and heroine had an extramarital affair, struggling between marriage and love, so they unconsciously used many negative forms in their talks.

The second most used word is “FRANCESCA”. The author shows the KWIC (Key Words In Context) as follows:

*“dated August 16, 1978. Dear **Francesca**, I hope this finds yo
County. It was 1987, her sixty-seventh birthday. /Francesca/ had been lying on her bed
for two hours.
at the stream below through a hole in the side. /Francesca/ snuffed out her cigarette in
the ash
ntil well after sunrise, touching and whispering. /Francesca/ slept a little then, and when
she awoke,
d the trucks, sloshing along in his rubber boots. /Francesca/ went into the covered
bridge, and when s”
“Francesca” was frequently appeared in this novel, and “Francesca” is the heroine, a
middle-aged housewife.*

The third and the fourth word respectively are KINCAID and ROBERT. These are the names of the hero.

*“inking of Italy for a moment, conscious of /Robert Kincaid/ beside her. Clouds had
moved up in th
itated, smoked, looked across the table at /Robert Kincaid/ – “it's not what I dreamed
about as a gir
y rebelled against through the years. /Robert Kincaid/ pulled a pack of cigarettes from
his shirt
the next few days, aware all the time that/Robert Kincaid/ was only a few miles away.
Frankly, she di”*

The fifth word is BRIDGE, so this tells us the story is concerning a bridge. Robert Kincaid is a photographer and he will take some photos about the bridge.

*“sunrise shot.” He stopped a hundred feet from the /bridge/ and got out, taking the open
knapsack with
Earlier in the afternoon, she had visited Roseman /Bridge/. Now she walked out on the
porch, dried off
is a slow time for me, and my deadline for the /bridge/ pictures is still three weeks away.
As long*

*stopped and asked directions to Roseman /Bridge/. The three of you were at the Illi
“sling both cameras around neck, climb tree behind /bridge/. Scrape arm on bark–”*

From these five words, readers can see the importance of the Roseman Bridge in developing the characters' relationship.

The sixth word is CAMERA. Because Robert Kincaid is a photographer, the camera plays an important role.

*“sitting in a secondhand case in a /camera/ store or in some stranger's hands.
his eye from the viewfinder, and she gave him the /camera/, watching his hand close
about the lens as
ld see the silver-colored top and black back of a /camera/ sticking out. The end of a film
box,
ndy to Nova Scotia. He began keeping notes of his /camera/ settings and places he
wanted to
visit agai
quipment he handled so casually, and took out the /camera/. It said "Nikon" on the
chrome plating of t”*

The seventh word is TOWARD, which meant too much. The word *toward* refers to a movement to a certain direction. Why is this word used so many times?

*“The cover was his photo of a team pulling a wagon /toward/ Hogback Bridge. He had
written the text for
-of-tune engine ground to a start. Along the lane /toward/ the road, bouncing, his long
legs working
turned, and leaned against the sink, feeling warm /toward/ Robert Kincaid from
Bellingham, Washington
k of it. She leaned back and he swung the lighter /toward/ his own cigarette, expertly
forming his win
or far ahead, he couldn't be sure. Yet it moved /toward/ him steadily. And the sound of it
blurred”*

From these lines, we learn that the hero and the heroine have so many movements. In fact, this kind of outward movement sometimes reflects inner movement. The hero and the heroine are always in conflict with their nature.

The eighth word is RICHARD, which is the name of a very important character in this novel. He is the husband of the heroine, but he seldom appears directly in the novel, and his name always was mentioned by the talks of the hero and heroine. This also reflects the complex feelings of the characters. The heroine should love her husband, the father of her two kids, but her love toward her husband is just a kind of responsibility. In the end, she chose to stay with her family and gave up her true love. So mentioning the name of her husband a lot of times demonstrates how her heart was struggling.

*“that wouldn't cause a bump in consciousness. But /Richard/ Johnson's wife seen with a
long-haired str
t signal light came on. In a moment he'd be gone. /Richard/ was fiddling with the Ford's*

radio

toward the hills along Middle River, thinking of **/Richard/**. He had died on a day like this, eight yea

teenagers tromping around in her private spaces. **/Richard/** used the other bath, said he felt uncomfor

ched to it. Michael was away at college, and when **/Richard/** and Carolyn had gone to bed, she got out a”

The ninth word is HE. This word possibly refers to two characters in this novel – one is the heroine’s lover, Robert, and the other is the heroine’s husband Richard. This pronoun is constantly in a change between the two characters, and reflects the implying paradox of two characters.

“meeting U.S. Route 20. Turning into the sun, **/he/** began the long, winding drive through the

some light sky where a title could go. When **/he/** folded up his tripod at eight thirty-five, he f

ther was in love with a man named Robert Kincaid. **/He/** was a photographer. Remember when

we all had to

cantankerous, not in a nasty way, but persistent. **/He/** was after art for art's sake, and that doesn't

ing by him in a Des Moines hospital, and **/he/** said this to me: "Francesca, I know you”

The tenth word is TRUCK. This word shows a potential relationship between the hero and heroine, because the hero came to meet with the heroine in a truck, and finally he leaves the heroine in a truck. So the truck is somewhat given a symbolic meaning.

“second of February 1982, a United Parcel Service **/truck/** trundled up her driveway. She hadn't ordered

on a clean shirt, and tossed a second one in the **/truck/**, along with a pair of khaki slacks and brown

hat of teacher and supplicant. He parked the **/truck/** well back from the bridge so it wouldn't int

It was Friday, and Michael took the pickup **/truck/** into town for the things that seventeen-year”

From the first ten keywords, we very clearly learn about the novel, and we also can interpret the theme of the novel in a very different way. The keywords make us better understand the delicate feelings of the characters. This kind of abnormal love causes our sympathy rather than resentment.

From the following table, we can get the plot distribution of the keywords, and we can better understand the theme.

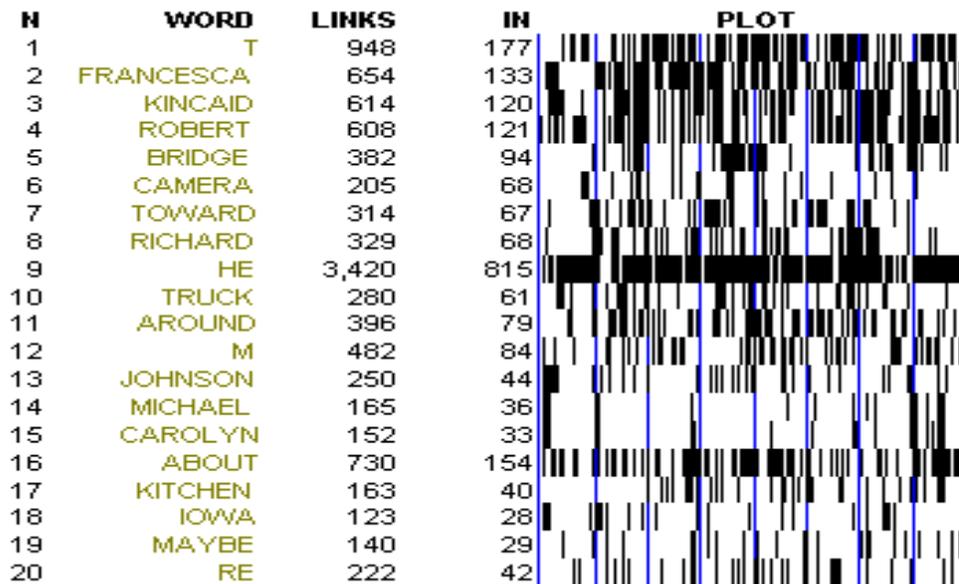


Figure 1. Plot Distribution of the Keywords

We find HE appears in the novel from the beginning to the end, and is used for 815 times, so we can make the conclusion that the novel is mainly about how to interpret the word HE. Does the husband of the heroine occupy or her lover occupy more of her heart? This simple word deeply reflects her inner struggle.

Conclusion

It is obvious that corpus software has powerful capabilities. Not only can it be employed in the linguistic field, but it also can be used in literature text analysis. When it is used in analyzing literature works, we can explore the theme of the literature works in a very different way, because a corpus can provide us the specific data to study the detailed facts. From the study of *The Bridges of Madison County*, we get the facts which are usually ignored by people. So when we study the word HE, we can see how difficult the choice is that heroine makes between her husband, her kids and her lover. Though the word is common, it conveys a complicated meaning. Through the corpus, we can get the exact data to better understand the novel, which helps us to interpret the theme. So we can say it is corpus that showed us the unique charm of this novel and enables us to learn about the peculiarities of this tragic novel.

References

McEnery, T., & Wilson, A. (2001). *Corpus linguistics*. Edinburgh: Edinburgh University Press .

McEnery, T. (2013). *Corpus: Some key terms*. Lancashire: Lancaster University.

Sinclair, J. (1987). *Looking up. An account of the cobuild project in lexical computing*. London: Collins.

Yang, H. (2002). *An introduction to corpus linguistics*. Shanghai: Shanghai Foreign Language Education Press.

Zhao, Y. (2011). Corpus linguistics approach to contemporary literary criticism. *Hubei Social Sciences*, 4, 131-133.

A Probe into Female Trauma in Morrison's Early Novels

Meng Qingmei

School of Foreign Languages, Linyi University, Linyi, China

Email: janemengyao@126.com

[Abstract] *From the view of womanism, post-colonialism, and traumatic theory, by intertextuality study, this article attempts to study black women's trauma in Morrison's three novels – The Bluest Eye, Sula and Beloved. This paper analyzes the females' trauma and it probes fundamental ways to heal. This thesis points out that black women should stick to their black identity and culture, to build relations between the self and the community to find their own value and the whole self to survive and develop in a society dominated by white culture.*

[Keywords] *The Bluest Eye; Sula; Beloved; black women; trauma; healing*

Introduction

Toni Morrison, the first African American female to achieve the Nobel Prize, is one of the greatest contemporary writers in America. As a prolific writer, as of 2015, Morrison has published eleven novels which are rooted in the traditional culture of black people, especially black women's living conditions and fate to encourage the black to change their embarrassing situation. Many of her works are rooted in black women's tragic lives, focusing on their traumas, vividly portraying their struggles under multiple oppressions – race, gender and class discrimination. Morrison uses her sharp insight and deep cultural meditation to portray the real predicament of African Americans in her works, depicting black female's experiences through various characters. Some articles have focused on this topic doing research only in one or two novels, especially focusing on *Beloved*. From the perspective of womanism, post-colonialism, and traumatic theory, by intertextuality study, this article attempts to study black women's trauma in Morrison's three novels – *The Bluest Eye*, *Sula* and *Beloved*, tries to probe into the causes and the ways to heal it. This article points out that slavery, racism, cultural hegemony are the main causes of trauma with self-love, returning to community and inheriting traditional culture are the ways to heal it.

Trauma Analysis

The works of *The Bluest Eye*, *Sula* and *Beloved* have special significance to Morrison, because the first made her known as a novelist and the second one earned her the nomination of a National Book Award and in it, her individual writing style more mature. *Beloved* (1987) has attracted extensive attention at home and abroad, and as Toni Morrison's best novel of, it was awarded a Pulitzer Prize. The trauma theme shared by these three books will be the topic for this article.

The Bluest Eye tells a story about a black girl, Pecola, who despises her own ugly appearance and falls in love with blue eyes, and ultimately results in the tragic story of mental insanity. As a child, Pecola's trauma was inevitably due to family violence which her father imposed upon her mother and her, and bullying caused by her teachers and classmates, which can be traced to culture conflicts. Morrison has examined the trauma of the black woman's loss, division and self-denial from the perspective of cultural shock. Pecola lives in a culture-dominated community, where under the impact and influence of the white culture, the black people around her, including her mother, have been "bleaching". They increasingly ignore their traditional culture of black nationality, and instead they advocate the white culture and preach white

aesthetic standards and values; they like light-skinned girls but show contempt and disgust for dark-skinned girls. Pecola, who has dark skin, is often subjected to discrimination, and ridiculed by neighbors, classmates and even from her parents, which leads to her tragic fate. – she is raped by her father, becomes pregnant, and her mind splits in the end.

In American society, “white skin” and “blue eyes” are symbols of beauty for all women based on the political, economic and cultural strength. Affected by the dominant culture, Pecola blindly internalizes this aesthetical judgment, which puts her in an identity dilemma. As her mother Pauline says: “I knowed she was ugly. Head full of pretty hair, but Lord she was ugly” (Morrison, 1993, p. 100). Pecola longs for blue eyes which she supposes will give her a harmonious family, gain love from her parents, and gain respect from her community and even from her school. From the above analysis, Pecola’s trauma can be deeply traced to white culture hegemony. As Zhao (2009, p. 5) mentions: the West presume their society and culture are so superior that their history is of universality. Pecola is completely dependent on the external environment, as well as the white aesthetic criteria to determine her self-identity and has completely ignored her own character and beauty, which not only leads to her self-denial, but also makes it impossible for her to establish a proper black women’s self-confidence and self-esteem, and ultimately, this makes them fall into the abyss of ego, which not only systematically denies black people’s history, but also deforms their humanity. As Morrison declares, “I’m talking about racism that is taught, institutionalized. Everybody remembers the first time they were taught that part of the human race was Other. That’s a trauma” (Angelo, 1994, p. 258).

Morrison’s second work *Sula*, to some extent, is a continuation of *The Bluest Eye*, which not only describes black women’s childhood, but extends it into their adulthood. Sula, neither a man nor white, is a rebellious black woman who dares to challenge the white and patriarchal society. Strictly speaking, she is an explorer and practitioner. She does not want to get married and have children, because as she says, “I don’t want to make somebody else. I want to make myself” (Morrison, 1973, p. 118). She prefers self-understanding and self-evaluation, which reflects in her refusal to fall into family ties; she is devoid of the self-traditional model, trying to break the gender barriers, and find and dig themselves out of the traditional role of women. One experience of Sula has is that when she is faced with four white boys bullying her, she does not behave like the traditional black girl – patient – but instead chooses to cut a finger off of her left hand. Seeing the bloody scene, the boys are scared away. Confronted with such a power of the white people, she would rather protect herself by creating a self-disability than bear it silently, giving anyone a chance to hurt her.

Sula holds herself in contempt for tradition, does not keep the customs, laws and regulations, does not believe in any community, and chooses “free sex” as a means of finding herself and personality. From this perspective, Sula’s self-construction has a positive meaning, but through her use of the “amoral” approach, using such a proliferation of sexual relationships to look for independent personality and self-identity, she cannot get any spiritual growth or form a clear self-consciousness. Apparently, it seems Sula prefers self-understanding and self-evaluation, but actually, it is the trauma of oppression of racism. Sula is in persistence to pursue herself all her life, but she adopts an aggressive way at the cost of abandoning everything, which makes her departure from the traditional black culture, from the black community and family, and setting aside the black community mean that she has abandoned the fundamental of survival of her own. Morrison in *Rootedness: The Ancestors as Foundation* once wrote: “If we do not keep in touch with our ancestors, we actually get lost. When you kill ancestor you kill yourself”(Morrison, 1984, p .5). Sula cuts off her upbringing ties for spiritual growth, so she cannot construct an independent personality

and complete herself; her cultural identity is gradually digested and obliterated, which leads to her loneliness and being deserted in her withering death.

In *Beloved*, Toni Morrison describes how slave owners conducted lynching of black slaves and how great this psychological trauma of lynching brings to the black people. Lynching is an unforgettable part in Sethe's memory of slavery. In her early childhood, her mother, as a slave, was hanged for some reason. Even though Sethe spent little time with her mother, she clearly remembers the lynching that her mother suffered, and this has a permanent effect on her. At a young age, Sethe witnesses her mother hung on a tree for so a long time until her body is mutilated. On account of the only relative hanging, Sethe feels lonely and has to face slavery on her own. Sethe has spared no effort to make herself a brave woman, but there is no denying the fact that the lynching of her mother and her fear of slavery are hidden deeply in her mind. "Why they hang your ma'am?" (Morrison, 1990, p. 61). From the traumatic experience of her mother, Sethe feels extremely depressed. And her sense of hopelessness is evoked when she is to be lynched like her mother. Because of her fear of slavery, and although Sethe is reluctant, she has no other choice except killing her baby girl, which may be the best way to protect her baby girl from slavery in Sethe's mind.

Apart from repeated occurrences of violence, white racism also brings great trauma to black people through commoditization, animalization and rejection, which causes a sense of unbearable humiliation and shame for black people. This devastatingly damages black people's psychology. Being the commodities of slaveholders, the slaves' value depended upon their gender, age, physical strength and all parts of their bodies. In addition, slaves could be sold as commodities with a certain price. Slaves also could be inherited by slaveholders' wives and children. In many cases, slaves were sold to pay a debt or gain capital. Thus, it was common to see that slaves forced to separate from their families at any time. In *Beloved*, Sethe hears that the schoolteacher is giving a lesson about her to his nephews. She is compared to animals, which is greatly humiliating for proud Sethe. In *Sweet Home*, Sethe gets care from Garners, which makes her feel the dignity; nevertheless, what the schoolteacher does smashes her previous sense of self. What is worse, not only schoolteacher but also his nephews treat her like an animal, which undoubtedly brings Sethe a sense of shame that gradually develops into a traumatic experience. In *Beloved*, Morrison attempts to portray the slave system that distorts the mental state of the black and puts them in psychological bondage. As Hu (2007, p. 63) mentioned, "Slavery brings about self-hatred and the loss of self-identity in black people."

In a word, it is not hard to conclude that in Morrison's works, white cultural hegemony, racism, patriarchy, violence and slavery mainly account for the psychological trauma of black females, which makes them humble, hopeless and powerless; meanwhile, the overwhelming humiliation conversely has brought the black females an immense psychological trauma.

Ways to Heal Trauma

In the process of healing trauma, a person's strength is limited. To solve this problem, it is necessary to know the source of the problem, why the fate of black women is so doomed, why their identity is missing, why they are miserable, and why their mind is splitting.

Womanist argues: a woman who loves another woman, sexually and/or non sexually. She appreciates and prefers women's culture, women's emotional flexibility...[she] is committed to the survival and wholeness of an entire people, male and female. Not a separatist, except periodically for health... loves the spirit.... loves struggle. Loves herself. Regardless (Walker, 1984, p. XI).

Sula's actions awakened the consciousness of black compatriots in positive aspects, in a certain sense, hoping that they inherit and develop their traditional culture and renown themselves, which has motivated the majority of black women compatriots' meditation that they have their own identity and characteristics, and should not be assimilated by the white American culture and lose their identity. They should think, as an African American woman, of how to save their own integrity, to cure their trauma and struggle to survive in a culture dominated by white and male supremacy with a history of slavery in the world.

In *The Bluest Eye* and *Sula*, Pecola cannot find her value because she ignores her own character and beauty, which result in self-denial and self-hatred, and Sula cannot find her own culture attribution because she completely abandons the black culture. If Pecola knew that she also had her own characteristics from the beginning, then all the tragedy would not have happened. Because Pecola extremely respected the whites and compromised with oppression, she faced destruction. Even Sula's resistance has a positive meaning on black women's identity construction; her abandonment of black culture also led to her defeat.

Morrison believes that construction of individual subjectivity and the establishment of a national culture are complementary. Only a nation that has a rich cultural heritage has the ability to educate its people and point people in the right way. Once the national culture is broken or missing, it will lose its foundation and lack a sense of belonging, and thus, lose the possibility of the construction of subjectivity. Therefore, in order to gain recognition, black women must not be separated from culture and tradition; they should not be bound by tradition. Whenever black women pay attention to cultural traditions and put their ideas and ethnicity together for national culture and tradition, they will draw on the advantages of their national culture. The whole nation should unite and work together to form a cohesive national character to resist the erosion of the white culture, and ultimately, achieve the liberation of the entire black race. Morrison believes that indiscriminate recognition, chasing after the white culture and completely abandoning traditional culture is not a way to develop the nation. In *The Bluest Eye*, Morrison characterizes Mac Tee's family as a model to stick to traditional culture: parents know how to protect children with their love and the family also knows how to give love to neighbors. Even in a bad living situation, Mac Tee's family members can live happily and healthily. "Self-love and love of others are both modes toward increasing self-valuation and encouraging political resistance in one's community" (West, 1994, p. 29). In *Sula*, Morrison advocates that the young generation should show their respect to their ancestors, because that is typical in the black traditional culture. In her writing, Morrison appeals to the majority of the black women – in order to realize self-liberation they must obtain autonomy in the economy. As Morrison points out, "These ancestors are not just parents, they are sort of timeless people whose relationships to the characters are benevolent, instructive, and protective, and they provide a certain kind of wisdom... When you kill the ancestor, you kill yourself" (Morrison, 1984, pp. 343-344).

The black community for the construction of black women subjectivity plays a very important role. Morrison believes that people can get very powerful life-sustaining nourishment from the community. The black community has many functions – not only physically, but also mentally. In *The Bluest Eye*, Pecola does not integrate into the black community from the start, because the people from the black community do not like her. Then Pecola breaks away from the community gradually and finally loses herself. The main function of the black community is to protect its members, so when Pecola got the key of the street after her father raped her, she went to MacTeer to ask for a place to take refuge. The only place where an individual can survive is located in the internal community; leaving the community means being threatened. Once they leave the community, they will lose their heritage from their ancestors forever. Since Pecola cannot get love and care in the community, her action indicates that she cuts off the traditional culture from

herself and lives hopelessly. In *Sula*, Eve, the older black representative's, husband leaves home and gets in a desperate case, the people in her community make every effort to aid her, and to help her take care of the children in those days when she is absent, allowing her to make economic independence. On the contrary, Sula stands out from the rest of the women in her individualism. By experimenting with her life, she intends to seek her freedom, yet she ends up in lonely and dead; however, Nel is a good example of seeking her identity within the bonds of community. In *Beloved*, Morrison emphasizes the importance of community, though there are schisms during the early times. Sethe eventually gains the aid of the community to prevent the ghost from continual attack and gets involved into the communal life. In a sense, the black community is the carrier of the black culture, it gives black people strength, warmth and confidence. Conversely, if black people abandon the community, they would inevitably go into self-destruction. Sula is a rebellious girl who ignores all traditions in community, cuts off all ties with her community and ultimately dies alone. But when Sula is dying, she and Nel's conversation suggests that Sula be aware of badness of the act of abandoning the community and it also reflects the desire of involvement in the community and the desire of needing community. The community is the space for the survival of the entire black community, and it plays an essential role in the construction of black nation.

Conclusion

In *The Bluest Eye*, *Sula* and *Beloved*, Morrison's description of black women not only breaks the silence and conveys the voice spoken out, but also enhances black women's self-awareness and builds self-identity. Morrison calls for black women to pay attention to their own aesthetic values, to get rid of the shackles of white values and build a sense of black aesthetic appreciation, conduct love for self and others, face the reality following the national culture, build a harmonious relationship between the self and the community and to stick to traditional culture. As Meng & Yao (2010, p. 176) point out: "if the black people want to survive, political and economic conditions are necessary, sticking to national culture is also important, only by these methods, can the people absorb and employ the good aspect of other different cultures to survive and develop in the future."

However, what needs be noted is that this kind of self-affirmation is not limited to the blacks. Today, when more and more minority groups and marginal groups are questing for recognition, the exploration of how Toni Morrison, a spokeswoman for a minority group, encourages her people to move from self-hatred to self-regard might be significant.

Acknowledgement

This article is the research achievement of Shandong University Humanities and Social Science Research Project (J15WD30): *Study of Morrison's Novels under Postcolonial Context*.

References

- Angelo, B. (1994). The pain of being black: An interview with Toni Morrison. In Taylor-Guthrie, (Ed.), *Conversations with Toni Morrison*. Jackson: University of Mississippi.
- Hu, J. (2007). *A study of the identity pursuit of African American in Toni Morrison's fiction*. Beijing: Beijing Language and Culture University Press.
- Meng, Q. M., & Yao, Y. J. (2010). Tragedy of the loss of national cultural identity and reflection in *The Bluest Eye* by Morrison. *Journal of Northwest University*, 4, 174-177.
- Morrison, T.(1990). *Beloved*. New York: Alfred A. Knopf, Inc.

- Morrison, T.(1973). *Sula*. New York: Alfred A. Knopf, Inc.
- Morrison, T.(1972). *The bluest eye*. New York: Washington Square Press.
- Morrison, T. (1984). Rootedness: The ancestor as foundation. In M. Evans, (Ed.), *Black Women Writers (1950-1980): A Critical Evaluation*, (pp. 339-345). New York: Anchor.
- Walker, A. (1984). *In search of our mother's gardens*. San Diego: Harcourt Brace & Company.
- West, C. (1994). *Race matters*. New York: Vintage Books.
- Zhao, X. F. (2009). *Theory of post-colonialism*. Beijing: Peking University Press.

Somewhere Over the Rainbow: The Symbolism of Colors in *The Great Gatsby*

Xu Lihong, and Zhang Jing

School of Foreign Languages, Wuhan University of Technology, Wuhan, China

Email: 1561219946@qq.com; and 1917008921@qq.com

[Abstract] *F. Scott. Fitzgerald was one of the greatest American writers of the 1920s. He is regarded as the spokesman of the “Jazz Age”. His best achievement, The Great Gatsby, has been called the “Great American Novel”. Through his great perception and extraordinary artistic skills, this novel has vividly portrayed the mental world of post-war Americans, the decadent morality and the disillusionment of the American Dream. Symbolism is an invaluable literary tool employed by the author in this novel. Colors are used in a large scale: green, blue, red, white, yellow and gold, brown, gray, pink and so on. They are just like a rainbow, colorful but transient. This paper explores the symbolic meanings of these colors, revealing how they contribute to the development of the theme of the work and characterization.*

[Keywords] *The Great Gatsby; symbolism; symbolic colors; American dream*

Introduction

F. Scott. Fitzgerald was one of the greatest American writers of the 1920s. He completed four novels and over 160 short stories. Many of his works portray post-war Americans busy in merry-making and money-hunting. He is a representative of the “Lost Generation” writers and regarded as the spokesman of the “Jazz Age”, a term he coined himself. In 1925, he published *The Great Gatsby*, which turned out to be a critical success but a commercial disappointment (Wu, 1995, p. 223). However, the novel experienced a revival during World War II, and became a part of American high school curricula and numerous stage and film adaptations in the following decades. T.S .Eliot, a great writer and a critic, after reading *The Great Gatsby* three times, concluded that it was “the first step that American fiction has taken since Henry James” (Chang, 2002, p. 292). Today, *The Great Gatsby* is widely considered to be a literary classic and a contender for the title “Great American Novel”.

The Great Gatsby is a tragicomic romance. It tells the story of a self-made young man, Jay Gatsby, whose dream of success is personified in a rich and beautiful young woman named Daisy, who abandons him and marries a rich young man, Tom Buchanan. Believing it is money that makes Daisy betray pure love, he is determined to become a rich man. To win back his lost love, Gatsby engages himself in bootlegging and other “shady” activities. He accumulates huge wealth and buys a luxurious house opposite the Buchanan’s residence. He throws dazzling parties every weekend in the hope of alluring Daisy to come. They finally meet and he hopes Daisy will come back to him. But his dream turns out to be a fantasy in every sense, and he pays a high price with his untimely death.

This novel continues to receive critical attention. Scholars analyze and appreciate it from different perspectives: the novel’s structure, theme, narrative point of view, language, and symbols, etc. Many reviews are on the themes of the novel. Alex Murray held that Fitzgerald depicted the decadence and decay of the postwar American culture. “In *The Great Gatsby* we see the most explicit link between a decadent past and present” (Murray, 2016, p. 398). He believed that “Jazz was the beginning of the end for American civilization” (Murray, 2016, p. 399). Fahimeh Keshmiri studied the author’s life experiences and compared his dream with that of the protagonist of the novel. Fitzgerald’s personal experience is mostly reflected in his novel. “*The Great Gatsby* is an extremely symbolic deliberation in 1920s America, particularly the

dissolution of the American Dream in an era of wealth” (Keshmiri, 2016, p. 1297). Cao Xia analyzed the wasteland embodied in the characters and the setting, Valley of Ashes (Cao, 2012, p. 125). Some scholars analyzed the female characters in this novel comparing their selfish, vain and sophisticated natures (Li, 2005). The narrative point of view of *The Great Gatsby* is also of great interest to many scholars (Li & Liu, 2008; Wu, 2015). Additionally, quite a lot of scholars have explored the employment of symbolism in this novel (Wang, 2006; Hu, 2006; Mou, 2011; Jiang, 2016; Sun, 2017). They analyzed the symbolism of the settings, objects, characters and colors. However, some articles have just focused on single symbols separately and ignore the inner relations among them. This paper attempts to investigate the rich connotations of the symbolism of colors and find how these symbolic colors contribute to the delineation of characterization and the development of plot and themes.

The Definition and Function of Symbolism

The term symbolism is closely related with an important literature ideological movement that rose in France in late 19th century and early 20th century poetry. The French poets wrote in reaction against realism and naturalism, they aimed for a poetry of suggestion rather than of direct statement, evoking subjective moods through the use of private symbols, while avoiding the description of external reality or the expression of opinion (Baldick, 2000, p. 2018). Symbolism movement had a strong and lasting influence on European and American literature of the 20th century. W. B. Yeats, the great English poet of the first half of 20th century, wrote once in his essay on Spenser, “...I love symbolism, which is often the only fitting speech for some mystery of disembodied life.” His view of symbolism was later glossed by Graham Hough, “Symbolism is the only possible expression of some otherwise inexpressible spiritual essence.”

Patrick Murray once gave a full definition on symbolism in *Literary Criticism, A Glossary of Major Terms*, “Symbolism may be described as the art of expressing emotions not by describing them directly nor by defining them through overt comparisons with concrete images, but by suggesting what these ideas and emotions are by re-creating them in the mind of the reader with the use of unexplained symbols. These symbols help to convey a mood to the subconscious mind rather than an appeal to the rational faculties” (Murray, 1978, p. 162). As *Webster’s New Collegiate Dictionary* defined, “Symbol is something that stands for or suggests something else by reason of relationship, association, convention, or accidental resemblance; esp. a visible sign of something invisible.” The poet Charles Baudelaire (1821-1867) held that all of the colors, outline, sound, perfume have spiritual meaning, and this kind of meaning can reflect in the works through the author’s imagination (Xu, 2013, p. 95).

Symbols can be used in many ways. There is conventional or traditional symbolism, in which certain objects are commonly associated with fixed qualities or ideas: a cross with Christianity, the eagle with heroism, the dove with peace, and so on. There is “private symbolism” reflecting some intimate experience of the writer, social background, his personality and life experience. Symbolism can also be divided into “Emotional Symbolism” and “Philosophical Symbolism”. The former usually invokes certain feelings or emotion out of some concrete image or natural atmosphere: rain with sadness, bright sunshine with happiness. Philosophical symbolism usually reveals the general nature of mankind, the morality or something else.

In *The Great Gatsby*, Fitzgerald has shown his consummate craftsmanship as a symbolist. In this work he combined conventional symbolism and private symbolism, emotional symbolism and philosophical symbolism. He created symbolic objects, settings, acts, and characters. He was also a great artist of colors.

Like a painter, he employed different colors flexibly to draw a rainbow – like the world, charming, dazzling, but mysterious and transient.

The Symbolism of Colors in This Novel

Green – Vitality, Hope and Dream, Illusion

No doubt, the color green is a significant symbol in this novel. It runs throughout the whole fiction. Conventionally, green is a symbol of nature, signifying vitality, hope and peace. In this novel, the green color has been endowed with more symbolic meanings. In the last chapter of this book, after Gatsby's death, his father showed the narrator Nick Carraway a book Gatsby read when he was a boy. At the back cover there was a printed schedule, a list showing how Gatsby planned to work hard for success. For this rural boy, growing up in North Dakota, without connections, money or education, he harbored a desire to escape his circumstances and make a name for himself. On the day when he met Dan Cody who would change his life, Gatsby was wearing a torn green jersey. Green stands for youth, vigor and his dream of success. He was young and ambitious, ready to take action just like the green traffic light suggests "Go". He changed his name from James Gatz to Jay Gatsby. Holding a platonic conception of himself, Gatsby believed himself a son of God, he was prepared for His Father's business, the service of a vast, vulgar, and meretricious beauty (Fitzgerald, 2015, p. 133).

In the end of the novel's first chapter, there is a compelling image: Jay Gatsby stands alone in the night stretching out his arms toward the dark water in a gesture like that of a worshipper before a shrine. As revealed by the narrator, Gatsby stares attentively at the green light at the end of Daisy's East Egg dock. Here is a most important symbol of this fiction – the green light, the incarnation of Daisy, guiding him to his dream of a reunion with Daisy, his youth love. For this dream, he accumulated huge wealth through bootlegging and other illegal activities. In his luxurious mansion, he threw lavish parties to attract the unexpected Daisy. In Chapter Five, when they finally met at Nick's home, Daisy cries at the wealth that Gatsby shows her, and Gatsby tells her about the green light. To Gatsby, at that time Daisy is so close to him as a star to the moon that he imagines his dream has become a reality. He fails to realize the impossibility of winning her back. She is not what she used to be. Instead, she has turned into a sophisticated and shallow woman. A sense of loss comes over him. The disappearance of the charm of the green light symbolizes the gradual disillusionment of his dream.

However, Gatsby carries this green hope to the end of his life. Daisy and her husband conspired and shifted the crime to him, crushing his dream to pieces. "Gatsby believed in the green light, the orgiastic future that year by year recedes before us. It eluded us then, but that's no matter-tomorrow we will run faster, stretch out our arms farther... (Fitzgerald, 2015, p. 246). This is the last paragraph of the novel, and it deepens its theme. Different from the explorers who came to this "fresh, green breast of the new world", Gatsby's dream is forever left in the past behind him. Here, the green light not only symbolizes Gatsby's individual, unattainable hope and dream for the future, but also symbolizes the disillusion of the American dream of the whole nation.

Blue – Romance, Illusion of Success

The color blue is present around Gatsby more than any of the other characters. His transformation into Jay Gatsby is sparked by Cody, who buys him a "blue coat". His garden is blue, his chauffeur wears blue, the water separating him from Daisy is his "blue lawn", "ghostly birds began to sing among the blue leaves" (Fitzgerald, 2015, p. 205). Blue is a symbol of nobleness. Gatsby dreams of climbing into higher society,

and the blue coat starts his first step. He dreams of winning back his youth love and weaves around him a romantic blue world. However, like the blue lawn that he can't cross, his dream turns into an illusion. Another character trying to crawl into the noble class is Myrtle Wilson, the wife of a car repairman, whose adulterer is from an aristocratic family and has a blue coupe. She wears dark blue. Yet, her illusion is fatal. The eyes of T. J. Eckleburg on the billboard are also blue. Blue may signal that the eyes of God are a non-existent dream. All is unreal.

White – Purity, Innocence, Richness, Vanity, Emptiness and Arrogance

The color white is largely used in the novel. It has rich symbolic meanings. Conventionally, white is a symbol of purity and innocence. It belongs to Daisy in the novel. She likes to dress in white. Before her marriage, she has a white roadster and even her name is a kind of small white flower. She and her friend Jordan Baker spend their white girlhood together. The appearance of Daisy and Jordan enchants our eyes. "...buoyed up as though upon an anchored balloon. They were both in white, and their dresses were rippling and fluttering as if they had just been blown back in after a short flight around the house" (Fitzgerald, 2015, p. 12). It is exactly this kind of purity, innocence, the fairy-like beauty that catches Gatsby's eyes leaving an indelible impression on his heart, becoming a dream that can't be reached all the time. However, Fitzgerald reveals their shallowness and hollowness by using a good metaphor and color symbolism. A balloon is a colorful plaything for little children. But it is empty inside except for invisible air. Comparing to the colors red, green, and blue ,etc., "white" is colorless. Besides, Daisy, this lovely, graceful and romantic princess is rather parasitic, emotionally frigid. She is aimless and always wondering what to do, "What'll we plan?" "what do people plan" "...and the day after that, and the next thirty years?" (Fitzgerald, 2015). She is purposeless like T.S Eliot's *The Hollow Men*, "Shaped without form, shade without color, paralyzed force, gesture without motion".

In the description of the setting and characterization of the figures, the white color is used symbolically and ironically. White is always applied to East Egg. The old aristocratic families live in the "white palaces of fashionable East Egg". The Buchanan's villa, a Georgian colonial mansion, is also white. And inside the house you can see the frosted wedding-cake of the ceiling, the wine-colored rug. Here, white is a symbol of richness, a signal of upper class. However, the people living in the white palace are not noble and sacred as the color suggests. Tom Buchanan is selfish, arrogant, barbarous. Like other East Egg residents, he is aloof, not willing to contact with the new rich living the West Egg. He is pessimistic about things, worrying about the white race being put under the threat of colored races. He seems to be very deep, but in fact he is rather hollow, just like the colorless white.

Yellow and Gold – Money and Wealth, Corruption, Decadence and Death

The colors of yellow and gold make many appearances in the fiction. They are used to describe West Egg and the surroundings of Gatsby. The brick of the houses on the street where Tom's mistress – Mrs. Wilson – makes her home is yellow. Gatsby's station-wagon scampered like a brisk yellow bug to meet all trains. At the parties, the narrator could meet the young ladies "in yellow dresses", even hear "the orchestra is playing yellow cocktail music". The depiction of the gold color is found in Daisy, the golden girl, Jordan's golden arm and Gatsby's golden-colored tie, and a toilet set of pure dull gold. Undoubtedly, gold and yellow contain conventional symbolic meanings, standing for wealth and money. All of the people are indulged in the worship of money. Fitzgerald presents before the readers an authentic style of the Jazz Age exemplified by such elements as dazzling parties, beauties, cocktail music, lavish houses and luxurious cars. However,

it is necessary to note that gold and yellow also symbolize corruption, decadence and even death. The party-goers are like moths, indulging themselves in dancing and drinking. Under the masks of relaxation and joviality is intangible emptiness. The car that kills Myrtle Wilson is a yellow Rolls Royce driven by Daisy. The “yellow” creeps on the spectacles of Doctor Eckleburg, the faceless god witnesses the murder, Gatsby is shot and dies like a fallen leaf.

Pink – Romance, Venture and Illusion

The color pink appears only a couple of times in this novel. In Chapter 5 at their first date five years later, the weather undergoes a series of changes: pouring rain-cooling to mist-shining sun. This change signifies the state of Gatsby’s inside feelings: from awkward embarrassment to unreasoning joy. There’s a description of the sky, “The rain was still falling, but the darkness had parted in the west, and there was a pink and golden billow of foamy clouds above the sea” (Fitzgerald, 2015, p. 127). Here, pink highlights the joy of their meeting, and it signals Gatsby’s longing for a happy future. It is sweet and romantic.

In Chapter 7, on the big day when Gatsby decides to put all of his cards on table, he wears a pink suit, which is an eye-catching image. “An Oxford man!” [Tom] was incredulous. “Like hell he is! He wears a pink suit” (Fitzgerald, 2015, p. 165). Pink seems to be too shiny and flashy for a man. An Oxford man may choose more sophisticated clothes. Gatsby only stayed in Oxford for two weeks; he is not well educated. But he beats his way to success, becoming a rich man. As one of the “new money”, Gatsby is venturesome, he dares to challenge the “old money” represented by Tom Buchanan. Pink symbolizes his spirit of venture, his confidence to win back his love. Yet ironically, this brave heart wrapped in pink is doomed in an illusionary world, what waits ahead is fatal conspiracy against him.

Gray – Lifelessness and Barrenness

The gray color is mainly associated with the setting of the Valley of Ashes, where everything is dwarfed by ash, the houses, chimneys and men. Gray is a symbol of lifelessness and hopelessness. The gray land is rather a symbol of a spiritual wasteland than a simple industrial wasteland. The inhabitants on this land are non-persons lacking in thoughts and morality. George Wilson and his wife live in this wasteland. “A white ashen dust veiled his dark suit and his pale hair ...” (Fitzgerald, 2015, p. 35). Wilson is a spiritless man. His face is ashen. His wife cheats him taking him as a ghost. Yet he loves her and still holds to ideals of honor. He sees the eyes on the billboard as the eyes of God. “God sees everything.” It is this ashen fantastic figure who shoot the bullet, bringing death to Gatsby and himself. Gray also appears in Jordan Baker, her “gray sun-strained eyes”. Her impersonal eyes reveal the barrenness of her spiritual world. She is such a cold, carless and indifferent girl, leading a purposeless life.

Conclusion

Fitzgerald was a great stylist in American literature. His graceful prose, vivid language, original symbolism and impressionism provide readers with a real picture of 1920s America. Particularly, like a magic painter, he utilized the colors green, blue, white, yellow, gold, pink and gray freely, presenting a world on the rainbow, a picturesque Jazz Age. These rich symbolic colors contribute to the delineation of the characters, the development of the plot and deepening of the themes. Green sets the tone of the fiction, symbolizing hope and a dream which is unattainable. Blue lends the dream a romantic, but unreal, atmosphere. The colorless white reveals a vain, arrogant and hollow mind. Gold and yellow signal the vulgarity, decadence and death in that merry-making money world. Flashy pink lures the brave heart to illusion. And the lifeless

gray imprisons those living dead in the moral wasteland. Fitzgerald, this “poet laureate” of Jazz Age has left a masterpiece to the world.

References

- Bladick, C. (2000). *Literary terms*. Shanghai: Shanghai Foreign Language Educated Press.
- Cao, X. (2012). The wasteland in *The Great Gatsby*. *Journal of Yichun College*, 34(6), 124-126.
- Chang, Y. X. (2002). *A survey of American literature*, (pp. 282-293). Tianjin: Nankai University Publisher.
- Fitzgerald, F. S. (2015). *The great Gatsby*. Beijing: Dolphin Books.
- Hu, M. (2006). Usage of symbolism in *The Great Gatsby*. *Journal of Southwest of Science and Technology*, 23(2), 51-53.
- Jiang, W. P. (2016). The function of symbolism in theme production in *The Great Gatsby*. *Overseas English*, 7, 159-160.
- Keshmiri, F. (2016). The disillusionment of F. Scott Fitzgerald’s dreams and ideals in *The Great Gatsby*. *Theory and Practice in Language Studies*, 6(6), 1295-1299.
- Li, X., Guan, J., & Xu, W. Y. (2005). On understanding F. Schott Fitzgerald’s female characters in *The Great Gatsby*. *Journal of Shenyang University*, 17(5), 80-82.
- Li, Y. H., & Liu, Z. Y. (2008). Analysis of Fitzgerald’s writing techniques in *The Great Gatsby*. *Journal of Hebei north University*, 24(1), 18-19.
- Mou, X. L. (2011). An analysis on the symbolic meaning of the green light in *The Great Gatsby*. *Overseas English*, 3, 182-183.
- Murray, A. (2016). The dance of death: Fitzgerald and decadence. *Modern Fiction Studies*, 62, 571, 388-411, 571.
- Murray, P. 1978). *Literary criticism a glossary of major terms*, (p. 162). New York: Longman Group Ltd.
- Sun, X. F. (2017). Kaleidoscope in jazz age: On symbolic meanings of colors in *The Great Gatsby*. *Journal of Literature and Art Studies*, 7(1), 46-50.
- Xu, D. W. (2013). Dream & illusion – Symbolism in *The Great Gatsby*. *Science & Technology Visions*, 14, 95-97.
- Wu, M. R. (2015). The writing techniques of *The Great Gatsby*. *Review of Global Academics*, 1, 466-468

On Modernity in Herman Melville's "Bartleby, the Scrivener: A Story of Wall Street"

Chen Si, and Li Jinyun

School of Foreign Languages, Wuhan University of Science and Technology, Wuhan, China

Email: 1094668560@qq.com

[Abstract] "Bartleby, the Scrivener: A Story of Wall Street", written by American writer Herman Melville, is one of his representative works that shows his negative attitude toward the capitalist society and human fate. It is not only a mysterious tragedy set in Wall Street that demonstrates modernity by revealing humanity alienation, lack of personality and morality, and loss of meaning and freedom, but also a warning story, beyond time that explores practical significance of this work for contemporary humanistic spiritual life.

[Keywords] Herman Melville; Bartleby, the Scrivener: A Story of Wall Street; modernity

Introduction

Herman Melville's (1819-1891) classic short story, *Bartleby, the Scrivener: A Story of Wall Street* (hereinafter referred to as: "Bartleby"), first published in 1853, has its own features. Different from his best-selling novels which have sailing and adventure themes, it is a story of Wall Street. Its surface clue is of Bartleby's resistance against the political and economic systems and the ideology of the capitalist society, while its hidden clue is the lawyer's attitude to Bartleby. Research of this novel have mainly focused on the interpretations of Bartleby and the narrator, and most have paid attention to its theme, the problem of human suffering and isolation. However, the plight of people's spiritual state is also a major concern of this work. How people can be affected by modernity is also reflected in the story. This paper first introduces theories of modernity and describes its theoretical development and characteristics. Second, it analyzes capitalism embodied in this story by probing into labor marketization, the protestant ethic and the spirit of capitalism. Third, it examines and analyzes modern life in this story, mainly focusing on urbanite personality and identity recognition. Finally, it reveals the essence of instrumental rationality to give some enlightenment for contemporary society.

"Bartleby, the Scrivener: A Story of Wall Street"

As Melville's controversial work, this story has generated remarkably diverse interpretations. Some critics put their attention on the interpretations of the character Bartleby: Newton Arvin (1950) proposed in his book *Herman Melville* that Bartleby is a parable of the frustrated relations between the man of letters and man of the business world. Bruce Franklin (1983) suggested that Bartleby represents not only Christ but a Hindu ascetic. C. W. Sten (1974) concluded that Bartleby is Melville's response to reading Emerson's essay "The Transcendentalist". However, L. K. Barnett (1974) believed that Bartleby was an "alienated worker" under the capitalist social exploitation. Morris Beja (1978) argued that Bartleby is a paranoid schizophrenic who tries to separate himself from the "normal" society.

Other critics have concentrated on the narrator. Liane Norman (1971) said that readers must separate from the figure of the lawyer. Still, analyzing the form and meaning of this short story, W. E. Anderson (1981) concluded that the narrator is guided by self-interest, and the lawyer is an unreliable narrator. Still others have focused on its theme – human suffering and isolation. From the view of existentialism, Kaveh

Khodambashi (2010) felt that Melville tries to give us a clear understanding of human alienation in modern society and that this story is an allegorical representation of Melville's alienation from his society, his profession as a writer and himself as a man. Vanhoutte (2014) contended that Bartleby's exclusion leads to the discovery of an unmentioned member of the 'class of study': Eros. Tal Kastner (2011) believed the overlooked notion and practice of contract and considered it as a prevailing symbol of autonomy and freedom in 19th-century America. Unlike other researches, Jung, At, and Koreahe (2009) explored various inter-textual connections between Melville's "Bartleby" and Poe's later works. Dan McCall (1998) gave an excellent review of the criticisms and good interpretations of this work. However, this study is less concerned with producing any new interpretations of the characters or existentialism than with investigating in detail the connection between modernity and the plight of people's spiritual state in this work.

Modernity

"Modernity" is an everlasting academic topic, both at home and abroad, and has diverse interpretations from various aspects. In Wang Ming'an's *Modernity* (2012), the definition, development and characteristics of this concept are involved. As he put it, "modernity is the social fact and the conceptual fact that first appeared in Europe since the 16th century" (Wang, 2012, pp. 1-2). As a process of history, he led us theoretically to see that that "modernity is a multidimensional historical process, which aims to break with Middle Ages (we sometimes call this process "modernization"), including political, economic, technological, ideological and social institutional modernization" (Wang, 2012, p. 6). German philosopher Jürgen Habermas described it as the "alternation between old things and new things" (1996, p. 108), while American professor of politics Berman Marshall reminded us that "everything is commercialized" and "all fixed things vanished"(1988, p. 4). British sociologist Anthony Giddens argued that modernity is an epitome of modern society or industrial civilization. As a sociological concept, modernity is always inseparable from the process of modernization whose indicators are industrialization, urbanization, secularization, civilization and colonialism, nationalism, and democracy etc. He pointed out in his book *The Consequences of Modernity*, "'modernity' refers to modes of social life or organization which emerged in Europe from about the seventeenth century onwards and subsequently became more or less worldwide in their influence. This associates modernity with a time period and with an initial geographical location, but for the moment leaves its major characteristics safely stowed away in a black box" (Giddens, 2011, p. 7). Giddens' modernity is about multidimensional rationality, which is divided into institutional rationality, including capitalism, industrialism, supervision and control of violent means; conceptual rationality, consisting of ideality and the values; and practical rationality, comprising pragmatism, optimism, cynicism, radicalism, and so on. From the aesthetic point of view, Matei Calinescu, American professor of comparative literature, believed that aesthetic modernity is the reaction and transcendence of social modernity. In his *Five Faces of Modernity*, he describes the five aspects of aesthetic modernity: modernism, avant-garde, decadence, kitsch and postmodernism. He emphasized that "the concept of modernity can only be conceived in a particular sense of time, that is, a linear irreversible and unavoidable passage of time" (Calinescu, 2002, p. 18). As for the experience of modern life, French poet and philosopher Baudelaire. by virtue of art and aesthetics, defined "modernity" as "transition, short, accidental; that is half of the arts and half of eternity and invariability" (1987, p. 485).

The development of modernity can be divided into three stages. First, the overture stage, is roughly marked by the Renaissance and the Reformation from the end of the 16th century to the end of the 18th century. Second, the mature stage began in the 1890s, while the British Industrial Revolution and the French

Revolution were going on. The free market economy and democratic politics brought by the dual revolutions made the modern public appear dramatically in modern life. In the 20th century, namely, in the final stage, the process of modernization was essentially extended to the whole world. Marx (1972) claimed his modernity as follows: “the new forces of society can only be grasped by the new people, and these new people is the workers, same as the machine, is a modern invention” (1972, p. 254). Modernity has made great achievements; meanwhile, it also has brought a lot of worries. In *The Malaise of Modernity*, Canadian philosopher Charles Taylor started with the analysis of the generation of modern freedom and found the three malaises of modernity: “the first malaise is about the loss of meaning and morality; the second involves dullness in face of the legitimacy of instrumental rationality; the third is about the loss of freedom” (2001, p. 7).

Analysis of “Bartleby, the Scrivener: A Story of Wall Street”

Melville perceptively set Wall Street as the background of “Bartleby”, for the fact that during the decades of 1850 and 1860, Wall Street, a microcosm of the early modern society, gradually became the center of modernization and industrialization where the pursuit of efficiency and profit maximization lead to people’s social ecological imbalance. The story is about the accumulation of humanity alienation, the lack of personality and morality, and the loss of freedom and meaning in this modern “wasteland”.

Capitalism in “Bartleby”

Adam Smith’s (1723-1790) Hidden Hands theory legitimized the market-oriented concept, which cohered with John Locke’s (1632-1704) political opinion. The two together complete the political economy of capitalism. The boss, an advocator of the utilitarian’s spirit, is a representative of the middle class of American modern society in the 19th century. In Max Weber’s, German political economist and sociologist, *The Protestant Ethic and the Spirit of Capitalism* (1987), the Protestant ethic legitimates the utilitarian’s spirit of capitalism. At the beginning of this story, the lawyer complains about the sudden and violent abrogation of the office of Master in Chancery by the new Constitution because he has counted upon a life lease of the profits, whereas he only receives those of a few short years. In fact, the office of Master in Chancery shields the wealthy capitalists instead of poor workers. Bentham and John Austin declared that the Equity was full of morality and lack of stability. This kind of morality protects business men from the traditional moral censures such as hypocrisy, greedy and grim, etc. (Weber, 1987).

Marx discussed the origin of capitalism, whose nature is to infinitely pursue the surplus value. In a monetary economy, the exchange value replaces the dominant position of use value by the intermediary of money. Thus, people ignore the meaning, morality and value of the existence, and are only concerned about the exchange value. All things can be accurately calculated by money. With fervent capital accumulation, the pursuit of money is gradually influencing the lawyer’s mind. His frenzied desire for material and money has made himself lose self-criticism and become a complacent person (Marx, 1972).

Moreover, capitalism is characterized by commercialization or marketization of the labor force, which also contributes to human alienation. Marx thought that human alienation is not only manifested in human activities but also in the spiritual state. The former alienation refers to that human’s own creation is alienated. For one thing, under capitalist and industrial systems, the worker’s own activities have been alienated. The worker himself is not the goal but the tool of productive activities. In the story, the staff do not work for themselves but for their boss, and they can only share the minority of their production. Unfairly, the salaries cannot buy Turkey a decent coat or pay off Nipper’s debts. The staff are indeed the slaves of their job. They

spend their time and energy, not for themselves but for their boss. What he produces does not belong to himself but to others. In addition, the labor force is commercialized by virtue of money. People can be exchanged or consumed like commodities. As a consequence, they are no longer the governors of themselves, but the objects dominated by others. Bartleby doesn't accept his boss' money and only lives on cheap ginger nuts, so he can obtain his independence and freedom. But the other staff have no choice but to accept the boss' governance, since they have to earn their living.

The alienation of human activity contributes to the alienation of the human spiritual state, such as self-alienation and self-split. Human is divided into two parts that are contrary to each other. As workers are engaged in mechanized flow line, they are unavoidably materialized by their work. The so-called "being materialized" is the state of people's "being caught in his material existence", which is a denial of human nature. He makes no changes, but becomes a thing (Marx, 1972, p. 15). Bartleby's diligence at work during the early period does not totally please his boss, rather, it makes the boss uncomfortable, because "he wrote on silently, palely, mechanically" (Melville, 2004, p. 5). Worse still, the other staff also work weirdly like a machine that breaks down frequently. The middle-aged Turkey is an alcoholic, whose work efficiency is greatly reduced in the afternoon; and the 20-year-old Nipper is suspicious who tends to lose his temper in the morning. Marxist scholar Georg Lukacs (1999) also stated, "people's own labor turns them into an object not according to their own will. They are transferred into certain things, which is not controlled by people themselves" (Lukacs, 1999, p. 96).

Modern Life in "Bartleby"

The city is the space where modernity emerges and accumulates. In this story, Wall Street is a purely commercial, composed of a block of high walls, a lack of life and cultural atmosphere. During the day, the city is crowded with busy people, while in the evening, the whole city is dark like hell. The "walls" in the story symbolize the distance between people. With rapid competition, unstable places, and differences between class and status, even in the crowds, individuals still feel lonely. Georg Simmel (2001), German sociologist and philosopher, declared that people do not feel as cold as anywhere else as in the metropolitan area. People feel isolated and lost for they do not have a sense of belonging in the modern city.

Bartleby and his colleagues are treated as human copying machines by the boss. However, they do not sympathize with other, but bully and revile Bartleby, because the latter violates their interests and benefits. When Bartleby refuses to proofread, the other three employee's reactions are even more aggressive than the boss: Nippers said: "I think I should kick him out of the office" (Melville, 2014, p. 7). Ginger Nut said with a grin, "I think, sir, he's a little lunny" (Melville, 2014, p. 7) and Turkey roared, "I think I'll just step behind his screen and black his eyes for him" (Melville, 2014, p. 9). In return, in Bartleby's eyes, he refuses to proofread and even the suggestions of new jobs, maybe because he recognizes that the proofreading and other jobs are just like the work in the dead letter office, in which no emotional exchange but indifference of people is involved.

In this sense, the city is basically an alienated and isolated place. When Bartleby works in the law office, he was in the corner, and nobody cared about him. During the night and weekends, he also has to endure loneliness. The interpersonal communication of feelings is impossible, because of the mutual restraint and indifference. As Simmel puts in *Metropolis and Spiritual Life*, a city is the "most developed economic center, which is dominated by monetary economy. Consequently, citizens have to face the growth of immense objective cultures and threats to personal creativity. They are faced with the shrinking individual culture brought about by the excessive expansion of objective cultures. As a result, life style in

city is objective, which makes urban people become increasingly objective, indifference, and rational” (Simmel, 2001, pp. 186-187). In the metropolis, what is rooted in citizens’ minds is the fact that money is the ultimate point of life, for business is only concerned with exchange value. These sensitive urban people get accustomed to the cruelty and indifference of their workers, increasingly showing a state of restraint, indifference, isolation, consequently, people’s instinct and personality is constantly disappearing. When Simmel discovered the disappearance of citizens’ personalities, he also discovered the growth of it: on the one hand, the complex and colorful modern life constantly stimulates the individuals and incites personality, “they seem to put people in a stream, so they can float without swimming”; on the other hand, the retention of personality is unsustainable, it was swallowed up by division of labor and material life. Thus, Simmel believes that, the two sides of modern life are the elimination of personality and the creation of individuality (Simmel, 2001, p.198).

In contrast to rural life, Simmel also pointed out that a modern city is a financial center and a highest-leveled division of labor center. All these unique “fast and continuous changes”, “instant impressions”, “strong stimulation of tensions”, and monetary economy of city are relevant to urban people’s proficiency in computation and calculation (2001). Moreover, material culture usurps the domination of humanistic concern in the city. Louis Wirth (1938) believed that the chaos of personal life brings into the breakdowns of mind, suicides, malnutrition, crimes, and corruptions etc. All of these are quite common in an urban city (Wirth, 1938, pp. 17-23). In the story, Bartleby’s suicide and a murder in an office mentioned by the lawyer are the epitomes of a modern city where people who easily get into the city from a rural area may find a lot of difficulties in getting into the city life.

Instrumental Rationality in “Bartleby”

In Weber’s words, “the process of modernity is the process of ‘disenchantment’, namely, the rational process... the subject-centered rationality in the modern society inevitably develops into instrumental rationality, leading to the ‘loss of freedom’ and the ‘loss of meaning’” (1987, p. 168). However, instrumental rationality, the heavyweight concept of modernity, has long been assigned a code of conduct. It is regarded as the inner foundation of modern social organization, whether in a modern country, or in a modern enterprise. With technological innovation, the principle of efficiency has become increasingly prominent. In this sense, rationality refers to the careful planning and accurate calculation, which fills the modern social institutions everywhere. The lawyer’s “first grand point is to be prudence” (Melville, 2014, p. 1), which is the manifestation of instrumental rationality that captures workers in the famous melancholy “cages”. Actually, the law firm is located in New York’s bustling commercial center, surrounded by high-rise buildings, which just echoes the “cage” mentioned above. When Bartleby refuses to work or leave the office, instrumental rationality makes the lawyer alienate Bartleby into a “ghost”. Weber claimed that in modern society, people have to work hard to accumulate wealth, otherwise they will be cast off by society (1987). The last dialogue between the lawyer and Bartleby before Bartleby is sent to prison, shows that this instrumental rationalism has been rooted in the lawyer. He even sums it up, “either you have to do something or you have to face punishment” (Melville, 2014, p. 29).

At the end, Bartleby realizes his negative resistance is meaningless and feels hopeless about the world; he simply chooses starvation to maintain his own subjectivity. Bartleby’s refusal breaks the traditional relationship between employer and employee, showing his self-consciousness and his fighting for freedom. Working in a dry-goods store, or being a clerk is “too much confinement” for him, so he says “No”. (Melville, 2014, p. 22). Just as philosopher Sartre said, “a person’s most basic, final, and inalienable

freedom is saying that ‘no’” (1993, p. 189). But in a capitalist society, any attempt to reverse instrumental rationality will make himself an opposite to the community. Just like the modern people described by Baudelaire, “he is unconcerned, reclusive and arrogant in the crowd”. Rowland N. Stromberg (2005) stated this kind of people “create a legend of poet’s being destroyed by the uncaring and ruthless world. Owing to the persecution of mediocrity, they extinct in their pride, but at the end, they are respected for their independent and uninhibited personality” (2005, p. 241). In this sense, Bartleby is a modern hero, who breaks through the slavery set by instrumental rationality, thus making “Les Fleurs Du Mal” shoot up.

Conclusion

Herman Melville showed great foresight in “*Bartleby*”, by presenting the tragedy of Bartleby. He deeply analyzed complex human nature in the modern city and made a keen and profound observation of the capitalist society, especially the life of the lower class. The whole story is of profound significance for modernity. From analysis of modernity in this short story, readers can find that, Melville is skeptical of the transcendentalist’s optimism about social progress. He believes that an individual is unable to fight his fate against society.

However, the tragedy of Bartleby in Wall Street inspires readers to pay more attention to contemporary spiritual life rather than material life, and reminds readers of the significance of self-consciousness, communication and humanistic concern in the contemporary society. In addition to this short story, Melville added many other tragedies to American literature. To some extent, theories of modernity may apply to Melville’s other works as well.

References

- Arvin, N. (1950). *Herman Melville*. New York: Viking.
- Anderson, W. E. (1981). Form and meaning in ‘Bartleby the scrivener’. *Studies in Short Fiction*, 18(4), 383-393.
- Baudelaire, C. P. (1987). *Aesthetics. Selected papers of Baudelaire*. Beijing: People’s Literature Publishing House.
- Barnett, L. K.(1974). Bartleby as alienated worker. *Studies in Short Fiction*, 11, 379-385.
- Beja, M. (1978). Bartleby & schizophrenia. *Massachusetts Review*, 19(3), 555-568.
- Calinescu, M. (2002). *Five faces of modernity*. Beijing: Beijing Commercial Press.
- Franklin, B. (1983). *The wake of the Gods: Melville’s mythology*. Cambridge: Cambridge University Press.
- Giddens, A. (2011). *The consequences of modernity*. Nanjing: Yilin Press.
- Habermas, J. (1996). Modernity: An unfinished project. *Croatian Political Science Review*, 46, 96-111.
- Jung, Y. J., At, L., & Koreahe, S. (2009). The Poe-esque elements in Melville’s “Bartleby, the Scrivener”. *Foreign Literature Studies*.
- Kaveh, K.(2010). Analysis of alienation, writing, and labor in ‘Bartleby, the Scrivener’. *English Language Teaching*, 3(4), 209.
- Kastner, T. (2011). “Bartleby”: A story of boilerplate. *Law & Literature*, 23(3), 365-404.
- Lukacs, G. (1999). *History and class consciousness*. Beijing: Commercial Press.
- Marshal, B.(1988). *All that is solid melts into air: The experience of modernity*. London: Penguin Books.
- McCall, D. (1898). *The silence of Bartleby*. Ithaca: Cornell UP.
- Melville, H. (2004) *Bartleby, the scrivener: A story of Wall Street*. New York: Random House.

- Marx, K., & Engels, F. (1972). *Marx and Engels anthology*. Beijing: People's Literature Publishing House.
- Norman, L. (1971). Bartleby and the reader. *New England Quarterly*, 44(1), 22-39.
- Sten, C. W. (1974). Bartleby the transcendentalist. Melville's dead letter to Emerson. *Modern Language Quarterly*, 35(1), 30-44.
- Simmel, G. (2001). *The philosophy of fashion*. Beijing: Culture and Art Publishing House.
- Sartre, J. P. (1993). *Being and nothingness*. New York: Washington Square Press.
- Stromberg, R. N. (2005). *An intellectual history of modern Europe*. Beijing: Central Compilation & Translation Press.
- Taylor, C. (2001). *The malaise of modernity*. Beijing: Central Compilation and Translation Press.
- Vanhoutte, K. K. P. (2014). Bartleby, the example and Eros, the idea of the work: Some considerations on Giorgio Agamben's 'The Idea of Study'. *Educational Philosophy & Theory*, 46(4), 393-405.
- Wirth, L.(1938). Urbanism as a way of life. *The American Journal of Sociology*, 44(1), 1-24.
- Weber, M. (1987). *The Protestant ethic and the spirit of capitalism*. Shanghai: SDX Joint Publishing Company.
- Wang, M. (2012). *Modernity*. Nanjing: Nanjing University Press.

William Blake's Poems in the Interarts Perspective of Chinese Classical Art Theories

Hu Min

School of Foreign Languages, Wuhan University of Technology, Wuhan, China
Email: 48032797@qq.com

[Abstract] This paper explores the states of Chinese classical art theories in William Blake's poems, revealing the idea resonance beyond visual and language media. The research method is Ekphrasis, a burgeoning interdisciplinary humanity of the 1990s, providing opportunities for interarts researches, not only of pictures in poetry or poetry in pictures, but also multidimensional appreciation methods. Typical poems of William Blake are analyzed in this paper with enlightenment from "The Lofty Message of Forest and Streams" (Linquan Gaozhi) by Guo Xi, the greatest landscape painter of the Northern Dynasty to create a new method of interarts appreciation.

[Keywords] William Blake; "The Lofty Message of Forest and Streams"; interarts; ekphrasis

Introduction

Chinese classical art theories include theories on paintings, calligraphy, seals, art crafts, music and dramas. The foundation is the combination of Confucianism, Buddhism and Taoism, encapsulating the elements of beauty and ugliness, elegance and vulgarity, emotion and will, form and spirit, literary grace and essence, deficiency and excess, mental state, indoctrination, pleasing functionality and artistic conceptions to perfect and systemize the theories (Zhou, 2010). Chinese classical art theories span five stages: Pre-Qin and Han Dynasties, Six Dynasties, Tang Dynasty and Five Dynasties, Song and Yuan Dynasties and Ming and Qing Dynasties, which include Lao Tzu's "Iridescent colors causing blindness", Gu Kaizhi's *Painting Thesis*, and Xie He's "Six Techniques of Painting", etc. Chinese classical art theories systematically constitute the wisdom of China and the reflected rules of the universe, which can be applied in the realm of literature.

In the Northern Song Dynasty, Guo Xi (c. 1020-c. 1090), a Chinese landscape painter from the Henan Province, is the author of "The Lofty Message of Forest and Streams" (*Linquan Gaozhi*). The work covers a variety of themes on the process of painting a landscape. Guo Xi believed in Taoism and later became a court professional painter and painting critic who developed an incredibly cloud-like brushstroke which became important for later painters. His landscape paintings minutely depict the changes of the region, the seasons and weather. His most famous works *Early Spring* in 1072 vividly presents the recovery of lives on the earth.



Figure 1. *Early Spring* by Guo Xi (2018)

In his representative painting *Early Spring*, two mountains spread from the bottom to the distance, covered with verdant pine wood, like smiling joyously in spring, as shown in Figure 1. Everything in the world reviving in early spring, the painting precisely depicted typical signs such as the tender shoots, crystal spring, fishermen and woodmen. It is not two-dimensional, but four-dimensional, in which the painter became part of the mountains and brought the spectator into a heavenly world to live and to travel. The borderlines of the near mountain and the distant mountains are blurred, living more room for blankness and imagination. Guo Xi created a painting technique of multiple perspectives which he called “the angle of totality” or “Floating Perspective” (Zhou, 2010) The viewer does not hold a static view, but instead a dynamic view in a four-dimensional world with time flow, which is the difference between Chinese and Western paintings. To see an English Poem in Chinese painting perspective is the way to a new world.

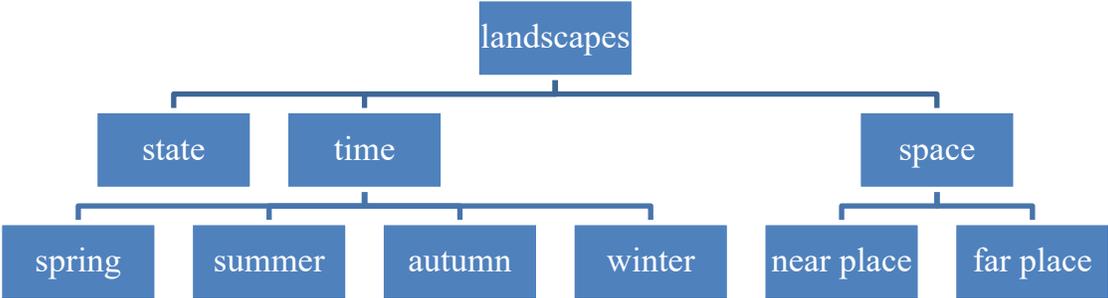


Figure 2. Multidimensional Appreciation Method of Guo Xi (Zhou, 2010)

At home and abroad, the materials for the study of Guo Xi are limited because of few historical records. According to the doctoral thesis *A Study on Guo Xi* by Zhang Bailu, the evolution of techniques and the principles of creation and the history of Chinese landscape painting were studied to illustrate the role of Guo Xi in Chinese landscape painting history (Zhang, 2006). With the wisdom of multiple perspectives of Guo Xi’s landscape painting techniques, William Blake’s poetry can be interpreted in the creative way of Ekphrasis, which became a burgeoning interdisciplinary humanity in the 1990s, exploring the art of painting

in language arts. Like other literary genres, ekphrasis entered postmodern times after the classical, neoclassical, Romantic, and Modern times (Tan, 2010).

This paper introduces Guo Xi's "*The Lofty Message of Forest and Streams*" in connection with William Blake's poems using case studies of the embodiment of eastern painting wisdom in English literature. The innovative study can help better understand English with enlightenment from visual arts. There are three enlightenments from multidimensional appreciation method of Guo Xi: total immersion, changes of time and changes of space.

Literature Review

Chinese classical arts are the embodiment of the soul of China. The interarts study began early with Feng Zikai (1898-1975) in the 1920s. He published journals articles in connection with Chinese painting and Chinese literature, like the expression of space, subjective and objective observation, complementary coexistence of visual and literary elements (Feng, 2015). In 2007, Kuang Haoyuan comparatively studied Su Shi's theories of literature, painting and calligraphy (Kuang, 2007). In 2010, Liu Fengxia explored the relationship between art and literary theories in Six Dynasties (Liu, 2010). In 2013, She Zhenhua analyzed French Chinese-born author Cheng Baoyi's Chinese painting theories by his literary works (She, 2013). In these studies, Chinese literary works were associated with Chinese classical art theories. In this paper, Chinese classical art theories will enlighten English literature. This is the differences between this paper and the former researches.

The research method is ekphrasis. Ekphrasis in poetry has been used since the 8th century B.C. In Homer's epic poem *The Iliad*, ekphrasis has been used to describe the shield borne by the hero Achilles as a rhetorical technique. It depicts matters coming before a court of law in a peaceful city and battling Troy, the home of a King, dancing young men and women, field, vineyard, sheep farm, a herd of cattle, and the Earth, sea, Sky, moon and the cosmos. The past coexists with the future in the painting in a circle on the shield (Heffernan, 2004). Ekphrasis is not just a rhetorical technique but a vital literary tradition related to visual arts, which perfects the aesthetic experience of perceiving the world in multidimensional perspective.

A Song Handscroll Streams and Mountains Without End and Gary Snyder's Ekphrastic Poem "Endless Streams and Mountains": Perspectives on Guo Xi's Essays on Landscape and its Embodiment in Modern American Painter Poems by Tan Qionglin in 2010 analyzed American oriental ekphrasis which means American poems depict ancient Chinese landscape paintings with the form of Chinese classical poetry and Japanese haiku. Tan Qionglin put forward the term American oriental ekphrasis for the first time and developed modern ekphrasis (2010).

The latest studies of ekphrasis are as follows: In *Ekphrasis, Imagination and Persuasion in Ancient Rhetorical Theory and Practice*, Ruth Webb enabled listeners and readers see in their imagination through words alone. The author emphasizes the importance of the visual imagination in ancient responses to rhetoric, poetry and historiography. This study includes a full analysis of the ancient technical sources (Webb, 2016). *Fictional Artworks: Literary Ekphrasis and the Invention of Images* compiled by Valeria Cammarata studies images in painting, photography and cinema invented by literature, the relationship between text and image, between verbal and visual in modern and contemporary literature from the point of view of aesthetics, visual culture and literary theory, trying to build a map of the notional ekphrasis (Cammarata, & Mignano, 2017). More works need to be done to study English poems with Chinese classical art theories, especially English poetry not on oriental contents. Eastern multidimensional appreciation of paintings will shed light on western literature appreciation, just as discussed in this paper.

Total Immersion

The Lofty Message of Forest and Streams (Linqun Gaozhi) by Guo Xi (c. 1020–c. 1090) has pointed out that in order to describe the spirit of nature, one ought to be in tune with nature first. To draw landscapes, the painter should travel around, observing and conceiving. The mountains in the Southeast are usually shapely because rivers flow to low-lying areas where torrents scour out channels down the precipices to form waterfalls, like the waterfalls in Mount Huashan, whereas the mountains in the Northeast are powerful because rivers originate from high-lying areas where deep streams and thick land serve as a foil to mountains stretching and undulating like Songshan Mountain. Mount Huashan abounds in peaks while Songshan Mountain is enfolded by creeks. Mountains like fairylands are dwelled in by immortals. Only through constant engrossment can the painter treasure the scenery in the mind and forget about the paper and brush (Guo, 2016). When in nature, with purified thoughts and total concentration, connection with everything will provide one with energy and wisdom. The same mountains will be perceived differently in different minds.

William Blake (1757-1827), an English painter, poet and printmaker who lived in solitude and poverty all his life had a similar state in his poems. Blake was in a hosier's family in London and showed a precocious talent for painting. Later he was apprenticed to an engraver. A rebel all his life, he never tried to adapt himself to worldly affairs. Largely unrecognized during his lifetime, Blake's poems are seminal as both poetry and the visual arts. William Blake developed his own complex cosmogony and envisioned himself as the living embodiment of the spirit of Milton.

"The Lamb" is a poem by William Blake, published in *Songs of Innocence* in 1776. "The Lamb" has two stanzas, each containing five rhymed couplets. Repetition in the first and last couplets of each stanza makes these lines into a refrain and helps give the poem its song-like quality. The flowing l's and soft vowel sounds contribute to this effect, and also suggest the bleating of a lamb or the lisping character of a child's chant (Blake, 1978). William Blake had extraordinary visions of this world to write about God's creation of the lamb. Like a messenger from God, at very early age, he could see angels and God which cannot be contacted by ordinary people. He could see visions until his death, bursting into songs about the things he saw in Heaven at the last moment of death. That is why the miraculous creation and heavenly world of the lamb are best depicted by William Blake's total immersion in such a state, but not perceivable by ordinary people.

At similar level, different in forms, the state in Guo Xi's *The Lofty Message of Forest and Streams* can be reached in Blake's poems. This is the first enlightenment of ekphrasis study of visual and verbal arts.

Change of Time

In *The Lofty Message of Forest and Streams (Linqun Gaozhi)* by Guo Xi, the cloud and mist around mountains can be observed at different seasons as being joyous in spring, flourishing in summer, detached in autumn and gloomy in winter. The scenery of cloud and mist will be enlivened when drawn the spirit, not just the shape, which vitalizes the mountains. Mountains in spring are smiling mildly, mountains in summer are dripping the green, mountains in autumn are wearing picturesque eyebrows, and mountains in winter are sleeping bleakly. In painting, the ellipse of time is eternalized statically. This method can be used to dissect English poetry dynamically.

"The Sick Rose" is a poem by William Blake, published in 1794, which is the 39th plate in his collection titled *Songs of Experience*. The beginning of the poem is "O Rose thou art sick". An invisible worm has stolen into its bed in a storm at night to destroy the rose's life by dark secret love, a beautifully

gruesome and strangely enthralling visual tour. There are two stanzas (eight lines), with six adjectives, eight nouns, and three verbs (Blake, 1978).

In the perspective of time observance in Guo Xi's *The Lofty Message of Forest and Streams*, "The Sick Rose" can also be interpreted in different seasons of human life. When the rose has come into full blossom, it reaches the prime of life, just like the summer mountains drawn by Guo Xi. If the rose is like a woman and the worm is her secret lover, the poem suggests the corruption of physical love by concealment and deceit. Sensual pleasures and hidden or illicit love affair are suggested. If the rose symbolizes a man and the worm is his lust, the poem reveals how his life has been undermined by his own desires.

When coming to the winter of one's life, the rose can also be one's life, which has been exhausted by death embodied by the worm. The worm is a common symbol or metonymy for death. Milton wrote about "undying worm" in *Paradise Lost*; Milton's metaphor for Satan in the form of a snake tempted Eve, because of which human being were driven out of the Eden and became mortals (Milton, 2017).

Like Guo Xi's drawing of mountains, William Blake's description of rose should also be different in different seasons. As mentioned above, two seasons are illustrated, summer and winter, as the prime time and golden days of human life, which enrich the understanding of the poem "The Sick Rose" in time.

Change of Space

Guo Xi wrote in *The Lofty Message of Forest and Streams (Linqun Gaozhi)*: the mountains should be observed in the distance to grasp the sinuousness, the origin and the ending, the hidden and the revealed parts, which cannot be observed nearby. The images of people are used to denote the road; pavilions indicate a place of interest; woods depict the near and far places; creeks show the depth of water; bridges represent human creation and angling adds the charm of solitude. But the painting of a human should be drawn on a piece of small paper to be put on one's hand or desk to be observed closely (Guo, 2016).

William Blake's "The Lamb" can also be observed from the distance or within one's eyesight. To look closely, there is a biological lamb with bright wool in the peaceful valley. From the distance, the lamb is the creation of nature in the divine sense. The lamb bleats tenderly, just like the voice of Christ, acclaiming love and rejoice in life itself. The bright wool recalls the swaddling clothes of the baby Jesus and the light surround him. One needs to contemplate the creation of both a biological lamb and a figurative lamb, to consider their relationship to each other, and to the Divine. In the mundane world, it is a biological lamb; in God's world, the incarnation of God.

To look closely, "The Sick Rose" is a rose corrupted by a worm. To observe from afar, the rose is the human soul, corrupted by concepts. The rose has been taken as a person's mental world. It has been destroyed by sensual pleasure secretly enjoyed, resulting in loss of innocence. The life of a rose is controlled by the worm-like human beings losing the only opportunity of life by themselves because of the control of concepts. The same scene will be different viewed in different time and space.

To conclude, we can live in a small world with a big vision, both in the world of painting and the world of literature.

Conclusion: Interarts Appreciation Innovation

From the three parts of analysis, the multidimensional appreciation method of Guo Xi in painting has been applied to understand two poems by William Blake. Especially the poem "The Sick Rose" has been interpreted in four ways just like ingenious composition of Chinese painting. The most representative examples of both visual arts and language arts shed light on the state of the artist.

The wisdom from Chinese classical art theories will be a treasure-house to interpret English literature. Various art forms are governed by universal human moral codes, which are not decided by mankind but rather the rules of the universe, such as kindness, honesty, agreement of thoughts and behaviors. When in tune with nature, human beings' wisdom will be discovered again in all arts.

In the *Republic*, Book X, Plato discusses artistic forms adopted by carpenters and painters to represent the epitome of badness by God. There are three artists: God, the maker of the bed and the painter; the latter two are creator and imitator of the appearance (Plato, 2007). This sheds light on ekphrasis. No matter which art form has been adopted, the essence created by God is beyond the apparent art form.

Considering ekphrasis, the bond of visual arts and language arts, more teaching practices of literature or painting should be conducted in a new way.

Acknowledgement

This paper was supported by “the Fundamental Research Funds for the Central Universities”.

References

- Blake W. (1978). *The complete poems*. London: Penguin Classics.
- Cammarata, V., & Mignano, V. (2017). *Fictional artworks: Literary ekphrasis and the invention of images*. UK: Mimesis International.
- Feng, Z. (2015). *Paintings and literature*. Beijing: Dolphin Press.
- Guo, S. (2016). *The lofty message of forest and streams*. Beijing: Beijing Guozhixue Culture Ltd.
- Guo, X. (2018). Guo Xi. Retrieved Apr. 18, 2018 from Wikipedia, the free encyclopedia: https://en.wikipedia.org/wiki/Guo_Xi
- Heffernan, J. (2004). *Museum of words: The poetics of ekphrasis from Homer to Ashbery*. Chicago: University of Chicago Press.
- Kuang, H. (2007). Shen, Yi, Dao: Comparative study of Su Shi's literary, painting, calligraphy theories. *Journal Of Human Agriculture University (Social Sciences)*, 8(5), 105-107.
- Liu, F. (2010). *On the relationship between art and literary theory. Exploration into the six dynasties*, (pp. 7-23). Lanzhou: Northwest Normal University.
- Milton, J. (2017). *Paradise lost*. Sirius.
- Plato. (2007). *The republic*, (pp. 498-527). London: Penguin Group, London.
- She, Z. (2013). Interpretation of paintings by literature: Chinese painting theories in French Chinese-born author Fu Baoyi's literary works. *Anhui Literature*, 6, 105-107.
- Tan, Q. (2010). A song handscroll streams and mountains without end and Gary Snyder's ekphrastic poem “Endless Streams and Mountains”: Perspectives on Guo Xi's essays on landscape and its embodiment in modern American painter poems. *Journal of Foreign Languages*, 33(1), 54-62.
- Tan, Q. (2010). Western ekphrasis: A burgeoning humanity. *English and American Literature Studies*, 1, 301-319.
- Webb, R. (2016). *Ekphrasis, imagination and persuasion in ancient rhetorical theory and practice*. London: Routledge.
- Zhang, B. (2006). *A study on Guo Xi*, (pp. 65-79). Nanjing: Southeast University.
- Zhou, J., & Chen, S. (2010). *Notes on Chinese classical art theories*, (pp. 35-40). Nanjing: Southeast University Press.

Memory Discourse in Philip Roth's Novels

Jin Wanfeng

School of Foreign Languages, Northeast Normal University, Changchun, China

Email: wanfengking@126.com

Zou Yunmin

School of Foreign Languages Education, Jilin University, Changchun, China

Email: 1147088733@qq.com

[Abstract] Philip Roth's works cover a variety of themes, including Jewish identity, the Holocaust, Alter-ego, Neo-historicism, Neo-realism, and autobiographical writing, etc., and critics have dealt with these themes from their own stances and perspectives. However, there is an implicit aspect in Roth's fiction that is rarely tackled, namely, the memory narrative. For Roth, memory narrative is the means by which he can reconsider and reconstruct the past on the basis of what is happening around the world, so as to integrate the past into the present to reevaluate the significance of the obsession with the past memory and the possible consequences it might provoke. Questioning certain memory discourse manifests Roth's sharp conception of his age and his sense of responsibility, which poses as an important dimension of his literary creation.

[Keywords] Philip Roth; memory discourse; responsibility

Introduction

Jewish American literature has occupied a major place in the literary map of 20th century American literature, with Saul Bellow, Bernard Malamud and Philip Roth as the most important representatives in fiction writing. Many of these three writers' works have been translated into Chinese and gained attention from both common readers and literary critics. According to the data obtained, of these three writers, Philip Roth has been one of the most popular American writers in China since the 21st century: fifteen of his books have been translated into Chinese, including the American Trilogy, and the Zuckerman Series etc.; seven monographs on Philip Roth's literary creation have been published; and a large number of academic essays on Philip Roth's works have been published by academic journals. These studies on Philip Roth have mainly focused on the following aspects: Jewish identity, the Holocaust, Alter-ego, autobiographical writing, Neo-historicism, and Neo-realism, etc., but an analysis of Roth's works from the perspective of memory narrative is rarely seen, so in this paper this author would like to address three of Philip Roth's novels, namely *Goodbye Columbus*, *The Ghost Writer*, and *The Plot Against America*, to disclose the memory narrative in the novels and the politics behind it.

Memory Discourse in Philip Roth's Novels

Memory studies has been a booming field since the 1970s, but just as the critics of memory studies point out, the ultimate concern of memory studies is still the present, what is happening around us and the significance that event can impose. As a hyper-sensitive author, Philip Roth can always sense the subtle change of the social environment, the effect these changes have created, and then ponder over the relationship between the past and the present and try to disentangle the secret link behind the intended discourse. This has been a hidden line through Roth's literary career.

The Memory Discourse in Goodbye, Columbus

As a debut author, Philip Roth won a national book award for *Goodbye Columbus* in 1959. Among the five short stories and the name-sake novella, there is one short story named “Eli, the Fanatic” which deserves our attention due to its thematic concern. Though always swiftly mentioned and seldom seriously interpreted by critics, this short story manifests one fact that it was out of place with America’s social atmosphere at that time and the major focus of Jewish American writers. This is understandable. During WWII and the McCarthy period after it, Anti-Semitism was the major political discourse in America, which put the Jews in America in a plight. They did not want to offend the mainstream culture by identifying themselves too obviously with the survivors of the Holocaust, meanwhile they also remained ambivalent with their identity. As a result, directly after the Second World War, the mention of the Holocaust in fiction was a taboo for Jewish American writers, but several authors did it. Philip Roth was one exception. Through his subtle narrative, American Jews’ intolerant attitude towards the newly arrived Holocaust refugees were vividly presented, and the ending of the short story is quite ironic. Eli, the Jewish lawyer employed to ask the survivors out of the town eventually converts himself to be an orthodox Jew, which is a new horror to the local Jews, thus “a needle sild under his skin. The drug calmed his soul but did not touch down where the blackness had reached” (Roth, 1964, p. 216).

On the surface level, the short story tells of American Jews’ intolerance of the orthodox Holocaust survivors, but deeper under this is the questioning of the silence of American Jewish voice on the Holocaust then. Eli’s letter to Tzoref partially explains the anxiety of the Jewish community faced with the WWII Jewish refugees in Woodenton. “Woodenton, as you may not know, has long been the home of well-to-do Protestants. It is only since the war that Jews have been able to buy property here, and for Jews and gentiles to live beside each other in amity. For this adjustment to be made, both Jews and Gentiles alike have had to give up some of their more extreme practices in order not to threaten or offend the other. Certainly such amity is to be desired. Perhaps if such conditions had existed in prewar Europe, the persecution of the Jewish people, of which you and those 18 children have been victims, could not have been carried out with such success – in fact, might not have been carried out at all” (Roth, 1964, p. 189)

From the letter, we know for Jews in America, the process of being accepted into the well-to-do community has been long and strenuous, and it was until WWII that the Jews moved into the community. To maintain the amity between Jews and Gentiles, some extreme practices would have to be abandoned. Though in the letter it says both Jews and Gentiles alike should give up extremes, in reality we know it is the Jews who are worried about the newly arrived refugees, especially “the one in the black hat”, who might “threaten or offend the other”, the result of which is something American Jews did not want to see. Meanwhile, due to the information imbalance, Eli referred to the suffering of the European Jews during WWII as persecution, which greatly undermined the seriousness of the atrocities the European Jews encountered. Naively, Eli holds that if European Jews had given up their extremes earlier, an amity would have been achieved in Europe so that the persecution might not have been carried out.

By utilizing the characters of the Holocaust victims in 1948, Philip Roth calls into question the current attitude to the memory of Holocaust in the late 1950s, exposing the dominant social discourse at work. In nature, the theme of the short story was kind of pioneering at that time, but it was also due to this transgressive nature that the short story turned out to be less valued compared with other stories in the collection.

Memory Discourse in The Ghost Writer

Roth's next major work that involved memory discourse was *The Ghost writer* (1979), a novel published twenty years after *Goodbye, Columbus*. Though Roth claimed *The Ghost Writer* was "about the surprises that the vocation of writing brings" (Roth, 1975, p. 111), it touched one subtle change in Americans' attitudes toward the Holocaust. After twenty years, the Holocaust was no longer taboo in American society; quite on the contrary, it became popular, became something of a fashion. Elie Wiesel, Holocaust survivor and also Nobel Prize winner, had a comment on the overuse of Holocaust in American literature, "Novelists made free use of [the Holocaust] in their work...In so doing they cheapened [it], drained it of its substance. The Holocaust was now a hot topic, fashionable, guaranteed to gain attention and to achieve instant success..." (Wiesel, 1975, p. 315). Such a comment shows the fact that Holocaust narrative has become vogue in the literary circle in America at least in the middle 1970s, and such use has the danger of cheapening and draining it of its substance, which might eventually result in the trivialization of the event, depriving the Holocaust of its due significance. Philip Roth was quite aware of this possibility, so he incorporated the starting event of the Americanization of the Holocaust, namely, the *Anne Frank Diary* and its staging into his novel *The Ghost Writer*.

Anne Frank: The Diary of a Young Girl was first published under the title *The Annex: Diary Notes 14 June 1942 – 1 August 1944* in Holland in 1947 (Frank, 1947). It was translated into English in 1952 and became the symbol of the persecuted Jewish children (Frank, 1952). Its commercial success brought about the decision to adapt *The Diary* for the stage and Broadway. The subsequent controversy surrounding the stage version raged around the point that the play had virtually ignored the fact that the Franks were Jews.

Almost twenty years later, Philip Roth picked up the issue and posed a drastically different picture of the Holocaust discourse compared with what was happening then in the 1970s. In Roth's novel, Anne Frank is not dead, instead she narrowly escapes death in the death camp, and eventually comes to America and settles down here. Thus, it shatters the iconic image of Ann Frank as a suffering Jewish girl who still holds faith in the universal humanity, presenting her not as a dead victim but as a survivor. As a victim and survivor, Ann Frank's story does go on beyond *The Diary* and the staging of her diary. Philip Roth gives Anne Frank a chance to tell the events not recorded in her diary but anchored in the collective Jewish suffering of the concentration camp. To Roth, taking away the salient Jewish aspects of *The Diary* and portraying Anne as simply a young girl growing up in occupied Holland was a great injustice done to the Jewish People. He wanted to redress this through presenting the Jewish content of Anne Frank's existence, while exposing the precondition of her acceptance in the mainstream American political discourse.

The most striking moment in the novel is the moment when she goes to New York to see the dramatization of *Anne Frank's Diary*. There she saw the audience were deeply touched by the adaptation of the diary. "The women cried, everyone around me were in tears. Then at the end in the row behind me, a woman cried 'oh, no'". It is just at this moment, she suddenly realizes that the play's powerful impact is largely fueled by the fact of her death, if the fact of her survival became known, she would be deprived of the power that now makes the people flock to the theatre to see the play (Roth, 1979, p. 153). With the epiphany dawning in her mind, she determines, "I have to be dead to everyone" (Roth, 1979, p. 154), because "were *Het Achterhu* is known to be the work of a living writer, it would never be more than it was: a young teenager's diary of her trying years in hiding during the German occupation of Holland, something boys and girls could read in bed at night along with the adventures of Swiss Family Robinson. But dead she had something more to offer than amusement for 10-15; dead she had written, without meaning to or trying to, a book with the force of a masterpiece to make people finally see" (Roth, 1979, p. 181).

The death of millions of European Jews was only the result of the fact that they were of a different religion, of a different culture, and the reason why the adaptation of the diary was popular was that the Jewish essence of the event had been taken away, and the top concern for the audience was that it was a historical record by a girl victim who did not survive it. The vivid presentation of such elements through Anne Frank poses a contrastive discourse against the popular political discourse in the 1970s. For Roth, in essence, the play is a betrayal to the spirit of Anne's diary, and an affront to the Jews. But this kind of portrayal in the 1970s was unpopular because it revived certain facts that American Jews intentionally, or unintentionally, wanted to forget or ignore due to the grand principle of PC in the 1970s.

From this perspective, the employment of Anne Frank as a spokesperson for the Holocaust victims and survivors in the *Ghost Writer* was intended to expose the way in which Holocaust was drained of its Jewish substance and Anne Frank became "an exalted comment on the human spirit". Just as Ravvin said, *The Ghost writer* is "an important effort at examining the way in which aspects of the Holocaust have been received by a variety of audiences since the Second World War" (1997, p. 64). Through the figure of Anne Frank, Roth established the notion of collective memory for the Jewish people.

Memory Discourse in The Plot Against America

In the latter part of Roth's literary career, he also often resorted to memory resources for his works. This is embodied in the works like *The Counterlife*, *Operation Shylock*, and so on. Among them, the most fascinating and most relevant one is *The Plot Against America*, a novel which employs a what-if structure, offering a counter-history that seems more real and plausible than what had really happened.

Before the novel was published in 2004, there was already discussion on it, because Roth had published certain chapters in journals as a way of promotion, and the general guess on *The Plot Against America* was that Roth had two things in mind when he wrote this novel – one thing was the then-president Bush, boasting of the invulnerability of America, and the other was the calamity of 9.11. When the novel was published, the readers found the novel was not directly related to either of the two concerns mentioned above, but instead was set in an historical context sixty years ago, namely, the period of WWII. However far in time and however seemingly unrelated with reality, *The Plot Against America* did incorporate the imagined past into contemporary American social and political discourse.

The opening lines are quite illuminating, "Fears presides over these memories, a perpetual fear. Of course, no childhood is without its terrors, yet I wonder if I would have been a less frightened boy if Lindbergh hadn't been president or if I hadn't been the offspring of Jews" (Roth, 2004, p. 1). The existence of fear in one's childhood is pathetic, but here in the narrator's memories, it has become the "perpetual fear", a fear that cannot be shaken off, and cannot be escaped from. What matters more are the reasons for this fear, as the paragraph says, one is the elected-president Lindbergh, and the other is his Jewish identity. Actually, these reasons are the two sides of one coin in a multi-racial society.

In *The Plot Against America*, an alternative history was presented to the readers. Roosevelt did not win the third term of his presidency, on the contrary, it was the popular pilot and pro-Nazi conservative, Charles Lindbergh, who won the election and became president. As a figure who embodies the anti-Semitic emotion in America, externally, Lindbergh signs the non-aggression agreement with Germany; domestically, Lindbergh tries to disperse the American Jews into the West and Midwest so as to dissociate their ethnic cohesion. In the process, through the eyes of the narrator, a young Philip Roth, the terrors caused by the change of historical track are vividly and horrifying presented, the changing social atmosphere, the specific measure taken by the government to drive the Jews out of their community to the remote regions to

experience the real American spirit, and the violence ensuing. As a what-if novel, the end of the book does not allow imagined history to go wild, it comes back to the right track with the disappearance of Lindbergh and the reelection of Roosevelt. The end seems to suggest that all is settled, and what happened in the alternative history could be treated as kind of anecdote in human civilization. However, the impact of this event on the characters, both on Roth's parents or on the Roth children, could be sharply felt, and they could no longer go back to the old days. And this can be treated as a modern allegory in American context.

Roth once claimed that "I am not a Jewish writer, I am a writer who is a Jew" (quoted in Parrish, "End of Identity", p. 131), so as to refute the racial label on him. In his writing, Roth also tries to go beyond the confine of Freudian family romance to incorporate more universal concerns into his works. For him, *The Plot Against America* is the result of such an effort. The thematic concern of the novel seems to be outbound, developing from portraying the Jewish internal conflict to the portrayal of the conflict between the Jews and the external world, yet it does not just stop there. The kind of perpetual fear experienced by one minority group might also have universal significance, especially in the social and historical atmosphere at the turn of the 21st century with 9.11 in mind. This is best illustrated in the life of Arabic Americans shortly after the 9.11. With the war on terrorism waging and the aftermath of 9.11, what happened to Jews in the novel is kind of happening in real life to the Arabic Americans after the turn of the 21st century. Many Arabic Americans were taken into custody due to their racial identity, without regard to their citizenship or their legal status, and due to the aftermath of the trauma of 9.11, this kind of atrocity implemented on the innocent Arabic Americans is not well recognized and goes kind of unnoticed. And Roth's *The Plot Against America*, although treating the possible threat of persecution on the Jews, still can be referred to as a work that addresses the racial relationship in a multi-racial country. The fear is there; no matter whether you like it or not. Since 2016, measures have been taken toward immigrants and domestic issues, the prospects of the racial relationship in America is still not settled. There is still a long way to go for America to cash the promise as "a city upon a hill" (Winthrop, 1630).

Conclusion

To sum up, through an analysis of Philip Roth's memory discourse in his works, we can see that Roth tries to negotiate a dialogue between the present and the past, so as to remind the readers that there is a counter-life or a counter-history working in the past. This knowledge will help the readers now have a better understanding of themselves and the society in general, which will definitely be of help in the multi-racial and post-9.11 America.

Acknowledgement

This study has been supported by "the Fundamental Research Funds for Central Universities" (No. 2017QY029 and No. 1709113).

References:

- Frank, A. (1947). *The annex: Diary notes 14 June 1942 – 1 August 1944*. Amsterdam: Contact Publishing.
- Frank, A. (1952). *Ann Frank: The diary of a young girl*. Garden City: Doubleday & Company.
- Parrish, T. L. (2007). *The Cambridge companion to Philip Roth*. Cambridge: CUP.
- Ravvin, N. (1997). *A house of words: Jewish writing, identity, and memory*. Montreal: McGill-Queen's University Press.
- Roth, P. (1964). *Goodbye Columbus*. London: Corgi Books.

- Roth, P. (1979). *The ghost writer*. New York: Fawcett Crest.
- Roth, P. (2004). *The plot against America*. Boston & New York: Houghton Mifflin Company.
- Roth, P. (1975). *Reading myself and others*. New York: Farrar, Straus and Giroux.
- Wiesel, E.(1975). For some measure of humility. *Sh'ma*, October.
- Winthrop, J. (1630). A model of Christian charity. Retrieved on Sept. 6, 2018 from https://www.winthropsociety.com/doc_charity.php.

Jane Austen's Attitude toward Marriage under Feminist Consciousness in *Pride and Prejudice*

Chunlin Lu

School of Foreign Languages, Chifeng University, Chifeng, China

Email: lu_chunlin@163.com

[Abstract] *Jane Austen was a famous female writer of the late 18th and early 19th century in England. Her six brilliant novels have enjoyed a great popularity over 200 years, mainly because of her elegant, graceful prose that beautifully depicts English middleclass life. Among them, Pride and Prejudice is a representative novel, which is carved in the "two-inch ivory". This paper sets out to present Jane Austen's attitude toward marriage under her feminist consciousness. Property and social status should be dealt with rationally. The attractiveness of personality has a great influence on lovers. Women should take responsibility for their own happiness through their faith in true love, mutual respect and equality. The perfect union between Elizabeth Bennet and Mr. Darcy reflects Austen's wishes regarding an ideal marriage, and it's also an attack on male-dominated society. Her stories are still quite instructive and offer their guidance even today.*

[Keywords] *marriage; feminist consciousness; property; personal attractiveness; true love*

Introduction

Jane Austen's *Pride and Prejudice* has enjoyed great popularity and has drawn much attention from scholars in literature circles for over two hundred years. It is the simple events in her novel that make the ladies demure and piquant. This novel is admired by general readers not only because it depicts beautiful love stories but because it broadens readers' minds and leaves them with considerable thoughts and feelings. As time has gone by, more and more readers, critics, scholars and researchers have responded positively. They have started to analyze and interpret the novel from different angles and points of view, from narrative to rhetoric, from semantics and pragmatics, from cultural interpretation to character analysis, from marriage to feminism, and from translation to education. Many have attempted to observe this novel from the angle of Austen's attitude toward marriage. For example, Sun Feifei (2011) analyzed the marriages based on different purposes to summarize the ideal marriage concept held by Jane Austen. He Shan, Wen Jie and Hu Shaojin mainly introduced the five marriages in *Pride and Prejudice* and the author's concept of marriage (2011). At the same time, they briefly expounded on the practical significance of this concept of marriage. These researches have made great contributions to people's understanding of this novel. However, there is still more for us to dig out. So far, the idea of interpreting Austen's attitude toward marriage under the consciousness of feminism is still a blank, which this paper will try to break through. Austen shows us an overwhelming spirit interpreted by her heroine. Elizabeth is regarded as a representative of feminist consciousness. Accordingly, this paper first, describes the novel's social background and identifies feminism. Second, it examines and analyzes Austen's three opinions on a successful marriage: the importance of property, attractiveness of personality, and true love and mutual respect. Finally, it applies feminism and the critical opinions in modern society as a possible way to empower women and improve gender equality in a successful and happy marriage.

Feminism and the Social Background in Jane Austen's Time

Feminism is defined as “the theory of the political, economic, and social equality of the sexes and organized activity on behalf of women’s rights and interests” (Merriam-Webster, 2018). Western feminism is divided into three stages: “The first-wave feminism (19th and early 20th centuries) focused on overturning legal inequalities, particularly women’s suffrage. Second-wave feminism (1960s–1980s) broadened debate to include cultural inequalities, gender norms, and the role of women in society. Third-wave feminism (1990s–2000s) refers to diverse strains of feminist activity, seen as both a continuation of the second wave and a response to its perceived failures” (Wikipedia, 2018). Actually, feminism goes back around 24 centuries ago, when Plato “argued for the total political and sexual equality of women” (Wikipedia, 2018). The 18th century was the age of feminist enlightenment, which “was characterized by secular intellectual reasoning and a flowering of philosophical writing. Many Enlightenment philosophers defended the rights of women. Other important writers of the time expressed feminist views” (Wikipedia, 2018). This situation lasted until the first-wave feminism began in the 19th century. Mary Wollstonecraft, a strong feminist, argued in her well-known book, *A Vindication of the Rights of Woman* (1792) that women did not exist only to please men and to be the subordinates to men, they should be educated to develop their reason so that they could throw off the frivolous debilitating role of man’s plaything. Women should not be “rendered weak and wretched by a variety of concurring causes, originating from one hasty conclusion” (Wollstonecraft, 1792).

Then, it is necessary for readers to consider such social traditions and rules as entailment, male primogeniture and class consciousness. In order to keep the estate intact and under the control of the head of the family, entailment and male primogeniture were used in each generation. The oldest son of a family inherited the estate, while the younger sons and other daughters would inherit much less. Thus, Darcy, as the eldest son of the family, had an income of £ 10,000 a year, enjoying a higher social status. He was born into a rich family with a sense of superiority, and his inordinate pride at the beginning came from his extreme class-consciousness. On the other hand, if the family head died without sons, then the estate would be inherited equally by all the man’s daughters. Mr. Bennet’s property would be inherited in this way if there were not such a distant nephew named William Collins. That was why Mrs. Bennet’s worried about her daughters. When Elizabeth refused Collins’ offer of marriage, Mrs. Bennet threatened her in this way: “If you go on refusing every offer of marriage, you will never get a husband, and I am sure I do not know who is to maintain you when your father is dead” (Austen, 2007). The entailment and male primogeniture of Mr. Bennet’s estate left his daughters in a poor financial situation, which both required them to marry and made it more difficult to marry well.

Pride and Prejudice was written against the background of the late 18th century and the beginning of the 19th century England when feminism was during the period of enlightenment. Jane Austen was a learned woman; she must have been influenced by these feminist philosophers and writers. When writing her novel, she consciously, or unconsciously, expressed her feminist opinions. Austen pointed out that men are not characterized by smartness and intelligence, and nor are women characterized by stupidity and absurdness. Thus, prejudice against women should be rejected. It was due to feminist consciousness that Austen had her own opinion on the value of life and held her own attitude towards marriage. She believed that women should be rational with property and society. She believed that her personal intelligence, humor and education should be matched successfully, or she would not marry. She demonstrated her pursuit of a harmonious marriage with equality and mutual respect, or she would not get into a marriage.

A Woman with Feminist Consciousness Should be Rational with Property in Front of a Marriage

In *Pride and Prejudice*, Austen depicted five different marriages, which were the expression of her vindication of happy marriages and are also her expression of irony towards the seemingly happy marriages for property, sexual satisfaction and facial appearance. Among the five marriages, Bingley and Jane, and Darcy and Elizabeth were the most highly recommended ones. Austen demonstrated her attitude towards Jane's marriage in the following way: "Elizabeth really believed all his expectations of felicity to be rationally founded, because they had for basis the excellent understanding and super-excellent disposition of Jane, and a general similarity of feeling and taste between her and himself" (Austen, 2007). They were much more successful and happier couples compared with another three deformed marriages between Charlotte and Collins, Mr. and Mrs. Bennet, and Lydia and Wickham. The latter three marriages vividly demonstrate women's lower social position, in which they were destined to be unfortunate. From this point of view, *Pride and Prejudice* is apparently a challenge to the contemporaneous marital system, and a strong appeal for individual independence and equality.

As mentioned above, Mr. Bennet's daughters have to marry rich husbands so that they will live better. In *Pride and Prejudice*, Austen has never denied the importance of property and social status in marriage. Therefore, young men with large property are urgently wanted by Mrs. Bennet, who attempts to find suitable husbands for her daughters. For example, the very beginning of the novel mentions a piece of classic wisdom: "It is a truth universally acknowledged that a single man in possession of a good fortune must be in want of a wife" (Austen, 2007). It's not a universal truth for the rich and aristocrats, but for Mrs. Bennet. When she knows that Mr. Bingley, with a fortune of four or five thousand pounds a year, has rented Netherfield Park in Longbourn, she tries hard to persuade her husband to visit him first so that her daughters may have a primary opportunity of approaching him. Not only the narrow-minded Mrs. Bennet, but her elegant and generous daughter, Jane, thinks it will be wonderful to marry Bingley after several contacts with him. Elizabeth is also the same, standing in Darcy's Pemberley Park, admiring its magnificence, dreaming that "...to be mistress of Pemberley might be something...I might have been mistress! With these rooms I might now have been familiarly acquainted! Instead of viewing them as a stranger, I might have rejoiced them as my own" (Austen, 2007). A young handsome aristocrat with this estate is absolutely charming and will be followed by a queue of pursuers. Elizabeth might have been one of them and regretted ever refusing Darcy's proposal if it had not been for his pride, her prejudice and misunderstandings between them. How can a clever girl with a strong feminist consciousness of being independent think of marrying a man she doesn't *love* though he is rich enough? Money can help buy many things but not someone's soul or future happiness.

In Austen's time, women "are only considered as females, and not as a part of human species, when improvable reason is allowed to be the dignified distinction, which raises men above the brute creation, and puts a natural scepter in a feeble hand" (Wollstonecraft, 1792). Women existed only "as an appendage to men in the social context and had no independent choice in life. The mainstream of society believed that an ideal marriage should be between families of equal social rank, and love was irrelevant" (Sun, 2011). But Austen thought differently. Here are obvious signs of feminism in *Pride and Prejudice*, which show that women should be rational with property in front of marriage. For instance, when refusing Mr. Collins' proposal, Elizabeth says, "I am perfectly serious in my refusal. -- You could not make me happy, and I am convinced that I am the last woman in the world who would make you so..." (Austen, 2007). A marriage based only on money is never happy. Two people who don't understand each other will never be happy. A

marriage without feelings and love will not last. Elizabeth has a strong independent feminist consciousness about this. It is in her feminism that she knows what she wants in marriage. Love is the only criterion that helps her choose her husband. Nothing can make her change her mind, even a large sum of property. So she refuses Mr. Collins firmly and loudly. Another example is Elizabeth's intimate friend, Charlotte, who marries Collins without the foundation of love but only for his future inheritance of Mr. Bennet's estate. Elizabeth feels it a great shame. "She could not have supposed it possible that...she (Charlotte) would have sacrificed every better feeling to worldly advantage...It was impossible for that friend to be tolerably happy in the lot she had chosen" (Austen, 2007). Apparently, Austen was strongly opposed to Charlotte's marriage. Property and higher social status are necessary conditions and guarantees of happy marriages, but they offer no happiness if there is no love between couples.

A Woman with Feminist Consciousness Should Attach Importance to Attractiveness of Personality

When Austen is emphasizing the rationality with property and status, she also highlights that the attractiveness of personality has great influence on lovers. In Austen's feminist consciousness, if the couple has nothing in common with hobbies, tastes or personality, their marriage will be an unfortunate failure. The marriage between Mr. and Mrs. Bennet is an example, in which "Mr. Bennet was so odd a mixture of quick parts, sarcastic humor, reserve, and caprice, that the experience of three and twenty years has been insufficient to make his wife understand his character" (Austen, 2007). On the other hand, [Mrs. Bennet], "Her mind was less difficult to develop. She was a woman of mean understanding, little information, and uncertain temper. When she was discontented she fancied herself nervous. The business of her life was to get her daughters married; its solace was visiting and news" (Austen, 2007). Mr. Bennet loses his affection and respect for her soon after he realizes the big mistake marrying her just for her facial appearance while failing to care for her intelligence. His dream of a happy marriage finally vanishes in the air.

However, the marriage between his daughter (Elizabeth) and Darcy is a pleasant success. Elizabeth is not the most beautiful girl among Darcy's acquaintances, but why does Darcy choose her as a lifelong partner? There must have been some mysterious attractiveness on her side. At the beginning of the novel, Mr. Bennet's words "I must throw in [the letter] a good word for my little Lizzy (Elizabeth)" (Austen, 2007) to show that she is a woman worthy of love and admiration. Further, Bingley views that she "is very pretty and ... very agreeable" (Austen, 2007). Then Darcy finds that her face is "rendered uncommonly intelligent by the beautiful expression of her dark eyes" (Austen, 2007), her figure is "light and pleasing", and her manners are with "easy playfulness" (Austen, 2007). All her demonstrations of good manners, concerns for her family, capability of learning, wit and kindness attract Darcy to love her profoundly. At the end of the novel, when asked to account for his ever falling in love with Elizabeth, Darcy's answer is "for the liveliness of your mind" (Austen, 2007). Such a wonderful woman must be matched suitably, or she will not feel happy. Darcy has every good merit to match her: he is "fine", "tall", "handsomer than Bingley", with "noble" manners, a sense of responsibility and capacity to love. After being refused by Elizabeth, he realizes his pride, and makes efforts to explain the truth of Wickham, to save Lydia from a big scandal, and to reunite Bingley and Jane. In a word, the two protagonists both possess the qualities of charm, intelligence, good education, good manners, and similar understanding of things, which finally draw them together.

A Woman with Feminist Consciousness Should Know that True Love and Mutual Respect are the Foundations of a Happy Marriage

If Elizabeth was only satisfied with Darcy's property, status and attractiveness of personality, it would never set her apart from those common girls in choosing a lover. As far as Austen was concerned, love purely built on economic demand is of no happiness at all, while true love and mutual respect are the foundations of a happy marriage. For example, Lydia's elopement with Wickham does not leave her with good results: Wickham soon runs away frequently for fresh lovers, and they live in poor conditions even with the help of her family and sisters. Another negative example is Charlotte, who has found a safe-deposit box against cold and hunger, consigning herself to a dissatisfying husband, Collins, a clumsy and stubborn clergyman. "Her marriage with Collins was only for practical reasons. All she wanted was a husband, a comfortable room. And Collins wanted was a woman who could manage the house and a wife who could demonstrate a good marriage. They didn't need love. This was a very lucrative marriage" (He, Wen, & Hu, 2011).

However, Elizabeth is quite the opposite: her refusal to Collins's proposal is because her "feelings in every respect forbid it" (Austen, 2007). She does not love him and neither does he love her. Collins wants to marry her not for love but for his job and vanity, and to find a housekeeper for his future estate. Any woman being independent in thinking would not accept it, especially Elizabeth, with a strong antipathy to primogeniture. Her other refusal to Darcy's first proposal was because she didn't think it equal and acceptable: "why with so evident a design of offending and insulting me you choose to tell me that you liked me against your will, against your reason, and even against your character?" (Austen, 2007). Suppose that if she accepts it and marries him, will she have an equal position in family life, or will she feel happy every day when thinking her comfortable life is bestowed by her rich husband? Later on, when pride and prejudice have melted, she is ready to accept Darcy. When she is unfortunately threatened by Lady Catherine to not to marry him, she argues eloquently: "He is a gentleman; I am a gentleman's daughter; so far we are equal" (Austen, 2007). Her pursuit of equality and mutual respect never end until one day, when Darcy puts forward his second offer of marriage: "If your feelings are still what they were last April, tell me so at once. My affections and wishes are unchanged" (Austen, 2007). This is a real expression of love, without pride, prejudice, impoliteness or contempt but with gentleness, affection, equality and respect. Meanwhile, Elizabeth has given up her prejudice and accepted his love. She tells him that "her sentiments had undergone so material a change" (Austen, 2007). It is known that in hierarchical society, women are in a lower social position and have no right to choose ideal husbands. It seems that all rights are reserved for men. But Elizabeth's choice is really a challenge to the contemporaneous marital system. Her two refusals show that women are the same as men, free to do what they want and choose what they think is right. Her pursuit as an equal and respectable individual in a happy marriage is realized by the brave fighting of her feminist consciousness.

Implication and Conclusion

The perfect union between Darcy and Elizabeth is the reflection of Austen's wishes regarding an ideal marriage, and it is also an attack on male-dominated society. Based on the author's criticism of the social reality, her heroine, Elizabeth, exhibits her independent feminist consciousness. She stands out to fight against male primogeniture, entailment and the contemporaneous marital system. Jane's hesitation, Mrs. Bennet's vulgarity, Miss Bingley's snobbery and Lady Catherine's asperity serve as contrasts to Elizabeth's talent for independent thinking. She is an attractive woman worthy of love and admiration, rationally considering property and social status as the guarantees of a happy marriage, daring to challenge the

inequality between men and women through actions, and rising to pursue true love in mutual respect. Austen has depicted interesting stories of “ordinary people” yet blended them with her perspectives on how to establish love relations, setting us an example of how women, intelligent or not, should be “ambitious” enough to get an equal position in family life. Although a vast number of interpretations of *Pride and Prejudice* have been presented during the past 200 years, her stories are still quite instructive and offer their guiding meanings even nowadays. However, a wealthy husband is not a woman’s final arrangement. Owing to the limitations of her times and hierarchical system, Austen fails to provide us with a resolution to how a woman without financial income will live out through marriage. Maybe Elizabeth will follow her mother’s steps to find a rich husband for her daughters. Anyway, love is such an eternal motif that we are always ready to enjoy reading and cogitating.

References

- Austen, J. (2007). *Pride and prejudice*. Shanghai: Shanghai Language Education Press.
- He, S., Wen, J., & Hu, S. (2011). On the concept of marriage in Austin’s *Pride and Prejudice*. *Modern Business Trade Industry*, 11(201).
- Merriam-Webster (2018). Feminism. Accessed from <https://www.merriam-webster.com/dictionary/feminism>
- Sun, F. (2011). An analysis on the marriage concept in *Pride and Prejudice*. *Literary World (Theory Edition)*, 1(83-84).
- Wikipedia. (2018). Feminism. Accessed from https://en.wikipedia.org/wiki/History_of_feminism.
- Wollstonecraft, M. (1792). *A vindication of the rights of woman*. Accessed from <http://e.dangdang.com/pc/reader/index.html?id=1900019221>.

Readdressing Modern Ideology: Wordsworth's Seeking Childhood of Human Beings

Xiumei Zhang

School of Foreign Languages, Langfang Normal University, Langfang, China

Email: xzmzhang110@163.com

[Abstract] Modern ideology with binary concept, centered on the separation between man and nature, regards that man is the controller of the world. But 19th century Romantic poet William Wordsworth readdressed modern ideology by way of seeking the childhood in human beings. He created a large group of child and childhood images in his poems, which indicate that, only seeking for the human childhood, can a modernist society and modern people be saved.

[Keywords] Wordsworth; modern ideology; child and childhood images; human beings

Introduction

William Wordsworth (1770-1850), a 19th century English romantic poet, is often regarded as the representative of eco-critical writer by modern readers. He addressed the modern ideology by way of seeking childhood of human beings. Childhood means, to most people, simplicity, freedom, and happiness. There is no worry, anxiety or sorrow, nor is there treachery, competition or cheating. In literature, therefore, childhood usually represents an ideal happy state of the union of the inner part and external part. Human childhood is always a mysterious idealized stage in history. It is full of my theological stories and also a savage land with water, flowers and trees, which cultivates and appeals to the most noble and sublime part of human nature. There is no school (symbol of civilization) but everything is in harmony and integrity. Wordsworth created such kind of child and childhood images in his poems to refuse modern society or modern ideology.

Modern Ideology

Ideology is a specific form of modern society. In 1776, Isaac Kramnick (1938-) thought that modern ideology started with the appearance of *Declaration of Independence* and *The Wealth of Nations*. (Before 1776 if there was ideology, it belonged to natural thought) (Kramnick, 1995). It is difficult to say when it came into being, but it is really a product of the Enlightenment, the purpose of which was to liberate people from stupidity and superstition, and to lead them to science and technology. Modern ideology believes that knowledge and power can make the world more beautiful. Ideologists are usually of optimism. They depict an ideal or utopian state for modern people and embrace all the concepts that are beneficial to its hypothesis. Modern ideology instructs people to follow its structured ideas and promises that the perfect society can be reached as long as modern people do in accordance with those ideas. Modern ideology forces people to accept “we” and “they”, which, in fact, are either friends or enemies. It is the logic form of either “this” or “that”. There is no wholeness, nor middleness. This binary concept forms the relations between man and nature. Society in this frame loses the simplicity and becomes sophisticated. Interest replaces piety, treachery replaces fidelity, singularity replaces multi-elements, city replaces village and at last civilization replaces nature. This one-or-the-other gestalt structures the society in which, on the one hand, the unreal blue print lures people forward to the dreamy wealth, regardless of any standard and law. On the other hand,

the so-called adult maturity drives the purity and honesty of folk customs away (Kramnick, & Watkins, 1978).

With the penetration of the ideology of opposition, a human being feels, more and more strongly, that he/she is living in an unreal world and is farther and farther away from others and nature. This ideology has controlled people's minds for a long time and taken them from the binary thinking mode towards things and man. What's more, a binary view believes that the natural world is numb and senseless; the human being is the Master of everything in the world, which leads to anthropocentrism, because humankind believes man, and only man, is much far superior to all others. Humanism was the key note of the Renaissance Movement. As Shakespeare's Hamlet says emotionally, "What a piece of work is a man! How noble in reason! How infinite in faculties! In form and moving how express and admirable! In action how like an angel! In apprehension how like a god! The beauty of the world, the paragon of animals!" (Walter, 1972). Man is the king of the whole world. The Christian belief also puts man ahead of all the other things. In *Genesis*, there is such description as:

And out of the ground the LORD God formed every beast of the Field, and every fowl of the air; and brought them unto Adam to see what he would call them: and whatsoever Adam called every living creature, that was the name thereof. And Adam gave names to call cattle, and to the fowl of the air, and to every beast of the field (Bible, 2, pp. 19-20).

What the above lines mean is that it is Adam, the ancestor of human beings, named all of the things in nature. Adam (man) is second to God in position and wisdom, so he must be, of course, the master of everything, including nature. There is no secret in nature; all is under the God's eye and under the man's control!

Modern concepts eliminate the sense of awe and the sense of love of nature. Man, superior to all, now has become the most powerful strength which stands opposite of nature, controlling, examining and utilizing it. Therefore, Wordsworth believed that a binary view lead to anthropocentrism and despotism on the relationship between man and nature.

Drifting away from the Binary Concept of Philosophy

Since the bourgeois revolution, English society entered into a rapid development period. Varieties of concepts, especially modern concepts and patriarchal concepts, mutually confronted each other. In this process of collision, the society developed quickly. Those criteria, rules and concepts that were favored by the newly sprung class were soon established. To the radical reformers, society was much more civilized and progressive, while to the meditative thinkers and poets, they saw depth of the development. Considering the spiritual demand of the society, they found that the promised system lacked the self-adjusting energy to march on farther. In the late 18th and all of the 19th century, the industrial economy in England soared and the modern concepts had a deeper influence in all fields. Writers realized it and compared the utilitarian features of the Age to the sophisticated Adult. They wrote to show resentments. Also some writers turned to eulogize children, or childhood, in a new way because throughout the Renaissance and most of the 18th century, children were depicted only as objects to be mourned or as symbols of Christian innocence. Wordsworth's and William Blake's children in their poetry figured in spectacularly new ways. *The Song of Innocence* and *The Song of Experience* formed a sharp contrast between a happy, joyful state of the children and the ruined child's kingdom destroyed by the capitalist society. Coleridge also wrote many poems about children, but mainly about his own children, i.e. "Frost at Midnight". He liked to superimpose an imagined future for his son which corrected his recalled past and comforted his own miseries. Wordsworth was

different from both Blake and Coleridge in writing about childhood or the child. It seems the effects of the modern concepts and changes were deeper for him. Through a child's mouth or childhood, he first doubted and then estranged from the frame of binary concepts, advocated to go back to man's childhood, and returned to the state of the unity between man and nature. That is the reason why Wordsworth seldom wrote about his own children. He wrote much about his own childhood in *The Prelude* and also much about the children he met on the road. Wordsworth, in fact, had no happy childhood, but in his writings readers find he is actually describing a state or a process of the originality of human nature which is harmonious with everything and with man himself. Wordsworth's childhood epitomized two principal dimensions: harmony and unity. Michael Baron insisted that "Wordsworth's representation of childhood...includes awareness that distinctions between childhood and adult behavior are a matter of social convention" (Baron, 1995). Wordsworth used the idea of childhood to challenge conventions of adult behavior. So to him, childhood was not a mystical period of innocence.

In his poems, Wordsworth put thoughts and emotions to children, for children's hearts, he thought, were not polluted; they were the "purest and most innocent". Wordsworth thought that joy and freedom were the pure beliefs of childhood, as expressed in his poem "Rainbow":

My heart leaps up when I behold

A Rainbow in the sky:

So was it when my life began;

So is it now I am a man;

So be it when I shall grow old,

Or let me die!

The Child is Father of the Man;

And I could wish my days to be

Bound each to each by natural piety. (Wordsworth and Coleridge. 1991)

This poem is full of the strong desire to regain the innocence and purity of one's childhood, in which the poet calls the child Father of the Man and compares the maintenance of children's innocence to the piety and the submissiveness of the younger generation to the elder. The love and esteem were inspired when the poet saw a rainbow in the sky, which made him associate the beautiful rainbow to the purity and sincerity of children. It was the harmony between children (the body) and rainbow (nature) that the poet was inspired by to have the love as pious as religion.

In "We Are Seven", Wordsworth conveyed a moral idea through a child's mouth: life and death coexist with nature. The little girl has seven brothers and sisters. According to the thinking style of an adult, when two of them die, there are five left. However, according to the logic of children, there is no difference between life and death. They have always been together, playing and laughing in nature. They have never parted no matter where they are, be they alive or dead. The poet represents the world of adults in a binary concept, in which life and death are deemed opposite, and nature becomes "The Other". The little girl symbolizes the world of children, in which there is no life or death, except the happiness to be one with nature. The poet thinks that the little girl is stubborn, while the girl is stout and knows every word she says, thinking that the poet is stupid. The poet, here obviously, applied the framed binary concept of life and death to the children's world.

A child's innocence is pious and full of natural sagacity. In one of his sonnets "Evening on Calais Beach", Wordsworth said to the child walking with him:

*Dear Child! dear Girl! That walkest with me here,
If thou appear untouch'd by solemn thought,
Thy nature is not therefore less divine:
Thou liest in Abraham's bosom all the year;
And worshipping'st at the Temple's inner shrine,
God being with thee when we know it not.* (Wordsworth, 1981)

Children are unconscious of staying together with God, the Almighty of the Universe. Children bear the morals of nature, because their thoughts are not infused later, but born to them before they come into this world. Their bodies are full of the Holy Spirit and mixed with nature. In the "Ode on Intimations of Immortality", he said to a 6-year-child:

*Thou best Philosopher, who yet dost keep
Thy heritage, thou Eye among the blind,
That, deaf and silent, read'st the eternal deep,
Haunted for ever by the eternal mind, -
Mighty Prophet! Seer blest!
On whom those truths do rest,
Which we are toiling all our lives to find.* (Wordsworth, 1981)

A 6-year-old child is regarded as a philosopher and sage by the poet. All the truth depends on his inspiration, because he knows the immortal messages.

The aim of Wordsworth's worship of the child and his intention to take the child as the symbol of natural world was to seek human nature again: freedom and purity, which were twisted by the industrial civilization. The concept of the "unity of heaven and man" in human childhood is replaced by "binary opposition" ideology controlled by mechanic civilization and the progress of science and technology in industrial capitalist age, and the freedom in nature in the ancient past is replaced by the servility in modern time. In "To H. C" (Hartley Coleridge), Wordsworth described:

*...happy Child!
That art so exquisitely wild.
I think of thee with many fears
For what may be thy lot in future years.*

*I thought of times when Pain might be thy guest,
Lord of thy house and hospitality;
And grief, uneasy Lover! Never rest
But when she sate within the touch of thee.* (Wordsworth & Coleridge, 1991)

Wordsworth's boys and girls innocently enjoy the life presented by nature, just as Adam and Eve enjoyed the time in the Garden created for them by God. The lines above describe a process: from childhood, a happy time, 'wild' is equal to 'free', to adulthood, a time with pain and grief and hardship, involved in

the social conventions set by the society. It implies the paradise that was lost, because Adam and Eve ate the forbidden fruit from the Tree of Knowledge and were expelled from the Garden. The human ancestors become knowledgeable by eating the fruit. They know what they are like and become as wise as God. Also because of that, they lost their unity with the Garden. They came down to earth and stood in front of nature. This symbolizes the process of human civilization: in the pre-civilization period, people lived in nature. There was no education but children knew how to behave, how to cooperate, and how to live. They had no idea where nature was and where they were. Nature totally mixed with their life. But later, education appeared and science and technology followed, men were civilized but their holiness was lost. Man stands in front of nature, opposes it and separates himself from it. Wordsworth's worries for the child, in fact, indicate his worries for human beings.

The ecological post-modernist Spretnak (1946-) believes that, in order to change the modern view of the world, people must start with the children. Children's purity and goodness are most compatible with some ecological thoughts, such as "interdependence", "sustainability", "partnership", "flexibility", and "diversity", etc., which will lead children to completely abandon their views of the adult world, such as anthropocentrism, man-centrism, Euro-centrism, and economy determinism constructed under binary opposition ideology (Spretnak, 1997). The eulogy for children and their innocent hearts is one of Wordsworth's themes of his poems.

As we know, Wordsworth did not have a happy childhood due to the early loss of his parents. Yet, there are many images of childhood in Wordsworth's poetry. He expressed the serenity, the joy, the freedom and harmony of childhood, which were his life-long desires. The images of childhood seem to indicate a connection with the archetypal image of the Garden which was created by God – a Paradise, where forests cover the ground, with crystal water flowing freely, flowers here and there. It is an abundant place where the ancestors of human beings Adam and Eve lived happily and harmoniously with the environment. In cultural history, that is the representation of the period of the human childhood, often eulogized and admired in literature which either reveals the ideal society people seek for or the contrast between the harmonious society and the disconnected society. In Wordsworth's poems, this archetypal image of the Garden repeatedly appears in contrast of his industrial society. His purposeful description implies his wish: by seeking the human childhood period again and entering this place, a pleasant landscape, people will resist modern ideological control. He projected this ideal state into the history of human beings, thinking that the childhood of humankind was replaced by the industrial interest which would bring disaster to human's future society.

Conclusion

Wordsworth moved from binary opposition to coexistence with multiple elements, and illustrated the communion between man and nature, by going back to childhood, eulogizing children and singing for their hearts. He clearly realized that the thought of a bigger universal system was the direction of human being's future development. In "Intimations of Immortality from Recollections of Early Childhood", Wordsworth described that everything including the meadow, woods, creeks, and wherever the eyes go, is all shining with inspiration, and the rainbows, roses, the moon and the sun are beautiful as well. Birds are singing, and all animals are at ease and leisure. Happy children are playing by the creeks. Everything is friendly, harmonious and mirthful, working energetically. Wordsworth was not satisfied with the theory of binary opposition and dissociated from it by the unity of man and nature, through seeking the childhood of Human beings and advocating holism.

References

- Baron, M.(1995). *Language and relationship in Wordsworth's writing*. London & New York: Longman Group UK Limited.
- Brett, R. L., & A.R. Jones, A. R. (Eds.). (1991). *Wordsworth & Coleridge. Lyrical ballads, second edition*. London: Routledge.
- Kramnick, I., & Watkins, F. (1978). *The age of ideology: Political thought, 1750 to the present*. Englewood Cliffs, NJ: Prentice Hall.
- Kramnick, I. (Ed.). (1995). *The portable enlightenment readers*. New York: Viking Penguin.
- Spretnak, C. (1997). *The resurgence of the real*. New York: Routledge.
- The Bible. (xxxx). *Genesis*, 2, pp.19-20.
- Walter, J. H. (1972). *Hamlet*. London: Heinemann Educational Books Ltd..
- Wordsworth, W. (1981). *William Wordsworth: The poems, volume 1. (The English poets)* J. O. Hayden, (Ed.) New Haven: Yale University Press.

**The Comparative Study on Social and Cultural Connotation
between the Chinese Dream and the American Dream
– In the Case of *American Dream in China* and *The Great Gatsby***

Yan Lin

*Foreign Language Department, Tianjin University of Commerce, Boustead College,
Tianjin, China*

Email: 2825865392@qq.com

[Abstract] *Although the Chinese dream and the American dream are both called dreams, there are many differences in many aspects such as historical background, cultural connotation, ways to realization and so on. By comparing the two movies American Dream in China and The Great Gatsby, this paper focuses on the social and cultural connotations of the Chinese dream and the American dream, aiming to find out the differences between these two dreams and learn from the American dream in order to provide theoretical support and practical guidance for better exercising of the Chinese dream.*

[Keywords] *Chinese dream; American dream; social and cultural connotation; individualism*

Introduction

During the past several decades, American people have been greatly influenced by the so-called “American dream”, which shows that American people hold an optimistic and active attitude toward life and as long as they work hard, they will fulfill their dream to become wealthy and achieve their goals in life. Many literary works depict the pursuit of the American dream. In 1831, French-born political thinker Tocqueville wrote “American Democracy” after a nine month stay in America. This theoretic, irreplaceable and classic book not only caused talk about America to be a fashion for Europeans and to a certain extent, influences American’s attitude towards their country. Albert Einstein and Kissinger, born in Germany, Schwarzenegger, born in Austria, and political scientist of Japanese origin Francis Fukuyama and Chinese born scholar Yang Zhengning, have all made great achievements and outstanding contributions in their respective fields. In the U.S., Abraham Lincoln, Bill Clinton and Barrack Obama have all achieved a presidential dream through their efforts” (Dong, 2006) This thesis aims at revealing the social and cultural connotation between the Chinese Dream and the American Dream, based on the two movies, and furthermore, urging the younger generation in China to make concrete contributions to the rejuvenation of Chinese nation.

The Background of “Chinese Dream” and “American Dream”

In November 29, 2012, Xi Jinping, who was elected General Secretary of the CPC Central Committee not long before, was visiting the “road to revival” exhibition which was being held in the National Museum. During the visiting, Xi explained the concept of the Chinese dream for the first time. According to the party’s theoretical journal *Qiushi*, the Chinese dream is about Chinese prosperity, collective effort, socialism and national glory (Foreign Languages, 2013). There are three main driving forces for the Chinese dream: first, the pursuit of economic growth, improving the quality of life and environmental improvement; second, the pursuit of fairness and justice, democracy and the legal system, prosperity of culture, science

and technology innovation; third, the pursuit of enriching the country, national dignity, sovereignty integrity and national unity.

The “American dream” was first put forward by James Truslow Adams, the famous American historian, in his book, *The Epic of America* (Adams, 2012). Adams illustrates the general meaning of the “American dream”: everyone in America has the opportunity to live a more wealthy and happier life as long as he works hard enough. The American dream belongs to everybody no matter who he is, where he lives or what class he is.

The Introduction to the Two Films

“American Dream in China” and “The Great Gatsby”, both based on real stories, depict the significant meanings of the “Chinese dream” and the “American dream” elaborately. In 2012, the term “Chinese Dream” witnessed the heated discussion of the Chinese people, and thus, the film “American Dream in China” came out in 2013. This is a film that tells the story of three university students, Chen Dongqing, Meng Xiaojun and Wang Yang in Yan university. They were classmates at the time, all of them aspiring to study overseas in the US. Each of them strove to achieve their American dreams. Both Meng and Wang succeeded, but Cheng failed. Meng decided to go to the US to accomplish his dreams. Wang forwent his opportunity to the US because of an American girl. Cheng had to leave Yan university to work as a teacher. (Xiang Shijian, 2015)

When Meng arrived in the US, his life was not as comfortable as he expected. He worked as an assistant in a university. Unfortunately, he was sacked. Under this circumstance, he had no choice but to make a living by working as a waiter in a restaurant. During this period, he rethought his purpose of coming to America. With regard to Cheng, when he taught at Yan university, he disobeyed the rule of the university that teachers were not allowed to give classes to others outside the university who would pay. So he was also dismissed. Desperately, he made up his mind to set up his own English training institute. Cheng invited Wang to join him so as to teach more students. Before long, Meng came back to China to cooperate with his two friends. They established an English training institute, called “New Dreams”, in which Cheng was famous for his self-created approach to teaching, humorous style. Meng was experienced in applying for American visa and American life skills, so he gave classes about it. And Wang created a new English-learning approach, learning through films, which was well-received by trainees. After a short time, ‘New Dreams’ gained popularity and obtained unprecedented and unexpected success.

However, as “New Dream” developed with its expanded scale, Cheng was dubbed the “master in studying abroad” to show respect to him. This caused envy in Meng. Consequently, he went to Shenyang and hoped to start a new business on his own. Hopefully, as all considered that “New Dreams” would collapse because of the accusation from ETS, American Prince Press, that “New Dreams” infringed upon the copyright of ETS, the three of them again reunited and confronted the challenge jointly.

In “The Great Gatsby”, Nick Carraway is a thoughtful young man from Minnesota, educated at an Ivy League school, who moves to New York after the war. Gatsby is a sensitive young man who idolizes wealth and luxury. The character Gatsby is overwhelmed by only one thing that he does not possess, that is to be loved. Gatsby and Daisy loved each other when Gatsby was young, but because of Gatsby’s poor family they broke up. Then Gatsby joined the First World War. Daisy married Tom, who was a rich dandy, but her marriage was not happy because Tom had a mistress. There was a lost love in Gatsby’s deep heart. So he looks for green light across the river every night. The green light represents Gatsby’s hopes and dreams for the future. Gatsby’s love for Daisy is real and strong, and he does everything to win Daisy back. So he

spends a lot of money to hold a big party in order to attract Daisy's attention. But in the end Daisy chose her husband not Gatsby. Because her husband is so rich that he can do everything he likes, he can also offer Daisy a better life, and he finally wins Daisy's love. The end of the story is a tragedy in that Daisy goes together with her husband to another city happily while Gatsby is murdered mistakenly.

People think that the American dream offers faith in the possibility of a better life, its attendant illusion is the belief that material wealth alone can bring that dream to fruition. As for Gatsby, the symbol of his final American Dream is to win the love of Daisy. Compared with them, Gatsby is the only hero living in the impulsive society. Please remember that material gain is only a fruit of freedom, not its root.

The Differences of Social Connotations

From the social level, the Chinese dream thinks highly of collectivism. Xi Jinping talks about his ideas in his experience to go to the mountainous areas and the country side. He would like to sacrifice himself to lead people live a happy life rather than let his people live in misery. The Chinese dream stresses the overall consciousness and its main assignment is to achieve the whole nation's dream to build a wealthy, powerful, harmonious and beautiful China. In the film "American Dream in China", three young men were good friends. They worked together to create a company. On the way to their dream, each of them made great efforts to achieve their common goal. Their characters were complementary to each other which maybe became a key element for their success. This is not only a dream for collectivism, but also a dream for three brothers. They agree, disagree; they unite, depart and reunite. And finally, they come to a compromise and achieve their dream. In the latter part of the film, they negotiated with an American company. They argued as a team and showed great spirit of brotherhood and a sense of national pride. It shows the realization of Chinese dream is the realization of the whole nation.

On the contrary, the American dream cares more about individualism, which encourages American people to be more individualistic. To achieve the American dream, some Americans have lost their basic values of personality and they are cool and numb for their own interests. At that time, sympathy becomes an "expensive" social virtue for people to own. *The Great Gatsby* is regarded as a brilliant piece of social commentary, offering a vivid peek into American life in the 1920s. By creating distinct social classes – old money, new money, and no money – the film sends strong messages about the elitism running throughout every strata of society.

In *The Great Gatsby*, two distinct types of wealthy people are presented. First, there are people like the Buchanans and Jordan Baker who were born into wealth. Their families have had money for many generations, hence they are "old money" (M. Amir P., 2015). As portrayed in the film, the "old money" people don't have to work (they rarely, if ever, even speak about business arrangements) and they spend their time amusing themselves with whatever takes their fancy. Daisy, Tom, Jordan, and the distinct social class they represent are perhaps the story's most elitist group, imposing distinctions on the other people of wealth (like Gatsby) based not so much on how much money one has, but where that money came from and when it was acquired. For the "old money" people, the fact that Gatsby (and countless other people like him in the 1920s) has only just recently acquired his money is reason enough to dislike him. In their way of thinking, he can't possibly have the same refinement, sensibility, and taste they have. Not only does he work for a living, but he comes from a low-class background, which, in their opinion, means he cannot possibly be like them.

In many ways, the social elites are right. The "new money" people cannot be like them, and in many ways that works in their favor – those in society's highest echelon are not nice people at all. They are

judgmental and superficial, failing to look at the essence of the people around them (and themselves, too). Instead, they live their lives in such a way as to perpetuate their sense of superiority – however unrealistic that may be. The people with newly acquired wealth, though, aren't necessarily much better. Think of Gatsby's partygoers. They attend his parties, drink his liquor, and eat his food, never once taking the time to even meet their host (nor do they even bother to wait for an invitation, they just show up). When Gatsby dies, all the people who frequented his house every week mysteriously became busy elsewhere, abandoning Gatsby when he could no longer do anything for them. One would like to think the newly wealthy would be more sensitive to the world around them – after all, it was only recently they were without money and most doors were closed to them. As the film shows, however, their concerns are largely living for the moment, steeped in partying and other forms of excess. Just as the movie did with people of money, the film uses the people with no money to convey a strong message. Nick, although he comes from a family with a bit of wealth, doesn't have nearly the capital of Gatsby or Tom. In the end, though, he shows himself to be an honorable and principled man, which is more than Tom exhibits. Myrtle, though, is another story. She comes from the middle class at best. She is trapped, as are so many others, in the valley of ashes, and spends her days trying to make it out. In fact, her desire to move up the social hierarchy leads her to have an affair with Tom and she is decidedly pleased with the arrangement.

The Differences of Cultural Connotations

There are differences in many aspects such as the meaning, as well as the essence between the Chinese dream and the American dream. However, both the Chinese dream and the American dream put an emphasis on the core value in the dreams, and externalize the concept supported by this core value and thus, make people realize the common goal on the different roads, for the purpose of the people of the two nations. This is the similarity of the cultural connotation of two dreams.

But the two dreams are quite different in their cultural connotations. The Chinese dream comes from the traditional Chinese culture. Xi Jinping's personal virtues are the typical characteristics of thousands of Chinese people and these virtues help Xi Jinping to overcome any difficulty to achieve his dream of serving the people come true. The Chinese dream directly reflects Chinese people's values, including China's road, China's spirit, and China's power, and its pay special attention to the core value system of socialism which is a part of patriotism.

The film *American Dream in China* depicts a story of three young Chinese men chasing after the "so-called American dream" while they are actually on the journey of pursuing the Chinese dream. In the 1980s, many ambitious Chinese youths inspired to achieve their dreams while studying and struggling overseas. They experienced difficulties and hardships, as well as failures. However, they never gave up. They made every effort to overcome their problems when they were in America, which made Americans feel they were so great. This is a dream of all Chinese people; it gives a push to the nation's rejuvenation and realizes a good wish of optimism, which are definitely the characteristics of a typical Chinese dream.

The American dream refers to the western culture, which means that American people accept the education of the capitalism culture. It is a culture of stressing individualism. In addition, America is a country of immigrants and there is an obvious feature in America that everyone has his own dream to become wealthy or powerful. Obama discussed his opinions about values and racial discrimination. As a black man, he suffered from racial discrimination. Fortunately, he was not defeated by the social reality and he became powerful enough to change the unequal treatment finally as the American dream insists that

everyone in America has the opportunity to live a more wealthy and happy life as long as they work hard enough no matter whether they are white or black.

The film *The Great Gatsby* is a true reflection of the 1920s and shows the American culture after WWI. It uncovers the money worship and hedonism in the Jazz Age and people's selfishness and indifference at that time. What the film describes is a tragic story about the disillusion of the American dream. It is the product of the American culture which puts more emphasis on individualism. It is a kind of spiritual strength that promotes America to develop and quickly flourish. After WWI, America entered an unprecedented era of prosperity and the American dream became a crazy worship to money. The wind of money worship prevailed. Therefore, the American dream has deteriorated as society developed.

Conclusion

In the end, the social and cultural connotation of the Chinese dream and the American dream are different. Actually, in ancient China, "dream" in many pieces of Chinese works represent a kind of illusive image of sadness and gloominess. However, "dream" in English gives priority to the pursuit of beautiful things. The word "Chinese dream" came out after the inspiration of "American dream". As far as the author is concerned, the appearance of "Chinese dream" gets rid of the sad atmosphere of the Chinese traditional literary works and adds an active and optimistic mood to the Chinese dream culture. Although the "Chinese dream" was created by imitating the "American dream", it eliminates the shortcomings of capitalism, as well as individualism, and facilitates a better understanding of the Chinese dream culture since it is a fantastic dream combined with China's domestic features and reality.

References

- Adams, J. T. (2012). *The epic of America*. Piscataway, NJ: Transaction Publishers.
- Dong, X. (2006). *An overview of American culture*, (pp. 12-13). Beijing: Chinese People's Publishing House.
- Foreign Languages. (2013). Chinese President Xi Jinping's address at the closing meeting of the first session of the 12th National People's Congress (NPC).
- M. Amir P. (2015). Readers' interpretation and recontextualization of Fitzgerald's *The Great Gatsby*. *Journal of Literature, Languages and Linguistics*.
- Xiang, S. (2015). On the cultural connotation of Chinese dream in the film American dream in China. *Movie Literature*.

Contrast in Themes of T. S. Eliot's "The Waste Land"

Chunlan Ma

School of Foreign Languages, Langfang Normal University, Langfang, China

Email: cathyma545@163.com

[Abstract] The contrast technique is a very important writing skill T. S. Eliot uses in "The Waste Land". Through the use of contrast in themes of love and lust, life and death, past and present, Eliot paints for readers a vivid picture of the barren modern civilization and modern man's spiritual waste land, and he also points out the causes of the waste land and ways for its salvation, which shows the poet's eager desire and hope for the regeneration of the waste land.

[Keywords] contrast; love and lust; life and death; past and present

Introduction

T.S. Eliot's "The Waste Land" is a poem that has never been read comfortably as either a lyric poet's personal lament or a sage's pronouncement on the fate of post-war Europe (Levenson, 2006). As a manifesto of Modernism in English literature, the poem's qualities separately, and in their peculiar but very real unity, have fascinated critics since it first appeared – the music, the juxtapositions of sordid and beautiful, melancholy and prophetic, and the brilliant lines that continue to resonate when detached from their context. Critics like Lawrence Rainey, Edmund Wilson, Richard Ellmann and Jew Spears Brooker have made detailed studies of this poem and interpreted it in terms of the historical, cultural and religious themes. But fewer comments have been made on the significant and effective art of contrast in the themes of the poem. The poem is characterized by an abundant use of allusions and symbols, well-arranged contrasts, many voices and shifting tones. Among all of these devices, the contrast technique stands out prominently. In many aspects as themes, characters, imagery and language style, the contrast writing technique is skillfully used by Eliot. Thus, this article analyzes the contrast in themes through three pairs – the contrast between romantic love and filthy lust, the contrast between death and potential rebirth, and the contrast between the beautiful past and the ugly present. Through the use of contrast art in themes, Eliot depicted a picture of the spiritual ruins in Europe shortly after the end of World War I and expressed the disillusionment of a generation of intellectuals (Liu, 2007). Eliot also portrayed a vivid symbolic picture of the barren modern civilization and reflects his eager desire and hope for the regeneration of the waste land.

Contrast between Love and Lust

In "The Waste Land", Eliot depicts a kind of failed love. There are many vivid scenes of love, such as the story of the hyacinth girl and the sailor, Antony and Cleopatra, Elizabeth and Leicester. But this poem is full of loveless stories of the wastelanders who only have desire and lust instead of love. So on one hand, the poet recalls the stories of true love in the past world and, on the other hand, how love without any emotion and passion also overwhelms the modern waste land. Modern Europe had already become a place where past love and modern lust formed a sharp contrast with each other. This contrast illustrates how love and fruitfulness, lovelessness and waste are related.

In Section I, "The Burial of the Dead", Eliot alludes to Wagner's famous opera *Tristan and Isolde* and makes it form a contrast with the hyacinth girl episode. Their love is happy and true. In the opera, the sailor

sings to his sweetheart: “Fresh blows the wind to the homeland: My Irish child, where are you waiting” (Wagner, 1934). But to the young fellow who loves the hyacinth girl, it is another circumstance:

*You gave me hyacinths first a year ago;
They called me the hyacinth girl.'*
—*Yet when we came back, late, from the Hyacinth garden,
Your arms full, and your hair wet, I could not
Speak, and my eyes failed, I was neither
Living nor dead, and I knew nothing,
Looking into the heart of light, the silence.
Od' und leer das Meer.* (Eliot, 2000)

Love, here on the modern waste land, is no longer true love. There is no communication between the lovers. What the hyacinth girl and her lover face is only a vast, cold and empty sea. People on the waste land have already lost the ability to love just like the Fisher king who becomes impotent. This example displays the situation of love on the modern waste land.

Love is not only true and pure, but also becomes meaningless and full of naked lust. From Lil and Albert, it can be seen that there is the coexistence of physical fruitfulness and the spiritual sterility of sex and waste. Love is only a way to kill time and get sexual pleasure by making love. Their marriage is no more than a business to bear children and to satisfy the physical desire of the husband. This is typical of matrimony on the modern waste land. Their spiritual life is devoid of meaning and their loveless marriage is tedious and boring except for sexual pleasure. Their story is a loveless and meaningless one compared with the true love between Antony and Cleopatra who threw away a whole kingdom for love. The encounter between the typist and the clerk and their loveless affair is another example. Indeed, the clerk and the typist are marked by an extreme impersonality and dehumanization: to this couple of lovers, humanity is reduced to its lowest common denominator of bodily impulse and sexual appetite, and both of them have become “the human engines”.

*Flushed and decided, he assaults at once;
Exploring hands encounter no defense;
His vanity requires no response,
And makes a welcome of indifference.*
...
*She turns and looks a moment in the glass,
Hardly aware of her departed lover;
Her brain allows one half-formed thought to pass:
“Well now that's done: and I'm glad it's over.”* (Eliot, 2000)

It can be seen clearly from these lines that to the typist love is almost equal to sexuality. This wretched and dissociated encounter represents a snatch of sex without joy or comfort. Sexual rapaciousness and abuse as well as sordid indifference all figure in this episode. After the lovemaking, the typist is left untouched, as if nothing had happened. She feels neither happy nor shameful. Her indifference forms a great contrast with the response of the lovely woman in Goldsmith's poem. After this woman returns to the place where she was seduced, she sings sadly the following song:

*When lovely woman stoops to folly and
And finds too late that men betray
What charm can soothe her melancholy?
What art can wash her guilt away
The only art her guilt to cover,
To hide her shame from every eye,
To give repentance to her lover,
And wring his bosom—is to die. (Hu, 2003)*

The contrast between the indifference of the typist and the sensitivity of the lovely woman in the novel represents the contrast in moral character between women in the past and women in the waste land. Love, which is a moral act in the past, now has degenerated into a meaningless and sordid thing and the traditional moral standard has completely been broken down. For most wastelanders biological gratification through sex instead of true love is what they are longing for now. Love for them is without any feeling and meaning except lust and boredom, which finds its best exemplification in the typist and her lover.

The above examples show that love in the modern waste land is greatly challenged by people's sexual rapaciousness and lust. Their obsession with biological gratification has totally blinded them to the holier and healthier aspects of life. They are neither living nor dead – merely walking corpse, who suffer from no redemption in the inferno of this world and die unrepentant. True, pure, and happy love is the prescription to salve the waste land because when love fails, a wasteland develops. But in the modern waste land, this kind of love has already been replaced by people's lust and desire for biological gratification. The contrast between love and lust vividly pictures out an idyllic past and sordid present.

Contrast Between Life and Death

As a major contrast in “The Waste Land”, the contrast between life and death dominates the whole poem. The first four sections of the poem present an awful account of a multi-dimensional death-in-life. “Death hangs over modern waste land. It is in this hopeless realm of death-in-life that the thunder speaks and provides the wastelanders the hope of a renewal in life” (Eliot, 2000).

Eliot gives the long poem a background myth concerning a certain kind of death. In the myth of the Holy Grail, the Fisher King became impotent and his impotence brought drought and desolation to the land and a failure of power to reproduce themselves among both men and beasts. In the myth, the healing of the land was connected to the healing of the king and this healing could only be achieved by finding the Holy Grail. Eliot's use of this myth suggests a mysterious relationship between the wounding of the God (the Fisher King) and the existence of a waste land, just like the land in the myth; modern waste land also becomes a dead and desolated place. The following lines show what the modern waste land looks like now:

*You cannot say, or guess, for you know only
A heap of broken images, where the sun beats,
And the dead tree gives no shelter, the cricket no relief,
And the dry stone no sound of water.
...
Here is no water but only rock
Rock and no water and the sandy road*

The road winding above among the mountains

Which are mountains of rock without water (Eliot, 2000)

Throughout the poem, we often meet with the following words and phrases: “dead land”, “dead trees”, “corpse”, “death by water”, “tumbled graves”, “dry bones”, and “dry grass”. The modern waste land has already become a desert inhospitable to life and health. Eliot refers, by using this situation, to the western civilization in the 20th century, which was sterile and hostile to health and flourishing. He interprets the contemporary situation in Europe and America as one of moral and cultural decay. To illustrate this idea, Eliot describes two kinds of death in *The Waste Land*: physical death and spiritual death.

The modern waste land has become a physically dead place: desolate, waste and sterile are features of its conditions. April, which is a season to breed and generate, seems to be the cruelest month for the wastelanders since their life has become meaningless, but spring does not permit them to die. Thus, people living on the waste land also face another kind of threatening form death – spiritual dryness. The wastelanders live in an unsafe world: they have no faith, no love, and even no communication at all. Their state of being is just like, even no better than the tragic fate of Sibyl – the prophetic old woman in Greek mythology, dullness, purposelessness and senselessness fill every aspect of their daily lives. They live in a death-in-life world where to die seems better than to live, so the wastelanders, just like Sibyl, are eager to die as well. Eliot uses Sibyl as a mouthpiece to speak out the living death condition of people on the waste land and their wish to die so as to gain rebirth.

The end of Section II alludes to Shakespeare’s *Hamlet*, “Good night, ladies, good night, sweet ladies, good night, good night”. They are the mad Ophelia’s departing words. She drowned herself, driven mad by Hamlet’s pretended affection and then his assumed indifference to her. The allusion is meaningful and purposeful. Many people on the waste land feel that their life is meaningless and tedious. They are also on the edge of going mad, just like Ophelia, so death maybe is their only and best choice to a brand-new life.

Among all the five sections of “The Waste Land”, two sections are directly titled with the words “dead” and “death” – “The Burial of the Dead” and “Death by Water”, so it is unquestionable that death, especially a living death, is what Eliot aims to express in this poem. The contrast between life and death is obvious to the reader. The waste land becomes physically dead and life now is sterile and meaningless. This indicates the wastelanders also have become spiritually dead. When life is impossible for inhabitants on the waste land, it is better to choose death as their outcome rather than being dragged out of a disgraceful existence such as the state of death-in-life:

He who was living is now dead

We who were living are now dying

With a little patience (Eliot, 2000)

Under this circumstance, death is a proper means to end the state of living death and to gain rebirth. Eliot offers two ways of solution to this problem. One is “death” by water and the other is “burning” by fire. Either way needs the wastelanders to die first and then they will get regeneration from that death. And in the last section, the wastelanders really see the hope of rebirth. As the thunder proclaims, the waste land, over which Tiresias presides, can be redeemed only by surrendering to life-giving force found in the heart of destruction, which will reunite the sundered fragments and set the lands in order with a new originating myth, just as the following lines say:

In this decayed hole among the mountains

In the faint moonlight, the grass is singing

*Over the tumbled graves, about the chapel
There is the empty chapel, only the wind's home.
It has no windows, and the door swings,
Dry bones can harm no one.
Only a cock stood on the rooftree
Co co rico co co rico
In a flash of lightning. Then a damp gust
Bringing rain (Eliot, 2000)*

Because of the coming rain, the wastelanders do see the hope of rebirth on this dead waste land. Life and death is one of the themes that run through the whole poem. The contrast between life and death illustrates the condition of modern waste land. The whole poem is structured under such a clue: life – death – rebirth, so understanding the contrast between life and death is a key to master the whole poem better.

Contrast Between the Past and the Present

Throughout the poem, there are many allusions from earlier literary works which Eliot uses to make a contrast between the past glories and the present decay and sordidness. In alluding to some foreign literary works, Eliot chooses to use the original language instead of the translated language. One important purpose for Eliot's use of the original language of foreign literary works is that language is a part of culture. These foreign works of the past, in a certain sense, represent the past culture glories, so the language used in these works certainly takes some values of this representation. On the other hand, the small amount of original language of the foreign literary works is very distinct among the large quantities of the poem's main language – English. It is very easy and obvious for the readers to see this contrast – the contrast between the grace and glories of the past and the disgrace and sordidness of the present modern waste land.

To achieve the contrast effect between the sordidness of the present modern waste land and the grace and beauty of the past, Eliot forms two contrasts in style – the contrast between the opening lyric voice and other voices, and the contrast between verse style and prose style. Through the contrast reading, one can get a more evident and clear clue to understanding the theme of the poem.

Eliot is very skillful in changing from this voice to other voices and this style to other styles. In making these contrast structures the poet vividly portrays a picture of the sordid modern waste land and reflects the poet's great cherished memories of the romantic and beautiful past time. The poem opens with the lyric voice, uses highly metaphoric, repetitive, and stylized syntax:

*APRIL is the cruelest month, breeding
Lilacs out of the dead land, mixing
Memory and desire, stirring
Dull roots with spring rain.
Winter kept us warm, covering
Earth in forgetful snow, feeding
A little life with dried tubers.
Summer surprised us... (Eliot, 2000)*

This lyric voice opening suggests, on the one hand, order and propriety and, on the other hand, stasis. This voice also speaks with authority as it recurs in scenes throughout the whole poem where the vision of

barrenness and revulsion from life is intensely clear to the reader. This voice contrasts with the babble of many voices speaking in the narrative scenes of the following sections. This shifting from the lyric voice to many voices in the later sections makes the reader leave the symbolic world of the past and enter a realist and narrative world of the present. The narrative world Eliot gives us, as an alternative to the little life of dried tubers is driven by desire, and not happy at all. Once enters such a world, one enters the world of loss, unfulfilled desire and inevitably, death. The contrast in voice really makes the readers see the conditions of the horrible and dangerous modern waste land.

Eliot wrote “The Waste Land” in blank verse. But we can notice that the whole poem is more like prose, especially Sections II and III. In the boudoir scene and the pub scene of Section II and in the encounter between the typist and the clerk of Section III, Eliot uses the narrative method and the style is more prose-like. But when Eliot describes some beautiful and romantic scenes of the past, he chooses to write in verse style. In describing the noble and romantic love between Elizabeth and Leicester, Eliot wrote:

Elizabeth and Leicester

Beating oars

The stern was formed

A gilded shell

Red and gold

The brisk swell

Rippled both shores

Southwest wind

Carried down stream (Eliot, 2000)

In the sense of style of certain period time, verse symbolizes nobleness and elegance, and prose somehow seems a little lower and less graceful. Through this contrast in style of verse and prose, Eliot gives us the contrast between Elizabethan glories – noble love and modern sordidness – burning lust. What was once sacred and meaningful is now empty and dirty. Thus, the ugliness, the vulgarity and shallowness of the present and the beauty, the simplicity and depth of the past are quite obvious to the readers and can easily make them feel the poet’s disgust at the sordid and decaying present situation of the modern waste land. And the poet’s cherished memories of the past time are also shown through the contrast. Eliot wants to show his great aspire for the salvation and regeneration of modern waste land with his nostalgic feeling.

Implications and Conclusion

From the analysis of the contrast between love and lust, life and death, past and present, Eliot depicts a vivid picture of modern waste land for readers: no love, no faith, no communication, death hovering here and there, in a word, a death-in-life world. The contrast also expresses the poet’s cherished memories of the past which is beautiful and lovely compared with the present state of modern waste land. By using this sharp contrast, the poet expresses his great desire and hope for the regeneration of the waste land. In order to achieve this goal, the wastelanders must get rid of the lust and learn to love with true love and communicate with others, and the most important is that all the living creatures on the waste land had better choose to die so as to gain rebirth.

“The Waste Land” had more than one theme. Eliot’s real intention in writing this poem was to reflect the living death state of modern civilization. Through analysis of the contrast in these three important themes, we can see Eliot’s great disgust at the world where he lives and his sincere hope to find a better

means for curing the decaying modern civilization, to have a regeneration and rebirth of the contemporary people. Eliot held that the negative qualities of the modern world could only be shown through contrast with positive qualities of the old world, so the contrast in the themes of love and lust, life and death, past and present contributes a lot to achieve this purpose.

References

- Eliot, T. S. (2000). *The waste land*. University Park, PA: The Pennsylvania State University Electronic Classics Series.
- Hu, J. (2003). *A detailed interpretation of famous English poems*. Beijing: Foreign Language Teaching and Research Press.
- Levenson, M. (2006). *The Cambridge companion to modernism*. Shanghai: Shanghai Foreign Language Education Press.
- Liu, B. (2007). *A short history of English literature*. Zhengzhou: Henan People's Publishing House.
- Wagner, R. (1934). *Tristan and Isolde*. G. Schirmer Opera Score Editions U. S. A.

Immigrants' Topophobia for the Wasteland: First Chinese American Anti-Terrorism Writing in Tao Lin's *Bed*

Cai Xia

The Army Engineering University Nanjing, China; International Relations College of National University of Defense Technology, Nanjing, China

Email: nccaixia@163.com

[Abstract] Chinese American novels in the 21st century have implicitly demonstrated a tendency to go beyond ethnic writings towards more universal concerns and themes. Among these attempts, Tao Lin, a new-millennium immigrant writer devotes his debut novel entitled "Bed" to the place-focused thinking on terrorism as he sheds new light on how immigrant youth perceive and respond to the world overshadowed by terrorism in the wake of the September 11 Attacks. This paper analyzes the terrorism-related literary texts in this novel with place-centered perspective so as to highlight immigrants' anxiety with terrorism, topophobia for a world of wasteland, and eagerness for ecological dwelling on Earth.

[Keywords] topophobia; terrorism; wasteland; sense of place; place thinking

Introduction

As Chinese American immigrant writings are increasingly situated in transnational, diasporic, and global matrices during the 21st century, a more universal concern has gradually found its way into Chinese American writings in the new millennium. In other words, an increasing number of Chinese American immigrants, as well as their offspring, have started to contemplate on human's existence on Earth and on their human-place relationship. Among all such non-ethnic issues and problems, terrorism tops the list because it remains a constant threat to all life-beings, tends to transform each place into hell, and thus deprives human beings of the sense of safety and human-place-connectedness. Yet, when it comes to Chinese Americans' novels, it was not until Tao Lin's publication of his debut novel named *Bed* in 2007 that such concern with terrorism first was articulated so as to attract attention on the causes, responses, traumas, and possible solutions to terrorism in a broader social, cultural and global context.

Since little research has been done to reveal how Chinese immigrant youth perceive and respond to the world overshadowed by terrorism in the wake of the September 11 Attacks, this paper employs the formalist close-reading method and Yi-fu Tuan's humanistic geography theory to analyze those literary texts that depict and connote the human-place relationship in the terrorism-plighted wasteland. From a place-centered perspective, the world in *Bed* is mostly defamiliarized into an apocalypse permeated with violence, horror, barrenness, isolation, and death; protagonists are largely trapped in distorted modern lives filled with loneliness, alienation, displacement, and hopelessness; and all of these generate the image of apocalyptic wasteland and thereby, the feelings of topophobia, both of which get further converged and aggravated by terrorism.

This paper devotes the first part to the explanation of terrorism-focused place thinking; the second part is dedicated to the revelation of the apocalyptic wasteland image hidden behind Tao Lin's black-humor and absurdist writing on Chinese American immigrant youth in *Bed*; and the third section, based on the above two parts, analyzes the place-focused texts in order to understand how the immigrant protagonists in *Bed* change their sense of place from topophilia to topophobia after being emotionally detached from their

homes and cities, and thus reveals the disastrous impact of terrorism on immigrants' lives and highlights the necessity of efforts for anti-terrorism and ecological dwelling on Earth.

Terrorism and Terrorism-Focused Place Thinking

Despite that "terrorism" still remains a contested concept without any unanimous definition approved by the United Nations General Assembly so far, this term can be roughly defined as "an anxiety-inspiring method of repeated violent action, employed by (semi-)clandestine individual, group or state actors, for idiosyncratic, criminal or political reasons" according to Alex Schmid, an expert in terrorism studies who used to be the Officer-in-Charge of the Terrorism Prevention Branch of the United Nations (1993, p. 70). He further explains, in great detail, about this term from the following five aspects: (1) Terrorism is a method of combat in which the victims are randomly or symbolically selected; (2) The previous use of violence or the credible threat of violence produces a chronic state of fear among the rest of the population; (3) The method of violence is outside the realms of normative behavior and considered extra-normal; (4) Therefore, this behavior causes an audience beyond the immediate victims; (5) The purpose of the terrorism is either to paralyze the target of terror in order to disorient and force compliance or to affect a change in public attitudes and action (Schmid, pp. 70-92).

When the above-defined terrorism finds its way into the living places, it destroys or threatens life and nature with violence and destruction, thus creating "the place of terror" which can also be termed as "the landscape of fear" in Yi-fu Tuan's humanistic geography theory. According to Tuan, place is "a special kind of object", "a concretion of value", and "an object in which one can dwell", and so this valued and experienced place has the potential to be "rooted in the past and growing into a future" (Tuan, 1974, p. 212) and to become a poetic dwelling place where, as envisioned by Heidegger, human beings can lead balanced and harmonious life with other people and natural beings on Earth with strong sense of continuity, community, and at-homeness (Harries, 1983).

However, when such place is tainted with human fear, distortion, and defamiliarization, it will deteriorate into "the landscape of fear" and, in some extreme situations, even into a "wasteland", both of which involve those places that trigger fear, connote infertility, and arouse despair. In other words, when terrorism threatens or has the potentiality to threaten the lives of human beings and other life beings, the once lived-and-loved places tend to become an emotionally detached or dreaded landscape which arouses inhabitants' negative responses like fear, despair, and desire to escape, etc, thus generating hostile forces of chaos beyond human being's imagination, anticipation, and control.

Under the circumstances where anyone can be vulnerable and subject to bloody attacks from terrorists, the subsequent psychological state can be categorized into two powerful sensations: fear or violence. The former indicates victims' fear of imminent emotional collapse and impending death, and usually renders someone to commit suicide or to escape the real world; the latter emerges as retaliation on external evil, and it will, in most cases, lead to further violence, crimes, or even death. In such case, topophobia and despair are substantiated into and emotionally projected onto the tangible landscape not only to undermine any individual's previous emotional attachment to homes, dwelling places, surroundings, and nature, but also to transform their perception of those places into the wasteland permeated with hopelessness and death.

The Apocalyptic Wasteland in Tao Lin's *Bed*

Tao Lin's *Bed* contains nine realist and surrealist stories of American immigrant youth who are suffering from the spiritual and emotional sterility of the world overshadowed by terrorism. To begin with, the third

story alludes most obviously to T.S. Eliot's *The Waste Land* through its title "Suburban Teenage Wasteland Blues". In this story, melancholic protagonist Greg, a descendent of a Chinese American immigrant, suffers from psychological wasteland where social-phobia always makes him feel intolerably displaced in the presence of people. To make matters worse, all of his efforts to please Rachel and her buddies does not lead to friendship or love but ends up in an even more desperate situation in which he can no longer utter his own name in front of others.

Similarly, the image of wasteland arises from the degeneration, vulgarization, and commercialization of love in the first and fifth stories. The first story entitled "Love is a Thing on Sale for More Money Than There Exists" begins with the pessimism among all Americans who are so intimidated by terrorism to regard it as the "largest threat to human safety, ahead of cancer, heart disease..." and consequently, they "began to quit their jobs...saw that their lives were small and threatened...in the end, bored in their homes, they just became depressed and susceptible to head colds...They became nauseated and unbelieving" (Lin, 2007, pp. 22, 10). Despite the seemingly love-focused title, inter-textual reading of the plot and sexual relationship between the protagonists Chinese American boy Garret and his girlfriend Kristy reveal that love actually never exists between them: the story begins with dread and death caused by terrorism, weaves endless quarrels and occasional just-for-lust sex in the middle and ends with fights and the breakup of the couple. The fifth story goes further by defamiliarizing love into a human-eating god of indifference, terror, and death, particularly when "love would stare blankly at him...and, then, would murder him, drag him to a gray, underground place, freeze his corpse, and over time, eat him" (Lin, 2007, p. 140). Just as what happens between the typist and the clerk in "A Game of Chess" of T. S. Eliot's *The Waste Land*, such a loveless and impotent relationship deprives love and sex of their basic function, namely, to bring new-life and promising future, thus generating its correlation with the impotent fisher king and, in turn, with the image of wasteland. In such place, there is the sense of total indifference and apathy; there is neither repulsion nor any pleasure; thereby the absence of feelings and the sterility of passion lead to infertility, spiritual decay, and eternal death.

In addition, intertextual reading also generates the image of wasteland in *Bed* through the permeation of death imposed on every family member of the protagonist Mattie in the second story, "Three-Day Cruise". Even though the following parts of the story recalls Mattie's life together with her family, this story begins with a series of deaths, all of which are unanimously described with present tense to emphasize the despair and absurdity in modern age: the dad dies of a brain tumor; the mom drowns; the son, Pau dies when he on one night sees a car crash happening and drives his own car into a pole. The daughter Mattie who goes on living into her thirties, is psychologically old and finally dies from something unknown. In fact, this story is narrated by the living dead Mattie about all her dead relatives, and such death theme echoes with its counterpart in the first and second quartet of *The Waste Land* which involve even more kinds of death: the dead land, the drowned Phoenician Sailor and the Hanged Man of Taro cards, death by water, death near London Bridge, and corpse planted in the garden, etc. These deaths, depicted as "the sarcastic mouth that eats the ironic food" in *Bed* (Lin, 2007, p. 53) conveys the sense of despair and deprives everybody of the survival possibility, thus manifesting the existence of apocalyptic wasteland in this novel.

Sense of Place Overshadowed by Terrorism in Tao Lin's *Bed*

Overshadowed by death and despair imposed by terrorism, all of the settings in *Bed* take on bleak and apocalyptic pictures where everybody is experiencing topophobia. For instance, in the first story, terrorists "in the new era of terrorism" are mystified in a ridiculous way as those "quicker, wittier, and more

streetwise” men who can speak “the vernacular”, claim “to be philosophically sound”, and have enough omnipotence to be omnipresent: “Back in Brooklyn, their new fear was that the terrorists could live inside walls, were maybe already living inside walls – cells of them, entire families, with flashlights, plotting and training, rappelling down the pipes” (Lin, 2007, p. 22). Similarly, terrorists are imagined to be omniscient enough to have “infiltrated Middle America, set up underground tunnels in the rural areas...tunnel up into your house and replace your dog with something that resembled your dog but was actually a bomb” (Lin, 2007, p. 9). When all of the living places in the story become completely overshadowed by a fear of terrorists, all New Yorkers, including the protagonist Garret, envision their city to be a desolate and polluted wasteland: “[T]he sky was a bleeding-mushroom gray and the pollution seemed to rise directly off the surface of things – cars, buildings, the ground – like a foul heat, a kind of gaseous, urban mirage” (Lin, 2007, p. 12).

Such topophobia gives rise to Garret’s suspicion that a doomed future has befallen on the world just like “something black and fizzy moving diagonally across the reddening sky”. Therefore, this immigrant descendent imagines himself living in an apocalyptic place of the living dead: “He had seen all the apocalypse movies of the 90’s, and all the signs were here: The homeless people rising up and walking around, the businessmen entering the parks and sitting down, sitting there all day...how all that was promised...was not here, and would probably never be here ” (Lin, 2007, p. 22).

Moreover, the topophobia caused by terrorism takes Middle East immigrants, as well as their children, as victims. After the 9-11 attacks, both American citizens and governments became unprecedentedly alert for immigrants from the Middle East, and some of them even go to an extreme to turn their hostility and resentment against all Islamic immigrants. This, in turn, exerts a negative influence on children to project their topophobia and fear for terrorism onto the children of Islamic immigrant, just as what happened to Ali in the third story of *Bed*: a group of white children led by Rachel and Steve take the mischievous game of rolling tissue paper around Ali’s family house as the basic requirement for all those who want to acquire or to maintain their group membership. Although such game does not seem to be targeted against the Islamic immigrants, the ending of the story reveals the grudge and hostility lying behind such childish games, particularly when some boys call Ali’s names maliciously and teasingly: “...All the strange and giant things began to float by, outside, in the night, and from another car, someone struck their head out their window and screamed, ‘Faggot Ali!’ Someone else screamed, ‘Muhammad Ali!’ And someone else, ‘Muhammad Ali Baba! Ahhh! Ahhhhhrrrr!’” (Lin, 2007, p. 86).

However, Tao Lin does not deny his reader of the hope for poetic dwelling places in this black-humor novel, particularly when a sharp contrast is made between two different kinds of human-place connectedness are highlighted in the sixth story. Here, readers may be overwhelmed by the uniquely strange title which consists of two long poetic antitheses to illustrate Tao Lin’s place thinking of human existence on Earth: the first part of the antithesis depicts a peaceful mind and harmonious dwelling on Earth, while the latter half of the antithesis indicates a violent way of life and terrorist perception of world. The first antithesis “Cull the Steel Heart, Melt the Ice one, Love the Weak Thing” vs. “Say Nothing of Consolation, but Irrelevance, Disaster, and Nonexistence” indicates an ecologically balanced life in opposition to a passive chaotic living. The second antithesis “Have no Hope or Hate – Nothing” vs. “Ruin Yourself Exclusively, Completely, and Whenever Possible” explicitly alludes to Zen (a school of Buddhism that originated in China) whose desireless but tranquil way of life is in total opposition to terrorists’ violent and bloody revenge.

Then Tao Lin explores the terrorists' psychological state of mind and attributes terrorism and violence to social problems, which in particular involving alienated interpersonal relationships and a sense of displacement in isolated and barren modern life. This story metaphorically depicts several American immigrant guys who harbor so much violence in their minds and begrudge against society that they would probably contact with, or even turn into, terrorists in case of extreme situations.

The story begins with people's sense of displacement in the modern and terrorist era when they are numb to life, love, and everything, and when they feel trapped in meaningless time and empty space: "they felt no emotions, had no sensation of life, love, or the pursuit of happiness, but only the knowledge of being stuck between a Thursday and a Saturday, air and things, this thought and the next, philosophy and action; birth, death, God, the devil, heaven, and hell. There was no escape, ever, was what people felt" (Lin, 2007, pp. 159-160).

Such sense of displacement and repulsion against violence is epitomized by the place experiences of the protagonist Colin together with his three music band pals, namely, Stza, Donnie, and Frank. Being deprived of emotional attachment to place after terrorism attacks, Colin forms passive and resigning attitudes to life in contrast to his pals whose spurs of hatred and anger against America are always expressed through the punk-style song *Fuck America* with resentful lyrics like "People so caught up in the freedom that they see / While American's fucking over every single country" (Lin, 2007, p. 167). Besides, these friends are apparently allusive to Bin Laden and the September 11th terrorist attack, just as the following three clues indicate:

1. Stza violently smashes his guitar, and repeatedly states that "September 11th was the greatest day of his miserable life" (Lin, 2007, p. 169). What's more, he also plays the song entitled "Stop the Insanity (Lets End Humanity)", which implies terrorist hatred toward innocent people;

2. Stza admits that he is "an angel of death" and Frank also associates Stza with Osama Bin Laden's terrorist group by making him seem like a terrorist member and having an acquaintance with the notorious Bin Laden when he claims that "Stza wouldn't get along with bin Laden...Stza would be all sarcastic and bin Laden wouldn't get it. They'd just have all these awkward silences. Bin Laden would murder Stza in his sleep" (Lin, 2007, p. 178).

3. Donnie also indicates his close relationship with al Qaeda terrorists by stating that "I'm going to carpet bomb the Super Bowl with my al Qaeda friend" (Lin, 2007, pp. 169, 178, 181).

In fact, all of the four characters are potentially violent punkers whose terrorist potentiality actually originates from their alienated interpersonal relationships in modern life, just as Donnie confesses: "I usually hate all people. You should come to my birthday party next week. I don't have friends. Just these people here, and they don't even like me" (Lin, 2007, p. 181). Such alienation of modern youth is further manifested by Donnie's birthday party card that serves more as a repulsion than an invitation, as it reads: "Donnie's birthday extravaganza / No clowns, no presents, no singing, fuck no, no cake, no nothing/ Sure to be a depressing time for everyone involved / You shouldn't even come, please" (Lin, 2007, pp. 181-182).

Conclusion

Based on the above-analyses of the place thinking conveyed by Tao Lin's *Bed*, we may well understand the vicious circle of human-place-terrorism relationship, that is, alienated interpersonal relationships and despair in the wasteland of modern times generate hatred and a sense of placelessness, and this is particularly true for immigrant youth as they are the ethnic group who have long been suffering from the sense of displacement, racial discrimination, and official hostility. Such hatred may become the scourge of

revenge or even terrorism, which in turn further deprives both immigrants and non-immigrants of their previously positive human-place connectedness and of their long-cherished spiritually safe haven (either their homes or other familiar places), thus forming a new beginning of the vicious circle ultimately leading towards the apocalypse of all beings on Earth.

Fortunately, Tao Lin, a Chinese immigrant descendent himself, is unwilling to end his novel pessimistically. In fact, his high hope for poetic dwelling is laid on human wisdom and a human-nature relationship. That is why at the end of Colin's story, there appears an experienced old lady who suggests that Colin shun away from the terrorism-afflicted wasteland of New York so as to seek poetic dwelling places by "build[ing] a home by a beach" (Lin, 2007, p. 186), and that's is also why the entire novel ends with two ecologically-oriented stories entitled "Insomnia for a Better Tomorrow" and "Sasquatch" (referring to "Bigfoot", meaning a hominid-like creature that inhabits forests) so as to emphasize the possible solution to the sense of displacement and topophobia caused by terrorism, that is, to return to the wild and rebuild an ecological human-place relationship with nature.

References

- Eliot, T. S. (1994). *The waste Land*. New York: Taylor Francis Group.
- Lin, T. (2007). *Bed*. New York: Melville House Publishing.
- Harries, K. (1983). Thoughts on a non-arbitrary architecture. *Perspecta*, 20, 9-20.
- Schmid, A. P. (1993). *Political terrorism: A research guide to concept, theories, data bases and literature*. New Brunswick, New Jersey: Transaction Press.
- Tuan, Y. (1974). Space and place: Humanistic perspective. In C. Board, et al., (Eds.), *Progress in Geography*, 6, 211-252.
- Tuan, Y. (2013). *Landscape of fear*. Minneapolis: University of Minnesota Press.

The Interpretation of Hollywood Science Fiction Movies from the Perspective of American Culture

Wen Juxiang

College English Teaching Department, Zao Zhuang University, Zao Zhuang, China
Email: wenjuxiang57@126.com

[Abstract] Science Fiction Hollywood Movies (SFHM) are increasingly popular among people around the world because of the American culture and ethics expressed. This paper mainly discusses and analyzes the characteristics of SFHM from the following aspects: the common human values expressed in SFHM (heroism complex, team spirit and harmony awareness) and the deep influence of Christian thoughts on SFHM in order to help the audience better understand sci-fi movies. The paper also tries to trigger further researches about the meaning and importance of cultural expression in SFHM and gives some inspiration to our sci-fi movies making.

[Keywords] science fiction Hollywood movies; American culture; common human values

Introduction

Science fiction movies have played an important role in Hollywood cinema since they appeared in the late 19th century. They usually feature aliens, space ships, clever and cunning computers, humanoid machines, robust robots and many other hi-tech elements. The mainstream ideologies and core values expressed by science fiction Hollywood movies are increasingly profoundly influencing the world via the silver screen. However, there are only several particular researches and studies about them done by scholars or other people, both at home or abroad. A large majority of researches about Hollywood science fiction films are often done within the study of science fiction films of the world or American films.

China started to bring in Hollywood films in the late 20th century. Therefore, the researches about Hollywood science fiction films in China have mainly been done after the 21st century, and most have been short essays. Wang Yan (2013) divided SF movies into three types (alien invasion, disaster and post disaster, and space travel) and revealed thoughts such as anti-Soviet and anti-communism, American supremacy ideology and the expression of freedom, equality and personal heroism in her article “Decoding the Cultural Connotations of Hollywood Science Fiction Film”. Li Guocong (2014) mainly discussed the cultural connotations from the aspects such as defense, The Savior, the leader and danger in the article “Hollywood Science Fiction Films from the Cultural View”. Yu Yi explored Hollywood science film and Chinese fantastic film according to the theory of cultural hybridity in her thesis “An Analysis of Hollywood Science Films and Chinese Fantastic Films from the Perspective of Cultural Hybridity”.

The development of the film industry has had a profound influence on people’s spirit and their activities. Hollywood movie directors are good at adding their countries’ culture and ethics to their movies, and therefore, the cultural elements have become the essence of the movies. Spectators will gradually be influenced by ethical thoughts and ideology showed in a film. Therefore, it’s meaningful and useful for us to study the ethical thoughts in science fiction Hollywood movies. Meanwhile, the culture and ethical expression in science fiction Hollywood movies is becoming a more and more important part (Li Kun, 2017).

This paper mainly consists of four parts, the introduction, the common human values expressed in SFHM, the deep influence of Christian thoughts on SFHM, and implications and a conclusion. In the introduction section, I briefly introduced some important and relevant researches about the topic. In the second section, this author discusses the common human values: heroism complex, team spirit and harmony awareness in detail. In the third part, this author analyzes a particular characteristic of sci-fi Hollywood movies: the deep influence of Christian thoughts on SFHM. In the last part, this author tries to summarize the entire paper and give several useful suggestions for sci-fi movie making from the perspective of cultural communication.

The Common Human Values Expressed in SFHM

People from different countries share many common values such as heroism, team spirit, harmony awareness and so forth, although we are all in an era of great transition. For instance, people all over the world have been honoring heroes from ancient times to the present. Heroes have expressed people's feelings, ideals and pursuits.

The heroes in Hollywood movies are always brave and succeed in the task of protecting and defending their homes and countries or fighting for world peace. The individual and brave heroes have been frequently appearing since the middle of the 19th century. Superman, in the movie *Superman* from 1978, protected the weak, fought against evil and took the task of saving the world and human beings for granted. Heroism is becoming a psychological complex of the American culture in a society in which human subjectivity is highly enhanced. Therefore, the heroism complex in science fiction movies is vividly shown in their creation and presentation. They unusually tell the stories by describing heroes and bad guys, or saviors and the saved, in which there are American culture and ethics. In the film *Superman*, Superman was sent to Earth when he was a baby. He was adopted by a farm couple and became a journalist when he grew up. The gentleman would protect the people he loved whenever the situation became dangerous. A series of films about Superman have made the American hero figure become international and well-known to the whole world (Jiang, 2016). This series includes *Superman*, *Man of Steel*, *Super boy*, *Superman Returns*, *Batman v Superman* and so on.

In the movie *The Astronaut Farmer*, the main character, Charles, had a dream when he was very young that he could go to space one day. He was once a pilot, and later, comes back to his ranch after his father's suicide. He tried to make rockets at his own ranch and hoped to fly around the earth in his rocket. His wife was wise and beautiful, and most importantly, the whole family supported his rocket dream. It is often that one suffers the hardships and difficulties before he fulfills his dream. This is no exception for Charles. At first, Charles was in debt and the bank seized his ranch. Second the government refused to support him and also sent the FBI when they knew Charles wanted to make a rocket. Additionally, his friends tried their best to stop him as well. Although these things didn't stop him, his first launch failed and almost killed him. Charles was depressed for a period, but he didn't give up his dream. With the support and help of his family, he regained his courage and confidence. At last, he overcame the difficulties and launched his rocket successfully. He became an American civilian hero at the moment when he landed back on Earth safely. The word hero used to refer to great leaders, soldiers, or famous people. From Charles's story, we can see that ordinary people can still do extraordinary things and make remarkable achievements. It's natural for most people to rush toward safety and an easy life. However, heroes do just the opposite. They have courage and confidence, and don't give up when they encounter difficulties and danger.

Disney's cartoon movies are increasingly attracting people of different ages. The cartoon characters in the posters are so lovely that they immediately remind people of their innocence and purity deep in their hearts (Chen, & Xu, 2012). More importantly, cartoon movies of science fiction tell people the importance of team spirit, collaboration and friendship, to a large degree. These movies include *Transformers*, *Star Wars*, *Space Jam*, *Wall-E*, *Treasure Planet*, *Planet 51*, *Escape from Planet Earth*, and so on.

Space Jam is a science fiction film made by the Warner Bros. Entertainment Company in 1996. This film combines cartoon characters with real people. This film tells the story about a cartoon family that has encountered a huge threat from an evil force from space. The boss of the evil force sent his brother Nerdluck and other ugly monsters to Earth to kidnap Bugs Bunny, Daffy Duck, Toffee Duck, three little pigs, and other cartoon stars to attract customers for them. In this time of danger and emergency, Bugs Bunny and other cartoon stars are unwilling to surrender and plan to ask for the best basketball player's, Michael Jordan, help after they find that Nerdluks and the evil force are short and weak. They think they would defeat the evil force by playing basketball. However, it isn't as easy as they thought. The Nerdluks and the evil force go back to the earth and steal the abilities of the leading basketball players. In the first half of the game, Nerdluks' team is far ahead. At that moment, many cartoon star team members have lost heart and confidence. Bugs Bunny gives the cartoon star team members a bottle marked "Michael's Secret Stuff" and everyone regains their strength and power and do a much better job in the second half game. The cartoon star team members didn't lose hope or give up when Michael Jordan tells them "Michael's Secret Stuff" is only water. At last, the cartoon star team members make their efforts, play hard, cooperate together and win the game. Although the team of Nerdluks was ahead of the cartoon star team at the beginning, Mr. Swackhammer, the boss of Nerdluks' team, shouts angrily at his players instead of encouraging them, which is completely different from the cartoon star team. The cartoon star team members always try their best to solve the problems and make their contribution to the team. For example, Stan Podolak, the assistant to Michael Jordan immediately joins the team too when he's needed. It is with the spirit of teamwork and collaboration that the cartoon star team wins the game at last.

Another example is *Escape from Planet Earth*. The movie mainly tells a story about aliens. These aliens love peace. In the movie, Gary who is sometimes called a bookworm or an engineer by his younger brother Scorch and other aliens, is the only one who knows how to use the computer. Whenever their friends or the planet encounters danger or difficulty, Scorch tries to solve the problems without hesitation. The aliens work together, and the healed aliens live in Baab planet.

Harmony between human beings and nature appear in disaster movies of science fiction. Disaster movies are one kind of great works made by Hollywood and is a special means to send and deliver positive energy through different perspectives. In recent years, people are increasingly paying attention to disaster movies because of the deterioration of the environment, global warming, melting ice, smog and tsunamis (Sun, 2016). The vivid screen scenery makes people have a feeling of really being there. The technology ethics and life ethics conveyed by the disaster movies are ethical ideas that people are longing for. In accordance with some researchers, disaster movies made by Hollywood put a modern ecological condition and ecological concern into content so that the audience gets the same feeling and has a strong resonance. Movies such as *Farewell Atlantis*, *The Day After Tomorrow*, *In Time*, *Geostorm* and so on, are very popular among movie lovers. *Jaws*, *Earthquake*, *Anaconda*, *Dante's Peak* and other movies also attract people's concern about future life and they start to reflect on their behavior once again. These

disaster movies of science fiction often show the human beings' weak ability when they are encountering disasters. Apparently, the directors take the ecological environment crisis into account in order to produce an unprecedented sense of identity through creating real and tense plot.

The Day After Tomorrow is a great disaster movie, and mainly tells a story about the global climate change caused by the greenhouse effect. In the northern hemisphere, glaciers are melting as a result of the greenhouse effect. Tornadoes, tsunamis and earthquakes are wreaking havoc across the globe. The movie makes the audience strongly worry about future life and think about the environmental degradation although the probability of such a catastrophe is very low, in fact. Therefore, people will actively put their feelings into action and autonomously protect the environment. *Geostorm*, a disaster movie of science fiction produced by Warner Brothers, tells a story of a global meteorological disaster in the future. Human beings develop a meteorological satellite network to control the disastrous weather. However, the satellite is attacked by a computer virus that rapidly sweeps and controls the whole world. Although the scientist Jack destroyed the program bugs, fixed the satellite systems and saved the world by the end of the movie, it's hard for the audience to forget this dangerous situation. What would happen if humans interfered with nature? How weak are people when encountering natural disasters? The audience will bear these questions in mind even when they are out of the cinema.

The Deep Influence of Christian Thoughts on SFHM

As a western country, the United States is very religious. Since the 20th century, America has restored its Christianity twice (He, & Zhou, 2015). So you can see the great influence of religious thought in American culture. Its culture and religion have been combined and blended together. The Hollywood sci-fi movies enlarged their influence by using mass media and other ways of traditional culture transmission, especially when religious theology is applied. Many influential Hollywood sci-fi moviemakers will add the heroic image of Jesus Christ to their movies. The major purpose of these movies is to show to the world that the purpose of religion is to heal human beings. It has strengthened theology and the American spirit.

Many Hollywood sci-fi movies have shown the image of Jesus Christ, such as *Superman*, *The Matrix* and so on. For example, the plot in the 1951 movie *The Day the Earth Stood Still* echoed Jesus' life story. The alien Klaatu arrived in Washington on a flying saucer and called for human beings to ban nuclear tests. Klaatu said, "I'm a friend to the earth. I come to save the earth." Many people at the beginning thought the mysterious sphere was an ark. However, the people on Earth arrested him and fired against him, instead of listening to his advice. With the help of the information provided by the landlord friend, the military soldiers shot and killed Klaatu, but the robot in the flying saucer rescued him. Klaatu showed his power in order to warn human beings. He paralyzed all electrical appliances on Earth for an hour. Finally, the flying saucers flew back to their planet with warnings to Earth. Therefore, the image of Klaatu (from his arrival, suffering, and resurrection to return to his planet) is obviously the reversion of Jesus' life story. And Klaatu's reason, tolerance and devotion are also a sharp contrast to modern human beings.

In the movie *The Matrix*, the main character's name, Neo, has spelling that is similar to One (Holy One). A young network hacker, Neo, found that the world that looks like a normal real world is, in fact, controlled by an artificial intelligence system, named "the Matrix". The people here are animals fed by the Matrix and they have no freedom or free thought. A mystical girl led Neo to the head of the hackers, Morpheus. Then, the story mainly describes how Neo finds out the reality, overcomes a series of

difficulties, and finally, resists the Matrix. In the movie, during the battle against the Matrix, Neo becomes a man with miraculous power after he experienced suffering and received cruel training, which is identical to the story of the carpenter Jesus, that he became the human beings' savior after experiencing baptism in the Jordan River. Therefore, it is at the moment that Neo was brought back to life when kissed that is like resurrection of Christ from death. In the movie *The Island*, the ship in Lincoln 6E's dream is named *Renovatio*, which is a metaphor. The controllers of the "community" think these cloned human beings have no thoughts and are only one special kind of production. Myrick, the founder of the clone project boasts on himself often and denies the fact that the clones have ideas. He can do anything to achieve his goal. Obviously, he regards himself as God.

Why does the image of Jesus frequently appear in the sci-fi Hollywood movies? The United States is one of the countries most influenced by religion in the western world. Christianity has experienced two revival campaigns in the United States since the Twentieth Century, which shows the vigorous vitality of American religion. The two factors of religion and culture have mutual influence on each other. Today's Americans, especially young people, think highly of popular culture (Liu, 2007). So, Christians must take this cultural form seriously in order to better fulfill their religious mission. Christian Churches in the United States have a profound understanding of this and have expanded their influence and also actively integrate Christian thoughts with popular culture and mass media. The revival of religion in the 1950s triggered a fever of religious epics in Hollywood and which played a role in the revival of religion, as well. Some sci-fi movie directors added Christian elements to their films on purpose. For example, the director of the film *The Day the Earth Stood Still* gave the alien Klaatu another name, "Mr. Carpenter"

Films tell various moving stories, which are myths carrying ideology, to some degree. Hollywood's sci-fi movies are filled with strong religious thoughts and many different fables to open up people's minds. Nowadays, on one hand, science and technology has developed rapidly. On the other hand, there are many questions that science and technology can't answer, and still many problems science and technology can't solve. Therefore, religion gets the possibilities and opportunities. The sci-fi Hollywood movies usually give a negative and horrific description to the future of science and technology, which hits the idea that "science and technology are first", and also reflects people's anxiety and fear of the development of science and technology. At the same time, the sci-fi Hollywood movies stress many other American cultural factors and values such as the power of justice, wisdom and genius when fighting against evil forces.

Science fiction Hollywood movies are so popular, to a large degree, because they are always able to create main characters or heroes embodying American political ideas, social values and individualism in gripping stories. The national image of the United States is constantly amplified and enhanced because of Hollywood's strong capital operation, advanced technology production and mature publicity, and use of the advantages of mass media (Zhang, Y., 2004). What's worth paying attention to is the narrative strategy of exalting after eliminating that is often used in many science fiction Hollywood movies. The criticism, negative or pessimistic things at first are often turned into the opposite side in the end (Yin, 2017).

In traditional American culture, ethical consciousness occupies a very important position. Ethical issues have always been an important social hot topic in the American development process. Generally speaking, the main characters in the movies are the chief factor to the development of the plot. The personalities of the main characters mostly express the spiritual pursuit and value of the American nation, such as the ability of telling good from the bad, the idea of equal opportunities and the defense of justice.

We always can get ethical inspirations or courage from the main characters. They are usually the heroes who are willing to risk their lives to rescue their country or other people. These heroes may be great leaders, professional experts or average men and women.

Implications and Conclusion

At present, although the production of American sci-fi movies is not high, their showing time usually accounts for an extremely large portion. The sci-fi Hollywood movies are popular throughout the world, all the time. The audience gradually receives and accepts the American culture value system while they are watching the fantastic movies. Meanwhile, the American culture values pass throughout the world. We can easily draw the conclusion that sci-fi Hollywood movies have strong cultural soft power.

The Chinese film industry is developing rapidly these years according to the statistics of movie attendance and the box office. However, Chinese movies, especially Chinese sci-fi movies, don't have a strong influence in the world. Currently, many Chinese directors and audience pay attention to domestic sci-fi movies. Some of them are also popular all over the world such as *Chang Jiang Qi Hao*, *The Three Body Problem* and so forth. Chinese culture and other nations' cultures have many aspects in common such as loving peace, honoring heroes, a desire to protect the environment and so forth. Therefore, we need to tell Chinese people's own stories in our unique way to express these common human values and make the audience all over the world understand and want to see Chinese stories via Chinese sci-fi movies.

From the analysis of sci-fi Hollywood movies from the perspective of culture, we can easily find that there are many advantages that we can learn from them. It's very beneficial for us to add our own cultural elements to our sci-fi movies. The addition of our own culture elements will make audiences feel the very Chinese movies and easily get an exotic feeling. With the rapid development of the Internet and the increasing communication among different nations, people all over the world urgently want to know other people, their culture and customs and so forth. The proper combination of our culture and the common value of the human beings will be a suitable way to make our sci-fi movies more understandable and more international, especially when our sci-fi movies are just beginning, and they are still very weak. If we add too many Chinese elements into our films, we'll probably overdo it and go to other sides because people usually misunderstand other countries' cultures in the process of intercultural communication. Therefore, we need to fully recognize the variety of the world's culture, realize the global flow and exchange of culture and integrate different cultures in the process of making sci-fi movies.

To sum up, science fiction Hollywood movies are the collection of the national art, culture and ethics of the United States, in a sense. What should we learn from the science fiction Hollywood movies? It is not only to satisfy the audience with the movie, but also to spread the country's cultural values and ethical awareness. We must also keep an objective and rational attitude toward Hollywood movies, take the essence and discard their dregs in order to make it beneficial for the Chinese film culture industry development.

References

- Chen, X., & Xu, Y. (2012). Cultural imagination, identity and difference: The value and approach of the ethnic minority-related films in the context of globalization. *Journal of Shanghai University (Social Sciences)*, (1), 22-32.

- He, S., & Zhou, Y. (2015). The expression of American ethical and cultural consciousness in Hollywood movies. *Movie Literature*, (6), 54-56.
- Jiang, L. (2016). Research on the creation of Hollywood ethic films in the new century. *Movie Literature*, (9), 31-33.
- Li, G. (2014). Hollywood science fiction films from the cultural view. *Youth Journalist*, (2), 79-80.
- Li, K. (2017). The style and humanity of the Disney princess films. *Movie Review*, (11), 86-88.
- Liu, Z. (2007). The original image of Christ in the hollywood movies. *Contemporary Cinema*, (1), 126-129.
- Sun, J. (2016). 2015: The comparison of Hollywood and Chinese film development & international communication state study. *Contemporary Cinema*, (2), 28-37.
- Wang, Y. (2013). Decoding the cultural connotations of Hollywood science fiction film. *Journal Beijing International Studies University*, (2), 49-54.
- Yin, B. (2017). Technology and cultural analysis of Hollywood movies. *Movie Literature*, (9), 36-38.
- Zhang, Y. (2004). Film theory, academic mechanism and interdisciplinary research methods: On visual culture. *World Cinema*, (5), 11-21,184.

Language Identity Construction of Children of Migrant Workers in Beijing

Li He

School of Languages and Mass Communication, Beijing Jiaotong University, Beijing, China

Email: Lihel123@163.com

Jing Li

School of Languages and Mass Communication, Beijing Jiaotong University, Beijing, China

Email: sxdtljchina@163.com

Yuying Gu

School of Languages and Mass Communication, Beijing Jiaotong University, Beijing, China

Email: yygu@bjtu.edu.cn

[Abstract] This paper aims to analyze the relationship between language use and identity construction by conducting a survey on children of migrant workers (CMW) in the capital, Beijing. This group shows the declination of native dialects and the dominance of Mandarin. To these respondents, native dialects reflect some features of their rural identity, whereas Mandarin is a vital factor for the “Beijing identity”. This study also indicates the speech community of CMW is a spiritual and non-territorial community, in which the identity construction is a dynamic process through the role-switching in different sub-communities. Compared to the previous studies, we indicate community of practice can illustrate how language and identity interrelate with each other in this dynamic process of construction.

[Keywords] children of migrant workers (CMW); language use; language attitude; language identity; speech community

Introduction: Children of Migrant Workers in China

Since the 1980s, in the process of urbanization and industrialization in China, large numbers of peasants have flooded into cities for better living and opportunities. This group of people is called migrant workers, namely, a specific group due to the household registration system¹. Migrant workers are low class workers without insurance and regular income, and shift in cities. In the early period, most of these workers came to cities alone. From the 1990s, they started migrating with families. Gradually, a new social group developed – children of migrant workers (CMW). According to the China Sixth National Census in 2010, more than 220 million farmers have shifted from rural areas to urban areas (Duan, 2013). It is estimated that the number of CMW under age of 18 is nearly 38 million. The most serious problem is that there is almost no way for these school-aged children to enter public school and integrate into urban life because of local policies. Thus, they have to study in private schools with poor teaching facilities, and some of the schools are illegal. This experience will affect the children’s self-identity, and then their language use and language identity. The research on language and identity of CMW is a new field in sociolinguistics, which is theoretically significant. Through case study on language use and identity

¹ This definition is from the report of “A Good Start of the National Economy in the 13th Five-Year-Plan in 2016” by National Bureau of Statistics.

construction of CMW in Beijing, we can figure out the relationship between language and identity and help the children with the resocialization.

The study of CMW in China started in the early 1990s and developed into the late 1990s. It was not only a shift in time and space, but a collision and integration of different cultures². Moreover, it will result in the integration of Mandarin, local dialects, native dialects and even English. Previous studies mainly focused on migrant workers, rarely on their children. There are some studies on the migrant workers in Beijing (Xia, 2007; 2009; 2012) and Yiwu city of Zhejiang Province (Liu, 2008; 2010). These two researchers carried out empirical studies about the language use and language attitude. Recently, some linguists have focused on the language awareness and dialect protection in China (Tu, 2008; Wang, 2010). But the study of CMW is still insufficient. A few researches of CMW have mainly focused on language education (Li, & Zhao, 2013), language accommodation (Li, 2012; Mao, 2013) and language use and language attitude (Liang, & Chen, 2010; Sheng, & Shen, 2012). He (2014) tried to analyze the community features and identity construction of CMW by using the theory of community of practice.

Some surveys explored the language proficiency of CMW. In terms of speech community, Luo (2009, pp. 92-94) investigated and analyzed language proficiency, language use and language attitude of CMW in Shaoxing City. Liang and Chen (2010, pp. 123-126) studied the Mandarin proficiency and influential factors of CMW in Urumqi. Zong (2011, p. 33) explored the language transition at school of native dialect and standard language of CMW. Teachers play an important role in eliminating the obligation to native dialect, learning standard language, and creating an equal language attitude.

Research of language and identity of CMW is new in linguistics. Present findings suggest that language for CMW is vital in city integration and identity by investigating the pronunciation, vocabulary, grammar, and communicative ability of these children. Mandarin and local dialects suppress their native dialects, thereby causing the language and cultural identity to be lost in resocialization (Li, & Zhao, 2013). He (2014) indicated some features of the speech community and explored the identity problems of CMW.

This study discusses the CMW's identity from the perspective of language. We try to answer the following questions: How is the speech community of CMW's constructed? How do rural dialect, urban dialect and Mandarin influence and integrate into each other in this speech community? And how do CMW construct their identities in such a community?

Research Methodology

Data Collection

The study obtained data through questionnaire, interview, and participant observation. The Questionnaire included five parts: background, language use, language choice, language attitudes, and identity construction. Participant observation aimed to gain a close familiarity with a given group of individual's practice through an intensive involvement in their community, usually over an extended period of time. Intimate language materials were collected during the observation on CMW, thus we can get a full picture of CMW's school life and family life, as well.

² Review of the CMW in China [DB/OL] <http://theory.people.com.cn/GB/41038/9837659.html>

Selection of Research Respondents

This study investigated the language choice and identity construction of CMW in Beijing. Given childrens' ages and their characteristics, questionnaires were distributed to students over ten years old. Students under the age of ten were interviewed. A total of 195 students were sampled randomly. There were 171 valid questionnaires. The respondents were from 17 provinces in China. Most of them were born in hometown and came to Beijing with their parents at an early age. Almost half of the respondents were from central China, 53 from northern China, 21 from southwest China, 5 respondents from southeast China, and 3 from northwest China. And, 67 respondents had been in Beijing less than 4 years; 53 respondents were ages from 5 to 10 years, and 51 respondents were more than 10 years old.

Research Procedure

On the basis of pilot surveys, questionnaires and interview outlines were revised. Findings of CMW's innermost and real thinking on languages, life and identity were collected through questionnaires and interview. Questionnaires were analyzed by using the software social statistics software SPSS13.0.

Language Proficiency

Language proficiency was analyzed from the perspective of speaking and listening. The data derived from the respondents' self-evaluation, which reflected part of their actual proficiency, to some degree. In Table 1, we can see different language proficiencies of CMW (97 persons could speak native dialect fluently, while 124 persons could speak Mandarin fluently). All of them could understand and speak Mandarin. The number of respondents who neither understood, nor speak a native dialect was very small (only 6 persons).

Table 1. Language Proficiency (N=171)

Proficiency	Language code		Native Dialect	
	Mandarin		N	%
can speak very fluently	N	%	N	%
can speak, but not very fluently	124	72.5	97	56.7
can understand, but can't speak	44	25.7	35	20.5
neither understand nor can speak	3	1.8	33	19.3
	-	-	6	3.5

For Mandarin proficiency, 98.2% of respondents could understand Mandarin. There were 56.7% respondents who used Mandarin in a high frequency, while 20.5% could speak Mandarin, but in a low frequency, and 1.8% could not speak, but understand Mandarin. The statistics coincided with our participant observations of Mandarin competence: almost all children were very familiar with Mandarin and used it perfectly, only having some accent problems. CMW performed better in native dialect listening and understanding than speaking. A total of 154 children could understand the native dialect, while only 97 of them could speak it very frequently; 132 children could speak native dialect.

Statistics indicate that these respondents are declining in speaking their native dialect. A parent we interviewed told us that her two children were raised in Beijing and Mandarin was the dominant language used at home. These two children could not speak their native dialect, but imitate the pronunciation of a few words for fun. A student said, "I would not like to speak and learn native dialect because it is useless." A parent told us he could not speak Mandarin well when he came to Beijing, but now he has forgotten some expressions in his dialect because he speaks Mandarin in most contexts, except at home.

Language Acquisition

Language acquisition is the process of learning a language. The acquisition in this part included Mandarin acquisition and native dialects acquisition. In Table 2, more than 80% respondents learned the native dialect from family members and fellow villagers. Family context was the only access for the native dialects acquisition.

Table 2. Acquisition Approaches of Native Dialects and Mandarin (N=171)

Acquisition Approaches of Native Dialects			Acquisition Approaches Mandarin		
<i>Approaches</i>	<i>N</i>	<i>%</i>	<i>Approaches</i>	<i>N</i>	<i>%</i>
Acquisitioning naturally	79	46.2	Acquisitioning naturally	38	22.2
Elder family member in hometown	30	17.5	At school	25	14.6
People and peers of the same origin	36	21.1	After coming to Beijing	80	46.8
Other approaches	22	12.9	TV and radio programs	10	5.8
Cannot speak or understand hometown dialect	4	2.3	Other approaches	18	10.5

There is little chance for migrant children to acquire Mandarin in hometown. When CMW move to Beijing with their parents, “Learning Mandarin at school” is a key access for their Mandarin acquisition. Moreover, “Watching TV and listening to radio programs” is beneficial for Mandarin acquisition.

Language Use

The involved communication contexts can be categorized into internal contexts and external contexts that are related to their communication scope and the closeness. Internal contexts refer to the scope of family members or fellow villagers, and the remaining contexts are classified as external ones.

In Internal Contexts

The most important internal context for CMW is family context. Mandarin has become the dominant language in family context, while native dialects are dominant for couples. On one hand, it shows better language competence of the CMW in Mandarin; on the other hand, it indicates that native dialects are disadvantaged in the family context.

According to the investigation, when these respondents return to their hometowns, 74 respondents would choose “to use native dialect only” and 126 respondents would like to “use native dialect more or less”. There were 45 respondents who chose “to speak Mandarin only in hometown”. A student said since all people speak the native dialect in his hometown, he speaks native dialect as well. Except for family members, fellow-villagers are linked closely in the same community. In general, native dialect is the most widely used language in this group. However, according to the survey, a different conclusion arises for the CMW, i.e., 33 respondents chose to speak the native dialect only with peers, while 40 respondents chose to switch codes according to the contexts. There were 85 respondents who chose to speak Mandarin only. The finding clearly shows that CMW’s ability in native dialects is declining.

In External Context

Language choice in external context depends on the contexts and the respondents’ relations. In general, people will choose informal language in casual and close circles. School is the most important external context for CMW, followed by the scope of peers, and other public domains. CMW have little opportunity to contact with people in other domains. Mandarin is dominant at school. School, as a place

for education, takes Mandarin as the exclusive formal language for teaching and communication. There were 168 respondents who chose to speak Mandarin at school.

Friends or peer context is another external context for CMW. According to the survey, communication was limited to schoolmates and peers that live in a neighborhood with the same background. A total of 157 respondents used Mandarin with their peers, while native dialects occupied less than 10%.

Due to the limits of the social network, CMW, as minors, have little opportunity to have contact with people from other networks, thus they live in a simple and plain context, i.e. they hardly have a chance to contact persons in public contexts or higher circles, such as staff from bureaus and governments, etc.. A total of 90 respondents only used Mandarin in public contexts, while 17 chose to use Mandarin more often.

Language Attitude

In a bilingual or multilingual society, individuals or groups will evaluate and judge language value for some purposes. Therefore, language attitude is constructed. Dai (1993) defined language attitude as language concept. It refers to the attitude to the value of language, including the status, functions and language prospects. Wang (1999, pp. 9-14) pointed out that in a bilingual or multilingual society, people would make an understanding or assessment to the social value or character of language under the influence of social or ethnic identity, emotion, purpose, motivation, and behavioral tendencies, etc. Language attitude is an important factor for bilinguals or multilinguals in language acquisition and use. Language attitude affects language competence and language practice and reflects the psychological reaction to the mother tongue and second language. In this part, the language attitude of CMW was evaluated according to the respondents' emotional and cognitive judgment. The attitude was scaled from 0 to 5, the higher the score, the more positive attitude toward a language.

In Table 3, in term of native dialects, there was little difference between emotion and importance evaluation, both of which got a high evaluation. Most respondents would like to use native dialects out of their emotional approval. Functional differences of native dialects indicated that in the family context, or in hometown context or among people in adjacent dialect areas, native dialects play the key role in their language practice. But in Beijing, the function of native dialects declined.

Table 3. Evaluation Toward Native Dialect (N=171)

<i>Point</i>	Emotion Evaluation Toward Native Dialect		Importance Evaluation Toward Native Dialect	
	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>
0 (very unpleasant)	5	2.9	4	2.3
1	5	2.9	7	4.1
2	10	5.8	14	8.2
3	31	18.1	35	20.5
4	46	26.9	27	15.8
5 (very pleasant)	74	43.3	84	49.1
Mean	3.92		3.90	

In Table 4, all of the respondents showed high identification to Mandarin emotionally. The scores of both emotion and importance evaluation toward Mandarin were higher than that of native dialects, which

suggests that Mandarin is in good practice in daily life. The attitude toward importance evaluation was more positive than that of the emotion, which indicates the greater significance of Mandarin for CMW. The high-frequency words that express their attitude toward Mandarin were “useful, convenient, and communicative language”, which belong to functional evaluation.

Table 4. Evaluation Toward Mandarin (N=171)

<i>Point</i>	Emotion Toward Mandarin		Importance of Mandarin	
	<i>N</i>	%	<i>N</i>	%
0 (very unpleasant)	-	-	-	-
1	-	-	-	-
2	2	1.2	6	3.5
3	28	16.4	19	11.1
4	64	37.4	31	18.1
5 (very pleasant)	74	45.0	115	67.3
Mean	4.2		4.5	

We also analyzed the attitude of CMW toward English. The popularity of English in China is brought by globalization. English has been a compulsory subject in elementary school in recent decades. In this survey, all of the respondents started learning English at school. Beijing is more international and that makes the CMW closer to English context. In addition, the interviewed teachers said that sometimes foreign volunteers from NGO helped these students learn English. Study on CMW’s language attitude toward English in Beijing was academically significant to linguistics.

In this survey, 74.8% of the respondents rated higher (above level 3) to emotion evaluation toward English, therein, 25.7% rated it a 5. As for the importance evaluation toward English, 57.6% of respondents believed that English is very important and 91.8% rated higher (above level 3). These data show that although English was new for them, they clearly understood the importance of English. The high-frequency words that expressed their attitude toward English were “fashionable, international and good”, which belong to emotion evaluation, though CMW rarely get a chance to practice English.

Language and Identity

Language is a social phenomenon which reflects the existence and evaluation of a society. It is not only an essential part of social culture, but also the carrier of social cultures. Language is closely related to identity, which is also the most direct and obvious way for a person to recognize his identity.

Identity and Identification

In this survey, only 22 of the 171 respondents regarded themselves as city residents, compared to 81 who thought of themselves as rural people. A total of 27 respondents thought they were marginalized. There were 41 respondents who were confused about identity. The statistics indicates that nearly half of respondents had identity confusion. Interestingly, a large proportion of the respondents who lived in Beijing less than 3 years or more than 10 years felt they were rural citizens. Reversely, the proportion was small for those who had lived in Beijing from 3 to 6 years or 7 to 10 years. One possible reason is that children living in Beijing for more than 10 years are more aware of the gap with urban citizens; likewise, children in Beijing less than 3 years are still confused about identity. Moreover, due to the lack of Hukou (permanent resident permission), nearly half of CMW felt that they were rural people despite their urban life.

In Table 5, 96 respondents thought that Hukou was the identity marker, sequentially ranking their birthplace, living place and language (multiple choice). This reflects that the Hukou system is the most distinguishing standard to migrant children for distinguishing themselves as urban or rural people. It was proved by the interviews.

Table 5. Identity Markers (N=171)

Identity Markers	N	%
Hukou or ID card residence	96	48.7
Birth place	32	16.2
Current living place	16	8.1
Place I like	13	6.6
Language	14	7.1
Unknown	26	13.2

Interview 1:

Q: You have lived in Beijing for several years; do you think you are a city boy or a village boy?

A: Village boy of course, because I have a rural Hukou.

Q: What is Hukou and what is the use of Hukou?

A: Hukou stands for the individuals' origins. Having a rural Hukou means you come from rural areas.

According to the above interview, it should be noted that these children had both territorial and socialized rural identity due to the Hukou system and socialized memory about villages, as well. The prior factor is usually described as “I was born and grew up in countryside”, which reveals that they label themselves as rural people. They cannot enter the public schools because of Hukou. Even if they get chance to go to the public schools, they have to offer a lot of documents, undergo complicated procedures, and pay extra fees. Since most private schools cannot provide secondary education, children have to transfer back to hometown schools. The obstacles of education highlight the importance of Hukou and made them strongly feel that they were so isolated.

Interview 2:

Q: Which school does your daughter enter?

A: A private school of CMW, but she will transfer to a public school next term.

Q: Is it hard to get into a public school?

A: It is very hard! It took me nearly 3 months to complete the procedures. We need to offer numerous materials, spend a lot of money, and try all social relations. It almost failed.

Q: Why do you send your daughter to a public school at all cost?

A: We hope she has a brighter future. Education is the best way.

Q: What is the next step after when she graduates from elementary school?

A: That's why I sent her to this public school with such great efforts. She can enter a public secondary school when she graduates from this public elementary school.

In Table 6, CMW can more or less feel the gap with local children in Beijing; however, the gap is not obvious in their options. Meanwhile, they can also feel the unfriendliness that makes them uncomfortable. All of these surely influence their identification and resocialization.

Table 6. Difference Between CMW and Local Children & Feeling of Differences (N=171)

Difference or not between CMW and local children			Psychological feeling of differences (<i>multiple choice</i>)			
<i>Psychological feelings</i>	<i>N</i>	<i>%</i>	<i>Psychological feelings</i>	<i>Usually</i>	<i>Sometimes</i>	<i>Never</i>
No difference	58	33.9	Others call us migrant children, they often speak ill of us.	44	37	51
A little differences	73	42.7	Others are too proud to contact with us	31	41	47
Not too many differences	25	14.6	People around me tell me that we are looked down upon	12	22	42
Many differences	14	8.2	I am uncomfortable from others , but have no reasons	87	78	69

Almost all of the CMW in this study would have liked to work and live in Beijing, but they did not have clear plans for their future. They wanted to get a decent job in Beijing through education or skill training. These CMW subconsciously refused their rural identity, but it was hard to get a fully urban identity, which made them feel more marginalized. The limitation of the Hukou system and complicated application for public schools forced most migrant children to receive education in CMW schools, which are mostly illegal. The poor conditions and faculties hardly provide qualified education. So they have to transfer to their hometown for further education.

Communication Range of CMW

Communication Scope can show the language choice and language contexts in daily life. CMW are limited in their living places. Schoolmates are the major source to make friends, and then, followed by their neighbors. Few of their friends were local citizens. CMW live with their parents in poor communities in suburb, or in village-in-city, or in the remote places that share a common cultural background. These communities are composed of kinships and co-workers. CMW's parents were busy making a living and seldom went back to their hometowns. In Table 7, 53 respondents returned home only in the Spring Festival. A total of 138 respondents had friends in their hometown, but only 33 of them frequently communicated with their friends in hometown through internet or telephone.

Table 7. Number of Friends and Frequencies of Home-Returning and Contact Friends (N=171)

Frequency of Home-Returning			Number of Friends in Hometown			Contact Frequency with Friends of Hometown		
<i>Frequency</i>	<i>N</i>	<i>%</i>	<i>Number</i>	<i>N</i>	<i>%</i>	<i>Frequency</i>	<i>N</i>	<i>%</i>
Often	43	25.1	Many	68	39.8	Often	36	21.1
Not often	61	35.7	A few	70	40.9	Not often	41	24.0
Only in Spring festival	53	30.1	None	33	19.3	A little	37	21.6
Never	14	8.2				Never	56	32.7

Identification of Urban Symbols

Language is a carrier of cultures. Culture is in a variety of forms; some are explicit, such as buildings, sculptures and foods, and some are implicit, such as literature, value, and spirit. CMW are greatly impressed by the city symbols in the process of resocialization. CMW's identification for urban symbols and language is a way to reflect their identity construction. Take Beijing for instance, Tian'anmen, the Great Wall, the Forbidden City and Beijing Zoo are well-known. These are the symbols to prove they are living in Beijing and a way to show off to their peer villagers in their hometown. In this survey, respondents claimed that they wish to go to Beijing Zoo or visit Tian'anmen Square. A teacher said sympathetically, "The dream of these children is very simple – visiting Tian'anmen Square or Beijing Zoo. These dreams are hard for these migrant children since they are in poverty and the parents cannot spare time to take them there." CMW who had visited these places were very talkative and this suggests the way of identification and integration.

In Table 8, CMW showed positive attitude toward integration in Beijing. A total of 131 respondents preferred to live in Beijing. Half of the respondents had a good impression of local people and were willing to make friends with them. "Lack of experiences of communication" and "receive some unfriendly response" were the two major reasons for respondents' negative mood toward local citizens.

Table 8. Attitude Toward Integration (N=171)

Attitude Toward Living in Beijing			Attitude Toward Local People in Beijing			Attitude Toward Making friends with Native People in Beijing		
<i>Attitude</i>	<i>N</i>	<i>%</i>	<i>Attitude</i>	<i>N</i>	<i>%</i>	<i>Attitude</i>	<i>N</i>	<i>%</i>
Very favorable	46	26.9	Very favorable	25	14.6	Very favorable	36	21.1
Favorable	85	49.7	Favorable	66	38.6	Favorable	42	24.6
Not favorable	21	12.3	Not favorable	49	28.7	Not favorable	76	44.4
Unknown	19	11.1	Unknown	30	17.5	Unknown	9	5.3

Language Resocialization in the Process of Integrating

People need to adapt to the new value and laws in a heterogeneous environment, which is also a process of resocialization. Linguistically, how can CMW, with dual characteristics of urban and rural residents, understand and evaluate the languages they use? How do they construct the relation with the new environment? These questions are vital for the CMW's resocialization.

According to the above analysis, language competence in both native dialects and Mandarin is good. They live in Beijing in a single cluster with high multiplicity where they are much more likely close to their native dialects and native cultures. When they get out of the old community, they find the limitations in language and cultural adaptation. In this survey, all CMW were aware of the importance of Mandarin, and thought that speaking Mandarin was the first step for resocialization, step-by-step, melting into various contexts..

In addition, they were more adaptable to new contexts than their parents. Their dream for city life also triggered their motivation to learn the language. Children who strongly wished to inhabit in city were better at Mandarin and held a more positive attitude, which suggests a higher language resocialization level.

Discussion and Conclusion

Construction of CMW's Speech Community

According to the above analysis, migrant workers have formed a non-territorial virtual community which is based on the non-institutional trust among the community members (Li, & Wang, 2001, pp. 15-39). The above quantitative analysis indicates that a community of CMW is linguistically eligible to a speech community. According to speech community theory, we can define a speech community from the following dimensions: 1) community precedes the property of speech; 2) congruence on linguistic norms; 3) congruence on attitudes toward languages; 4) other indicators.

Firstly, CMW have a high proficiency in both native dialects and Mandarin. Compared with parent's speech community divided by territorial division, CMW are potential in diglossia. Most CMW were born in Beijing or they came to Beijing with their parents at an early age, therefore they acquired both native dialects and Mandarin. Secondly, they share similar linguistic norms in their language practice. Language use differs in different contexts or to different speakers. CMW mostly use Mandarin in formal contexts or to strangers. Reversely, native dialects play a key role in casual contexts or with close friends. Thirdly, CMW present their positive attitudes toward both native dialects and Mandarin. Fourthly, CMW's assess native dialects more emotionally while more functionally on Mandarin.

The above analysis convincingly proves the features and procedure of the construction of CMW speech community, thus the community of CMW in Beijing can be defined as a unique speech community.

Analysis of Social Network of CMW

Social network theory studies the links between the network and linguistic variants, especially the relationship among speakers. In this survey, the respondents included the family members, neighbors, fellow villagers, and kinship peers who were geo-related and homogenous. The social network of CMW was constructed on the basis of families, which is the closest network, exposed from the kinship to geo-relations.

A cluster in high intensity is established on the basis of the family members. Members coincide in common performance rules by the cohesive force, such as the native dialects used in family contexts. In this case, the identity of CMW seems simple and homogeneous. When coming to school, a new social network is constructed. The newly constructed relationship between students and teachers will influence their language use and identity awareness. Nearly half of CMW were willing to contact the local people, which suggests the conscious or unconscious will to melt into urban life.

Language Identity Construction in Language Practice

Speech community theory makes it clear that the CMW speech community is non-territorial and dynamic. It should be noted that CMW switch their roles according to the communities that they have to adapt to. Take the Hukou system as an example; this role-switching in life makes the dual identity that makes these children confused and lost because of their inexperience in diverse contexts. Since this construction is dynamic and continuing, speech community theory cannot fully explore this dynamic identity construction. Community of practice is surely a good supplementary for speech community. It indicates that identity is not a priori but a construction in the process of language practice (Eckert & Ginet, 1992). People try to assimilate their behaviors, values, and ways of thinking and gradually construct a relative stable community through practice (Eckert, 2000). Community of Practice can provide a theoretical base

for the CMW's identity construction. People communicate in certain contexts and with shared experience that help them adaptively reconstruct identity, and apparently reflected in languages. Community of practice focuses on the co-variation between language and society (Eckert, 2006), and pays attention to the mobility of society and diversity in experience. For CMW, they continuously adjust their communication strategies to adapt to dominant language and culture, and to balance their communication effectiveness by languages so as to balance the identity.

As mentioned in this paper, CMW have high level of language competence in both native dialects and Mandarin. Mandarin is in the highest proficiency. CMW switch language codes accurately in various contexts. Although native dialects play an important role in internal context, Mandarin has undeniably become the dominant language in CMW's language practice, in both internal and external contexts. In the aspect of attitude toward native dialect and Mandarin, CMW showed their positive attitude toward the two varieties. The children assessed native dialects more emotionally, while more functionally on Mandarin. And, CMW hold a positive attitude toward English.

For identity, CMW are facing identity loss and crisis. Since these children are in the process of reconstruction of identity, they are also in the chaos of identity resocialization. The Hukou system, in an urban-rural dual social structure, is the most important identity marker for migrant children. People are categorized by the Hukou system and are born with such artificial priority. This confusion of this community raises their aspiration to have contact with local people. Symbols promote the identity reconstruction and integration in urban life. Tian'anmen, the Great Wall or Beijing Zoo – these explicit city symbols in Beijing may help CMW understand the city they live in and promote their resocialization and integration.

References

- Dai, Q. (1993). *Research on cross-border languages*. Beijing: Minzu University Press.
- Duan, C., Lv, L., Wang, Z., & Guojing. (2013). The survival and development status of floating children in China: An analysis of the sixth population census data. *China South Population*, 4, 44-55.
- Eckert, P., & McConnell-Ginet, S. (1992). Think practically and look locally: Language and gender as community-based practice. *Annual Review of Anthropology*, 21, 461-490.
- Eckert, P. (2006). Communities of practice. *ELL*, 2, 683-685.
- Eckert, P. (2000). *Language variation as social practice: The linguistic construction of identity in Belten High*. Oxford: Blackwell.
- He, L. (2014). Spiritual speech community: Option and reconstruction in language and identity. *Journal of Hubei Social Science*, 3, 117-121.
- Li, C., & Zhao, X. (2013). Language education for all-around development for children of off-farmer workers in primary school: A case study in Sichuan Province. *Journal of Inner Mongolia Normal University*, 2, 14-15.
- Li, H., & Wang, Q. (2001). Relation intensity as a community form. In H. Li, & L. Ke, (Eds.), *Villagers in Cities*, (pp. 15-39). Beijing: Central Compilation & Translation Bureau Press.
- Li, L. (2012). Language accommodation for children of off-farmer workers in pre-school: A case study on dialect of Guanzhong dialect. *Social Scientist*, 2, 151-154.
- Liang, Y., & Chen, D. (2010). Language use of Mandarin and associated factors of children of migrant workers in Urumchi. *Journal of Xinjiang Social Science*, 6, 123-126.

- Liu, Y. (2008). Analysis on the social culture of speech act of migrant workers: A case study on Yiwu city in Zhejiang province. *Applied Linguistics*, 3, 58-62.
- Liu, Y. (2008). Language resocialization of migrant workers: A case study on Yiwu city in Zhejiang province. *Applied Linguistics*, 2, 63-72.
- Liu, Y. (2010). Empirical study on ongoing Chinese dialects contact: A case study on migrant workers' use of Yiwu dialect. *Applied Linguistics*, 4, 50-59.
- Luo, Y. (2009). Speech community of the migrant workers. *Journal of Shaoxing University*, 1, 90-94.
- Mao, Y. (2013). Study on obstacles in language accommodation of children of off-farmer workers. *China Social Science Today*. Retrieved from <http://www.csstoday.net/xuekepindao/yuyanxue/54916.html>
- Sheng, L., & Shen, N. (2012). Study on the language use of the children of migrant workers. *Journal of Nanjing Social Science*, 11, 74-78.
- Tu, G. (2008). Language study of migrant workers in Ningbo City. *Applied Linguistics*, 1, 48-57.
- Wang, L. (2010). Causes and factors of language identity and language use of migrant workers. *Journal of Beihua University*, 3, 47-52.
- Wang, X. (2009). Strategies to improve the efficiency of learning English for children of migrant workers. *Journal of Education Science*, 10, 173.
- Wang, Y. (1999). Language attitude of Yugu ethnic minority. *Language and Translation*, 2, 9-14.
- Wang, Y., & Li, H. (2009). Features of self-monitoring capability development of the children of migrant workers in learning English. *Collection of Abstracts of the 12th National Academic Conference of Psychology*.
- Xia, L., & Li, L. (2007). Language learning of the migrant workers. *Contemporary Rhetoric*, 5, 12-14.
- Xia, L. (2007). Language study of migrant workers in Beijing. *Applied Linguistics*, 3, 94-101.
- Xia, L. (2009). Language resource and language problems of migrant workers. *Journal of Yunnan Normal University*, 4, 8-14.
- Xia, L. (2012). Language attitude of migrant workers. *Social Science Front*, 1, 144-148.
- Zhou, C. (2007). To eliminate the psychological obstacles for children of migrant workers in learning English. *Journal of Basic Education*, 4, 33-34.
- Zong, H. (2011). To get beyond the difficulties of learning Mandarin: The dialect problems for children of migrant workers. *Journal of Jilin Education*, 8, 33.

The Analysis on Theoretical Predicament for the Transcultural Studies of Imagology

Zhong Fan

School of Foreign Languages, Southwest Minzu University, Chengdu, China
Email: sailclock@sohu.com

[Abstract] Under the influence of Culture Studies, Transcultural Studies of Imagology conducts the comprehensive multi-disciplinary research by synthesizing the resources from other disciplines to its own concern and method. As Transcultural Studies of Imagology tries to research how the image of China presented in the Western cultural discourse becomes the mirror image for China's cultural identity in its modernization, the deconstructive and constructive research methods, however, discords with the question of concern for Transcultural Studies of Imagology. Therefore, mismatching the question of its concern and the research method, Transcultural Studies of Imagology could hardly make any progress and thus, falls into a predicament.

[Keywords] Transcultural Studies of Imagology; image of China; cultural identity; mirror image of the other

Introduction

Originating from Comparative Literature studies, imagology, which focuses on the comparative studies of image presentation in literary works, is now under the strong influence of Culture Studies, and thus, has become more and more interested in the research of the exploration of the consciousness of the subject's cultural identity hidden in the discourse of the image descriptive texts (Leerssen, 2007, p. 25). Culture Studies regard that a subject's cultural identity is constructed by social discourse and is constantly changing, which means that the image of the other constructed by the subject in some way actually reveals the inner desire and cultural identification tendency of the subject's self. Hence, the research interest in identification becomes the study paradigm for imagology. That is to say, the study of images in imagology shifts from the aesthetic concern in the sphere of Comparative Literature to the concern of cultural identification, which necessitates the integration of transcultural studies and imagology together in image construction studies.

Since the Transcultural Studies of Imagology aims to seek the relationship between image discourse and a subject's cultural identity, it constantly breaks the borders of various disciplines and thus, invites the criticism of being labeled as "none-disciplinary" or "pan-disciplinary" studies (Cao, 2002, p. 167). In order to keep away from those critics and make use of various disciplines to serve image studies, Transcultural Studies of Imagology establishes the question of concern as the research purpose to motivate and synthesize various other disciplines. Scholar Zhou Ning made it very clear that the aim of the Transcultural Studies of Imagology is the question of concern to explore the way from academic research to ideology (Zhou, & Li, 2013, pp. 10-11). The purpose of Transcultural Studies of Imagology set by Zhou Ning actually comes from his experience in the case study of the image of China in the eyes of Western Civilization. However, it is the mismatch between the question of concern and its method of solution in this case study that finally results in the theoretical predicament for the Transcultural Studies of Imagology.

The Question of Concern for Transcultural Studies of Imagology

There are three questions of concern in the case study about the image of China in the eyes of Western Civilization by Transcultural Studies of Imagology. The first question of concern that Transcultural Studies of Imagology tries to explore is to reveal the discourse of modernity by the Western Civilization in its image presentation of China. According to the theory of Transcultural Studies of Imagology, the image discourse of the other is actually the reflection of the subject's inner cultural identification. Hence, the image of China made by Western Civilization somehow speaks to the changing identity and cultural values of European nations in their modernization. Europe in the 17th century depicted China as an ideal modern for monarchy because the Europeans who suffered from separation and division in the Middle Ages longed for a strong monarchy to guarantee a united market which was necessary for the development of capitalism. In contrast, Western Civilization in the 19th century saw China's monarchy as a corruptive and tyrant one since the modernization of capitalism required an open market in China, but China, under imperial rule, shut its door against modern capitalism. It is not surprising that the image of China in the 19th century seen as stagnant and half-barbarian is actually speaking the cultural identity of the Europe as modern and civilized.

Since Western Civilization takes the lead in global modernization and exerts a great influence over other nations in their modern development, the second question of concern that Transcultural Studies of Imagology tries to study is to find out how the discourse of modernity of West Civilization dominates the construction of the image of China by other nations around the world. Consequently, the third question of concern that Transcultural Studies of Imagology attempts to research follows the same logic and tries to inquire to what degree the image of China, under the strong influence of discourse about modernity by Western Civilization, affects the construction of modern China's self image and cultural identification.

Generally speaking, the question of concern that Transcultural Studies of Imagology constantly inquires is to explore how the image of China dominated by the discourse of modernity by the Western Civilization wakes up China's cultural consciousness, becomes the external reference as the Big Other in China's remaking of its self-image and affects China's reconstructing its cultural identity since the modernization of China has been on the way.

The Research Method for Transcultural Studies of Imagology

As mentioned above, the question of concern for Transcultural Studies of Imagology actually consists of two aspects, namely, the essence of China's image in the view of Western Civilization and the function of China's image in modern China's reconstructing of its cultural identity. Thus, it is no wonder that the two aspects of the question of concern implicitly require two different research methods accordingly.

One of the research methods is to deconstruct the image of China in the eyes of Western Civilization. The deconstructive method attempts to expose the cultural hegemony of modernity in the image discourse that is produced and distributed in the European modern historical culture context by the analysis of the genealogy of China's image discourse and from the perspective of post-colonialism criticism. This deconstructive method borrows many theoretic resources from Culture Criticism in Western postmodernism, especially Edward W. Said's post-colonialism, which provides a unique perspective in understanding the relationship between discourse and power in the construction of China's image. Although geographically Said's post-colonialism represented by his *Orientalism* doesn't refer to China and the Far East and chronically limits his research concern after the 19th century, as a critical method to reveal and analyze the discourse of Western cultural imperialism, Said's post-colonialism theoretical

approach was extended by many scholars to many other academic research fields, not only the concept of “the Orient” being generalized to the entire East Asia, South Asia and even Africa and South America, but also the concept of “the Occident” being expanded from the narrow sense of Western Europe represented by Britain and France to the area like North America where Western Civilization’s cultural values prevail (Zhou, 2011, pp. 347-348). As a discourse system to understand and dominate the external others since modernization, the discourse of Orientalism that interprets the other non-western nations in a scientific way, categorizes them into academic disciplines and translates them as various knowledge is, as a matter of fact, proclaiming the cultural hegemony of Western Civilization, narrating grandly the Cultural Values like liberty, civilization and progress in the Western World.

Therefore, functioned as a tool to maintain cultural ideology, the discourse of Orientalism transforms the other non-western world into nothing but the verification of the cultural values of the Western modern civilization. In this regard, the reality of the other is indifferent and unimportant. What really matters is the image of the others in the imagination of the subject’s self, as this image in the imagination actually plays a role in subject’s cultural identification. French scholar Daniel-Henri Pageaux presented the ideological and utopian functions of images in constructing a subject’s cultural identity. In terms of the former function, the other’s image is usually depicted by the subject as an inferior one, so that the subject could satisfy itself by identifying with its own cultural ideology; while in terms of the latter, the other’s image is promoted to an ideal and superior level, so that the subject could be critic of its cultural reality with the utopian imagination (Meng, 2001, pp. 154-166).

In Zhou Ning’s case studies in Transcultural Studies of Imagology, the image discourse of China in the view of Western civilization is successfully deconstructed as the presentation of the cultural desire, identification and values of the West in its awake of cultural consciousness during its modernization. It does not matter whether the image discourse of China matches the cultural reality of China. Zhou Ning’s study originated from the cultural critic theory in the Western academic context and succeeded in borrowing this theoretic idea into the question of China. It not only enriched Said’s Orientalism but also set up the starting point to research the relationship between China’s image and the West cultural identification. Scholar Wu Lisheng once remarked that “Zhou Ning’s research effectively transforms the questions of the masters like Said into the concern of our own...and this signifies for the academia of China the end of consumption and transportation of post-modern academic thoughts from the West” (2008, p. 61).

The deconstructive method that Transcultural Studies of Imagology applies in the case study of China’s image formation is very successful and effective in revealing the cultural hegemony of the image discourse by Western civilization. If the question of concern for Transcultural Studies of Imagology needs to be responded to wholly, another research method should be introduced in answering the other aspect of the question of concern, namely, the function of China’s image in modern China’s reconstructing cultural identity. However, it is the mismatch between this research method and the other aspect of the question of concern raised by Transcultural Studies of Imagology that leads to the theoretical predicament.

The Mismatch between the Question of Concern and the Research Method

Breaking the border of the Comparative Literature discipline and transforming from an aesthetics studies paradigm to the research paradigm of cultural studies, imagology evolves its way to the concern of transcultural studies and prefers the research on the correlative interaction between the discourse presentation of national images and the vicissitude of national cultural identification. The case study of

the image of China in the eyes of Western Civilization clearly shows the academic research interests of Transcultural Studies of Imagology and the methods of solutions it applies to its question of concern when it successfully exposes, with the deconstructive method, the image discourse of China is nothing but the reflection of the hegemonic power and cultural identity of the Western modern civilization.

Since the image discourse of China is shaped in the eyes of Western Civilization by the yardstick of modernity, there comes another question of concern that Transcultural Studies of Imagology needs to respond to. Can this same image of China, in turn, wake up China's cultural consciousness and reform China's cultural identity when China is on the way to modernity? It is this question of concern that Transcultural Studies of Imagology is trapped in a predicament on account that the inaptitude of the constructive method fails to answer the question of concern. It is paradoxical that the deconstructive method Transcultural Studies of Imagology uses in its academic research could, on the one hand, reveal the true nature of the image discourse of China, but on the other hand, results in the impossibility for this image discourse of China to function in a constructive way as a mirror image guiding the evolution of China's cultural identity in modern times.

Scholar Zhou Ning kept quiet alert to transplant the critic approach of post-colonialism which originated from Orientalism in Western Civilization's cultural context, to the academic concern for the reality of China's present questions. Zhou Ning worried that "born in the Western Civilization's cultural context, the cultural critic method from the post-colonialism means the openness and tolerance of the Western culture and presents the energy for self reflection and criticism, however, it may be made use of by some narrow culture conservatives and fanatic nationalists as a weapon against the West and even the modern civilization in the cultural context of post-colonial or post half colonial societies" (2011, p. 389). In Zhou Ning's perspective, although the cultural critic theory of post-colonialism has been very popular since it was introduced in China, the present research situation is quite worrying. Zhou Ning pointed out that occupied with consuming the cultural study theories, the scholars, however, are short of the concern for realities and necessary critical thinking on the post-colonialism theories, which consequently brews a mood of nationalism full of closed cultural conservatism and finally, results in an unbalance of culture psychology in foreign affairs (2011, p. 389). In other words, although the cultural critic theory in post-colonialism could successfully reveal Western hegemony in its image discourse of China, on one hand, it could not inspire the reconstruction of China's cultural consciousness of modernity, on the other. That's the reason why Zhou Ning remarked pessimistically that "the way built by the cultural critic method from the post-colonialism aiming at waking up China's cultural consciousness of modernity in the beginning, would probably lead to nihilism in the end. In the case study of Transcultural Studies of Imagology on the question of China, we have already mastered the method of deconstruction, but at the end of this deconstruction research method, we could not see the direction of liberation clearly" (2012, p. 8).

The explanation of why Zhou Ning was so pessimistic about the direction of Transcultural Studies of Imagology in its case study of China could be inferred from his worries about the contradictory paradox in China's reconstruction of its cultural identity under Western Civilization's discourse of modernity indicated in the image presentation of China. The modernity that China's modern cultural consciousness needs to achieve could not be consummated without the mirror image as "the other" from Western modern civilization on the one hand, and paradoxically, on the other hand, the mirror image served as "the other" from the discourse of modernity by Western Civilization could not offer the meanings and values for the autonomy of the thought of China's cultural identity.

In China's modern history, China's traditional values are greatly challenged by the discourse of modernity from West Civilization. Traditional China is viewed by the Western discourse of modernity as the image of a "half-barbarian" nation. The prosperity and strong power of modern Western civilization not only impresses the literati of China, but also builds up a mirror image as an example to shine an exclusive path to modernity. It is undoubtedly reasonable for the Chinese literati to identify with the values of Western civilization as the only solution to China's problem in the transition from a traditional old China to a modern new nation. However, the cultural critics of post-modernism, especially the post-colonialism approach deconstruct the true nature of the modernity of the West as nothing but the cultural hegemony in the discourse disguised as liberty, democracy, civilization, and progress, etc. If China wants to modernize itself by the norms of Western Civilization, it needs first to legitimize the cultural hegemony of the West, then eradicate all traditional Chinese cultural values and substitute the Western cultural identity for the traditional Chinese one.

In a word, for China, modernization of China means to westernize itself and also to accept the inferior and barbarian image of China in the eyes of Western Civilization. It is both painful and difficult for China to acknowledge the inferiority of its once glorious cultural achievement in the past and embrace the superiority of the West in modern times. It is also becoming impossible for China to replace its own cultural identity with the Western one, especially when culture critics of post-colonialism lay bare the discourse of modernity as nothing but cultural hegemony. Therefore, since the mirror image of Western Civilization is deconstructed as a cultural illusion, it is dangerous and problematic for China to identify itself either with the discourse of modernity of the West, which would lead to the cultural nihilism, or in return with the traditional values in history, which would result in a narrow and conservative nationalism. In this way, although it successfully starts with the first question of concern, the case study of Transcultural Studies of Imagology is trapped in the theoretical predicament at its research terminal when the cultural identity of China's subject can not extricate itself from the narrative framework of modernity dominated by the discourse of Western Civilization.

Conclusion

As mentioned above, the theoretical predicament for the Transcultural Studies of Imagology is largely caused by the ineffective response of its research method to the question of concern on the relations between image discourse and cultural identification. In the perspectives of the Transcultural Studies of Imagology, there are two functions of the image discourse of China in the eyes of Western Civilization. On the one hand, this image functions as the mirror image through which the cultural subject of the West reflects its own cultural consciousness, and on the other hand, this same image discourse of China with its latent grand narration of the modernity plays a potential role in making a mirror image of the Other identified with by the cultural subject of China and dominates the imagination of China on its own modernization. The research method then transforms itself from deconstructing the image discourse of China to constructing the cultural subject of China in the discourse of modernity presented by Western Civilization. The key problem of the research method is that China's identification with modernity can not extricate itself from the discourse of the Western Civilization in the mirror image of the other and thus, go beyond the refrains of the framework of modernity in Western thoughts. In this regard, though the cultural critic theory from post-colonialism could deconstruct the mirror image of the other, the subject of China's cultural consciousness could go beyond the refrains of the modernity in Western thoughts presented in a grand narration. Therefore, it is implied that Transcultural Studies of Imagology could not

shoulder the responsibility to reconstruct China's cultural identity after it successfully accomplish deconstructing the image of China in the eyes of the Western Civilization.

Acknowledgement

This paper was supported by the Fundamental Research Funds for the Central Universities of China. (Southwest Minzu University, Project Number: 2018SQN62)

References

- Cao, S. (2002). *On the comparative literature*. Chengdu: Sichuan Education Press.
- Leerssen, Joep (2007). Imagology: History and method. In M. Beller, & J. Leerssen, (Eds.), *Imagology: The Cultural Construction and Literary Representation of National Characters – A Critical Survey*. New York: Rodopi B.V.
- Meng, H. (2001). *Imagology in comparative literature studies*. Beijing: Peking University Press.
- Wu, L. (2008). To reconstruct the image of China for its subjectivity in the connection with the imagery of others. *Tribune of Social Sciences*, 11, 56-76.
- Zhou, N. (2011). *Transcultural studies of the image of China*. Beijing: The Commercial Press.
- Zhou, N. (2012). More reflection on the study of cross-cultural imagology. *Journal of Xiamen University (Arts & Social Sciences)*, 5, 1-9.
- Zhou, N., & Li, Y. (2013). Imagology as trans-cultural studies or comparative literature. *Academic Monthly*, 5, 5-12.

The Stylistic Features in Hemingway's *Soldier's Home*

Lu Chunlin

School of Foreign Languages, Chifeng University, Chifeng, China

Email: lu_chunlin@163.com

[Abstract] Hemingway is famous for his unique writing style. In *Soldier's Home*, he adopts various stylistic methods to illustrate what had happened to the hero and what made him change so drastically. In the short fiction, Hemingway deliberately utilized parallelism of sentences and phrases to show the backgrounds of the story and the hero's changed attitudes toward life, the repetition of sentences foregrounds the hero's feelings after war, the irony between the title and content of the story to manifest vividly the great influence caused by the war on people's spirit. These stylistic features make the short story an everlasting and typical one among all his works.

[Keywords] Earnest Hemingway; *Soldier's Home*; stylistics; parallelism; repetition; irony

Introduction

Soldier's Home has drawn popular concern since its publication because the hero has been taken as the embodiment of Hemingway. And the hero's experience is very similar to that of Hemingway himself. This short novel vividly demonstrates that war has a great influence on people's psychology and body, which helps people deeply understand about the "lost generation". Scholars and researchers have written articles to analyze *Soldier's Home* from various angles such as the Iceberg Principle, the hero's psychological changes and emotions, alienation, and translation methods. Some have also argued it from the angle of stylistic style or functional stylistics. *Soldier's Home* was selected from Hemingway's short story collection *In Our Times* and it is Hemingway's early creation, which has a unique writing style. "He does not directly describe feelings, but to describe an action or event that amazes, frightens, or excites the hero" (Dong, 2003). "Hemingway is a person with a board axe, cutting off the redundant words of the entire forest and restoring the refreshing face of the basic branches." "Through the sparse fall of the text that has been refined, readers see everything" (Dong, 2003). Wu Bing observed its stylistic style to show the inner connection between literature forms and its content. Tan Dinghua illustrated that the deep meaning is embedded under its simple depictions, and the flat life carries diversified linguistic forms. Zhang Yibo and Liu Xiuli gave the functional stylistic interpretation of *Soldier's Home*, saying that the ideational function in linguistics could be used to analyze the under-water part of this novel. These contributions have laid a good foundation for the latter research and have given us an insight into Hemingway's purpose of writing the short novel. However, studies about stylistic semantics in *Soldier's Home* have never been made, which means Hemingway has employed some rhetoric devices to manifest the hero's psychological process and the theme. Here is a brief introduction between stylistics, semantic studies and rhetoric devices.

Stylistics are defined as "a branch of linguistics which studies style in a scientific and systematic way concerning the manners/linguistic features of different varieties of language at different levels" (Huang, 2014). These levels include phonology/graphology, lexis, syntax/grammar and semantics. The level of semantics is adopted as the theory basis of this essay, in which "semantics studies the overall meaning of a text, the meaning derived from the way sentences/utterances are used and the way they are related to the context in which they are used/uttered and some rhetoric devices" (Huang, 2014). In the following three

parts, this essay will scrutinize Hemingway's short fiction, *Soldier's Home*, with the theoretical support of stylistic semantics, to see how he reveals the theme and hero using the stylistic features (rhetoric devices) such as parallelism, repetition and irony.

Parallelism Suggests the Story's Background and the Hero's Outlook of Life

Parallelism, as a type of syntactic over-regularity, means exact repetition in equivalent positions of paragraphs and sentences. It differs from simple repetitions of absolute duplication. It requires some variable features of the pattern – some contrasting elements which are 'parallel' with respect to their position in the pattern. Various cases of parallelism have been traditionally classified according to the position of the identical elements (Wang, 2006). There are small-scale and large-scale parallelisms, according to their size.

Small-scale parallelism consists of only two parallel phrases, sentences or paragraphs. At the beginning of the novel, there is a parallelism of paragraphs reflecting the historical and family background of the story and Harold Krebs' inner changes...

There is a picture which shows him among his fraternity brothers, all of them wearing exactly the same height and style collar. He enlisted in the Marines in 1917 and did not return to the United States until the second division returned from the Rhine in the summer of 1919.

There is a picture which shows him on the Rhine with two German girls and another corporal. Krebs and the corporal look too big for their uniforms. The German girls are not beautiful. The Rhine does not show in the picture (Hemingway, 1953).

There are only 102 words in the two parallel paragraphs, but they convey so much information about Krebs. First of all, he is from a Methodist college which reveals his belief in Christ and his behavior following rules and regulations. Besides, he is as vigorous and energetic and enthusiastic as other young peers. He is fond of taking photos together with them and "[a]ll of them wearing exactly the same height and style collar" (Hemingway, 1953). "The same height and style collar" means they enjoy having the same clothes, taste and interest. But now, he has lost interest in anything, even his once favorite – taking photos. In addition, Krebs volunteers to "enlist" in the army, while others are drafted by the army. Those volunteers with great enthusiasm will lose more interest in life than those being drafted. Maybe this is the great difference between Krebs and others in that his changes are greater than other young men. What's more, Krebs has grown up both physically and psychologically during the two years of army life. He looks "too big" for his uniform and takes photos with German girls. He used to take photos with fraternity brothers in college, but now he has some close relationship with girls. Finally, the mere description of the pictures reflects Krebs' negative attitude toward life. There should be some romantic color with young girls by the Rhine. But "[t]he German girls are not beautiful. The Rhine does not show in the picture" (Hemingway, 1953). What causes the changes? Why is the Rhine not in the picture? Hemingway doesn't mention the reasons explicitly. But when we have read through the whole story, we know that "it is war that has changed Krebs' innocence, his zeal in life, and his appreciation of beauty. He does not care to include the Rhine in the picture and does not care whether the girls he gets are beautiful or not, only if they are female. War has deprived him of his gentle heart and the love experience he should have in normal life. It seems that he has become a sophisticated adult overnight. This is what 'the army had taught him' (Wu, 1995).

Large-scale parallelism is made of more than two parallel phrases, sentences and paragraphs. It functions to knit the sentences and paragraphs together cohesively and logically. Fiction is integrated by the parallels appearing in the same or neighboring paragraphs. In Paragraph Ten, the sentences begun with “He liked” and have been repeated 6 times.

He liked to look at them though...He liked to look at them from the front porch as they walked on the other side of the street. He liked to watch them walking under the shade of the trees. He liked the round Dutch collars above their sweaters. He liked their silk stockings and flat shoes. He liked their bobbed hair and the way they walked (Hemingway, 1953).

The six sentences are parallel, which share the same sentence pattern: subject + verb + object. The subject *he* and the verb *liked* are repeated in all the sentences. The piling up of the parallel sentences emphasizes the point that Krebs really likes to make friends with girls and enlarge his life scope or change his present dull life. From the physical and psychological angle, he has grown up and needs a girlfriend or a sweet home and a stable family life. This is a normal need for an adult. However, he is indulged in a conflict. In the following paragraph, “He did not want...” has also been repeated 6 times.

He did not want them themselves really. They were too complicated. There was something else. Vaguely he wanted a girl but he did not want to have to work to get her. He would have liked to have a girl but he did not want to have to spend a long time getting her. He did not want to get into the intrigue and the politics. He did not want to have to do any courting. He did not want to tell any more lies. It wasn't worth it. (Hemingway, 1953)

The structure of these sentences is the same as that of the sentences “He liked”: subject + verb + object. The string of parallels ends with “It wasn’t worth it”, meaning that though he has some physical or psychological needs, he does not want to spend too much time and energy to pursue girls because war has taught him to know that women are complicated and it is hard to get a girl. The two sentence patterns “He liked” and “He did not want...” foreground his spiritual world: he would rather “watch” than take any “action”. He just wants to live an easy and comfortable life. He only wants to get a girl friend easily like the German girls.

The parallelism, either small-scale or large-scale, shows the hero’s historical background and attitudes to life pre-war and after-war. It implies Krebs’ profound fatalism that he has changed in his life outlook from optimism to pessimism.

Repetition Foregrounds the Hero’s Feelings after War

Term repetition as another type of syntactic over-regularity that means the case of exact copying of a certain previous unit in a text, such as a word, phrase or even sentence. Repetition includes immediate repetition and intermittent repetition. The former means that the repeated unit immediately follows the initial one, and the latter is known as “plocé” (which means the repeated unit does not immediately follow the initial one, but is separated by other words, sentences or paragraphs. It is often used in parallel sentences or paragraphs) in traditional rhetoric (Wang, S., 2006). Most of the repetitions in this short story are intermittent. There are four important words that are repeated many times: the word “lie” has been repeated 9 times, “complicated” 4 times, “war” 11 times and “not” more than 40 times. They occur in the same or neighboring paragraphs to attract the readers’ attention and to reveal the theme and heroes vividly. War has destroyed not only Krebs’ innocence and zeal of life, but his morality and dream. “In

war, he has to kill the enemies. And in hometown, he has to tell lies to attract the folks. This is quite opposite to his original belief before joining the army. When the new way of life is not established, he feels poignant and apathetic" (Wu, & Zhou, 2006). He knows "that he had been badly, sickeningly frightened all the time. In this way he lost everything" (Hemingway, 1953). The verb "lost" has been repeated 3 times in the neighboring two paragraphs. The times have "lost their cool, valuable quality and then were lost themselves" (Hemingway, 1953). Hemingway does not throw any comments on the fiction, but he condemns the great influence of the war on people with his depiction of the heroes.

The repetitions also serve to combine the lines and paragraphs together and to give prominence to the fiction's integrity. The last sentence of Paragraph Fifteen "...now...things were getting good again" not only introduces Paragraph Sixteen but tells that Krebs is reading a history book on the war. "He looked forward with a good feeling to reading all the really good histories when they would come out with good detail maps. Now, he is really learning about the war. He had been a good soldier." The word "good" is repeated 5 times, indicating that he is trying to find some comfort and truth from the real description of the war. He does not want to experience the war again but just to read it and keep away from the terrible days. Besides, in Paragraphs Twelve and Thirteen, there are other repetitions. Hemingway mentions that Krebs does not want to take any responsibilities and consequences. He mentions "army" 3 times, meaning that it is in the "army" that he understands "sex".

These repetitions foreground not only important words but sentences, which help readers dig up the fiction's theme and hero's psychology. They make the paragraphs coherent and cohesive. One example is the sentence in Paragraph Twelve "The army had taught him that" and its variations "He learned that in the army" and "He had learned that in the army". It occurs with "lie", "You did not need..." and "You did not have to..." in Paragraph Thirteen. The phrase "sooner or later" has been repeated twice in the same paragraph. These make the whole fiction an integrated one.

That was all a lie. It was all a lie both ways. You did not need a girl unless you thought about them. He learned that in the army. Then sooner or later you always got one. You did not have to think about it. Sooner or later it would come. He had learned that in the army (Hemingway, 1953).

The last sentence "it was not worth it" has three variations in Paragraph Fourteen: "It was not worth the trouble", "but it was not worth it", and "it was not worth it". It appears together with "he liked and "he did not want" in Paragraph Fifteen. Thus, the integrity among paragraphs is demonstrated again in detail.

He liked the girls that were walking along the other side of the street. He liked the look of them much better than the French girls or the German girls. But the world they were in was not the world he was in. He would like to have one of them. But it was not worth it. They were such a nice pattern. He liked the pattern. It was exciting. But he would not go through all the talking. He did not want one badly enough. He liked to look at them all, though. It was not worth it... (Hemingway, 1953).

Through repetition of words, phrases and sentences, Hemingway foregrounds Krebs' unforgettable and painful experience in the army, and his changes in attitude to life. Now, Krebs has become a pessimistic and sophisticated person who stands to the back to see what is happening around him and wants to do nothing. The accumulation of emotional experience during the short two years of army life has surpassed that of the eighteen years of prewar life. His perspective to the cruel reality has exceeded parents' imagination and understandings. Parents' unchanged feelings contrast Krebs' changes in that

they are not influenced by the war physically, spiritually or economically. They still regard him as a child. They still think that they should be responsible for his education and nurturing. These repetitions and variations also show that Krebs can not get rid of some troubles and terrible memories in war. His thought is always centering on these questions. He always uses the simplest words in thinking. He is trying to avoid deeper thinking so as to keep his life from being “complicated”. At the same time, these repetitions make readers feel monotonous and redundant of Krebs’ life. This is just a vivid description of his life after coming home.

Irony Between the Title and the Content Manifests the Hero’s Great Changes Caused by War

Irony is a way of organizing works in order to comprehensively explain contradictions, complementary conflicts, and attitudes, etc., especially as a way of writing which points out the separation of content from subject or emotion. The titles of Ernest Hemingway’s stories are mostly ironic with deep implication. *Soldier’s Home* is no exception. Our first impression about the title is that a soldier has come back home after a long time of army life in the war. He will be warmly welcomed by people in town and family members. He may be very happy at home, “for ‘home’ is a safe harbor for a tired person. ‘East and west, home is best.’ ‘There’s no place like home.’ Home is the place that anybody would come back except Krebs. He does not want to come back but he does” (Wu, 1995). Why? We will find the answer after analyzing the levels of “home”. The first level is people’s attitude and the second level are family members’ attitude.

First of all, Krebs comes back “much too late”. “People seemed to think it was rather ridiculous for Krebs to be getting back so late, years after the war was over.” And “the greeting of heroes was over...There had been a great deal of hysteria” (Hemingway, 1953). The people in town have “heard too many atrocity stories to be thrilled by actualities” (Hemingway, 1953). They would not listen to Krebs’s experience of war at all, even his acquaintances are not moved by his woven stories. In order to draw people’s attention so as to get some comfort, he has to tell lies. But after he has done this twice, he, too, has a reaction against the war and against talking about it. “A distaste for every thing than had happened to him in the war set in because of the lies he had told” (Hemingway, 1953). But, these lies are not untrue or exaggerated. “His lies were...consisted in attributing to himself things other men had seen, done or heard of, and stating as facts certain apocryphal incidents familiar to all soldier” (Hemingway, 1953). They are not sensational or harmful to the town. But Krebs feels nauseated and then stops telling lies. He alienates himself from the outside world and stays at home. People’s scoff and indifference as well as the war’s influence cause great damage to Krebs’ heart” (Zhang, & Liu, 2004). Therefore, the contrast between home and people’s reaction to his coming home late and his woven stories creates a big irony of the title.

When he loses interest in the outside world of the town, does he get any comfort, understanding and loving care from family members? His mother seems to care about and understand him, but her attention always wanders when listening to his war stories. His father is non-committal. Though he is a “hero” among sisters, he is regarded as an “old sleepy-head” by his beloved sister. Family members are not really concerned with his feelings. He knows that he should say less or nothing to them. There are many times he mentions the image that he sits “on the front porch”. How poignant and sad the scene is! When mother is forcing him to yield to her power, he is finally pushed to go away from home.

Home is a sweet place when a person feels aggrieved, tired or harmed. Home can heal these traumas. However, Krebs does not find any spiritual comfort and warmth at home. He loses himself at home and hometown. Thus, the big irony between the title and attitude of people in town and family members gives us a deep impression that war has changed a person that nobody understands.

Conclusion

War is a disaster to all human beings. It not only destroys the surface of the earth but destroys people's heart and hope. It influences a whole generation and causes great consequences to the world. Hemingway's *Soldier's Home* is a representative of the soldier after war. The adoption of different writing techniques formulates a unique style in Hemingway's short story. The stylistic features, such as parallelism, repetition and irony, vividly reveal the theme and heroes of the fiction.

References

- Dong, H. (2003). *A brief history of American literature*. Beijing, Beijing University Press.
- Hemingway, E. (1953). *The short stories of Ernest Hemingway*. New York: Charles Scribner's Sons.
- Huang, Y. (2014). *Stylistics I. Definition & introduction*. Retrieved from <https://wenku.baidu.com/view/37769c8eda38376baf1fae5d.html>
- Wang, S. (2006). *English stylistics*. Shandong: Shandong University Press.
- Wu, B. (1995). A look at Hemingway's style from *Soldier's Home*. *Foreign Language Teaching and Research*, (2), 22-29.
- Wu, H., & Zhou, H. (2006). Hemingway's "iceberg principle" embodied in *Soldier's Home*. *Journal of Xinxiang Education College*, 6(2), 46-47.
- Zhang, Y., & Liu, X. (2004). The unhealed psychological trauma – The functional stylistic interpretation of *Soldier's Home*. *Journal of Ocean University of China*, (4), 55-59.

The Characteristics and Differences of the Chinese and Japanese Language Culture

Zhiguang Hui

School of Foreign Languages, Anshan Normal University, Anshan, China

Email: Huizhiguang2000@163.com

[Abstract] This paper expounds the characteristics of Chinese and Japanese language and the characteristics of the Chinese and Japanese language culture. Through comparative analysis, we find out the differences between the Chinese and Japanese language cultures and discuss the reasons for the differences between them. It can be seen that the differences between Chinese and Japanese language cultures lead to different forms of expression in the two languages. Therefore, in the process of cultural exchange, the differences between the Chinese and Japanese language cultures must be taken into account to achieve the effect of China-Japan cooperation and communication.

[Keywords] Chinese and Japanese language culture; characteristics; differences; cultural communication

Introduction

The emergence of language has produced the fundamental difference between human beings and other animals. Language is the product of society and the tool for human communication. As far as the internal structure of language itself is concerned, language is formed by combining sounds and meanings. The initial combination of sound and meaning in language symbols is arbitrary and unreasonable. So different, because certain social groups agree according to a respective society custom and subjective will. The combination of sounds and meanings in a language unit is arbitrary, not inevitable, but mandatory for each member of a language group. Once the relationship between the two is established, individuals generally cannot change it. More than 2000 years ago, our country's Gou Zi said in the "Zhengming Article": "the name is not solid appropriate, the contract with the life, the convention into the appropriate, different from the agreement is not suitable." A certain voice and a certain meaning is so combined, completely by the human collective will subjectively be agreed upon and recognized. For example, the Japanese symbol "umbrella" is a combination of the sound "kasa" and the meaning "tool for keeping out rain". This is particularly clear from the different languages, which are represented by "san" in Chinese and "umbrella" in English. Therefore different, all because certain social groups according to their social habits and subjective will agreed. The combination of sounds and meanings in a language unit is arbitrary, not inevitable, but mandatory for each member of a language group. That is to say, once the relationship between the two is established, the individual must not use it casually, and the owner of a group must use the result according to the will of the group. Japanese speakers use "kasa" to represent rain blocking tools; Chinese speakers use "san" and English speakers use "umbrella". It is not only the combination of sounds and meanings, but also the rules of grammar as a result of the will of social groups. There are so many language types in the world, that is, the result of the established conventions of different social groups. Language has deeply branded national culture (Hui, 2008).

Characteristics of Chinese Language

Language is a tool for people to communicate and express ideas to each other. The formation and development of language is closely related to its growing environment. The cultural connotation of the language of each nation reflects its historical, cultural traditions and national characteristics.

As one of the oldest languages in the world, Chinese has remarkable cultural characteristics. About 5,000 years ago, Chinese characters appeared. The emergence of characters provided a tool for the inheritance and development of Chinese characters. The evolution of Chinese characters has gone through a long process of thousands of years, including oracle bone inscriptions, gold inscriptions, seal script, official script, regular script, cursive script and running script. Regular script is widely used. The structure of Chinese characters is a combination of form, sound and meaning. Six books make up the basic principle of Chinese character construction. The six books were mentioned in the Zhou Li, but there was no specific content. In the eastern Han Dynasty, Xu Shen elaborated on the structure principle of the “six books” in his book interpretation of words (Li, 2015).

Each Chinese character consists of a syllable with a vowel and an initial, and a tone is indicated at the top of the vowel. There are four tones: Yin ping, Yang ping, tone up, tone down and a special tone called tone down. The Chinese phonetic alphabet uses the Latin alphabet, initials and finals. In addition to phonetics, the grammatical features of Chinese include: the word order is relatively fixed, for example, the subject is before the verb and the object is after the verb, according to the situation of subject-verb-object, this verb comes first, object comes last, and emphasizes the initiative of action. This kind of language thinking is a positive expression, has clear expression meaning, and is the conclusion first expression way.

Chinese phonetics, vocabulary and grammar also have their own cultural characteristics, among which vocabulary is the most prominent. The vocabulary of each nation is endowed with its own additional color. Although most of the words in each country are similar, the evaluation meaning, semantic meaning and theoretical meaning of each word are different, among which the most obvious is the evaluation meaning. For example, in the culture of the Han people, the “dragon” is solemn, sacred, inviolable, and sacred. However, in many western cultures, the dragon is a fierce, evil and greedy representative. The same word, because of its different semantic color, also has great differences in its use. Regarding animals, the word “dragon” and related words, such as “phoenix”, “dragon”, “dragon bed” and so on, are foreign if the original meaning is not understood. The “dragon” in Chinese culture, with its inherent mode of thinking, is that no matter if we also can't understand the “phoenix”, “dragon”, “dragon bed” semantics, the feelings are expressed by the color of the word. In addition, there are a large number of idioms, proverbs, and idioms in Chinese. The origin, semantics and pragmatics of these words are closely related to cultural factors in language. In the long term, such as “unrestrained, contradictory, and concealing the bell”, etc., has developed its extended meaning, and is widely used in oral communication and written language. Therefore, Chinese contains considerable cultural factors (Xia, 2016).

Characteristics of Japanese Language

As recorded in historical records of China, as early as 28 years (219 BC) when Emperor Qin Shi Huang crossed over to Japan by Xu Fu, and 5 years after Emperor Taikang of the Jin Dynasty, the analects and thousand words spread to Japan via the Korean peninsula. In the Tang dynasty, the cultural communication between China and Japan reached a peak period, and a large number of characters were introduced into Japan. Studying abroad as a monk, he created Japanese hiragana using cursive Chinese characters. The Japanese use the form and function of the Chinese characters to create the Japanese word notation method.

However, the Japanese pronunciation and the meaning of words are different from that of Chinese. Japanese people did not abandon their native language and converted it into Chinese. Instead, Chinese characters were utilized to create and make Japanese characters by combining words and expressions in the native language (Li, 2015).

In addition to pronunciations and dials, Japanese is mainly pronounced with independent pseudonyms. Syllables are composed of “vowel + consonant” and intonation is composed of high and low collocation. The article mainly consists of the word order of subject, object and predicate. The object is placed in front of the modifier and is used to modify the noun, not by changing the word order or changing the word, but by adding auxiliary words to complete the function of the noun in the sentence. In terms of grammatical features, the word order features are called “SOV” type grammar, while in terms of grammatical features, it is called a “sticky language”. Apart from Japan’s inherent daiwa words and expressions, Japanese vocabulary is influenced by a lot of Chinese characters, especially in modern times because western culture and foreign language keeps increasing. Therefore, Japanese vocabulary composition is relatively complicated. The language characteristic of Japanese is that the predicate is fixed after the sentence, and the positive and negative sentence patterns can only be reflected at the end of the sentence. Therefore, when judging a sentence or translating a sentence, one must hear the end of the sentence before judging. This is one of the typical features of Japanese expression, and also the difference between Japanese and Chinese. Although Japanese comes from China in both words and pronunciation and is inseparable from the influence of Chinese culture, Japanese, on the basis of the original language, borrows Chinese characters and pronunciation to form a unique expression of language.

The Main Characteristics of Chinese and Japanese Language and Culture

British linguist Halliday believes that the system of language signs is part of the culture. Language is a potential “meaning system”, which consists of three parts: phoneme system, lexical-grammatical system and semantic system (Shu, 1988). The relationship between the three is inseparable. Semantics is realized through lexical grammar. Lexical grammar is expressed through phonetics, and semantics is an embodiment of culture. That is to say, language embodies culture and is one of its coding means (Shu, 1988). Human beings are the creators who can endow all things with linguistic signs, and linguistic signs are the signs that human beings know all things. Every language is the concrete manifestation of a certain concept system, and the category in a national language can reflect the things that the nationality knows. People can understand a nation’s conceptual world and way of thinking through the analysis of language categories. To acquire a language means to accept a set of concepts and values. Language represents cultural activities in the most typical form, which is the main expression form of culture. Language is also the main communication tool of culture. Communication is a basic premise for people to form societies and create a culture, while language is the main tool for communication and the main tool for human to conduct cultural communication.

Language is a part of culture and plays an important role in it. Language is the carrier of culture. It serves the culture and reflects its needs. Language is the cornerstone of culture. Without language, there is no culture. Language is influenced by culture and reflects it. Language and culture depend on and influence each other. Language is a tool for human thinking and communication. It comes into being with the emergence of society and develops with the its development. People from different countries and nations must understand each other’s language and cultural characteristics. While mastering the other’s language, they must understand the society, culture, living customs and ways of thinking of that country. Otherwise

it is impossible to have a full exchange with them. The existence and development of any language cannot be separated from the social and cultural environment on which it grows. The five thousand years of the Chinese civilization has produced a splendid Chinese culture. As China is a multi-ethnic country with vast territory and abundant resources, its cultural content is rich and inclusive. The characteristics of the Chinese language and culture are that they pay attention to holistic and systematic thinking and tend to focus on the overall situation; they consider the overall layout and give clear results.

Japan is a close neighbor of China. As early as the Sui and Tang dynasties, Japan sent many people, including officials and students, to China to learn about the Chinese culture. These people returned to Japan and brought Chinese literature, history, philosophy, politics and technology, which had a profound influence on the Japanese culture, including the language culture (Li, 2005). However, there are many unique phenomena in Japanese language and culture, which are closely related to Japan's geography, history, culture and national customs. Japan is surrounded by the sea because of its small size. It is a single ethnic nation. In addition, it has never had a foreign invasion or occupation, and the people living in this social environment are quite familiar with all of the people and things around. The Japanese have developed a keen observation and understanding, and many things are not known, or they just say they probably will understand each other. So the Japanese do not like to speak directly, they like to make the ambiguous euphemism, with "left lasting charm", let the other side understand. Usually heard are the words "slightly", "almost", "probably", "perhaps", or "seems". Japanese people do not like to speak out and do not want to impose their views on others, which is a question of national identity, as well as characteristics of Japanese language and culture.

The Chinese culture is more direct and frank, and the language and culture advocate direct communication of intention and a direct expression of views, which is usually clear in the way of expression. Japanese people are ambiguous in their speech. As long as there are no major issues involved in any communication, even if they disagree with each other, they will usually cater to each other and will not directly refuse.

Differences between Chinese and Japanese Languages and Cultures and the Causes

The Chinese language and culture expresses ideas directly and responds to views directly. For example, if the speaker asks another to help him or herself, the Chinese will refuse to help him or her. The Japanese, on the other hand, do not say no directly. The reply is likely to be "I will think about it" or "it's not easy to say now". So they are not affected, they want in their own interests to avoid conflict with others in their expressions, they avoid using very clear expressions in language, and they like communication to be warm, hazy, using less clear and strong expressions, mostly in the form of euphemism, ambiguous, sleek (Piao, 2015). The ambiguous expressions in Japanese also show that they pay more attention to the feelings and interpersonal relationships of the speaker or listener than the relationship between the speaker's opinions and objective facts. Japanese traditional culture is a culture of "understanding", which minimizes language communication and studies the standards of behavior according to the psychology of the other party. Even if you insist on your own ideas, how to start from the other side of the idea to gently persuade the other side is the best way to solve the problem. For example, "your words are reasonable, but...", "your ideas are practical, however..." are Japanese ways of speaking. They are very careful to respect each other, and do not easily refuse each other's requests. As a result, Japanese speakers generally avoid speaking in a way that is too direct and assertive. The above characteristics in Japanese are reflected in the communication mode of people. Under the premise of paying great attention to the listener, the speaker tries to say little or

nothing, and the people around him or her can observe the real meaning of what the speaker thinks or speaks through speculation and experience, so as to achieve communication in the wordless and ambiguous language expression.

In China, when you get help from others, you should sincerely say “thank you” out of politeness or gratitude. Generally, the Japanese understand that it is inconvenient for others to receive help from others, and they are not happy to receive help from others. On the contrary, they will feel guilty and upset, because the anxiety and guilt are more than their inner happiness. They should use apologies to express their mixed feelings of being helped.

In addition, Japanese people attach more importance to modesty in their language and attach great importance to the concept of hierarchy in Japanese social life. There is an obvious hierarchy of superiors and subordinates, elders and children, as well as gender. Therefore, when speaking, one should conform to one’s own identity as well as that of the other. In the Japanese society, the social status of men is relatively high while that of women is relatively low. Due to obvious differences in status, the male language is relatively domineering and the female language is relatively weak.

From the perspective of geographical environment, China has a vast territory and abundant resources, which makes Chinese people optimistic, generous, inclusive and expansive. With a total land area of less than 400,000 square kilometers, Japan is an island country with a narrow area of volcanoes and earthquakes, and its products are scarce. Japan is located at the junction of the Eurasian plate with frequent volcanic earthquakes and frequent natural disasters, which makes the Japanese people have a sense of crisis (Wang, 2016). Japanese people are careful about how they deal with people. They tend to speak only half of their sentences or use auxiliary words to make others guess what they are saying. Few Japanese would refuse others directly. Secondly, Japan is surrounded by the sea, with a wide range of northern and southern latitudes, hot and humid summers, cold and dry winters, and obvious seasonal changes. This kind of environment has cultivated the Japanese sensitive character, namely warm and ambiguous expression of one’s own ideas. Japan is a nation state, and this nation forms the Japanese society hierarchically, headed by the emperor of the ruling class dividing people, to some level, by strict hierarchy constraints. The majority of ordinary people’s words and deeds, not when talking or doing things beyond their own identity, leads to more attention to modest in the Japanese language.

Conclusion

Although Japanese comes from China in both words and pronunciation and is inseparable from the influence of Chinese culture, the Japanese, on the basis of the original language, have borrowed Chinese characters and pronunciation to form a unique expression of Japanese. You can’t think of Japanese as Chinese. In the above narration, there are different ways of expression in China and Japan, including pronunciation, word use and sentence order expression. Their different expressions come from different cultures. In fact, the Japanese absorbed, digested and developed the Chinese language on the basis of absorbing Chinese culture. The Japanese way of thinking and cultural characteristics have not changed.

The word order in Chinese is verb first, object second and emphasizes the initiative of action. This kind of language thinking is a positive expression, with persuasive or clear meaning transmission, and is the conclusion first expression. Japanese word order is the postposition of the predicate, which is the speaker’s last attitude to the content of the topic, judgment of things, subjective action put behind, and it belongs to a negative way of expression. The end of the sentence denotes whether the attitude is positive or negative. From the structure of Chinese, Chinese people pay more attention to the overall and systematic

thinking characteristics. Chinese people tend to focus on the overall situation, consider the overall layout and give clear results. However, it appears that the Japanese do not think enough about the local or details, but the opposite is true. Just like the Japanese vocabulary, the Japanese consider things carefully and comprehensively, and pay attention to the details.

The expressions of Chinese and Japanese languages are different. Therefore, in the process of cultural communication, the differences between Chinese and Japanese national thoughts, social cultures and languages and cultures must be taken into account in order to achieve the effect of china-japan cooperation and communication.

References

- Hui, Z. G. (2008). Japanese language and culture with unique personality. *Journal of Anshan Normal University*, 10(1), 75-77.
- Li, Y. H. (2015). Comparison of Chinese and Japanese language performance characteristics. *Journal of Hubei Institute of Technology*, 35(10), 126-128.
- Li, Z. S. (2005) On the cultural and linguistic differences between China and Japan. *Journal of Yunnan Normal University*, 3(4), 69-73.
- Piao, X. L. (2015). Comparative study of Chinese and Japanese language features and cultural expression. *Journal of Hubei Correspondence University*, 28(6), 137-138.
- Shu, D. F. (1988). Language, culture, foreign language teaching. *Shandong Foreign Language Teaching*, (2), 12.
- Wang, J. M. (2016). Understanding Japanese cultural differences through language differences between China and Japan. *Northern Literature*, 5, 154-155.
- Xia, S. Y. (2016). A brief analysis of the relationship between language and culture in the context of teaching Chinese as a foreign language. *Journal of Jiamusi Vocational College*, 12(169), 300-301.

The Negative Influences of Low Carbon Economy on Chinese Textiles Export Enterprises and the Countermeasures

Jiang Liping

School of Economics of Eastern Liaoning University, Dandong, China

Email: 13941570916@163.com

[Abstract] Low carbon economy has been put forward in the United National Climate Conference in Copenhagen. The proposed “low carbon economy” caused widespread attention of this international society. It can be said that “low carbon economy” has become one of the most popular topics. As a traditional Chinese industry, textiles have faced many challenges under the low carbon economy. So it is necessary to analyze the negative influences of a low carbon economy on Chinese textile export enterprises and take related measures so as to make Chinese textile export enterprises break through this dilemma. Through looking at the related theories of low carbon economy and analyzing the current situation of Chinese textile export enterprises under the low carbon economy, the focus of this paper is to analyze the negative influences of low carbon economy on the export of Chinese textile export enterprises and put forward some countermeasures to be taken by the government and textile enterprises of China.

[Keywords] low carbon economy; textiles export enterprises; negative influences; countermeasures

Introduction

In December 2009, 192 Nations attended the United Nations Climate Change Conference in Copenhagen (Zhang, 2011). All of the attendees hope that all countries have a clear goal in reducing the emission of carbon dioxide to prevent global warming in the future. However, the meeting broke up in acrimony without a legally binding agreement on how to reduce carbon emissions. The parties reached a final agreement that officially recognized the average global temperature should not exceed 2 degrees Celsius compared with the pre-industrial level, but the countries that attended the meeting did not clearly present whether this goal could be achieved. Since then, China has restated its commitment to achieving 40%-45% reduction in carbon emissions per unit of GDP by 2020, compared with that of 2005 (Shi, 2010).

Since the reform and opening up, China has become the largest nation in the production and trade of textiles in the whole world. The textile industry is a traditional pillar industry of the Chinese economy and an important livelihood industry. It also plays an important role in making market prosperity, expanding exports, creating jobs, increasing farmers' income, and exporting to earn foreign exchange. This “low carbon economy” has brought new challenges for Chinese textiles exports. A low carbon economy will affect the export of Chinese textile enterprises. For example, a low carbon economy will make export costs increase, reduce product sales, decrease employment rate, increase international competition, and suffer from technical barriers. All of these will affect the Chinese textile enterprises' exports.

Literature Review

Currently, a low carbon economy is very popular. A low carbon economy is an advanced economic concept; the exact definition of it is still not clear. “The concept of the low carbon economy was first put forward in the UK in 2003 in the Energy Whiter Paper titled ‘Our future energy – Creating a low carbon economy’” (Zhuang, 2008). This paper pointed out that a low carbon economy obtains more economic

output through less depletion of natural resources and less environmental pollution. To implement the low carbon economy, therefore, is proposed as a means to avoid climate change and have a better quality of life. The core of the low carbon economy is to improve energy efficiency. And the value of the low carbon economy is to realize the win-win of economic development, environment protection and help human beings effectively solve the crisis of global climate change. At the same time, implementing the low carbon economy can realize a sustainable development of economy. The UK's general goal is to become a low carbon economy country. The UK plans to reduce carbon dioxide emissions by 60% from 1990 to 2020. And in 2020, the UK will achieve real progress (Chang, 2006, p. 98). So, the Energy White Paper's content and influence have attracted a lot of public attention and has been widely discussed. Actually, most countries want to be low carbon economy countries. Many countries, such as Canada, France and Japan, have established proper policies and have taken measures to reduce carbon emissions.

The Chinese textile industry's whole process of energy consumption needs about 4.84 tons of standard coal to produce one ton of fiber (Chen, 2010). Therefore, developed countries have imposed a carbon tariff which will bring a big blow to Chinese textiles industry. According to the research report by the World Bank and the Petersen Research Institute, once the global carbon tariff is implemented, China's manufacturing exports will be reduced by one-fifth. China's textile products will be badly affected and Chinese textile exports may drop by 30% to 50% (Dong, & Whalley, 2010). Experts use the Computable General Equilibrium (CGE) model to estimate the effect of carbon tariff on China's manufacturing. The result shows that if the carbon cost is 30 or 60 dollars a ton, this carbon tariff could make the total output of the Chinese textile industry drop by 0.62% to 1.22%. At the same time, the industrial jobs will decrease by 1.22% and 2.39% (Sun, Zhang, & Zhu, 2011). Moreover, this shock will have a sustained impact for 5 to 7 years or even a longer period of time. So the influence of the carbon tariff is very great.

Analysis of the Current Situation of Chinese Textile Export Enterprises Under the Low Carbon Economy

With the development of industrialization and urbanization, the energy consumption rate of China has grown very quickly, but the energy structure of China is not reasonable. China attaches great importance to carbon energy. The unreasonable industrial structure leads to the heavy chemical industry and the manufacturing of high energy consumption. The development of a low carbon economy depends on the support of advanced science and technology, such as the carbon dioxide collection and storage technology. However, China's relevant technical level is in a backward state. The textile industry is a high energy-intensive. Improving the production process and technological innovation is the key to realize low carbon development. However, due to technical limitations, many textile enterprises have not established a complete set of technical systems to measure carbon emissions factors for this industry. This affects the carbon content of export products and other related data collections. Therefore, it is not conducive to the textile industry.

Moreover, recently, the cost of textile export enterprises' raw materials and energy sharply increased, and this enhanced the inherent power of textile enterprises to carry out energy-saving emission reductions. Textiles do not exhaust carbon dioxide directly, but they produce carbon emissions in the production process. A report shows that in the production processes, the whole process of energy consumption needs about 4.84 tons of standard coal to produce one ton of fiber. The dyeing and printing industry's energy consumption accounts for about 58.7% of the whole energy source industry. This has become the focus of the textile industry for energy-saving (Wang, 2007). The textile industry is

concerned with not only the problem of pollution and emissions, but also the use of the enterprise's energy, technology updates and discharge standards. At this stage, other energy applications can not be used, and energy-saving emission reductions has become an important part of textile low carbon.

The Negative Influences of a Low Carbon Economy on Chinese Textile Export Enterprises

Increase in export costs. China's textiles started late, but they are well known for their low scientific content, high pollution and high energy consumption. The price of textiles is very low in the international market, but the low price is at the cost of the environment. Most Chinese textile enterprises are supported by the chemical industry. Chemical fibers and chemical dyes always play an important position, but the low price is at the cost of the environment. As a Chinese traditional industry, the advantages of the textiles' international competition rely on low labor costs, but per million textiles' output can produce carbon emissions of about 2.5 to 5.5 tons. If the foreign carbon tariff is 30 to 60 dollars a ton, when foreign countries start to impose this carbon tariff, the export tariff of per million of Chinese textiles products will increase by 6% to 14%, or even 12% to 28%. If developed countries start to impose this carbon tariff on Chinese textiles products, export costs will be increased sharply (Chen, 2010).

Decline of product sales. With the proposal of a low carbon economy, a carbon tariff has been put on the schedule. In order to ensure the smooth implementation of the low carbon economy, Europe and the United States will connect international trade with climate change. Europe and the United States attempted to make developing countries promise to take strong actions to reduce carbon emissions in international climate negotiations through the carbon tariff trade measures.

In June, 2009, the "American Clean Energy Act" stipulated that the United States had the right to collect a carbon tariff on the products from countries that did not limit their emissions of greenhouse gases. The World Trade Organization decided to impose a certain number of "carbon tariffs" on relevant chemical products. This is the measure to implement the low carbon economy. However, this measure will make textiles sales decline. And it is not conducive to the steady development of the Chinese economy. According to the research of the Chinese Academy of Social Sciences Institute of Finance, if developed countries implement a carbon tariff in 2020, the collection level is likely to be 30 to 60 dollars per ton carbon. Moreover, if the carbon tariff per ton carbon is 60 dollars, carbon tariff rates will be close to, or even more than, the anti-dumping duties imposed on some Chinese export products. At the same time, along with the "carbon tariff" implementation, factors like rising costs and various external factors will make some foreign textiles enterprises shift the locations for textile production to low-cost countries. This will inevitably have a significant impact on the export amount of Chinese products.

Export restrictions of the technical barriers to trade. At present, there are two major types of technical barriers to trade that Chinese textile exports have encountered: one type is a trade barrier that is set for the whole process from the textiles' design, production, to scrap that may cause an influence on the environment; another type is that a trade barrier is set up against the products that have the impact on consumers' safety and health (Wang, 2005). Facing the global low carbon economy, Chinese textile enterprises should reduce wastewater pollution intensity, industrial waste gas pollution intensity, industrial waste solid intensity, and industrial energy consumption intensity. In order to meet relevant national import standards, Chinese textile export enterprises have to adopt low carbon production technologies to solve the current situation restricted by technical barriers to trade.

Countermeasures

Strengthening Government Guidance and Supervision

At present, most of the Chinese textile enterprises are passive in dealing with the low carbon economy. Actually, promoting the greenization of textiles products has been an irresistible trend. Along with the improvement in living standard, this must be an inevitable trend. Traditional Chinese textile export enterprises do not pay enough attention to ecological textiles and low carbon economy. This results in a lack of power in production and the development of green textiles. So it is necessary for the Chinese government to build a low carbon society and develop the low carbon economy and advocate energy efficiency. In order to achieve this goal, the Chinese government has to enhance the administrative system, as well as guide enterprises on correct direction and behaviors. The Chinese government should play a leading role in government guidance and supervision. It should also pay high attention to researching and developing of a system for low carbon economy technology. In order to make Chinese textile export enterprises better adapt to the low carbon economy the Chinese government should integrate low carbon economy technologies that exist into Chinese textiles and formulate the development of low carbon economy technology road map. This road map can make Chinese textile export enterprises reduce carbon emissions and improve the technology of energy-saving and ejection-decreasing. Chinese government should encourage enterprises to adopt new international trends and to produce high technology products. This can make Chinese textiles greener and help Chinese textile enterprises export more textiles.

Participating in the Rules of Low Carbon

Good international environment and international reputations play an important influence on the construction of a low carbon economy. China is involved in international cooperation on climate change, and played a constructive role in reaching the Copenhagen Accord. Environmental protection has become a basic national policy of China. China clearly pointed out that it will positively cope with the global climate change in the “People’s Republic of China National Economic and Social Development of the Twelfth Five Year Plan” published in March 2011(Liu, 2011). China will stick to international climate change negotiation, and work with others to protect the earth based on the principle of common but differentiated responsibilities. It is important for the Chinese government to promote the establishment of international institutions deals with climate change, to strengthen the international communication and strategic policy dialogue in the climate change, and to carry out pragmatic cooperation in scientific research, technology research and capacity building that can promote the establishment of funds, technology transfer and international cooperation platform.

At the same time, Chinese leaders should energetically propagate China’s contribution in combating climate change when they meet foreign guests in international conferences and other occasions. It is necessary to shape the image of China’s active development of the low carbon economy through a variety of international public opinions. China should also participate in formulating the international rules and use various ways to strive for more rights of speech in negotiating international carbon rules.

Strengthening Communications and Cooperation with Foreign Enterprises

As we all know, developed countries have strong economic strength and advanced technologies. And developed countries also grasp and monopolize the energy-saving technologies. Because the characteristics of the global effect of carbon emissions and the cost of cutting carbon has the difference,

the “Kyoto Protocol” established the CDM (Clean Development Mechanism) that runs by market operation rules. The main way that developing countries learn and acquire new energy technology from developed countries is to cooperate with them. Therefore, Chinese textile export enterprises can make full use of the CDM to develop international exchange and cooperation, gain carbon emission reduction funds and technology, and improve the capacity of emission reduction. Chinese textile export enterprises should do research about low carbon international standards and low carbon technology used in developed countries before international cooperation. Chinese textile export enterprises should be strict accordance with low carbon standards at home and abroad in order to avoid the limit of the low carbon trade barrier.

Attaching Great Importance to Marketing

On the one hand, Chinese textile export enterprises should continue to improve the quality of textile exports and the technological content of its products. On the other hand, Chinese textile export enterprises should also consolidate the four original main markets. And at the same time, Chinese textile export enterprises should search for new markets and expand sales. Chinese textile export enterprises should seek potential markets with great efforts, look for underlying margins, and make the export market diversify (Zhang, 2011). When China expands exports, China should not forget to develop its own domestic market. China is a country with a vast territory and a large population. It is the largest textile production and export country in the world. China is also the second largest textile importer. Many foreign importers are staring at China’s huge potential market, especially in the luxury textiles market. China cannot give our own huge domestic market to foreign competitors, so Chinese textile enterprises must expand exports and pay attention to developing the domestic market simultaneously, and constantly develop new varieties, new styles, as well as develop luxury textiles, so as to meet the needs of domestic and foreign consumer demands. Chinese textiles export enterprises should do both domestic and foreign market, expand the domestic textiles production and improve the self-sufficiency rate of domestic textiles. This not only can increase employment opportunities and save the life of textile enterprises, but also can improve the quality of goods, expand exports, and increase the income of foreign exchange for China.

Conclusions

A low carbon economy is a future trend of economic development. The Chinese government should make a development strategy for a low carbon economy, strengthen its guidance and supervision function, and improve legislative standards. And it should also guide the Chinese textile export enterprises to reshape their corporate image. At the same time, the Chinese textiles export enterprises should fully understand the nature of a low carbon economy, take the sustainable development path, and improve the quality of textile enterprises’ low carbon products. This can make Chinese textile exports conform to the historical trend of the low carbon economy, and then make China reach international standards.

References

- Chang, Y. (2006). Analysis and development strategy of China’s textile industry. *China Textile Press*.
- Chen, Z. (2010(6)). The low carbon economic path of the textile industry. *Journal of Nantong Institute of Textile Technology*, 69-72.
- Dong, Y., & Whalley, J. (2010). Trade policy and carbon free trade areas. *The World Economy*, 95-97.
- Liu, H. (2011). Analysis on the restrictive factors and countermeasures of developing low carbon economy in China. *Commercial Culture*, 73-74.

- Shi, Y. (2010). The influence of low carbon economy on China's textile export and its countermeasures. *Heilongjiang Foreign Trade*, 67-68.
- Sun, N., Zhang, Z., & Zhu, S. (2011). The influence of carbon tariff on China's import and export trade: A case study of China's textile trade. *Contemporary Economy*, (08), 23.
- Wang, J. (2007). Present situation, developing trend and influence on China's textile export of domestic and foreign textile technical standards. *Textile Guide*, 34.
- Wang, H. (2005) China's textile export barriers and countermeasures in the post-quota era. *Journal of Zhong yuan Institute of Technology*, (04), 30.
- Zhuang, G. (2008). How will China move towards becoming a low carbon economy? *China and the World Economy: English Version*, (03), 94.
- Zhang, Y. (2011). How to break through the "low carbon economy" in the textile industry. *Business Culture*, (05), 117.

Construction and Practical Significance of Language World Vision

Yan-li Wei

School of Foreign Languages, Anshan Normal University, Anshan, China

Email: 644194339@qq.com

[Abstract] Human beings understand the world by means of language, and language plays a decisive role in the process of understanding the world, and the world vision is also expressed by language in all fields of science. Without language, the world vision cannot be presented smoothly and completely, so language becomes the core of expressing the world vision. The world vision of language is the linguistic, symbolic and semantic expression of the world vision in the language, and it is the cognition and summation of some language society on a simple concept of outside world formed in history, and in other words, it refers to the centralized embodiment of people's cognitive result to the world in language.

[Keywords] language world vision; world vision; nationality; cognition

Introduction

Language is the most important way of forming a person's world vision. Showing an objective world in the process of activity, a person records the results of cognition in words. The totality of this knowledge which embodied in the linguistic form is called the "language intermediate world", "the language representation of the world", "the language model of the world" or "the language picture of the world" in various concepts. Historically, the idea of a linguistic picture of the world goes back to the ideas of Wilhelm von Humboldt and the neogumboldtians about the internal form of language, as well as to the hypothesis of linguistic relativity, or the linguistic determinism of Edward Sapir and Benjamin Whorf, whose main provisions were: the type of thinking of its bearers. The surrounding world depends on the language in which thinking is carried out. The very term "language picture of the world" was introduced into science by the German linguist Leo Weissgerber, the specialist, who is considered to be the most prominent representative and head of the neogumboldtian direction in linguistics. He stressed the active role of language in relation to thinking and human practical activity and noted that "language is not an activity product (Ergon) but an activity (Energeia)" (Homboldt, 1985). In the study of modern linguistics, linguists at home and abroad have taken the language world picture as the object of linguistic research and proposed the theory of language world landscape and its research objects from the nationality, symbolism and culture of the language world landscape. Sexuality and other aspects have been extensively elaborated to demonstrate the importance of the language world landscape in the scientific world landscape.

While discussing the theoretical basis of the language world landscape, this article demonstrates the unique language world landscape in Russian by citing vocabulary and analyzing proverbs.

Origin of Language World Vision Concept

When it comes to the language world vision (языковая картина мира), the term "world vision" should be mentioned first, because the language world vision is a branch of the framework of the world vision theory. The concept of world vision originated from the end of the 19th century and the beginning of the 20th century. Hertz, a German physicist, first used it in the field of physics. He defined the world vision of physics as the sum of the images of external and internal things (Homboldt, 1985). Since then, the term "world vision" has been widely used in the fields of chemistry, mathematics, philosophy, culture, semiotics, scientific methodology and even humanities and social sciences. This made the world vision get rid of the

limitation of the single subject and move towards the scientific world vision as a whole, and then develop towards the direction of diversification. No matter what the world vision is, it is always the purpose of revealing the world image (Yang, 2003). In short, world vision is the human general understanding of the world. В. И. Постовалова thought that “world vision was an intuitive representation system about reality”. “The world vision contains the overall image of the world” (Wu, 2003). Accordingly, the world vision in different fields of science is also the sum of human understanding of the subject knowledge.

Human beings cognize the world by means of language, and language plays a decisive role in the process of cognizing the world, and the world vision is also expressed by language in all fields of science. Without language, the world vision cannot be presented smoothly and completely, so language becomes the core of expressing the world vision. The world vision of language is the linguistic, symbolic and semantic expression of the world vision in the language, and it is the cognition and summation of some language society on simplicity concept of outside world formed in history (Wu, 2003), and in other words, it refers to the centralized embodiment of people’s cognitive result to the world in language. The world simplicity concept refers to the most primitive, simplest and most natural ideas and understandings of human beings to the world. The core of the language world vision emphasizes the centrality of human beings cognizing the world’s activities, and the so-called anthropocentrism human central theory (антропоцентричность) is a kind of interpretation and a kind of world-based activity and depends on the world outlook formed by it as the medium. The language world vision reflects the interaction among language, thinking and objective reality. It is the inevitable product of human language thinking activities and the basic means of expressing human understanding of the world in human communication (Peng, 1999). In the study of modern linguistics, linguists both at home and abroad have taken the language world vision as the research object and have proposed the theory of language world vision, and it has made a great deal of elaboration on the nationality, symbolism, and cultural aspects of the language world vision to demonstrate the importance of the language world vision in the scientific world vision.

Theoretical Basis of Language World Vision

The theory of language world vision was formed and developed on the basis of objectivism philosophy (represented by French philosopher Descartes and German philosopher Kant). It can also be said that the theory of language world vision has produced an interrelation of philosophical theories and linguistic theories. From the origin of linguistic theories, Humboldt put forward the hypothesis that “each language contains a unique world outlook”, which is also called “Language World View” in Western literature, and has become a pioneer of the world vision theory; in the field of philosophy, Wittgenstein first used the term language world vision in his book “Logical Philosophy” in 1918 (Apresyan, 1995).

Language world vision, as a linguistic theory, must be established on a certain philosophical basis, because philosophy is the cornerstone of linguistics. The contemporary language world vision theory was developed on the basis of German philosophy and linguistics from the end of the 18th century to the 19th century. At that time, Germany was the “heaven period of classical philosophy and the research center of historical comparative linguistics”, and some famous philosophers, such as Kant, Hegel, Marx, Engels, and Feuerbach, etc. and some famous linguists such as Held, Schlegel, and Steinthal, etc. lived in that era in Germany. The unprecedented prosperity of philosophy drives the dynamism and prosperity of linguistic ideas. In the middle of the eighteenth century, the great discussion on the origin of language initiated by the West provided the necessary historical conditions for the formation of the language vision theory. The

language world vision was not formed immediately, and it has undergone a long process of development and improvement.

German linguist Herder, the main proponent of “Human Origin” theory, emphasized the dynamic construction role of language to thinking and cognition in his book *On the Origin of Language* in 1770, so as to outline the preliminary framework of the language world vision theory. Humboldt was the first linguist to clarify the term of “language world vision” (Kuznetsov, 2000). Undoubtedly, he was one of the most important founders of the language world vision theory. He pondered the nature of language in a multi-layered way, thinking that language was the cognitive style of all human thinking and perceptive activities, and different languages had different world views. This view laid the basic framework for the formation of language world vision theory. After this, a group of linguists like Steinthal, Paul and others interpreted Humboldt’s language worldview theory from different perspectives at the end of the 19th century.

Wittgenstein combined linguistics and philosophy to study, and he believed that a person’s understanding of the world is consistent with the degree of mastering the language, which gave us a correct understanding of the relationship between the language world vision and the world vision as a “reality model,” and the process of the world category (Zhao, 2004). There is another person that should be mentioned – German scholar Weisgerber. He introduced the concept of the world vision as a basic term into semiotics and anthropology. He thought that “language is the process where language community carries out world verbalization”, and he used the theory of “semantic field” to analyze the “field” of the German vocabulary system can be known that the “semantic field” is a means to uncover the structure and characteristics of a unique world view of language.

The Sapir-Whorf hypothesis proposed by human linguist Jennifer Wolf is also one of the theoretical foundations of the language world vision. Shee pointed out that “language structure has a strong influence on the way in which world concepts are conceived, and the language category affects people’s thinking and cognition.” In other words, part or all of the language structure determined people’s perception of the world.

Practical Significance of Language World Vision Study

Revealing the Profound Nationality of Language World Vision

There is no correspondence between language signs and the objective external world (language and world), which means language cannot directly represent the real world, because there is still a cognitive mediation between language and reality – people. Only people can use sense organs to perceive and understand the world so as to build a system of world knowledge. It can be seen that human thinking plays a linking role between language and the objective world. In other words, when the language symbol reflects the real world, it must be achieved through two “curves”, and firstly, it is from “the real world” to “human thinking or cognitive world”, and then, it is from “human thinking or cognitive world” to the “language world”. The concept or notion is formed on the basis of the categorization or finalization of objective things by human beings, and it has a distinct nationality or culture. This is because human beings face the same real world, but because of the differences in the development of social consciousness and the differences in history, geography, and folklore, different peoples have different ways, methods, and results in perceiving the world. In other words, these differences depend on that different nations have different ways of understanding the world. This is the fundamental reason why the language world vision shows nationality. It can also be said that the world vision of a national language is the world vision of the nation, and it also embodies the nation’s world outlook, values, space-time, thinking way, folk traditions, behavior and habits

and other multifaceted contents. This is root cause of differences in the nationality of the language world vision.

Let's compare the language world vision in Russian and Chinese so as to find out the differences between the two peoples. Vocabulary is the best expression of the language differences in different nations, and from the symbolic aspect of vocabulary, we can also see the difference of language world vision in the two nations. Salt (соль), in Chinese, is only a salty substance in which white crystals are soluble in water. In Russian, in addition to representing edible substances, it can also symbolize the "elite" in an area, such as аспи́ратора-соль нашего института. Lily (лилия) is a symbol of purity in Russian, but it is the symbol of love for all seasons in Chinese; the content of the silver birch (берёза) in the Russian national consciousness is not simply a broad-leaved tree with white trunks. It is also the symbol of a lovely hometown in the hearts of every Russian, an unforgettable motherland, and an ancestral homeland. If we do not understand the symbolic meaning of the word given by the Russians, it will be difficult to understand the words written by Н. Вревулов in a popular poem: "Русь моя, люблю твои берёзы! / С первых лет я с ними жил и рос" (啊, 我的罗斯, 我爱你的白桦林! / 儿时就与它相伴, 直到长大!). But the silver birch has no such symbolic meaning in Chinese. Similarly, there are pine trees in Chinese, symbolizing bravery, tenacity, and perseverance of people; there are aspens, symbolizing the soldiers who are guarding the border posts, and there are willows, symbolizing women's gracefulness, but there is no corresponding connotation in Russian.

Although the language world vision has national differences, it also has its commonality. The physical world vision, the chemical world vision and others we mentioned previously constitute a conceptual world vision together. These conceptual world visions are opposed to the intuitive world vision that reflects the real world. It reflects the whole nation's common understanding of all the inherent phenomena in the objective world. For example, no matter what nationality, they have the same understanding of scientific laws of physics, chemical phenomena, and laws of mathematics and so on. The combination of some words in Russian and Chinese also has commonality. For instance, both Russian and Chinese people like to think of some emotions as liquids: излить душу (confide), Страсти волнуются в душе (passionate), страсти (чувство) кипят (бурят) (passion boiling), брызгать радостью (filled with joy), Радость испарилась (happiness evaporates), водоворот чувств (emotional vortex), and утонуть в блаженстве (fall into happiness), and sometimes they compare human emotions to fire: пламя любви (flame of love), гореть любовью (burning flame of love), разжигать ненависть (igniting angry flames) and страсти гаснут (passion extinguished). To sum up, languages differ not only in the number of words, but also in their internal form. And conversely, not only quantitative symmetry is absent between different languages, but also all languages are divided into exactly the same segments.

Liu Hong wrote that the language world vision had diachronic dynamic and realistic stability in his article *Analysis of Overall Characteristics of the Language World Vision*. These two points also explain the changes and stability of the language world vision from the angle of nationality. From a diachronic perspective, the language world vision is dynamically changing, which is also determined by the historical and social nature of the language itself. This is especially true at the vocabulary level. As a result of social changes and development, a large number of new vocabularies are emerging in an endless stream. The extensive use of foreign words has shown us a more different world vision than in the past. Let's take the example of a foreign language in Russia in the field of culture and art: хит-парад (pop music chart), хит-лист (bestseller), аэробика (aerobic fitness), паб (bistro), ар нуво (art nouveau), арт деко (decorative art), боди-арт (body art), бит (rock music), джаз (jazz), блюграсс (blue grass music or country music), электро-

поп (electronic pop music), хэви-металл (heavy metal music) and others. Е. В. Урысон believed that the introduction of foreign words was the reason why the language world vision of a nation had changed. From the perspective of current stability, most of the knowledge that reflects a nation's cognitive activities in a language is relatively stable. This stability is also reflected in the relative stability of the world outlook, values and outlook on life of a nation. Because language is handed down from generation to generation, the unique language world vision of each nationality has been formed in people's consciousness. Therefore, the language world vision has a profound nationality.

We use a Russian proverb with rich cultural connotations to present its unique picture of the world of language. Although human beings face the same world, they are aware of a different world because of geographical location, historical development conditions and differences in national culture and customs. The ways, cognitive pathways and cognitive outcomes are also different. Therefore, the linguistic level is the cultural identity of the nation. Such as Russia: В Тулу со своим самоваром не ездят. (Do not bring tea to Tula), "Тула" is a famous city for Russian handicrafts and is famous for producing the tea samovar, so it is not necessary to bring your own tea buds. According to the background culture of this place's name, we can translate this as "more than one move" at the basis of national cultural meaning of the word Tula; Russian: Язык до Киева доведёт т. (Talk to Kiev), "Киев" (Kiev) is the capital of Ukraine. After Kiev Christianity accepted Christianity in 988, Kiev became a religious shrine. People often go there to worship God so that it has become a household name. People who don't know the way can find the city of Kiev as long as they ask the pedestrians; Russia: Москва не сразу строилась. (Moscow was not built overnight) Moscow is one of the ancient cities of Russia, and has been going on for hundreds of years with its foundation, development and formation in considerable scale. Now this allusion is used to refer to everything that has a process of development. We translate it as "it takes more than one cold day for the river to freeze three feet deep"; Москва от копеечной свечки сгорела. (Moscow was destroyed in a small candle) "копеечная свечка" refers to a Gobi candle. According to the historical yearbook, there have been several major fires in Moscow: the fire caused by a candle in the church in 1493 and the fire caused by a candle in a private house in 1737. This is to warn people that small things can be caused by accidents, and that the embankment of a thousand miles can collapse in the ant colony. The language world picture displayed by these proverbs fully reflects the history and culture of the Russian nation.

However, we can find in the comparison between Russian and Chinese proverbs that some proverbs contain surprising similarities in the experience and meaning, that is, the meaning is the same, and the use of words is completely or basically the same, such as: Беда не приходит одна. Сытый голодного не разумеет (The well-fed don't know how the starving suffer); И стены имеют уши (Walls have ears); Куй железо, пока горячо (build on the progress); Лучше один раз увидеть, чем сто раз услышать (seeing is believing). These slang phrases, which are identical in semantics and reference, show that although the Russian and Han nationalities have different living environments, they often have common basic experiences in the process of maintaining survival and development, reflecting the opposition of the two nationalities to objectiveness and the commonality of world understanding. The language picture of the world is a product of consciousness, inevitable for thought-language activity, which arises from the interaction of thinking, reality and language as a means of expressing thoughts about the world in activity of communication.

Helping us Understand How Humans Cognize the Objective World through Language

Luo Redfield, one of the founders of American cognitive anthropology school, defined world vision as “the world vision is the typical subjective cognition of a nation to the cosmos, and it is the society members’ overall concept about their own actions and initiatives in the world” (Liu, 2001). But the language world vision is the centralized expression of the result of people’s cognition to the world in language. Language is not only a means of expression, and more importantly, it is the cognitive means. Differences in the cognitive functions of different languages eventually lead to differences in the linguistic worldviews of different individuals and ethnicities so as to form the language world vision of the nation. “Language world vision is the crystallization of a national spiritual culture in language, and it is a concentrated embodiment of the language nation’s cognition to the real world in language, and in other words, the language contains the cognition of members of this ethnic group to the real world” (Wang, 2002). This cognition of language is the root cause of the nationality represented in the language world vision.

The cognitive process of the world vision consists of three elements: first, the subject of cognitive activity (including individuals and groups); second, the object of cognitive activity (objective world); third, the result of cognitive activity (obtaining the world image through certain cognitive activity way). Any change in the subject and object of cognitive activity will result in a change in the outcome of cognitive activity. Back to the language world vision, language plays a decisive role in the whole process of cognition, because human cognition activities express the object of cognition activities through language, thus vividly reflecting the results of cognition activities. The essence of the study of the language world vision is the interrelationship among language, cognition (thinking), and the reality taking human element as the core. Therefore, the language world vision is cognitive.

There are actually three theoretical forms that are presented to us in the language world vision theory, namely, three different world visions: the first is the world that is known through human subjective action – the real world vision, which is also known as the objective world vision (OKM) or the scientific world vision (HKM); the second is the cognitive practice of people in the world., namely, in the process of categorization, the conceptual system constructed by human physical experience and mental activity is the sum of the human brain or consciousness about the image of the world or the knowledge of the world – the cultural world vision, and it also refers to the conceptual world vision or cultural conceptual world vision; the third is that the language reflects the real world through the cultural world vision, namely, “the world in the language prism” – language world vision. It can be said that the language world vision first uses the language to reflect the cultural world vision, to make it linguistic, and to represent the real world through the concept of units in the cultural world vision.

Conclusion

The language picture of the world is a system that fixes the results of the work of consciousness. However, it is not an independent space because language cannot create a world separate from the human consciousness. It expresses the human world as a form of reflection of the objective world. No one can be liberated from the language picture of the world that exists in consciousness. In principle, no one can be in the framework of this very language picture. We can allow ourselves to have some movements and “liberties” that make us individual. However, the individuality of the individual is limited by the national specificity of his linguistic picture of the world. That’s why a Russian will see the world from his language window, while a Chinese from his own and a German from his own, etc. That’s why that people who speak different languages do not live in the same world, to which only different labels are hung, but in different

worlds. An analysis of the widest variety of language pictures of the world is of great importance, especially in the modern conditions of informatization and globalization. Nowadays, the borders between countries and regions are blurring, and modern information technologies have reached unprecedented peaks. The study of the problem of language pictures of the world acquires particular relevance in the context of the dialogue of cultures.

Not only a proverb, but a single word accumulates all the experience and knowledge gained during the development of mankind, and therefore, it reflects a certain fragment of the language picture of the world. When we talk about a culture of speech, we should also keep in mind that it should not be understood solely as the observance of different norms of the language, but also as the ability to properly select the means to express one's thoughts and correctly decode the speech of the interlocutor. By studying the language picture of the world, we adequately understand the interlocutor, correctly translate and interpret his speech, and this is important for solving the problems of translation and communication. The study of the language picture of the world is important not only for linguistics, but also for philosophy, psychology, sociology, ethics, ethnography, cultural studies, history and other sciences. The results of knowledge will allow us to more deeply study a person, to understand the principles and principles of his activity. It will help us open the way to the unknown horizons of human being's consciousness.

References

- Apresyan, Y. D. (1995). Man's image according to the language: Attempt of a system description. *The Question of Linguistics*, 37-66.
- Humboldt, W. (1985). *The nature of the language and the character of the people*. Moscow: Progress.
- Karasik, V. I. (2004). Language Krkg: Personality, concepts, discourse. *Gnosis*, 107-140.
- Kuznetsov, A. M. (2000). Cognitology, "anthropocentrism", "language picture of the world" and problems of research of lexical semantics, INION RAS, 8-22.
- Liu, H. (2001). *On the general characteristics of the language world view*. Beijing: Foreign Language Teaching and Research Press.
- Peng, W. Z. (1999). *A discussion on symbolism and its language world vision*. Russian Teaching in China.
- Wu, G. H., & Liu, W. Z. (2003). *A study on language world vision as an object of linguistics*. Foreign Language and Foreign Language Teaching.
- Wang, L. X. (2002). *Language world vision in Russian proverbs*. Russian Teaching in China.
- Yang, H. Y., & Tan, L. (2003). *Discussion on the language world vision*. Russian Teaching in China.
- Zhao, A. G. (2004). *Language world vision and culture world vision*. Russian Teaching in China.

The Negative Influences of the Carbon Tariffs on the Export of Chinese Steel Products and Its Countermeasures

Sun Zhengyan

School of Economics of Eastern Liaoning University, Dandong, China

Email: 303163867@qq.com

[Abstract] *Owing to the earth's harsh climate and environment, the carbon emission problem has attracted more and more attention. Under this background, the developed countries put forward carbon tariffs in the name of protecting the environment. But actually, it's a new kind of trade protectionism. As the largest developing country in the world, China's economic development is a "high input, high energy consumption, high pollution" pattern of growth in carbon dioxide emissions, ranking first in the world. Once implementing carbon tariffs, the Chinese steel export trade will suffer a severe blow. The steel industry plays a crucial role in China's economic development. Carbon tariffs will not only have great influences on the export of Chinese steel products, but also affect the healthy development of other industries, even the entire national economy. Therefore, the Chinese government, the steel industry association and steel export enterprises should have forethought and be responsive.*

[Keywords] *carbon tariff; steel export; negative influences; countermeasures*

Introduction

With the rapid development of the world economy, environmental problems have attracted more and more attention. The ideas of sustainable development, energy-savings and emission-reduction have become popular all over the world since the concept of "low carbon economy" was presented for the first time in Britain in 2003. At the same time, the relationship between the international trade and the climate problem has become even closer. In 2005, the Kyoto Protocol came into effect and formed the first legal provisions of the World Convention on energy-saving emission reduction responsibility. Since then, regarding environmental issues, many countries have introduced policies and launched an international trade game. In 2009, America promulgated the Clean Energy and Security Act. The Act stipulated that the United States would levy a special border tax adjustment, namely a carbon tariff, on imported carbon intensive products beginning in 2020. In 2010, the French promulgated the New Environmental Protection Act. This Act stipulated, since 2011 July, all imported goods were forced to use a carbon label, which meant that producers need to disclose the conditions of carbon emissions during the entire life cycle of the goods to the consumers (Shui & Harriss, 2006, p. 4063). The developed countries lead the rules and trends of the global trade and occupy the advantages in financing and the technology of energy saving and emission reduction. Climate and environmental issues have been used as important weapons in international trade.

In 2006, the Chinese steel net export not only made a breakthrough, but also surpassed the traditional steel trade countries. Export volume became the first in the world. However, in the rapid development of steel industry, many resources flowed out which caused serious environmental problems. The cost advantage of Chinese steel products in the international competition also suffered from the domestic environmental regulation. In the face of so many low carbon barriers of the international society and the "12th Five-Year Plan", China continues to control the heavy energy consumption, heavy pollution and resource-related industries domestically.

Literature Review

“Carbon tariffs” refer to collect special carbon dioxide emission tariffs on the import of high energy consumption products. Carbon tariffs and carbon taxes are different concepts, and the distinction lies mainly in the range of the taxation of different objects. Carbon taxes refer to imposing taxes in the domestic range, while carbon tariffs are collected in the international range. At present, the main measure of the human response to global warming is the implementation of a called low carbon economic development model. The specific means are technical innovation, institution innovation, the development of new energy and industrial transformation so as to reduce greenhouse gas emissions, curb the global warming trend, and achieve a win-win situation in economic and social development and environmental protection (Bradbrook, & Ottinger, 2000, p. 227). This concept was first proposed by former French President Chirac, whose intention was to hope that the EU countries should impose taxes from export countries’ goods which do not comply with the Kyoto Protocol. Otherwise, in the operation of the EU carbon emission trading mechanism, the country’s products will be subjected to unfair treatment, especially for high energy consumption products, such as iron and steel products (Liu, 2008, p. 46).

The steel industry is an important basic industry for the national economy and a pillar industry of achieving new industrialization. In recent years, as rapid development was driven by the strong market demands, Chinese steel production capacity has exceeded 7 million tons. Since 1999, the output of crude steel has been ranked first for 14 consecutive years. In addition to steel production, steel consumption and net exports and iron ore imports have also been ranked first in the world (Guo, 2014, p. 1). But in recent years, because of the changes of the earth’s climate and environment, the carbon emission problem has attracted more and more attention. The EU, the United States and other developed industrial countries have proposed to levy carbon tariffs on the products which emit a large of carbon dioxide in the production process. From a global perspective, the carbon dioxide produced by the industrial production accounts for more than 20% in global emissions, and the carbon dioxide produced by steel production accounts for 7% to 20% of the total industrial emissions, equivalent to 4%-5% of the world’s man-made greenhouse gas emissions. It makes the carbon dioxide emissions of the steel industry become an inevitable global problem (Yin, & Sun, 2010, p. 4). As the biggest steel production and export country, Chinese carbon dioxide emission problem of steel industry is subject to attention from all over the world.

The Chinese steel industry is a resource-intensive industry with high consumption, which needs lots of energy, water resource and mineral resources. Its energy consumption accounts for a large proportion of the whole industrial sectors. In 2007, the total energy consumption of Chinese steel enterprises was 4.78 million tons of the standard coal, accounting for 25.1% of the whole industrial energy consumption. Compared with 2000, the steel industry energy consumption increased by 26.9% in 2007. The steel industrial carbon dioxide emissions account for about 12% of the Chinese total carbon dioxide emissions, which ranked third after electric power and cement in Chinese industrial carbon dioxide emissions. Furthermore, with Chinese steel productions increasing yearly, the total carbon emissions show an upward trend. “In 2004, the US trade deficit reached an all-time high of \$618 billion, exceeding the 2003 record deficit of \$497 billion by 24%. The growth of imported goods from China is a major contributor to this trade imbalance” (Yu Qian, et al, 2013, p. 307).

The Negative Influences on the Export of Chinese Steel Products by Carbon Tariffs

Most Chinese steel export products are still low-end products, but carbon emissions are relatively high in the production process. Therefore, the collection of carbon tariffs will make Chinese steel enterprises face

a great environmental cost. If the carbon tariffs are levied, the unit product emissions of Chinese steel enterprises are higher than those of the EU and the United States, which will lead to an increase of Chinese enterprises' cost. It will reduce foreign countries' demand for Chinese steel. Levying carbon tariffs on steel products is to demand "low carbon requirements" of steel industry (Zhang, 2011, p. 6). Developed countries have emitted a large amount of greenhouse gases in the period of industrialization, so they should bear the main responsibility for the deterioration of the global environment. If the developed countries shift the heavy economic burden onto developing countries which are undertaking the high carbon industry era, developing countries will have to pay a heavy price.

The aim of carbon tariffs is to require steel enterprises to form a low-carbon or even no-carbon state in producing, selling and other links. In order to reach the carbon emission standards, the steel enterprises of exporting countries have to research and develop new production technology, which will increase the cost of each production link. The increased cost of steel exports weakens the price advantages of the products in international trade.

The demands of Chinese export steel products will decrease because of the rise of the importing cost. Chinese export steel products are facing with the problem of excess production capacity, so that the domestic steel output falls. Output and employment are closely linked. Because of the declined output, Chinese enterprises have to make the industrial transformation and upgrading in order to improve the competitiveness and reduce the energy consumption of steel industry, which will make many workers unemployed (Huang, 2010, p. 49).

Due to historical reasons, Chinese production mostly belongs to labor-intensive, especially the export production. Competitive advantage depends on cheap labor. This will reduce the corporate demand for labors, and then impact China's employment rate.

The collection of carbon tariffs is a big controversy. At present, there is not a unified carbon emission standard in the world. If some countries unilaterally levy carbon tariffs, it will inevitably lead to the deterioration of the steel trade frictions.

At the same time, because of the different recovery degrees of world economics, the trade protection degrees are different. The frictions in the steel trades are uncertain. Even if the carbon tariffs are collected, their rates are also variable, which is easier to cause trade frictions. To a certain extent, the steel trade frictions affect the normal steel trade relationship between China and trade partners, reduce the steel exports, and decline the economic benefits of steel enterprises.

It will cause other countries to adopt similar policies to retaliate the trade barriers if the carbon tariffs are used by some countries as one of the trade protection means, which will increase the trade frictions in international trade, and even lead to a trade war.

Once the carbon tariffs are collected, the environmental costs will offset the advantage from labor cost. It will weaken the competitiveness of Chinese products and decrease market shares constantly. The economy will be hit hard. According to the studies of World Bank, "Chinese manufacturing" will be likely to face an average of 26% tariffs in the international market if the carbon tariffs are implemented all-around, and the volume of exports may decline by 21%. (Shao, 2011, p. 81). In the products of China's export to the US, the traditional high carbon products such as mechanical and electrical products, building materials, chemical, steel and plastic products occupy more than half of the proportion of Chinese export market. And these kinds of high carbon industries account for a large proportion in Chinese national economy. The low carbonization upgrading of these industries will be faced with the constraints of capital, technology and other aspects. So it can't be achieved in a short term. According to estimates, if the USA levies \$30/ton of

“carbon tariffs” on products imported from China, it will lead to Chinese total exports decline by 0.7%. If the “carbon tariffs” double to \$60/ton, Chinese total exports will decline by 1.244%.

Countermeasures

Improving Relevant Laws and Policies

Reasonable laws and policies are the keys to ensure orderly steel export trades. Under the background of the international trade protectionism, the Chinese government should improve more suitable laws and policies for the steel industry. China should fully understand the opportunities and challenges brought by carbon tariffs on Chinese steel export trades and achieve the perfection of laws and policies. The government should formulate relevant laws and regulations, set up the steel industry environmental standards, and regulate the steel export trades by licensing.

Trying Out Carbon Tariffs

The WTO has identified that a carbon tariff is legitimate in line with the principle, but double taxation is a violation of the WTO agreement. That means if carbon taxes were formerly collected domestically, then Chinese exports steel products cannot be taxed by other countries. This is probably the most convenient way to deal with the carbon tariffs. Through levying carbon taxes on steel products, China can keep the taxes at home that other countries want to collect. It can help Chinese steel enterprises to improve the quality of products and achieve the goal of emission reduction with the tax revenue fund. In fact, the collection of carbon taxes has had a long history. Holland, Britain, Norway and the other EU countries have already collected carbon taxes within their domestic scope. China can get some inspirations from the results of their carbon tax policies. In the short term, if China collects carbon tariffs on steel products, it may increase the cost of steel enterprises. But in the long term, carbon tariffs can not only remind the enterprise to improve the technology and reduce carbon emissions, but also be conducive to the sustainable development of domestic steel industries.

Making Full Use of the WTO Platform

Adhering to the WTO principle can maintain the rights and interests of China. The low carbon economy has become a new trend of the world economy. China should take the opportunity brought by the low carbon economy and change the mode of economic growth. However, identification with the low-carbon economy is not equal to identification with the carbon tariffs. Giving up the development for carbon emission reduction or giving up the environment for economic growth is not in line with the common interests of human society. In the external aspect, China shall adhere to the principle of “common but differentiated responsibilities” in the Kyoto Protocol, and stick to the principle of “free trade” and “most favored nation treatment” of the WTO. Chinese government should oppose the behavior of developed countries implementing trade protection measures, take corresponding measures, and combine with large oil supplier countries and foreign trade developing countries consistent form anti carbon tariffs Union. China is supposed to improve the negotiation ability with the developed countries, and collectively oppose the developed countries trying to impose carbon tariffs on imported products. In the internal aspect, facing international pressure and the increasingly prominent contradictions between resources and environment, China cannot be passive in the global emission reduction, but should become a leader, a rule maker, a participant, and establish the image of a large country.

Promoting the Establishment of a Steel Industry Strategic Alliance

On the basis of the traditional alliance, a steel industry strategic alliance should continue to guide enterprises to participate in the establishment of technology innovation strategic alliance with colleges, scientific research institutions, and design units and downstream users. In addition, steel enterprises should think highly of working closely with the downstream customers, perceive the needs of downstream customers, strengthen technology innovation cooperation with important key accounts, and set up a technology innovation alliance jointly with construction, machinery, automobile, home appliances, shipbuilding, power and other key downstream industries. This kind of technology innovation alliance can consider the needs of all aspects, collect the ideas of all aspects, and exert the advantage of all aspects when it engages in technological innovation. Therefore, the innovation is more practical, and the chance of forming into commercial value is higher. For example, in 2007, six large-scale steel enterprises in China set up a steel recycling process technology innovation and strategic alliances with Steel Research Science and Technology Corporation and other famous research institutions, which enhance the technology level of recycling the iron and steel industry (Li, 2009, p. 33).

Strengthening the Communication with Chamber of Commerce in the Import Countries

The Chamber of Commerce is the authority to safeguard the interests of the enterprises. The Chinese steel industry association should represent the steel enterprises to engage in extensive exchanges and cooperate with chamber of commerce, obtain deserved interests at the negotiating table, and strengthen the rights of Chinese steel industry in the international discourse.

Improving the Capability of Independent Innovation

In the export of steel product trade, many small and medium-sized enterprises have common problems in China, such as technology with low added value, a lack of independent innovation and so on. In order to break through the carbon tariffs trade barriers, export enterprises should accelerate the steel technology research and development investment, enhance the capability of independent innovation, establish a modern production technology of low pollution, low consumption and low carbon emissions, and enhance the core competitiveness of enterprises. Export enterprises are supposed to speed up the development and utilization of new energy technologies to improve energy efficiency and the traditional production technology.

Expanding the Investment Abroad

The Chinese steel enterprises should seize the favorable opportunities to ensure the stability of the iron ore supply by taking a direct participation in overseas resource-based enterprises, mines or establishing a long-term agreement, strengthen cooperation and exchange with foreign large-scale steel enterprises, and learn the advanced management experience. Because foreign enterprises are familiar with the international trade rules, Chinese steel enterprises can effectively defuse the risk of foreign trade through the cooperation. China steel enterprises should strengthen the study on overseas market, choose key investment areas, and establish factories abroad directly. In this way, Chinese steel enterprises can improve the market shares of Chinese steel products in the international trade and reduce the pressure of the domestic environment.

Conclusion

Through empirical analysis, implementing carbon tariffs will have serious impacts on Chinese foreign trade, economic entity and social welfare. It not only reduces the profits of export enterprises but also deteriorates trade condition, so China must take effective measures to deal with the impacts of carbon tariffs. In addition,

from a long-term perspective, because the carbon tariffs suppress the living space of high carbon industries, Chinese steel export enterprises are forced to reduce carbon emissions and accelerate traditional industries transformation and upgrading.

References

- Bradbrook, A., & Ottinger, R. (2000). *Energy and sustainable development*. Beijing: Legal Press
- Guo, L. (2014). Carbon emissions “ceiling” forces Industry Transformation. 3th ed. *China Securities News*, 13 Nov.
- Huang, X. (2010). The impact of “carbon tariff” barriers on China’s high carbon industry and its countermeasures. *Economic Review*, (3), 49-51.
- Li, J. (2009). China strategy under the heavy pressure of “carbon tariff”. *Environment Economy*, (9), 33-37.
- Liu, Q. (2008). Analysis of energy and carbon emissions China in export trade. *China’s Industrial Economy*, (8), 46-55.
- Shao, J. (2011). The nature of trade protection of carbon tariff and its impact on exports of developing economies. *Economic Survey*, (4), 81-85.
- Sun, L. (2009). The impact of carbon tariff imposed by the United States on China and its countermeasures. *Taiyuan science and technology*, (9), 44-45.
- Yin, X., & Sun, H. (2010). The expected impact of carbon tariff Collection on bilateral trade: Based on the micro-analysis of the two largest carbon economies in China and the United States. *International economic and trade exploration*, 26(10), 4-7.
- Yu, Q., et al. (2013). The effect imposing a carbon tariff has on China’s export of electromechanical products and the countermeasures. *Ecological Economy*, (1), 307-312.
- Zhang, M. (2011). Carbon tariff is becoming a new type of economic hegemony, 3th ed. *China Energy News*, May 2.

Core of Confucianism and its Value in Modern Society

Yin Yiqun

College of Foreign Languages, Eastern Liaoning University, Dandong, China

Email: ddsusan9888@163.com

[Abstract] Confucianism, one of the most important and influential schools in “a hundred schools of thought content” in the Warring States Period, is a leading branch of ancient Chinese philosophy. Confucian doctrine was the dominant force in Chinese thought for two millennia. In modern and contemporary times, although Confucianism is said to have degenerated, the Chinese culture has never walked out of its vast influence.

[Keywords] Confucianism; Confucius; core of Confucianism; influence; modern value

Introduction

During the last several decades, with the rapid social, economic, and political development of China, globalization and information technology have enabled Western culture to be introduced and adopted by the Chinese. They have great influence on traditional Chinese values. Deeply rooted in Confucianism, conflicts sometimes occur between the traditional Chinese value system and that of western culture. Under such circumstances, some scholars suggest returning to Confucianism for wisdom, while opponents hold that Confucianism should be held responsible for the backwardness of China's development and for that reason its dominance should not be revived. Fortunately, in recent years people have been able to look at Confucianism with a more rational state of mind. To our delight, many scholars have devoted themselves to the study of Confucianism and its application to modern society. Such study is important as the Chinese language has experienced considerable changes over the centuries and the lack of any punctuation in the ancient classics has made it difficult for us to fully comprehend Confucius' ideology (Chang, 2011). This paper first, reviews the Confucian tradition in China. Second, it gives a brief introduction of Confucius and core of Confucianism. Finally, it describes Confucius on humanity, rite, filial piety, brotherly love, and teaching and learning, and at the same time, analyzes the modern value of Confucianism.

Confucian Tradition in China

About 2500 years ago, in the Spring and Autumn Period (770-476 BC), China produced a great thinker and educator Confucius (551-479 BC). The Spring and Autumn Period was a time of great political, economic and social changes. These political and economic changes affected the thinking and attitudes of all people. The rulers of the states all tried hard to make their states richer and stronger, while the common people, under the heavy burden of military service and taxation, desired peace and survival. A new category of people, the scholars, appeared. They came from various different backgrounds and had studied social and political problems and all kinds of tactics. Some of them, employed by rulers of states, gave their masters advice on how to deal with difficult situations. And some went to explore the basic laws of nature and society and engaged in philosophical research. During the Warring States Period (475-221 BC) that followed, many more scholars began to be interested in philosophical studies, and then “a hundred schools of thought contend” emerged. Of all the scholars, the most outstanding ones were Confucius and Laozi, who laid the foundations for the Confucianism and Taoism (Yang, 2006).

Confucianism had the most enduring effects on Chinese life. Its written legacy lies in the Confucian Classics, which later became the foundation of society. Despite its loss of influence during the Qin and Tang dynasties, Confucian doctrine was the dominant force in Chinese thought for two millennia until the end of the Empire in 1911. In the centuries after Confucius, Mencius and Xunzi developed an effective scholastic tradition and codified the principles of Confucianism (Yang, 2006). Confucian thinking became more abstract, precise and systematic. In modern and contemporary times, although Confucianism is said to have degenerated, the Chinese culture has never walked out of its vast influence. Confucianism, as the dominant force of thought and code of life, seems to have outlived all time for the Chinese.

Biography of Confucius

Confucius is a great thinker, educator and the founder of Confucianism. He was born in the state of Lu in the south of the present Shandong Province. His given name is Qiu, and alias Zhongni. After his father died, he and his mother moved to Qufu, the capital of Lu. During his childhood he showed a great interest in learning, and his mother did everything possible to enable him to study. Lu had a richer cultural heritage than many other states. Growing up in this cultural environment, Confucius gradually became an outstanding scholar with his own beliefs and philosophy. Most of his words and stories were recorded in “*The Analects*”. He tried hard to spread his views and educate everyone without making any distinctions. In order to spread his views Confucius left Lu when he was 55 years old in the company of a few faithful disciples. He visited about ten states in the hope of finding a ruler who might employ him and practice his doctrines, but none of them were interested. During his travels he met with difficulties and occasionally severe hardships and dangers, but he was always optimistic, giving instructions whenever possible to the students travelling with him. During those years, the state of Lu had come under the control of a new generation of nobles, and many of Confucius’ students had become important government officials, so the new rulers sent messengers to the state of Wei, where Confucius was then staying, to invite him back to Lu. Confucius returned home when he was sixty-eight years old. After his return, he continued teaching and edited ancient classics. In 479 BC he fell ill and died at the age of seventy-three (Chang, 2011).

Confucius was China’s first educator. He accepted all those who came to learn from him, which broke the monopoly of education by the nobility before his time and made education accessible to all men. This was an event which had a far-reaching positive influence on the development of Chinese culture. Before Confucius, only the nobility had the right to education. He was the first figure in Chinese history to initiate private education. According to historical records, Confucius taught for many years and trained 3,000 disciples. A total of 72 of them excelled in the “six arts”, i.e., ritual, music, archery, driving, calligraphy and mathematics. A great educator, Confucius has been admired by later generations as the “sage of sages” (Ye, 2010).

Confucius was the first thinker in the intellectual field in history to consider moral standard as the highest criterion of man’s behavior and government. He valued the function of the rites. During the Spring and Autumn Period the rites were seldom followed, but Confucius wanted to have them revived and practiced. He also had high praise for the mean, which is in keeping with the general laws of the working of things. He stressed the importance of filial piety and brotherly love because he believed that love within a family was the foundation of humanity (Long, 2010).

Doctrines of Confucianism

Confucianism, first created by Confucius and then developed by Mencius, is the cornerstone of traditional Chinese culture. The Confucian philosophy, mostly encoded in the Confucian classics, namely the “Four Books” and “Five Classics”, forms the foundation of much of the subsequent Chinese speculation on the education and comportment of the ideal man (Chang, 2011). The “Four Books” came into existence before the Qin dynasty. “*The Analects of Confucius*”, one of the “Four Books”, is a collection of his teachings and exchanges with his disciples. The other three are “*Mencius*”, “*The Great Learning*”, and “*The Doctrine of the Mean*”. They were regarded as the elementary textbooks for Confucianism study. The “Five Classics” refer to five ancient classics: “*The Book of Changes*”, “*The Book of Documents*”, “*The Book of Poetry*”, “*The Records of Rites*”, and “*The Spring and Autumn Annals*”. These Confucian classics functioned as the basis of scholarly education in China up to the early 20th century. In the dynasties of Ming and Qing, the sentences from the “Four Books” and “Five Classics” were the basis for the Imperial Examinations. The main doctrines of Confucius can be summarized as follows: Ren – the essence of all Confucius’ teachings, Rite – the greatest principle of living, government by virtue, and the Golden Mean, etc.

Confucius on Humanity

The essence of all Confucius’ teachings can be summed up under one word “Ren”. In fact, all the virtues that help to maintain social harmony and peace like benevolence, charity, magnanimity, sincerity, respectfulness, altruism, diligence, loving kindness, and goodness are included in the concept of “Ren” (Chang, 2011). The direct interpretation of the character itself is that love and respect between people will make one a virtuous man. Confucius attributed all the good qualities to this great virtue of man. All other virtues, such as loyalty, righteousness, filial piety, wisdom and faithfulness can be considered extensions of “Ren”. Perhaps the keynote of Confucian ethics can be best expressed in his well-known “Do not do to others what you wouldn’t like them to do to you”, which means one should be strict with himself and tolerant towards others, care for others, and not impose what he cannot do to others. Here, “others” may refer to individuals, groups, families, society, the country, the nation and even mankind and nature. Virtue is the general principle while “Ren” is the guiding line of conduct. As a matter of fact, human society and nature are composed of a great variety of people and things. It is just because there is harmony among them that society and nature are able to exist and develop (Long, 2010).

“Ren” also has a political dimension; if the ruler is lacking in it, it will hardly be possible for the subjects to behave humanely. This, in fact, is the basis of the entire Confucian political theory. According to Confucius, a ruler should act humanely towards the subjects. An inhumane ruler runs the risk of losing the right to rule, and a ruler who reigns humanely and takes care of the people is to be obeyed strictly.

Confucius on Rites

Confucius valued the function of the rites. They were rules of ceremonies and standards of behavior formulated by the founders of the Western Zhou to regulate and adjust the relations among nobles. The principle that “the rites do not apply to the common people and punishments do not apply to the nobles’ (Ding, 2007) showed that both the rites and punishments were used to maintain social order and stability, though with different categories of people. During the Spring and Autumn Period the rites were nearly destroyed, but Confucius wanted to have them revived. “Humanity means to restrain oneself and observe the rites” (Ding, 2007), Confucius said. Thus, he linked the rites to humanity: the thought of humanity

should find expression in behavior that conforms to the rites. Moral principles also apply to government. In the first place, the ruler should be a virtuous man himself. The common people should be governed in a humane way: they should be made rich and educated and should not be suppressed with punishments.

Rite for Confucius is one of the greatest principles of living. When people live by Li, the society will achieve order and harmony. Everyone has his proper position in the social group and every person should take a set of duties in the family and society. Understanding one's status and role expectations is crucial for good government and social order (Yang, 2006).

Confucius on Filial Piety and Brotherly Love

Confucius stressed the importance of filial piety and brotherly love, or the importance of the family. Youzi, one of his main disciples, even called filial piety and brotherly love the foundation of humanity. Confucius meant that universal love was based on love for one's parents. The following are some famous sayings of Confucius on filial piety and brotherly love.

Youzi, one of Confucius' disciples, said, "There is hardly anyone who is filial to his parents and respectful to his elder brothers but offends his superiors. There is never anyone who is not inclined to offend his superiors but is inclined to rebel. The gentleman directs his efforts to the foundation of things, because only when the foundation is established can the Way emerge. Filial piety and brotherly love are, perhaps, the foundation of humanity" (Ding, 2007). Confucius said, "Young people should be filial to their parents at home and respectful to their elder brothers when they are with them. They should be serious and trustworthy, love the populace extensively and be close to those who are humane. When all this is done and there is time for other things, they should use it for the study of the classics" (Ding, 2007). He also said, "In looking after one's parents, one may need to give very mild advice to them. If it is not accepted, one should remain respectful and obedient. One may be worried but will never complain" (Ding, 2007).

These views helped to strengthen the Chinese people's attachment to the family. Family is the smallest and most important unit of the society. Love between family members is very important because this kind of love starting from oneself can be extended to one's family, the society, and then to all people.

Confucius on Teaching and Learning

Confucius was China's first educator. He taught students all of his life and put forward many important educational principles and effective teaching methods. Confucius promoted the ideas "to educate all despite their social status" and "to teach according to the students' characteristics". The first of these broke with tradition as only the aristocracy had the privilege of education. He held that all men were educable, because men were equal by nature, and they were made different by learning and practice. This was in his day an epoch-making view, because it meant that not only the nobles, but people of all other classes, were entitled to receive education. His teaching methods included the eliciting method, giving instructions according to students' peculiarities, and combining theory with reality and practice. To deepen his students' understanding, he discussed with them real people and events of earlier times and his day, expressing his own views, making analyses, pointing out their strengths and weaknesses, and urging his students to weigh and decide issues.

Confucius taught mainly ancient classics and moral tenets. He expected his students to understand history and society and become useful men of moral integrity. It was a kind of liberal or general education. It is said that among 3000 of Confucius disciples, there were 72 who were brilliant and who succeeded in

morality, literature, language, and especially politics. These politicians contributed much to the formation, spreading, and development of Confucianism (Fung, 2007).

Confucius also proposed a complete set of principles concerning study. He said, “Studying without thinking leads to confusion; thinking without studying leads to laziness” (Ding, 2007). Today’s quality-education was nothing new to Confucius. Confucius took great delight in studying and was modest enough to learn from anyone. His diligence, pursuit of truth, perfect personality, modesty and courteousness inspired the intellects of subsequent generations. Uniquely, only he is qualified to be called “the teacher of ten thousand generations”.

Conclusion

Confucianism was chosen by Emperor Wu of the Han and other dynasties and he made special efforts to promote Confucian thought. The civil service examinations which started in the Sui Dynasty, generally made the Confucian classics the main source of the questions or topics. The result was that most government officials believed in Confucianism. From the time of Emperor Wu down to the founding of the People’s Republic in 1949, except for short interruptions, Confucianism was the main stream of Chinese thought for as long as 2000 years of all social classes, from emperors and ministers to peasants and craftsmen. Most scholars studied and believed in Confucius and most publications propagated his theories.

In recent years, people look at Confucianism with a more rational state of mind, and some even suggest returning to Confucianism for wisdom, while opponents hold that Confucianism is responsible for the backwardness of China’s development and for that reason its dominance should not be revived. To our delight, many scholars devote themselves to the study of Confucianism and its application to modern society. Such study is important as the Chinese language has experienced considerable changes over the centuries. This, in a way, ensures the continuous development of Chinese culture. Today, in China and many other countries, the study of Confucianism is growing rapidly. It is generally agreed that the essence or many elements of Confucianism are still valid and valuable, worthy to be adopted and promoted. It is something like a remedy to many social ills and a spiritual force that may help to improve human qualities and push society forward (Lin, 2010).

Now Confucianism has become a symbol of Chinese culture and has made great contribution to the spread of Chinese culture. Our government has set up a lot of Confucius Institutes all over the world, leading to Chinese-learning enthusiasm. Some scholars have predicted that in the next century Confucianism will exert greater influence on mankind and become more glorious than ever before.

References

- Chang, J. (2011). *An outline of Chinese culture*. Beijing: Peking University Press.
- Ding, W. (2007). *Sayings of Confucius*. Beijing: China Translation and Publishing Corporation.
- Fung, Y. L. (2007). *A short history of Chinese philosophy*. Tianjin: Tianjin Academy.
- Lin, M. (2010). *Chinese classics*. Dalian: Dalian Science and Engineering University Press.
- Long, J. (2010). *Meander through China’s cultural treasure troves*. Dalian: Dalian Science and Engineering University Press.
- Yang, M. (2006). *Chinese culture: An introduction*. Beijing: Higher Education Press.
- Ye, L., & Zhu, L., (2008). *Insights into Chinese culture (English edition)*. Beijing: Foreign Languages Press.

On Intercultural Communicative Competence in Business Context: A Case Study of Guangdong College Students

Zilin Zeng, Qingya Li, Dongyi Chen, Peiqiong Wang and Fei Lu

Guangdong University of Foreign Studies South China Business College, Guangzhou, China

Email: queena97@163.com

[Abstract] *This paper investigates Guangdong college students' intercultural business communicative competence through online and offline questionnaires. A total of 112 students from four different universities had active participation in this event. After investigation and analysis, we found that these participants have some obvious problems in intercultural business communicative competence and are lacking in subjective initiative and intercultural knowledge, not being fully qualified with tolerance towards differences or the ability to overcome prejudice, and being inadequate in dealing with business communication.*

[Keywords] *intercultural business communication; intercultural business communicative competence; business English training; higher education undergraduate; Guangdong college students*

Introduction

In the context of the reform, opening-up and globalization, business activities among countries are increasingly growing here and now. Before we carry out this research on intercultural business communication competence, some domestic and foreign scholars have already made some research achievements. In foreign countries, this study is relatively early and systematic. However, in China, there are some deficiencies in this research at present: first, most of the research results only reviewed the current situation and just made a general summary, without in-depth analysis of the problems. Second, most of the research has focused on the improvement of English teaching rather than put forward some solutions to improve students' abilities.

This paper mainly studies the current intercultural business communicative competence of Guangdong university students. In this paper, we first describe the current situation of the intercultural business ability of contemporary college students, find out the existing problems by using a relevant questionnaire, and then put forward the method of innovation training.

By means of questionnaires, we investigated the level of intercultural business communication competence of college students in four universities in Guangdong province. Our questionnaire was designed more reasonably and has more reference value than before. The number of people and the range of schools we surveyed was large enough. In addition to key universities, the schools we surveyed also had some ordinary universities. The most important thing is that we strictly controlled the quality of the survey subjects so that each survey respondents carefully and truthfully filled it out, and there was no possibility of repeated investigation. After the analysis of the questionnaires, we found some problems in intercultural business communication among contemporary college students.

The study of intercultural business communicative competence can find out the deficiencies and strategies of contemporary college students in this field. Excellent cross-cultural business communication skills can make college students better adapt to the needs of contemporary economic development. At the same time, excellent talents can also promote economic development. This is the value of our research.

Intercultural Business Communication

Since Hymes (1972, cf. Xu, L., 2000) put forward the concept of communicative competence, scholars, both at home and abroad (Ruben, 1976; Imahori & Lanigan, 1989; Gudykunst, 1991/1997; Kim, 1992; Spitzberg, 1994; Lin, D., 1996; Jia, Y., 1997; Hu & Gao, 1998; Xu, L., 2000; Dou, W., 2005; Gao, Y., 2005), have been discussing intercultural communication competence for a long time.

At present, the study of cross-cultural business communication ability of college students in China is not very thorough and systematic. The main problems in the study of intercultural communication ability in China are the unbalanced nature of research objects, a lack of empirical research, and single research languages. However, some of these cross-cultural business studies not only have a certain theoretical height, but also have a certain guiding significance on how to cultivate the learners' cross-cultural communication ability in the teaching practice. For example, Zhuang Enping (2003) proposed his own framework for the study of cross-cultural business communication in the study of cultural integration in the management of multinational corporations but did not make further in-depth exposition or follow-up research. The only review studies, such as Shi Xingsong and Xu Jun (2012), made a brief summary of the research topics and development trends of cross-cultural business communication, emphasizing their implications for business English teaching, but they have not been systematically studied.

Foreign studies on intercultural business communication started early and developed steadily. Under the background of globalization, there is an urgent need for social development to cultivate internationalized talents with broad international vision and comprehensive intercultural communication ability. Therefore, the goal of contemporary cultivation of intercultural professionals is to cultivate a large number of international talents with an international perspective, who are familiar with international rules and able to participate in international affairs and international competition

In order to achieve this goal, the "English teaching program for college English majors" issued by China in 2000 stipulated that students should pay attention to their intercultural communication abilities in the teaching of professional courses, and teachers should cultivate students' sensitivity to cultural differences, tolerance to cultural differences and flexibility in handling cultural differences. The "college English teaching requirements" published in 2007 proposed that college English should be guided by foreign language teaching theories and comprehensively use multiple teaching modes and methods to cultivate college students' English language knowledge and application skills, cross-cultural communication and learning strategies.

Intercultural Business Communicative Competence

Methodology

In order to study the cross-cultural communicative competence of college students in Guangdong Province, online and offline questionnaires were employed in the research. The questionnaire included two parts. The first part is personal information, including gender, grade, school category and major. The second part is an evaluation scale of intercultural business communicative competence, which includes 20 questions mainly involving 4 aspects of intercultural business communicative competence: knowledge, awareness, attitude and skills. And these 20 questions referenced the precious research of Weilin Dou, Weiping Wu, Weiwei Fan, Renzhong Peng and other scholars.

Result and Analysis

Generally, the research indicates that students from different universities fail to attach importance to intercultural knowledge. Du (2018) argues that as an important part of intercultural business communicative competence, cultural sensitivity demands people not only being armed with sensitivity, insight and understanding towards different cultural phenomena, models and characteristics, but they also should be familiar with different countries' social customs, living habits, behaviors pattern, ways of thinking, values and so on. However, the research shows that only 2 out of 112 students claim that they are quite familiar with English-speaking countries' political and economic culture, custom, values, living habits and so on. Besides, it also reveals that the majority of the participants of four different universities cannot decide whether they have a good command of intercultural knowledge or not.

What is more, the research indicates that participants are not fully qualified with tolerance towards difference and the ability to overcome prejudice. As we all know, intercultural communication demands people communicate not only in words, but also between culture, which is not only reflected on the language communication, but also on the collision of culture. The education and culture in China are very different from that of foreigners. For instance, foreigners find that some of Chinese jokes are impolite and offensive and vice versa. Under this circumstance, the research indicates that the majority of college students in Guangdong find themselves avoiding such kind of situations that they might offend others from other countries unintentionally.

Moreover, the research reveals that Guangdong college students are inadequate in dealing with business communication. Intercultural business communication is also a kind of communication in nature, but it is more complicated than communicating in the native language. So, people may encounter some problems in the process of communication. But, with an open mind, they can solve the problems successfully. For example, when introducing certain products, one may use some dialects hardly understood by foreigners; at this time, nonverbal communication behavior enables them to have a clear picture. In addition, in the process of cross-cultural business communication, one needs to have a better communication strategy and the courage and perseverance to carry out the communication. In general, over 50% students claimed that they basically master intercultural business communicative skills. In Guangdong University of Foreign Studies, the number of students who hold the view that they fully master the skills is nearly the same as that of those that basically master the skills, while in South China Business College of Guangdong University of Foreign Studies, the number of students who insist that they basically master the skills is nearly the same as that of choosing "unsure". What is interesting is that nearly 60% students South China Normal University believes that they basically master intercultural business communicative skills.

Last, but not the least, a lack of subjective initiative is another weakness of Guangdong college student's intercultural business communicative competence. Nowadays, business requires participants to solve more complex and diverse communication situations with a higher level of communicative competence. In order to achieve cross-cultural business communication, participants must fully mobilize their subjective initiative. On the one hand, participants are asked to place higher demands on themselves, that is, to learn about foreign cultures by themselves and try to communicate in this way. On the other hand, participants are required to develop their intercultural business communicative competence on their own. According to the research, almost 50% students from four different universities hold the view that they are interested in foreign culture and basically willing to get further information about it, which shows that Guangdong college students are not quite interested in the self-learning of foreign culture.

In conclusion, a lack of subjective initiative and intercultural knowledge, not being fully qualified with tolerance towards difference and the ability to overcome prejudice and being inadequate in dealing with business communication are not merely the disadvantages of these students from four universities, but also are the epitome of weaknesses of Guangdong college students.

Strategies

Intercultural business communication is an important application field of intercultural communication, which is a new discipline formed by integrating the three variables of culture, communication and business. However, what are the standards for intercultural business communication ability? “In Yong Yun Kim’s model, cognitive, affective, and operational components are inseparable in reality” (Dou, W., 2005) So, if we want to cultivate intercultural business communication ability, we have to know those things clearly. According to our survey of some Guangdong universities, we proposed some strategies are as follows.

Strengthening the Cultivation of English Pragmatic Competence

The key to the cultivation of pragmatic competence lies in the correct application of the principle of conversation. There are three important principles in the pragmatics that guide the conversation, namely the principle of cooperation, the principle of politeness and the principle of association. These principles have been accepted as a general principle of language use. We have grown up in the Chinese environment for a long time, and we have mastered the pragmatic principles of Chinese without knowing it. However, when English is used as an international language, these pragmatic principles are difficult to follow. According to our survey, we found that most students will lose their confidence or passion when they communicate with foreigners face to face, because they are not confident about their speaking and listening skills. They are even afraid of not understanding or saying the wrong words and being laughed at by others. In fact, speaking and listening are big problems for most Chinese students. To begin with, teachers should encourage everyone to speak foreign languages, which can create a wonderful speaking environment for them. In addition, colleges can hold some activities to inspire students to enjoy communication in foreign languages, for example, English corner. What is more, students should reflect on themselves and improve their speaking and listening skills consciously.

Systematic Learning of Intercultural Knowledge

“Intercultural competence is a range of cognitive, affective, and behavioral skills that lead to communicate effectively and appropriately with people of other cultures. Effective intercultural communication relates to behaviors that culminate with the accomplishment of the desired goals of the interaction and all parties involved in the situation” (Spitzberg, 2000; Lustig & Koester 2003; Messner & Schäfer, 2012; Alizadeh & Chavan, 2016). The most basic way to avoid intercultural communication mistakes is to learn more about exotic cultural practices and various Chinese and foreign cultural differences. College students should improve their levels from the aspects of knowledge, attitude, skills and consciousness. Understand different contexts and nonverbal communication methods. There are not many people who know non-verbal aspects. Everyone often ignores the importance of non-verbal means. But non-verbal means include many aspects. For example, people’s attitudes toward color, time, space, the use of social norms, and the expression of values in behavior. Therefore, we should systematically study intercultural knowledge and should not overlook some details. These details often reflect the values of different countries.

Cultivation of Practical Ability

According to our survey, we found that most students had knowledge of communication codes, but it was hard for them to apply their knowledge to specific cases. It is obvious that most students lack practical ability in intercultural business communication. Each college can work with relevant companies for long-term cooperation to provide students with more internships or part-time opportunities, which is strategically important to improve their practical ability. College-to-business joint education is a win-win strategy that allows you to get the resources you need from each other. In cooperation with foreign trade enterprises, colleges and universities can obtain reliable information and understand the needs of enterprises for talents and promote students to develop relevant capabilities. For enterprises, they can cooperate with the school for a long time, get more excellent backup forces, and get the necessary staff to continue education and training. If colleges and enterprises persist in cooperation for a long time and gradually form a scientific training mechanism, they will certainly be able to cultivate more excellent business talents for the society. What is more, in order to improve students' intercultural business communication ability, teachers can introduce case studies during classes. They can create a special scene and perform roles play. As the saying goes, practice makes perfect.

Conclusion

This paper mainly studied the current situation of intercultural communication research at home and abroad, and the problems and solutions of intercultural business communication encountered by contemporary English major students. Through the questionnaire survey, four universities in Guangdong were investigated. The questionnaire mainly involved four aspects, which included knowledge, attitude, skill and consciousness. Through investigation and research, it was found that contemporary college students still have a lot of room for improvement in cross-cultural business communication. After the analysis of the questionnaire, we found that the students of the four universities in Guangdong lacked subjective initiative in cross-cultural business communication, as well as cultural tolerance and ability to overcome prejudice. It is also worth mentioning that English major students are not confident enough in speaking and listening so they have to improve those skills. Most English majors are interested in cross-cultural communication, but when they encounter the real situation of face-to-face communication, they feel that they lack confidence. In this regard, we have proposed some strategies, including strengthening the cultivation of English pragmatic competence, introduce case teaching, systematically study intercultural knowledge, and strengthening practical ability. Cross-cultural business communication conflicts are hard to avoid, but by changing the training methods, cross-cultural conflicts can be avoided as much as possible.

References

- Alizadeh, S., & Chavan, M. (2016). Cultural competence dimensions and outcomes: a systematic review of the literature. *Health & Social Care In The Community*, 24(6), e117-e130.
- Deardorff, D. K. (2009). *The sage handbook of intercultural competence*. Thousand Oaks, Calif: Sage Publications.
- Ding, J. (2009). The cultivation of cross-cultural consciousness in business activities. *Journal of Changsha Railway University*, 10(3), 159-160.
- Dou, W. (2005). *Cross-cultural business communication*. Beijing: Higher Education Press.

- Dou, W. (2012). *Research on intercultural business communication based on corpus // Wang Lifei. New progress in interdisciplinary research in business English*, (pp. 65-83). Beijing: University of International Business and Economics Press.
- Du, D. (2018). A research on intercultural competence in business. *Modern Communication*, 2018(6), 118-119.
- Gao, Y. (2006). A survey of college students' intercultural communicative competence and its countermeasures. *Foreign language and Foreign Language Teaching and Learning*, 11, 27-28.
- Gudykunst, W. B., & Young Y. K. (1991/1997). *Communicating with strangers: An approach to intercultural communication (3rd edition)*. New York: McGraw Hill Companies, Inc.
- He, Z. (2011). Analysis of the status quo of intercultural communication competence and the deep barriers of intercultural communication in Hsu night University. *Foreign Language Forum*, 11(2), 245-246.
- Hu, W., & Gao, Y. (1997). *Foreign language teaching and culture*. Changsha: Hunan Education Press.
- Hymes, D. (1972). On communicative competence. In J. Pride & J. Holmes, (eds.), *Sociolinguistics. Selecting Reading*, (pp. 269-293). Harmondsworth: Penguin.
- Imahori, T. T., & Lanigan, M. L. (1989). Relational model of intercultural communication competence. *International Journal of Intercultural Relations*, 1989(13), 269-286.
- Jia, Y. (1997). *Intercultural communication*. Shanghai: Shanghai Foreign Language Education Press.
- Kim, Y. Y. (1992). Intercultural communication competence: A systems theoretic view. In W.B. Gudykunst & Y. Y. Kim, (eds.), *Readings on Communication with Strangers: An Approach to Intercultural Communication*. New York: McGraw Hill.
- Le, S. (2015). Intercultural business communication study: The past and the prospect. *Journal of Guangdong University of Foreign Studies*, (1 Jan).
- Lin, D. (1996). *Cross-cultural communication studies: A guide to the Anglo-American association*. Fuzhou: Fu Jian He Publishing House.
- Liu, Y., & Liu, Y. (2014). Cultivation of intercultural communication competence of business English majors in colleges and universities. *Journal of Inner Mongolia Normal University (Educational Science)*.
- Lustig, M. W., & Koester, J. (2003). *Intercultural competence: Interpersonal communication across cultures (4th ed.)*. Boston: Allyn and Bacon.
- Messner, W., & Schäfer, N. (2012). The ICCA facilitator's manual. Intercultural communication and collaboration appraisal. London: GloBus Research, p. 41 (also see: <http://icca.globusresearch.com>).
- Mo, Z. (2007). *International business English language and translation studies*, (pp. 268-269). Beijing: University of International Business and Economics Press.
- Pan, H. (2004). *Business English-Chinese translation course*, (pp. 42-43). Beijing: China Business Press.
- Ruben, B. D. (1976). Assessing communication competence for intercultural adaptation. In *Group and Organization Studies*, 1976(1), 335 -354.
- Shang, J. (2012). A survey of intercultural communicative competence of business English. *Foreign Language Teaching Research*, 28(93), 83-84.
- Shi, X., & Xu, J. (2012). The enlightenment of intercultural business English teaching research. *Chinese Foreign Language*, 9(4), 65-70.

- Spitzberg, B. H. (2000). A model of intercultural communication competence. In L. A. Samovar, & R. E. Porter, *Intercultural Communication – A Reader*, (pp. 375-87). Belmont: Wadsworth Publishing.
- Wu, W., Fan, W., & Peng, R. (2013). Analysis on the dimensions and evaluation scales of Chinese college students' intercultural competence. *Foreign Language Teaching and Research (bimonthly)*, 45(4), 581-592.
- Zhuang, E. (2003). Culture integration and cross-culture business communication in the management of multinational corporations. *Journal of Shanghai University(Social Science)*, 10(2), 88-93.

On the English Language Service in Guangzhou

Liu Wei, Chen Min Yi and Guo Xue Yan

Guangdong University of Foreign Studies, South China Business College, Guangzhou, China
Email: 1579753353@qq.com

[Abstract] Guangzhou was known as one of the cradles of the ancient Marine Silk Road of China and one of the sources of modern Chinese revolution. Now, Guangzhou has become the front-line of the reform and opening-up of China and has been making brilliant achievements in developing the economy and improving urban aspects. In particular, the Fortune Forum was held in Guangzhou during December 6-8; Guangzhou's international status has risen a lot. So, the English language service becomes extremely important in Guangzhou. The purpose of the paper is to explore the situation of providing English language service in Guangzhou. The paper presents research on the ability of providing English language service and illustrating the importance of it in Guangzhou. And then this paper provides important and useful ways to improve the English language service to encourage students to communicate with foreigners in English confidently.

[Keywords] English language service; Guangzhou international status; Guangzhou English major students

Introduction

Language service is a kind of behavior or activity in which the behavioral agent provides help to others or the society with the content or means of language. This definition contains the following meanings. Firstly, in essence, language service is a kind of helping behavior or activity, which aims to meet the needs of certain objects to language and related aspects. Secondly, content or means of implementing the service can be language itself, language knowledge and language tools. Thirdly, the service subject is the person who implements the service, which can be an individual, a group or even a country. Lastly, the object of service is any individual, group or society that has the need for language (Zhao, 2012). Therefore, English language service is a kind of activity in which the behavioral agent provides help to others or the society with English. As an international language, English is not only a tool for communication in the international community, but also a tool for the development of human thinking and an important cultural carrier (Xu, 2015). With the deepening of internationalization and globalization, Guangzhou's contacts with people from all over the world have become increasingly frequent. Guangzhou's rapidly developing tourism is inseparable from English exchange and service activities. In the process of frequent reception of inbound tourists, the application of industry standard English plays a very important role, and the demand for the training of English language service talents is also increasing. Therefore, how to cultivate high-quality language service talents is also worthy of research and exploration. Few studies have been focused on this topic, so the research of this paper is creative to some extent. In order to find out the problems existing in the education of English-related majors, this paper shows the survey data of a questionnaire conducted among Guangzhou's college students in English-related majors, which can provide a clear understanding of the colleges' English teaching and the students' English levels. Finally, it analyzes the reasons for these problems and the end of the paper presents ways to deal with these problems.

Research on the English Major Students' Abilities in Providing LSA in Guangzhou

In order to gain a better understanding of the current situation of college students' English language service ability, the author collects related data through a questionnaire. In the questionnaire, 25 questions were designed which include the aspect of English language service ability at scenic spots. From July 17th to July

22th, 2018, a total of 89 individuals participated in the survey. They were students all from universities in Guangdong, Guangzhou and they were all related to English majors. The questions were divided into single choice questions, multiple choice questions, ranking questions and subjective questions.

The results of the survey are as follows:

First of all, from the single choice questions, this author learned that only 12.36% of the participants had experience with the English language service at scenic spots. The other students never have had it, which reflects that most students lack experience about English language service at scenic spots. In addition, 54.55% of the participants have accepted related training before they took part in the practice of scenic English language service, the rest have not, indicating that a large amount of students still don't have the opportunities to receive training and the training system for scenic English language service is not perfect or popularized enough now. In addition, 18.18% of the students often received customer complaints and 36.36% occasionally received complaints. They received complaints from customers because of their unclear explanations, being not fluent in the spoken language or had a poor understanding of customer needs and requirements, which reflects that the professional level of English language service should be improved.

The second section included multiple choice questions. For the question, "What's your current English level?", 86.52% of the participants had passed TEM-4, 11.24% passed TEM-8, and a small part of the rest is other. This shows that more college students do not have sufficient English ability to provide better English service, because they have no corresponding English level. What's more, when it comes to what the students think English language service providers at scenic spots need to improve upon, most considered that service levels, professional standards and service quality should be enhanced. Moreover, from these multiple choice questions, this author learned that many students still have a variety of problems in English language service. For example, they lack language knowledge and related cultural knowledge; their ability of English language is not solid enough; they lack practical ability to solve problems and so on. From the research, this author can see that in English language service at scenic spots, there is still a situation that damages the service image – "Cultural discrimination" accounted for 36.36% and "Uncivilized language" occupied 18.8%. Thus, intercultural literacy of English language servers needs to be strengthened urgently. Meanwhile, English language service at scenic spots faces the problem of innovation now, so in the question "How do you think English language service of scenic spots should be innovated?", most participants felt that scenic spots should attach importance to English language service optimization and innovation; second, they considered that service providers should optimize their service image and enhance their service awareness; the third largest group deemed that English language service skills education and training should be optimized.

The third section had ranking questions. Questions about the degree of importance of necessary general skills and qualities in English language service at scenic spots enabled the author to better learn what skills and qualities in English language service college students think are most important and those that need improvement. On the subject of English skills in English service, the option of "To be able to listen to the customer's expression accurately, capture the customer's information and find out the essence of customer information through the effective use of language signals in order to prepare for the next service." ranked first place. With regard to the speaking abilities, participants put the option of "The pronunciation is accurate and talk distinctively" in a priority position. Concerning service capabilities, participants felt that good language expressive ability was the most important. Regarding the qualities in English service, the option of "Presentation and language skills" ranked first.

The last section of the questionnaire included subjective questions. These questions allowed the author to better understand the ideas of students and learn from their suggestions on improving the present situation of English language service ability. On the question “What problems do you think exist in the current situation of English language service for scenic spots in China?”, there were many answers. Some students thought that the level of translation is uneven and that there is no uniform standard of service quality; others felt that the industrial chain is not perfect and there are fewer related work resources; others considered that professional skills are unqualified; someone considers that the service lacks innovation; some students felt that English language service providers lack corresponding qualities, such as adaptability, expressive ability, intercultural communicative competence and so on.

On the question “What are your suggestions for the problems of English language service at scenic spots?”, participants offered different opinions. Some thought that more high-quality talents should be cultivated to improve the professional quality; some said that the industrial chain should be perfected and government departments should pay attention to it. Other students considered that providers should improve service awareness and service management should be standardized. Others felt that related departments should provide specialized training to workers in the service industry and develop software based on emerging technologies to improve the efficiency of service quality. Someone even suggested that services can be networked, and the web can provide a lot of help, making it easier for travelers to understand and appreciate the views.

The Reasons of the Incapability of Providing the LSA

This survey data indicate the difficulties faced by English speaking guides currently. People should find the reasons for these difficulties and develop solutions to deal with them. From the survey data, several causes for these difficulties will be analyzed below.

The first important one is that the students do not have a solid foundation in English. Although 86.52% of the participants have passed TEM-4, they are not familiar with the knowledge about the English guide. For example, they have a small vocabulary and they lack knowledge to use the correct words. “Foreign-related tour guides are not only responsible for arranging tours for tourists, providing tour guides with explanations, language translation and travel life services, but also shouldering the important task of disseminating the splendid culture of the region to tourists from all over the world” (Liu & Zhao, 2013). If tour guide interpreters do not have rich knowledge and do not understand the meaning of the words, they will not be able to convey meanings accurately. As previously mentioned, 18.18% of the participants often received complaints; 36.36% occasionally received customer complaints, and the reasons for offending the customers were mostly “Information is incomplete or incorrect” and “Words are not concise enough”. “Tour guide service is the main channel for spreading culture, and one of the core contents of its service is cultural transmission. However, the cultural traditions, customs, taboos and habits are different among different regions of the world. Tourists have different ways of thinking, values and ideologies, which determines that the service of foreign-related tour guides is cross-cultural” (Liu & Zhao, 2013). The reason why the students cannot provide the right information and concise words is that they do not have enough knowledge about western cultures and history so they cannot express the words coming from China into other words which can be understood by the foreign visitors. This can easily cause a lot of misunderstanding about foreign visitors and influence international communications.

The second cause of difficulty is that the teaching mode of the English guide is not reasonable. An English tour guide integrates professional English and tourism management knowledge and involves both

Chinese culture and Western culture. However, from the actual situation of the education of practical English guide, some phenomena, such as “insufficient content of teaching”, “high repetition rate of content”, “slow content renewal and disconnection between theory and practice” (Wang & Ye, 2015), can be found. The curricula has not been adjusted with the development of the tourism industry, especially the tourism market where local universities are located is not well developed with the curriculum system. The lack of practical teaching, an important measure to improve students’ ability to adapt to society, is out of line with the demand of the tourism market, which leads to poor practical operation ability of the students. Therefore, the students cannot gain the knowledge and cultivate the skills of English tour guides from these courses.

The third cause is the lack of “double-positon teachers” (Wang & Ye, 2015), which means the teaching of English for tour guides includes both professional courses in English and tourism courses in Chinese. As we all know, professional English teachers have strong professional competence in English, but their professional knowledge of tourism may be very weak. They may just teach the grammar, sentence patterns and so on. The same problem also exists in tourism teachers. Due to the limitation of their English proficiency, some important vocabulary about the explanation of scenic spots, cultural backgrounds and the latest developments in the tourism market cannot be imparted to students by the tourism teachers. The lack of “double-positon teachers” has led to the imbalance in learning English language knowledge and tour guide knowledge for the students.

The lack of opportunities for students to cultivate their skills is another reason for the difficulties. Education is out of line with the demand of the tourist market. Students only listen to the teachers’ words, watch the PPT and take notes, but they lack the opportunities to utilize what they have learned about the introduction of scenic spots. What the students want to gain is credit. This education mode is related to China’s exam-oriented education which “pays more attention to the imparting of knowledge and scores but neglects the development of students’ ability and their improvement of intelligence and non-intelligence quality (humanistic quality)” (Lu, et al., 2007). The most typical example is the college entrance examination system in China. High school students only need to study hard and finally gain high scores. Few opportunities are provided for students to apply what they have learned to deal with the problems in real life. In the same way, some students think that the problem is that industrial chain is not perfect and there are fewer related work resources in the current situation of English language service for scenic spots in China. Most scenic spots in Guangzhou do not pay much attention to the employment of English guides and they do not attach importance to the English translation of scenic spots, which leads to the fact that a small amount of manpower and material resources invested in it results in insufficient professionalism and few opportunities for students to practice.

How to Improve the LSA

From the research above we can draw the conclusion that, to some extent, most of the English major students lack the ability of providing English language service. Firstly, as for students, they are shy in talking with foreigners in English; they hold the idea that they are not capable enough to speak in English. Chinglish is common in China and some awkward situations have arisen due to Chinglish. To solve this problem, the students ought to be brave enough, at first they ought to have a solid foundation of their professional knowledge, practice more and find some useful ways to improve their interest in speaking in English. Practice makes perfect, learning more and practicing more are the most suitable and the best ways to improve their language service ability.

Secondly, the educational system and style need to be improved as well. In China, due to the educational style, most of the higher education universities pay the most attention to the knowledge in books instead of the knowledge of practice, so most students are not experienced enough in their professional knowledge. From 1977, after the restart of the Entrance Examination of College, the teaching style in schools was only to deal with the exam and what the teachers taught in class only focused on the examination so as to make the students pass the Entrance Examination of College successfully and with high marks (Liu, 2002). A celebrity, Jack Ma, has given his opinion of Chinese education; he believes that teaching is not only to teach but also to cultivate, which means that the teaching in China is good enough so most of the students can pass the exam. However, the teaching is so narrow that after they study in school few of them can put the knowledge into practice. In this fast developing century, the changing times and the intellectual economy, we will be fired without learning, so we must connect our knowledge with our real world and put it into practice. With study, we can change our minds from our formal concept, we can be innovative, inspire our thoughts and enhance our ability to solve puzzles so as to really apply what we have learned into real practice (Cheng, 2010). All should adhere to the principle of making study serve the practical purpose.

What is more, for the universities, most of the higher educational universities' teachers only specialize in what their major is. But in Guangzhou, tourism is quickly developing; the development of tourism in Guangzhou can not only push the development of Guangzhou's economy, but also help to improve Guangzhou's international status. However, most of the universities in Guangzhou are short of double-position teachers. Most teachers in higher educational universities are good at English knowledge or only focus on the knowledge of tourism. So the higher educational universities need to organize some related courses for teachers to become double-position teachers. These kind of courses can both enrich the teachers' knowledge, give them a chance to become double-position teachers and offer them a chance for promotion. The Ministry of Finance may offer financial help to those higher educational universities. The help of finance is a good way and a motivation for universities to organize such courses for the teachers. It's of great importance to develop the double-position teachers.

Lastly, the government should deal with the problem of the current college students' lack of ability to provide English language service. The government may cooperate with English language-related enterprises. The government can offer some related policies to develop the related industry chains. By helping the development of the language service industry chain, the government and the enterprises offer more chances for the college students to put their knowledge into practice.

Conclusion

Guangzhou's international status has improved a lot and English language service plays an extremely important role in Guangzhou's development. This thesis lays emphasis on the importance of English language service, poses a research on the situation of the English language service of English major students in Guangdong, Guangzhou. In the research, most of the interviewees were not capable of the LSA even without the experience. In the research above, interviewees provided some reasons for their lack of ability in providing the LSA: they do not have a solid foundation of their professional knowledge; they only focus on the textbooks but not practice, and so on. According to the research, this thesis proposes some effective approaches for the current students to improve their ability of providing English language service.

References

- Cheng, J. (2010). Renew the learning concepts and adhere to the principle of making study serve the practical purpose. *ZunYi Daily*, (1), 1.
- Liu, H. (2002). Examination pushes learning: Higher education's functions and impacts. *Journal of Xiamen University (Arts& Sciences)*, (2).
- Liu, H., & Zhao, L. (2013). On the training of English practical ability of foreign tour guides in Universities. *Education Teaching Forum*, (11), 81-83.
- Lu, X., Tang, J., & Luo, X. (2007). An analysis of the examination-oriented education system of China. *Journal of Hubei University of Economics*, 5(6), 5-12.
- Wang, J., & Ye, H. (2015). Analysis on construction of English tour guide cultivation model in local undergraduate university in the background of transformation. *Huanggang Normal University*, (4), 143-144.
- Xu, F. (2015). Transformation of traditional English professional training: To cultivate English language service talents. *Journal of Mianyang Normal University*, (4), 52-55.
- Zhao, S. (2012). The definition and types of language services from service content. *Journal of Beihua University (Social Sciences)*, (3), 4-6.

Cross-Cultural Conflicts of Human Resources Management in Sino-American Joint Ventures

Yang Zhixiang

School of Business Administration of Eastern Liaoning University, Dandong, China

Email: 943229298@qq.com

[Abstract] *With the acceleration of globalization, the economic cooperation between China and the U.S.A. is becoming continual. There are more and more chances for China and the U.S.A. to broaden their commercial intercourses. Workers from different cultural backgrounds can work together in one joint venture. But the cultural conflicts from both sides appear simultaneously. Because of the distinct customs, cultural backgrounds, laws, and beliefs and the like, the HR managers are responsible for taking measures to solve such problems. At the same time, the U.S.A., as a representative of the western society, has come into our lives, and also has a subtle influence. The cultural conflicts led by strange ways of thinking and modes of behavior are inevitable in the process of communication. Human resource management is the cross-cultural communication of a specific platform or carrier in today's economic environment. It predicts the demands of HR department then makes plans, recruits staff, and pays remuneration to efficient staff.*

[Keywords] *culture, human resource management; Sino-American joint ventures*

Introduction

Nowadays, cross-cultural management is regarded as a hot topic in Sino-US joint ventures. Chinese and American workers have worked for the same companies, but they have different cultural backgrounds, values, legal and beliefs, which are caused by their native cultures. The Sino-US joint ventures have grown stronger in China. With the expanding of their markets, there are more opportunities for transnational communication between Chinese and American workers. As for China, its communication pattern clearly differs from America's. This will give rise to misunderstandings and a bit difficulty in communicating. Such conditions may hinder work, in some sense. Conflicts appear at the same time, which have confused the human resource managers for a long time. The conflicts need to be identified so that they can be dealt with and effective suggestions presented. Firstly, it is essential to make clear the communication patterns of the two countries. Secondly, the fundamental causes of the management conflicts need to be studied. Finally, according to the conflicts, valid resolutions need to be made. This thesis analyzes the cross-cultural conflicts of human resource management in Sino-US joint ventures.

Literature Review

Scholars have known that cultural conflicts influence management modes, management philosophy, organizational structure and manager's values because of the urgent demands of the wild and free business environment. The pioneers have focused on managing culture and regard them as explanatory variables in management. Culture, as Hofstede defined, is "the collective programming of the mind which distinguishes members of one human group from another" (2001). Cultures include the values, beliefs, and assumptions learned in early child and through life experiences that distinguish one group from another (Hofstede, 2001).

The activity of managing HR consists of a five-step cycle: selection, performance, appraisal, rewards and development. "It is convenient to think of HRM as a logical series of steps, jobs needed to be designed;

employees then needed to be recruited, selected, trained, appraised and compensated, and their safety and security concerns attended to” (Fombrun, et al., 2000). It always includes such basic aspects as staff recruitment and selection, training, and compensation and performance appraisal (Dessler, 2005, p. 21).

Laurent (1986, p. 91) said that every culture has developed, through its own history, some specific and unique insight into the managing of organization and their human resources. Every culture has also developed specific and unique blind spots in the art of managing and organizing. They lay the still largely undiscovered opportunities and threats of international management. The management of HR is considered not to be a strict system of “rational” processes but the process of managing people.

A Comparison of Culture and Human Resource Management Characteristics between China and America

Because the areas are different, China and America have quite different cultural backgrounds. China worships Confucianism which was considered a traditional culture model and worked for some 2,000 years. Until now, it still has had a prop position. Confucianism includes these 6 fields, “humanity, rice, neutrality, virtue, education and cultivation.” The Confucian ideas have great influence all over the world. It stresses benevolence. Everyone should keep a kind heart to others because we are family, in some sense. It also has a clear hierarchy of constraint on people’s behavior. The United States, as we all know, was named a “melting-pot”, because people from different beliefs and nationalities kept their own traditions. They also completely live in a typical American way. It makes American cultural landscape show the characteristics full of variety. Americans are fond of talking and are easy to approach, but not good at hiding their views. We often see a few Americans talking together. In fact, many of them may have been strangers minutes ago. One of the characteristics of Americans is independence. They cherish their freedom and independence, but don’t like relying on others or others depending on them. In the United States, parents encourage the child to learn to earn money themselves from the time they are little. Usually, Americans don’t pay much attention to their appearances, but work very seriously, not carelessly, and admire those who are able.

Chinese Culture and Human Resource Management Characteristics

With more than 5,000 thousand years of history, China has become an old country in the world. Its culture has showed a booming situation. At the same time, the Sino-US joint ventures have a good platform to broaden their business. They have their own managing styles and methods, even their own characteristics.

Relations have occupied an important position for thousands of years. China is in a single agricultural economy, and people attach great importance to blood relationships. Confucianism has left a strong impact on interpersonal relationship (Ock Yum, 1988, p. 19). Confucian culture holds that each person in different social classes have a great responsibility, rights and interests, and the family or clan cooperate and help each other sincerely. Therefore, people put maintaining blood relationships in a vital position. Under the influence of this kind of culture, family relations are higher than all contractual relationships and rules of game. There are many rules and regulations in internal and external operations, but still people think more of the “emotion” factors.

Chinese human resource management, as we know, tends to pay more attention to interpersonal relationships and loses sight of rational things. They have Chinese traditional thoughts about working. When faced with conflicts, they often use emotional ways to solve them but do not find out the real reasons for them. Although the Chinese employment is under change, some cultural legacies still hold sway in

people's management, particularly in state-owned sectors (Stone, 2009, p. 150). On the content of management, Chinese human resource management regards things as the center. The main work is file management, personnel allocation, the change of job titles, salary adjustment and other specific transactional works. The modern human resources management is people-centric, treats people as an important resource to develop, utilize and manage. The key is to develop potential and inspire people's energy, then makes the employees work actively and creatively.

In the form of management, when an employee joins an enterprise, he will completely work passively and let nature take its course after some necessary training from the human resource department. Chinese modern human resources management belongs to the dynamic management and emphasizes overall development. That is to say, employees should not only be arranged to work, but also have their career designed according to the organizational goals and individual condition. After these procedures, the employees should be constantly trained and positions adjusted. Then it can give full play to the talents.

On the strategy of management, Chinese human resource management focuses on recent or current personnel work and it's a lack of long-term tactical management; Modern human resources management not only pays attention to the recent or current issues to solve, but also pays more attention to the overall development of human resources. Connections or networks are a popular method used by employers and employees (Stone, 2009, p. 148). Formulating development strategy of human resources according to the organization's long-term goals belongs to the tactical and strategic combination of characteristics.

American Culture and Human Resource Management Characteristics

America, as a typical western country, plays an important role in the entire world. Its culture also has a great influence in the world. The characteristics of American human resource management are different from the Chinese. It shows American culture and civilization. In their minds, the truth is more important than human feelings. So they pay over 80 % in work to do their biggest efforts for the ventures.

Individualism is the core of American culture. Americans advocate individualism, they deeply believe in individual dignity and live for themselves. They are particular about personal characteristic and go after self-expression. When facing people, Americans like to be honest. They talk about things directly. No matter with friends or colleagues, they dare to express different opinions without greasiness. Independence and cooperation are necessary in the American element. They are not fond of depending on others since they were very young. It is not polite if you inquire about the money they earn or the religion they believe in. America is a melting pot where many cultures exist. Although they focus on freedom and quality, racial discrimination is still rampant now especially for the black. At the managerial level, there is strong psychological underpinning in much development activity, critical competencies related to leadership and team working, as well as dealing with high levels of change and stress (Hollinshead, 2009, p. 143).

The criterion of codex possesses a strong binding. In early construction in the United States, immigrants poured into the America. Social environment changes were very large. Under such a circumstance, the law was important for everyone's daily life; it not only guaranteed orderly stability of the social activities, but also provided a basis for behavior in uncertainty. Therefore, Americans have a strong legal consciousness. They abide by the laws and use the law to protect their legal rights and interests. What's more, their obligations are clear. They take rules seriously but look down on human feelings.

It is generally believed that the results of competition are effectiveness, achievement and elite and the purpose of competition does not destroy rivals but promotes the parties to work even harder. The American

enterprise attaches great importance to provide a fair competition environment, and competition rules for employees to mobilize their enthusiasm and exert their talents.

The ultimate goal of enterprises is to implement “profit maximization”. As the role of human resource management in Sino-US joint ventures is extended, there exist lots of joint ventures and management modes (Zhang, 2006, pp. 162-167). Because the United States was deeply influenced by pragmatism, many of them will also implement “profit maximization” as the ultimate goal of enterprise.

Forms and Causes of Sino-US Joint Ventures’ Human Resource Management Conflicts

Chinese and American managers have quite varied cultural backgrounds and ways of management, i.e. different decision styles, different rewards for employees, different characteristics, different organizational settings and so on. These are the forms of cross-cultural conflicts in human resource management.

Decision-making is the most prominent problem between the two managers’ cooperation in a Sino-American joint venture. With the influence of American pragmatism, American managers make their own decisions independently within the scope of authority. They dare to accept personal responsibility and make decisions quickly. However, Chinese leaders have considerable power and the inner-enterprise forms a decision-making method that listens to the superior.

American managers believe in their own abilities then tend to individual decisions. Chinese managers tend toward collective decision-making, a style of democratic centralism. They use brainstorming and use multiple considerations to make higher quality decisions. Because there is too much consideration, they also tend to reach an agreement. In addition, Chinese managers lack risk consciousness and the spirit of adventure. They seem to be so conservative in decision-making that can’t seize a good chance in the fierce market competition.

American managers give bonuses to those whose performances are outstanding rather than adopting a universal bonus system. Chinese managers’ consideration is not a problem of a few people’s enthusiasm, but most fear is breaking the traditional psychological balance. For the aspect of increasing wages, China tends to increase wages and the economic benefit of the enterprise. In other words, if the enterprise economic benefit is good, this can increase wages. American managers think that the goal of increasing wages is to adapt the price index, life index’s growth and the demand of inflation. For a salary adjustment on enterprise employees, Chinese enterprises put particular stress on qualifications, experiences and education backgrounds. In America, they believe the employees’ wages are associated with the nature of the work they do. So only when work’s content has changed can they consider adjusting wages.

Causes of Sino-US Human Resource Management Conflicts

According to the research of science, it says that culture determines values. Values determine a person’s attitude. However, attitude affects a person’s actions directly. In Sino-US joint ventures, there are differences in management decisions. The deeper reason is that Chinese and foreign cultures mainly have differences in values. The main performance is individual interests in values. They are mainly based on pursuing for the purpose and do not take the interests of the collective. China is characterized by collective values. The main consideration is the interests of the collective and nation, rather than the individual.

After a long time of empirical studies, scholars have found that China’s way of thinking is a kind of intuitive thinking rather than logical inference. However, American’s thinking is focused on logical inference. They hold the view that each work emphasizes the logical relationship rather than relying on

intuition to make decisions. Therefore, Chinese and American differences in ways of thinking can lead to conflicts on management decisions and organizational activities.

Influenced by the traditional feudal cultural in the social life, in China, interpersonal relationships occupy a very important position, especially in management activities. The Chinese maintain that an interpersonal relationship is more important than to complete production tasks – these relationships maintain the stability of the organization. And the foreign party performs more desalination in terms of interpersonal relationships: their work and daily life has strict boundaries – the production task’s completion comes first, interpersonal relationships are secondary.

Effective Ways in Dealing with Sino-US Joint Ventures’ Human Resource Management Conflicts

To promote employee’s cross-cultural communication ability is the core of the cross-cultural human resource management function, and cross-cultural communication ability is the central content of cross-cultural training, including the adaptability of cognition, emotion, and behavior, etc. Cross-cultural communication ability is embodied in the awareness of cultural differences and sensitivity, tolerance of different cultures, and solves the cultural conflict of flexibility. The study of intercultural communicative competence has received abundant research achievements in the field of communication and foreign language teaching. Cross-cultural communication ability training also forms a relatively effective teaching term. Sino-US joint venture enterprise leaders should first understand to improve the importance of company’s senior executives and departments, and they can hire professionals to improve employees’ cultural awareness though lectures, role, work experience, case analysis.

To build joint ventures’ culture localization is to comply with the local culture. The first step is to hire and employ locals as enterprise counsel and staff, because they are familiar with the local culture, customs and habits, economic trends, government policies and regulations. They are also familiar with the local consumers’ consumption psychology, habits and needs. It’s convenient for the joint ventures to open up new markets in the local area. On the one hand, it can reduce the cross-cultural conflicts between the employees so as to reduce the company’s management of “internal friction”. On the other hand, it can also reduce China’s overseas dispatch agents. Meanwhile, the costs of transnational operations are reduced. Of course, the localization of building enterprise culture not only has high demands for executives but also for both sides’ decision makers. The cross-cultural management thoughts should penetrate into all levels of employees.

Performance has been an important part of the enterprise human resources management work. Relationships based on collectivism orientation in Chinese culture have reduced the validity of enterprise performance management, in a large extent, and can easily cause enterprise cross-cultural management conflict. So, Chinese human resource departments should strengthen the consciousness of cross-cultural management, especially the performance evaluation model. They should constantly improve their business skills to achieve the performance appraisal and create an advanced enterprise culture.

Conclusion

This thesis aims to help the Chinese and American employees communicate more freely. It stresses the conflicts in culture and human resource management in Sino-US joint ventures between China and America. Some useful suggestions were presented to solve those conflicts. There have been inevitable problems in Sino-US joint ventures since they have quite different cultures. People have various thinking modes for one thing, especially in a joint venture. Whether the staff or the managers, they both have

conflicts when facing work problems. But they are both an opportunity and challenge for the joint ventures. If the Sino-US joint ventures want to succeed in the Chinese market, they must fully understand the Chinese culture and Chinese market conditions. And consciously use the methods of western advanced management concept and management systems. Therefore, a Sino-US joint venture should carry out cross-cultural training to unify some usual behaviors and rules. The managers of both sides should be compiled with the local cultures. They can attach importance to cultural differences and grasp the art and techniques of cross-cultural management. Also, they should constantly sum up the experiences then strengthen innovations. In addition, Sino-US joint ventures should strengthen the awareness of performance evaluations. Through this way, the staff will have higher participation. Through hoisting the capacity of communication skills to effectively solve the cross-cultural management conflicts.

References

- Ock Yum, J. (1988), The impact of Confucianism on interpersonal relationships and communication patterns in East Asia. *Communication Monographs*, 55, 374-388.
- Dessler, G. (2005). *Human resource management, (ninth edition)*. Beijing: Tsinghua University Press.
- Fombrun, C. J., Gardberg, N. A., & Sever, J. M. (2000). The reputation quotient: A multi-stakeholder measure of corporate reputation. *Journal of Brand Management*, 7(4), 241-255.
- Hollinshead, G. (2010). *International and comparative human resource management*. Europe: McGraw-Hill Education.
- Hofstede, G. H. (2001). *Culture's consequences: Comparing values, behaviors, institutions, and organizations across nations, (2nd ed.)*. Thousand Oaks, CA: Sage.
- Laurent, A. (1986). The cross-cultural puzzle of international human resource management. *Human Resource Management*, 25(Spring), 91-102.
- Stone, R. J. (2009). *Managing human resources: an Asian perspective*. Australia: John Wiley & Sons Australia, Ltd.
- Zhang, F. (2006). A comparative study on the development and management of transnational human resources. *Journal of Wuhan University*, (2): 162-167.

Analysis of the Differences in Good and Evil Concepts of Hero Animation Among China, Japan and America

Zhang Yu

School of Foreign Languages, Zhejiang University City College, Hangzhou, China
Email: wyzhangyu@zucc.edu.cn

Zeng Cheng

School of Foreign Languages, Zhejiang University City College, Hangzhou, China
Email: zengc@zucc.edu.cn

[Abstract] Globalization brings the fusion of all kinds of cultures. Animation, as a new form of popular culture, contains rich values which strongly affect the education of teenagers in China. This thesis tries to select representative hero animations from America, Japan and China, combined with history, culture and region, and analyze the results of questionnaires and surveys themed on familiar heroes, complex evilness and so on in order to discuss about different concepts of goodness and evilness among these three countries and the reasons of that, which may be a little help for the development of Chinese animation industry.

[Keywords] animation; good and evil concepts; China; hero; difference

Introduction

Globalization and the development of the Internet have made various resources, both from home or abroad, possible and convenient. At the same time, ways and forms of cross-cultural communication are more colorful. Countries like America and Japan, which have a mature animation industry, have a large amount of excellent animation works that strongly influence China.

On November 15th, 2014, the Core Values of Socialism Animation Support Project which was carried out by the Culture Ministry of China and the animation industry in China are gradually developing. Now, we are going through a critical stage of changing objects from children to teenagers, or adults, and positively promoting exports to show China's unique cultural charm.

As an important form of visual works, animation contains and conveys values which should not be ignored. However, the themes of animation are too wild to study all kinds. The purpose of this thesis lies in analyzing the differences in good and evil concepts among China, Japan and America through revealed themes, plot arrangements, design of characters, pictures, lines, audience responses and so on in hero animation. Further, combined with history, culture and regions, the reasons and messages of these differences are stated.

This thesis tries to show that diverse environment creates distinct values and concepts. Serious lectures and thoughts hidden in entertaining hero animation also prove that education can be more interesting and impressive, which may motivate the development of Chinese animation industry.

Concepts and Definition

Concepts of goodness and evilness are macroscopic and fuzzy. They are ancient, discussed by clever philosophers of all kinds of schools for thousands of year. In the meantime, goodness and evilness are developing, improving and updating all the time while human society is getting more and more complicated. At first, philosophers related happiness, knowledge, nature, practice, interest, desire, and the rational needs of humans to goodness and evilness. Although these simple theories contained more than a few fair and

reasonable parts, they still could be partial and unscientific when they are isolated from human's sociality. Marx's ethics state that moral concepts are determined by social and economic relations. Therefore, goodness and evilness are not inherent in human nature. They do not originate from nature, nor are they derived from some innate ideas. They are the reflection of social existence and originate from human social practice. People always produce good and bad ideas in the practice of social life according to their own interests to evaluate the good and bad of others' thought and behavior (Zhang, 1993).

American Pure Goodness and Evilness

With the rapid growth of global influence after World War II, especially after the Cold War and the disintegration of the Soviet Union, America became the only remaining superpower in the world. Its cultural values are committed to spare no effort to shape itself as having "freedom, equality, fraternity" in universal value of human rights defenders, which made the image of the country's "World Police", as the embodiment of justice.

Heroism is an important part of American social and cultural values. Early in the 1970s, Roger B. Rollin (1970) had already noticed that huge changes happened in hero culture in society and wrote "Beowulf to Batman: The Epic Hero and Pop Culture" as a signal of "escapism", but even this popular new art form and romance was "concerned with moral truth-by incarnating the Good in its hero figures" (p. 433). He classified five types of heroes, made comparisons between classic and popular heroes and emphasized their roles as heroes on students. Julian C. Chambliss (2008) focused on the changes of American popular hero, such as from folk hero – from cowboy to pulp hero, to comic book superhero. As a representative superhero created by Americans, Batman is so favored that the character is present both in Chambliss and Rollin's works. Paul A. Hutton (1976) enlarged the scope to western heroes in "From Little Bighorn to Little Big Man: The Changing Image of a Western Hero in Popular Culture" and also discussed the changes.

There have not only been changes though history, but also in the meditation: "Hero: What They Do and Why We Need Them" by Scott T. Allison (2011) is conspicuous. In the introduction, Allison started with the movie *Casablanca*, then analyzed characters and plots to show "the mental lists" in people's mind that defined heroes and the "ways people perceive man and woman whose lives do or do not match them" (Allison, 2011, p. 4). The whole book used this simple but clear style to narrate heroes' moral choices including the story of Polish woman Irena Sendler, Randle Patrick McMurphy of *One Flew over the Cuckoo's Nest*, Princess Diana, Martin Luther King Jr., and Babe Zaharias.

And behind these American characteristics of heroic animation, there is strong American patriotism (Li, 2004). Its love not only includes the land of political significance in geography, or just a group of people who share the national blood, but also a set of principles or spirit, which is known as the "American Creed". No matter what a person's background is, he only needs to adhere to one set of ideals – freedom, individualism, people's sovereignty and equal opportunity – and he could be a patriot. Meanwhile, the close integration of patriotism and religious belief in the United States endows the American people with a sense of mission that they believe in the exceptionalism of the United States and they take the US as the beacon of the world, believing that the United States is the best hope to protect the earth.

There is no doubt that the United States is a successful model of animation design, and it, both the figure and the animal model, has its own unique charm. However, it should be noted that the single line of the narrative structure of the American animation has created a large number of pure characters. The character and its degree of morality can be easily identified by facial features and colors of clothing. And it is the simple and clear settings that make American animation have a profound influence.

Japanese Unique Views

In western culture, the ultimate value is about the contest between goodness and evilness. Morality is a universal criterion, an abstract and logically consistent rule. Accordingly, wickedness is also an abstract criterion. As mentioned, the mission of the superhero is to ensure that the power of justice prevails against the evil forces and the villains often act on their own views about world order. But in the culture of the East, morality is more about the relationship between men. What is good, and what is evil depends on the situation you are in.

There are several aspects of Japan's good and evil view (Cui, 2011). First, there are internal and external differences, namely internal and external dual standards and performance. This view shows the spirit of "harmony" that everything could be negotiated and solved as much as possible, which is emphasized by the modern Japanese people. However, externally, Japanese "harmony" sweeps away and uses violence against other countries, which has been approved in history. At the end of World War II, the change of attitude towards the United States after the defeat of Japan also fully reflected the psychological change of "inside" and "outside" in Japan. The second aspect is benefit-orientated ideology and egoism. The Japanese stick to self beliefs, try to achieve their own goals, and do whatever is beneficial to them in order to reach the expectation. As long as it is a good thing for the Japanese people, they think it should, or must be done, whether it is moral, or not. The third aspect is that they advocate force and law of the jungle. They agree with the view that the strong can do whatever they want because they prevail with force.

Therefore, the Japanese view of goodness and evilness is not obvious. There is no certain standard of judgment and anything is correct as long as you insist on the belief. For example, a person may be extremely cruel and merciless and destroy the lives of other people for their own self-benefit. In the heart of Japanese, he just implements his own faith and his behavior of fighting against anyone in the way is brave and praiseworthy.

This is obviously unique, and the source of this is combined with the Shinto belief of the Japanese. Shinobido is the foundation of Japanese culture. It is derived from the primitive belief of the Japanese, namely the worship of nature, believing that Gods exist in the world (Ma, 2014). There is no fixed Shinto doctrine and classics, but a kind of faith and respect to rivers, trees, mountains, stones and other natural objects. It states that there are natural thoughts beyond the range of the human cognitive presence. Compared to other doctrines such as Buddhism and Christianity, Shinto's understanding of the specific definition and roles of good and evil concepts are relatively vague. It is not a simple and direct concept of good and evil, but it emphasizes the combination of two, which is inextricably linked.

Shinto also claims that evilness is not always in a person, but an external and temporary thing. That is to say, sin does not have to be offset by good deeds. It can be removed through religious rituals. This understanding makes consciousness of evilness in Japanese eyes, to some extent, desalinated. The restriction of Japanese behavior is mainly from external "others", which tends to be a heteronomous norm that must be observed as a social morality rather than a moral concept they have.

Development of Chinese Theories

Early in the Pre-Qin period, ancient China had already launched a discussion about good and evil concepts. After a series of evolutions, various schools of thought improved their theories and a rich wisdom was inherited. Kong Fanling and Wei Mengtai (2007) pointed out the five main aspects around this topic: the nature of humanity; debates between righteousness and interest, as well as reason and desire; incentive and

result-the standard and evaluation criteria for good and evil; moral norm; method of practicing and training in “Evolution and Prospect of Chinese Good and Evil Concepts”.

Of course, there are also retrospect views of goodness and evilness from ancient China to nowadays. Primitive society designated people as the great who accorded to the mutual benefits of the community. In the Spring and Autumn period, each genre began to claim and try to demonstrate their opinions in theories.

The “Nature-good” put forward by Mencius tried to solve the universal inevitability of the rules of virtue and sin and made a philosophical argument in the system on human nature. First of all, Mencius started with the establishment of human nature, indicating that human nature lies in the social nature. In contrast, Hsun-Tzu put forward the “Nature-evil” which is attributed to the natural instinct of people, that human greed. He thought the innate desire that loves leisure and hates labor were evil. Thus, the good result is acquired artificially. However, whether it is “good nature” or “evil nature”, its essence is to emphasize the necessity of moral norms and constraints. On the issue of justice and interests, the preference of Confucius is much clearer to justice, which led to criticism and condemnation of other schools. For example, Mohist redefined “profit” as collective interests and “righteousness” as the approaches to realize it. Thus, they advocated the value of interest while realizing the significance of justice. Taoism avoided reality, insisting on letting things take their own course and hoping to eliminate social disputes through denying both. The Legalists converted its core meaning, too, into sovereign interests which were more practical.

Among them, status of Confucianism was laid firmly by Dong Zhongshu after the Qin Dynasty. After that, Wang Chong inherited and modified some of Dong Zhongshu’s statements. With the change of the dynasty, the demands of the monarchy and the people were also changing. In the Wei Jin Southern and Northern Dynasties, metaphysics became a major trend. But because of the constant wars, people had to abandon it. The increasingly acute contradictions were also forcing the person with breadth of vision in Tang Dynasty, such as Han Yu, to try to restore feudal ethics, which happened to be the turning point of the Neo-Confucianism. Then, with the decline of the feudal system, the culture of all countries mixed, exchanged and blended after WWII. Being kind to nature, treating others well and having harmony in diversity would be the mutual hopes of all human beings.

Target Investigation on Animation Audiences

In order to truly reflect the good and evil view of audiences of American, Japanese and Chinese hero animation works, a questionnaire survey was conducted and carried out online. The survey included personal information, attitude towards animation works, understanding of animation markets, thinking about heroic behaviors and qualities, meditation on villain's behaviors, and different views on goodness and evilness in China, Japan and the United States. Finally, five hundred valid questionnaires were collected, and the following is the analysis of the results of the questionnaire.

Age Stratification

Firstly, the samples were cross-analyzed regarding age stratification as a factor. Unfortunately, in view of the lack of samples of those under the age of 12, it will be ignored. As for the frequency of watching animation, “occasionally” and “often” occupied the majority of the samples. More specifically, we can see the highest proportion of “addict” animation was the 12-15 years old group, followed by the 18-22 group, reaching 10.42 percent. Obviously, and reasonably, the proportion of people over 30 years old was the highest group that did not watch animation, 23.81 percent, and this group was also more inclined to think that anime is only created for children.

In general, more people felt animation to be a kind of self leisure entertainment. But there was also a small proportion who believes that anime has a rich connotation and is worth thinking about. When choosing the more favorite anime production countries, no matter which age group, Japan showed a great advantage. A few people believe that the idea of good and evil in anime does not affect the audiences, which was represented by people over 30 and group of 12-15 years old. But in the 12-15 year-old groups, more people felt it depended upon specific works.

With regard to the Chinese animation market, the “there are some good works” option overwhelmingly won the victory. Of course, there were also a number of people who think that anime “have too many flaws and need to be well improved”. At the end of the questionnaire, some early and recent Chinese animation works were given to show people’s attention to the Chinese market. The results showed that people are most familiar with *The Legend of Qin*, which was broadcast in the early twenty-first century. The popularity of other works was directly related to the propaganda efforts of the animation companies. Half of the population over 30 years old were completely unaware of the Chinese animation industry.

Familiar Heroes

When asked about favorite heroic animation plots, “stick to own beliefs” was the first choice of people. Then, “protect the lovers or treasure” and “fight for freedom”. It is possible because of aesthetic fatigue, “save the world” only harvested 33.89 percent of the votes. Others suggested that “the healing of the mind” was also a favorite. Ability, sense of responsibility and beliefs are the top three heroic characteristics according to survey results. Personality was next. And it turns out that the heroes with prominent personalities are really popular on the market. The shape and equipment were not given much weight or valued too much by people. There is more opinion that teammates are also a part of hero.

Among the superheroes in American animation, we can find specific heroes who were especially loved such as Spider Man and Iron Man with high popularity, followed by Batman (Finger & Kane, 1939), Superman (Siegel & Shuster, 1932), The Hulk (Kirby & Lee, 1962) and so on. In Japanese animation, taking into account of the diversity and complexity of the Japanese anime hero, the questionnaire asked about Japanese Shinto and Bushido spirit. Most people chose “respect”, or “although I don’t agree, they still have some values”. At the same time, the proportion of “not clear” was higher than “morbid”.

Complex Evilness

Surprisingly, villains were also loved by many people and only 4.44 percent totally negated bad guys. As for the reasons for the love of villains, people actively wrote down their reasons. Some gave examples of favorite villain roles, such as Dio in *JoJo’s Bizarre Adventure* (Araki, 1987), the clown in *Batman*, the greedy character in *Fullmetal Alchemist* (Hiromu, 2001), and Akura-Ou in *Kamisama Kiss* (Suzuki, 2008). Some believed that the villains are also rich in emotions with strong faiths and principles like heroes. What’s more, distinct personalities and behaviors can arouse people’s same feelings. However, most people are still unable to accept the indifferent attitude to life and bloody killing. “It is very foolish to possess ambition of ruling the world”, was also mentioned by some.

Crosswise Comparison of Good and Evil Concepts

Animations are entertainment products which use static and dynamic combination of images with language symbols, literal symbols, signs and emoji. They contain mass fusion of certain ideological values. With unique taste and novelty, they attract many people today, mostly the young.

Captain America

Captain America (1941) is the superhero of Marvel comics. It first appeared in the first phase of the American captain cartoon created by Joe Simon and Jack Kirby. Captain America is regarded as the symbol of the American spirit. Captain America's name was Steven Rogers, born in July 4, 1920 in Brooklyn, New York. Originally a frail recruit, in order to serve the country, he volunteered for the army's secret plan and was given an injection of a secret serum, which made him have strength, speed, endurance and other physical fitness far beyond ordinary people. Also, the U.S. government endowed him with one the world's most hard shield made of metal sound-absorbing steel. After that, the government arranged him to disguise as an ordinary soldier and fight against the enemy for the United States and the world in World War II. Later, in an act of the end of World War II, Captain America fell into the sea where he battled against his long-term rival Red Skull. Captain America was frozen for nearly 70 years until being discovered by S.H.I.E.L.D. (Strategic Homeland Intervention, Enforcement and Logistics Division) to join the Avengers. Then under the leadership of Captain America, the Avengers went through fire and water and won almost impossible victory again and again.

The most "theme" superhero in American comics could not be anyone else except Captain America. He has the name of the country as his title, wears a uniform in red and white with bright stars and has a shield with the same colour as his weapon. After all, his birth is due to the purpose of patriotism. He was not born a hero with eternal life; this is why he needs the shield. He is just stronger, braver, wiser than the average person. The attitude he bravely confronts the German and Japanese enemy with lets the theme of anime rise to a new level. After the United States officially joined the war, Captain America spared no effort into the war. The comic books that depicted the heroes against the enemies were also sent to the front lines with the supplies and spiritually inspired the soldiers to fight bravely. Although there were many similar works as Captain America in the same period, Captain America was still the most outstanding and popular superhero among them.

Then at the end of the war, Captain America seemed to have lost his goal of fighting. He faded out of the comic world until the 1960s, when he really returned to the comic book. But the social situation was different from the original world he was familiar with and patriotism was given different meanings. He has gone through many different battles, however, his illustrious military exploits and heroic deeds against the fascist enemy are still remembered.

Samurai Spirits and Shinobido

As we mentioned above, Shinto, the primitive religion with the content of Gods and ancestor worship, is inherent in Japanese nationality and has become mainly emotional life of the Japanese nation. And animation as one of the most common forms of art in Japanese society has inevitably combined with Shinto. On the one hand, religion has always been closely related to art. On the other hand, the traditional culture also needs a new expression in modern times. Miyazaki Hayao, a master of Japanese animation, paid great attention to the Japanese national culture and traditional aesthetic view, especially to nature. We can learn from many of his works, such as *Totoro* (1988), *Warriors of the Wind* (1984), *Princess Mononoke* (1997), and *Laputa: Castle in the Sky* (1986), that they worship nature. The idea of "all things has the spirit" makes Japanese teenagers believe in the existence of Gods, so they subconsciously love all things in the world.

The Japanese samurai Bushido as feudal ideology, after seven hundred years of accumulation, became an important part of the Japanese national spirit. With unique beliefs and forms of worship, Shinto provides the foundation for Bushido. Japanese Bushido is classified into two pedigrees: "Motoyuki-Shōin-Meiji"

and “Kamakuura-Sengoku-Hagakure-Syouwa”, which was developed on the basis of the former. The former focuses on cardinal relationships, justice, courage, honesty and force, and absorbing Chinese Confucianism, while the other regards death as a symbol of devotion, emphasizing the aesthetic. The biggest difference between them lies in the attitude towards death. Differences in etiquette and loyalty are not obvious and sometime even cross each other. Observing today’s Japanese animation from these two angles, we will find, in a strict sense, that Hagakure anime is less. Probably after Japan’s defeat in World War II, the aesthetic needs of modern people are more related to peace. But in fact, the basic point of view extended from Hagakure that was built before the war, still largely dominates the Japanese understanding of Bushido nowadays and the understanding of foreigners to Japan Bushido. In animation, it also did not completely disappear from our sight. But the focus changed to thinking about life.

Basilisk (Futaro, & Segawa, 2003) is the outstanding representative animation of Hagakure genre. The story took place in the nineteenth year of the Keityou. The 73 years old Tokugawa Leyasu was troubled by the successor of the third general. Then this question fell on two families, Kōka and Iga, and each family sent ten of their best ninja to a cruel fight. The winner would have thousands of years of glory, wealth and position, which supported the party heir general’s name. No doubt these twenty ninjas fought each other but because of their loyalty and faith, they were praised as heroes. Shockingly, all of the ninja died in strange ways in the end. Severe abnormalities are the full presence of esteem to the aesthetics of death by Hagekure.

Changes of Chinese Hero Animation

The early content and setting of Chinese animation mostly originated from traditional mythology, folklore and historical masterpieces. In Chinese animation history, China has great hero images. Among them, the most representative of the earliest Chinese cartoon heroes is Sun Wukong in *The Monkey King*. He was born in a stone. Once, his brave choice made him the leader of the Mountain of Flowers and Fruit. After he learned magic from Master Puti, he became the Great Sage Equalling Heaven and the hero in every child’s eyes. Meeting Tang Priest, he turned into witty and wise Sun Wukong, as a big brother, leading the Pig and Monk Sha to protect the master. Finally, after a lot of hard work, they got the scriptures.

Chinese traditional culture is profound. It contains the Chinese national spirit and has an obvious characteristic with national color. The early Chinese animation is more inclined to express the traditional family and collective ideas, especially the collectivism. Therefore, there are more hero groups than single heroes, such as the Gourd Brothers. The story is about the bad scorpion and snake escaping from Hulushan because of a reckless pangolin. An old man planted seven God gourds to fight the two monsters. Seven gourd brothers with magic skills defeated the monsters after trying to commit all sorts of tasks. Behind the bizarre twists and turns of the story, there is a metaphor about faith, redemption and sacrifice. Pangolin symbolizes the human weakness and reflection while the old man represents sacrifice and hope. Seven gourd brothers: the strong one on behalf of bravery, clairvoyant is clever, iron shows the strong faith, fire stands for determination, water represents for kindness, invisible one means lively, and the last symbolizes firmness. At the end of the story, the seven gourd brothers worked together as a whole and turned into a white diamond gourd. They destroyed the monsters’ ambition and eventually became a big mountain. This is also the interpretation of China type collective heroism-solidarity and always struggling together.

The above early animated cartoons have clear good and evil parties. When we look back, we will find that the Chinese hero animation is starting to show the complex good and evil concepts while its audiences are turning from kids to teenagers, or even adults.

Like Man Ji in *Cribug* dreams to defeat the unusual and mysterious creature that is reborn every 333 years and brings disaster. However, the cruel fact is Man Ji himself is the monster who lost memories. Crazy Hero tells the story that the Almighty saved the remaining exile lives at the last moment before the Devourer destroyed the multidimensional universe and placed them on a planet in the depths of time and space: the Nordelin. In this last refuge, people must endure the torment of death and go into the ancient artifact – the spire and fight again and again. They must contribute their energy and vitality to maintain the sheltered barrier produced by the artifact, so that they can temporarily hide themselves from the sight of the Devourer to prolong their breathing. However, this balance was broken by a small life born within the artifact, called Ma Nu. He is an auxiliary soldier in the artifact, like hundreds and millions of other soldiers who get the orders and complete the mission to repeat killing. But one day, he suddenly had self-consciousness and began to think about the real meaning of his existence. Suffering from the torture of villains, he is reborn and tries to break the artifact that traps him, and he finally broke into Nordelin with his severely broken body and supreme energy. When Ma Nu was extremely delighted, as well as weak, to see the heroes who fight together in the artifact, the shocked heroes chose to trap him again and torture him for the secret of Almighty.

Conclusion

Big Fish and Begonia and *Da Hu Fa*, which were released in 2017, have aroused heated discussion. People began to attach great importance to the values conveyed by animation. Seeing serious lessons in the animation, Chinese creators are bringing brand new animations with special Chinese characteristics. They may not be perfect, but we can feel the ardor and sweat that producers put into them, as well as the sincerity to weigh and consider repeatedly.

The progress of science and technology has made animation a huge industry, which is changing our life daily. Eyes of investors are more attracted by the economic benefits of their development, making it a new growth point of economic development. However, the developed countries such as Europe, America and Japan have long occupied China's animation consumption market, and its education and corrosiveness are coexisting. In view of the fact that China is now on an important stage of developing its own animation industry, learning and reference from them is essential, but at the same time, we need to be alert to the cultural output, especially the good and evil concepts that influence the young people.

References

- Allison, S.T. (2011). *Heroes: What they do and why we need them*. New York: Oxford University Press.
- Araki, H. (1987). JoJo's bizarre adventure. *Weekly Shōnen Jump*, (1).
- Chambliss, J. C., & Svitavsky, W. L. (2008). From pulp hero to superhero: Culture, race, and identity in American popular culture, 1900-1940. *Faculty Publications*, (1), 49-70.
- Cui, H. (2011). Analysis of Japanese unique good and evil concepts from Kitano Takeshi's films. *Tokyo Literature*, (11), 82-83.
- Futaro, Y. & Segawa, M. (2006). *Basilisk*. Tokyo: Kadokawa Shoten
- Finger, B. & Kane, B. (1939). Batman. *Detective Comics*, (27).
- Hiromu, A. (2001). Fullmetal alchemist. *Monthly Shonen Gangan*, (8).
- Hutton, P.A. (1976). From little bighorn to little big man: The changing image of a western hero in popular culture. *Western Historical Quarterly*, (1), 19-45.
- Jiang, Z. N. (1993). Explosion of good and evil concepts. *Academia Bimestris*, (06), 26-31.

- Kirby, J. & Simon, J. (1941). Captain America comics. *Timely Comics*.
- Kirby, & Lee, S. (1962). The incredible hulk. *Marvel Comics*.
- Kong, F. L., & Wei, T. M. (2007). Changes and preview of good and evil concepts in China. *Journal of Jinan University*, (3), 62-66.
- Li, X. G. (2004). "Patriotism" and war on terrorism in America. *Pacific Journal*, (3), 42-55.
- Liang, X., & Zhang, C. (2017). *Big fish and begonia*. Beijing: Beijing Enlight Media.
- Ma, H. Y. (2014). Shinto and concepts of goodness and evilness in Japan. *Study Monthly*, (20), 32-34.
- Miyazaki, H. (1984). *Warriors of the Wind*. Atlanta, GA: New World Pictures.
- Miyazaki, H. (1986). *Laputa: Castle in the sky*. Tokyo: Studio Ghibli.
- Miyazaki, H. (1988). *My neighbor Totoro*. Tokyo: Studio Ghibli.
- Miyazaki, H. (1997). *Princess Mononoke*. Tokyo: Studio Ghibli.
- Rollin, R. B. (1970). Beowulf to Batman: The epic hero and pop culture. *College English*, (5), 431-449.
- Siegel, J. & Shuster, J. (1932). Superman. *Action Comics*.
- Suzuki, J. (2008). Kamisama kiss. *Hana to Yume.*, (6).
- Yang, Z. (2017). *Da Hu Fa*. Beijing: Beijing Enlight Media.

Advanced English Teaching within the Purview of Lexico-Constructional Pragmatics

Li Ran

School of English Language and Literature, Xi'an FANYI University, Xi'an, China

Email: Flunder@163.com

[Abstract] Construction Grammar stresses the description and explanation of the conceptual model of the construction continuum encompassing micro-construction and macro-construction. Meanwhile, Lexical Pragmatics provides a cognitive pragmatic model of a construal crucial to the conceptualization of the construction continuum. The integration of the two theoretical paradigms presents a holistic and constructivist lexicon-construction-pragmatics approach to foreign language teaching. Taking Lexico-Constructional Pragmatics as the theoretical basis, this paper explores the lexicon-construction-pragmatics teaching model of Advanced English, including its content, principle and implementation.

[Keywords] Lexico-Constructional Pragmatics; advanced English Teaching; teaching contents and methods

Introduction

Traditionally, the pedagogy in second language teaching has been invariably inspired by two theoretical frameworks, namely, generative linguistics and systemic functional linguistics, with the former guiding the Linguistics Applied approach (LA) in the field and the latter guiding the Applied Linguistics approach (AL) (Holme, 2010). Both approaches are theoretically well-grounded, yet, neither are immune to deficiencies. In the “decontextualized” LA approach, language has been viewed as a stable entity within an ‘ideal speaker-hearer relationship’, which alienates language from its broader socio-cultural context, even its physiological basis – the non-linguistic brain activities and the correlated cognitive abilities of humans. In contrast, the communication-oriented AL approach values the evident correlation between linguistic units, the encoded communicative intention and the semantic potential. However, theoretically, the AL approach only views language as an extraneous object in human society (not the human brain). In practice, language has been simplified as the correspondence between the stock expressions and the communicative functions they are loaded with (Holme, 2010).

Clearly, none of the above-mentioned pedagogical approaches breaks the theoretical protocol of linguistic autonomy, although the AL approach did extend the protocol by stressing the social attribute and the functionality of language. Consequently, in the field of second language teaching, none of them suffices to provide the pedagogical research paradigm with desirable explanatory power, unveiling the ontological correlation between human brain, language, culture, and society.

Fortunately, the rising of Cognitive Linguistics elicits a qualitative leap in the pedagogical philosophy of foreign language teaching: Language learning and acquisition has been reinterpreted as being synchronized with the process of categorization and conceptualization, or the construction of cognitive models and conceptual frames (Holme, 2010). Adopting a holographic cognitive and socio-cultural perspective, the cognitive approach to language teaching based on Connectivism is expected to resolve the conflicts between the LA and AL approaches in language teaching. As a result, on the basis of interdisciplinary integration of Construction Grammar, a still growing theoretical model at the front of

cognitive linguistic researches, and Lexical Pragmatics, the article explores the holographic Lexico-Constructional Pragmatic approach (LCP for short) (Hou, 2015) in advanced English teaching, fleshing out an organic cognitive pedagogical paradigm in second language teaching by way of expounding the corresponding principles, contents and strategies.

The Constructional Approach to Advanced English Teaching

The Constructional approach underlines the acquisition of language on the basis of the hierarchical input of the construction continuum formed in naturalistic usage events through generalization. According to Liang Junying's research (2002), language learners' linguistic competence and proficiency correlate with their recognition and generalization of constructions. The more advanced the level of their language proficiency, the more they are inclined to depend on constructions in language comprehension. Following this concept, constructions should be the basic unit in foreign language learning. From the primary stage to the advanced stage, foreign language learning involves the continual generalization and categorization of the construction hierarchy in target language, which ranges from substantive constructions to schematic constructions. Learners' language proficiency is reflected as the taxonomic-hierarchical property and the level of schematization in the generalization of constructions.

The top priority for advanced English teaching is to expand the students' scope of knowledge and broaden their horizon, in the end, fostering the appropriate concept of culture and language in them. Accordingly, the Constructional approach in advanced English teaching should, at first, facilitate learners' lower-level schematic generalization of constructions like words, and phrases, and then, smooth the transition from that generalization to the higher-level schematic generalization of constructions like clauses, sentences, supra-sentential structures, even discourses, literary forms and cultural ideologies to construct the generic space corresponding to the target language, hereby, constructing the gestalt of the construction hierarchy or networks of the target language on the basis of the conceptualization and categorization. (Goldberg, 2006). At the pragmatic level, in the teaching design, the Constructional approach takes into account the appropriate socio-cultural context in meaning construction, the coded meaning and communicative meaning specific to constructions with different hierarchical nature.

The Lexico-Constructional Pragmatic Approach to Advanced English Teaching

Speaking from experience, the Constructional Approach to Advanced English teaching with strong processability should be bidirectional: the bottom-up approach, which inductively instills the constructional spectrum from lexical constructions to grammatical constructions, discursal or even rhetorical and stylistic constructions. Through the connected extension of word meaning, the conceptual frames corresponding to particular discourse pattern or rhetorical style embodied in specific words or grammatical structures may be activated. Likewise, under the restriction of the Pragma-Dominance Principle, the top-down approach lays out the cognitive environment for the acquisition of substantive micro constructions like words, phrases and clauses through the input of cultural and ideological macro constructions like literary forms, rhetorical devices or discourse patterns to effect the correct construal of the target language text through the hierarchical semantic coercion or pragmatic constraints and restrictions between constructions (Hou, 2015). On these grounds, the paradigm of Lexico-Constructional Pragmatic approach to advanced English teaching can be delineated from three dimensions, namely, contents, principles and strategies.

Teaching Contents

Constructions are symbolic units with form and meaning linked via symbolic correspondence (Goldberg, 1995). At the primary stage of language learning (for example, basic English), more priority should be given to the learning of the form of constructions. The learning objective at this stage is to grasp the phonological, morphological and syntactic properties of the constructions in target language and, on the basis of which, grasping a part of corresponding semantic properties. Whereas at the advanced stage, the high priority is bringing to completion the semantic properties of constructions learned at the primary stage and grasping the pragmatic properties and discourse-functional properties of constructions (Croft, 2001). Through cognitive-pragmatic mechanisms like pragmatic filling, pragmatic inference, pragmatic constraint and coercion, learners need to adopt the top-down approach to reinterpret the emergent semantic properties and the morphological properties of some marked and unmarked emergent structure constructions from the height of pragmatics and discourse or even cultural ideologies (Hou, 2015).

In conclusion, at the advanced stage of language teaching, the teaching content should encompass the following:

- 1) Substantive constructions of the target language at different levels of the Generalization-Inheritance hierarchy, including lexical constructions and phrasal constructions co-occurring with them, such as the Way construction, caused-motion construction, and Ditransitive construction, etc.
- 2) The unmarked usage, random usage and marked/emergent usage of grammatical constructions and their interpersonal and rhetorical function in specific contexts.
- 3) Idiom constructions. At the advanced stage, learners should be acquainted with the semantic compositeness and non-compositionality of idiomatic chunks in target language to enhance their intuitive sensitivity to such constructions, the idiom constructions to be covered are (Chen, 2011):
 - a) **Unfamiliar chunks organized in familiar way**, such as “batten down”, “rake one’s way through” in *Face to Face with Hurricane Camille*: the syntactic properties of such idioms are recognizable, however, the lexical components of the constructions may be new or unacquainted, and learners have to decode the constructional meaning through vocabulary development.
 - b) **Defamiliarized familiar chunks**, such as “on the rocks”, “get out the bed on the wrong side”, “on wings”, and “sit up” in *Pub Talk and the King’s English*: the lexical components and the syntactic pattern of such idioms are readily recognizable, however, their conventional meaning and usage become unpredictable as a result of defamiliarization and deviation. Learners have to reinterpret the constructional meaning.
 - c) **Defamiliarized unfamiliar chunks**, such as “hideousness without a break” in *Libido for the Ugly* and “all this great serenity of ocean” and “a corresponding dusk of lavender” in *No Signposts in the Sea*. The constructional meaning of such idioms has to be inferred via the appropriate cognitive pragmatic mechanism (Chen, 2011).
- 4) The marked and unmarked usages of schematic constructions. Following the monostratal theory of grammar advocated by Construction Grammar, lexicon and syntax form a continuum.

Therefore, the input of high-level schematic constructions is also necessary at the advanced stage of language teaching. The most representative among schematic constructions are rhetorical constructions, discourse constructions, cultural and ideological constructions. Rhetorical constructions are actually

unmarked substantive constructions in marked usages resulting from deviation or defamiliarization. All of the rhetorical devices a learner is being exposed to at the advanced stage of language learning (such as simile, metaphor, metonymy, hyperbole, and antithesis, etc.) are the marked extension, metaphorical variation of limited schematic constructions, including the emergent concepts, ad hoc constructions and emergent usages transmitted memetically. Encoded with the properties of conceptualization and categorization specific to particular genre and style, discourse constructions have higher degree of schematicity compared with rhetorical constructions. On the basis of the input of rhetorical and discourse constructions, which selectively profiles relevant mental spaces or cognitive models, cultural and ideological constructions may be constructed, which may help learners grasp the essence of the target language culture and thinking mode. In a word, the constructional approach to advanced English teaching views the sophistication of learner's interlanguage as the outcome of the continual installation of higher-level schematic constructions.

Teaching Principles

The guiding principle for the Constructional approach to advanced language teaching is the Pragma-Dominance Principle which adopts the top-down angle in the observation of words, constructions, sentences and discourses. In line with this principle, the threshold of language production is the pragmatic inference about the communicators, the communicative intention and means of communication, most importantly, the linguistic and non-linguistic context. Only after making appropriate pragmatic inference can learners come up with concrete semantics and start constructional configurations. In accordance with previous pragmatic inference, learners make corresponding selections of appropriate grammatical and aspectual constructions, information structure and lexical schemata, which means the process of lexicalization and constructional selections should first comply with pragmatic principles.

In view of the pragmatics-semantics-syntax-lexicon priority scale, advanced language teaching is actually the static communicative act between the author, as the implicit communicative subject, and teachers and students, as the explicit communicative subjects.

From the perspective of this author, each text presupposes a narrative event at the pragmatic plane. That is, the author, in particular socio-cultural context or historical period, attempts at the symbolic expression of certain ideas or mentality in his /her consciousness or sub-consciousness by way of writing, which takes the form of the selection of specific lexicon, syntax and rhetorical, stylistic features. From the perspective of teachers and students, the accurate decoding of the trans-text or extra-linguistic information encoded in a target discourse requires a probe into the culture and ideology in social historical period of the author to figure out his/her communicative intention (intention of writing).

Accordingly, under the Pragma-Dominance Principle, the LCP approach stipulates that in the cultural input at the advanced stage of language learning, teachers should foreground the author's personal experience and the background of writing to highlight the genre and style of a particular writing in the interpretation of the deviated and defamiliarized idiolect, which are manifested as the emergent constructions and emergent usages of constructions in the discourse (Hou, 2015). For example, most learners would be puzzled by Mencken's obscure and exaggerated lexicon of ugliness in *The Libido for the Ugly*. At this point, teachers should provide some relevant cultural background about Mencken's bombastic and pompous style of writing and the socio-cultural situation of his time: the age of industrialization and the roaring twenties to help learners understand Mencken's intention to satirize nature that is trampled

ruthlessly by capitalists and the capitalist economy and the perverted and pathological aesthetic value orientation formed in the process of industrialization (Zhang, 2011)

Other working principles in the LCP approach include the Relevance Principle, Effectiveness and the Effectiveness principle. Under the Relevance Principle, the LCP approach relates the systematic selection and usage of words, constructions and rhetorical devices to the author's informative intention, manifested as the semantic features of the discourse, and the communicative intention, manifested as the pragmatic features and functions of the discourse (Hou, 2015). Therefore, the pragmatic interpretation of the target text serves as the ostensive stimuli and the cognitive reference point, which further directs the input of relevant human information to attain the optimal cognitive effect on the part of the learners. For example, in the interpretation of *No Signposts in the Sea*, the best way of attaining the optimal cognitive effect is to relate the author's perception of life and love with the perplexities in learner's own emotional life.

Under the Effectiveness Principle, the LCP approach requires an abundant amount of information imparted by the teacher and the salience of the constructional beauty in sound, form and artistic conception conveyed in the interpretation. With the appropriate interpretation of the diction and constructions of the target text, teachers should bring out the intended illocutionary force with proper energy in language. For example, in the interpretation of Kennedy's *The Inaugural Address*, teachers should focus on the stylistic analysis of its archaic biblical style to highlight the real communicative intention of the president and the artistic conveyance of his politics, to help learners grasp the particular effectiveness attained by the rhetorical and discourse construction.

Teaching Strategies

The LCP teaching mode is bidirectional: guided by the Pragma-Dominance Principle, the top-down approach starts from relevant cultural input followed by hierarchical activation of constructions and lexicon through vocabulary development, the bottom-up approach activates the relevant constructional meaning, which is further associated with relevant cultural models (Hou, 2015). The feasible teaching strategies in LCP approach can be summarized as follows:

Class presentation and the formation of mental models – the construction of relevant cognitive environment. The construction of a relevant cognitive environment is the basis for learners to grasp the human spirit of target language. The most effective approach is to organize the class presentation on relevant background information: learners will be divided into several study groups which are supposed to conduct task-oriented documentary research on background information and collect materials for class presentation. From the perspective of Lexico-Constructional Pragmatics, the input of background information helps to construct relevant mental models which constitute the cognitive environment, which may enhance the cognitive relevance of the teaching contents.

The contextualization of lexical and constructional meaning – Pragmatic Constraints and Pragmatic Coercion as construal mechanism. At the advanced stage of discourse interpretation, Pragmatic Constraints set forth the conditions and means to the generation of appropriate and effective interpretation in that the pragmatic awareness of learners tends to motivate the pragmatic selection of lexical or constructional meaning in light of the specific historical, socio-cultural context pertaining to the author or work. Similarly, Pragmatic Coercion accounts for the semantic deviation or variation in constructional meaning in the specific context. It is a cognitive mechanism of contextualization at the cognitive-pragmatic plane which redirect the pragmatic selection of lexical meaning in accordance with the communicative context, co-text and socio-cultural context.

In advanced English teaching, Pragmatic Constraints involves the pragmatic selection, narrowing, broadening or Pragmatic Enrichment of the conventional meanings of words or constructions. Whereas, to dispel the semantic incompatibility or conflict between lexical items and the construction which forms specific syntactic environment, Pragmatic Coercion engenders creative interpretations of the marked, unmarked or emergent usages of constructions, the emergent meanings in the connotation of lexical items of a construction (Hou, 2015).

For example, in Kennedy's *The Inaugural Address*, the interpretation of "temper" and "discipline" in two constructions "tempered by war" and "disciplined by a hard and bitter peace" is very crucial to the understanding of the constructional meaning (Zhang, 2011). Through Pragmatic Constraint, teachers can contextualize "temper" and "discipline" by providing the general background of the Cold War and analyzing how the lexical item "war" and "peace" may coerce the verbal meaning of "temper" and "discipline" into "hone, harden, or toughen".

In like manner, in *Mark Twain – Mirror of America*, the conventional usage of "flirt with" in "He flirted with the colossal wealth" (Zhang, 2011) is the collocation with a personal object, instead of the impersonal object colossal wealth, which gives rise to the semantic conflict in the syntactic context. At this point, the best interpretive mechanism is pragmatic coercion which personifies colossal wealth as semantic repair to the meaning of "flirt with", which would be metaphorically extended as the emergent interpretation "deal with playfully".

Constructing the deductive model of stylistic appreciation based on the hierarchical construction network. Ultimately, through the working of cognitive pragmatic mechanisms, the idealistic LCP approach extends the study of micro constructions like words, grammatical units to the macro-constructional level of style, discourse or even culture and ideology. Hopefully, the construction network hierarchy provides the paradigm for the stylistic appreciation of the heterogeneous discourses in different genres.

For example, when guiding students in the appreciation of the biblical style in Kennedy's *The Inaugural Address*, the appropriate point is the presentation and interpretation of the archaic lexicon (such as "foe", "anew", "quest"), combined with the analysis of the parallelism in the grammatical constructions (such as "born in this century", "tempered by war", "disciplined by a hard and bitter peace", and "proud of our ancient heritage") (Zhang, 2011) and the analogical emergent constructions which mirrors the biblical tradition of beginning a sentence with conjunctions such as "and". (Kennedy's emergent usage replaced "and" with "to": "To those old allies.....To those new states.....To those people in the huts and villages of half the globe..."). On the basis of the interpretation of the constructions from the micro level to the macro level, from lexicon to grammatical structures, teachers can uncover Kennedy's communicative intention in adopting the biblical style: employing the solemn and archaic style in the pronunciation of his politics, the president fully demonstrates his literary quality and perseverance.

Conclusion

In conclusion, the LCP approach to advanced English reforms the traditional formal and modular teaching philosophy, providing a holographic and constructivist perspective for foreign language teaching. Guided by the Pragma-Dominance Principle, the LCP teaching model incorporates into its teaching design the input of constructions at different levels of the hierarchy: from the micro to the macro, from the prototypical to the non-prototypical. Moreover, the layer-upon-layer progressive interpretation of the marked and unmarked usages of constructions, the conventional meaning and emergent meaning of constructions

contributes to the construction of the inter-language system consisting of the holographic construction continuum in learners' minds.

References

- Croft, W. (2001). *Radical construction grammar: syntactic theory in typological perspective*. Oxford: Oxford University Press.
- Chen, M. (2011). The interpretation of idioms: A constructional perspective. *Journal of Tong Hua Normal University*, 32(1),1-5.
- Goldberg, A. E.(1995). *Constructions: A construction grammar approach to argument structure*. Chicago: University of Chicago Press.
- Goldberg, A. E. (2006) *Constructions at work: The nature of generalization in language*. Oxford: Oxford University Press.
- Holme, R. (2010). *Cognitive linguistics and language teaching*. Beijing: Foreign Language Teaching and Research Press.
- Hou, G. (2015). *Lexico-constructional pragmatics*. Beijing: National Defense Industry Press.
- Liang, J. Y. (2002). *Sentence comprehension by Chinese learners of English: Verb-centered or construction-based*. Unpublished MA thesis: Guangdong University of Foreign Studies.
- Zhang, H. (2011). *Advanced English*. Beijing: Foreign Language Teaching and Research Press.

ICM Analysis of *Teacher* in the Chinese Context

Zheng Honglian

Research Institute of Foreign Languages, Beijing Foreign Studies University, Beijing, China
School of International Education, Nanchang Institute of Technology, Nanchang, China
Email: carolzheng2016@bfsu.edu.cn

Wang Fufang

Research Institute of Foreign Languages, Beijing Foreign Studies University, Beijing, China
Email: wangfufang2013@126.com

[Abstract] *This paper diachronically and synchronically constructs ICMs of a teacher and depicts the dynamic conceptualization process of a teacher in the Chinese context. It proves that a teacher is a complex model cluster in which all individual models converge to form a cluster grounded on bodily experience within specific culture. The conceptual metaphors of a teacher are strongly related with the corresponding educational philosophy in different periods.*

[Keywords] *ICM; teacher; conceptual metaphor; conceptual cognition*

Introduction

Teaching, as a profession, has a large-scale popularization and it was estimated in 2015 that there were around 15,390,000 full-time teachers in China. According to the Modern Chinese dictionary (the 5th version, 2009, p. 690), *teacher* is defined as “someone whose job is to teach”. In reality, this definition is too simple to cover all aspects of the concept of *teacher* since teaching is just one part of teachers’ duties. The changing world, the updating philosophy of education and other social factors have constantly been enlarging the functions of teaching and the connotation of the concept. Meeting the demands of teaching as a profession requires tremendous will, ability, preparation, continuous learning and support. Currently teacher’s roles are multi-faceted; the profession includes the role of a knowledge sender, surrogate parent, class disciplinarian, mentor, counsellor, book keeper, role model, planner and more (Chen, 2012). Therefore, a dynamic perspective is needed to examine the conceptual cognitions on *teacher* in the Chinese context. Compared with previous studies, this study attempts to construct ICMs of teachers and depict the dynamic conceptualization of *teacher* with a new insight. This paper, first from the discipline of cognitive linguistics, introduces the theory of the Idealized Cognitive Model and research methods adopted in expounding the concept of *teacher*. Second, it elaborates the research results found in modelling, corpus analysis, metaphorical statements and personal interviews. Finally, it discusses main findings and how the change of conceptual metaphors and hierarchical structure of semantic category give a dynamic and encyclopaedia description of the concept of a teacher.

Methodology and Methods

The theory of the Idealized Cognitive Model (ICM) is one of the best and most frequently used cognitive tools for interpreting semantic categories and conceptual structures. ICM could describe the phenomenon in which knowledge is represented in a semantic framework and it involves the conceptualization of the experience that is not congruent with reality. Lakoff proposed that there are two advantages of ICM, “the

ability to distinguish prototypical from non-prototypical situations in which a given concept is used; the ability to account for concepts that are inherently nonobjective, for example, concepts involving human perception” (1987, p. 125).

We tentatively propose that the cognitive conceptual organization of a teacher is made up of 15 sub-ICMs governed by five basic interactive ICMs and carries a research on semantic shift of the concept of *teacher* from a multi-dimensional perspective in the Chinese context. With an effort to give a full and authentic ICM description of the concept, we employ four research methods in the study: modelling, corpus analysis, metaphorical statement and personal interview.

Considering the fact that the concept of *teacher* is an experiential cluster in which a number of individual cognitive models converge, we construct the conceptual category with five basic interactive ICMs which are grounded on typical features of *teacher* by modeling. Corpus analysis was used to establish the basic ICMs and 15sub-ICMs of *teacher* from a diachronic angle based on the abundance of corpora. The Modern Chinese Corpus of National Language Committee (<http://www.cncorpus.org>) was chosen as the corpus for data analysis in this study. Its temporal span is from 1919 to 2002 and corpora on humanity and social science from newspaper, magazines, novels and other practical writings occupy 94% of the whole data.

Metaphorical statement and personal interview were utilized to get a close cognitive observation of the two main participants – students and teachers – in pedagogical events and explore how they profile *teacher* from their own embodied experience so that the whole conceptual organization of *teacher* could be well-established. The metaphorical statement was adopted mainly to determine the perception of the concept *teacher* from the perspective of students. The participants consisted of 25 sophomore students studying at English department at Beijing International Studies University in 2015. The participants were asked to complete the sentence “A teacher is like..., because” in Chinese. We also had personal interviews with three college teachers of Nanchang Institute of Technology in April 2015 to examine their perception of *teacher*. We use A, B, and C to refer to these three teachers. A was a female English teacher with 25-year working experience, B was a male English teacher with ten-year working experience and C was a female Korean language teacher with four-year working experience. In the interview, they were required to give a brief account of their cognition of the concept *teacher* according to their personal experience.

Results

The results are made up of four parts correlating to the four research methods.

Modeling Results

Five basic ICMs of *teacher* are proposed in the conceptual category on the ICM theory.

Identity ICM: a person’s identity is generally stipulated by the society he lives in. According to the third clause of Chinese Teacher Law (2009), teachers are professionals performing specified educational duties.

Profession ICM: one who teaches, especially as a profession, is called a teacher. Authority, administration and instruction are three integral parts of the profession.

ICM of Mutual Emotion Interaction: Any teaching inevitably involves processes of emotional communication between the teacher and the students. A good relationship could enhance pedagogical efficiency and create harmonious teaching atmosphere.

ICM of Social Responsibility: social responsibilities of teachers include three parts: profession, law and morality. Compared with other vocations, a teacher carries more moral responsibility in cultivating students' moral outlook.

Social Reputation ICM: a teacher's reputation is based on the public's general opinion, recognition and trust.

There are certain subcategories subordinated to each basic ICM and compared with other occupations in China, being a teacher is more complicated in cognitive models of Identity, Mutual Emotion Interaction, Social Responsibility and Reputation. The 15 sub-ICMs governed by the basic ICMs are also proposed and mainly decided by the subjective evaluation of *teacher* inferred from the context of text materials. The types of evaluation are set into three areas: commendatory, neutral and derogatory. Almost all characteristics of *teacher* are concerned in the cluster of cognitive models (see Figure 1).



Figure 1. Tentative Description of 5 Basic ICMs and 5 sub-ICMs

Results of Corpus Analysis

With *teacher* as KWIC (keyword in context), in total, 2,935 concordance lines were retrieved from the corpus. Concordance lines with *teacher* as KWIC were classified in accordance with the distribution of semantic meanings in the five basic ICMs and 15 sub-ICMs by the method of introspection.

The retrieved KWICs were classified into different categories by the structure of Figure 1. Then we made statistics on retrieved classified KWICs and did multiple computational statistics about the KWICs which involve more than one basic ICM. That is, if one KWIC involved four basic ICMs, it would be counted four times in sum and marked as one separately under each basic ICM. Altogether 112 pieces of retrieved KWICs involved two or three ICMs.

Table 1. Proportion Distribution of the Five Basic ICMs

	Identity	Profession	Mutual Emotion Interaction	Social Responsibility	Social Reputation
Amount	351	1,572	610	162	436
Pct.	12%	53.6%	20.8%	5.5%	14.8%

The proportion distribution of the five basic ICMs is presented in Table 1. It is clearly shown that the amount of KWICs on Profession ICM owns the biggest share, counting 1,572 pieces (53.6%).

Contrasted with other basic ICMs, its dominant position reflects that Profession ICM locates in the focal point of semantic domain and the public's cognitive framework. And with the development of Chinese society, the traditional metaphor TEACHER IS AUTHORITY which has occupied the center of the concept for a long time still takes up a prominent position in semantic domain (Wen 2014). Therefore, we can speculate that Profession ICM is a prototypical member of *teacher* category, which remains consistent with the dictionary meaning. ICM of Mutual Emotion Interaction ranks in the second place, taking up 20.8%. Totally, there are 2,182 pieces of texts related with Profession ICM and ICM of Mutual Emotion Interaction, holding three quarters of all of the concordance lines. Teacher's role as a partner partly weakens the traditional role as an authority.

As Table 1 exhibits, the amount of KWICs featuring Social Responsibility ICM possesses the smallest part. It could be concluded that Social Responsibility ICM stays in the marginal part of conceptual frame and poses as a peripheral member in the semantic domain. The reason for this might attribute to the lack of transparent quantitative criteria and assessments on teachers' morality in Chinese current educational system (Sun, Zhao, & Lan 2007). Thus in reality, although people are aware of the significance that social responsibility is an essential part of the concept of *teacher*, it still remains in a vague and undefined state (Xiang 2004). In sum, corpus analysis has made an investigation of concordance lines on the concept of *teacher*. The sub-ICMs of cognitive models form a hierarchical structure of membership and present non-homogeneous degree of centrality in the conceptual category in terms of proportion distribution.

Results of Metaphorical Statements

In total, 23 valid statements were collected at the end from 6 boys and 17 girls. We classified the metaphorical statements into two categories: animate and inanimate (see Table 2). In Table 2, the metaphors with commendatory meaning are in bold and those with derogatory meanings are in italics.

Table 2. Metaphorical Expressions on the Concept Teacher

Animate	friend, guide, the most important person, soul mate , sanitation worker, Hello Kitty, Doraemon, <i>creditor, dictator</i>
Inanimate	flower, river, spring wind, air, sunlight , compressor, coke, key, geotherm, chicken soup, signpost , <i>cannon, repeater, pirated book</i>

Results of Personal Interview

The following are the main points of transcription of the three teachers' statements. Firstly, A regarded that a teacher is like A DUMMY WITH RICH KNOWLEDGE. Under the administration of college regulations and rules, teachers follow the prescribed command and pedagogical procedures in class. They belong to BLIND SENIOR INTELLECTUALS. Although some students are naughty, teachers have to comfort them in study. Teachers are chiefly assessed by the amount of teaching hours and scientific research projects, but with little concern about teaching quality. Therefore, teaching well or not completely depends on the teachers' conscience.

As a backbone teacher, B carries a heavy workload, around 600 teaching hours a year, and he mocked himself as A TEACHING MACHINE and A REPEATER. In his opinion, teachers are WORKERS IN ASSEMBLY LINE and students are their products. As for the relation with students, he expressed that honestly he enjoyed the sense of achievement after giving a wonderful lecture. And in fact, the relations between a teacher and students are one-sided because teachers want to press all knowledge

into students' brains, while students just dodge and hide. Being a teacher doesn't possibly make a fortune, so in holidays he often does part-time jobs.

Teacher C was a young teacher with relatively few working hours. She claimed that a teacher is A POOR LOSER and is allotted various tasks by supervisors. "I am pleased to see that some students are creative in learning, but I could not meet all their needs. Otherwise, I will be exhausted". For morality, she said that although a teacher is THE MODEL in the society, it was hard to make judgment because there are no concrete evaluation systems in reality. So it finally relies on teachers' self-discipline and responsibility.

Discussion

With the fast growing economy and urbanization, the connotation of *teacher* is undergoing a process of extension and expansion in the Chinese context. Because teachers constitute an indispensable factor in the process of instruction, metaphors of *teacher* are an integral part of educational culture, which highlights the nation's protruding features of education.

Enlightenments and Limitations of Previous Studies on Conceptual Metaphors of Teacher

Conceptual Metaphor theory was widely applied in the study of EFL and pre-service teachers in their roles and attitudes toward career development. Wan, Low, and Li (2011) conducted research to collect data of beliefs about EFL teachers' role from students' and teachers' perspectives and the results showed that metaphors could help normal school students orient themselves in the beginning of career life. Aytan (2014) investigated pre-service Turkish teachers on the concept of *teacher* and the findings expound the differences of teacher beliefs between students and teachers. Another two studies focused on how to develop student-centered teaching design through student metaphorical expressions about an ideal teacher (Nartgun & Özen, 2015; Nikitina & Furuoka, 2008).

Previous studies on *teacher* provide us with a theoretical and empirical basis to conduct further research. However, there are still some limitations in these studies. Firstly, constrained by teachers' identity as the role of teaching and management, analyses on the concept were not adequate enough and few conceptual cognitive researches were conducted in terms of teachers as social beings. Secondly, most studies around teacher emotions adopted a single-direction perspective and put a lot of attention to the positive side of emotional communication. Thirdly, no scholar presented the hierarchical structure and realistic embodiment of semantic meaning when illustrating the concept *teacher*.

Hierarchical Structure of Membership gives an Encyclopaedia Description of the Concept

Distinguishing from the previous studies, this research allocates authority, administration and instruction as the sub-ICMs of Profession ICM because the special nature of teaching career endows teachers with power to manage classes and students. To a certain degree, the three sub-ICMs construct the nature of Profession ICM. The administration sub-ICM covers job content that teachers regulate and supervise students in their behaviors, daily habits, moral and virtue. While the instruction sub-ICM includes the teacher's roles as a lecturer, organizer, executor, teaching activity designer, and so on. The three functions necessarily work interlaced.

The derogatory conceptual metaphors on teacher are first taken into account in academic researches since in our view they are also one vital part of the general embodied experience and could give us a full picture of the cognitive semantic meaning of *teacher*. Take Identity ICM as an example, REPEATER and SOUNDING BOARD share the features of dull echo, imitation and repeat. They reflect some students'

personal feelings when they become bored of the teaching content or teachers' loud voices in class. The other derogatory metaphors NUISANCE, PERVERT, MONSTER, HYPOCRITE, STINKY NUMBER NINE largely mirror the negative images or opinions of teachers in part of people's minds (Li, 2010). PERVERT is a new-born metaphor in recent years in China because of sexual abuse on campus. Although a very small number of teachers make sexual attacks on students, a lot of media coverage about these incidents home and abroad have created great influence on the public's judgment of *teacher*. And with the fast and wide-spread nature of these reports through Internet, some individuals changed their conventional ideas about *teacher* and re-structured the framing of the concept of *teacher*.

Furthermore, ICM of Mutual Emotion Interaction proves that the dynamic nature of conceptualization lies in the meanings of complex expressions which emerge and develop in cognitive processing. A complete ICM of Teacher Emotion is bidirectional and focuses on the mutual emotion communication and cooperation between the teacher and students.

TEACHER IS SACRIFICE is Replaced by TEACHER IS FRIEND

The basis of metaphors is to understand and experience one thing through the perspective of another thing (Lakoff & Johnson, 2003; Maccormac, 1990). Taylor (1984, as cited in Arslan & Bayrakci, 2006) stated that metaphors enable people to reconceptualize and see things from different perspectives and realize the matters that we previously miss by establishing connections from the object or phenomenon we try to understand to the conceptual network of a different semantic domain. Because metaphors could offer a broader picture of the speaker's mental images, a metaphorical statement is widely used in pedagogical research to gather students' feeling towards elements of education (William & Wavell, 2007; Poyle, 1985; Mahlios & Maxson, 1998).

The metaphorical expressions collected from students clarify the concept *teacher* with distinctive temporal characteristics and with rich semantic meaning from multidimensional perspectives. Grounded on Image Schema theory in cognitive linguistics, these statements demonstrate that students' perception of the concept *teacher* focuses on the Profession model, the Social Reputation model and the Emotional Interaction model. Among them, the metaphors FLOWER, SPRING WIND, SUNLIGHT, GEOTHERM AND FRIEND, commonly used to describe things that are beautiful, warm and pleasant in China, evoke the same frame semantic scene and a similar mental experience of Chinese students. They profile teacher's positive language and behaviors, such as care, help and encouragement. The commendatory model is projected on students' mind, creating a vigorous impression of teacher on students. It mainly highlights the commendatory type of the emotional interaction model.

In addition, students' description of the concept *teacher* mirrors that the classical metaphor TEACHER IS SACRIFICE that has always been taken as a vivid portrait of traditional Chinese teachers has been gradually substituted by the new and human-oriented one, TEACHER IS FRIEND. The metaphors GUIDE, SIGNPOST and KEY share common features with *leading or showing direction* and symbolize the activity that teachers generously offer useful guidance in a student's study and life, which makes the commendatory type of the Social Reputation model in the concept achieve a certain degree of salience. Compared with the traditional metaphor TEACHERS ARE HUMAN SOUL ENGINEERS, these are higher in specificity and more measurable in semantic domain. On the contrary, CANNON, REPEATER, PIRATED BOOK, CREDITOR and DICTATOR exemplify a certain degree of prominence in the derogatory cognitive models of the concept *teacher*. From the mapping between the source domain and the target domain, some teachers' peculiarity like stubborn, inflexible and indifferent is taken on. It

reveals the phenomena that teachers lack getting feedback from students and the students suffer rigid and strict treatment. HELLO KITTY, DORAEMON and COKE are all popular among the young people in modern China and have a distinguishing temporal feature, showing the dynamic nature of the concept *teacher*.

Derogatory Cognitive Models Function as Focal Points in Teachers' Narration

The three teachers construed the concept from their own perspectives. There were a variety of metaphors in their statements, such as A DUMMY, BLIND SENIOR INTELLECTUALS, TEACHING MACHINE, REPEATER, ASSEMBLY LINE WORKERS, LECTURER, LOSER and MODEL. Through mapping the structure of source domains onto that of the target domain, we could discover that these source domains share common features in semantic meanings, such as mechanical operation and a lack of independent thought and free voice in working environment. The metaphors reflect some teachers' dissatisfaction with working conditions and challenges (Zhao, Coombs, & Zhou, 2010). They expect that changes would take place to improve their career life and bring hope to move on. At the same time, it is clear to see from the metaphors that teachers are aware of the negative cognitive models of the concept *teacher* and they are more concerned about social identity, reputation and emotion exchange with students. In their narration, derogatory cognitive models function as focal points within the scene, reaching a special degree of prominence. Furthermore, expressions like *relying on conscience and self-discipline* to some extent show that teachers are aware of the fact that social responsibility is an essential part of the conceptual structure.

The Five Basic ICMs are Dynamic in Semantic Category

Jin and Cortazzi (2012) claimed that emotion interaction between teachers and students plays an essential part in learning. Their point is congruent with our findings that ICM of Mutual Emotion Interaction remains an important position in the moving trend to the centered of semantic category. Our findings show that the concept *teacher* is a category based on a cluster of comprehensive cognitive models in which a number of mutually independent and interrelated models mix together. With temporal change, the five basic ICMs are in the dynamic characterization, diverging from each other with uneven distribution in semantic domain. The moving trend of the five basic ICMs of the cluster is vividly portrayed in Figure 2. The color gray indicates a high degree of variation. It is shown that great changes took place in the gradient position of the basic ICMs from 1919 to 2015. ICMs of Social Responsibility and Mutual Emotion Interaction shifted to the central and salient part of the semantic circle, while the Social Reputation ICM moved towards the margin. The movement could well explain the puzzles raised by some scholars (Sun, Zhao & Lan, 2007; Chen, 2009) why people's attitudes towards the status of teachers changed and what parents were concerned about when they sent their children to school.

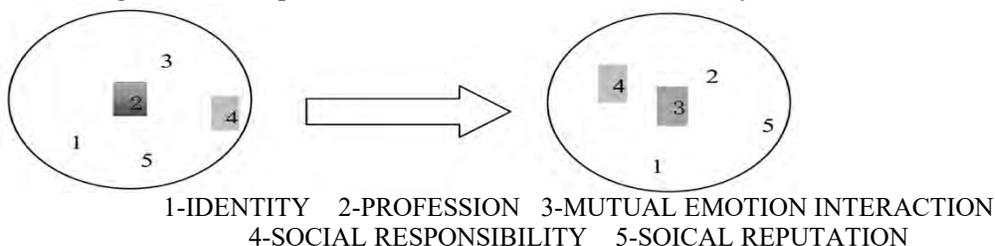


Figure 2. Moving Trend of the Five Basic ICMs

Conceptual Metaphors of Teacher in Different Periods of China Match with the Corresponding Pedagogical Philosophy in History

From the view of CL, cognition is fundamentally interactive and arises from engagement with the world (Ungerer & Schmid, 2008; Langacker, 2013). The metaphor LEARNING IS JOURNEY advanced by Jin and Cortazzi (2012) chiefly stresses the role of teacher as a guide, while our findings believe that a teacher is more than a guide. Conceptual metaphors of *teacher* in different periods of China match with the corresponding pedagogical philosophy in history and highlight the primary focus of ICMs. As shown in Figure 3, the typical metaphor of *teacher* in the agriculture Age was a Gardener since an ideal image of a teacher for the general was a competent gardener with sufficient plant-caring skills during that period. It was believed that Plants would grow very well if a gardener watered and fertilized them regularly. Accordingly, students could be managed in a similar way. Time and labor devotion of a teacher was highly stressed in judging whether a teacher was competent or not. The metaphorical expression entrenched in the mind of the Chinese STUDENTS ARE NATIONAL FLOWERS AND TEACHERS ARE HARDWORKING GARDNERS was popular at that time and consisted with the pedagogical philosophy of objectivism which claimed that reality was mind-independent and educational goals could be achieved outside of individual's subjective biases, interpretations, feelings and imaginations.

Behaviorism was a very popular systematic approach to the understanding of human and animal behavior during the industry age. In educational practice it focused on a change in external behavior achieved through using reinforcement by stimulus and repetition to shape behavior. Greatly influenced by the culture of Soviet Union and characteristics of Chinese social economic development in the 1970s, the metaphor TEACHERS ARE HUMAN SOUL ENGINEERS was introduced into China. In that sense, students are PRODUCTS ON THE ASSEMBLY LINE. They were made, molded and modified by their teachers. The metaphor reflected the philosophy of behaviorism. GUIDE represented an integration of the characteristics of the service age and the essential idea of structuralism and MUTUALIST is a new metaphor laying stress on emotion interaction and mutual benefits between teachers and students.

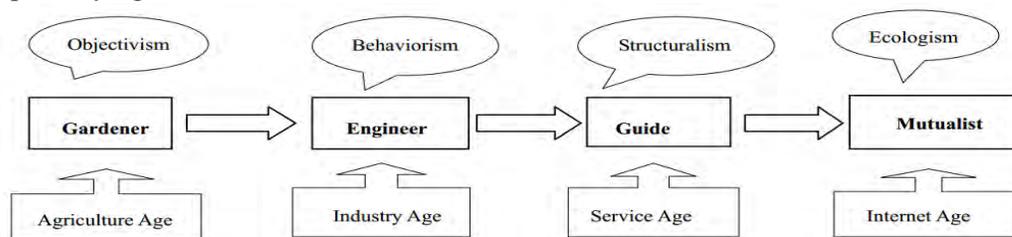


Figure 3. Change of Conceptual Metaphors in Different Periods

Figure 3 draws a picture of semantic change in conceptual metaphors of *teacher* according to the temporal progress and the corresponding educational philosophy in China. In each era, there is a classic conceptual metaphor on *teacher*, manifesting the public's general ICM of the concept *teacher* from the abstract to the concrete. The cognition towards the concept of *teacher* implies that the perception of *teacher* has been changing evidently with the development of society and the new educational philosophy ***Mutual growth between teachers and students*** is taking the place of the long-established teacher-centred notion in China. The new thought mainly underlines a teacher's roles in instructional management and their emotional interaction with students, laying importance in cultivating harmonious relationship between teachers and students. MUTUALIST, the new-born metaphor for teachers during the Internet Age in China, reflects the common's expectation that teachers and students could get well along with

each other and benefit from each other in personal development, so that both teachers and students can progress greatly. Ye Lan, a famous educationist and lifelong professor of East China Normal University, advanced that instructors need have a fresh insight into education with an ecological perspective of dynamic interaction (Sun, 2015). Her opinion greatly highlights the ICM of social responsibility and Mutual Emotion Interaction of the concept of *teacher* and keeps line with our findings.

Conclusion

The study diachronically and synchronically constructs ICMs of *teacher* and depicts the dynamic process of conceptualization in Chinese context with the aid of multiple methods, from modeling, corpus analysis, metaphorical statement to personal interview. In accordance with the ICM theory, it proves that *teacher* is a complex model cluster in which all of the individual models converge to form a cluster grounded on our own bodily experience within specific culture. ICM analysis of the concept *teacher* offers people encyclopedic knowledge of to grasp the semantic meaning and an important reference to cultivate appropriate pedagogical philosophy in teaching practice. All of the teacher metaphors are rooted in our construal of the world through embodied experience (Falck & Gibbs, 2012; Lizardo, 2012). The abstract concepts of educational philosophy which possess clear temporal features are mentally constructed. They are strongly related with the corresponding conceptual metaphors of *teacher* and provide the public with a deep understanding of *teacher*. The findings are also a cognitive mirror for instructors themselves to enhance self-cognition and self-awareness about teaching career development and offer a vital reference for educators to do self-orientation, shape pedagogical thoughts and pursue effective pedagogical skills. Moreover, positive understanding and grasping the semantic extension and expansion of the concept *teacher* is beneficial for instructors to do self-reflection, self-development and self-improvement.

Acknowledgements

We thank Ms. Xiao Li, Mr. Wang Xin and Ms. Liu Fang for assisting in the preparation of this manuscript. We also thank the editor for offering help in revising the manuscript.

References

- Arslan, M. M., & Bayrakçı, M. (2006). An examination of metaphorical thinking and learning from educational view. *Milli Eğitim Dergisi*, 35(171), 100-108.
- Aytan, T. (2014). An investigation of metaphors on the concept of teacher among preservice Turkish teachers. *Revista De Cercetare Si Interventite Sociala*, 46, 65-84.
- Chen, G. (2009). *Truth of teacher morality*. Shanghai: Press of East China Normal University.
- Chen, X. (2012). *Curriculum and pedagogy*. Beijing: Higher Education Press.
- Dictionary Editing Department of Language Research Institute of Chinese Social Science Academy. (2009). *Modern Chinese dictionary*. Beijing: Commercial Press.
- Department of Policy and Regulation of Chinese Education Commission. (2009). *Chinese teacher law*. Beijing: Law Press.
- Falck, M. J., & Gibbs, Jr., R. W. (2012). Embodied motivations for metaphorical meanings. *Cognitive Linguistics*, 23(2), 251-272.
- Jin, L., & Cortazzi, M. (2012). *Researching Chinese learners: Skills, perceptions and intercultural adaptations*. Beijing: Foreign Language Teaching and Research Press.

- Lakoff, G. (1987). *Women, fire, and dangerous things: What categories reveal about the mind*. Chicago: University of Chicago Press.
- Lakoff, G., & Johnson, M. (2003). *Metaphors we live by*. Chicago: University of Chicago Press.
- Langacker, R. W. (2013). *Essentials of cognitive grammar*. Oxford: Oxford University Press.
- Lizardo, O. (2012). The conceptual basis of metaphors of dirt and cleanliness in moral and non-moral Reasoning. *Cognitive Linguistics*, 23(2), 367-393.
- Mahlis, M., & Maxson, M. (1998). Metaphors as structures for elementary and secondary preservice teachers' thinking. *International Journal of Educational Research*, 29(3), 277-240.
- Maccormac, E. (1990). *A cognitive theory of metaphor*. Cambridge: MIT Press.
- Nartgun, S. S., & Özen, R. (2015). Investigating pedagogical formulation students' opinions about ideal teacher, teaching profession, curriculum, responsibility, public personnel selection examination and employment. *Procedia-Social and Behavioral Sciences*, 174(0), 2674-2683.
- Nikitina, L., & Furuoka, F. (2008). "A language teacher is like..." Examining Malaysian students' perceptions of language teachers through metaphor analysis. *Electronic Journal of Foreign Language Teaching*, 5(2), 192-205.
- Poyle, W. (1985). Effective teaching and the concept of master teacher. *The Elementary School Journal*, 86(1), 27-33.
- Sun, H. Y., Zhao, Q. M., & Rong, L. (2007). *Introduction of teachers' morality*. Lanzhou: Gansu People Press.
- Sun, X. (2015). *Yelan's remark on primary education: Disagree on student-centered educational slogan*. Headteacher Club. Wechat number: xiaozhangclub. 18th May.
- Taylor, W. (1984). *Metaphors of education*. London: Heinemann Educational for Institute of Education.
- Ungerer, F., & Schmid, H. J. (2008). *An introduction to cognitive linguistics*. Beijing: Foreign Language and Teaching Research Press.
- Wan, W., Low, G. D., & Li, M. (2011). From students' and teachers' perspectives: metaphor analysis of beliefs about EFL teachers' Role. *Beliefs about SLA Revisited*, 39, 403-415.
- Wen, Y. (2014). Evolution of teachers' social role from the perspective of metaphor. *Education School Journal of Taiyuan University*, 32(1), 1-5.
- William, D. A., & Wavell, C. (2007). Secondary school teachers' conceptions of student information literacy. *Journal of Librarianship and Information Science*, 39(4), 199-212.
- Xiang, X. (2004). Functional expansion of teachers' social responsibility in the countryside of West China. *Education Research*, 97(6), 10-14.
- Zhao, H., Coombs, S., & Zhou, X. (2010). Developing professional knowledge about teachers through metaphor research: Facilitating a process of change. *Teacher Development*, 14(3), 381-395.

Application of Affective Filter Hypothesis in Oral English Teaching

Gu Xiaolin

Teachers' Development Center, Changchun Guanghua University, Changchun, China

Email: 642525973@qq.com

[Abstract] *According to Krashen's Affective Filter Hypothesis, affective factors greatly influence oral English learning. It is believed by some researchers that in addition to some individual differences in age, intelligence, personality, attitude, motivation, beliefs about language learning and affective states, the difference in the use of learning strategies has much to do with the learning results. Instructors need to apply the theory of Affective Filter Hypothesis to the teaching practice, but also give some further suggestions to the students to improve their oral English.*

[Keywords] *Affective Filter Hypothesis; oral English; application; learning*

Introduction

In China, several foreign language teaching methods and approaches have been attempted to teach English sequentially, or at the same time, such as: Grammar Translation Approach, Oral Approach and Situational Language Teaching, Audio-lingual Approach and Communicative Approach. However, we should not only have linguistic knowledge, but we should also try to speak English fluently and appropriately. This paper is based on Krashen's Affective Filter Hypothesis and explores the correlation between the subjective factors and the oral achievements so as to make it clear how the learners' oral English learning strategies, the affective factors, as well as individual differences, influence their oral achievements. The Affective Filter Hypothesis explains why acquisition is not equally successful for all L2 learners, even when they are exposed to identical comprehensible input. Apart from the introduction and conclusion, this paper could be divided into three parts. Firstly, the paper not only presents Krashen's Five Hypotheses and the related researches, but also mentions the relationship between affective factors and oral English teaching. Secondly, this paper mentions the nature of the oral English teaching. Lastly, the paper explores the teaching strategies that could decrease the affective factors' hindrance in oral English output.

The Affective Filter Hypothesis

In the 1960's, with the upsurge and development of humanistic psychology, more and more attention was being paid to the affective domain in language teaching. Humanistic psychology holds that education should take the promotion of man's all-round development as its goal and, to attain this goal, it is both necessary and important to combine cognition and emotions or feelings. Among the studies on affective factors abroad, the better-known is Gardner and Lambert's study on motivation and attitude. In 1977, Dulay and Burt put forward the process that explained how the affective factors influence the foreign language learning. They defined the Affective Filter as "it is an inner managing system, which subconsciously prevents the learners from absorbing the language through affective factors". It was not until 1981, Krashen took the statements of affective researches in his five hypothesis and put forward Affective Filter Hypothesis. Stevick and Oxford, respectively, developed Krashen's Affective Filter Hypothesis in Chapter Two and Chapter Four in *Affection in Language Learning*, which was edited by J. Arnold in 1999. In this book, Stevick mentioned new information managing is not a unidirectional process from short memory to long memory, but a interactional process of long memory and working memory. And Arnold classified the

affects into positive and negative emotions in his book (1999). He said that when dealing with affective side of language learners, attention needs to be given both to how we can overcome problems created by negative emotions and to how we can create and use more positive, facilitative emotions (1999, pp. 121-137).

Studies on affective factors in China started only recently. Wang analyzed learners' needs in the course of FLL from the cognitive and affective perspective and feels that affective factors are one of the two major factors that affect foreign language teaching and learning, that all factors coming under affective factors are connected and interact with each other and that among them self-image deserves special attention (2001, pp. 37--44). Some researchers made empirical studies of the effects of learners' motivation and anxiety on the learning achievements respectively. He Xiaofeng and Yang Minmin (2003) discussed the personality factor which affects oral English development and they found personality has an important influence. Through experimental study Zhang Qingzong (2004) found that learners' motivation affects the improvement of oral English greatly and put forward some implications on oral English teaching in colleges. Tang Wenli (2005) subjected 161 participants who were non-English majors at a college in Guangdong and analyzed the motivation factor that affected non-English majors' oral English ability. His conclusion is very valuable.

All of these studies point to the fact that more and more scholars and instructors in China's foreign language circles are concerning themselves with the effects of the learner's affective factors and the instructor's, as well on the learner's, learning achievements and their researches into affective factors have opened a new page.

It is well known that Krashen's five hypotheses are so closely related to each other that it would be garbling a unity of system if we consider the Affective Filter Hypothesis as an independent part (Bailey, 1983). So it is necessary to study his Monitor Model as an overall theory when we talk about Krashen's Affective Filter Hypothesis. Educators and researchers put forward many theoretical models in explaining the process of Second Language Acquisition (SLA), especially in oral English acquisition, among which was Krashen's Monitor Model – one of the most influential and controversial theories which consider the issues of SLA entirely.

According to the Affective Filter Hypothesis, comprehensible input may not be easily used by L2 learners if there is a "mental block" that prevents them from fully profiting from it (Krashen, 1997). The affective filter acts as a barrier to acquisition: if the filter is "down", the input reaches the language acquisition device (LAD) and becomes acquired competence; if the filter is "up", the input is blocked and does not reach the LAD. To sum, "people acquire second language only if they obtain comprehensible input and if their affective filters are low enough to allow the input in".

Even if all L2 learners were exposed to apparently identical comprehensible input, their acquisition would not be equally successful. In order to explain the phenomenon, Krashen claims there can be "a mental block that prevents acquirers from fully using the comprehensible input they receive for language acquisition". The "mental block" caused by affective factors is called the affective filter. This is the Affective Filter Hypothesis. According to this hypothesis, if the filter is up, comprehensible input cannot get through, or we can say, not easy to get through; if it is down, learners can make effective use of it. The Affective Filter Hypothesis embodies Krashen's view that a number of affective variables play a facilitative, but non-causal, role in SLA. These variables include: motivation, anxiety, self-confidence and so on (Krashen, 1983).

Actually, in oral English learning there are also many other affective factors that influence it greatly. And the affective factors mentioned are closely related each other; and influence each other. For example, to some extent what the instructor does in the classroom might increase or decrease learners' anxiety; the learners' affective factors, such as motivation, attitudes and their personality, decide whether the learners will participate in classroom activities actively or passively. Different approaches in teaching may influence learners' attitudes and motivation of learning oral English differently.

The Nature of Oral English Teaching

Speaker and listener (or listeners) are involved in oral communication, which is a two-way process and needs the productive skill of speaking and the receptive skill of listening (or listening with understanding). We should know that receptive does not imply passive: both in listening and reading, language users are actively involved in the process of interpreting and negotiating. It is necessary to know the nature of oral English teaching because of the complicated process of oral English teaching

When two people are engaged in communication, it is fairly certain that the one who is speaking wants to do so. In other words, there is a need and a purpose for communication and something to be communicated. This need may be to disagree or to charm, to flatter or to insult, to give information or to express pleasure. In each of the cases, he or she is interested in conveying that purpose to the listener. The need and purpose are what give rise to communication in everyday life. It is this element of unexpectedness and unpredictability that makes communication continue successfully. In order to communicate effectively the speaker and the listener have to negotiate. When genuine communication takes place, the recipient should receive something new that is being communicated. Communication is full of surprises. The unpredictability is an important element in communication.

Different practitioners in educational traditions might interpret the Communicative Approach differently. Common to all versions, however, it is a theory of language teaching that starts from a communicative model of language and language use. Most Oral English Teaching interpretations show a number of distinctive features.

- Firstly, communicative and contextual factors are the key in language learning. We can't learn the target language in an isolated way. We can deduce the meaning of the utterance from its socio-cultural context.
- Secondly, learner-centered and experience-based view of language teaching. Experience is the best school in learning. The ideal curriculum is composed of well-selected experiences. The instruction methods should be designed on the basis of individual learners' interests, styles, needs, and goals.
- Finally, doing is learning. The best way to learn the target language is to struggle to use it in the communication. The instructor should encourage learners to involve themselves in the meaningful communication at the very beginning.

In today's international communication, English has become one of the main working languages in the world. More and more considerable social importance is given to foreign language learning and teaching. In China, educators sequentially, or at the same time, have tried several foreign language teaching methods and approaches to teach English, such as the Grammar Translation Approach, Direct Method and Structural-Situational Method, Audio-lingual approach and Communicative approach.

Implications of Affective Filter Hypothesis for Oral English Learning and Teaching

It is believed that the instructor is a significant external factor and can affect learning far beyond the transmission of knowledge. Now that choosing the integrative motivation is found to be more helpful for oral English production according to the study, it is the instructor who ought to take it upon himself to encourage learners' integrative motivation, and the instructors' skills in motivating learners should be seen as central to teaching effectiveness.

Instructors' Skills in Motivating Learners

Instruct learners in accordance with their differences. As the "learner-centered" theory is gradually accepted, more and more attention is focused on learners. Learners learn English with different affective states such as self-esteem, inhibition and motivation, and their learning efficiencies are different too. The instructor should study the individual differences of learners to suit their different needs.

Form a supportive environment. Learners will refuse to speak out if they find that they have the risk of making fool of themselves in front of other learners in class. In addition to affective factors, more often than not, they have no desire to speak. So at the beginning of the class, in order to help learners to get rid of psychological barriers the instructors should learn to elicit their "voice". It is a psychological problem that being afraid of speaking in classroom. In a word, the instructor should create a psycho-supportive environment to elicit learners' voice. And it involves both the class atmosphere and the environment outside the classroom.

Develop and balance the integrative and instrumental motivation. The present study shows that Chinese learners are more instrumentally motivated in learning English. Instructors should be sensitive to learners' motives, to recognize their instrumentality, and at the same time raise their integrative motivation, as both extrinsic and intrinsic motivations are needed to induce people to learn. It is known that Chinese non-English majors have little contact with the English speech community to access its culture, so stimulating their curiosity and interests in the target language itself can be considered an effective method to help them integrate into the language.

Form an affective autonomy and develop a good learning habit. Intellectual autonomy is important for the learners because it helps them to learn how to efficiently find paths for effective learning and development, to function as problem solvers. This is what we mean by learning how to learn. It also works to create a disposition of self-confidence thus keep the gate open to new possibilities. In addition, it values cooperation with others, mutual respect relations, and shared values.

Learners are individual learners, so they have anxiety when they learn foreign language. The level of the anxiety depends on each student. As a language instructor, one should know it and try to help the learners who are more anxious to alleviate it. This is very important for the learners to learn language well.

How Instructors can Alleviate Learner's Anxiety

Adopt proper methods in correcting errors. In the related analysis, grades of anxiety are highly related to error correction. Students are afraid of being corrected. In fact, if the instructors give proper correction in the suitable way, the students can decrease their anxiety. So, it is very important for the instructors to make considerate corrections. That means the instructors couldn't give the correction immediately but give it in proper time and in an indirect way. Instructors also should believe that the answer for a question is not the only one. At last, the instructors ensure the students that they should have a feeling

of security. Because only when the students make sure that their answers wouldn't be criticized, can they dare to volunteer to cooperate with the teacher and learn the language positively.

Give more waiting time in questioning. Instructors should master more teaching methods and try to acknowledge the students' mentality, which will help them to encourage students to cooperate with them in class. Above all the ways, it is the most important to give students enough waiting time to answer questions. In fact, most instructors would just give students less time to think over or call on next student to answer the same question. But it is not good for the students' learning. Students will be more active if they are given much time to answer questions. Questioning technique is a significant factor in class because of its being used frequently. In order to make students like to participate in class, instructors should give evaluative questions but not divergent questions: Since evaluative questions can help students practice themselves and communicate with each other. When instructors give questions to students, they'd better pay attention to the students' expression. If the students seem to be nervous, please give them enough time to prepare.

Utilize moderate competition and cooperative learning. It is known that competition is a good method in language study. And this method is used by most instructors nowadays. Since it is closely related to the students' competence, a good competition can drive the students to learn the language well. We can have different forms of competition just like vocabulary memorizing, singing songs, storytelling or some other ways. It is better to use a relaxing way rather than a fierce way which may lead to anxiety.

Allow for some relaxation, both mentally and physically. When the students feel more nervous, they should leave the class for some minutes or hours to have a rest. They can go out for a walk, do some exercises or listen to pop music. The instructors should give the students who don't feel very well some good suggestions. The instructors could tell them to have a rest, eat some healthy food and so on. Only when the students have a good mood in class, can they learn the language happily and more effectively.

Many instructors like to use monolingual teaching method in class. Maybe it is a good way to help the students practice language. And it can also let the students know language is not only the target language they should learn well but also a communicative tool that can be used in class. We can't deny the advantages of monolingual teaching method, but we also should know that a perfect class is a sufficient one. In a sufficient class, the mother tongue should be allowed and needed. In a language class, translating is doing from the beginning to the end, so we can't avoid the use of mother tongue since the students cannot use foreign language very well. Secondly, the mother tongue can help keep the students from misunderstanding and confusion. Thirdly, the adequate comparison and contrasting between the mother tongue and the target language can help the students understand well and eliminate the negative transfer of mother tongue. In this way, students can speak the language correctly without using Chinglish. Finally, since some students will be anxious when they can't use the target language to finish their tasks, the use of mother tongue can make them feel secure. They also won't be embarrassed or frustrated. To use the mother tongue properly is beneficial for the students who have poor competence in language learning. As for them, the use of the mother tongue can help them gain more confidence to study the language.

Conclusion

Based on the Krashen's Affective Filter Hypothesis and affective factors in the theory of Second Language Acquisition (SLA), for example, motivation, attitude, anxiety, self-esteem, and personality, etc., we know that some possible affective factors influence non-English major oral English learning (Swain, 1985). In order to improve the students' oral English proficiency, it is important to stress interaction and cooperation

in language learning. We should help the students find their grammatical problems consciously and do more abundant preparation after class to promote their overall performance of oral English. Learners who achieve better speaking performance are more likely to be those who have higher motivation. Previous speaking performance may have effects on learners' confidence. The instructor plays an important role to help the students be active under different conditions. Language teachers should spare no effort reducing classroom anxiety and creating safe and comfortable classroom environment for learners to learn at ease. It can't be denied that psychological preparation is important for language learning.

Acknowledgement

This project was funded by the "13th Five-Year Plan" of Higher Education Science in Jilin Province "Research on the Ways of College English Teachers' Professional Development in Private Universities Under the Background of Transformation" (GH16567) and the "13th Five-Year Plan" of Social Science Project of Jilin Provincial Department of Education "Research on the Paths of Transformation From Private Colleges to Applied Ones" (JJKH20171031SK).

References

- Arnold, J. (1999). Affect in language learning. *Foreign Language Teaching and Research Press, People Education Press, Cambridge University Press*, 121-137.
- Bailey, K. M. (1983). *Competitiveness and anxiety in adult second language learning: Looking at and through the diary studies, Classroom oriented research in second language acquisition*, (pp. 67-102). In Seliger & Long, (Eds.), Rowley, MA: Newbury House.
- He, X., & Yang, M. (2003). A study on the correlation between college students' personality factors and oral English ability. *Foreign Language Circles*, 2003(3), 95-99.
- Krashen, S. (1983). *The natural approach: Language acquisition in the classroom*, (pp. 79-84). Oxford: Pergamon.
- Krashen, S. (1997). *Principles and practices of second language acquisition*, (pp. 15-23) . Oxford: Oxford University Press.
- Swain, M. (1985). *Input in second language acquisition*, (pp. 89-101). Rowley, MA: Newbury House.
- Tang, W. (2005). Investigation and analysis of the influence of motivational factors on oral English learning. *Foreign Language Teaching*, 2005(3), 27-29.
- Wang, L. F. (2001). *A survey of modern second language learning and teaching*, (pp. 37-44). Shanghai: Shanghai Education Press.

Teaching Strategies on English Linguistics For Applied Talent Training

Zheng Ying

School of Foreign Language, Heihe University, Heihe, China

Email: zhengyinghhi@163.com

[Abstract] Local Chinese universities are undergoing a functional transformation to Application-Oriented Universities. English Linguistics teaching must meet the current social demands. This paper aims to analyze the necessity of reforms on English Linguistics teaching and explore the effective approaches to training applied talents by English Linguistics teaching, including changing the teaching idea, teaching contents, and innovation of teaching methods and evaluation methods.

[Keywords] English Linguistics; applied talent training; transformation and development

Introduction

English Linguistics is a compulsory professional course for English Major in universities. One of its teaching goals is to let students know about the rich research fruits in Linguistics and the relations of language to society, technology and personnel cultivation. A more important goal of Linguistics teaching is to train students' language awareness and improve their rational and critical thinking. Therefore, the Linguistics course is very important in English major education in universities. In February 2014, the State Council proposed that a number of ordinary undergraduate colleges and universities begin the process of transforming and developing to application-oriented universities. According to the professional ability requirement for New Era development in China, universities should train the compound applied undergraduates who possess a basic quality, professional core theoretical knowledge, professional relevant theoretical knowledge, innovation ability and practical ability. With the rapid development of science and technology, the position and standard of training talents in the social markets are like computer systems which need renewing and improving to meet the social needs.

The Status Quo of English Linguistics Teaching in Chinese Universities

As seen from the current situation, the applied talents who adapt well to different social fields are welcomed by society. English education in higher schools should take the social needs as the goal of talents training. Under this background, local universities must change their ideas of running schools and innovate the applied talent training modes. English Linguistics teaching is facing a serious situation. In order to achieve these goals, the transformation of teaching strategies in universities is necessary. This paper aims to analyze the necessity of reforms on the Linguistics course and explore the effective approaches to teach English Linguistics in universities for applied talent training, including changing the teaching idea, teaching contents, innovation of teaching methods and evaluation methods.

The previous reforms on foreign language teaching mainly focused on English skills training. Pan Zhixin (2002) investigated the English Linguistics course set-up in Chinese universities. And it turned out that the teaching goal of the Linguistics course still remained at teaching theoretical language knowledge, but it ignored the practical application competence of the students. Thus, the teaching effects were greatly influenced. Teachers spend a lot time on teaching theoretical knowledge, while students are unable to explain the language phenomena based on this theoretical knowledge. In addition, English

Linguistics involves plenty of technical terms which teachers take a lot of time to explain. This results in students' disregarding it as a reciting task and have no clear aim to learn it. Both teachers and students cannot enjoy the learning process of teaching and learning. So, the only fans of Linguistics are those who will attend the examination to become postgraduates. Furthermore, the misunderstanding of Linguistics as a dull and dry subject makes many postgraduates choose other research directions instead of Linguistics. This embarrassing circumstance occurs especially in local universities. Under current social development, applied talent training is the final goal for Chinese education. Only by training applied talents, can universities serve the development of our country. Only by improving the teaching quality and elevating teaching connotations, can universities train qualified talents for social development (He Liping, 2016).

At present, English teaching in many higher schools in China still take traditional teaching modes and the new spirits of teaching reforms are not well understood and carried out. In many local universities, teachers still hold traditional teaching ideas about English Linguistics. The teacher-centered teaching mode still remains. The whole class teaching period is full of teachers' explanation, but students as the major role is ignored. This results in the students' lack of enthusiasm in learning. The students only memorize the linguistic terms and recite the theories. They cannot explain the language phenomena of the theories they have learned. Thus, their language competence cannot be improved. The motivation for study and the interests of students cannot be stimulated. This completely violates the teaching goal of training the application abilities and communicative competence of students. Therefore, teachers should change their old teaching ideas and challenge the modern teaching ideas. They must put the idea of training applied talents into their minds. They must often go deep into the social life and companies to investigate the requirements for talents. On the other hand, universities should take an active part in the transformation, and help teachers learn about advanced applied teaching ideas and improve their self-awareness through the way of training (Liu, 2014).

According to the Course Syllabus of English Major in Higher Schools, the goal of Linguistics teaching is to train students' language awareness. Languages come from life. The training of language awareness emphasizes relating theories to practice. And students must learn to apply theories to explain the language phenomena around them. The transformation of local universities to application-oriented ones require close cooperation of enterprise production with language study and research. These three elements work together to train applied talents. For the Linguistics course, the requirement of putting theories into practice has risen to a high level. How to train applied talents in the Linguistics course? The question is really very serious.

Transformation in Linguistics Teaching for Applied Talent Training

Most universities in China use the textbook *Linguistics: A Course Book* written by Hu Zhuanglin (2017). The teachers put their teaching emphasis on the six major chapters including Phonology, Phonetics, Morphology, Syntax, Semantics and Pragmatics. Firstly, most of the students in local universities will serve the local economic construction, and the main way to achieve this target is to be engaged in English education in local schools, and also in foreign trade in local places. Thus, students must clearly know about English pronunciation, grammatical forms and vocabulary in order to teach pupils in the local schools and work in foreign trade companies as translators or businessmen. The mastery of language skills will benefit them in their future work. Secondly, there are some students every year who have the ambition to study Linguistics further in postgraduate study. They hope their teachers will teach

them the basic linguistic theories and their relations to other subjects, such as computer, language teaching and culture. It is necessary and very important for them to learn them if they want to pass the examination to become postgraduates. What most inspires the teachers is that some of them are interested in Linguistics and make up their minds to be engaged in Linguistics research in their future study. For all of these reasons, the teaching contents of Linguistics must be carefully selected to satisfy the needs of students.

In most universities, the Linguistics course is set up for Grade Three students. There are 32 periods of class teaching every week. It is impossible for teachers to teach the whole book. So teachers must choose only major chapters to teach in detail. The other minor chapters only need introductions. For instance, in Hu Zhuanglin's textbook, Chapters 1, 2, 3, 4, 5 and 8 are major chapters because they conclude the basic linguistic theories. Students must have a clear and thorough understanding of language nature and its inner structures (Hu, 2017). Thus, the teacher can pay special attention to teaching these chapters. Even in these chapters, teachers should also treat them differently. As for the teaching contents of these chapters, for example, in Chapter 2, teachers need to teach Phonology in detail and then students can learn Phonetics by themselves because they have learned the theories of English Pronunciation in their previous study. In Chapter 3, students can learn Morphology themselves because they have learned Lexicology in their previous study. While in Chapter 4, Syntax is quite new to them and it is more difficult to learn. So, it is necessary for teachers to illustrate the syntactic theories for students, among which the Linguistic theories of Chomsky are necessary or them to learn. In addition, the Sapir-Whorf Hypothesis in Chapter 9 and Kreshen's Input Hypothesis in Chapter 11 are beneficial for students if they attend the examination to become postgraduates and are also become teachers after graduation.

Teaching methods are restrained by teachers' knowledge about the teaching contents and teaching principles. Investigation shows that 43% students do not like the Linguistics course because their teachers' teaching methods are old and dull. Pan Zhixin (2002) pointed out that Linguistics teachers should acquire profound theories and grasp the whole system of Linguistics. They need extensive knowledge and good abilities to put linguistic theories into teaching practice. In addition, teachers need strong abilities to do research on Linguistics and have a sharp insight into language phenomena. They should keep pace with the latest research fruits in China and abroad. They must keep adjusting their teaching methods with the latest teaching ideas in the world.

Teachers Should Guide Students to Inquiry Learning

The year 2015 is regarded as the critical year of Chinese Reforms and Innovation. Prime minister Li Keqiang proposed the idea of "Everyone starts his own business, and the whole nation innovate". He believes that the core of innovation lies in the creativity of the people. In the process of transformation and development, education innovation demands great efforts of both teachers and students. Inspiring the creativity of students lies in inspiring their innovative abilities, while inspiring innovative abilities lies in inspiring their self-study, self-thinking and self-inquiry learning. The traditional "force-fed-duck" method formed teacher-centered class teaching, and it had a negative influence on teaching effects. The students were always passive listeners while not study participants. This greatly hindered the training of creative abilities of students. Linguistics teaching must encourage students to think more about why- and how-questions. When teaching theories, teachers can design some interesting questions and ask students to discuss and try to find out the solutions. This can arouse the students' interests in using theories to explain language phenomena, and also train their critical thinking. Their learning motivations have been

inspired and their cognitions about language increase. By thinking over these questions and using the internet and books, students can find the answers by themselves. If they cannot deal with the questions individually, they can also discuss them with their classmates. Teachers can ask them to give presentations in class and share their findings with their classmates. Teachers can then use limited time in class to summarize the key points and encourage students to have further thinking and study. Through teacher-student and student-student interactions, we can avoid a simplified teaching method, and form effective diversified teaching methods. The most important goal of English Linguistics teaching is to train students' abilities to think and analyze questions. Only by giving them more chances to think and find out answers, can students gain the abilities.

Use Comparative Study in Teaching

Linguistics teaching is dull and dry, but many linguistic theories were abstracted from the analysis and summary on language phenomena. Linguistic theories come from our life, and they are used to explain language phenomena in life. Therefore, teachers can guide students to learn linguistic theories with comparing and draw their conclusions through self-thinking and group-discussion. On the other hand, theory researches rely on comparing and analyzing. By comparing, students can learn how to do research as well (Qiao, 2011). For instance, in Chapter 1, when teachers introduce the design features of language, they can assign homework asking students to compare the different ways of communication of animals and think about the different means of communication between human and animal languages. Through comparison, students can better understand the design features of human language. In this way, students also learn that language theories and hypotheses need plenty of examples and observations to prove and support. This gives them a good foundation for future study.

Use Real-Life Cases

Linguistics is a theoretical course, which is different from skill courses. Teachers in skill course classes can arrange different activities to make their teaching more vivid and interesting. In Linguistics teaching, teachers are busy explaining theories while ignoring the interests and acceptance of students. The teaching object of Linguistics is the natural human language, and language is the carrier of human thoughts and cultures. Language theories come from real life. Hence, there are language theories everywhere in our life if you are good at observing and analyzing. In order to arouse the interests of students, teachers must use real and interesting cases to ask students to think about and analyze. For example, when introducing the arbitrariness of language, teachers can ask students who come from different regions in China about the dialects or different pronunciations of the same meaning. Thus, students understand that the form and meaning of language has no natural relationship.

Use Linguistic Theories to Solve the Problems that Students Often Meet in English Skill Courses

Local universities support local education, economy and culture by training applied talents. So the set-up of curriculum and teaching contents require connecting theories with practice. For instance, when teaching Syntax, knowledge of phrase structure rules goes well with English grammar study. Teachers can use phrases to teach students how to write correct sentences and distinguish ambiguous ones. After learning this chapter, students are inspired to discuss with their classmates more English sentences which are hard to analyze. Then, students learn how to construct correct sentences when communicating or writing. The knowledge learned in Linguistics course can give them the power and scientific views on language use.

Use Modern Educational Technology

With the development of modern technology, most class teachings apply multimedia technology and resources from the internet. The teaching contents are enriched, and the students' interests are aroused. In order to further arouse the self-study abilities of students, teachers can apply diverse teaching technology, including PPT, and disks, etc.. Teachers can introduce key points by PowerPoint (PPT) and divide students into several groups and give them questions to discuss. Then, each group make presentations and the teacher remarks on them. The results show that students can grasp most knowledge points in textbook, and they can also give supplements to the textbook with a number of examples found on the internet or from the library. Sometimes teachers can ask students to make PPT in groups, and it is proved that through making PPT, the students can deeply know about the knowledge and the PPT they make are very nice and vivid which arouses their interests of study. The cooperation of groups in class are successful, the class atmosphere is active, and the teaching effects are satisfying. By doing so, the application abilities of students are improved which accord with the demands of applied talent training.

The Evaluation Mechanism Should be Reformed

Teaching evaluation works as testing the effects of teaching and learning. It can supervise the learning progress and stimulate students' learning motivation (Sun, 2017). The traditional evaluation system of English courses is usually composed of ordinary performances and final grades. That mechanism is easy to keep students busy with memorizing knowledge points. But it ignores the goal that to learn Linguistics is to know about linguistic theories and use them to solve questions in real life to improve the application abilities of students. This evaluation mechanism blocks the applied talents training. In order to make the teaching process more scientific and effective, teachers should change the traditional ways of evaluation. Therefore, uniting the knowledge accumulation and out-of-class homework together with the final examination as an evaluating system is a way of reforming on the evaluation mechanism. This new mechanism can encourage students to learn and apply their knowledge, which can help teachers achieve the final goals of applied talent training. Also, teachers should assign some in-class questions and out-class homework to train the students' language performances.

Implications and Conclusion

One of the English teaching objectives is training the critical thinking abilities of students. A good teacher will provide numerous opportunities for all types of brain activity in every lesson. The teacher who talks all period while the students sit quietly and listen is not helping 60% of the class to learn in their most effective and efficient manner. Another teaching objective is training the innovation ability and practical ability of students. This paper takes students as center, interest as a guide, innovation design as the mean, and the inside and outside of the university as an invigorative mechanism. It aims at compositive cultivation on cooperation ability and innovation ability, which takes a new integration mode on teaching, training and innovation. The final aim of teaching is to cultivate and mold useful persons for our society. By teaching English courses, we should not only teach knowledge, but also explore our students' personal attitudes towards the world.

English teaching in local universities has had a closed relationship with local regional economic development and progress. Our country needs more and more applied English talents to meet social demands. So, it is a very critical moment that foreign language teachers should face. In English Linguistics teaching, teachers should think highly of the idea of applied talents training and innovate the

teaching tragedies with the time. We should teach not only Linguistic knowledge, but also train the application of the competence and critical thinking of students. Only those who fancy asking questions and would like to solve questions can be applied talents. As teachers in higher schools, it is our responsibility to heighten the application competence of students and train qualified applied talents for our country.

Acknowledgement

This article was written for Basic Scientific Research Service Fee for Scientific Research Projects of Heihe University in 2018, “Research on the Bottleneck and Countermeasures of the Transformation and Development of Applied Universities in Heilongjiang” (Project number: 18KYYWFCXZ04). Project host: Zheng Ying. Main participants in the project: Ge Xiulan, and Liu Likun. This article was also written for Horizontal Scientific Research Project of Heihe University in 2018, “Research on English Introduction to Famous Tourist Sites in Heihe District ”. Project host: Zheng Ying. Main participants in the project: Ge Xiulan, and Guan Lili.

References

- He, L. (2016). Teaching consideration on English linguistics under the background of transformation development of local universities. *Hunan University of Science & Technology*, 7, 167-169.
- Hu, Z. (2017). *Linguistics. A course book, fifth edition*. Beijing: Beijing University Press.
- Liu, Y. (2014). Issues and the countermeasures for English linguistics in universities. *The Science Education Article Collects*, 7, 113-116.
- Pan, Z. (2002). *Investigation on curriculum of English linguistics*. Shanghai: Foreign Language Education Press.
- Qiao, S. (2011). Teaching consideration on English linguistics in universities. *Hetian Teachers' College Journal*, 30,166.
- Sun, Y. (2017). A research on English linguistics teaching from the aspect of applied talents. *Intelligence*, 10, 67.

Opportunities and Challenges of the English and American Literature Movie Appreciation Teaching Mode in the Context of English for Academic Purpose (EAP)

Yanli Qu

School of Foreign Languages, Northeast Normal University, Changchun, China

Email: quyl972@nenu.edu.cn

[Abstract] *The traditional teaching mode, which emphasizes on the knowledge training, can meet the demands of neither social progress, nor language learners. Faced with the ever-changing situation both domestically and internationally, many scholars in China have proposed the English for Academic Purpose (EAP) teaching mode. This article focuses on the EAP teaching mode and takes the course of the English and American literature movie appreciation as an example, and aims to explore how the curriculum construction of literature movie appreciation adapts itself to the needs of multi-disciplinary English talents cultivation in the context of EAP, under the background of Chinese higher education.*

[Keywords] *EAP teaching mode; English and American literature movie appreciation; higher education.*

Introduction

Over the past decade, with the development of the globalization of the tertiary education, the population of overseas students, especially those who come from non-English-speaking countries, has increased greatly. The reason why students have been keen to learn English is not limited to language learning. What they really need is to study majors by means of English. What's more, the evident dominance of English publications seems to push EAP out of the border of the ESP system. In China, the development of the integration of economy and the boost of the project of collaborative research among graduates and postgraduates has led to significant improvement of English levels among college students. The traditional teaching mode which emphasizes on the knowledge training (listening, speaking, reading, writing and translating) does not meet the demands of either social progress or language learners. Faced with the ever-changing situation both domestically and internationally, many scholars in China have proposed ESP teaching mode. At the same time many "211 project" of the state key universities have explored ways to establish ESP curriculum systems, for instance, Fu Dan University, Shan Dong University, Sichuan University, among which the professional teaching and research team from Fu Dan university has made a great contribution to the ESP curriculum development and textbook compilation. The International Forum on Chinese Postgraduate Education was co-organized by Academic Degrees and the Graduate Education Development Center in Ministry of Education and Chinese Society of Academic Degrees and Graduate Education in Beijing in October, 2015. One of the center subjects under discussion was the cultivation of cross-border graduates, and quality assurance. Gong Qihuang, an academician from Peking University, attached importance to collaborative research and joint supervision of postgraduates which plays an important role on the long-term cultivation of postgraduates (Wang, & Yang, 2016).

Based on the national guiding principle for the training of postgraduates, Northeast Normal University actively carries out cooperation in running schools with top international universities and recommends students to further their studies at the first-class universities in the world. In the university I'm working for, the number of students, particularly, those non-English majors, who have prepared

themselves to study abroad has increased recently, but in reality, most of them have missed the opportunities to further their studies due to their failure in IEITS and TOFEL. English teaching and learning only limited to the study of language skills cannot cater to the needs of society and language learners.

Nowadays, more and more scholars realize EAP is the indispensable part in the formal education systems (Jordan, 1997, pp. 1-10). Scholars have explained academic literacy is the underpinning of success in the academic field (Hyland, & Hamp-Lyons, 2002, pp. 3-6). The research of EAP teaching mode is not limited as a branch of ESP any longer but instead, it is the main part. This article focuses on EAP teaching mode and takes the course of the English and American Literature Movie Appreciation as an example, and aims to explore how the curriculum construction of literature movie appreciation adapts itself to the needs of multi-disciplinary English talents cultivation in the context of EAP under the background of Chinese higher education.

Influential EAP Theories and Practices

English for Academic Purposes is referred to as teaching English with the aim of assisting learners' studies or research in that language (Hyland, 2006, p. 1) Although the emergence of EAP teaching theories and practices is not the mainstream of English teaching and learning field, nowadays it should not be ignored for both the students who are working for degrees and the teachers who are attending an EAP training program for certificates. Appropriately, the EAP teaching mode is still flourishing among researchers of the language teaching community. Within the field of applied linguistics we have an ESP family among which EAP is a brilliant member. There exists a great deal of overlap between the research of ESP and EAP. The enormous amount of EAP research literature can be divided into 3 categories which concern EAP teaching theories, practices and the integration of both. Benesch discussed the English language teaching in the context of institutional power relation (2001). Hyland introduced resourceful EAP theories and practices with the introduction of the key concepts, as well as illustration of the EAP reading tasks and the description of students-centered activities (2006). Paltridge and Starfield coedited *The Handbook of English for Specific Purposes* (2013) which concretely introduced the history, teaching target, teaching features and strategies of ESP. Flowerdew introduced how discourse studies can have an influence on English Language teaching (2013). EAP classroom-based teaching practices are either based on the subjects (law, medical, engineering) or on different courses. Scholars from a medical college in China explored the EAP teaching method and the interactive education at an academic conference (Wang, X., & Song, Y., 2016). Some English teachers from professional colleges have found the dilemmas and strategies in legal English and engineering English of EAP courses (Bi, 2015). Some EAP scholars (Basturkmen, Farr, & Tan, 2003) carried out empirical researches about EAP classroom teaching. The *Journal of English for Academic Purposes* is the center of EAP academic communication. From the first national conference of EAP at Birmingham University in 1975 until now, many international and national conferences about EAP teaching and learning have become an academic frontier for professionals and practitioners. That's why EAP is widely accepted and has developed quickly. And furthermore, BALEARP (British Association of Lectures in English for Academic Purposes) is the global forum for EAP professionals (Jordan, 2002, p. 77).

So far, there are few professionals or practitioners who are interested in the exploration of the construction of literature movie appreciation. This article shows what opportunities and challenges the course will meet in the context of EAP teaching theories and practice. How can this course in NENU

improve students' academic competences? What kind of knowledge and abilities should EAP teachers have in the process of EAP curriculum construction? Of course there is no such thing as one teaching method can fit all subjects and all classes, but is it possible to design a set of general teaching conceptions and training targets which can be consulted when necessary?

Exploration of the Teaching Mode of the English and American Literature Movie Appreciation in the Context of EAP

Orientation of Teaching Targets

Professor Cai Jigang from Fu Dan university has assumed that EAP, especially EGAP, is the core of ESP teaching in the context of Chinese college English teaching. The key point of EAP is to develop students' academic communicating ability which includes attending lectures, note taking, reading literature, summarizing arguments and presentation (Cai, 2014; Wen, 2014). Based on this point, the teaching target of English and American literature movie appreciation is to help students with language learning and academic skills demanded by their future development, as follows:

1. Through the appreciation of the movies, students can learn the western culture, understand the difference of cultures, and broaden their cultural views.
2. Evaluate the culture differences and conflicts appropriately and understand the foreign cultures sympathetically.
3. Train students' abilities of raising, analyzing and solving questions based on certain subject.
4. Pay attention to English learning strategies and the cultivation of critical thinking.

Teaching Content

English and American literature movie appreciation is one part of college English teaching. Altogether, we have 40 class hours and the students who pass the exams can earn 2 credits. We have to finish the course in one semester about 18 weeks long. In such limited teaching hours, we have to carefully select those typical and noble movies which aim to stimulate students' reflexivity and learning perceptions. We designed 4 sections which include emotion and life, encouragement and success, technology and ethics and environmental literature. The teaching scheme is one topic for 4 weeks. Because of the limited class hour we recommend some added reading materials online which involve textbooks, e-books and journal articles. For each unit we divide it into 3 parts. The first part is the main characters. The second part is vocabulary and classical dialogues. The last part is questions to discuss. Since we have no fixed textbook, we recommended some reference books (Wang, 2006; Zhou, et al., 2012) which are edited by renowned scholars in China to the students.

Teaching Evaluation

The construction of the postgraduate English curriculum system in Northeast Normal University has gone through three stages of formation and development, reform and adjustment, improvement and perfection since 2010. As one of the core courses, English and American literature movie appreciation still needs continuous innovation to accommodate the education of interdisciplinary talents. The EAP teachers make full use of the informative teaching mode which includes PPT teaching courseware and the WeChat website to show students the main characters and classic dialogues. A dynamic network classroom is on the way of construction. EAP teachers plan to use the campus network platform to upload the courseware, to hold discussions and investigations online, as well as answer questions and collect homework, which

makes it possible to build a flipped classroom. According to the NENU assessment management system, the movie appreciation course yields over 90% satisfaction, which motivates the continuous self-improvement of this course.

Regarding the performance of the students who select this course, we attach great importance to the formative assessment. In addition to the credit system, the combination of formative assessment and summative assessment are adopted. The final grade consists of two parts. One is daily work, which will contribute 50% of the final course grade. The other is a term examination, which will contribute another 50% of the final grade. Since most of the reading materials are given before class, a good preparation of the assignment is a key point of good performance. Daily work also includes ordinary achievement which contributes 30% of the final grade and the mid-term exam which contributes 20% of the final grade. The high percentage of daily work shows that we emphasize the learning process, which is a typical process of learning assessment. At the same time, oral and written presentation can reflect students' comprehensive competence objectively, which can help students not only to regulate their own learning strategies but also to create a good competition environment.

Inherent Problems and Strategies

Although collaborative research and joint supervision create great opportunities for the EAP teaching module, there still are inherent problems which are constantly challenging our wisdom and perseverance. The first challenge is the conflict between the comparatively large size of class members and the reduction in class hours, even the reduced credits allotted to the movie appreciation course. Usually, we have more than 40 students in each class. One class hour equals one credit. Movie appreciation is two class hours per week and after one 19-week semester, the students who pass the exams can earn 2 credits. Literature movie appreciation courses which involve western history, culture, religion, customs and other areas of civilization include tremendous amount of information and knowledge. Only 2 class hours per week is not adequate for teachers to carry out the whole teaching plan. What's more, in order to ensure that all first year postgraduates have enrolled in the elective system, the administrative institution has to enlarge the size of the class when necessary. Usually, one class has 40, or even 50 students, which makes it very difficult for them to express their ideas in the discussion time. Encountering this problem, EAP teachers make full use of students' self-directed learning ability which can change their role in class from passive receiver to active participant. Movie appreciation teachers have created a WeChat network platform to convey the background information of the movies. By means of reading these added materials before class, then we save more time in class for discussion and teacher-student interaction. Besides WeChat, EAP teachers can use the flipped class to bring students' enthusiasm into play. Video lectures, podcasts and e-books online are quietly replacing the traditional face-to-face teaching mode. In a word, we want students to look up any materials they need whenever it is necessary.

The second challenge we must deal with, and probably the most difficult one, is the mindset of right or wrong answers. The teaching target of the movie appreciation course is the postgraduates who are 22 or 23 years old. From elementary school, junior high school to senior high school, they received the education of the right or wrong thinking model. If one thing is right, then it can't be wrong. There are no other choices. Many postgraduates are skilled at this kind of thinking. Frankly speaking, this either-or thinking model does work in the study of science and technology. However, it may not actually be true with arts and humanities. Hence, one of the teaching aims of this course is to cultivate students' critical thinking. Critical thinking is defined as making judgments about the truthfulness and worth of the

statements or answers to problems (Stancato, 2000, p. 377). Some scholars think of it as connotations of negativity or the kind of thinking involved in solving problems, formulating inferences, calculating likelihoods and making decisions (Walkner, & Finny, 1999, pp. 531-548). Critical thinking is the main means to help students form the right view of the world and of life. The university where I am serving is a Normal University, which means most of the graduates are future teachers, whose way of thinking and seeing things will influence the next generation. Thus, one of the teaching objectives of the movie appreciation course is to enable students to take a dialectical and all-around view of seeing things. We want students to change their identities, think like the characters in the film which we have seen. For instance, in discussing the film *Gone With the Wind*, we divide students into 7 or 8 discussion groups each of which includes 6 or 7 students to discuss the question of how would comment on the Civil War if you were a plantation owner, a black slave, a white Northerner, a Southerner or anyone else in the film. The choices of social identity will vary from individual to individual. Students may share opinions with each other or argue with others. Students take part in the discussion not only actively, but also effectively. There are no right or wrong answers, each of which depends on the social context. After discussion, each group is required to give an oral presentation of their ideas. As long as they have their own ideas, find proof to support their ideas and draw a reasonable conclusion, they are forming their own way of thinking gradually instead of blind obedience. With group cooperative learning, autonomous learning skills combined with teachers' instruction, the English and American literature movie appreciation course is on the way of EAP teaching module.

Finally, the last challenge for EAP teachers is to change the roles in class. British scholar Dudley-Evans considered the varied roles of the ESP teacher as instructor, course and materials designer, collaborator and evaluator (Dudley-Evans, 1997). Benesch proposed that the EAP teacher's role is as facilitator or mediator between the subject lecturer and the students (Benesch, 2001, p. xi). The roles EAP teachers should play are dramatically different from those of teachers in the traditional class where the relationship between teachers and students are active givers and passive receivers. In the movie appreciation class, teachers should provide students with the needed materials before class, plan the course schedule and design the classroom presentations. If conditions permit, movie appreciation teachers can also cooperate with other specialists who are experts in western history and culture. As a result, to be an EAP teacher is not easy, pedagogical experience and language skills are inadequate to be a qualified EAP teacher. Many EAP practitioners (Hyland, 2006; Basturkmen, 2002, pp. 31-46; Pecorari, 2006) have been exploring EAP teaching theories and methods among which EAP teacher training is the key issue. Todd proposed effective approaches of EAP teaching, including inductive learning, learner autonomy, authentic materials and tasks, technology and team teaching (Todd, 2003 pp. 151-152). To some extent, EAP teachers' roles sound complicated and challenging. Only depending on an individual's efforts cannot present a real EAP class. We need the administrative institutions to create varieties of chances to further our studies and expand horizons in order to adapt ourselves to the new roles of EAP teachers.

Conclusion

The teaching aim of the English and American literature movie appreciation is to combine language learning with academic skills. For non-English majors, language learning is the foundation and academic skills are the ultimate purpose. The teaching objectives of this course are to train students' abilities in using the language. Their abilities in listening, speaking, reading and writing are not restricted to intercultural communication. For university students in many countries, mastering enough English and

the right English to succeed in learning their subject through the medium of English is a matter of great urgency (Hyland, & Hamp-Lyons, 2002, p. 2). Both teachers and students are non-native speakers in China. What's more, most of the EAP teachers' majors have been in English Literature, Linguistics or Pedagogics. Interdisciplinary talents are badly needed. At present, most of the EAP courses in Northeast Normal University are taught by professional teachers with overseas study experiences. As a consequence, the limit of this course lies in its lack of authentic academic tasks. Most of the tasks in class are around art and humanities because the English teachers cannot teach courses related to highly technical and scientific fields. Consequently in the near future, the EAP teachers may liaise with the subject teachers to present real EAP courses.

Acknowledgement

This paper was one of the research papers for the project "The Study of College English Teaching in the Context of General Education – A Case Study of The English and American Literature Movie Appreciation Course", which was supported by Jilin Provincial Department of Education on March 15, 2016 and one of the research papers for the project "The Study of the Value Orientation of American Environmental Literature in the 20th Century", which was supported by Office of the Social Science Foundation in Jilin Province, Grant No. 2017BS12 in June, 2017.

References

- Basturkmen, H., & Lewis, M. (2002). Learner perspectives of success in an EAP writing course. *Assessing Writing*, 8, 31-46.
- Basturkmen, H. (2012). Languages for specific purposes curriculum creation and implementation in Australasia and Europe. *The Modern Language Journal*, 96(Focus Issue), 59-70.
- Basturkmen, H. (2003). So what happens when the tutor walks in? Some observations on interaction in a university discussion group with and without the tutor. *Journal of English for Academic Purposes*, (2), 21-33.
- Benesch, S. (2001). *Critical English for academic purposes: Theory, politics, and practices*. London: Lawrence Erlbaum Association.
- Bi, H. (2015). EGAP teaching and learning in applied engineering colleges and universities. *Journal of Changchun Institute of Technology*, 16(4), 127-129.
- Cai, J. (2014). Brand new teaching philosophy and methodology: a study of English for academic purposes and college English. *Foreign Language Learning Theory and Practice*, (3), 1-9.
- Cai, J. (2012). Academic English: Needs analysis and teaching methods. *Foreign Language Learning Theory and Practice*, (2), 30-35.
- Dudley-Evans, T. (1997). An overview of ESP in the 1990s. *The Japan Conference on English for Specific Purposes Proceedings*, Aizuwakamatsu City, Fukushima. Japan, November 8, 1997. Retrieved on January 2, 2016 from <http://files.eric.ed.gov/fulltext/ED424775.pdf>.
- Farr, F. (2003). Engaged listenership in spoken academic discourse: The case of student-tutor meeting. *Journal of English for Academic Purposes*, (2), 67-85.
- Flowerdew, J. (2013). *Discourse in English language education*. London: Routledge.
- Hyland, K. (2006). *English for academic purposes: An advanced resource book*. New York: Routledge Taylor & Francis Group

- Hyland, K., & Hamp-Lyons, L. (2002). EAP: Issues and directions. *Journal of English for Academic Purposes*, 1(1), 1-12.
- Jordan, R. R. (1997). *English for academic purpose*. Cambridge: Cambridge University
- Jordan, R. R. (2002). The growth of EAP in Britain. *Journal of English for Academic Purposes*, 1, 69-78.
- Paltridge, B., & Starfield, S. (Eds.) (2013). *The handbook of English for specific purposes*. Boston: John Wiley & Sons, Inc.
- Pecorari, D. (2006). Visible and occluded citation features in postgraduate second-language writing. *English for Specific Purposes*, (25), 4-29.
- Stancato, F. A. (2000). Tenure, academic freedom and the teaching of critical thinking. *College Student Journal*, 34(3), 377-383.
- Tan, B. T. (2003). Does talking with peers help learning? The role of expertise and talk in convergent group discussion tasks. *Journal of English for Academic Purposes*, (2), 53-66.
- Tod, R. W. (2003). EAP or TEAP? *Journal of English for Academic Purposes*, (2), 147-156.
- Walkner, P., & Finney, N. (1999). Skill development and critical thinking in higher education. *Teaching in Higher Education*, 4(4), 531-548.
- Wang, D., & Yang, L. (2016). Educational history and prospect of global postgraduate-conference summary of international forum on Chinese postgraduate education. *Academic Degree & Graduate Education*, (3) 74-78.
- Wang, X., & Song, Y. (2016). Practice and experience of interactive medical English education by the way of academic conference translation. *Northwest Medical Education*, 24(3), 454-456.
- Wang, Y. (2006). *The appreciation of western culture and movies*. Nanjing: Nanjing University Press
- Wen, Q. (2014). The conflict between EGP and ESP: Issues and strategies. *Foreign Languages and their Teaching*, (1), 1-8.
- Zhou, L., & Feng, M. (2012). *The appreciation of classical movies*. Wuhan: Wuhan University Press

Research on the New Driving of the Integration of Production and Education Model in the Digital Era

Shuang Zhang

Office of Academic Affairs, Jilin University of Finance and Economics, Changchun, China

Email: 59736402@qq.com

[Abstract] In the digital era, the integration of industry and education is the only way to higher education. This paper plans to make a series of assumptions and elaboration from the characteristics of the digital economy era, the discussion on the new mode of the integration of industry and education, and the future of the integration of higher education industry and education, etc. We hope it will be beneficial to the reform of higher education.

[Keywords] integration of production and education; education model; digital era

Introduction

The progress of human social civilization has always been made with acceleration. Since the beginning of the new century, a new era named the “digital economy” has arrived. In this era, the mastery and application of digital information has become an important factor; the Internet and what is based on big data have become an important carrier of social activities. Artificial intelligence based on that has become a significant platform for competitors (Zhang, 2016; Tian, 2018). The ideal education should grasp the pulse of the times, change from time to time, and constantly seek the driving force of development and innovation. At present, there is no lack of theory and discussion on the integration of production and education in higher education, but most of them are enumeration of existing models. The cooperation between production and education has never been further integrated, and the integration method combined with the characteristics of the digital age has rarely been involved. Based on the existing mode of the integration of industry and education and the characteristics of the digital economy, this paper first points out the disadvantages of the integration of industry and education, then puts forward the model of system education, and finally, tries to give an example for demonstration.

Current Situation of the Integration of Production and Education under the Characteristics of the Times

Deep Integration of Higher Education and Production is an Inevitable Requirement in the Digital Economy Era

The characteristics of the digital economy era determine that higher education must be well integrated with industry and education. At present, China’s new economy and new business mode, accompanied by a new round of industry technological revolution, have developed fast; the new urbanization construction has further advanced, and the development of higher education classification, especially the reform of a talent training mode for applied undergraduate colleges has entered into a critical stage. The integration of production and education is an inevitable requirement for higher education in the local economic development under the deep transformation of industry in the new era. It is a strong support for the development of higher education and the advancement of industry and technology. It is also the direction of development that must be adhered to for a long time for the advancement of higher education and the cultivation of scientific practical talents in this new era (Wang, D., 2017).

First of all, technological innovation guided by the digital economy is changing with each passing day. New industries, new jobs and new technologies are springing up rapidly. Higher education major and discipline construction must be closely combined with the industry development, in order to achieve timely updating of knowledge. At the same time, in the rapid social and economic changes, industries and enterprises also urgently need colleges and universities to train graduates who can closely integrate with society, master the latest technology and have strong practical ability. The need for the integration of industry and education has never been paid more attention.

Second, the arrival of the era of digital economy not only has brought the change of the mode of production, but also brought about changes in people's working styles and ways of thinking because of its penetration into all aspects of social life (Zhang, 2016; Tian, 2018). Whether or not we have an innovative driving mind has become an important criterion for adapting to the new era. Only by communicating more closely with the industry and society than ever before can higher education strive to achieve reforms in the talent training model and cultivate talents with innovative thinking and innovative spirit and greater adaptability. At the same time, social institutions and enterprises have continuously increased their requirements for existing employees. They found that choosing colleges with deep professional knowledge as the training institutions for employees is more conducive to improve the professional and innovative thinking of employees.

Moreover, big data technology, Internet technology and artificial intelligence technology in the era of digital economy provide a more convenient carrier, tools and the possibility of deeper cooperation for the integration of production and education (Tian, 2018). For example, in the traditional education environment, the acquisition of school-enterprise cooperative behavior information is similar to "monitoring activities". It mainly collects descriptive feedback, grade information, and task completion by monitoring the performance, homework, testing, and comments of students at the practice base inside and outside the school. In the case of information, the information structure is loose, the expression is not accurate enough and is difficult to collect, and the processing of environmental information and personalized information is usually ignored. The big data method is good for using tools such as online teaching platform and Internet sharing data to easily acquire and record data while behavior occurs. This form of "data stream" is generated at high frequency and needs to be integrated. Historical and environmental information to achieve an environmentalized, personalized information space. The extensive use of emerging courses such as MOOC and flipping classrooms has also made timely communication and even deeper cooperation between production and education an easy task.

In December 2017, the state council general office on deepening the integration of production and education released several opinions. They will be made with fusion for the national education reform and talent resources development and the basic system arrangement, and has a special significance. The "opinions" clear fused education, as the important measures to promote the coordinated development of economy and society, emphasizes the integration into the economic transformation and upgrading of production and education of each link, through the whole process of talent development, forming the government enterprises school industry society advance work pattern.

Limitations of the Integration of Traditional Industry and Education and the Chaos of New School-Enterprise Cooperation Activities

There are still many problems in the practice of cooperation in production and higher education. Putting aside macroeconomic policies and objective national conditions, these problems mainly comes from the following aspects: First, the cooperation between schools and enterprises is not deep, resulting in a lack of close links between industry and education. Although all schools recognize the importance of cooperation between colleges, due to the single cooperation form, or superficial form of cooperation, leads to the loose connection between schools and enterprises, professional settings and social needs, curriculum standards and professional standards. The present talent training is not targeted, resulting in a prominent contradiction in employment structure, and the difficulty in meeting the demand of the industries and enterprises (Zhang, Gao, & Shuang, 2017; Qiao, & Dai, 2017).

Second, the quality of teachers is not up to standard. Most of the teachers in colleges and universities have not really reached the “double teacher” quality requirements. The practical ability of teachers to participate in industrial services and technology development is still weak. Teachers’ abilities to adapt to industrial development has become a bottleneck restricting the integration of production and education.

Third, the institutional mechanism is imperfect, and lacks the theoretical and institutional support of the scientific system. This is also the most fundamental reason why the integration of industry and education is not in-depth and the cooperation is not sustainable and stable. Most domestic universities have not really established a management system and a long-term operational mechanism that are compatible with the integration of production and education, school-enterprise cooperation. Most of them are only “point-to-point” exploration or breakthroughs in individual colleges and individual majors, but the breadth of overall participation of schools and enterprises is not enough, the lever is not high, and the intensity is not large. This leads to the lack of solid and effective implementation programs and sustainable execution of the integration of industry and education (Zhang, Gao, & Shuang, 2017; Qiao, & Dai, 2017).

Fourthly, due to the urgent need for deeper integration of production and education in the new era, many speculative education enterprises emerged at a historic moment. The core competition areas of these enterprises are not educational products, such as courses or platforms. Instead, they rely on the resource of education system of production and education to navigate the political and business parties. Though competition evaluation and project training the enterprises promote the inappropriate and low-value independent products, gets benefits from it, and even deeply participate in teaching, which make a negative impact on the long-time develop of education.

The Education Model

In view of the existing problems, combined with the current status of higher education, this author designed the “Four-in-one” integration of production and education model with the core of comprehensive practical ability of students, namely “integration of teaching resources”, “multiple training objectives”, “multi-type of cooperation means “and “open integration”. The specific analysis is as follows:

1. “Integration of teaching resources” is the premise for realizing the “four-in-one” mode of teaching and production integration. Today, with the rapid development of new technology and new thinking, the integrated approach is not only confined to the traditional production and education. Following the factory lieutenant colonel, off-campus practice base, the form such as campus practice teaching demonstration center, the school enterprise cooperation development course, co-operative cooperative education projects, off-campus part-time tutor library, virtual

simulation training platform, forms of cooperation in running schools between colleges and other ways are feasible. Higher education has long not only been a matter for colleges and universities, but also a cause for the extensive participation of all parties in society, government and enterprises and the joint action of all resources. Therefore, to do a good job in the integration of industry and education, first of all, it is necessary for all parties to remove the solidification mode, seek more flexible ways, and actively open up and exchange their own advantageous resources. All effective cooperation ways represent a kind of available resource (Wang, 2014). Only by achieving effective resources sharing, can we realize deep cooperation between schools and other entities, and also realize higher quality of personnel training. This is the basis and purpose of the model of “four-in-one” education.

2. “Multiple training objectives” is the construction goal of realizing the “four-in-one” mode of integration of production and education. Teaching in accordance with one’s aptitude is an ancient truth in the field of education. Fusion education also need to be arranged according to the different characteristics of different students and students in different grades with different needs of practice training, combining the resources of the school teachers teaching situation, the enterprise site information and cooperation intention needs to decorate (Wang, 2014). In this way, students can get suitable learning and training at different stages, and to a certain extent, it can alleviate the shortage of teachers and venues. The school and other cooperative subjects should reasonably arrange the activity form and scale according to the requirements of students in different grades and majors and avoid one-size-fits-all mode.
3. “Multiple types of cooperation means” is the implementation method and means of the “four-in-one” model. With the development of integration of production education, university-enterprise cooperation way emerge one after another, but specific to a particular region, a school, a professional, often confined to a small one or two ways of cooperation, such as off-campus practice base, and field work, etc. On the one hand, it is due to the objective conditions such as the teacher’s venue, and on the other hand, because there are restrictions on the fields applicable to different methods, such as the management is suitable for the internship, and the science and engineering is more suitable for mentoring. Only by scientifically analyzing existing methods and summarizing the applicable scope of different methods can we promote the in-depth cooperation between schools and enterprises and get closer to the expected results.
4. “Open, integrated and all-round” is the characteristic of the “four-in-one” model. Although the integration of industry and education has a long history, it is difficult to realize real open integration. It is difficult for students to enter core positions of enterprises and institutions, and they can only touch peripheral sundries. It is also difficult for social subjects to get the trust of the school authorities to release the right of management, or to integrate the cooperation into the talent training program if they want to participate in the cooperative education. Even different schools and majors are unwilling to modify their education model due to integration. As a result, it is difficult to realize resource pooling and sharing across disciplines and colleges. Only the core content of school-enterprise cooperation is incorporated into the university personnel training program and the main work content of the social subject, and the establishment of a sound long-term cooperation system can ensure the stability and sustainable development of the integration of production and education. In addition, at this point, colleges and universities should open their minds, abandon the concerns of other influencing factors, highlight the main body of

the enterprise, and allow for leisure and election. All the cooperation subjects and cooperation methods that are conducive to achieving the goal of talent training should be encouraged. Only in such an organic whole can we achieve a good situation of mobilizing and sharing resources inside and outside the school, organically connecting teaching objectives at all levels, complementing various teaching methods, and achieving a win-win situation for social enterprise schools.

Take Self-Employment Education as an Example for In-Depth Consideration

As a hot issue in recent years, the innovation and entrepreneurship education, can best represent the current situation and future development direction of the integration of production and education. In the following part, self-employment education is taken as an example to analyze the implementation path of the mode of “four-in-one” education integrating production and education with human cultivation.

Since the presentation of the concept of “mass entrepreneurship and innovation” by the government report at the beginning of 2015, higher education has opened its doors for the first time. Competitions, lectures and forums were used to bring the venture capital enterprises and elites into the campus, and they gave the first entrepreneurship course for college students in the “ivory tower”. At the same time, many enterprises see this as a business opportunity and invest in education industry in the form of training, competition guidance, competition review and other forms to participate in higher education. Among all these, there are many Education professional sciences. Companies which have a very good education information resources, and they have accumulated rich data with the help of the digital age technology advantages and have strong expertise. The combination of industry, education and research has never been more abundant, and both opportunities and challenges coexist.

First of all, colleges and universities should remove the fake from the numerous partners and cooperation forms, choose the cooperation forms that really suit the situation of our universities, and truly have the ability and sincerity to serve education partners. Not following the trend, not being tempted by short-term interests and short-term achievements, and taking improving students’ ability as the ultimate goal are particularly important in this entrepreneurial education tide. The integration of teaching resources should first ensure the quality of teaching resources. Secondly, we should classify and deal with various valuable cooperation methods. Education methods suitable for students should be selected according to the characteristics of students in different majors. Take different grades as an example: freshmen can choose the MOOCs of high-quality education course production enterprises and professors of famous universities by setting up a basic theory course of entrepreneurship. In the sophomore year, students can choose more specific and in-depth entrepreneurship elective courses, mainly combining online and offline courses. In this way, advanced resources can be introduced to universities to stimulate teachers and help to achieved good teaching results. At the same time, we can introduce external resources and broaden students’ vision by means of competition guidance training, lecture reports and visits. In the junior year, students gradually adopt the forms of proposal of project, research and simulated practical training, so that more students could go out and truly integrate into China, understand the situation of China and test their professional abilities. In the fourth year of college, some students will start their own businesses. At this time, the business incubator park will become a training base for practice and training. The participation forms of social subjects in different periods are different and the degree of participation is also different. Colleges and universities should always adhere to the goal of talent training and adhere to the goal of “the different levels of cultivating objectives”, in order to target, achieve “multiple types of means of cooperation”, and form a

virtuous and orderly business education loop. The most important points in the current situation are: enterprises must cooperate sincerely, discard the chains and concerns of the old way of cooperation, apply the education concept of integration production and study to the process of genius training, and regulations and protocols could be used to give directions and assurances. In recent years, the school of entrepreneurship and the transformation project of scientific research of the cooperation between universities and enterprises have emerged, and have achieved good results. The cooperation system of production, education and research, which is really conducive to the development of education, is gradually forming everywhere.

Implications and Conclusion

The integration of production, and education will be the new driving force of education in the digital age. The integration of production and education tendency, with entrepreneurship education as a pioneer, has achieved significant achievement within several few years. Beking University students took part in the competition of OFO (share the bike project) and won the investment of the presented enterprise before the end of the competition. A series of small satellites jointly developed by teachers and students of Northwestern Polytechnic University also led the way for Chinese private business to participate in the space industry. Due to the positive promotion of the integration of production and education, the transformation of scientific and technological achievements of higher education has reached the unexpected speed. We have a reason to believe that the future world must be a new era with rapid development of the fusion of production and education.

Acknowledgement

This paper has applied to the project of education planning of Jilin province in 2018: the “four-in-one” model of production and education integration under the background of big data and its empirical research.

References

- Qiao, D., & Dai, L. (2017). Analysis on the current situation and countermeasures of the integration of industry and education in internet of things application technology specialty. *Subject*.
- Tian, L. (2018). The digital economy has helped transform the economy. A new point of view. *Political and Economic Observation*.
- Wang, D. (2017). Analysis on the development trend and current situation of the integration of industry and education in local universities. *Course Education Research*.
- Wang, Y. (2014). The study on the integration of Chinese traditional business culture into history of finance and economics college students education. *University History Teaching Reform*.
- Zhang, X. (2016). Digital economy and China's development. *The Electronic Government Affairs*.
- Zhang, Z., Gao, J., & Shuang, X. (2017). Exploration on the path to sublimation of school-enterprise cooperation and integration of industry and education. *Contemporary Education Practice and Teaching Research*.

The Role of Reading Vocabulary Knowledge in Listening Comprehension

Han Dongjing

Shenzhen Polytechnic, Shenzhen, China

Email: handj127@szpt.edu.cn

[Abstract] *The present study evaluates the relationship between vocabulary knowledge and listening comprehension in English as a Foreign Language (EFL), which has not been sufficiently investigated empirically. This study examined the relationship between the size and depth of reading vocabulary knowledge and listening comprehension in English as a Foreign Language (EFL) among 181 EFL listeners in China. Vocabulary Levels Test, Word Associates Test and TOEFL Listening Test were used. It was found that vocabulary knowledge was positively associated with TOEFL listening test scores to different extents. Reading vocabulary depth was highly predictive of listening comprehension. Reading vocabulary depth was found to be more predictive than reading vocabulary size in listening comprehension. The current research findings highlight the role of reading vocabulary knowledge in determining listening success.*

[Keywords] *size of reading vocabulary knowledge; depth of reading vocabulary knowledge; listening comprehension*

Introduction

Vocabulary learning is recognized as playing an important role in language acquisition. In some theoretical approaches, such as the Lexical Approach (Lewis, 1997), language acquisition is almost equated with vocabulary learning. In others, such as Krashen's (1985, 1989) cognitive approach, vocabulary is critical to comprehensibility, which is the necessary pre-requisite of language acquisition. Empirical studies (Qian, 1999, 2002; Adolphs & Schmitt, 2003) have established the connection between the size of the learner's vocabulary and reading comprehension as well as reading fluency. Reading performance has been the main focus in the field of research on vocabulary knowledge and language proficiencies. Only a few studies have focused on the predictive role of vocabulary knowledge in listening performance (Stæhr, 2009; Vandergrift, 2007).

Literature Review

Vocabulary Knowledge

Multiple dimensions of vocabulary knowledge have been identified (Cronbach, 1942; Lado, 1970). Nation (1990) analyzed vocabulary in terms of form (spoken, written), position (grammar, collocations), function (frequency, appropriateness) and meaning (concept, association). Qian and Schedl (2004) suggested four dimensions of vocabulary knowledge. The vocabulary components of learning words in Qian and Schedl study (2004) go beyond the previous studies (e.g. Richards, 1976, Nation, 1990) which were restricted to word forms and word meanings.

The present study focuses on the established measures of learners' overall measure of lexical competence, namely, size and depth of vocabulary knowledge (Qian, 1999; Nation, 1990; Stæhr, 2009). Specifically, size and depth of vocabulary knowledge refers to the vocabulary knowledge in written forms, which is the size and depth of reading vocabulary knowledge. Schmitt, Schmitt, and Clapham (2001) developed two versions of the *Vocabulary Levels Test (VLT)* that has been validated as a measure of reading

vocabulary size. Read (1993) adapted the *Word Association Test (WAT)* to assess reading vocabulary depth. VLT and WAT mainly focus on measuring the written form of receptive vocabulary knowledge. VLT attempts to test the forms and meanings of target words. WAT aims to assess the associations and collocations of vocabulary knowledge.

The Role of Reading Vocabulary Knowledge in Listening Performance

Relatively few studies have focused on the relationship between vocabulary knowledge and listening comprehension (Bonk, 2000). Conclusions from research into the relationship between vocabulary and other skills such as writing and reading cannot be generalized to listening as dealing with different processes. Knowledge of reading vocabulary is recognized as an important factor in listening comprehension. It is commonly acknowledged that there is a threshold of vocabulary size for achieving accurate listening comprehension. Based on the study of Japanese students, Bonk (2000) suggested that EFL learners need a minimum of 90% of lexical coverage to achieve satisfactory listening test scores. Schmitt (2008) proposed 95% of word knowledge to guarantee good understanding of spoken discourse, whereas Stæhr (2009) argued that 98% coverage of lexical words is the threshold for achieving adequate listening comprehension.

There have been few previous studies on the role of reading vocabulary knowledge in listening comprehension that have been conducted by different scholars, employing various measurement instruments. Mecarty (2001) found that reading vocabulary knowledge accounted for 13% variance in listening scores in foreign language students in Spain. Stæhr (2008) conducted a study with EFL learners from lower secondary education in Denmark finding moderate correlations between reading vocabulary size and listening as compared to reading and writing. Comparatively, Stæhr (2009) carried out another study on reading vocabulary knowledge and listening comprehension among high-proficiency EFL learners in Denmark, finding significant correlations between written forms of vocabulary knowledge and listening comprehension, with reading vocabulary accounting for 51% of the variance in listening scores. There was little difference of correlations between reading vocabulary size (.70**) and depth (.65**) with listening scores.

Research Questions

The present study investigates the relationship of reading vocabulary knowledge and listening comprehension in EFL learners in China. The study seeks to examine the extent to which vocabulary knowledge is associated with listening comprehension. Research questions were as follows:

1. Does reading vocabulary knowledge predict listening comprehension?
2. What is the role of the size of reading vocabulary knowledge in listening performance?
3. What is the role of the depth of reading vocabulary knowledge in listening performance?

Method

Research Design

This research follows the traditional way of vocabulary knowledge test (EFL learners are supposed to read test items in written forms). Each set of test procedures was completed within 1.5 hours, including teachers' guidance in-between. Data for the current study was collected immediately after participants took the tests. Data were analyzed by means of SPSS (21.0 version). Pearson Product Moment Correlation analysis and

multiple regression analysis were performed to testify the role of reading vocabulary knowledge in predicting listening success.

Participants

There are 181 English-major students with different EFL proficiency levels invited in the current research. All students involved in the research have agreed to participate in the empirical study. Among the 181 participants, there were respectively 107 EFL learners from Zhejiang A&F University (average age=20; 22 Males & 85 females) and 74 EFL learners (average age=20; 12 Males & 62 females) from Zhanjiang Normal University.

Table 1. Description of Participants in the Present Study

Participants	Grade	Majors	University	Female	Male	Total	Age
N=181	2	E	ZJNU	62	12	74	20
	2	E	ZJAFU	85	22	107	20

Notes: G: grade; F: female; M: male; N: number; A: average age; ZJAFU: Zhejiang A&F University; ZJNU: Zhanjiang Normal University; E: English

Instruments

The research instruments of measuring vocabulary knowledge were a receptive vocabulary size and depth test, which were applied in a written form, separately. Based on the multiple dimensions of vocabulary knowledge, the size and depth of vocabulary knowledge have been widely accepted and empirically tested in different studies. The Vocabulary Levels Test (version 2) developed by Schmitt, et al. (2001) was adopted to examine how many words language learners know on superficial levels due to its high reliability and appropriate difficulty levels. Academic vocabulary knowledge is derived from a different frequency list (Coxhead, 2000) consisting of mixed lexical words' levels. Hence, for more practical reasons, academic level test scores have not been observed in this study. Given the purpose of this study, the written form of vocabulary depth test originally developed by Read (1998) was applied. The version adopted in the present study was initially developed by Dr. John Read and revised by Qian (2002). And the depth of vocabulary test is well tested and turns out to be a reliable measurement of lexical associate knowledge (Read, 1998). To assess the participants' listening proficiency levels, an official Educational Testing Service (ETS) material, TOEFL (1998) listening comprehension test was adopted in the present study.

Findings

Descriptive Analysis

As Table 2 illustrates the reliabilities of the test scores are accepted (all Cronbach's alpha reliability coefficients > 0.7). It is worth noting that all the testing instruments appear to be at appropriate difficulty levels of the EFL participants. The mean score of DVK amounts to 74% of the MPS as VS to 76% of MPS. The mean value of LC, DVK and LC is respectively 29.29, 112.63 and 82.05, which is higher than the passing line (60% out of the three tests' full points). It indicated that most of the participants had reached or been beyond the average level of the vocabulary knowledge test and TOEFL listening test.

Table 2. MPS, Means, SD and Reliability Coefficients of the LC, VS and DVK

Variables	MPS	M	SD	Reliability (alpha)
LC	50	29.29	6.607	0.78
DVK	160	112.63	20.367	0.711
VS	120	82.05	12.738	0.767

Notes: LC: TOEFL listening test; VS: reading vocabulary size test; DVK: reading vocabulary depth test; MPS: maximum possible score; N=181

Correlational Analysis

As Table 3 shows, the Vocabulary Levels Test on 3,000-word level, 5,000-word level and 10,000-word level are all significantly correlated to LC. At the 3,000 word level and 5,000 word level, the table presents weak correlations (r 3000 level = .373**, r 5000 level = .369**, $P < .01$); at the 10,000 word level and sum score of reading Vocabulary Levels Test, it shows relatively moderate correlations (r 10,000 level = .412**, r VS = .473**, $P < .01$) to LC. Considering the upgrading difficulty levels of the reading Vocabulary Levels Test, the correlation coefficient of 2,000-word level test scores produced little variance in relation to listening performance. It indicates that VS test scores of 2,000-word level may not be regarded as a threshold in predicting EFL learners' listening performance. In comparison to VS, DVK shows relatively significant and higher correlations to LC ($r = .539$ **).

Table 3. Pearson Correlations among Scores of LC and Vocabulary Knowledge Tests

Variable	DVK	VS2,000	VS3,000	VS5,000	VS10,000	VS
LC	.539**	0.142	.373**	.369**	.412**	.473**
DVK		.184*	.483**	.504**	.451**	.597**

Notes: N=181 in research design I; ** $p < .01$ (two-tailed).

Multiple Regression Analysis

Table 4 illustrates that the two dimensions of reading vocabulary knowledge account for 32.6% variance of the TOEFL listening test scores. The size of reading vocabulary knowledge alone explains approximately 22.4% of the variance in TOEFL listening scores; the depth of reading vocabulary knowledge itself explains 29.1% of LC variance. Table 4 also reveals the individual contributions of VS and DVK to LC. In addition to DVK, VS provides an additional 3.6% variance of LC (R^2 change=0.36). And vice versa, when DVK entered into the equation after VS (F change = 27.004**, $p < .01$), DVK added 10.2 % variance to LC over and above VS. It suggests that DVK adds relatively higher increase to the variance of listening performance, compared with VS.

Table 4. Stepwise Multiple Regression Analysis of VS, DVK and LC

Procedure	Variables	R ² changes	F change
DVK & VS entered	DVK & VS	.326**	43.109**
Step 1	DVK	.291**	73.385**
Step 2	VS	.036**	9.413**
Step 1	VS	.224**	51.704**
Step 2	DVK	.102**	27.004**

Notes: ** $p < .01$, DVK and VS (test scores of depth and size of reading vocabulary knowledge) are the independent variables and LC (scores of TOEFL listening test) is the dependent variable; N = 181

Discussion

A moderate relationship between reading vocabulary knowledge and listening comprehension was found in this empirical study. Both the size and depth of reading vocabulary knowledge showed moderate correlations with listening performance and explained 32.6% variance of TOEFL listening test results. Even though, not as a strong correlation between reading vocabulary knowledge and listening comprehension as shown in Stæhr (2009) listening study among advanced EFL learners, it tentatively indicates that reading vocabulary knowledge has played a moderately significant role in predicting listening proficiencies among average EFL learners.

Furthermore, as attested by the previous scholars (Stæhr, 2009), the current study has further proved that in addition to the size of reading vocabulary knowledge, the depth of reading vocabulary knowledge plays a unique and significant role in determining listening success. A relatively higher correlation was presented in the depth of reading vocabulary knowledge than the size of reading vocabulary knowledge, which predicted 29.1% of the variance in listening performance. It suggests that the depth of reading vocabulary knowledge is as equally important or even more important than the size of reading vocabulary knowledge in determining EFL learners' listening success. The multiple regression analysis has further proved that the depth of reading vocabulary knowledge provided additional and significant contributions to listening test scores over and above the size of reading vocabulary knowledge.

Conclusion

This research has verified the assumptions of equally important role of vocabulary knowledge in listening comprehension as that in reading comprehension. The current study reveals that the depth of reading vocabulary knowledge emerged to be an important predictive of listening performance. Not only the size of reading vocabulary knowledge has contributed to listening success, the depth of reading vocabulary knowledge might be a more reliable determining factor of listening success than the reading vocabulary size. However, it was assumed knowing a word in a written form through reading does not necessarily equal to recognizing the known word in a spoken form via aural input. Thus, it might be necessary to detect the relative role of aural vocabulary knowledge in predicting EFL listening performance for future research.

Acknowledgment

I would like to express my sincere gratitude to Professor David Qian for comments on an earlier version of this paper. All remaining errors are those of the author. This research was funded by the Youth Innovative Project of Shenzhen Polytechnic (Code No: 601422S26011).

References

- Adolphs, S., & Schmitt, N. (2003). Lexical coverage of spoken discourse. *Applied Linguistics*, 24(4), 425-438.
- Bonk, W. J. (2000). Second language lexical knowledge and listening comprehension. *International Journal of Listening*, 14, 14-31.
- Coxhead, A. (2000). A new academic word list. *TESOL Quarterly*, 34(2), 213-238.
- Cronbach, L. J. (1942). An analysis of techniques for diagnostic vocabulary testing. *The Journal of Educational Research*, 36(3), 206-217.
- Krashen, S. D. (1985). *The input hypothesis: Issues and implications*. New York: Longman.

- Krashen, S. D. (1989) We acquire vocabulary and spelling by reading: Additional evidence for the input hypothesis. *The Modern Language Journal*, 73(4), 440-464.
- Lado, R. (1970). Language, thought, and memory in language teaching: A thought view. *Modern Language Journal*, 54(8), 580-585.
- Lewis, M. (1997). *Implementing the lexical approach*. Hove, England: Language Teaching Publications.
- Mecarty, F. H. (2001). The effects of modality, information type, and language experience on recall by foreign language learners of Spanish. *Hispania*, 84(2), 265-278.
- Nation, I. S. P. (1990). *Teaching and learning vocabulary*. Boston, MA & New York: Heinle & Heinle Publishers; Newbury House Publishers.
- Qian, D. D. (1999). Assessing the roles of depth and breadth of vocabulary knowledge in reading comprehension. *Canadian Modern Language Review*, 56, 282-308.
- Qian, D. D. (2002). Investigating the relationship between vocabulary knowledge and academic reading performance: An assessment perspective. *Language Learning*, 52(3), 513-536.
- Qian, D. D., & Schedl, M. (2004). Evaluation of an in-depth vocabulary knowledge measure for assessing reading performance. *Language Testing*, 21(1), 28-52.
- Read, J. (1993). The development of a new measure of L2 vocabulary knowledge. *Language Testing*, 10(3), 355-371.
- Read, J. (1998). Validating a test to measure depth of vocabulary knowledge. In A. Kunnan, (Ed.), *Validation in Language Assessment*, (pp. 41-60). Mahwah, NJ: Erlbaum.
- Richards, J. C. (1976). The role of vocabulary teaching. *TESOL Quarterly*, 10(1), 77-89.
- Schmitt, N., Schmitt, D., & Clapham, C. (2001). Developing and exploring the behavior of two versions of the vocabulary levels test. *Language Testing*, 18, 55-89.
- Schmitt, N. (2008). Review article: Instructed second language vocabulary learning. *Language Teaching Research*, 12, 329-363.
- Stæhr, L. S. (2008). Vocabulary size and the skills of listening, reading and writing. *The Language Learning Journal*, 36(2), 139-152.
- Stæhr, L. S. (2009). Vocabulary knowledge and advanced listening comprehension in English as a foreign language. *Studies in Second Language Acquisition*, 31(4), 577-607.
- Vandergrift, L. (2007). Recent developments in second and foreign language listening comprehension research. *Language Teaching*, 40(3), 191-210.

An Empirical Study of *The Confucian Analects* English Translation Courses

Tianfei Zhang

Jilin Agricultural University, Changchun, China

Email: 1402577136@qq.com

[Abstract] This empirical study aims to explore the proper class teaching model for Chinese classics on traditional culture by means of English, bilingual and Chinese-English translation. As China's traditional culture is being reviewed, the classics translated into English are increasingly being drawn into attention in college education. The article, taking the example of "The Analects", prefers the model of bilingual and English translation for undergraduates, especially in English disciplines, and the overseas students in China. Whereas Chinese-English documents and masterworks are widespread and easily reached, this empirical study will shed light on the education methods of the combination of English language and Chinese culture.

[Keywords] empirical study; *The Confucian Analects*; English translation courses

Introduction

According to China's education policies for Chinese traditional culture, such as "to construct the inheriting system of China's traditional culture heritage and to be involved into national education system", "The Opinion of Project Conducting China's Excellent Traditional Culture Heritage and Development: THREE, IMPORTANT ITEMS: ...to run it through the whole process of national citizens education, ...Chinese traditional culture shall be involved into all the chains of ethics education, ..., and to run through it into all the aspects of elementary education, primary education, vocational education, college education, and continuing learning" (The 13th Five-Year Plan: 67th Chapter, 2016).

This survey shows that the few documents of typical courses in college education for Chinese classics translation or bilingual teaching have been found in China's CNKI in the past 10 years, And meanwhile, there is not enough education information in practice as above mentioned. When it comes to *The Confucian Analects*, the Chinese Bible, one of China's symbolic classics for thousands years, demonstrates the roles of ethics and moral philosophy, common knowledge and humanity education, and even in the politics and administration, etc. However, the courses of "The Analects" with English translation or Chinese-English translation are not widely found in the current college education system.

One empirical course study of *The Confucian Analects* in college education was conducted since 3 years ago. *The Confucian Analects* (Waley, & Yang, 2000), was finally selected as the textbook with the English translation in higher conformity to the original Chinese and accuracy in the contemporary interpretation to the ancient Chinese. To be exact, the course applied in a different education system had to be adapted to the corresponding quality of content and proportion of languages in Chinese and English for the undergraduates in general, the undergraduates majored in English or translation, and the overseas students studied in China.

The article consists mainly of four parts: literature review of *The Confucian Analects* English translation in China, methodology, the empirical cases analysis and results of courses study, and the conclusion. Finally, the conclusion is mainly drawn as two points: a course in "The Analects" is feasible, and more data and statistics could be collected in a wide range of different disciplines, which would provide

domestic and foreign students the most concise and clear outlook of Chinese culture and society from an overall perspectives and promote more cultivation of language interests in Chinese-English and English-Chinese.

Previous Research: Literature Review of “The Confucian Analects” English Translation in China

Investigation of Relevant National Projects and Fund Items Relevant to “The Analects”

(1) According to the statistics of Huang Guo-wen, the current English translation versions of “*The Confucian Analects*”, have amounted to more than 60 efforts (Wu, G., 2012, pp. 104-107); the linguistic data is abundant. At present, the authoritative version of *The Confucian Analects* (Waley, & Yang, 2000) is widely regarded as the Chinese translation by Yang Bo-jun and the English translation by Arthur David Waley, which was adopted by the “Greater China Library”, one of the National Significant Publication Project set in 1995 by the General Administration of Press and Publication of P.R.C. Currently, the Chinese-English version was firstly published globally in 2007, and the western language versions was firstly published in 2018 (State Administration of Press, Publication, Radio, Film and Television of The P.R.C, 2018).

The “Key Concepts in Chinese Thought and Culture-Translation and Communication Project”, approved by The State Council and involved in 11 Ministries and Committees (Key Concepts in Chinese Thought and Culture, 2018), constitute the essence of what is considered the best of traditional Chinese culture. Accurately defining China’s core concepts and better sharing Chinese thought and cultural concepts with the world are an important means to safeguarding China’s cultural sovereignty, fortifying the Chinese people’s confidence in their culture, and promoting China’s cultural exchanges with other countries…for the purpose of better sharing such concepts with international audiences. “The purposes of the Project are to select the concepts in Chinese thought and culture that reflect the characteristics of the country’s traditional culture and the Chinese people’s way of thinking, and that embody the core values of China; objectively and accurately define the concepts in concise, easy-to-understand language; and encourage government offices, social organizations, and the media in China to use these concepts in international communications to tell China’s story well and effectively communicate what China has to say to keep the world better informed of China’s national conditions, history, and culture” (Key Concepts in Chinese Thought and Culture, 2018).

On the above concepts’ lists, some items that have been counted into the important range have been translated into English versions, for instance, 18 issues published during 2015-2016, among which, the selection of highly-related items of *The Confucianism* and *The Analects* are worthy of being conducted (Key Concepts in Chinese Thought and Culture, 2018).

The number of State Funds of Social Science related to Chinese classics has accumulated to almost 30 items (National Planning Office of Philosophy and Science, 2018); the number of Funds of State Education Ministry has reached 47 (2015-17: 18,12,17) at least. The relevant documents are being reviewed (Ministry of Education of People’s Republic of China, 2018).

The Academic Tendency of Domestic Classics and The Confucius Analects

1. The China Association for Comparative Studies of English and Chinese(CACSEC) has held 12 plenary sessions; the 13th conference will be held on November 8th, 2018 at Guangzhou

Universities of Foreign Studies (Association for Comparative Studies of English and Chinese, 2018);

2. The National Classics English Translation Committee, has met 10 times up to 2017; the topics of the ninth symposium were related almost exclusively to Chinese culture translation of foreign languages and spreading overseas (National Classics English Translation Committee, 2018);
3. The Wang Rong-pei Classics Translation Symposium has been held 3 times (2018) (School of Foreign Languages, Shenyang Normal University, 2018);
4. Regarding the background of classics translation, *The Confucian Analects* Translation Committee has held seminars 4 times: SUN-YAT-SUN University, Guangdong 2011; Hubei University of Arts and Science, 2012; Nanyang Technological University, Singapore, 2013; North Minzu University, 2014 (Wu, G., 2012; Xiao, Li, 2013; Yang, Y.N., 2014; Yang, Yan, & Wang, 2014).

Investigation of Academic Documents of The Confucian Analects' English Translation in China

The statistics show that all indexed resource journals and collections (including extensions) of CSSCI (2017-18) include 96 collected documents (1985-2017). There were 28 kinds of journals (12 in field of foreign languages) relevant to the subject, 2 kinds of collections (in foreign languages). In the 12 kinds of foreign languages journals collected documents, there were a total of in number of 64 articles. As to these documents, the typical thesis was a comprehensive documents summary of the four seminars of *The Confucian Analects* Translation Committee (Wu, G., 2012; Xiao, Li, 2013; Yang, Y.N., 2014; Yang, Yan, & Wang, 2014). See Figure 1 below for a summary by year.

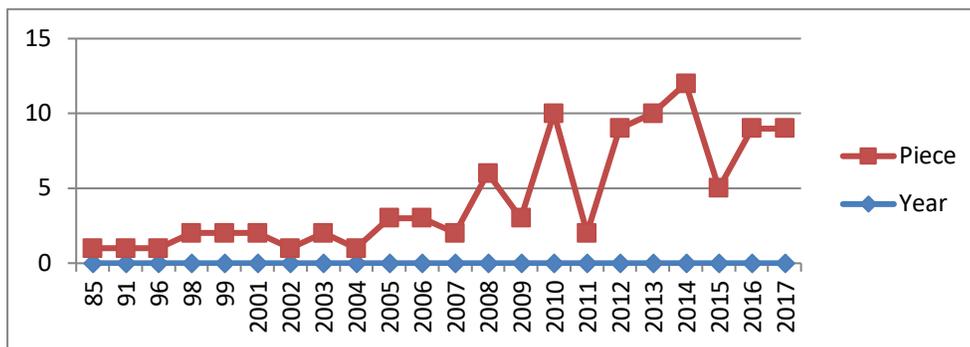


Figure 1. The Tendency of CSSCI Documents about *The Confucius Analects* English Translation (96 pieces) (2018.4.1)

Statistics of Chinese Traditional Culture Books Index Relevant to The Confucius Analects

As of 2017, there have been more than 40 relevant books included in the investigation. Among which the typical examples of textbooks are as follows: *A Glimpse of Chinese Culture* (Liao, 2015); *Insights into Chinese Culture* (Ye, & Zhu, 2010). A typical example of public reading books include *Common Knowledge about Chinese Culture, History, Geography* (The Overseas Chinese Affairs Office of the State Council, and The Office of Chinese Language Council International, 2007).

Domestic Investigation of Chinese Traditional Culture Courses Relevant to The Confucius Analects in Colleges and Universities

1. On the website of State Education Ministry (2013-2017), the column of college education show that most of the traditional culture is related to some activities hosted by the departments and

associations under the universities, while similar courses are seldom found and the college English courses are mainly filled with the subjects of western culture.

2. The information of experts' statistics (summary) shows that "the courses reflected Chinese culture is far behind the demand of the times in China's college education. There are few colleges and universities which host the courses related to China's culture from 112 universities (Colleges) listed in China's 211 Project; according to the survey online, the proportion of yes and no is 15% to 85%..." (Cui, X., 2015).
3. The suggestion of experts' practice is that "the capacity and ability investigation of China's traditional culture for 126 undergraduates not in English major in Qinghua University..."
4. Teaching advice – Professor Ding Wang-dao of Beijing Foreign Languages University has taught his students Chinese traditional culture in English since the 1980s, ...and many universities abroad, including Harvard University, open the same kind of courses. Compared with these phenomena, the importance of Chinese traditional culture in English language courses is far away under the College English education" (Zhang, W., 2002).

Methodology

Online Survey

to grasp the recent academic tendency of domestic colleges and universities, scientific research institutions and associations, such as creative courses, funds projects publication, academic conference and meetings, and to collect scientific research projects items and its academic achievements, such as publishing electronic data, thesis, treatises, books, etc..

Practice Survey and Investigation

First-hand datum will be obtained by means of interview of colleges and universities, collective interaction, group interviews, and individual questions and answers in class teaching and after class discussion.

Questionnaire Survey

The questionnaire survey will obtain the teachers' information (education background, professional title, and teaching methods), the learners' information (motivation and aims of learning, the methods and interests of learning, and the habitual content of English learning, the process and situation of teaching and learning, the cognition by educators and learners on teaching content, typical teaching links, the relationship between teaching methods and effects, and the problems and solutions.

Empirical Research and Analysis

By means of pedagogy, psychology, cognitive linguistics, second language acquisition, language testing, we will summarize and analyze the datum of class teaching and activity, and explore the proper class teaching model (English, Chinese, bilingual, and Chinese-English translation) of China' classics, such as "The Analects", in college education.

Empirical Case Analysis and Results of Course Study

Recently, empirical research of courses teaching has been conducted as follows:

Bilingual Courses (Chinese and English proportion 50%, respectively) for Undergraduates in All Kinds of Disciplines

Until 2017 (2016.3-6; 2017.3-6), the course was conducted on more than 400 level undergraduates (Grades 1-3). Through the results of class teaching feedback, the questionnaire poll, and investigation interview of the college teaching departments, the responses, in general show, that the class teaching and course arrangement had an effect on two aspects: in the cultivation of contemporary morality aroused from the traditional culture and in the motivation of English language discussed in the English translation discourse.

On this basis, further study in step shall be on much more study of the degree of acceptance of the modern values melting with the traditional values, the pursuit of spiritual ascription with traditional culture when learning English by such subjects, the cognition degree of English translation of “The Confucius Analects”, and how to create a degree of coordination and integration, respectively, with different specialty courses in different disciplines, etc.

Chinese-English Translation Courses for Undergraduates in the English (Translation) Specialty

The test papers show that the obvious advantages in ability of English grammar, Chinese culture and pragmatics lie in one class experimented by trial course, rather than the other two classes without trial course. The questionnaire survey showed that approbation degree for Chinese traditional culture reached almost 70% by 60-70% interviewee, and 80% of the interviewees held the opinion that Chinese-English courses should be mainly composed of two parts: Chinese classics translation and international commerce transaction (foreign affairs or trade). The poll reflected some study has to be carried in the following areas of how to evaluate the validity of Chinese classics in the course of translation cultivation, the “typical examples effects” and “comparative study” aroused by famous editions translated by famous masters.

Following contrastive conventions, there are two groups, each containing 30 students, established and named, respectively, the Analects English Group (AEG) and Non-Analects English Group (NAEG). The followings items designed were examined and surveyed: (1) Background (B) refers to the Analects context for research; (2) Introduction (I) explains what to study such as linguistic aims and translation questions; (3) Methods (M) show how to study; (4) Results (R) present what was found out. (5) Conclusion and Discussion (CD) stands for what the results mean after teaching (learning), or not. In 8 weeks’ trial, the summary of pattern features related to the above two groups are tested by examination paper. The contrastive analysis of data was carried out to figure out how moves are arranged by AEG and NAEG. The results are shown in Table 1.

Table 1. Occurrence Frequency and Percentage of AEG and NAEG

	Background (B) %	Introduction (I) %	Methods (M) %	Results (R) %	Conclusion and Discussion (CD) %
AEG	100	82.5	63.5	75.3	73.76
NAEG	0	30.2	28.3	38.4	32.3

Public Bilingual Courses (about Chinese 30% and English 70%) for Overseas Students in China

From 2016 to 2018, there have been no less than 150 students from more than 30 countries take part in the series courses of Chinese traditional culture, among which, more than 20 participants (from 8 countries – USA, Russia, Mongolia, Laos, Tonga, Zambia, Mozambique and Madagascar) have finished the compulsory course of *The Confucius Analects*, respectively in two semesters (2016.9-12; 2017.9-12).

The reflected information and data from present investigation: (1) The teaching of the class showed that more than 90% students took it for granted of *The Confucius Analects* with great enthusiasm when in class; the scores of examination showed the obvious difference of hierarchy of knowledge (90/80/70/60); (2) The questionnaire survey showed that in two aspects, the general value of Confucian thoughts could be accepted in worldwide and corresponding mostly around the world (some parts are regarded as conservative) by 80% surveyed students; the textbook translated by Arthur Waley is proper to be accepted and supplemented with English edition translated by Gu Hong-ming (Ku, 1898); (3) There were 78% students that hold the opinion that it is the ancient classics of Chinese, such as *The Confucian Analects*, that is the direct approach for overseas students to learn and grasp the core values of Chinese culture.

Meanwhile, the statistics demonstrated that different students enthused different perspectives of topics listed in different disciplines, such as philosophy, literature, culture (ancient times), management, education and others. The relevant disciplines involved English translation. The disciplines distribution of the above is as followings but not accurate for 150 interviewees.

Conclusion

This exploratory study described the contrastive analysis of English abstracts for Agricultural Science and Technology by English and Chinese authors. The main content of this research and its creative points include:

There is enough information and data to indicate that it is a feasible research of “the bilingual course mode (Chinese and English) by Chinese classics” engineered scientifically with a series of education aims of “Values and Epistemology by Moral Education, Literary and Arts attainments by Humanity Education, Knowledge and Culture by Disciplines Education, and Expression Skills by Foreign Language”. It is the creative point that one course system is combined with four education aims without deliberate materials making-up together. In this regard, the education mode of Chinese traditional culture will be transformed as follows: (1) from the perspective of “profile/overview” to concrete “traditional classics”; (2) from the language mainly in Chinese to English; (3) from the objective students single in some limited discipline to the integrity of undergraduates, to the English majors, to the overseas students in China, and to some in humanity and society; (4) from the knowledge teaching in class to all to different aspects of disciplines, such as language, literature, culture, education, philosophy, and administration, etc..

There are many more documents and statistics relevant to *The Confucius Analects* in English translation editions that will be collected and gone through, which will lay a solid foundation for the college education. As to the English edition of *The Confucius Analects* in China and around the world, finally there are more than 60 versions proved by China’s scholar (Wu, G. X., 2012). There are more major projects of culture at the national level or by State departments, such as the “National Social Science Funds” (National Planning Office of Philosophy and Science), the “Key Concepts in Chinese Thought and Culture-Translation and Communication Project” (Key Concepts in Chinese Thought and Culture), and “Greater China Library” (State Administration of Press, Publication, Radio, Film and Television of The P.R.C). Some e-products published by academic authorities for the purpose of education or teachings will be in various forms, such as the electronics-teaching plan, e-books, audios, videos, PPTs and others.

Acknowledgement

This project was funded by the Jilin Provincial Funds of Education Science Project (2016, ZD16035) and the Jilin Provincial Funds of Philosophy and Social Science Project (2016, 2016B337).

References

- Association for Comparative Studies of English and Chinese (2018), National Classics English Translation Committee. (2018). Retrieved August 16, 2018, from <http://www.cacsec.com/index.php/Media/view/id/208.html>, &https://mp.weixin.qq.com/s?__biz=MzU1MTYwMTI2Mg%3D%3D&idx=1&mid=2247483919&sn=cd0c6223010211ff6f6700043bba65ad.
- Cui, X. P., & Shi, C. Z. (2015). On innovating college English curriculum and promoting Chinese culture to the world. *Journal of Hebei University (Social Science Version)*, 40(3), 139-142.
- Key Concepts in Chinese Thought and Culture. (2018). Brief introduction of the project. Retrieved August 15, 2018, from <http://www.chinesethought.cn/single.aspx?nid=95&pid=99>, & <http://www.chinesethought.cn/newslst.aspx?nid=94&pid=178>.
- Key Concepts in Chinese Thought and Culture. Retrieved from <http://www.chinesethought.cn>
- Ku, H. M. (1898). *The discourses and sayings of Confucius: A new special translation. Illustrated with quotations from Goethe and other writers*. Shanghai: Kelly and Walsh, Ltd.
- Liao, H. Y. (2015). *A glimpse of Chinese culture*. Beijing: Foreign Language Teaching and Research Press.
- Ministry of Education of People's Republic of China. (2018). Bulletin. Retrieved August 16, 2018, from http://www.moe.edu.cn/s78/A13/A13_gggs/A13_sjhj/201706/t20170628_308183.html, http://www.moe.edu.cn/s78/A13/A13_gggs/A13_sjhj/201606/t20160608_248649.html, http://www.moe.edu.cn/s78/A13/A13_gggs/A13_sjhj/201507/t20150721_194603.html.
- National Planning Office of Philosophy and Science. (2018). Bulletin. Retrieved August 16, 2018, from <http://www.npopss-cn.gov.cn/n1/2017/0704/c219469-29382897.html>, <http://www.npopss-cn.gov.cn/n1/2016/0617/c219469-28452428.html>, & <http://www.npopss-cn.gov.cn/n/2015/0625/c219469-27206694.html>.
- National Planning Office of Philosophy and Science. Retrieved from, <http://www.npopss-cn.gov.cn>.
- State Administration of Press, Publication, Radio, Film and Television of The P.R.C (2018). *The first premiere of "Greater China Library" launched globally*. Retrieved August 15, 2018, from <http://www.gapp.gov.cn/contents/4265/182610.shtml>, & <http://www.gapp.gov.cn/news/1658/98101.shtml>.
- State Administration of Press, Publication, Radio, Film and Television of The P.R.C. Retrieved from <http://www.gapp.gov.cn/>.
- The Overseas Chinese Affairs Office of the State Council, and The Office of Chinese Language Council International. (2007). *Common knowledge about Chinese culture, history, geography*. Beijing: Higher Education Press.
- The Fifth Plenary Session of the 18th Central Committee of the Communist Party of China. (2015.10). *Proposal of the CPC Central Committee on Formulating the 13th Five-Year Plan for National Economic and Social Development*. People's Publishing House (Chapter 67).
- The 3rd National Symposium of Wang Rong-pei Classics English Translation. (2018). Retrieved January 22, 2018, from <http://210.30.208.159/Research/xueshuhuodong/fangxue/201801/1452.html>.
- The 13th Five-Year Plan: For Economic and Social Development of the P.R.C. (2016-2020). (2016). The 67th chapter. *Central Compilation & Translation Press*, 21- 40.
- Waley, A., & Yang, B. J. (2000) . *The analects*. Changsha: Hunan People's Publishing House.

- Wu, G. X. (2012). Classics translation and the culture in heritage. *China's Foreign languages, 1*, 104-107.
- Xiao, J. Y., & Li, R. S. (2013). Exchange and inheritance – Review of 2nd symposium of analects translation. *Foreign Languages in China, (1)*, 109-111.
- Yang, L., Yan, L. J., & Wang, D. (2014). Inheritance, development and creativity – Review of 4th symposium of analects translation. *Foreign Languages in China, (6)*, 106-109.
- Yang, Y. N. (2014) Development and creativity – Review of 3rd symposium of analects translation. *Foreign Languages in China, (2)*, 108-111.
- Ye, L., & Zhu, L. Z. (2010). *Insights into Chinese culture*. S. Y. Zhang, & H. Y. Chen, (English trans.). Beijing: Foreign Language Teaching and Research Press.
- Zhang, W. M. (2002), Chinese culture in college English teaching. *The Education Research of Qinghua University, (No. S1)*, 34-39.

Cultivation on Consciousness Doublet Structure in English Writing

Hong Zhou

School of Foreign Languages, Shenyang Aerospace University, Shenyang, China

Email: 42761717@qq.com

[Abstract] *English writing has been ignored in English teaching for a long time. Chinese students put little effort in writing. Writing, as one important communication, should be stressed and improved. Professor Shenghuan Xu's Consciousness Doublet Structure Theory, closely related to the nature of writing, puts a new angle on the research of teaching English writing. The essence of teaching English writing is to cultivate students' cognition of "usage event/description structure".*

[Keywords] *consciousness doublet structure theory; event; ontology structure; usage event; description structure*

Introduction

In recent years, English writing has captured great attention because most scholars have realized that English writing has been ignored in English teaching and research. Students cannot express themselves when solving a social problem in a logical and sensible way. The only writing teaching in English intensive class is far from catching students' attention to writing. Students' interest and motivation are depressed. Students' writing cannot be improved tardily. In order to improve the students' writing skills, the priority is to analyze the nature of English writing. With the nature of English writing as a starting point, teachers figure out sensible teaching methodology to improve English writing teaching. Professor Shenghuan Xu's theory of consciousness doublet structure applied to English writing teaching can improve English writing teaching in nature. Three parts are included in the research. First, the research background and analysis on present university English writing are introduced. Second, consciousness doublet structure and its relation to English writing are analyzed. The third part concerns the approaches on writing consciousness doublet structure cultivation in terms of curriculum design, teaching methods, teaching contents, stimulating students' motivation and teaching evaluation. Finally, the process of the transference from an ontology event to a description event is discussed.

Research Background

Concerning English writing, most scholars argue that writing is the most difficult part to teach and improve, and recently, many scholars have begun to do research. Traditional teaching, as Fanghua Hu stated, combines writing teaching with intensive reading and extensive reading and requires students to recite excellent writing models (2005). According to Yuanwen Lu, English writing is closely related to a liberal education, which should train students' critical thinking patterns and their ability to choose, analyze and dispute (2016). The nature of writing is to train students to think, critically think, dispute and solve a question. Yuan Shi holds that the writing course should adopt an interactive teaching strategy (2017). Writing is also communicative, thus, teachers should design some interactive segments in class to enlighten students to express their ideas. Consciousness Doublet Structure was put forward five years ago and has just been applied to English teaching. Until now, almost no scholars put the theory in English writing based on the nature of writing, which is to train students' thinking pattern of analyzing, critical thinking, filtering, solving and concluding. This research applies consciousness doublet structure to English writing and

cultivates students' double thinking patterns, ontology and description thinking methods and the transference from ontology thinking to description thinking.

Analysis on University English Writing Situation

Ignorance of Writing in Actual English teaching

Writing teaching is usually proceeded with intensive reading, in which the writing topic is left to students and the teacher corrects the writing according to CET band 4 or 6 writing standards (Lu, 2016). The teacher indicates the grammatical mistakes and gives a general evaluation and an occasional comment on the writing.

Students' Lack of Study Interest and Motivation

Although students are aware of the difficulties in writing, they attach little importance to it and are indifferent to writing (Chen, 2016). Many researches on students' motivation on writing study have revealed that only in the CET Band 4 or 6 terms do students write 2 or 3 compositions per month. In other terms, students never write.

Low Teaching Effect

Writing teaching and writing correction are difficult. So is the students' progress. In CET Band 4, the scoring average for English writing has been continually low for many years. Take Shenyang Aerospace University for example, the CET Band 4 writing scoring average is 0.45, and equals 6.75 out of a total score of 15, which reflects most universities writing levels in China and also proposes that writing can be improved greatly for most university students.

Therefore, the difficulty in cultivation on students writing ability is publicly recognized. Writing, as one aspect of English output, ought to be developed in many aspects like teaching contents, strategies and students' motivation.

English Writing and Consciousness Doublet Structure

The Nature of English Writing

Writing is an output form of English, which equips people with the ability of organization, logical thinking way, flexible use of knowledge and the ability of discovering, analyzing, and solving actual questions. In essence, writing reveals people's logical thinking and mental organization ability when analyzing and solving difficulties. A good writing has an outstanding focus, clear thinking and apparent logic no matter how long it is.

Based on the nature of writing, consciousness doublet structure theory proposed by Professor Shenhuan Xu provides a new research angle for English writing teaching. The theory holds that there are two levels of consciousness: ontology structure and description structure. The intention of the subject refers to the subject's attention, filtration, choice, judgment, evaluation and characterization toward the object in mental activities. University English writing teaching is to teach students how to analyze, emphasize, choose, filter, judge and evaluate concerning the writing topic. The application of consciousness doublet structure theory to English writing teaching stimulates students' motivation, develops students' independently thinking way and self-study ability. Students' writing ability, as well as reading comprehension ability, especially, reading an original version can be improved practically.

Consciousness Doublet Structure Theory

Consciousness includes two levels. One is the subjective impression toward the object, which is the initial mental state, called ontology structure. The other refers to that when the object undergoes Gestalt transformation in the subject's mentality with cognition and imagination associated with individual experience and feeling toward the object under the direction of self-intention to make a factitious description and is called description structure (Xu, 2015). The doublet structure demonstrates that language cannot objectively, or directly describe a natural object and a social object and consciousness is the development from ontology structure to description structure. Professor Xu concludes that the process is the transformation from an "event" to a "usage event". In the process, the subject's intention is the key element, which orientates the ontology structure to characterize and subjectively describe the event with the development of mentality. Therefore, English writing teaching is considered "intentional" from a cognitive point of view and is to train students' cognition toward an event and question from an ontology structure to a description structure. Professor Xu's theory is as the follows in Figure 1 (Xu, 2015).

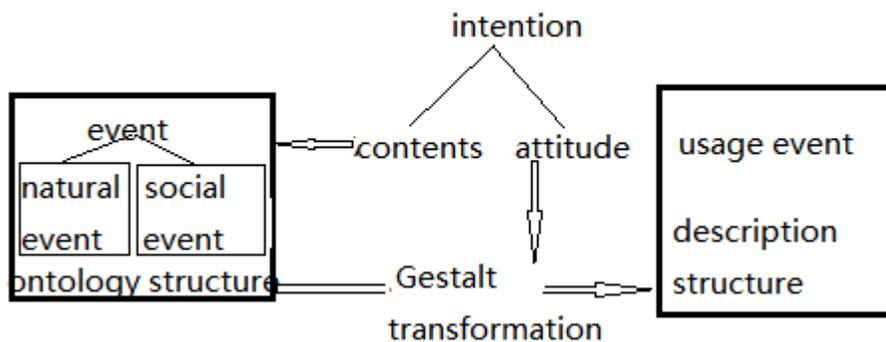


Figure 1. Consciousness Doublet Structure Theory (Xu, 2015)

Approaches on Writing Consciousness Doublet Structure Cultivation

Curriculum Design

Class period. One period will be chosen from the intensive reading classes as writing teaching every two weeks. Postgraduates will become teaching assistants and seminars will be held to learn about students' study difficulties and eliminate their pressure and terror from writing.

Textbook. Intensive reading textbooks like *New Horizon College English* published by Foreign Language Teaching and Research Press, which implies current social issues and development, are preferred. In teaching, teachers educate students to analyze writing methods, techniques and authors' thinking methods and mental activities to appreciate the beauty of correct word and sentence patterns so that these writing techniques can be digested. Simultaneously, the contents of the textbooks should be explained combined with CET Band 4 and 6 to help students analyze, conclude, and construct a reasonable writing mental patterns.

Teaching Methods

In order to enhance the teaching effect, blended teaching methods are favored. CBI (Content-Based Instruction) is the major teaching method in class. Centered on this topic, teaching strategy and theory will be varied in different stages of the class in order to accomplish a task. Additionally, communicative and

interactive teaching methods will be applied in class in order to encourage students to self-study. Furthermore, the constructive teaching method is adopted to assist students in constructing a complete writing way of thinking. In terms of teaching means, mass-media and internet teaching cannot be avoided.

Teaching Content

Specifically, teachers should take good advantage of the textbook to stress writing useful words, sentence patterns and good paragraphs and help students properly utilize these language points in writing. In a broad sense, teachers should explain the passage as a whole to broaden the students' scope of knowledge and enhance their ability for observation and analysis. In effective teaching, actual practice cannot be omitted. Writing and translation should be combined together to improve students' formal and native expression without Chinese English. In addition, students should imitate the original in writing about a similar topic. With the comparison between the students' writing and the original and CET, the gap in language and writing structure should be indicated in order to improve the students' writing. In this way, the students' writing technique in transforming from the cognition of an "event/ontology structure" to the cognition of a "usage event/ontology event" will happen gradually.

Stimulating Students' Motivation

With Consciousness Doublet Structure Theory combined with blending teaching strategies, the teacher guides and students perform in class so that they are encouraged to be active in class. Students' motivation can be studied via conversation and questionnaire.

Teaching Evaluation

The study levels of words, sentence patterns and paragraph structure is revealed by a paper test in order to learn students' attitudes towards English writing teaching and their questions to help improve English writing teaching.

The Process of Consciousness Doublet Structure in English Writing Teaching

The process of consciousness doublet structure in English writing teaching is shown in Figure 2.

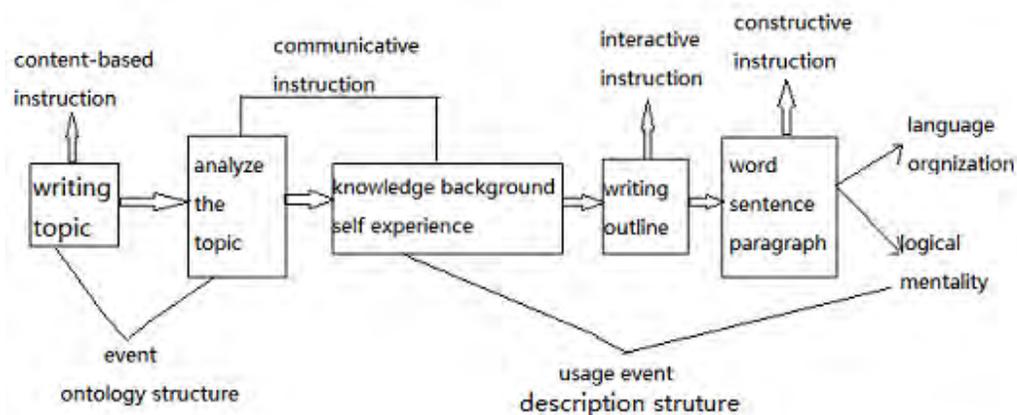


Figure 2. Consciousness Doublet Structure in English Writing Teaching

In the teaching process, based on the textbook, a relevant topic is set according to the theory of content-based instruction. Then, the teacher helps students analyze the topic with their present understanding and experience. In this stage, communicative instruction is applied. Then, the teacher instructs students to

outline the writing with the interactive teaching method. Constructive teaching method is applied to help students elect, filter, and integrate information to effectively *build* their logical writing thinking and organize their language. The first two steps, choosing a writing topic and analyzing the topic are the cognition of the “event/ontology structure”. With the knowledge background, outline writing, language organization and logical writing mentality are the cognition of the “usage event/description structure”.

Conclusion

English writing has been a weak point in English teaching for many years. Aware of the nature of English writing, teachers apply the consciousness doublet structure theory to English writing teaching to cultivate students’ cognition of “usage event/description structure” which is transformed from the cognition of “event/ontology structure”. The cultivation of the cognition of the “usage event” is effective in improving students’ writing and their ability for discovering, analyzing, solving questions and cultivating their logical thinking.

Acknowledgement

I would like to give my special appreciation and gratitude to those who have assisted me a lot and gave me so much inspiration to accomplish my research. Without their suggestion, participation, guidance and encouragement, I wouldn’t have the confidence to achieve such a fruit.

This paper is the research fruit of the humanities and social sciences project of the Department of Education of Liaoning Province titled “Cultivation on Consciousness Doublet Structure in English Writing”. Project code: L201761. This paper is also the research fruit of the project titled “Research on Consciousness Doublet Structure in postgraduate English Teaching” of Shenyang Aerospace University.

References

- Chen, Q. (2016). Reconstruction of the teaching model of college English writing in the big data era. *Foreign Language Research*, 3, 128-131.
- Hu, F. (2005). The present writing situation and its teaching strategies. *Journal of East China Jiaotong University*, 12, 226-228.
- Lu, W. (2016). Research on the relations between college English writing, college English, and general education. *Contemporary Foreign Languages Studies*, 3, 31-35.
- Shi, Y. (2017). The current English writing and its strategies. *Journal of Jiamusi Vocational Institute*, 6, 321-323.
- Xu, S. (2015). A note of consciousness doublet structure: From the perspective of C-to-E translation of Chinese ancient poems. *Foreign Language and Literature (bimonthly)*, 3, 208-213.
- Xu, S. (2015). Linguistic performance and consciousness doublet structure. *Foreign Language and Literature Research*, 1, 3-11.

Research on the Integration of Chinese Culture into College English Teaching

Jiang Li

Jilin Agricultural University, Changchun, China

Email: 719565365@qq.com

[Abstract] In the College English teaching field, culture-oriented study of the target language has been emphasized for a long time. Most teaching materials for college education are authentic and original. Intercultural communication advocates equality and openness of both cultures. Over-emphasizing the target culture and ignoring the inheritance and popularization of the Chinese culture causes the problem of “Chinese culture absence”, which seriously hinders the spread of the Chinese culture, as well as the cultivation of student’s intercultural communication competence. This paper will analyze the phenomenon of the absence of Chinese culture in College English teaching from the perspective of two-way communication, so as to put forward relevant methods to increase student’s output competence of Chinese culture.

[Keywords] Chinese culture; intercultural two-way communication; college English Teaching

Introduction

The practice of College English teaching has gone through different stages. For a long time, it was focused on the teaching of grammar as a result of the exam-oriented education system. After years of continuous reform and innovation in language teaching, the communicative approach, which has proven to be more beneficial and productive, was adopted. Scholars and teachers have realized the importance of culture learning, but culture-oriented study emphasized mainly the cultural studies of the target language, while the counterpart of the source language has long been neglected. Since the turn of this century, in view of intercultural communication, more scholars have acknowledged that language learning is literally the balanced study of both cultures, and that the Chinese culture in College English teaching is insufficient, and subsequently, corresponding researches have started. They have made achievements but there are still some questions to be investigated. In the precious studies, priorities has been given mainly to the testing of vocabulary about Chinese culture. In 2013, especially after the reforms for College English Tests Band 4 & 6, when the translation question changed to paragraph translation of the Chinese culture, a number of researches have been conducted on the cultivation of students’ application ability. However, research on how to effectively integrate the Chinese culture into College English teaching, from the perspective of intercultural two-way communication, is still few. Therefore, this paper, through analyzing universally-adopted textbooks for college English teaching, attempts to find the problems and discuss the possible solutions by innovating teaching methods and balancing culture input between the source and target languages.

Language and culture are inseparable, which was strongly advocated by Byram, who contended culture learning and language learning can’t take place independent of each other (Byram, 1994, p. 5). Foreign language teaching and cultural teaching are also interdependent of each other. For a long time, the emphasis of college English teaching was laid on learning the target language, as well as its culture. In recent years, with the development of our economy and the increasing intercommunications with other countries, college English teaching has gone through a profound change. It’s acknowledged that college English teaching is turning from linguistic teaching to linguistic and cultural teaching, from the target linguistic and cultural teaching to both target and source linguistic and cultural teaching (Zheng, & He, 2014). Trying to construct

an intercultural two-way communication teaching model is a beneficial attempt, which will balance the Chinese and English cultures, and at the same time, cultivate students' cross-cultural awareness and improve the teachers' cultural appreciation. Integrating Chinese culture into college English teaching, on one hand, helps the inheritance of the essence of the Chinese culture; on the other hand, it helps the spread of the Chinese culture to the world.

Investigation of College Textbooks in Terms of Chinese Culture

As a compulsory basic course, College English has a large majority of students. Thus, college English teachers should take advantage of class time to conduct teaching not only on the language itself, but also from a cross-culture aspect as well. The textbook, as the carrier of knowledge, plays a vital role in language teaching and learning. In order to make a clear comparison between the proportions of Chinese culture and western culture, an investigation was made into the textbooks of *Experiencing English Integrated Book*, 1-4, which includes all 3 passages of the 8 units in each book. The content classification of all of the essays falls into 3 broad categories: western life and culture, Chinese life and culture and others. The statistics were surprising; we found that passages about western life and culture in Book 1, 2, 3, and 4 amounted to 17, 14, 7, and 19, which accounts for more than 63%. Those passages about Chinese life and culture amounted to only 0, 0, 2, and 1, which accounts for only 3%. The conclusion was drawn that a majority of western culture is embodied in *Experiencing English Integrated Books*, but very few of Chinese topics are involved.

Problems in College English Teaching from the Perspective of Chinese Culture Integration

Linguist Dai Weidong said, "to achieve the double goals of increasing both students language competence and intercultural communication competence, ...culture teaching has the same importance as language teaching, both of them should be combined to each other" (2000). However, in actual teaching, the limitations of the textbook as mentioned, together with other factors result in the ignorance of Chinese culture and a preference for foreign culture, which over time leads to the absence of Chinese culture in college English education. This problem is mainly shown in the following aspects:

Exam-oriented curriculum design. For a long time, the course of college English was mainly designed for students to deal with all kinds of tests, including CET-4 and CET-6. Too much emphasis has been put on the language training and drilling of basic skills, namely listening, speaking, reading, writing and translating. Some universities have provided public elective courses such as English writing, translation, and business English, etc., which caters to market demands more. Most universities haven't offered any courses relating to Chinese culture. As a result, Chinese students don't know a lot about Chinese culture, let alone express Chinese elements in English. Even if they knew something about Chinese culture, it's difficult for them to express it accurately. In order to change the present situation, something must be done in the design of the curriculum itself to involve the teaching of Chinese culture.

Imbalance of cultures in textbook compilation. Among universities in China, the widely used English textbooks are as follows: *New Horizon English* by Foreign Language Teaching and Research Press; *New College English* by Shanghai Foreign Language Education Press; *Experiencing English* by Higher Education Press. "Almost all of these textbooks reflect only the culture of native English speaking countries, while materials reflecting Chinese culture are less" (Wang, 2008). Students can taste the original flavor of English language from textbooks but cannot learn the English expressions for Chinese culture. The

imbalance of cultures between English and Chinese in textbooks has seriously hindered the inheritance and promotion of traditional Chinese culture.

College teacher's lack of awareness and competence for Chinese culture. To add Chinese culture teaching to an English class is recognized by more scholars. In this process, college teachers are responsible for the dissemination of Chinese traditional culture. However, a considerable number of college teachers lack sufficient reserves for Chinese culture. Their understanding and ability for teaching Chinese culture is limited, which leads to their emphasis on western cultures only during the English class. Transmission of English culture is reinforced, but that of the Chinese culture is neglected. Over time, students lack expressions for Chinese culture. Therefore, to enhance the teacher's cultural awareness and knowledge of the traditional culture is also important.

Students' lack of intercultural communication competence. English learning is not merely a process of language learning but more of a process of culture learning. Cultivation of intercultural communicative competence has been a basic requirement for college students in college English education. The purpose of language input is to use the language to carry out communicative activities. Otherwise, there is no specific meaning. In actual teaching practice, some teachers and students are more focused on emphasizing the one-way process of English-Chinese communication. In fact, the essence of intercultural communication is a two-way process, which mainly covers the ability of Chinese and English to communicate interactively. The lack of traditional culture teaching is precisely the problem that students have not developed the ability for intercultural communication.

Strategies for Integrating Chinese Culture into College English Teaching

Language serves the culture, culture, in return, increases the soft power, which enhances the competitive strength of a nation. To solve the problems in college English education, amounts of Chinese culture should be introduced into the class, in addition to language teaching itself. The following aspects can be taken into consideration to improve the teaching and learning of college English.

Increasing students understanding of Chinese culture. There is a big difference between Chinese and western cultures. By comparing the two cultures, students can get a much better understanding. Professor Liu Zhengguang has put that: "Among all the verbal and nonverbal cultural factors affecting the transmission of information, the learner's native culture must be consulted. Only by comparing the differences between the two cultures can cultural factors affecting communication truly be found" (Liu, & He, 2000). Each nation has its peculiar culture and cultural inheritance, which constitutes the cultural symbols for a country. The long history of China leaves us a sense of national pride with numerous cultural symbols. In the college English class, teachers can suitably introduce backgrounds, histories and significance of some cultural symbols of our nation such as the cheongsam culture, tea culture, and ceramic culture. In addition, places of interest and traditional Chinese festivals are all good materials for selection. The interests in Chinese culture will definitely excite students' enthusiasm and initiative for English learning.

Compiling materials of Chinese culture into the textbook. As all teaching is carried out with the use of a textbook, the textbook for college English is the carrier for introducing Chinese culture. For improving textbook, the compilers should increase a proper amount of Chinese culture to create a balance between the Chinese and western cultures. By comparison and contrast between cultures, a dynamic integration can be reached. In the textbook, items about the Chinese cultural, historical and geographical backgrounds, customs, religions, and especially traditions should be added. For example, the traditional

Chinese festivals – Mid-Autumn Festival, the Spring Festival and the Double Seventh Festival – can be introduced in the textbook in comparison with western holidays, such as Thanksgiving, Christmas, and Valentine’s Day. Consequently, students can gradually grasp the essence of the two languages and make mutual transformations through the comparison and combination of the two languages.

Improving the teaching practice of translation. In the practice of English teaching, much more emphasis was put on the English-Chinese translation of single words and sentences. With the educational reforms of CET4 and CET6, the guidance for teaching of translation has obviously shifted. The content of translation is mainly about Chinese traditional culture and the form of translation is mainly from Chinese to English. For a long time, western culture has been emphasized in teaching, and students lack the corresponding expressions for the Chinese counterparts. Without enough relevant input, output is impossible. Hence, to increase Chinese culture into translation of teaching is urgent. On one hand, teachers can introduce to students the simplified English version of traditional Chinese classics such as the *Analects of Confucius*, *Classic of Poetry*, and *The Tao Te Ching*, etc. On the other hand, students are encouraged to translate background information relating to Chinese culture. By comparing the differences between the cultures, they not only can increase their cultural awareness and understanding towards their own culture, but also improve their output ability for Chinese culture.

Properly assigned homework for students. In-class teaching is a basic way to impart knowledge, whereas out-of-class practice is a fundamental way to broaden knowledge. Teachers should carefully design homework for students, so as to lead an active study after class by students, and at the same time, pay more attention on the Chinese culture on their own initiative. Finding more topics that students are interested in such as the Chinese food culture, dress culture, and movie culture, etc., will enable teachers to utilize these potential advantages to attract the attention of students towards Chinese culture, literature, and arts. In addition, teachers can establish situations of intercultural communications for students to role-play. In doing these assignments, students can keenly experience the charm and essence of the Chinese culture by scenario simulation, which consequentially promotes their output competence for Chinese culture.

Conclusion

With the accelerating of the integration process of global economy, the exchange of cultural activities has increased, which promotes the connection between the Chinese culture and cultures around the world. All of us are responsible for introducing and spreading the Chinese culture to the rest of the world. In practical teaching, teachers should combine Chinese culture with western culture, and at the same time, make comparisons between the two cultures so as to cultivate students’ cultural awareness. Integrating Chinese culture into teaching will lead to an upsurge of our Chinese culture in college English education.

References

- Byram, M., & Morgan, C. (1994). *Teaching-and-learning language-and-culture*. Bristol: Multilingual Matters Ltd.
- Dai, W., & Zhang, H. (2000). Culture transfer in English Communication and its implications to English teaching. *Foreign Language World*, 2, 2- 8.
- Liu, Z., & He, X. (2000). Non-ignorable native culture teaching in foreign culture teaching. *Journal of Xi’an International Studies University*, 6, 61- 64.

- Wang, F. (2008). On the study of Chinese culture input into College English teaching under the new situation. *Journal of Hunan University of Science & Engineering*, 6, 220- 222.
- Zheng, H., & He, X (2014). College English teaching reform from language teaching to cross-cultural two-way communication: Review of College English linguistic and cultural teaching model. *Journal of Chendu University of Technology (Social Sciences)*, 3(22), 95-98.

Error Analysis on Chinese English Learners' Writing

– Take Sophomores' Writing as Examples

Zhu Lijuan

School of Foreign Languages, Northeast Normal University, Changchun, China
Email: zhulj439@nenu.edu.cn

Zhu Lihua

School for Teachers' Training of Shuangliao City, Shuangliao, China
Email: 137342802@qq.com

Liu Kecheng

School of Foreign Languages, Northeast Normal University, Changchun, China
Email: liukc@nenu.edu.cn

***[Abstract]** Errors in English learners' writing are one vital representation of their English competence and performance. Many researches have been done around this issue. To expatiate Chinese English learners' writing errors, this research is done based on English major sophomores' compositions to analyze some common errors they have made. The purpose of the study is to generalize the errors and to illustrate the reasons for them and then put forward some suggestions for the improvement of students' writing from both teaching and learning aspects.*

***[Keywords]** error analysis; CEL writing; suggestion*

Introduction

Rod Ellis (1999) defined an error as a deviation from the norms of the target language. Errors are made when the rules of the target language are broken. Error analysis is a heated issue among researchers. Many studies have been done from three levels, based on sources of English learners. First, this study is about middle school students (Hao, 2014; Cui, 2014). Second, it is about undergraduates, including English majors (Fan, 2004) and non-English majors (He, 2009; Liu, 2008). The third group is about postgraduates of English majors (Jia, & Qiao, 2014) and non-English majors (Zhang, 2012). But the previous studies usually focused on some aspects of the errors students made and did not fully demonstrate them in detail. This study is designed to expatiate common errors in English major sophomores' writing. The main purpose of the study is to analyze the reasons and to provide some suggestions for teachers and students.

Errors in Chinese English Learners' Writing

In this study, 24 subjects, who were second-year university students majoring in English, were assigned to write an essay on a certain topic – To Study Abroad Or At Home – with about 500 to 600 words. Since the students were without the computer and MS Word's help, the students were given extra time to check what they had written.

When it comes to the errors that appeared in the essays which weren't recognized by the authors, they can be considered from two aspects: errors at the sentence level and errors at the discourse level.

Errors at the Sentence Level

First, the errors at sentence level are generalized. This area roughly includes grammatical errors, lexical errors and errors caused by other reasons. Of course, sometimes there is no clear boundary among the errors because they are mixed together on most occasions.

“Dealing with a sentence produced by the language learner we should first ask whether the sentence is grammatically correct” (Hu, 1998). About grammatical correction, there were serious problems that appeared among the 723 sentences in the twenty-four essays. The main problems were mainly subject-predicate inconsistency and tense disagreement problems. And the lexical errors focused on misspelling, misselection of words, misuse of parts of speech and semantic confusions. The following table (Table 1) shows the frequency of the different kinds of errors that appeared in the students' writing. By the way, other errors are those which can't be explained well from grammatical or lexical aspects at the sentence level. For example, “You can do everything you like at home.” The sentence itself is not logical or reasonable.

Table 1. Errors at the Sentence Level

Types of Errors	Number of Sentences	Ratio
Grammatical errors	229	31.7%
Lexical errors	44	6%
Other errors (illogical or unreasonable)	13	1.8%

This table shows clearly that grammatical errors still occupy a great proportion of errors made while writing although students have been taught and learned grammar for many years. It is a serious problem which cannot be ignored. Since the following section is going to mention some grammatical instances, there will not be examples related to grammatical errors here.

The following are two typical lexical errors examples in the compositions written by the subjects.

1. When you remember your parents, you will study hard.
(cf: Thinking about your parents, you should study hard.)
2. We can connect better with the foreigners if we will speak English.
(cf: We will communicate with the foreigners better if we can speak their language.)

So, sometimes the students failed to understand the exact meaning of the words and it caused lexical misuse. At the same time, the limitation of their vocabulary is also a main reason for the errors, so students should try their best to enlarge their vocabulary during daily study and put them into good use.

Errors at Discourse Level

Second, there are errors at the discourse level. One most serious problem is deviation that can't be neglected, although the number of instances was limited. When it comes to the whole compositions, it's obvious that parts of them are not cohesive or coherent. What's more, some arguments are not persuasive or sufficient because they can't support their theses well and these kind of errors include a lot of details, such as logical mistakes, loose cause-effect relationships or just one-sided accounts. The errors at the discourse level were analyzed on the basis of paragraphs and in the research writing. There were 173 paragraphs altogether. Statistics in Table 2 suggest there are general problems at the discourse level, although some of them might be overlapping.

Table 2. Errors at the Discourse Level

Problems	The Number of Paragraphs	Ratio
Deviation	4	2.3%
Not coherent (in one paragraph)	3	1.7%
Not cohesive (in one paragraph)	22	12.7%
Not coherent (between paragraphs)	6	3.5%
Logical mistakes	16	9.2%
Loose Cause-effective relationships	13	7.5%
One-sided accounts	9	5.2%

Tables 1 and 2 show the main errors in some students' essays. Although the errors have been analyzed from both the sentence level and the discourse level individually, they are not totally separated from each other. On most occasions, some errors at the sentence level inevitably lead to the errors at the discourse level. Here, there won't any examples provided since they are going to be illustrated during the analysis of reasons.

Analysis of Errors

In order to thoroughly explore the reasons for these errors that appeared in the writing, the students were interviewed to explain their word expressions while writing. First, negative transfer of native language should be inevitably considered because it's evident that the students' native linguistic knowledge has a negative effect on their target writing and a large percentage of the errors were directly related to the mother tongue – Chinese. There is plenty of evidence showing the widespread influence of the mother tongue since the students have formed the habit to write in English the same way as what they would in Chinese. In fact, this is a typical phenomenon in Chinese students' writing, which is usually called Chinglish – written in a Chinese pattern in this study. The most obvious representations come from the sentence level and grammatical errors are very common in those compositions. The following are some typical instances:

3. To the teen-ager, if to study abroad, it will greatly widen their sight. (Logical subject; the person-number agreement)
(cf. Studying abroad, the teen-agers will greatly widen their sight.)

The student just translated what he wanted to express from Chinese into English literally and neglected that the sentence patterns were different between English and Chinese.

4. Many people think that go abroad to study means that someone didn't like his country and is admire of foreign country. (V-subject, tense and person-number agreement)
(cf. Many people think that studying abroad means that they don't love their own country but admire foreign countries.)

The sentences above are only a small part of the ones which weren't right just from grammatical points of view with logical meaning neglected. It seems that many students take it for granted that writing is just a process of translating words from one language into another. Being interviewed and given the correct expressions, the students came to realize that the patterns of the mother tongue are really different from the ones of English in many respects, especially in word order.

Second, not all errors were caused by the interference of the mother tongue and evidence of such can also be easily found. The following two examples are based on overgeneralization of the students:

5. The students should believe in themselves and work more and more hard. (The student overgeneralizes the formation of the comparative degree of English adjectives and adverbs.)
(cf. The students should be full of self-confidence and work harder.)

Under these circumstances, the interference of the mother tongue cannot satisfactorily explain these errors.

Third, cultural background and thinking patterns were also primary factors disturbing the students' writing. Since it is the material package of thinking, language is both the carrier and an important marker of culture, embodying the intrinsic contents of a nation's culture. The following two paragraphs can prove it sufficiently:

6. After the teacher told me the title of the composition which was our homework, I had got worried. I didn't know whether I could complete it, because I hadn't thought of this question before.
7. With the development of the society, we can live better if we master more knowledge. So studying is more and more important for us.

The two beginning paragraphs are typical Chinese discourse pattern that reflects the Chinese cultural background and thinking pattern. First, modesty is regarded as a kind of virtue in China, so it even exists in written Chinese. But in written English, it isn't well accepted. While writing, the author should be very confident about the topic so that the readers can be persuaded to believe the information conveyed. Second, Chinese people prefer expressing what they think indirectly and usually make assertions without explanations or elaboration and leave the audience to think about them just as Kaplan (1996) analyzed the organization of paragraphs in ESL student essays; he generalized that oriental people (including Chinese) develop paragraphs in a circular way instead of a straight one. So, Chinese writing may not introduce the topic explicitly, but instead state something insignificant. This is also totally different from the English written pattern in a linear and direct way to describe the paragraphs.

Another reason explaining the present situation lies in English teaching and learning situations. English teaching should be considered first. Pedagogics and teaching purpose should be fulfilled according to practical usage of English, not just for high scores in examinations because different goals can bring about different output results. Besides school education, there is an upsurge of training schools and many parents choose to send their kids to study English there. But the quality of those training schools worries us a lot for some teachers there are not competent at all. Commercialization is the motivation and qualification cannot be totally proved. On the other hand, students need to develop self-learning ability and try to convert input to perfect output.

Suggestions and Solution

Based on the error analysis, some suggestions should be put forward on making clear the techniques of writing an essay and how to help the intermediate students avoid the errors mentioned above and improve their writing ability. First, teachers should inculcate in students some important methods of writing. It is very necessary for teachers to train their students on how to organize their writing and what devices are properly employed for organization. Of course, the process is very complex and teachers should make students understand general principle of writing, different discourse patterns and correct attitudes to errors.

The following is a statement about the principle of writing: "To sum up, we must have good stuff (content); we must organize it effectively (organization); we must present it in the right content (setting or background); we must know our audience, pay active attention to it, and respond appropriately to its feedback" (Wang, 1996).

These five factors are essential to the success of effective writing. Although it is very difficult for intermediate students, at least those in this research, to come up to the standards, it is very important for them to know the fundamental view of a good composition.

As far as different discourse patterns are concerned, to Chinese English learners, nothing is perhaps more difficult than overcoming Chinglish, which makes use of English in Chinese ways and typical Chinese patterns. To eliminate Chinglish, teachers can spare no effort to help students adapt the Chinese mind to English ways of expressing ideas. So it's necessary to distinguish the two discourse patterns. In English writing, a topic is usually explicitly introduced with logical, reasonable support to make sure of coherence and cohesion of the discourse. But Chinese writing is more indirect. Students have to be aware that Chinese is, for the most part, a logically compact language, while English is strictly compact in its structure. So the whole essay in English should hang together, and each topic sentence and transitional sentence enhances harmony. The points can be arranged in the order of importance and intensity. To organize the essay well, cohesive devices should be paid close attention to, such as reference, substitution, ellipsis and conjunctions.

Correct attitudes towards errors should be emphasized too. Many students are always worrying that they may commit errors in their compositions. As a result, some of them seldom write in English because they are not confident enough. In the case, careful writing teachers find it their duty to explain clearly to their students that errors are natural and inevitable in the process of English writing. They can help their students develop correct attitudes to errors and encourage them to overcome mistakes gradually. It is also generally believed that errors can reflect what students have learned and how well they have learned. They can also help teachers adjust their teaching approach. So the students can give up the burden and practice writing as much as they can.

In addition, the teaching approach may be changed to motivate the students' interest. The common teaching method is product-oriented. Usually, students are assigned a task every week, in the form of a topic to write about (the same has been done in the research), and they are expected to produce a composition, which the teachers are going to read, mark, comment on and grade. This kind of method makes students feel that writing course is very irksome and monotonous. The process-oriented approach to the teaching of writing can make up the shortcomings of the product process.

In the process approach, students do not write on a given topic individually and hand in a 'product' for teachers to correct. Instead, they are given time to do pre-writing and planning activities such as brainstorming, list making, reading, discussing and debating, in which they work together to plan how to begin and how to organize a writing task. They generate ideas, select words and construct sentences for the task, write a first draft and show that to the teacher or other students for feedback on the content, and then revise it to produce a second draft. The process approach provides a chance for the students to think it over, to try out new ideas, and to help and learn from each other (Li, 2001). The most important advantage of this approach is that it increases the efficiency of the writing and stimulates students' interest and motivation.

As for the students' part, they should practice more. The development of writing skills is a complex and dynamic cognitive process. It requires more than the mastery of vocabulary and linguistic structures. But for the intermediate students, they still can't go beyond that yet because limited vocabulary is still an obstacle to writing. So they can practice reading and speaking, as well as writing to enlarge their vocabulary. It is believed that learning to read effectively and extensively is the first and foremost requirement for those who want to learn to write. Reading can help students get a general idea and better understanding the structure as well as the writing techniques. Similarly, speaking and writing are also closely related to each other. For example, by group discussion, the students can clarify the topic and content about what they are

going to write. After the first draft, students can discuss some errors and problems in other classmates' compositions and make suggestions for further revision. At the same time, it can improve their communicative skills. What's more, they may notice that an English word and its correspondent Chinese term don't always share the same semantic register. They may match in some contexts but not in others.

Conclusion

English writing is a good evaluation of learners' performance. It testifies their output ability based on their competence. From this study, it is easy to generalize that there are some evident errors made by Chinese English learners from both sentence level and discourse level which include grammatical errors and lexical errors, deviation, incoherence and cohesiveness, and loose cause-effective relationships etc. The reasons are illustrated from both outside and inside factors and solutions are promoted to solve the problems.

On the whole, to acquire the fundamental ability of writing, students should try to practice writing as much as possible. Of course, qualified teachers' guidance can't be lessened. With teachers' constant help and encouragement, Chinese English learners may establish self-confidence for their success in writing.

Acknowledgements

This paper was supported by the projects "Research on the Resources Integration as for Innovation and Entrepreneurship Education in Colleges and Universities" (No. DIA170376) and "Research on Automatic Identification and Application of Discourse Theme-Rheme Structure (No. 2017BS11).

References

- Cui, M. (2014). An analysis on the verb errors in senior high school students' English writing. Suzhou University.
- Ellis, R. (1999). *The study of second language acquisition*. Shanghai: Shanghai Foreign Language Education Press.
- Fan, L. (2004). Error analysis on advanced English learners' verb-noun collocation. *Journal of Xi'an Institute of Foreign Studies*, 03, 17-20.
- Hao, T. (2014). Analysis of grammatical errors in junior middle school students' English writing and its writing teaching implications. Shanghai: Shanghai Normal University.
- He, H. (2009). Corpus based study of error analysis on vocabularies in non-English majors writing. *Foreign Languages*, 03, 2-9.
- Hu, Z., Liu, R., & Li, Y. (1998). *Linguistics*. Beijing: Beijing University Press.
- Jia, G., & Qiao, L. (2014). Study of language errors in the MA theses of English majors. *Foreign Languages*.
- Kaplan, R. B. (1996) Cultural thought patterns in intercultural education. *In Language Learning*, 16, 1-20.
- Li, X., & Li, L. (2001). Raising student's awareness about writing In English. *Teaching English In China*, 1, 55-57.
- Liu ,X. (2008). A case study of non-English majors' writing error analysis. *Foreign Language Journal*, 02, 140-142.
- Wang, Y. (1996). *English rhetoric and writing*. Qingdao: Qingdao Press.
- Zhang, H. (2012). A revelation of the error-analysis theory to English writing teaching for postgraduates of non-English majors. *Educational Theory and Practice*, 32(15), 48-50.

The Exploration of the Influences of Christianity on American Education

Bao Chunfei

School of Economics of Eastern Liaoning University, Dandong, China

Email: 303163867@qq.com

[Abstract] American education is generally acknowledged as the greatest in today's world. America has advanced education although it has only been founded just for more than 200 years, not only because America has always placed a high importance on education, but also because of the profound influence of Christianity on American education. The influences of Christianity on American education includes educational ideas, the educational system and educational mode. They started from the colonial period are continuing until today. In America, education is always closely related to Christianity. The writer of this paper tries to make people have a deep knowledge of Christianity and American education and the relationship between them and to learn to treat the different cultures more rationally.

[Keywords] Christianity; educational ideas; educational system; educational mode

Introduction

American is a country with various kinds of religious denominations. Christianity is the most popular among American people. Nowadays, a large number of Americans believe in Christianity. The population of America is more than 230 million, and 55% of the American population is Christian (Li, 2008, p. 58). If some nominal Christians are taken into account, the rate of Christianity in America will be 83 percent. Many Americans receive religious education in Christian schools from the time they are very young (Hong Ying, 2010). So, it is obvious that the relationship between Christianity and education cannot be separated in America.

The study of influences of Christianity on American education not only will help people have a better understanding of the closer relationship between Christianity and American education, but also will expand new study perspectives for the development of Chinese education. Although many scholars in our country have studied American education, most of them pay more attention to analyzing the state of politics, the economy, cultural traditions and so on. Few scholars have analyzed the features of American education from the perspective of religion. This paper focuses on the development of American education in the Christianity culture and studies the influences of Christianity on American education.

The Influences of Christianity on American Educational Ideas

America is one of the best countries for education. It is complicated to discuss education in the United States. Because of America's diverse culture, education in American is also diversified. So there is no unified educational idea all over the country. As for the development of education, many educational ideas have gradually formed. There are various reasons for the formation of today's educational ideas, but Christianity is regarded as having the greatest impact on it.

Seeking equal opportunity for education is a long-term goal for American government. The Department of Education in America started to emphasize ensuring equal access to education as soon as it was created in 1979 (Zhai, 2011, p. 6). However, in American history, the phenomenon of inequality is everywhere. In particular, the issue of racial discrimination is very serious. And the blacks are the major group who are discriminated against. They have no equal rights in many aspects as compared with the

whites, much less for equal opportunity for education. According to the survey, before America gained its independence, black people accounted for a high proportion of the American population. By 1763, the population of the black reached 385,000. In South Carolina, the number of black people is doubled that of white people. Most of blacks had to suffer the racial discrimination and oppression (Zhao, W., 2009, p. 68). Despite all of this, at the beginning of the 18th century, Christian churches started to establish schools for black people. In 1704, a Christian missionary set up the first black school. During the American Revolution, a kind of black schools was built up to teach the black religious knowledge and some simple skills of reading and writing. In addition, the United State was one of the earliest to start education for females among European countries. With the effort of the Puritans, girls were admitted to study in the educational institutions established by Puritans. According to the Puritan idea, after receiving education, girls can read *Bible* and understand its spirit. And religious level of nation can be improved in this way. Although the original purpose of Puritans is to popularize religion, in fact, its real function has been out of this range. In the 17th and 18th century, girls could only receive primary school education. When it came to the 19th century, blacks were allowed to study in the middle schools and the universities. Meanwhile, in Georgia and Southern Carolina, the Christian Church also set up charity schools and skilled workers' schools for the poor and gave them vocational training (Zhao, W., 2009, p. 68).

From the American colonial period, the educational idea of improving the entire people's moral quality started to be emphasized, because colonists had already realized the importance of morality restraint during the initial stage of social development. Religious morality and knowledge were regarded as necessary for human happiness at that time. Like in a metropolitan state, the morality education is mainly in charge of Church. Children were sent to church schools by Christians. They not only trained students' reading and writing skills, but they also paid more attention to the cultivation of moral thinking. With the effort of the Puritans, more and more Christian educational institutions were established. And these institutions concerned foremost with the education of moral quality. The Church handed out all kinds of handbooks to students. Teachers answered questions from every perspective for these students and directed their behaviors. Christian activities were thought as the most effective way to improve entire people's moral quality. During this period, Christian ethic promoted by Puritanism became the guide to restrict people's behavior.

After American independence, the secular culture appeared to contradict the Christianity culture and started to influence people's moral ideas. Under such circumstance, missionaries did not give up. They still made efforts to influence American society with their doctrine. Christians thought improving everyone's moral quality was the only way to achieve social development. However, after World War II, political and patriotic education took the place of the traditional Christianity culture and moral education. Until the late 1960s, public schools paid more attention to students' intelligence instead of their moral quality, so more and more immoral phenomena appeared in society (Zhao, W., 2009, p. 7). People began to criticize this kind of education and tried to get the Christian culture back to school education. It was advocated that schools should emphasize the cultivation of moral quality. The return of religion became a new trend in American education. As a matter of course, the Christian culture was back in school education to improve people's moral quality, which made people believe again that they can live in a moral environment in future life. The Christian culture was a powerful means of improvement in people's moral quality.

In the 17th century, the Puritans, who were filled with strong religious passion, landed on the North American continent from England and tried to realize their religious dream for the sake of God. During the process of religious popularization, the priest played an important character. However, with the increasing

number of immigrants, qualified priests were obviously insufficient in this new land. So some higher educational institutions were founded in order to develop high-quality priest staff and cultivate high-level religious talents. And the basic aim of these universities was to train faithful and well-educated young priests and candid gentlemen with good manners. In fact, from the first day of establishment, Harvard University announced publicly that their educational mission was to train suitable talents for society, especially priests for churches. In 1643, in a published booklet, Harvard University claimed to make efforts on enhancing education and provide competent priests for church. In 1754, the headmaster of Yale University pointed out that the university would treat the cultivation of religious talent as their duty and they would train wise and honest people to spread Christianity doctrines with strong passion (Zhao, W., 2009, p. 69).

General speaking, the education of a country or region can not be separated from the local social economic development. During the late colonial period, serving religion was no longer the only aim of the church in establishing schools; developing the local economy became the motivation as well. Religious education could not meet the demand of colonial social economic development. The goal of the university changed from training priests to cultivating talents in various areas. Harvard University began to set up legal and medical education and it was also encouraged by the government to cultivate local administrative officials. Therefore, whether for the aim of training priests or the goal of cultivating different talents, both were realized with the tireless effort of Christians.

In today's American higher education, many universities have been well-known all around the world. They cultivate talents not only for American society, but also other countries. While in elementary education, compared to public schools, the influence of Christianity on talent cultivation in private schools is more obvious. The learning ability of students who study with Christian educational curriculums in private schools is better than those in public schools. According to the statistics, students' school records in Christian schools are better than those in public schools, in general.

The Influences of Christianity on the American Educational System

In the United States, whether in elementary education or higher education, students can not be separated from Christianity as soon as they are born. Education and Christianity are mutually exclusive, but also depend on each other for existence. During the colonial period, Sunday schools, girls' schools, vocational training schools and various kinds of primary schools and middle schools were all established through Christianity. Not only that, but Christianity was also considered as the pioneer of American higher education. Nine universities were founded by Christianity in colonial America, including Harvard University, Princeton University and so on. Before the Civil War, there were 180 universities all over the country, and 150 of them were set up by Christians (Fang, 2014). Although some public schools rose after American independence, they still can not be separated from Christianity; the schools are still affected by the Christian culture in today's education in the United States. The original aim of education was defined as for religious services, but there is no doubt that Christianity had a profound influence on the development of American education.

American education originated from private education. Private schools in America played an important role in American education because of their characteristics. Before the American Independence, America was a British colony, and the rate of Christians of those immigrants was more than 90 percent (Xu, Y., 2000, p. 59). Therefore, all of the schools were built according to the methods of British private church schools. After the War of Independence, public schools developed rapidly, but the government also offered

legal protection to the private schools. Up to today, although some universities have accepted financial support from the government and get rid of the control of the Church, many top universities are still in the charge of the Church. In addition, the private primary schools always get trust from most parents because of their better quality.

In American elementary education, religious influences are very obvious. During the early American colonial period, Puritans gave great impetus to education. Some Sunday schools and a variety of elementary town schools were founded by the churches. In 1635, the first formal middle school, Boston Latin Grammar School, was founded in the North American colonies. After the 18th century, with the development of social life in the colonies, the number of primary schools and middle schools continued to increase, especially in New York, Pennsylvania and Delaware. Taking Philadelphia, a major colonial city, for example, in 1683, the Church built the first primary school. At the end of the 18th century, there were more than 10 schools controlled by Christian churches (Zhao, W., 2009, p. 67).

The influences of Christianity on today's American education are mainly reflected in that missionary schools are more popular in American society. According to statistics in 2005, there are 29,752 private middle schools in the United States, and the number of Christian middle school account for more than 80 percent of them. So far, 85% of private middle school and primary schools have been set up by Christian churches. Among the 50 million students who attend private schools, 85% of them study in church schools. Church schools are so popular because they usually have rich funds and innovative educational ideas. The funds of Church schools mostly come from the church members. According to the doctrine of Christianity, Christians need to give 10 percent of their income to God (Zhai, 2011, p. 207). And then, these funds are used to run the schools. Although the tuition of Christian schools is expensive, the number of students who are enrolled in these Christian schools now is still rising, which further reflects that Christianity is an important position in American private primary education. Furthermore, the educational ideas of church schools are different from others. They not only emphasize the learning of knowledge, but they also pay more attention to the moral quality of their students. Religious ideas are used during the whole teaching process. Many Christians take their children to church schools from the public schools because the values and beliefs their children learn from public schools are in conflict with their parents'. Some parents hope that their children can receive high-quality education in a Christian school and this will protect them from violence, drugs and some other negative influences in the public schools. For these reasons, most parents prefer to send their kids to church schools.

"American universities were born in the 17th century, when the colonies of the North American continent were established. At that time, many Protestant Puritans became immigrants to the North American continent. They regarded religious beliefs as the norms of daily behavior. Strong religious overtones could be felt everywhere, from the original Declaration of Independence to today's U.S. national anthem" (Hong, Y., 2010, p. 199). So from the very beginning, the influences of Christianity were seen through the whole development process of private universities.

The influences of Christianity on private education are mainly manifested in two aspects. On one hand, it promotes the establishment of private universities. The first private university, Harvard University, which has always been one of the most famous universities in the world, was set up by Puritans in 1636. In addition, Yale University (1701), Dartmouth College (1769), and the College of William and Mary (1693) were also established mainly by the Church (Hong, 2010). On the other hand, Christianity impacted the innovation and freedom in the American academics field. Puritans paid more attention to the importance of a free learning environment when they established the university because of the oppression they suffered in

England in early times. Their uncompromising characters were also embodied in their education. They always made breakthroughs on knowledge, which made many students succeed in innovative practices. Nowadays, with the desalting of religious color in colleges, some basic ideas of Christianity are still remained in their educational ideas.

The Influences of Christianity on the American Educational Mode

“During the colonial period, the teaching materials from primary schools to universities were of strong religious color. In primary education, the course books, of which catechism was one of indispensable elements, were full of religious instructions, and Sunday schools mainly taught catechism” (Meng, 2011, pp. 229-230). For example, a text titled “*God Guys should Do*” said: “Fear God, honor their parents, do not lie, never lost. Love Christ, often pray, do good, do not hesitate.” Praying and reading the *Bible* were very popular at schools. Students would attend morning and evening prayers and go to church to hear the missionaries preach the sermons on Sunday. “Many universities were also established mainly by the Church. During that period, the main objective in talent cultivation of the universities was to train priests and missionaries” (Meng, X., 2011, p. 230). So, some religious subjects became compulsory courses. For example, the *Bible* was the core curriculum of Harvard University and professors asked the students to understand the *Bible* from various perspectives. Furthermore, in some universities, the headmaster and theology professors taught students the Christian doctrine so that the students would have correct values on religious problems. The study of religion and religious texts should be included in the general education curriculum because they contribute to the understanding of the basic issues facing the world (Adrian, 2013, p. 83). In addition, there were also other main course was set, such as Latin, Hebrew and Greek. All of these languages were regarded as necessary skills for priests. Students must have received religious education no matter which major they studied. Until the end of 17th century, more than half of the graduates of this university took preaching as their profession. Therefore, Beard, a famous American historian, said that what turned the light on of knowledge in the colonies was not the open-mindedness of the government officials but the enthusiasm from different schools of religions (Meng, 2011, p. 230).

However, as the development of society, educators started to broaden their horizons. To some extent, too many religious courses in school education are not beneficial for people to learn about the real world and study natural science objectively. On the other hand, in the context of religion, students often read doctrines and scriptures and listen to the preaching from priests. Influenced by what they see and hear everyday, students not only learn to be loyal, industrious and thrifty, but also learn how to obey the public morality. Harsh Christian disciplines make people become strict with themselves and be kind to others. In this way, people can live in a stable social environment (Wu, 2008, p. 23).

Conclusion

In the early years of the 21st century, American education is generally acknowledged as the greatest in the world. There is no doubt that Christianity was the motivation of the development of American education. In American educational history, Christianity was never separated from education and has always influenced education in different ways. In early times, Puritans educational ideas had an important effect on the formation of people’s value and promoted the talents cultivation in different areas. In the development of American education systems, Christianity lost its controlling force gradually compared with its dominant position in the American colonial period, but it did not mean that Christianity had no value on influencing education. It can be regarded that as the product of the social development. So

Christianity culture still has an influential presence in today's school classroom, which reflects in the curriculum about Christianity content and the teaching method influenced by Christianity spirit.

References

- Adrian, W. (2013). The Bible, the Koran, and general education. *Education*.
- Fang, L. (2014). *The historical influence of Christian culture on American moral education*. Qufu Normal University.
- Hong, Y. (2010). Function of religious belief in construction and development of American university. *International Conference on Optics, Photonics and Energy Engineering*.
- Li, Q. (2008). The influence of religion on contemporary American society. *Academic Circle*.
- Long, M. (2005). The influence of Puritanism on Harvard University. *Journal of Changchun University of Technology*.
- Lugg, C, A. (2004). One nation under God? Religion and the politics of education in a post 9/11 America." *Educational Policy*.
- Meng, X. (2011). Study on religious education in the United States and its inspiration. *Cross-cultural Communication*.
- Shu, L. (2011). Should God get tenure? Conflicts over religion in America's public schools in the 1980s. *US-China Foreign, Language*.
- Wu, D. (2008). Education in Protestant background and early social development in America. *Journal of Liaoning Institute of Educational Administration*.
- Xu, Y. (2000). The development of American private schools and their enlightenment to us. *Journal of Hunan Institute of Education*, 6.
- Zhai, C. (2011). *The influence of religion on American education*. Chongqing Normal University.
- Zhao, W. (2009). The role of Puritanism in the educational development of American colonies. *Collection of Historiography*.

General Extenders: A Survey of Studies with Special Reference to Their Acquisition by Chinese EFL Students

Gaoyuan Zhang

Foreign Language School, Nanjing University of Finance and Economics, Nanjing, China

Email: zhanggaoyuan2000@126.com

[Abstract] *General extenders (GE's) are typically utterance-final expressions, which are variously named in accordance with the different perspectives on their functions, which are referential, discourse extending, politeness marking, and effect-intensifying, in addition to their recently identified functions as turn-switching, and hedging expectations of informativeness and accuracy. Their use by Chinese EFL students is seriously imbalanced, with only a few frequently used and the overwhelming majority in disuse. This tendency is attributed to the lack of authentic language exposure, the negative transfer of Mandarin and inadequate ways of learning.*

[Keywords] *general extenders; structure; category; pragmatic functions; characteristics*

Introduction

There are numerous ways in English for referring vaguely to categories, which, as a major area of use of vagueness in human language, typically involves such expressions as “and so on”, “etc.”, “and all that (sort of thing)”, “or something of that sort”, among others. The sort of expressions mentioned above are referred to as “tags” (Ball & Ariel, 1978; Channell, 1994/2000; Ward & Birner, 1993), “set-marking tags” (Dines, 1980), or as “generalized list completers” (Jefferson, 1991). The earliest study of the above-mentioned kind of expressions in spoken English dates to the 1970's and their earliest study was by Ball and Ariel (1978), but the first systematic study is attributed to Dines (1980), who made a detailed analysis of the regularities and patterns exhibited by a dozen of the most frequently used tags, known as “set-marking tags” (Dines, 1980, p. 23), and summarized the pattern that of the tags as “AND/OR [PRO-FORM] (LIKE THAT)” (Dines, 1980, p. 18), which indeed covers the majority of the GE's, has come to be the cornerstone for further studies. Ward and Birner (1993) studied only “*and everything*” from semantic and pragmatic perspectives. Channell (1994/2000) referred to those expressions as “vague category identifiers”(shortened as VCI), which shows that she focused on their function as markers for vague categories, although she also analyzed the contextual conditions for the use of such expressions. However, she defined VCI's as “Exemplar +Tag”, of which the “tag” exactly corresponds with the “general extender”, a recently more popular term (hereinafter referred to as GE's in the present study). Overstreet (1995) studied those formulaic English expressions in the name of “general extenders” in her Ph. D. dissertation, followed by a comparative study of “and stuff, und so” between English and German solely from the pragmatic angle (2005), and more recently studied the role of pragmatic function in the grammaticalization of English GE's (2014). Cock, & Granger, et al. (1998) made a great contribution by making the first use of a corpus, revealing the differences in the use of GE's between native English speakers and EFL learners, but the disadvantages are obvious, as their corpora contained the utterances from only 25 people, far from sufficient, thus inevitably making their findings or results less objective and reliable. Cheshire (2007) analyzed GE's in the speech of adolescents from three English towns, finding that, instead of consistent patterns of gender or social class variation in their use of GE's, there was a clear social class difference in the use of certain forms, with *and that* favored by the working-class speakers, and *and stuff* and *and things*

preferred by the middle-class adolescents. Studies have been conducted from various perspectives (Overstreet & Yule, 1997a&b, 2001, 2002; Overstreet, 1999, 2005, 2011, 2014; among others). However, on the whole, the previous studies have been based on either a few frequently used GE's or a small corpus, with a relatively narrow horizon.

Channell (1994/2000) studied tags in terms of structural elements and co-occurrence restrictions. Firstly, she analyzed the structure of the tag, pointing out that the overwhelming majority of the vague tags designated categories either conjunctively or disjunctively, with the former containing “*and*” as in *and things like that* while the latter “*or*”, as in *or something/anything (like that)*; that some contain the additional element “*like that*”, but that there was no difference in the way the tags with or without “*like that*” were understood, adding that “*and that*”, meant and was used in the same way as “*and things like that*” (the shortened version of the full tag), before making it clear that *whatnot* can occur with both “*and*” and “*or*”. Secondly, she defined “vague category identifiers” (VCI) as consisting of “Exemplar+Tag” (e.g. *bread or something*), pointing out that the three categories, which a VCI can normally access, are the “named common categories”, the “covert categories” (cf. Cruse, 1986) and the “spur of the moment” categories (cf. Barsalou, 1983). In terms of the inner structure of “Exemplar+Tag” (the VCI in the true sense), she illustrated the five situations as follows: (1) NP+Tag, (2) VP+Tag, (3) Embedded Sentence+Tag, (4) PP+Tag, and, (5) Adj./Adv.+Tag. As for the co-occurrence restrictions, she summarized three conditions on successful vague tagging as follows: First, there must exist other members of the set which the tag can stand for (**It's a boy or a girl or something*); second, the hearer must make the relevant category boundaries, at least similarly to the speaker; and third, VCI's tend to interact with the taxonomic relationships which derive from the principles of cognition and categorization, i.e., the interaction of hierarchical relationships is that the choice of an exemplar at the three levels has different effects. Substitution of superordinate or subordinate terms for basic level object names would give the effect of being either too general or too specific to be appropriately informative. Channell's study is significant as a link between the earliest and the lately more in-depth studies of GE's, which merits a close attention.

In China, there have been studies of the Chinese counterparts of GE's such as “*deng*” and “*dengdeng*” (e.g. Liu, 1988; Lü, 1980/1999), but no intensive study has been made of GE's as a whole, let alone any comprehensive contrastive study of them between English and Chinese. A few relevant studies (e.g. Zhang, 2009) have briefly touched upon GE's as part of the overall study of vague language, viz. involving GE's as a group of hedges in pragmatics.

As GE's are extremely frequently-used by native English speakers, it is necessary to summarize their structural features and multi-functional uses in order to further the research and for EFL students to be effectively guided. This study is basically a survey, which reviews research methods and procedures, the positional feature of GE's, their compositional features, the characteristics of GE's variation, their pragmatic functions, followed by a special discussion on Chinese EFL learners' acquisition of GE's.

Research Methods and Procedures

There have been studies based on data from interviews (e.g. Dines, 1980), those based on data from interviews and self-constructed corpora (e.g. Cheshire, 2007; Overstreet, 2014), those based on general English corpora (e.g. Zhang, 2009), and those based on various published sources, spoken or written, elicited or introspective, or even invented (e.g. Channell, 1994/2000). However they are based, the majority of such studies are qualitative in the final analysis. Especially worthy of being mentioned is Zhang (2009), which, with GE's collected from various sources, tested the spoken part of the British National Corpus

(BNC) using the software tool SARA, and identified the two most frequently used GE's, *something like that* (507 occurrences per mln words), and *or something* (1280 occurrences per mln). In contrast, Cheshire (2007) found that there were no consistent patterns of gender or social class variation in the use of GE's, and that *and things like that* and *or something* were the most frequently used but *and that* and *and everything* were the most grammaticalized in the speech of adolescents from three English towns. Overstreet (2014), based on various sources, confirmed that the six most frequently used GE's in data reported from the entire English-speaking world are *and stuff*, *and that*, *and things like that*, *and everything*, *or something*, or *anything*. With a comparative study based on BNC and COLSEC, the present author finds that *or something* is the most frequently-used GE by both native speakers (124/mln) and Chinese learners (41/mln).

The Positional Feature of GE's

What is described as general extenders was actually noted by Ball and Ariel (1978) and intensively investigated by Dines (1980). Different analytic approaches to these expressions employ different terms, among which are "set marking tags" (Dines,1980), "utterance-final tags" (Aijmer,1985), "generalized list completers" (Jefferson, 1991), "tags" (Channell, 1994), "discourse extenders" (Norrby & Winter, 2002), and "vague category markers" (Evison, et al., 2007). These terms can be roughly divided into three types, with the first type focused on the set-marking function of GE's (cf. Dines, 1980; Jefferson, 1991; Channell, 1994; Evison, et al., 2007), and the second type concerned with their discourse extending function (cf. Norrby & Winter, 2002; Overstreet, 1995/2014; Cheshire, 2007), while the third type reflecting their positional feature (cf. Aijmer, 1985). The plethora of terms for these expressions reflects the lack of consensus over their functions (Cheshire, 2007, p. 157), but being "utterance-final" (Aijmer, 1985, p. 366) or even "sentence-final" (Tagliamonte, 2011, p. 258) is regarded as the most prominent structural feature of GE's.

GE's, unable to stand independently, have to always attach to certain types of words or phrases for marking a set or group, the typical member of which representing an exemplar. Take, for example, *or something* as follows:

1. I'll get her some chocolate biscuits *or something*.

The GE *or something*, attached to the nominal phrase *some chocolate biscuits*, is semantically constrained by its preceding NP, and has to refer to the same set of things denoted by the preceding NP known as "exemplar", e.g. *biscuits*. As revealed by previous studies, "Exemplar + Tag" is the most typical pattern of relation in which GE's appear, with the tag normally in the same kind of referential relation as the preceding syntactic units (word, phrase, or clause). What has to be noted is that the exemplar can appear as various syntactic categories, not necessarily only as NP's. Specifically, in addition to NP's, tags can follow verb phrases, embedded clauses, prepositional phrases, or even adjectives and adverbs, though the latter two are much less common types (cf. Channell,2000, pp. 132-6). For example:

2. Are you going to say hunters will be prosecuted *or something?* (VP) (Zhang, 2009)
3. You think there was a general election coming up *or something*. (Emb.cl.) (Channell, 2000)
4. ...like at work or on a construction site *or something like that*. (PP) (Bank of English)
5. I think the purpose of school is to make people inquisitive, enquiring and broad-minded and things *like that*. (Adj.) (Bank of English)
6. ...one of these things that grow logarithmically or exponentially *or something*. (Adv.)(Bank of English)

The Compositional Features of GE's

The majority of GE's are lexically unique, with a fixed or semi-fixed pattern, which can be generalized with three tendencies.

Use of "and/or"

Based on previous studies (Zhang, 2006, 2009; Cheshire, 2007; Overstreet, 2014), 95 of the 106 GE's consist of *and/or* plus a vague nominal or proform. And 9 of the remaining 11 GE's could be preceded by *and/or*, a situation where *and/or* is latent. If the Latin *et cetera*, or the abbreviated *etc.* (which literally means "and the rest"), is counted into the family of normal English GE's, the only exceptional case, which deviates from the regular pattern of English GE's, would be *blah, blah, blah*. To put it clearly, the overwhelming majority of GE's consisting of *and/or* are either conjunctive or disjunctive.

Use of Grammaticalized Nouns or Indefinite Pronouns

There are about 20 grammaticalized nouns and indefinite pronouns, which, frequently used in GE's, include: *thing, things, stuff, the rest, business, lot, nonsense, shit, crap, rubbish, everything, something, anything, anybody, anywhere, somewhere, somebody, whatever, whoever, and wherever*, among others. Semantically, some of the above nouns convey a general idea, and are more or less abstract, such as *thing, stuff*; some others are relatively concrete in denotation, such as *shit, crap*. The nouns appearing within GE's have unexceptionally lost their literal meaning, resulting in a kind of abstractness. Their proper interpretation depends on the immediate linguistic and social contexts involving the habits of the interlocutors and the relation between the two parties, which is also characteristic of the indefinite pronoun as part of a GE, e.g.:

7. They've got everything in it and they do wine tasting, *and all this lot*. (Zhang, 2009)

Frequent Use of Demonstrative Pronouns

The nouns or the indefinite pronouns are often modified by a particular form of a demonstrative, specifically, *this, that, these, and those*. And the modification often goes in one of the four patterns as follows:

- i. N/Pron. +like+dem.: (*and*) *things like that/this*.
- ii. N/Pron.+of+Dem.+Category-signifier (e.g. kind): *or anything of that kind*, etc.
- iii. Dem.+Category-signifier+of+N: *and (all) that kind of thing*, etc.
- iv. Dem.+N: *and all that stuff*, etc.

What should be made clear is that though demonstratives in the above are all in the adjectival use, it is extremely normal that a demonstrative appears as nominal within a GE.

Characteristics of GE's Variation

GE's have a fairly homogeneous structural template (Overstreet, 2014, p. 108), which, identified as the "AND/OR [PRO-FORM] (LIKE THAT)" pattern (Dines, 1980, p. 18), has been working as the prototype from which quite a few non-prototypical members have been derived, attested in BNC (Zhang, 2009, p. 39). However different GE's are morphologically, they are nevertheless somewhat restrained, which has resulted in the great morphological similarity of English GE's. For example, there is only a minor difference in having the conjunction "and" or not between "and things like that" and "things like that". The aspects of variability among GE's are as follows:

Variation in Choice of Lexical Items

The lexical choice for GE's is quite limited. For example, the nouns that apply to the concept of "grammaticalized nouns" are actually extremely small in number, and moreover, most of them, nearly synonymous, are the delexicalized nouns such as *thing/stuff/business/lot/bit*, and their derogatory counterparts like *crap/shit/nonsense/junk/rubbish*. And what is more, the so-called "category-signifiers" are only a few, i.e., *sort, type, kind*, etc. It is just because of the monotony in lexical choice that the morphological variation of GE's is very limited. To be specific, quite a few of them differ among themselves only in a single lexical item.

Simplification or Amplification

There are GE's that vary not in the use of words, but in the addition or deletion of certain elements. As attested in BNC, the following GE's co-exist: a) *and so on*; b) *and so forth*; c) *and so on and so forth*; d) *and so on and so on*. What needs to be noted is that between a) and b), the variation lies in lexical choice, while among a), c) and d), the variation lies in choice between simplification and amplification, which actually embodies a way of linking.

Variation in Structural Modification

The modification by means of the demonstratives largely determines the pattern of GE's. GE's represented by "or something like that" and "or something of that kind" are referred to as the "like-pattern" and the "of-pattern" respectively. As for the "of-pattern", it can be further divided into the "pre-modifying-of" type and the "post-modifying-of" type, represented respectively by "and all that kind of thing(s)" and "and things of that kind". That is how variation in modification of the GE structure comes about.

Variation in Grammatical Number

Difference in number of the nouns is one of the major distinguishers for GE's, which is exemplified by the external difference between "*and this sort of thing*" and "*and all sorts of things*". GE's should generally agree with their nominal antecedents that they attach to, while plurality or singularity in number of GE's does not make too much difference semantically or functionally when their antecedents are in other parts of speech than noun, e.g.:

8. She thinks he's dead so she said, "oh I'll wait for you forever" *and all these things...* (Cheshire, 2007)
9. You can just...and get straight into Hull *and that sort of thing*. (Cheshire, 2007)

The above two examples have either a clause or a VP as their antecedent. Despite Ex. 8 having its GE in the plural and Ex. 9 in the singular, their difference is not obvious if each appears just the other way round.

The Pragmatic Functions of GE's

One of the major reasons for GE's to have been a hot area in recent years lies in their various pragmatic functions in different contexts. Research has revealed their four basic functions, i.e., referential, discourse extending, politeness marking (as indicators of positive and negative politeness strategies (Overstreet, 2014), and effect-intensifying, in addition to their recently identified functions as turn-switching, and hedging expectations of informativeness and accuracy (Overstreet, 2014).

Referential Function

Referential function, the essential function of GE's, is a major reason why alternative terms such as "set-marking tags" (Dines, 1980) or "vague category identifiers" (Channell, 2000, p. 122) are given for GE's. It is generally believed that what a GE stands for is a certain vague "category", and the specific content could be accessed through such channels as follows: First, the immediate context, especially the exemplar before the GE; second, the common-sense knowledge assumed by the speaker, or the shared information based on the same education background or experiences in life assumed between the speaker and the addressee. To sum up, the basic referential meaning of all adjunctive (conjunctive) GE's is simply that "there is more" (Overstreet, 2014, p. 115).

Discourse Extending Function

According to Overstreet (2005, 2014), the use of GE's, which are typically phrase-or-clause-final expressions, extend otherwise complete utterances, as is obvious in conversation, and, owing to such a function, GE's are also referred to as discourse extenders (Norrby & Winter, 2002). The comparison between Examples 10 and 11 makes the discourse-extending function self-evident.

10. Oh, I had made one or two little machines and machine tools. (Overstreet, 2005)

11. Oh, I had made one or two little machines and machine tools, *and stuff like that*. (Overstreet, 2005)

Politeness Marking Function

Disjunctive GE's such as *or something*, which function as a hedge on the information content of an utterance, have a basic meaning of "there is an alternative", which can indicate that "I may be inaccurate", thus fulfilling an obvious pragmatic function, that is, representing a strategy of negative politeness, as shown by Ex. 12:

12. I think they must have broken up or something. (Overstreet, 1999)

Effect-Intensifying Function

The GE's "and everything" together with "and all that", and "or anything" was analyzed with the focus on their pragmatic function as intensifiers. As a matter of fact, GE's, specifically those containing such lexical items as in *all, whatever, everything, and anything*, function as intensifiers or information highlighters in specific contexts, indicating that there is something remarkable or special in what is being said, or hard to believe from the speaker's point of view (cf. Aijmer, 1985, pp. 383-384; Ward & Birner, 1993, p. 209; Overstreet & Yule, 2002).

Chinese EFL Learners' Acquisition of GE's

A corpus-based study of GE's (Zhang, 2006) has shown that GE's were used 371 times per million words by Chinese EFL learners, and 1055 times by native English speakers of Britain. It reveals not only the general underuse, but also the complete non-use of the overwhelming majority of the GE's in Chinese learners' spoken English, as among the 106 GE's occurring in BNC, only 19 show up in the Chinese EFL learners' spoken English, and moreover, 7 of the 19 are used only once per million. This general underuse is accompanied by the overuse of the 4, specifically, *and so on, and something else, or something else, and or things like that*. In pragmatic terms, Chinese EFL students' use of GE's is characterized by three tendencies: (a) inappropriate use, (b) self-invention, and (c) functional deficiency.

In terms of the first tendency, Chinese EFL learners tend to use *or something else* when they should have used *or something like that*, which would sound more appropriate. As for the second, they would invent some ill-formed expressions as GE's, represented by *or what others*, *or something others*, *or something so on*, *and something so on*, as well as *and something others*, etc., all of which, found in COLSEC (*College Learners' Spoken English Corpus*, Yang & Wei, 2005), are invented through a blending process. The third tendency is that Chinese EFL learners demonstrate a serious functional deficiency in using GE's. Take for example *or something like that*, which is used by Chinese students mostly to show uncertainty or ellipsis, rather than for such functions as turn-taking, effect-intensifying, or politeness strategies. What are the possible underlying factors for the severe underuse of the overwhelming majority of GE's and the significant overuse of just a handful of them?

Lack of Authentic Exposure

Most Chinese EFL learners acquire their English knowledge through such formal channels as text books or audio-visual materials designed for English learning, however, GE's are frequently used in situations such as casual talk and conversations, particularly among young speakers (Overstreet, 2014, p. 106). Without natural access to authentic use of the GE's, the students naturally have had no way to develop their skills for idiomatic use of the majority and can only pick up the few frequently-used ones such as *and so on*, which is accepted as stylistically neutral.

Lack of Competence in the Understanding and Using of Formulaic Expressions

GE's are formulaic expressions, which, fixed or semi-fixed, contribute a lot to the native-likeness of English usage. The general underuse of GE's is due to the fact that most of the Chinese EFL learners do not appreciate their full value and are not ready to accept them as integral units, which in turn results in the learners' lack of competence in using GE's.

Favoring Accuracy over Vagueness in Language

This is a tendency exhibited even by native speakers. When too much value is attached to accurate expressions, vagueness, the characteristic of GE's, is despised and avoided.

Negative Transfer of Chinese as Mother Tongue

As Chinese EFL learners do not have a sound knowledge about GE's as formulaic expressions, they tend to translate relevant expressions directly into English, resulting in the overuse of the few frequently-occurring GE's and the self-invention of expressions based on blending.

Conclusion

GE's deserve close study owing to their high frequency, their rapid evolution and development over time, and the specific role they play in language. In addition to the set-marking and textual functions, they serve to express interpersonal relationships between the two parties in communication. The conjunctive type of GE's serves as indicators of a positive politeness strategy, appealing to common ground, shared experience and hence social solidarity as the basis for interpreting what is being said. In comparison, the disjunctive type functions as indicators of negative politeness, invoking other possibilities, in order to avoid the impression of an imposition on the addressee of what is being said. The latter function has become increasingly evident in the use of GE's in present-day English.

References

- Aijmer, K. (1985). What happens at the end of our utterances? The use of utterance-final tags introduced by *and* and *or*. In O. Togeby, (Ed.), *Papers from the English Scandinavian Conference of Linguistics*, (pp. 366-89). Copenhagen: Copenhagen University, Institut für Philologie.
- Ball, C., & Ariel, M. (1978). Or something, etc. *Penn Review of Linguistics*, 3, 35-45.
- Barsalou, L. (1983). Ad hoc categories. *Memory and Cognition*, 11, 211-27.
- Channell, J. (1994/2000). *Vague language*. Shanghai: Shanghai Foreign Language Education Press.
- Cheshire, J. (2007). Discourse variation, grammaticalisation and stuff like that. *Journal of Sociolinguistics*, 11(2), 155-93.
- Cock, S. D., Granger, S., Leech, G., & McEnery, T. (1998). An automated approach to the phrasicon of EFL learners. In S. Granger, (Ed.), *Learner English on Computer*, (pp. 67-69). London & New York: Addison Wesley Longman,.
- Cruse, D. A. (1986). *Lexical semantics*. Cambridge: Cambridge University Press.
- Dines, E. (1980). Variation in discourse – And “stuff like that”. *Language in Society*, 9, 13-31.
- Evison, J., McCarthy, & O’Keeffe, A. (2007). Looking out for love and all the rest of it: Vague category markers as shared social space. In J. Cutting, (Ed.), *Vague Language Explored*, (pp. 182-197). Basingstoke: Palgrave MacMillan.
- Jefferson, G. (1991). List construction as a task and resource. In G. Psathas, (Ed.), *Interactional Competence*, (pp. 63-92). New York, NY: Irvington Publishers.
- Liu, G. (1988). On the word class and grammatical function of the Chinese “*deng*” and “*dengdeng*”. *Journal of Xinjiang University (Philosophy, Humanities and Social Sciences)*, (1), 93-97.
- Lü, S. (1980/1999). *Eight hundred words in modern Chinese*. Beijing: The Commercial Press.
- Norrby, C., & Winter, J. (2002). Affiliation in adolescents’ use of discourse extenders. In C. Allen, (Ed.), *Proceedings of the 2001 Conference of the Australian Linguistic Society*.
- Overstreet, M. (1995). The form and function of general extenders in English interactive discourse. Ph.D. dissertation. University of Hawaii, Honolulu.
- Overstreet, M. (1999). *Whales, candlelight and stuff like that: General extenders in English Discourse*. New York: Oxford University Press.
- Overstreet, M. (2005). *And stuff, und so*: Investigating pragmatic expressions in English and German. *Journal of Pragmatics*, 37, 1845-1864.
- Overstreet, M. (2011). Vagueness and hedging. In G. Andersen, & K. Aijmer, (Eds.), *Pragmatics of Society*, (pp. 293-318). Berlin: Mouton de Gruyter.
- Overstreet, M. (2014). The role of pragmatic function in the grammaticalization of English general extenders. *Pragmatics*, 24(1), 105-9.
- Overstreet, M., & Yule, G. (1997a). Locally contingent categorization in discourse. *Discourse Processes*, 23, 83-97.
- Overstreet, M., & Yule, G. (1997b). On being inexplicit and stuff in contemporary American English. *Journal of English Linguistics*, 25, 250-258.
- Overstreet, M., & Yule, G. (2001). Formulaic disclaimers. *Journal of Pragmatics*, 33, 45-60.
- Overstreet, M., & Yule, G. (2002). The metapragmatics of *and everything*. *Journal of Pragmatics*, 34, 785-794.
- Tagliamonte, S. (2011). *Variationist sociolinguistics: Change, observation, interpretation*. Oxford: Wiley-Blackwell.

- Ward, G., & Birner, B. (1993). The semantics and pragmatics of *and everything*. *Journal of Pragmatics*, 19, 205-214.
- Yang, H., & Wei, N. (2005). *COLSEC – College learners' spoken English corpus*. Shanghai: Shanghai Foreign Language Education Press.
- Zhang, L. (2006). A corpus-based study of vagueness tags in English speech. M.A. thesis. Shanghai Jiaotong University, Shanghai.
- Zhang, L. (2009). A corpus-based study of vagueness tags in English speech. *Journal of Hangzhou Dianzi University (Social Sciences)*, 5(4), 37-41.

Exploring ESP Teaching Model Based on Mobile Learning – Take the *Flight English* Course as an Example

Geng Zehong

Aviation University of Air Force, Changchun, China

Email: 45602721@qq.com

Zhang Yanbo

Foreign Languages School, Northeast Normal University, Changchun, China

Email: zhangyb431@nenu.edu.cn

[Abstract] *ESP (English for Special Purposes) teaching involves English language teaching in different professional fields. The teachers are expected not only to convey the language knowledge, but also to explain the professional terms and knowledge in English. This paper takes the Flight English course as an example to explore the feasible teaching models by use of mobile devices like smart phones. The writer first reviews the researches on ESP teaching and mobile learning. Then the status quo and problems in the traditional Flight English teaching are discussed. The writer further attempts the design of mobile learning model in Flight English teaching from the perspectives of vocabulary, listening, speaking and professional knowledge study. And the features of mobile learning in ESP are summarized based on the discussion above. The introduction of mobile learning model into ESP teaching is a trend in modern world which will increase students' interest in English learning and the teaching effect will be enhanced as well.*

[Keywords] *ESP; mobile learning; Flight English; teaching model*

Introduction

English for Special Purposes (ESP) usually refers to teaching the English language to university students or people already in employment, with reference to the particular vocabulary and skills they need. ESP combines English learning and specific professional knowledge with practicability as its guidance and it is closely related with profession. Its goal is to cultivate students' communicative ability by use of the English language in a working environment and the ability to use English as working tool in a certain professional field (Pan, & Liu, 2017). The ESP class is different from the traditional general English class which takes basic English knowledge as its teaching focus. ESP teaching concentrates on the training of professional knowledge application by use of English. Due to this feature, ESP teaching should be varied in teaching methods, teaching contents, and teaching activity design, etc., since professional fields are varied and the it is difficult to learn professional knowledge, especially the technical terms, in different fields.

Mobile learning, especially by the use of smart phones, is a relatively new technology in English teaching and learning fields. The study of ESP teaching models based on mobile learning is also a relatively new research field. While it is limited to the study of teaching models in the *Flight English Course* based on mobile learning, the related researches are quite rare. And affected by professional features, the difficulties in obtaining research materials, and the considerations in information security, etc., the researches in this field in military Flight English are even more rare. So, it is significant to provide more varied teaching methods in Flight English classes by use of modern educational technology – mobile learning – under the background of the information age. This research summarizes the problems in the current English teaching in Flight English classes and further explores the teaching methods facilitated by

the use of several mobile phone apps or English learning websites, hoping to provide new methods for ESP teaching based on mobile learning.

Definition and Review of Mobile Learning

The application of mobile learning in ESP teaching is an innovative attempt which meets the demand of the current trend of information technology. Brown (2005) proposed that mobile learning is the extension of e-learning which makes learning much more open. Turning learning into an instantaneous communication and interactive process is the key factor to make mobile learning successful. In China, mobile learning is taken as a new form of distance education, as an extension of digitalized learning and as a brand-new technology and learning strategy due to its mobility and contextual features (Ye, 2004).

Mobile learning is facilitated by the use of wireless mobile devices, such as mobile phones, PDA, and laptops, etc. Wherever the Internet and mobile devices are provided, learning is accessible. Learners may communicate and share learning resources with the teacher and other students by the use of mobile devices in any circumstance.

The researches on mobile learning were concentrated in more developed countries and areas like Europe and North America. The “mobile phone learning” project of Stanford University in America, the “uniwap mobile learning” project of Helsinki University in Finland and the “short message technology mobile learning” project of Pretoria University in South Africa are representative examples in this field (Zheng, & Hong, 2001). Motiwalla (2007) pointed out that some technical problems such as the interface between humans and computers may become the bottleneck in the development of mobile learning. Vinu (2011) believed that technology will determine the further development of mobile learning in modern society.

In China, the researches on mobile learning dates back to the beginning of the 21st century and originated from the planning of the Education Ministry of China (Liu, & Ge, 2004). Fu Jian and Yang Xue (2009) classified the researches of mobile learning in China into two stages: the First Stage (2000-2004) focused on the exploration of definitions, connotations, theoretical foundations and its influences on distance education; the Second Stage (after 2005) emphasized the development and applications of mobile learning resources and started to design the mobile learning activities. Guo Shaoqing, et al. (2011) summarized the development history of mobile learning in other countries, analyzed the main factors affecting mobile learning’s popularization and generalized the lessons in the resource development of mobile learning. Li Qing and Zhang Liaodong (2013) explored the application of AR (augmented reality) technology in education, designed and developed a mobile learning tool based on AR technology, and also analyzed the factors affecting the development of mobile learning, and the learners’ demands on mobile learning courses, etc.

The researches of mobile learning in ESP teaching are rare in China. With “mobile learning” and “ESP” as keywords to conduct professional search in CNKI database, only 6 journal articles turned up. Pan Chun, and Liu Liyuan (2017) combined mobile learning and MOOC to design ESP teaching activities. Based on Hutchinson and Waters’ “Need Analysis” theory, they discussed the activities design of the teaching of *Workplace English Writing* and identified some problems in the activities: ESP teaching based on mobile learning and MOOC needs an efficient supervision system and formative teaching evaluation; much more time and efforts are required in communication with students in mobile learning; the ESP “dual-qualified” professional teachers are inadequate in the faculty team. And from the perspective of students, there is a higher requirement on students’ autonomous learning, as well as on the students’ time and effort

allocation. Some students believe it is harmful to their sight in staring at mobile phones for a long time. Zhang Hang, et al. (2018) discussed the ESP medical learning mode in foreign language learning based on the use of mobile terminals and believes the mobile learning model is a new model of autonomous learning which also provides a good choice for ESP learning resources. Du Wei (2014) and Du Wei, et al. (2015) discussed the design and construction of ESP mobile teaching resources database.

Mobile Learning in Flight English Teaching

Flight English is the English language used in civil aviation and military flight. It is the official language in international aviation organizations, and it has a higher demand in professional knowledge reserve, i.e. aviation knowledge. For example, teaching of the term “rudder”, in addition to the spelling, pronunciation and meaning of the word, the teacher should explain the corresponding operation, the related aircraft parts, the possible flight maneuvers as well, which exerts more difficulty on the design and implementation of teaching activities.

The current teaching methods in Flight English classes are mature in theories, successful in practice and abundant in teaching cases, but weaknesses also exist. Firstly, the teaching materials are professional and complicated which leads to difficulty and consumption of time and efforts in preparing lessons. Due to the lack of sufficient teaching materials and deficient training in the teaching faculty, the teaching effect in Flight English course is not satisfactory. Secondly, the cadets’ class performance are not satisfactory due to fatigue caused by the heavy burden of military training. Therefore, the teaching strategies need to be varied to arouse the cadets’ interests in English learning. Thirdly, as an assisting teaching tool, mobile phones and other mobile devices are encouraged more in general English classroom teaching in the local colleges and universities, while in military schools, due to the consideration of security, the use of mobile devices in *Flight English* classes is strictly prohibited. This also hinders the teaching effect in *flight English* course.

Design of Mobile Learning Model in Flight English Teaching

Mobile Learning Methods

From the perspectives of vocabulary, listening, speaking, and professional knowledge, mobile learning methods are discussed in this part. Vocabulary, especially the professional terms in Flight English is one of the difficulties in Flight English teaching. Through the use of mobile devices such as smart phones, the teachers may facilitate the teaching by having the students install English vocabulary apps, such as “Bai Ci Zhan”, “You Dao Dictionary” or “Shan Bei Ci Hui” and require them to recite a certain amount of vocabulary from the apps and to check in every day. Through this accumulation, not only do the students improve their vocabulary, but their interest in learning Flight English will also be aroused due to the change of learning method.

With the development of English learning app software, students may not only rely on these apps for the study of English vocabulary, but also extend their English study to reading, listening, writing and even translation. For example, the “You Dao Dictionary” app not only provides a dictionary function, but also extends the functions to translation among many different languages and the translation input is also varied with the development of technology. The users may provide the source language in pictures or even by use of audio input. And the software also provides varied functions in many different fields and in different forms. A single and simple app software can diversify into a multifunctional English learning platform.

Listening and speaking in Flight English teaching are essential and involves day-to-day practice. In the practice of English speaking, smart phones may be adopted as a communication tool. Workshops or forums may be set up in WeChat or QQ and the students may practice English with teachers in the form of audio materials. Students and teachers may even hold small-scale seminars online and interact with each other. For listening, an app may be installed in smart phones to help students practice in their fragmented time. For example, by installing LiveATC, a website that provides live air traffic control (ATC) broadcasts from ATC towers and radar facilities around the world, on their smart phones, students may practice listening with the use of real and live materials. This cannot be realized with traditional teaching methods. So, by use of smart phones, the teachers may set up a comprehensive Flight English study network. For example, assign listening tasks to the students using the materials on the LiveATC website, check their progress and completion situations in the forums, and hold discussions or simulation activities in audio-visual form by use of WeChat or QQ. This is a teaching reform to the traditional ESP teaching.

Professional aviation knowledge is usually hard to master and comprehend. But, while under the circumstance of mobile learning, students may use their smart phones to visit professional websites and search for learning materials online anytime. New technology like AR (augmented reality) and VR (virtual reality) may even be applied in Flight English teaching to facilitate the understanding of professional aviation theories and knowledge. Even mobile games involving aviation knowledge like aircraft structures, aviation practices and so on may be developed and applied in Flight English class teaching. And this surely will attract the students' attention and improve their interests in Flight English study.

Features of Mobile Learning in Flight English Teaching

Smart phones used in mobile learning may provide mutual communication between learners and teachers. Mobile learning possesses many features like mobility, efficiency, interactivity, and personalized learning. It exceeds the limitation of space and time and allows learners to experience a brand-new learning model. Mobile learning also emphasizes the learner-centered position. It highlights the learners' autonomy in study, cultivates their motives and interests in study, and turns passive study into active and spontaneous learning.

The application of mobile devices like smart phones in Flight English teaching is a bold and innovative revolution in aviation schools and universities. Mobile learning in the Flight English course will not only improve the teaching effects, but also increase the students' interests in Flight English study.

Implications and Conclusion

Through the discussion of the mobile learning model in the Flight English course, new designs of Flight English teaching activities are advocated and encouraged. Mobile learning may be further applied to ESP teaching and provide possible solutions to the problems encountered in English teaching in different professional fields.

The teaching efficiency in the Flight English classes may be improved by the use of mobile devices. The students may install English learning apps like "Bai Ci Zhan", "You Dao Dictionary" or "Shan Bei Ci Hui" to improve their vocabulary learning; it is also convenient for students to raise questions and communicate with their teachers in a forum or with communication software like WeChat or QQ, and they may also communicate with each other online in English to improve their English speaking and listening abilities; some English learning websites may also provide professional Flight English knowledge through the use of their smart phones. Therefore, the application of mobile learning strategies, especially with the use of smart phones in ESP teaching are meaningful and necessary innovations in English teaching reform.

There are also some factors that hinder the development of mobile learning strategies in ESP teaching. Firstly, mobile learning devices such as smart phones, and iPads, etc. are necessary equipment in ESP classes. Some students may feel the economic burden in purchasing or upgrading their phones or iPads with relatively smooth performance for English learning. Secondly, self-management in class is required from the perspective of students. Since the mobile learning devices are more equipped with modern and advanced technologies and software, their functions are not only limited to English learning, but also extend to entertainment and communication and so on. So, it requires self-management abilities for the students to use the equipment in class in a wise and efficient way. Finally, the use of mobile learning strategy in ESP teaching is also influenced by the efficiency of Internet or intranet access. It is limited by the speed and availability of the internet access. In addition, the availability of the app software and the accessibility to the English learning websites may also be a hindrance to the application of this strategy in ESP teaching. But after all, the use of mobile devices in ESP teaching, especially in the Flight English classes, is a new attempt in the research of ESP teaching models under the background of information age.

Acknowledgements

This paper was written as part of the results of the ordinary project of educational sciences of Jilin province (GH180014).

References

- Brown, T. H. (2005). Towards a model for m-learning in Africa. *International Journal on E-Learning*, 3, 299-315.
- Cui, Z. A. (2013). Probe to the reform of flight English ESL based on CDIO. *The Science Education Article Collects*, 250, 123-125.
- Dou, J. H., & Wen, S. (2015). The teaching reform exploration of college English flipped classroom based on APP. *Heilongjiang Researches on Higher Education*, 5, 162-167.
- Du, W. (2014). Research on the design of small-sized ESP mobile teaching resources. *The Science Education Article Collects*, 3, 110-111.
- Du, W., et al. (2015). Research on construction of ESP mobile learning resources database. *Enterprise Guide*, 6, 198.
- Fu, J., & Yang, X. (2009). Review of theoretical and practical researches of mobile learning in China in a decade. *China Educational Technology*, 7, 36-40.
- Guo, S. Q., et al. (2011). Review of applied development of mobile learning in foreign countries. *E-Education Research*, 5, 105-109.
- Li, Q., & Zhang, L. D. (2013). Empirical study of AR-based mobile learning. *China Educational Technology*, 1, 116-120.
- Liu, A. J., et al. (2013). A case study of the acceptance level and influence factors of mobile learning in Nanjing. *Open Education Research*, 4, 104-111.
- Liu, J. Y. (2012). Researches on module integration of pilot English teaching model of aeronautical colleges. *Journal of Shenyang Aerospace University*, 6, 65-68.
- Liu, Y. (2017). The design and practice of “flipped classroom” teaching model in flight English teaching. *Journal of Civil Aviation Flight University of China*, 1, 64-68.
- Liu, Y. J., & Ge, S. F. (2004). Mobile learning – Literature review of researches abroad. *Modern Educational Technology*, 3, 12-16.

- Motiwalla, L. F. (2007). Mobile learning: A framework and evaluation. *Computers & Education*, 49, 581-596.
- Pan, C., & Liu, L. Y. (2017). Design of ESP teaching activities based on MOOC and mobile learning – Taking workplace English writing as an example. *Journal of Wuhan Watercraft Vocational College*, 3, 110-112.
- Vinu, P. V., et. al. (2011). Towards pervasive mobile learning – The vision of 21st century. *Procedia Social and Behavioral Sciences*, 15, 3067-3073.
- Ye, C. L. (2004). Review of mobile learning researches. *E-Education Research*, 3, 12-19.
- Zhang, H., et. al. (2018). The positive effect of handheld mobile terminal in ESP medical learning mode in foreign language learning. *Value Engineering*, 3, 151-152.
- Zheng, Q., & Hong, M. (2001). An analysis of the effectiveness and problems of “mobile learning” projects conducted by universities abroad – Taking the Universities of Stanford, Helsinki and Pretoria as examples. *Journal of Nanyang Normal University (Social Sciences)*, 5, 101-104.

A Study of Applying Task-Based Language Teaching to College English Listening Teaching

Cui Li

Jilin Institute of Chemical Technology, Jilin, China

Email: 525776819@qq.com

[Abstract] Teaching listening is one of the difficulties in college English teaching. At present, there are many problems in the practical listening class. As a result, the listening ability of students is rather weak. Task-Based Language Teaching (TBLT) has been an influential theory in foreign language teaching field over the past 30 years. It is a teaching method that puts a task at the center of the pedagogical focus. It requires students to engage in the interaction in order to fulfill the task. It emphasizes the concept of “learning by doing” and “doing things by using language”. The thesis attempts to apply TBLT to college English listening teaching and analyze the effectiveness of this approach.

[Keywords] Task-Based Language Teaching (TBLT); college English; listening teaching

Introduction

Listening comprehension is one of the basic skills in mastering a language. In recent years, listening comprehension has been becoming a focus of foreign language teaching in China. However, teaching listening is one of the difficulties in college English teaching. At present, there are many problems in the practical listening class: listening input is rather inadequate, the teaching methods in classroom are monotonous, and the listening comprehension teaching model is old. As for students, they are not that interested in English listening for various reasons. As a result, the listening ability of students is rather weak. Therefore, how to improve listening comprehension teaching in college and help college students improve their listening ability is a key issue that deserves study. Task-Based Language Teaching (TBLT in short) has been an influential theory in foreign language teaching field over the past 30 years. Many linguists and language researchers have yielded a series of theoretical and empirical achievements since it originated. TBLT lays stress on the communicative function of the language by asking learners to fulfill varied tasks. The information is often transferred for a communicative purpose so that students are really using the language to do things, to perform tasks, and to fulfill functions as in real world, therefore, they are more likely to achieve success, which will in turn activate more their interest and endeavor. This researcher tries to apply TBLT to a college English listening teaching. In this thesis, firstly, it aims at providing an overview of the relevant literature about task-based language teaching and listening. Secondly, the previous research work related to TBLT application on English listening classes at home and abroad is introduced. Thirdly, it introduces the methodology of the study. Fourthly, it reports the major results, discussion and conclusion.

Task-Based Language Teaching and Listening

Task-Based Language Teaching, or TBLT, which emphasizes various learning tasks, states that the primary goal for students in language learning should be the accomplishment of learning tasks rather than the mastery of certain language forms (Skehan, 1998). According to Cheng Xiaotang, Lu Ziwen, and Zhong Shumei (2007), TBLT has the following main characteristics: it emphasizes understanding and conveying of meaning; it highlights the interaction between students, and student and teacher; it stresses the

authenticity of the learning content and form. The core of TBLT is to develop students' competence in language use in the process of accomplishing various tasks. Therefore, *task* is the key word.

What is a Task?

Bygate, Skehan, & Swain (2001) held that a task referred to a series of activities which require the learners to use language to achieve certain goals and during the process of performing the activities, meaning conveying is emphasized. According to Nunan (1989, p. 10), the task is a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language... The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right. Jane Willis (1996, p. 23) held that a task is an activity where the target language is used by the learner for a communicative purpose in order to achieve an outcome.

What are the Types of Tasks?

Tasks have different forms in terms of different standards, including the unilateral communication task and bilateral communication task in terms of communication for information, the open-ended task and closed-ended task according to the outcome, and authentic task and pedagogic task from the perspective of authenticity, etc. Willis (1996) put forward six major types of tasks which are comprehensive and suitable for almost all topics: 1) Listing; 2) Ordering and storing; 3) Comparing; 4) Problem solving; 5) Sharing personal experiences; 6) Creative tasks.

What are the Differences Between Task and Exercises (Drills)?

As we discussed above, a task has the following characteristics: it has authentic or lifelike in learning content and form; it has reason and meaning for communication; it has an outcome. An exercise (drill) does not have these traits. The repetition of a same sentence from one student to another is an exercise. Generally speaking, a task designed in TBLT may happen in real life and students can understand it, but it may not necessarily occur in students' lives, therefore, a task may be a role-play activity. Through the role-play activity, students can use the language in a lifelike environment. In addition, during the process of performing the tasks, students need to use language strategies, deal with personal relationships, solve problems, and communicate with others.

What are the Steps in TBLT?

Most linguists agree that TBLT has three stages: pre-task, while-task, and post-task. We call them task cycles. Following the task cycle, there is another step called the language focus. The learning of language knowledge is highly valued in each step.

Although once labeled as a passive skill, listening is very much an active process of selecting and interpreting information from auditory and visual clues. Based on research by many scholars, it is generally approved that listening comprehension is an active, complex and constructive process, and listeners play a very active and important role in constructing what they have heard. Successful listening involves the integration of perception abilities, such as discriminating sounds and recognizing words, analysis abilities, such as identifying grammatical and pragmatic units, and synthesis abilities, such as connecting linguistic and other cues and using background knowledge and context to predict and then to confirm the meaning. Listening comprehension is affected by many factors. These factors may have their impact on listening comprehension to a different degree. A listener's short term and long term memory, motivation, enthusiasm and varied knowledge play a larger part in achieving listening comprehension. Meanwhile, other factors

are also quite important in affecting listening comprehension. These factors include the environment where listening occurs, the difficulty of listening material, the characteristics of language input, the redundancy of listening material.

Research on Applying TBLT to a Teaching English Listening Class Abroad and in China

As to the application of TBLT to the teaching of English listening, some western researchers (Ur, 1984; Underwood, 1989; Willis, 1996; Goh, 1997) have made some empirical and theoretical study. Whereas there have been fewer empirical studies (Jia, 1999; Wang, 2001; Yin, & Wang, 2004) conducted concerning the application of TBLT in the teaching of English listening in China.

With regard to the implementation of TBLT in English listening abroad, Ur (1984) claimed that if the listening exercises were constructed round a task, they would be the most effective. She also claimed the object of listening comprehension practice, theoretically, was that learners should successfully learn to function in real-life listening situations. She emphasized that task designing should be success-oriented. The purpose of listening exercises is to train the learners' ability but not to test their language proficiency. She divided listening exercises into four parts. The first one is listening without making any response. The second is listening and making short responses. The third is listening and making longer responses. The last is listening as a foundation for studying and discussing. Underwood (1989) held the opinion that the purpose of listening practice was to provide learners with help during the process of listening comprehension in order to improve their listening effectiveness and proficiency. According to her opinion, effective listening tasks can improve learners' listening skills. She mentioned 19 tasks:

1. Find out the things in the picture according to the listening materials;
2. Listen to the instructions and do some actions;
3. Listen to the story and find out the details.

.....

Goh (1997) claimed that the implementation of specific listening tasks was effective to learners becoming autonomous and thus, was more useful to help all the students to make progress by encouraging them to reflect on their own learning process.

In comparison with the researches of TBLT in listening abroad, so far in China, there are fewer studies. Jia Zhigao (1999) applied TBLT to the teaching of English listening. Wang Caiqin (2001) made an empirical study of task-based teaching of English listening. In this thesis, the author tries to apply TBLT to the teaching of English listening to non-English majors in a technological college.

Methodology

The study attempts to answer the following questions: 1) Is TBLT more effective than conventional instruction to improve college students' listening proficiency? 2) Is TBLT helpful to activate college students' interests and improve their attitudes towards English listening? 3) Can TBLT facilitate college students to overcome the difficulties in listening?

The researcher adopted qualitative and quantitative approaches, analyzing the experimental data and the results of questionnaires and interviews. Several conclusions about the effectiveness and influences of applying TBLT to college English listening have been drawn through comparisons and analysis.

The research subjects for this study were 76 freshmen enrolled in 2015 in Measurement and Control classes at Jilin Institute of Chemical Technology. They were non-English majors who were from two intact classes randomly assigned as an experimental class, Class 3 with 38 students, and a control class, Class 1

with 38 students. Research instruments included a pre-test and post-test, pre-experiment questionnaire and post-experiment questionnaire, and a post-test interview.

The Procedures of the Experiment

Pre-test, pre-questionnaire stage. After the two classes were randomly divided into the experimental group (EG in short) and the control group (CG in short), all subjects took the Listening Comprehension test of CET-4, which was adopted as a pre-test. We chose the CET-4 from June 2015 as the pretest.

Apart from the pre-test, the pre-questionnaire was also handed out to the participants to collect information about the attitude of their English language learning before the experiment.

Teaching procedures (in TBLT model). Over the following 2 years, CG received conventional listening instruction and EG received TBLT in English listening class. Both groups used the same textbook, which meant they had the same learning content. Both EG and CG would follow a normal teaching schedule and complete the same units in the textbooks. In EG, the teacher adapted the textbook and re-designed the teaching plan according to the theory of TBLT and listening teaching. It was student-centered in EG. Active participation through mutual interaction was greatly encouraged. Students exchanged language information through peer discussion and completed exercises in groups. Students learned by doing things in groups; exercises were completed by means of completing communicative tasks. It was primarily bilateral and multilateral communication of group members, and sometimes with the teacher.

The teacher designed different tasks during the three-step teaching in each listening material, as follows:

1. **Pre-listening task** – Sample for pre-listening tasks: a) showing and looking at pictures, maps, diagrams, graphs, and video clips, etc.; b) reviewing vocabulary or grammatical structures, or both; c) reading something relevant; d) constructing semantic webs and discussing topic-related questions; e) going over the directions or instructions for the activity; f) predicting the content of the listening text; g) doing guided practice, etc. Pre-listening activities included: a) provide students with the background knowledge or activate students' prior knowledge; b) illuminate any cultural information; c) make students realize what type of text they are going to hear, what role they will play and their purposes of listening; d) offer opportunities for pair, group or collaborative work for background reading or class discussion.

2. **While-listening task** – Sample for while-listening task: a) listening with visuals; b) filling in graphs and charts; c) correction of right or wrong answers; d) checking off items in a list; e) listening for the gist; f) searching for specific clues to meaning; g) completing cloze (fill-in) exercises; h) making choices; i) sequencing sentences, etc. Listening activities directly involved the text, and students performed activities during or immediately after the time they were listening. The primary goal was comprehension, not production.

3. **Post-listening task** – Sample for post-listening task: a) role play; b) retelling a story; c) predicting or adding an ending to a story; d) using newly-learned words, expressions, etc. to write a paragraph, or composition, etc. The teacher used post-listening activities to check comprehension, evaluate students' listening skills and their use of listening strategies, and extend the knowledge gained to other contexts.

Post-test, post-questionnaire and interview stage. Two years later, the subjects took another test of CET-4 in December 2017, which served as the post-test. A post-questionnaire and an interview were also given to both EG and CG in order to compare the emotional changes caused by different teaching instruction.

Results, Discussion and Conclusion

Analysis and Discussion of the Pre-Test and Post-Test

The author began with the pre-test. A pre-test was conducted at the beginning of the lesson, and the scores were collected. After analysis by SPSS 19.0, there was no obvious difference in their listening proficiency, and they were of the same level at the starting line. The result of the post-test demonstrated that after the TBLT training, the experimental group students achieved much more in listening proficiency than those from the control group.

Analysis and Discussion of the Pre-questionnaire and Post-questionnaire

The second research question is: “Is TBLT effective to activate students’ interests and improve their attitude towards English listening?” The author tried to examine the difference from four aspects: diligence, interests, anxiety, and confidence. Through analyzing the pre-questionnaire and post-questionnaire data, it shows that compared with the traditional teaching approach, TBLT greatly changed students’ attitudes toward listening. The third question was whether TBLT could help students overcome difficulties in listening. The results of the pre-questionnaire showed that most students had difficulties in two broad areas: 1) low language learning ability (perception on language learning, attention, short-term memory or long-term memory), such as “在听的过程中, 常常走神”, “反应太慢, 听到一个词常常想不起它的意思”, “难以把材料中的分散信息综合起来”; 2) a lack of English knowledge (the master of vocabulary, grammar structure and intonation), such as “词汇量不够”, “句子结构太复杂”, and “难以辨别一些相似的发音”. In order to find the answer to the third research question, the author asked the students to choose their level of improvement option related to the six listening difficulties in the post-questionnaire. The options included: Much Improved, A Little Improved, Same As Before, and Not As Good as Before. By analyzing the number of the choices by students from both groups, we can see that the traditional teaching approach, to some extent, is reasonable in helping students overcome their difficulties in listening proficiency, whereas, compared with TBLT, the latter is much more effective and obvious.

Analysis and Discussion of the Interview

An in-depth interview was conducted at the end of two years’ learning of the experimental group to survey their attitudes toward TBLT. On the first question: “Talk about your understanding of task-based language teaching, do you think the task-based language teaching really improve your listening skills?” 95% of the students in the experimental class were aware of TBLT and most of them thought this method had improved their listening proficiency. They came to have a clear idea about what a TBLT lesson was. These students would do some preparation work with the facilitation of the teacher before they came to class. And during the task phase, students participated in the discussion actively and felt free in answering questions. They thought that TBLT made the class atmosphere more vivid and they never felt tired of performing different types of listening tasks. Regarding the second question: “Through the study of task-based language teaching, do you think TBLT can help you to overcome some difficulties in listening comprehension?” 90% of the students found that TBLT helped them greatly in overcoming their difficulties in listening. They realized that listening is not so hard if they try to concentrate on and make good use of TBLT. At the same time, their confidence in learning English was much improved.

In addition, the students’ learning style was changed because TBLT emphasizes cooperation, participation and exploration in the learning process. Students can fully display themselves in the lesson because the TBLT lessons reduce the anxiety of language learning and encourages them to communicate

and discuss with others in the target language. Students can enjoy themselves and get a lot of input and output of the language in the “learning by doing” lesson.

This research inevitably has some limitations. For example, most of the participants in the experimental group and control group were boys. The implementation of TBLT is a rather complicated project, involving the renewal of knowledge, innovation of the teaching model and a shift from theory to practice. It is very hard to go on without joint efforts from the whole group.

References

- Bygate, M. Skehan, P., & Swain, M. (Eds.). (2001). *Researching pedagogic tasks: Second language learning, teaching and testing*. Essex: Longman.
- Cheng, X., Lu, Z., & Zhong, S. (2007). The application of task-based language teaching in English teaching. *Journal of Basic English Education*.
- Feez, S. (1998). *Task-based syllabus design*. Sydney: National Center for English Teaching and Research.
- Goh, C. (1997). Meta-cognitive awareness and second language listeners. *ELT Journal*.
- Jia, Z. (1999). The analysis of listener’s function – Response and its significance in task-based listening teaching. *Shandong Foreign Language Teaching*.
- Nunan, D. (1989). *Designing tasks for the communicative classroom*. Cambridge: Cambridge University Press.
- Skehan, P. (1998). *A cognitive approach to language learning*. Oxford: Oxford University Press.
- Ur, P.. (1984). *Teaching listening comprehension*. Cambridge: Cambridge University.
- Underwood, M. (1989). *Teaching listening*. London: Longman.
- Wang, C. (2001), The design and accomplishment of college English teaching tasks. *Journal of Henan Mechanic and Electric Engineering College*.
- Willis, J. (1996). *A framework for task-based learning*. London: Longman.
- Yin, G., & Wang, C. (2004). A probe into task-based listening teaching mode. *Journal of Inner Mongolia Normal University*.

On Consciousness Doublet Construction in Academic English Teaching

Zhou Hong

School of Foreign Languages, Shenyang Aerospace University, Shenyang, China

Email: 42761717@qq.com

[Abstract] China's academic and professional ability is not advanced enough to obtain discourse power in international conferences. University students, including postgraduates, are slow in professional reading in English and advanced professional knowledge due to their lack of academic English knowledge. Thus, this paper studies the consciousness doublet construction in academic English teaching to improve students' academic English ability.

[Keywords] consciousness doublet structure theory; academic English; CBI; PBI

Introduction

Postgraduate English teaching is the most ignored area in postgraduate courses due to students' underestimating its importance. Many students cannot read professional academic papers, and they cannot express their academic ideas in formal academic conferences after graduation, let alone write an academic paper. However, the major postgraduate teaching purpose is not only to teach language skills, but also to teach professional academic English knowledge, help students improve their professional research abilities and cultivate professional advanced talents. The teaching objective of academic English is to help students comprehend lectures in English, participate and discuss in class, read textbooks in English, and write academic papers in English (Wang, & Yao, 2013). In this sense, postgraduate English teaching should focus on teaching students how to write top level academic papers and how to express themselves in international academic community conferences. Therefore, it is critical to develop students academic English and train them to be able to communicate, academically and professionally. According to professor Shenghuan Xu's Consciousness Doublet Structure Theory, consciousness contains an ontology structure and a description structure, which provides the theoretical basis for this research. First, the research background and its significance are introduced. Second, Consciousness Doublet Structure Theory and its relation to postgraduate academic English teaching are indicated. Third, the research is studied from the aspects of the cultivation of abilities to search references, how to use academic language norms, how to use academic language norms, how to analyze questions, how to solve questions and how to make conclusions. Eventually, the conclusion will be drawn based on the empirical study, as well as statistical analysis.

Research Background and its Significance

The research on postgraduate English teaching is far less than the research on college English teaching. The only research has focused on the existing difficulties in teaching, for example, teaching in an extensive class of over 200 students, or the lagging of the teaching contents and teaching strategies. Thus, many scholars have advocated that postgraduate English teaching should be transferred to academic English teaching and have suggested some relevant teaching strategies.

For example, Zengxin Wu (2014) suggested in *Theory and Practice of Contemporary Education* that postgraduate English teaching should be based on content-based instruction to determine teaching content and target and to develop students' academic ability. Jianhua Hong and Lun Wang (2013) analyzed the current postgraduate English teaching and provided a new teaching orientation to improve students'

academic ability, extended students' academic scope, promoted career development and international communication and combined individual academic perspective with international. Scholars like Xinliang Yang, Lu Xie, and Yake Wang (2015) researched postgraduate English teaching from a cognitive perspective, and focused on professional background and made a contrast analysis of academic discourse between English and Chinese students' analytical and judging ability.

Consciousness Doublet Structure Theory is a comparatively new theory and has not yet been applied in postgraduate English teaching. However, the new angle, a cognitive perspective is suggested to construct students' academic doublet structure, ontology structure and description structure and the transference from ontology structure to description structure by way of various teaching strategies in postgraduate English teaching.

Such research is of great theoretical and practical significance. The research is based on the essence of postgraduate English teaching, that is, academic English ability development is to cultivate an academic thinking and cognition. In the real sense, this research can improve students' self-study and research ability and their desire for the latest professional knowledge, as well as their ability to analyze, judge, and conclude and it can develop advanced talents' the international competition. In addition, such research is beneficial to professional knowledge study and research, improving their reading ability of English versions of professional books, and their international discourse power in order to communicate internationally and successfully.

Theoretical Basis: Consciousness doublet structure theory

According to Consciousness Doublet Structure Theory, consciousness contains ontology structure and description structure. Ontology structure is the subjective impression toward the object and is the initial mental state. Description structure is that the object undergoes Gestalt transformation in the subject's mentality with the cognition and imagination associated with individual experience and feeling toward the object under the direction of self-intention to make a factitious description (Xu, S., 2015). Professor Xu concluded that the process of double levels of consciousness is the transference from "event" to "usage event". Subject's intention guides ontology structure to characterize and describe the event subjectively with the development of consciousness.

Therefore, academic English teaching is considered "purposefully" and train students' cognition toward professional knowledge from ontology structure to description structure. Professor Xu's theory is as the following figure (2015). In postgraduate academic teaching, an ontology event refers to the professional academic knowledge. The description or usage event refers to the comprehension of the ontology event by way of the student's individual experience. The process of a description event is the formation of academic thinking and cognition, which involves many factors like intention, attitude, knowledge, and thinking. Academic thinking abilities contain the abilities to search references, to comprehend academic reading, use academic language norms, analyze questions, solve questions and to draw conclusions.

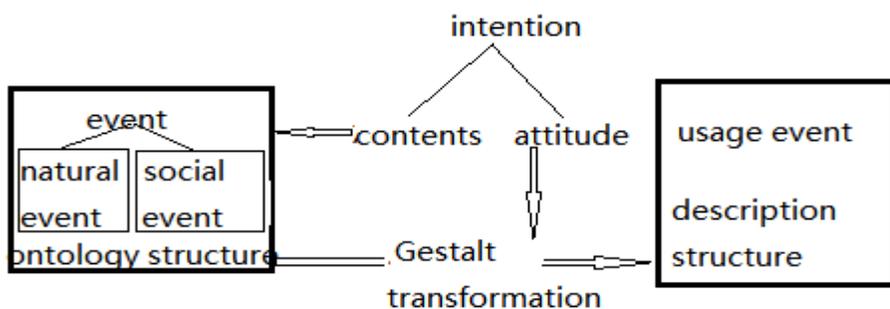


Figure 1. Consciousness Doublet Structure Theory (Xu, S. 2015)

Research Contents and Methods

Ability to Search References

The ability to search references is based on the teaching method of Content-Based Instruction (CBI). The content is scientifically based, interesting, disputable, and major-relevant, which is also available to students without any background. The topics can be cloud computation, climate change, genetically modified food, nuclear radiation or nanotechnology. The students should know how to select, question and judge in the process. The ability is valued from devotion of time and the number of relevant references.

Table 1. *Ability to Search References*

	Hours of Devotion	Number of Relevant References
Average class	20	20 passages
Experimental class	10	25 passages

Based on CBI, the experimental class used less hours to search more relevant passages.

Ability for Comprehension of Academic Reading

The part adopts the teaching method of CBI, the reading time span, new words quantity and comprehension are evaluated.

Table 2. *Ability for Comprehension of Academic Reading*

	Time Spent Reading 1 Reference	Quantity of New Words	Comprehension
Average class	2 hours	30%	65%
Experimental class	1.5 hours	15%	75%

On the whole, students in the experimental class spent less hours to read and comprehend a paper with less new words.

Ability to Use Academic Language Norms

The ability to use academic language norms is based on project-based instruction. Students establish research project according to the teaching content. Every research group accomplish the project with a project paper and give the presentation to the class. Students' output will be recorded in terms of the number of academic language norms used and its correctness.

Table 3. Ability to Use Academic Language Norms

	Number of Used Norms	Correctness
Average class	30	58%
Experimental class	42	75%

Compared with the average class, the experimental class used more academic norms with higher correctness.

Ability to Analyze Questions

PBI is used to train students' ability of analysis. Students should compare, analyze and evaluate the authors' viewpoints to support their own points of view. The ability of analysis is based on the number of questions discovered, factors analyzed and their relevance.

Table 4. Ability to Analyze Questions

	Number of Questions	Factors Discovered	Analysis Relevance
Average class	6	10	50%
Experimental class	9	15	70%

The Ability to Solve Questions

Students figure out the research questions based on the teaching method of PBI. The group discuss, think and do research independently to figure out possible solutions from different angles, number of solutions and practicality.

Table 5. Ability to Solve Questions

	Thinking Angles	Number of Solutions	Practicality of Solutions
Average class	3	8	65%
Experimental class	5	12	80%

With the academic English teaching based on PBI, the experimental class can consider questions from more various angles and raise more solutions than average class. The solutions put forward by experimental class is more practical than average class.

Ability to Create Conclusions

The formation of description structure in academic teaching is to stress student's independent study ability and critical thinking ability (Jigang, Cai, 2014). The ability to conclude is based on CBI and PBI, students' conclusion is content relevant and concluded from the research project. Also, students should build critical thinking way when drawing conclusions.

Table 6. Ability to Draw Conclusions

	Content Relevance	Critical Thinking
Average class	58%	30%
Experimental class	65%	60%

In the course of summarizing, the experimental class drew more relevant conclusions than the average class. Students were more critical-spirited in the experimental class than in the average class.

Research Conclusion

According to Consciousness Doublet Structure Theory, the above six academic abilities can be divided into ontology structure and description structure. The abilities to search references, and to use academic language norms are the construction of ontology structure. In the process, students search the relevant data concentrating on the given topic and content, which is the original and objective cognition of the content. So is the ability to use academic language norms. The abilities to comprehend academic reading, analyze questions, solve questions and draw conclusions are the construction of description structure. In the process, the mental activities include students' subjective intentions of the content. Students' abilities for attention, filtration, choice, judgment, evaluation and characterization toward the content and project can be developed. This enables the students' academic English cognition, and the transformation from ontology structure to description structure to develop.

In addition, students' motivation is also surveyed. In terms of students' participation in class and students' devotion in academic English study, 20% more of the experimental class students participated in class than those in the average class. Students in the experimental class invested 10% more time in academic English than the average class. On the whole, students' academic doublet consciousness structure was basically developed after one term of teaching.

Summary

The key to develop students' academic English cognition is students' mental shift from an ontology structure to a description structure. Students' intention and subjective cognition based on scientific research are valued in class. The nature of university English teaching and postgraduate English teaching is to teach students how to judge, think, select, evaluate, and even critically think regarding a professional question.

Acknowledgement

I give my gratitude to SAU because this research was supported by Shenyang Aerospace University. I am also appreciative of Professor Yu who helped me accomplish this paper. This paper is also the research fruit of the project titled "Research on Consciousness Doublet Structure in Postgraduate English Teaching" of Shenyang Aerospace University.

References

- Cai, J. (2014). A shift from general English to EAP: A return to the nature of English education. *Foreign Languages and Their Teaching*, 1, 9-14.
- Hong, J., & Wang, L. (2013). On non-English majors postgraduate academic orientation and teaching status. *Teaching Research*, 7, 344.
- Wang, S., & Yao, C. (2013). On the thoughts of academic English teaching. *Foreign Languages in China*, 5, 4-10.
- Xu, S. (2015). A note of consciousness doublet structure: From the perspective of C-to-E translation of Chinese ancient poems. *Foreign Language and Literature (bimonthly)*, 3, 208-213.
- Xu, S. (2015). Linguistic performance and consciousness doublet structure. *Foreign Language and Literature Research*, 1, 3-11.
- Yang, X., Xie, L., & Wang, Y. (2015). On postgraduate academic English teaching. *Journal of Ningbo University*, 9, 87-90.

A Study Based on EAP Needs Analysis of Engineering Students

Yi Qun Yin

Dalian University of Science and Technology, Dalian, China

Email: yinyiqun666@163.com

[Abstract] This paper deals with the needs analysis of engineering students in terms of an EAP course. Learner needs are essential to defining English language teaching and learning methods. In this study, researchers analyze students' needs on the basis of their present situation and target situation. According to questionnaires, the survey results find that most students have realized the importance of English language skills. However, they haven't satisfied their present English language skills, and they hope EAP courses can cover specific skills and focus on the training of speaking and reading skills. Additionally, students offer some suggestions for EAP course design.

[Keywords] needs analysis; EAP course; present situation; target situation; English language skills

Introduction

With the deepening of globalization, there is an emergent need for students to develop relevant language skills on the basis of scientific expertise. On the one hand, in recent years, China's science and technology has increasingly strengthened; our scientists are not only required to acquire and disseminate knowledge, but also to excel in scientific language to engage in academic exchange with foreign counterparts. On the other hand, domestic enterprises need to cooperate with international companies for design and technology innovation as its economy roars ahead. Under this circumstance, many universities and colleges offer courses for ESP (English for Specific Purposes) and EAP (English for Academic Purposes). According to Dudley-Evans & Jones (1998), ESP courses mainly satisfy students' specific needs and concentrate on language aspects that relate to specific discipline activities. ESP courses place emphasis on English connected with a particular subject or specific profession instead of EGP (English for General Purposes). EAP courses are suitable for students majoring in different subjects and are closely associated with specific subjects, which focus on developing students' learning skills and helping them to apply a wealth of English knowledge to solve specific problems.

Therefore, learners' needs are based on the analysis of the linguistic features of their subject learning and occupational language purposes. If learners, sponsors and teachers all know why learners need English, then, the awareness will have a significant impact on the language curriculum. On the positive side, this will affect the development of potentials. The ESP/EAP course is more concerned with issues in regard to needs so that it requires needs-based positioning more accurately. As a result, needs analysis is more targeted and its functions have received much attention.

In this study, the English language needs of engineering students were evaluated in order to outline a framework for EAP course design that links the process of needs analysis and course development. Understanding students' needs is seriously needed in order to design an EAP course so that it can help teachers make decisions about what to teach and how best they can carry out a needs-driven design process. In this study, we have chosen the mechanical engineering area as an important academic discipline whose students are in great need of appropriate English knowledge and skills, not only for their academic achievements, but also for their occupational objectives.

However, deconstructing learner needs in relation to academic skills and competencies is complex and multi-faceted. Hutchinson and Waters (1987) believed that EAP practitioners have to consider two types of situations when performing a needs analysis: the present situation – learners possessed linguistic knowledge and skill and the target situation – expectations to acquire English.

Therefore, the objective of this study is to explain the perception that engineering students have about students' English language needs and to offer some suggestions for EAP, based on the survey results. For such a purpose, the present knowledge and skills of engineering students will be examined firstly, and then the types of outcome that they are expected to achieve in future is studied. More specifically, needs analyses is presented, identifying the gap between students' present and target situations that EAP courses are expected to bridge.

Literature Review

Defining EAP

EAP is a branch of ESP. Richards and Schmidt (2002) defined the parent discipline of ESP as 'the role of English in a language course or programme of instruction in which the content and aims of the course are fixed by the specific needs of a particular group of learners'. For instance, an ESP course may be designed to meet the English needs of a specific professional or vocational group, such as policemen, nurses, engineers and so on. Most scholars believe that EAP and ESP have the same basic characteristics including: the curriculum is designed to meet the specific needs of learners, teaching purposes are closely linked with particular disciplines, professional and practical activities, and teaching content is aimed at specific subjects, occupations and practices are involved in vocabulary, grammar, context, semantics, and discourse analysis. Alexander, Argent & Spencer (2008) analyzed the salient features of EAP from three aspects: context, teacher-student relationship and classroom teaching content.

Widdowson (1983) proposed that EAP as a more open-ended, less specific activity; other experts have believed that EAP also needs to focus on the specific features of specific academic disciplines. In order to find an acceptable way of dealing with these two ideas, Jordan (1997) proposed that EAP courses may be more general depending on the needs of students, which he termed English for General Academic Purposes (EGAP) or related more closely to the needs of studying in a specific discipline, which he termed English for Specific Academic Purposes (ESAP). Flowerdew and Peacock (2001) stated that EAP is English teaching for the specific purpose of helping learners to study, conduct research or teach in that language. Therefore, the issue of learner needs, as a key background element that drives the design of EAP courses, will be addressed.

Needs Analyses and EAP

As we saw in the earlier definitions of ESP and EAP, learner needs are essential to defining both of these approaches to language teaching and learning. Needs analysis refers to a required means of conducting research before outlining and determining lessons/materials/curriculum. It helps draw a profile of learners in order to decide and prioritize the needs for which learners necessitate English (L2).

Dudley-Evans and Johns (1998) pointed out that needs analyses can be considered as the basis of an ESP program. EAP practitioners have to take two types of situations into consideration when implementing a needs analysis: the students' present situation and the target situation. Understanding both aspects of needs is a key factor that will guide the planning of a course and the perception that determines the selection of content, processes and activities of the course.

In this study, engineering students were selected because they not only need to understand the types of orientation, identity and discourse resources that the assignments of different disciplines require, but they also need to make presentations, hand out a great number of papers and have a good command of English for communicating in scientific field. Accordingly, their needs should be studied in present situation and target situation.

EAP in China

Nowadays students have mastery of English in the aspects of vocabulary and grammar because English teaching in our country develops insufficiently, and there isn't a mature English teaching system. EAP is a very professional and in-depth English teaching model; it causes EAP to not follow traditional EGP teaching. English teaching in higher education needs further development so that it will lay a firm foundation for EAP courses.

In addition, compared with other developed countries, EAP teaching in China started late and is still in the exploring stage. Due to the marginalization of EAP teaching, our foreign languages education circle pays little attention to EAP, and lacks remarkable research achievements. Studies on EAP mostly borrow from foreign theories currently. "In addition to a few introductory articles on EAP theory, there are a number of articles are about English for Science and Technology (EST) translation studies, however, only a few theoretical researches about the macroscopic and systematic teaching of EAP" (Luo, 2006, p. 85). The shortage of theoretical research leads to the slow and difficult process of EAP development in our country. Actually, there are not many universities that have set up EAP courses in China. Many of them just have EST courses; the curriculum is affiliated with the specific subject. EAP courses in Chinese universities lack systematic course design and the main teaching methods they usually adopt are rote memorization and the Grammar-Translation Method, without too much of a chance to use English for communicative purposes. The evaluation method is singular.

In this study, engineering students from Dalian University of Science and Technology do not have EAP courses, so deconstructing students' needs will provide useful background information for course designers to build an EAP curriculum system.

Method

Participants

The engineering students, who have proven to be in great need of EAP courses, are from Dalian University of Science and Technology. The participants were randomly selected from 300 students majoring in mechanics from the Department of Mechanical Engineering who were taking the EST course. Furthermore, these students were sophomores who had already taken the English language course during their first year of study.

Instrument

In this study, we used the literature research method to consult relevant literature of EAP/ESP's needs analysis; the literature was used as a reference for the research of this subject. Second, we collected data through questionnaires in order to understand the current needs of engineering students in English and their English language weaknesses to obtain the primary materials, to ensure the objectivity of the study.

Questionnaires were used to collect information on the learners' needs. EAP teachers and course designers need to consider the specific groups that they are teaching and the particular needs of those groups

– the ‘present situation’(Questionnaire A). In addition, the target situation analysis focused on the possible target knowledge and skills in tertiary education (Questionnaire B).

Questionnaire A was designed to identify students’ L2 proficiency and prior language knowledge and skills. To evaluate their ability in performing the language skills, a five-point Likert scale was used (ranking English skills from 1 to 5: 1 – “very weak”, 2 – “weak”, 3 – “average”, 4 – “good”, and 5 – “very good”).

In Questionnaire B, the researchers got the respondents’ perceptions concerning the importance of these English skills to them; In Questionnaire C, researchers gathered the needs for training and their recommendations to improve performance in these skills.

Data Analysis

The researchers examined each questionnaire for data analysis. To make it easier to compare findings of each questionnaire, we created tables to compare different topics. These included students’ language proficiency, their perspectives on the importance of English skills, and expectations for EAP courses.

Result

Students’ Self-Rankings of their English Language Skills

A total of 300 copies of Questionnaire A were distributed and 285 valid ones were collected. Table 1 below shows the results obtained from Questionnaire A, with regard to the students’ ranking of English language skills: 1, being very weak, and 5, being very good.

Table 1. Students’ Self-Ranking of their English Language Skills

Ranking	1	2	3	4	5
Skills					
Reading	14.39%	18.95%	27.72%	23.86%	15.09%
Speaking	15.09%	21.75%	23.86%	27.02%	12.28%
Listening	11.93%	16.14%	20.35%	25.61%	25.96%
Writing	13.33%	18.06%	23.16%	33.86%	21.05%
Overall	17.54%	22.46%	23.16%	17.19%	19.65%

According to the students’ responses, nearly 20% of students were confident about their ability in performing English language skills. They also felt they didn’t excel in language skills in such an order: speaking, reading, writing, and listening. Actually, it is clearly seen that students are lacking in English language skills, and there is a crying need for students to improve their speaking ability and reading ability.

Importance of English Language Skills

A total of 300 copies of Questionnaire B were distributed and 292 valid ones were collected. Table 2 below shows the results obtained from Questionnaire B, with regard to the importance of those key skills to students. Five ratings were applied to this part (ranging from 1v“not important” to 5 “very important”).

Table 2. Importance of English Language Skills to Students

English general skills	English specific language skills	No.	Rating 1	Rating 5
Listening sub-skills	1 Understanding Lectures	292	11.6%	61.3%
	2 Following question	292	13.4%	53.1%
	3 Listening to presentations	292	16.4%	50.3%
	4 Listening to instructions in labs	292	15.8%	49.3%
Speaking sub-skills	5 Doing oral presentation	292	11.6%	64.4%
	6 Interviewing	292	9.2%	69.9%
	7 Asking and answering questions in class	292	12.3%	52.4%
	8 Participating in seminars and discussions	292	14.04%	51.7%
Reading sub-skills	9 Reading textbooks	292	8.9%	66.8%
	10 Reading technical articles in English journals	292	10.6%	60.6%
	11 Reading manuals	292	16.4%	50%
	12 Reading instructions for labs	292	17.1%	51.7%
Writing sub-skills	13 Writing lab reports	292	14.4%	48.3%
	14 Writing essays	292	8.2%	64.7%
	15 Taking notes in lectures	292	12.3%	52.1%
	16 Writing exam answers	292	10.3%	56.2%

As is seen from Table 2, all items have a high percentage from 49.3% to 69.9%, indicating that students believe all the English specific language skills to be very important. In particular, interviewing and reading textbooks, writing essay and understanding lectures scored 60% or higher.

Students' Expectations of English Language Training

Given students' self-rating of their English language skills, they scored poorly on speaking ability and reading ability. This questionnaire just identifies their wants for the amount of training they feel like to enhance their skills in EAP courses. The results from Questionnaire C are shown in Table 3 below.

Table 3. Students' Wants of Language Training

Questionnaire item	Choices	Total (n=292)	%
Which kind of English skills would you recommend teaching in EAP courses?	Reading skills	214	73.3%
	Listening skills	144	49.3%
	Speaking skills	285	97.6%
	Writing skills	170	58.2%
	Communication skills	242	82.9%
	Grammar	115	39.4%
	Terminology	137	46.9%

Based on the results, it shows that almost all (97.6%) of the students put priority on speaking skills. 82.9% of students regarded communication skills as the second important aspect that EAP courses should cover. Reading skills come next, accounting for 73.3% among students.

In addition, as to when EAP courses should be set up, this item is posed in the Questionnaire C, students all pointed out that EAP courses should be compulsory instead of optional. The results are shown in Table 4. Obviously, 54.79% of students chose to study EGP in the first semester, and then they would like to study EAP in the following semesters.

Table 4. The Start Time of EAP Courses

Appropriate Time to Start EAP Courses			
<i>EGP in 1st year</i>	<i>EGP 1st year & EAP the Following Year</i>	<i>EGP 1st term & EAP Other Terms</i>	<i>EAP only</i>
13.01%	25%	54.79%	7.19%

In addition, Questionnaire C discussed the course materials that must be related to engineering, in terms of content. Most of them believed that textbooks play a significant role in EAP learning. 66.4% of students prefer original foreign textbooks, and more than 80% thought that EAP text books are so important to EAP courses (see Table 5).

Table 5. EAP Textbook

EAP Textbook		
<i>Original Foreign Textbook</i>	<i>Self-Designed Teaching Material</i>	<i>EAP Textbook is an Essential Part</i>
66.4%	33.6%	87.7%

Discussion and Conclusion

This research identified the engineering students' needs for EAP course from two situations: the students' present situation and target situation. More than 80% of the students did not satisfy their present English language skills and they ranked them in order of difficulty: speaking, reading, writing and listening. Most of them have realized the importance of English language skills. In the target situation, they hoped EAP courses would cover the specific skills they require and put an emphasis on speaking and reading skills. Ultimately, students offered some suggestions for EAP course design. In particular, they figured that the best time to start an EAP course is from the second term of the first year in college or university since the English language course would begin with EGP and it would pave the way for EAP learning. Additionally, students thought EAP textbooks are very important to EAP course, so they recommended making use of original foreign textbooks rather than self-designed teaching materials.

The findings show that there exist urgent needs for improving students' abilities by virtue of EAP courses. In China, English has become a very important element in the academic world and workplace. In addition, EST courses taken by engineering students do not enable them to use English effectively. Therefore, students do need help based on their needs. An EAP course design should be based on the analysis of the different needs of students. More important, a new syllabus is an essential precondition for course design.

So, the following suggestions might help in designing EAP for engineering students in college or university: Firstly, those perceived needs should be met in pedagogic terms. In other words, when designing an EAP course, EAP teachers should take learners' needs into account by covering all the language skills, with a higher focus on speaking and reading. Secondly, the syllabus has to correspond with students' needs. It should match their needs and wants in their academic and professional requirements. Thirdly, the students' needs, weaknesses and motivation should be given much more attention when EAP courses are prepared and developed. Finally, the number and duration of courses should be increased in order to create a good English environment for students.

All in all, this study explored engineering students' needs in terms of EAP courses. Furthermore, it aroused the students' awareness of the importance of required skills in EAP courses. The researchers hope the results and suggestions can be helpful to the engineering students and serve as guidelines for other disciplines with the intention of reforming their ESP/EAP courses.

Acknowledgement

Fund Projects: One of the research results of “Research on Cultivation Model for EST Talents from the Perspective of EAP Theory” (Project No: L16CYY007), which was supported by a grant from Liaoning Planning Foundation of Philosophy and Social Science in 2016.

References

- Alexanders, O., Argent, S., & Spencer, J. (2008). *EAP essentials: A teacher's guide to principle and practice*. Reading, England: Garnet.
- Dudley-Evans, A., & Johns, T. A. (1998). *Developments in English for specific purposes: A multi-disciplinary approach*. Cambridge: Cambridge University Press.
- Flowerdew, J., & Peacock, M. (2001). *Research perspectives on English for academic purposes*. Cambridge: Cambridge University Press.
- Hutchinson, T., & Waters, A. (1987). *English for specific purposes: A learning-centred approach*. Cambridge: Cambridge University Press.
- Jordan, R. R. (1997). *English for academic purposes: A guide and resource book for teachers*. Cambridge: Cambridge University Press.
- Luo, M. (2006). EAP – The unneglected field in college English teaching in China. *Journal of Guangdong University of Foreign Studies*, 17(1), 85-88.
- Richards, J. C., & Schmidt, R. W. (2002). *Longman dictionary of language teaching and applied linguistics*, (3rd ed.). New York: Longman.
- Widdowson, H. G. (1983). *Learning purpose and language use*. Oxford: Oxford University Press.

The Construction of an Interpreting Teaching Model for a Flipped Classroom Based on the WeChat Public Platform

Qing Li-hua

South China Business College, Guangdong University of Foreign Studies, Guangzhou, China

Email: 65993576@qq.com

[Abstract] *The new mobile communication software WeChat public platform provides a new teaching platform for higher education. According to the characteristics of modern college students, the WeChat public platform assists English interpretation, combining the function and characteristics of a flipped classroom. English interpretation teaching can extend from the classroom to extracurricular activities, which can inject new vitality into its teaching and promote the reform of teachers' teaching modes and student's learning modes so as to build an English interpreting teaching model of a flipped classroom based on the WeChat public platform. in the hope of expanding students' English interpreting learning methods and platforms, to meet their personalized learning needs, improve the students' learning initiative and learning efficiency, improve students' interpreting ability so as to promote the teaching reform of English interpreting course and improve teaching effect.*

[Keywords] *public platform; flipped classroom; interpreting course*

Introduction

With the rapid development of the mobile communication network, new media communication tools are increasingly popular with contemporary college students. Tencent launched WeChat in 2011 as a real-time messaging app. As a new type of social network communication tool, it realizes the communication between two or more persons by the rapid development of mobile Internet technology. Since Tencent launched Wechat public platform, it has aroused extensive concern from the public. Young college students regard it as a prerequisite software of interpersonal communication and widening their vision. It is a Chinese multi-purpose messaging, social media and mobile payment app developed by Tencent. It was first released in 2011, and by 2018 it is one of the world's largest standalone mobile apps, with over 1 billion monthly active users (902 million daily active users) (Jao, 2018). The WeChat public platform is a new function module added by Tencent based on WeChat, through which individuals and enterprises can build their own services and subscriptions and send pictures, voice, video, graphic information so as to realize one-to-one and one-to-many interactive information.

There are four features for the WeChat public platform :(1) a strong user stickiness based on WeChat; (2) a fast and convenient learning entrance for mobile classroom; (3) quick sharing of course learning content; (4) rapid learning data feedback for courses (Li, Yang, & Song, 2014). Its main functions are group text capability, an information tweet function, development mode, and an automatic reply function. These functions provide a very useful communication platform for individuals, businesses, and other social organizations. In order to meet the requirement of an innovative society and cultivate students' subjectivity and learning initiative in the process of teaching, it can improve the learning enthusiasm of students, and cultivate their innovation consciousness by combining web-based learning and classroom learning. The flipped classroom is a teaching model that effectively combines online learning and classroom learning (Zhang & He, 2011). This paper first introduces the research background and the main research framework. Second, based on the WeChat public platform, this paper analyzes the feasibility of a

flipped classroom teaching in interpretation. Finally, it discusses the construction of a flipped classroom interpreting teaching model based on the WeChat public platform.

Analysis of the Feasibility of Flipped Classroom Teaching in Interpretation Based on the WeChat Public Platform

Feasibility of the Application of WeChat Public Platform on the Flipped Classroom Teaching

Besides the basic functions, the WeChat public platform has strong functions of education application. First, it can actively provide teaching information. In teaching, teachers can use this function to provide students learning materials, by pushing and updating information according to daily teaching content. Secondly, it can support mobile learning, digital learning and fragmented learning. Thirdly, it can provide the interface to send related teaching content to the designated students or share it in a circle of students by developing a public account. Fourthly, it can support function expansion, which can realize group push, automatic reply and subscription push-related teaching materials. And last, but not least, it offers material management. The background of the public account can organize required pictures, text and other content into materials, which can be sent directly when the user needs it in time (Li, Yang, & Song, 2011). The education application functions of WeChat public platform can effectively assist flipped classroom teaching.

The WeChat public education platform set up timely communication and a mobile Internet communication platform for teachers and students. Although the teachers and students don't communicate face to face, they can communicate online, anytime and anywhere. Students not only can consult teachers' questions any time through the WeChat public platform, but also can choose learning content independently by making full use of their fragmented time. At the same time, the teachers can supervise students learning after class through this app.

Feasibility of the Application of the Concept of Flipped Classroom on the Interpreting Teaching

The flipped classroom teaching mode originated from two high school chemistry teachers, Jonathan Bergmann and Aaron Sams, in Colorado in 2007, who recorded teaching videos and posted them on the network for sick students absent from school. The videos were highly praised by the students absent from class. In the meantime, other students also made use of the resources for review and consolidation. In view of this, they started to attempt the flipped classroom teaching mode (Tucker, 2012).

A flipped classroom is an instructional strategy and a type of blended learning that reverses the traditional learning environment by delivering instructional content, often online, outside of the classroom. It moves activities, including those that may have traditionally been considered homework, into the classroom. In a flipped classroom, students watch online lectures, collaborate in online discussions, or carry out research at home while engaging in concepts in the classroom with the guidance of a mentor.

The flipped classroom is different from the traditional model of classroom instruction in which the teacher is typically the central focus of a lesson and the primary disseminator of information during the class period. The teacher responds to questions while students defer directly to the teacher for guidance and feedback. The flipped classroom intentionally shifts instruction to a learner-centered model in which teachers and students explores topics in greater depth and creates meaningful learning opportunities, while educational technologies such as online videos are used to 'deliver content' outside of the classroom. In a flipped classroom, 'content delivery' may take a variety of forms. Often, video lessons prepared by the teacher or third parties are used to deliver content, although online collaborative

discussions, digital research, and text readings may also be used. It has been shown that the ideal length of the video lesson is eight to twelve minutes (Abeysekera, & Dawson, 2015).

The combination of the WeChat public platform and the teaching concept of flipped classroom teaching is conducive to the innovation of an interpreting teaching mode realizing the reversal of roles of teachers and students and the shift of space and time in teaching and learning so as to promote the teaching reform, which can be carried out throughout the interpreting teaching practice before class, in class, and after class and reach the dual purpose of improving the quality of interpreting teaching and students' comprehensive interpreting ability.

Construction of a Flipped Classroom Interpreting Teaching Model with the Support of WeChat Public Platform

Theoretical Framework

According to constructivism theory, "students are not the passive receivers of external stimuli and the objects of knowledge indoctrination but the subject of cognitive activities" (Jonassen, 1993). Under the guidance of constructivism theory, the education and application functions of the WeChat public platform is integrated; the students' autonomy is given full play and the roles of the teacher are as an organizers, instructors and helpers so as to build the flipped classroom teaching mode, which is expected to improve the reform of teachers' teaching and students' learning patterns, expand students English interpretation methods and platform, meet the needs of personalized learning, realize the students' learning English interpretation anytime and anywhere, improve the students' English interpretation skills and promote the improvement of teaching quality and teaching effect.

Flipped Classroom Interpreting Teaching Model based on WeChat Public Platform

In the flipped classroom, the teaching time of teachers decreases, while the learning activity time of students increases. Students take the leading role in the class, and teachers become the facilitator and guide (Zhang, Wang, & Zhang, 2012). The improvement of interpreting ability cannot be separated from lots of interpreting practice. Due to the limited teaching time in English interpretation courses, students must take full advantage of their spare time to practice interpreting. Under the guidance of the constructivism theory and the summary of the teaching situation of interpretation courses, this study aims to construct the flipped classroom teaching model for interpretation courses based on the WeChat public platform. Before the teaching experiment was carried out, the students were divided into several groups, and the group members completed all the activities before, during and after class. The flipped classroom teaching model for English interpretation course based on the WeChat public platform consists of three parts: pre-class knowledge, in-class knowledge internalization and after-class knowledge consolidation phase.

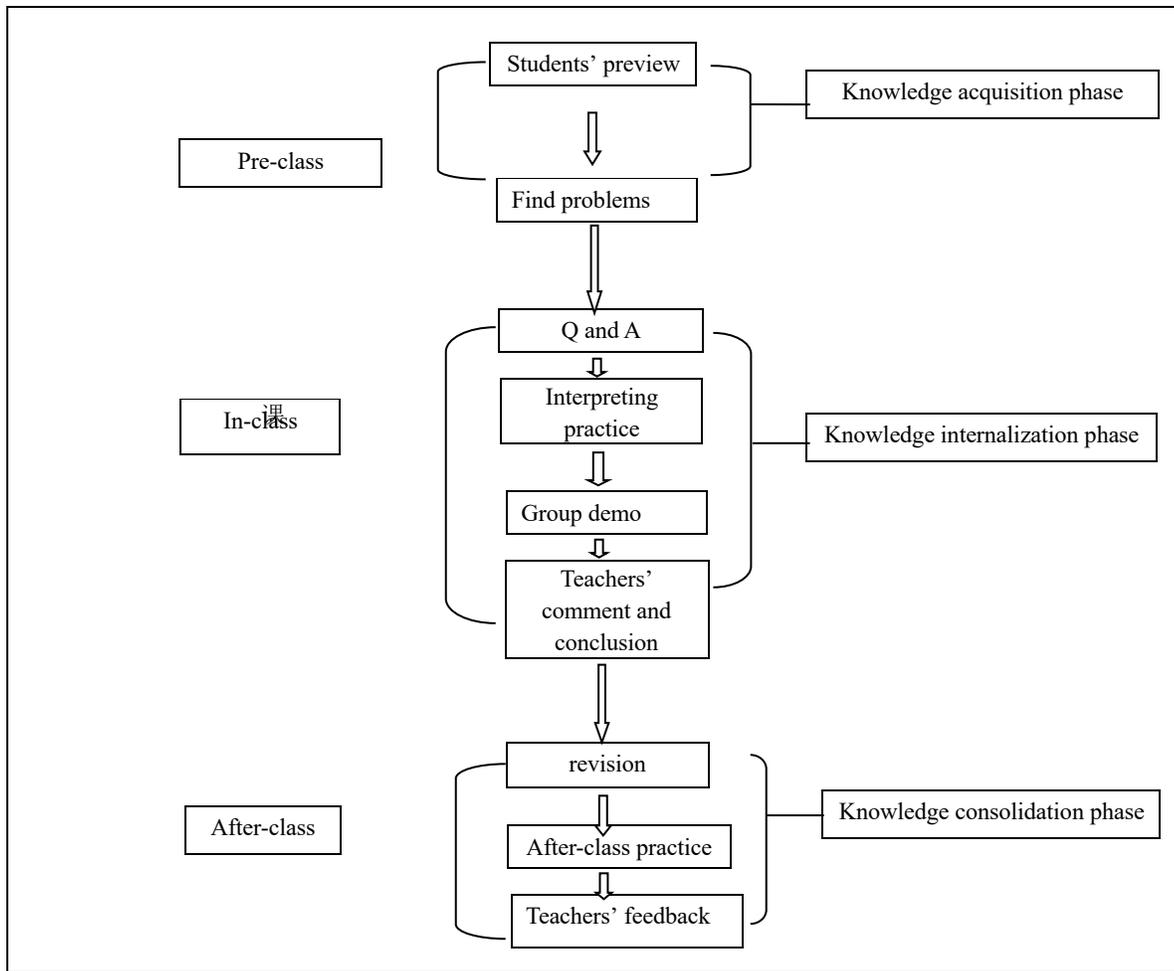


Figure 1. The Flipped Classroom Teaching Model for an English Interpretation Course Based on the WeChat Public Platform

Before class, the teacher pushes learning materials related to interpreting topics through the WeChat public platform, including videos, audio, text, images and so on, building a personalized learning environment for students. Students make a personalized preview before class based on the WeChat public platform and find problems. After students send feedback for difficult questions to the WeChat public platform, teachers can then timely and fully understand the students' learning situations and feedback of knowledge structure, as well as the main forms of knowledge they have received. This is the knowledge acquisition phase in which students have a good preparation for new lessons..

In class, the teachers give personalized guidance for the students' problems, timely solving their interpreting problems, helping them to complete tasks, and make better use of their interpreting skills so as to improve the level of interpreting strain capacity and level. Students solve problems by several forms of communication – between students, between teachers and students, within groups, and between groups. With the guidance of teachers, the students practice interpreting. After that, the student groups give an interpreting demo. Teachers sort out the knowledge, analyze and conclude the content and comment on the students' learning results and performance based on the academic performance of students in the class. In particular, teachers need to give a timely evaluation and summary about the students interpreting

training and interpreting results shown by the student groups. This is knowledge internalization phase in which students understand and learn in-depth knowledge about interpreting.

After class, the teacher pushes courseware related to interpreting knowledge and skills, and extracurricular interpreting practice materials such as audio and video for students to practice after class. At the same time, students can discuss and communicate with teachers about the problems online in time and get their guidance. The WeChat public platform can be used for actual combat training; students can make independent testing and effect testing. The teachers give feedback and evaluation on the students' situations so as to help them consolidate their interpretation skills. Teachers can check the students' assignments and interact with them through the WeChat public platform to realize "one-stop teaching of WeChat", which can save a lot of time to send and receive assignments and spare the teachers' time to develop teaching resources and solve the problems of students' learning. In the meantime, students can give direct feedback of the teaching effect and teaching suggestions to teachers through the WeChat public platform, which is conducive to teachers' timely updating their teaching plans and improving their teaching quality. This is knowledge consolidation phase in which students consolidate and strengthen interpreting course knowledge.

Practical Teaching Strategies

The application of the WeChat public platform to English interpretation teaching is a kind of new attempt. In order to better promote teaching reform and improve the quality of teaching in interpreting teaching practice, we adopted the following teaching strategies: (1) emphasis on the combination of "knowledge" and "fun" in the construction of content on the WeChat public platform; (2) supervision of students' online personalized learning before and after class; (3) strengthening of teachers' individualized guidance on students' difficult problems in class and outside of the classroom; (4) attaching importance to process evaluation; and (5) emphasis on the cultivation of students' comprehensive abilities, including critical thinking, innovation, collaboration, information literacy and self-control.

By adopting these teaching strategies, the interpreting teaching effect has been improved greatly. Students can actively participate in interpreting study and practice whenever they are free and can communicate with teachers anytime and anywhere.

Conclusion

The WeChat public platform has become an important auxiliary tool for education. By applying the WeChat public platform to the flipped classroom interpreting teaching, the construction of a flipped classroom teaching mode for English interpreting, teachers can take appropriate teaching strategies, aiming to expand students' learning time and space, mobilize students' learning enthusiasm and initiative, and provide a new train of thought for English interpretation teaching.

Acknowledgment

This research was financially supported by the province-level research project Teaching Reform Fund for the project "On the Reform and Practice of English Interpreting Courses Aided by WeChat Public Platform" (Project code: GDJG201604) and "English Language and Literature A Key Program in Guangdong" (Project code: GDTX170109).

References

- Abeysekera, L., & Dawson, P. (2015). Motivation and cognitive load in the flipped classroom: Definition, rationale and a call for research. *Higher Education Research & Development*, 34(1), 1-14.
- Jao, N. (2018). WeChat now has over 1 billion active monthly users worldwide. *TechNode*. Retrieved from <https://technode.com/2018/03/05/wechat-1-billion-users/>, Jul.10,2018.
- Jonassen, D. H. (1993). Thinking technology: Context is everything. *Educational Technology*, (6), 35.
- Li, Q., Yang, D. G., & Song, W. W. (2014). On the flipped classroom learning model based on WeChat public platform. *Southeast Dissemination*, (12), 103-105.
- Tucker, B. (2012). The flipped classroom. *Education Next*, 22(1), 82-83.
- Zhang, X. M., & He, W. T (2013). On the model research of online teaching of flipped classroom. *Modern Education Technology*, (8), 21-25.
- Zhang, J. L., Wang, Y., & Zhang, B. H. (2012). Research on teaching mode of flipped classroom. *Distance Education Research*, (4), 46-51.

On the Process-Oriented Approach in Oral English Teaching

Tao Li

Jilin Institute of Chemical Technology, Jilin, China

Email: 59345389@qq.com

[Abstract] This paper tries to discuss the feasibility, advantages and operability of applying the process-oriented approach to oral English teaching. This approach focuses on fluency rather than accuracy with the purpose of establishing students' confidence in speaking. The application of this approach to oral English teaching is analyzed. The factors that have an impact on the speaking practice class are presented for the consideration of building a sound speaking classroom.

[Keywords] process-oriented approach; oral English; teaching

Introduction

In the past decade, several approaches have appeared in English teaching, the main ones of which are the product-oriented approach, the genre-oriented approach and the process-oriented approach. The first two are the main methods frequently used, and the last is a relatively new method in recent years, and which has not been very widely applied in English teaching in China, especially in oral English teaching. Over the past few years, quite a few studies, both at home and abroad, have been made on the process-oriented approach in different teaching environments. The findings have inspired and are still inspiring researchers to persistently explore in oral English teaching.

Oral English teaching is to develop students' speaking and interpretation abilities. In order to achieve this aim, students are required to engage in speaking practice as much as possible. The process-oriented approach is a dynamic approach emphasizing that teaching activities take place in a communicative setting, students should be encouraged and motivated to search for corresponding data by themselves, and then through their interaction with teachers and peers, they achieve their goals. It is clear that the nature and characteristics of the process-oriented approach and oral English teaching are consistent. Oral English, by nature, is a comprehensive subject dealing with literature, psychology anthropology, linguistics, and grammar, etc. In the process-oriented approach, students are endowed with more opportunities to search for data, and their curiosity and sensitivity are aroused and developed. Under the teacher's guidance, they have more interest and initiative to learn knowledge of related subjects, which increases their oral English abilities, directly or indirectly. The combination of the process-oriented approach and oral English teaching can promote the common play of both teacher and students and further increase the connection between oral English teaching and other disciplines. Finally, oral English needs a large quantity of practice so that the students improve themselves in practice and master the techniques. In the process-oriented approach, students try to find and explore oral English examples and correlated information as they like. They absorb other students' ideas and perspectives in class interaction, which means they create more practice for themselves.

Literature Review

The process-oriented approach was created in First Language Teaching in America in the 1960's. Emig (1971) analysed eight seniors' speaking processes via case study and became the first person who concentrated on the application of the process-oriented approach to speaking. His study promoted the

development of people's scientific philosophy in teaching – the studies of first and second language should be accompanied by both a scientific attitude and method. Zamel (1982, pp. 195-209) found that speaking ability is more important than other linguistic abilities during the course of teaching activities.

In our country, the process-oriented approach has been mainly used by researchers in teaching writing. Wu Jin and Zhang Zaixin (2000, pp. 213-218) proved the feasibility of the pre-writing step via the pre-writing process. It was found through a comparative study that this approach is also a fit for the oral English teaching. It is believed that the process-oriented approach can foster positive feelings in oral English teaching. They conducted a systematic study about the background, nature, main features, main processes and the chief executive format of the approach. Therefore, the process-oriented approach can throw light on the present-day college English teaching.

Some researchers of EFL teaching have obtained positive effects from the process-oriented approach through experimentation in teaching practice. Nevertheless, some scholars are still questioning: Is the product-oriented approach really out of date? They still consider that the product approach is supposed to be the chief method for English teaching in our country. According to the current domestic teaching environment, the process-oriented approach is not widely applied in oral English teaching due to the fact that it is regarded as an avocation by quite a few researchers. Even worse, there are still many learners who have scarcely experienced the process-oriented approach. As known to all, an effective and suitable approach to speaking should be provided to college students who can greatly benefit in their careers with a commanding use of English in the days to come. "Based on the special environment in our country, most of the college graduates use oral English when they are required to speak English on some occasions, therefore, the teaching goal of College English is to help students develop their verbal abilities in oral English" (Shu, 2004). Precious study findings have demonstrated the advantages of the process-oriented approach on certain subjects in a certain field. However, the process-oriented approach in oral English teaching has not been popularized. For this reason, this paper intends to promote the popularity of the process-oriented approach.

Characteristics of the Process-Oriented Approach

The process-oriented approach results from findings of linguistics, psychology, sociology and cognitive theory. It reflects the nature of oral English teaching, which focuses on communication and interaction between learners. According to its positive effects on oral English learners, some characteristics of it can be listed:

1. Focuses on the process of speaking, in which a social communication activity and promoting contact are involved with both teachers and students and them in between.
2. Emphasizes the purpose of a social communication activity and promotes better contact with speakers and listeners.
3. Constructs a student-centered class pattern and values the communication between the instructor and students, as well as that between peers.
4. Changes the role of the teacher. The teacher is not the controller in the class, but the organizer, fascinator, respondent and informant in class.
5. Considers speaking as a recursive process of discovering and creating meanings. In this process, material collecting, pre-thinking, speaking, feedback and correcting overlap recursively.
6. Focuses on feedback and correcting conducted by the teacher and students together.

Advantages of the Process-Oriented Approach

Several advantages are involved in the process-oriented approach. First of all, in this process, as students find words, phrases or sentences to express the ideas they will talk about, the worry about grammar or language rules is a second consideration. Therefore, students are greatly stimulated by free self-expressing in a relaxed mind of expressing themselves.

The second advantage is that it emphasizes recursiveness in the speaking process. Students talk about their materials with their peers and try to make their discussions meaningful. Each discussion will help them improve. Each time students talk and correct their speaking, they are simultaneously developing their abilities to discover and invent. Moreover, as to organizing ideas, they take the listeners into consideration who will listen to their expressions so that they will be organized as well as possible.

Thirdly, this approach is student-centered. The role of the students is no longer that of passive listeners. They will inevitably take more responsibility for controlling their speaking. For example, at the beginning, students are very involved in choosing what to say and collecting materials. During the speaking process, students help each other discover ideas and make suggestions to each other. Such a kind of involvement will help motivate and encourage students to learn with eagerness. Helpfully, the role of the teacher is a monitor instead of a controller. This will create a light and lively atmosphere in the oral English class.

Next, discussing a topic with the teacher and fellow students together is another advantage. It will help students to find problems in their speaking processes. Students can find solutions to these problems during the process with the help of either the teacher or their classmates. This kind of discussion will leave a deeper impression on the student speakers. Thus, it can avoid the occurrence that students are so easily frequently distracted by some trifles.

Finally, the procedure of class activities will help students become thoroughly aware of the process of speaking. For instance, some students with low speaking levels begin to make speeches in haste even though they may not know the meaning of the topic completely. But the process-oriented approach makes it possible for students to spend enough time in preparing, which will help them think more carefully about the topic and explore ideas more deeply.

Shortcomings of the Process-Oriented Approach

This approach also has its limitations. First of all, students are encouraged to speak whatever comes into their minds. Problems thus arise from organization. Under the circumstances of the process-oriented approach, the students generate a mass of ideas that can lead to more disorder than order, more confusing divergence than clarifying focus (Yu, 1996, pp. 38-40). In addition, Yu Fei added that it can hardly solve the problem of the usage of words and expressions. Furthermore, this approach has a limitation on its application. It requires a large amount of time so it is not suitable for short-term training. And if there are more than 50 students in one class, the teacher will not have much time in discussing with each one. Lastly, more effective native language input should be added in English speaking class.

Factors of the Process-Oriented Approach

There are some fundamental factors involved in this approach: dynamic complementary learning environment, the roles of the teacher, and the roles of the students. These three factors interrelate and interact with each other, but only when they are treated as a whole can this approach work.

Learning Environment

First of all, the teaching and learning environment become one of the most prominent factors among which teaching and learning are conducted dynamically and complementarily. As Breen (1987) stated, language teaching should better target the authentic and communicative classroom environment, which basically means that the teacher should create a relevant classroom situation based on the teaching materials in order to help students comprehend and apply the materials efficiently to communicate in real life. In the language classroom where pair work and group work are used, it is particularly important to build a cooperative and dynamic group atmosphere, both to enhance language learning and to develop the motivation of the group members. It is no doubt that the most influential constituents are no more than the teacher, students and teaching materials.

In the process-oriented approach, a teacher's role changes dramatically due to the fact that he or she not only takes advantage of the materials and designs more meaningful activities to encourage the students to challenge their present levels, but they also become a participant and a learner. To be specific, the teacher does not act as a knowledge filler and authority in the traditional sense, but instead, they fulfill a multitude of roles such as organizer, facilitator, assessor, resource and co-operator.

Teacher's Roles

It is the teacher's responsibility to organize the classroom as a setting for classroom activities. Guidelines for classroom practice suggest that during an activity the teacher monitors and provides the students with information and strategies of learning. The success of these activities depends on good organization and on the students knowing exactly what they are doing. The main objective of the teacher is to tell the students what they are going to talk about, give clear instructions about their tasks, get the activity going, and then collect feedback when it is over.

The teacher, who plays the role as a facilitator, needs to be fully aware of the students' communicative needs, such as their learning objects, interests, styles, linguistic knowledge and competence they have mastered and their needs. Under those circumstances, the teacher takes the responsibility to encourage students to take part in the in-class activities and makes suggestions about how students may conduct an activity when there is a break in silence or when they are confused about what to do next. The role of a prompter has to be performed carefully for if the teacher is too aggressive, he or she starts to take over from the students, whereas the idea is that he or she should be helping them only when it is necessary.

Clearly a major part of a teacher's job is to assess the students' work and see how well they are doing. The teacher's role is to show where the mistakes have occurred and help students realize what has gone wrong and put them right. When students are working in a fairly controlled situation the teacher may make a gentle adjustment without completely destroying the atmosphere. It is very important for the teacher to be sensitive to his or her students and be aware of when an adjustment is necessary.

The teacher is a kind of walking resource center in that he or she is supposed to be ready to offer help when needed. After all, he or she has a good command of the language that the students are struggling to learn. The teacher should make it clear that he or she is available as a resource, and a source of information of any kind, including vocabulary, grammar, understanding, as well as cultural background, if the students really ask for help.

The teacher sometimes might join and play somewhat of a cooperative role in the classroom activities. On the one hand, he or she is a part of the communication by offering new knowledge and content, but on the other hand, he is observing the problems and correcting them if necessary. Teachers' participation

probably not only improves the atmosphere in the class, but also gives the students a chance to practice English with someone who speaks better than they do.

Students' Roles

Students in the process-oriented approach are certainly the center and always the core to get access to the fluent and accurate spoken target language. The students do their utmost as the language learner, participant of the classroom activities and co-operator under the guidance of the teacher. Students should play a wide variety of roles in cooperative and communicative class as follows:

Students are interacting, capable of presenting ideas as well as talking about them. In class, the students act as the prominent participants involved in the various classroom activities in which they try every means to accomplish their tasks individually or cooperatively. The students manage to find out the keys to the questions and explore creative thinking by discussing and cooperating with their classmates. That is, they communicate with each other using what they know about the materials they collect, and they also intend to convince others and try to arrive at an agreement.

Students are listeners and performers who have little control over the content of learning. Under the help of the teacher, they are entitled to make mistakes and develop a sense of achievement. When they are listening to other's speech, they can be aware of the mistakes that other students make and find out whether or not they have these shortcomings.

Students are, at the same time, members of a social group or community moving from dependence to autonomy as their learning progresses. The students reflect upon what they have learned and put forward their own ideas concerning the content of learning, the applicability of the teaching approach and the objectives of the syllabus according to their experiences of failure or success. They are involved in a process of personal growth and social activity, taking responsibility for their own learning, and developing autonomy and skills in learning how to learn.

Conclusion

The process-oriented approach lays great emphasis on guidance, facilitation and assessment in the process of teaching and learning. The teaching procedure is designed to take students' learning and development into account, and regard the students' needs and interests as the foremost premise. What's more, though the approach follows the rules of Communicative Language Teaching (CLT), fluency is of great concern rather than accuracy. What is most significant is that the teacher offers help to the students on every occasion they need, and that students attempt to develop their autonomy in language speaking under their guidance. Most important, students become active learners for the purpose of having a good command of speaking skills under this approach.

References

- Breen, M. (1987). Learner contributions to task design. In C. Candlin & D. Murphy, (Eds.), *Language Learning Tasks*. New Jersey: Prentice Hall.
- Emig, J. (1971). *The composing process of twelfth graders*. Chicago: National Council of Teachers of English.
- Shu, D. F. (2004). *Foreign language teaching reform: Problems and suggested solution*. Shanghai Foreign Language Press.

- Wu, J., & Zhang, Z. X. (2000). A study of the feasibility of prewriting in teaching composition. *Foreign Language Teaching & Research*, 32(3), 213-218.
- Yu, F. (1996). Product-oriented approach, genre-oriented approach and process-oriented approach in writing teaching. *Foreign Language World*, 3, 38-40.
- Zamel, V. (1982). Writing: The process of discovering meaning. *TESOL Quarterly*, 16, 195-209.

Study on the Interaction in a Translation Workshop Teaching Mode and the Changes in the Teachers' Role

Lang Shanshan

College of Humanities and Sciences of Northeast Normal University, Changchun, China

Email: 106267946@qq.com

[Abstract] A translation workshop is a teaching mode, which focuses on the translation process. Interaction plays an important role during the translation process; however, there is little domestic research on the students' interaction in a translation workshop. This research records and transcribes the interaction among student translators in a workshop, and then the research finds that the interaction of students in the workshop is mainly reflected in four aspects: analysis of background material of translated texts, discussion of word selection, grammar analysis of translated texts, and self-reflection. In addition, in this translation teaching mode, the teachers' role has correspondent changes, which are also dealt with in this research.

[Keywords] interaction; translation workshop; teachers' role

Introduction

With the rapid development of economic globalization, the status of the modern service industry is becoming more important. Language service is an important part of the modern service industry, and translation is one of the main forms of language service. Therefore, the development of the translation industry is urgent. The translation industry needs a large number of translators with comprehensive practical ability. It means translation teaching methods are also important.

In recent years, research on the translation workshop teaching method in China has gradually emerged. These studies are mainly from the macro-perspective, whereas few studies have focused on the micro-level of the translation workshop, that is, the interaction among students in the translation workshop and the function of these interactions in developing the students' translation ability. In the translation workshop, classroom interaction is mainly the interaction among a group of two or more students under the guidance of the teacher. The members of the group independently form their own translations, and then discuss their respective translations within the group to form the best translation for the group. This paper first reviews the definition of the translation workshop and its current research in China. Second, based on the related translation workshop mode and the author's practice and experience in organizing a children's poetry translation workshop, a procedure in translation workshop mode is designed and introduced. Third, this paper analyzes the interaction in the translation workshop mode and the result shows that the interaction is mainly reflected in four aspects: analysis of background material of translated texts, discussion of word selection, grammar analysis of translated texts and self-reflection. Finally, this paper discusses the changes of the teacher's role under the translation workshop teaching mode.

Literature Review

The Definition of a Translation Workshop

As a teaching mode, a translation workshop is formed under the guidance of constructivism theory, whose emphasis is put on student-centered teaching. It is different from the traditional teaching mode which is formed under the guidance of structuralism. In a translation workshop, translation source texts are mainly practical passages, not sentence or literature passages, because it is a teaching mode that conforms to the

needs of the market economy. The translation workshop was first proposed by Gentzler (1993) in the book *The Contemporary Translation Theory*. The definition of a translation workshop is a workshop where two or more translators work together to engage in translation activities. As a teaching mode, the translation workshop adopts practical texts, and focuses on the translation process and the improvement of the students' overall qualities. Professor Li Ming and professor Zhong Weihe (2010) defined the translation workshop as a platform which provides students with a large amount of high-intensity translation training and improves the translator's translation ability through cooperation and discussion. Under the internal and external interactive learning environment, students understand and grasp the true meaning of translation and it lays the foundation for independently undertaking translation activities and implementing translation projects.

This new teaching mode provides students with a large amount of translation practice. In practice, students reflect on the relevant steps in the process of translation, language formation and non-linguistic formation. In this way, translators in the workshop can gradually perform independent translation and grow into a qualified translator.

Research on the Translation Workshop in China

The translation workshop has received support and responses from many translation researchers in China. Some institutions have tried to transform the traditional classroom teaching model into an interactive, discussion-based workshop teaching model. For example, the construction of translation quality courses at the Foreign Languages Institute of East China Normal University adopted a translation workshop teaching mode, focusing on cultivating translation skills and personal responsibility awareness (Zhang, & Wu, 2011). Through the search of domestic authoritative databases, it has been found that since 2010 a large number of relevant articles have appeared. The domestic researchers have mainly focused on the specific operation process of the translation workshop teaching model. For example, Lv Liangqiu (2014) put forward five specific operating procedures of the translation workshop: curriculum arrangement, pre-class interaction, classroom interaction, translation collation, and performance evaluation. Jiang Honghong (2016) believes that the teaching process in the translation workshop teaching can be divided into three stages, namely, the preparatory stage before class, the interaction stage in the class, and grade evaluation and post-construction stage after translation. Although the process classification of the translation workshop teaching model is different, domestic researchers have a similar process in the translation workshop. They are roughly divided into pre-class preparation, classroom interaction and post-graduation assessment.

Procedures in the Translation Workshop Teaching Mode

The teaching mode of the translation workshop is different from the skill and language proficiency training in the traditional teaching mode. The translation workshop is a process-oriented, learner-centered teaching mode. The collaborative translation is the main feature of the workshop teaching mode. It aims at cultivating students' language ability, translation ability and communication skills. At the same time, for teachers, this teaching mode allows them to exercise translation skills and reflect on teaching experience.

The classroom interaction of the translation workshop teaching mode is carried out among student translators. Each group in the workshop has two to four students. The teacher arranges translation materials in class and discusses the key points and difficulties of the translation materials. After the class, the team members complete the translation independently and then bring it to class for group discussion. After the group discussion and reflection, each team member has a clearer understanding of the manuscript content. Then, these group members interact with each other in the translation workshop and form scaffolding to

help them deeply understand the task. Eventually, they complete a group translation and report in class. At the same time, each team member forms a reflection report. Teachers provide guidance to students in the following aspects, such as the search for documents, learning translation strategies, and the language expression of the texts. As the students' translation ability is improved, the number of students in the workshop group can be gradually reduced and the student interpreters can perform independent translation. Teachers check the quality of the translations until the students' interpreters are stabilized, and then the students gradually became qualified interpreters.

Visintin (2008) summarized the contents of student activities in the translation workshop as this: Students read the text, identify the stylistic type of the text, the language style, and understand the source background of the text and the reader of the text. Students must discuss together to determine the difficulty in understanding the text. Students use the dictionary to perform preliminary translations, or to understand unfamiliar content through the Internet. Each member of the group must exchange and discuss their work within the group.

Based on Visintin's idea about the contents of student activities in the translation workshop and the author's practice and experience in organizing a children's poetry translation workshop, the author believes that the basic flow of the translation workshop teaching model can be designed as follows: read through the original text, discuss and decide the difficulty in translation, assign the task to group members, discuss the first draft, form the group's translation text, report the translation result in class, and reflect on the procedure. After-class evaluation and reflection refer to the teacher's feedback on the translations submitted by the students and the formative evaluation of the students' performance in the process of forming the translations as a student's translation performance.

In the teaching mode of the translation workshop, classroom interaction plays an important role and it is an important process for internalizing translation knowledge and skills. Study on how the model works, and the micro-study of peer-scaffolding are beneficial to the effectiveness of the translation workshop teaching model.

Interaction in Translation Workshop Teaching Mode

The purpose of classroom interaction is to build a scaffold to enable students to improve their language ability and translation ability with the support of their peers. Translation ability is the potential knowledge and skill system necessary for the translator to be competent in translation tasks (Ma, & Guan, 2010). Translation ability is the intercultural transformation ability between the source language text and the target language text. Translation ability consists of the following components: bilingual ability, extra-linguistic ability, translation knowledge ability, tool ability and strategic ability, and through psychological-physiological mechanisms (Fang, & Wang, 2014). Language ability is the core of cultivating the Chinese-English translation ability. If there are no strong language skills in the foundation, any other study of translation knowledge and the improvement of translation skills will not be effective (Ma, & Guan, 2012).

Interaction in the translation workshop serves to develop translation ability and language ability. By recording and transcribing students' interaction in the translation workshop, observing the classroom, and interviewing teachers and students involved in the translation workshop, this author conducted a qualitative study on the interaction in the translation workshop. The result shows interaction of students in the translation workshop is mainly reflected in the following four aspects: analysis of background material of translated texts, discussion of word selection, grammar analysis of translated texts, and self-reflection.

Analysis of Background Material of Translated Texts

The interaction of students in the translation workshop is used to analyze the background material of translated texts. In the translation workshop, the members of the group have different backgrounds and different experiences. This leads to different understandings of the text. Also, students search for information in the dictionary and websites. Then the information gap is formed. The interaction of team members can promote students' understanding of translated texts. Example 1 shows that a team member comprehends and shares the meaning of the text in terms of his own cultural impact on different regions in China when they discuss the translation of a passage on "cultural shock", which mainly focuses on the cultural shock experienced by people who move from one culture to another.

Example 1

Student A: Look, this is language, em, if this is "eating habit", it is impossible to get used to. When I first went to Chongqing and ate the chili there, I felt the spice before I put the chili into my mouth. I think this is a part of "cultural shock". So, "eating habit" is a part of "cultural shock".

Discussion of Word Selection

Word selection is also involved in workshop interaction. The translation process is mainly about the translator's construction of the structure of the source language text and the target language text. The translator can understand the author's intention and also recognize the cognitive needs of the target language reader, and then make the translated language text reasonable at the language level. Reasonable choice of words at the language level is an important part of constructing translation works. In the interaction of the translation workshop group, the discussion and selection of vocabulary plays an important role in improving students' language development and translation awareness. One is the corresponding translation of words, and the other is the correspondence of sentences. In the interaction, students explored different strategies to translate, whether to maintain the original text structure or to generalize the meaning of translated text, or the combination of the two. Example 2 shows group members discuss and select the appropriate translation of the word "commuting".

Example 2

Student A: ...面对生活种种的必需, 例如, 工作、交际、学习...

Student B: huh? Commuting, the meaning is 交通

Student A: (pause) oh, yeah, it's wrong, teacher said "出勤"

Student B: em, 上下班

Student A: yes.

This kind of discussion about dealing with texts by using literal translation or free translation, naturalization or alienation strategies lead students to reflect on the translation process and apply the theory to solve the real translation problem. This improves students' intuitive impression of translation. In this process of word selection, students exercise skills and construct their own translation knowledge and abilities.

Grammar Analysis of Translated Text

The grammar analysis of translated text is another function that interaction performs. Grammar analysis of source text and translated text is the basis for understanding the meaning of text and formulating the appropriate translated text. In student interaction, especially when comprehending the source language texts

of the second language, students' grammar discussion has a higher frequency in peer interaction. Students involved in the discussion of the grammar including the division of the subject, the predicate and the object, identifying the relationship between the clauses, the role of the sentence in the whole text and so on. The group peers have different understandings of these grammatical phenomena. These cognitive differences motivate the students to engage in discussion and learning with peers, thereby facilitating language development and causing noticing of the textual and linguistic style of the second language.

Self-Reflection

Self-reflection is also inspired in the interaction process. Students experience problems in translation practice and gradually realize that they need to solve their current problems by using the translation theories they have learned or they reflect and form their concept of the translation strategies. Students' mutual communication is a socially constructed behavior. Dialogue and cooperation in the translation workshop can help students reflect upon their translation strategy and learn how to express their opinions and negotiate different viewpoints. Example 3 shows Student B realized her misunderstanding after Student A reads the sentence. In this process, although no one teaches or instructs, Student B still finds the mistake through interaction with Student A and self-reflection. The interaction with Student A stimulates Student B's self-reflection to correct her own mistakes.

Example 3

Student A: the second sentence is that, "some people may respond by developing negative stereotype of the host culture, by refusing to learn the language and by mixing exclusively with people of their own culture background."

Student B: (silent for a long time), em, actually when I translated, I ordered it wrongly. I didn't see the first "by", and I didn't realize these three parts are paralleled.

Student A: oh, that's right.

Teachers' Role in the Translation Workshop

Most translation teaching modes are centered on the translation skill and are designed as follows: teachers explain the translation skill, then students complete the exercises concerning the translation skill, and finally teachers comment on these exercises. In this process, teachers are always the main character. There are three main roles: one is the imparter of translation experience, the second is the initiator of the translation exercise, and the third is the judge of the translation (He, 2015). In this translation teaching mode, teachers act as the original author of the translated texts, and they also play the role of assigning the exercise, asking questions, and correcting errors. Teachers are the ultimate judges of the quality of the translation. This teaching mode is controlled by the teachers and the teaching content is crammed into the students. The students do not experience the translation process personally and they are uncertain and doubtful about what the teacher is teaching, although teachers have tried hard to deliver their own translation knowledge and translation experiences to their students by exercises and error correction.

The translation workshop teaching mode is under the guidance of teachers. Teachers organize students into different teams and distribute translation tasks and guide students to discuss translation difficulties. Then, under the teachers' supervision, each group discusses the translated texts in the class, and one translation text is approved by all team members. In the translation workshop, the teacher is no longer the authoritative role as in the traditional classroom. The role of the teacher shifts into a mature interpreter, who organizes, guides and comments on the student's classroom group activities and translation. This

requires teachers' involvement in the students' interaction, stock of translation knowledge, professional experience, ability to organize and quick response.

Conclusion

This research records and transcribes students' interaction in the translation workshop, and then it makes the qualitative analysis on the functions of interaction among students. In addition, this research also covers the changes in the teachers' role in this student-centered, process-oriented teaching mode. This research provides the micro-perspective on the translation workshop teaching mode, and the changes in teachers' role.

Acknowledgement

In this paper, the research was sponsored by the 13th Five-Year Plan of Educational Science Foundation of Jilin Province (general project). Project name: *The Survey and Study on the Interaction in the Teaching Mode of the Translation Workshop* (Project No. GH171012) and 13th Five-year Social Science Research Planning Project of the Department of Education of Jilin Province. Project name: *Research on the Strategy of Cultural Outreach in Jilin Province in the Context of Globalization* (Project No. JJKH20181317).

References

- Fang, H., & Wang, K. F. (2014). Research on the composition and development model of translation ability under dynamic system theory. *Journal of PLA University of Foreign Languages*, (Sept.), 124-130.
- Gentzler, E. (1993). *Contemporary translation theories*. London and New York: Routledge.
- He, S. F. (2015). The transformation and construction of teacher's role from the perspective of connectionism. *China Adult Education*, 24, 172-174.
- Jiang, H. H. (2016). Review of translation workshop research. *Journal of Minnan Normal University (Philosophy and Social Science)*, (1), 92-95.
- Li, M., & Zhong, W. H. (2010). Exploration of translation workshop teaching. *Chinese Translators Journal*, 4, 32-36.
- Lv, L. Q. (2014). Exploration of teaching mode in translation workshop. *Shanghai Journal of Translators*, (4), 48-51.
- Ma, H. J., & Guan, X. Z. (2010). Developing learners' ability to translate Chinese into English – Taking the teaching of undergraduate translation teaching in Beijing Foreign Language University as an example. *Chinese Translators Journal*, (5), 39-44.
- Ma, H. J., & Guan, X. Z. (2012). On language ability to translate Chinese into English. *Journal of Xi'an International Studies University*, 20(3), 117-121.
- Visintin, A. Z. (2008). Workshop on pedagogic translation as a skill-enhancing tool. *Memorias Del IV Foro Nacional De Estudios En Lencuas (FONAEL 2008)*.
- Zhang, C. B., & Wu, B. (2011). Turning the translation classroom into a workshop: on the construction of fine translation courses. *Foreign Language Learning Theory and Practice*, (2), 70-73.

From Theory to Practice: The Application of Multiple Intelligences Theory in College English Teaching Reform

Shao Fei

*College English Teaching Department, College of Humanities & Sciences
Northeast Normal University, Changchun, China
Email: 249522716@qq.com*

[Abstract] With the development of globalization and increasingly frequent intercultural communication, English learning plays a more important role in cultivating globally competitive talents. Nevertheless, there are various problems in present college English teaching, which greatly affects students' learning initiatives and effects. This paper attempts to build a feasible college English teaching model on the basis of Multiple Intelligences (MI) Theory after finding out some problems existing in the college English program in an attempt to arouse students' learning interests and improve English teaching quality.

[Keywords] Multiple Intelligences Theory; college English program; teaching reform

Introduction

Howard Gardner, an American psychologist, proposed Multiple Intelligences (MI) theory in 1983. MI theory is actually a learner-based philosophy that characterizes human intelligence as having multiple dimensions that must be acknowledged and developed in education. In recent years, many scholars at home and abroad have advocated that applying MI theory to second language teaching is conducive to provide multiple learning environment and opportunities for language learners. At present, a series of results based on MI theory have been received at home, such as curriculum development, teaching strategies, course evaluation and so on, but most of these researches are restricted to basic education reform. While in the field of higher education, especially in College English teaching, MI theory has not been taken seriously. This paper tries to explore how to apply MI theory to College English teaching after analyzing some existing problems in order to fully develop students' multiple intelligences and improve the quality of College English teaching.

Problems in College English Teaching

With a view to keeping up with the new developments of higher education in China and meeting the needs of the country and society for qualified personnel in the new era, College English, an integral part of higher learning, is of great significance for students to improve their overall capability. Because College English teaching differs from other courses in terms of teaching resources, students' level of English upon entering college and the social demands they face, it should emphasize individualized teaching. However, studies on the current situation of college English teaching show that there still are many problems, as noted below:

Large-Scale English Class Teaching

In order to save teaching costs, many universities and colleges teach College English in large classes. The average number of students in the English class ranges from 50 to 60, or even more. It is very hard for teachers to offer individualized teaching to many students. Students' English levels upon entering college tends to polarize and their demands for English learning are becoming increasingly different, and the large-scale English class teaching can't meet students' various demands. In addition, many College English

classes are still examination-oriented. What is taught in class mainly serves for CET Band 4/6, which seriously demotivates students in English learning and stifles their learning creation. According to a survey of senior non-English majors from 21 colleges and universities in 10 different provinces and cities in China, 44.4% students believed that their English levels didn't improve and even declined after four years and 52.6% students felt dissatisfied with College English teaching and learning (Cai, 2010). These data fully demonstrate that the effect of College English teaching is not good enough to meet students' practical demands for English learning.

Outdated Teaching Methods

Being limited by traditional teaching beliefs and teaching models, many College English classes are organized by force-feeding English knowledge, including teaching new words one-by-one, translating text line-by-line, and explaining grammar item-by-item. In class, teachers seldom ask provocative questions and let the students argue, research and write papers on their own, but instead students just mechanically wait for all of the "correct", standard interpretations given during lectures. The above rigid teaching method makes students complain that they are bored in these kinds of English classes and are losing interest in English learning. General education in the Industrial Age tried to equalize students and make them more like machines to increase social productivity, but in today's Information Era, AI is widely used, which demands, more than ever before, that a talent in the future be more like a human being not a machine and today's teachers should have much more qualities of educating. The word "educate" in Latin originally means "to motivate", so a teacher's duty is to awaken the potential hidden in students' minds. However, the present outdated teaching methods prevent students from challenging themselves and remaining to learn independently.

One-Sided Evaluation Systems

Evaluation is a key component in College English teaching. Summative assessment, consisting of final tests and proficiency tests, is conducted by most colleges and universities in China. The biggest problem of summative assessment is that the score of a test is everything, completely ignoring students' procedural and developmental performance in their English learning. Actually, English learning is a process of accumulating, but summative assessment pulls students' English improvement apart from their leaning attitude, potential and developing features. As a result, this one-sided evaluation of students' learning, which proves not to be comprehensive, objective and scientific, cannot improve students' learning passion and efficiency as well as help teachers obtain effective feedback.

Theory of Multiple Intelligences

Howard Gardner (1993), an American developmental psychologist, proposed a view of natural human talents called the "Multiple Intelligences Model". Gardner believed that Traditional IQ tests measure only logic and language, yet the brain has other equally important types of intelligence. Gardner proposed eight native "intelligences", described as follows (Richards, & Rodgers, 2008, p. 116):

- Linguistic: The ability to use language in special and creative ways.
- Logical/mathematical: The ability to think rationally.
- Spatial: The ability to form mental models of the world.
- Musical: A good ear for music, as is strong in singers and composers.
- Bodily/kinesthetic: Having a well-coordinated body.

- Interpersonal: The ability to be able to work well with people.
- Intrapersonal: The ability to understand oneself and apply one's talent successfully.
- Naturalist: The ability to understand and organize the patterns of nature.

Gardner noted that all humans have these intelligences, but people are different from each other in these eight intelligences and that all of them can be strengthened through training and practice. From the instructional perspective, MI emphasizes that learners are unique and teachers should develop instructions to respond to the uniqueness. If the learners' differences, such as learning styles, preferences, attitudes, and intelligences are acknowledged and analyzed in teaching process, the teaching effect will be greatly improved. MI Theory is very helpful for us to make a reflection on traditional concepts of students, teaching and evaluation based on language and logic intelligences. We are encouraged by MI to question our traditional educational system, taking a fresh look at every student who has various potential and exploring more multiple and reasonable evaluation system.

The Integration of MI Theory and College English Teaching

MI Theory has attracted the attention of psychologists and educators since it was introduced in China. Some research on how to integrate MI Theory and the teaching of different subjects has been made. It is clear that MI Theory has a vital significance for College English reform.

Enlightenment of MI for College English Teaching

The deep influence of MI on pedagogy makes a profound change in College English teaching reform, including several aspects of teaching objectives, strategies, assessment and faculty development. Some enlightenments of MI for College English teaching include:

Teaching Concept of MI

Comprehensive teaching objectives. MI theory proposes that the aims of school education should be to help students develop their intellectual strengths and improve themselves in their jobs and lives. Therefore, College English teaching is not only to teach students' linguistic intelligence but also to improve their other intelligences such as interpersonal intelligence of communication, intrapersonal intelligence of self- reflection and self-learning, musical intelligence in appreciating music and so on. Today's College English teaching should focus on enhancing students' ability to think critically in addition to the practical skills of the English language, which means by developing multiple intelligences, students should learn how to discover new things, how to have insight into complex information, how to make a choice and a decision, how to understand others, and how to have a great effect on others.

Diverse teaching strategies. MI-based English classes should go beyond the traditional College English class. On the basis of fully investigating the differences of student's intelligences, teachers should flexibly adopt various teaching methods by reflecting on teaching activities and strategies in English class. An MI-based College English class is expected to be designed "as the setting for a series of educational support systems aimed at making the language learner a better designer of his/her own learning experiences" (Richards, & Rodgers, 2008, p. 118).

Multiple teaching evaluations. An evaluation is regarded as not only a indispensable component in teaching, but also an effective feedback in a learning activity. MI theory supports to integrate the teaching process and teaching evaluation, aiming at assessing learner's intellectual development with the eye for comprehensive development. So, we should reform our teaching evaluation system by means of combining

formative assessment and summative assessment, making teaching and evaluating performed simultaneously.

Role of Teachers in MI-Based English Classes

The role of teachers in MI-based class has a clear difference from that in the traditional class. Teachers in the MI-based classroom always change their ways of teaching and expression instead of just standing in front of the classroom, giving lectures based on prepared teaching materials. They usually integrate various intelligences in creative ways. Actually, MI theory “is not prescriptive. Rather, it gives teachers a complex mental model from which to construct curriculum and improve themselves as educators” (Campbell, 1997, p. 19). In this view, teachers are encouraged to become lesson designers, activity finders, getting students and themselves out of the training of single linguistic intelligence and into richer multi-intellectual activities. Teachers have a role that is not only to improve students’ language abilities but also to become major “contributors to the overall development of students’ intelligences” (Christison, 1999, p. 12).

Role of Students in MI-Based English classes

According to MI theory, every student is viewed as possessing his/her unique intellectual structure. The role of students has been paid more attention because their different learning motivations, strategies and styles have a great effect on language teaching and learning. Like teachers, students in the MI classroom are expected to see themselves not only as language learners, but as an individual who needs to become more well-rounded in general. “The more awareness students have of their own intelligences and how they work, the more they will know how to use that intelligence to access the necessary information and knowledge from a lesson” (Christison, 1997, p. 9).

Principles of Integrating MI and College English Teaching

Although the MI model has been used in remaking some schools’ educational programs in the United States, applications of MI in language teaching have been more recent. It is encouraging that many American scholars have achieved many fruitful research results, such as “Multiple Intelligences in the Classroom” (Armstrong, 1994), “How teachers interpret MI theory” (Campbell, 1997), “An introduction to multiple intelligences theory and second language learning” (Christison, 1997) and so on. The literature on MI practice provides a rich source of applying MI theory in language teaching and helps teachers think about how to teach in unique ways. Several points should be attached importance to in the process of integrating MI and College English teaching:

Emphasize Student-Centered Teaching

MI theory is a learner-based philosophy that every student is unique and his/her uniqueness should be acknowledged and responded to in teaching. In language teaching, teachers should stick to the student-centered principle which emphasizes each student’s interest, abilities, and learning styles, placing the teacher as a facilitator of for individuals rather than for the class as a whole. In MI - based classroom, teachers are expected to find students’ difference in their intellectual strengths and believe it possible for each student to succeed in the future .Students are encouraged to be more active and responsible for participating in the class activities designed on the basis of their interests.

Design the English Program Systematically

MI-based language teaching is a long-term systematic project which involves the syllabus, program objective, teaching models, teaching activity design, teaching evaluation and intelligence development. Teachers in College English classes must not apply MI for MI's sake. The amount of using MI theory is not necessarily associated with the quality of teaching. It is suggested that MI-based English program be designed throughout a whole term. Different intelligences can be applied according to the theme and the teaching contents of each unit in order to offer an open multiple leaning opportunity for students.

Simplify Class Activities

Because of the limitation of time, the feasibility of teaching activities in MI-based classroom must be fully considered. Teachers should design teaching activities closely related to teaching materials and students' daily lives. It would be disastrous for English teaching if the whole class became disorderly and busy due to overemphasizing diversified activities. It is appropriate that teaching activities be organized in simple forms to arouse students' interest in participating and ensure teaching effect.

Develop Linguistic Intelligence Preferentially

It is not proper to say which human intelligence is the best. All kinds of intelligences play equal roles in an individual's development. In MI-based College English classes, teachers are encouraged to recognize their students' particular talents and provide learning activities based on those inherent gifts. But we have to admit that language learning and use are obviously closely linked to what MI labels "Linguistic Intelligence", so the English teaching practice that builds on MI theory should revolve around "Linguistic Intelligence" to improve students' overall abilities in English listening, speaking, reading, writing and translation. It is notable that MI theory looks at the language of a person as not an external skill but an inner quality to the whole life. In this sense, language learning is not regarded as limited to a "linguistics" perspective but embraces all aspects of communication. Therefore, it is natural that language be integrated with music, body language, interpersonal relationships, and so on.

Make Multiple Assessments

Compared with a traditional assessment system, multiple assessments pay more attention to the real evaluation of students. Teachers are encouraged to adopt various assessment methods, implementing formative assessment in the process of teaching. Teachers can build up a personal profile for each student to keep a record in and outside of the classroom learning activities. Also, teachers can take advantage of software to study students' online self-learning data. By observing, recording and analyzing students' learning in classroom and their everyday lives, the learning efficiency can be greatly improved. In addition, the multiple assessments should include students' self-assessment and peer assessment, which effectively facilitates students' monitoring for their own learning.

An Application Example

This author takes the first unit in *The Pursuit of Dreams* in *New Progressive College English (Integrated Course Book 1)* as an example to show how MI theory is implemented in College English teaching. In this unit, several heroes who persist in pursuing their dreams are introduced. The theme of this unit tends to tell students that the pursuit of dreams leads people to do things out of the ordinary, yet dreams alone are not enough, for it takes a lot of determination and hard work to make them come true. The teaching design is

based on one project of interviewing successful dreamers, consisting of four stages, as proposed by Lazaar (1991):

- Stage 1: Awaken the Intelligence. The teacher asks students to talk about their dreams and discusses with them the value of dreams; and then teacher plays the video about true stories of heroes in this unit.
- Stage 2: Amplify the Intelligence. The teacher asks students to retell the stories in this unit after they read the text and share what they learned from these stories with classmates.
- Stage 3: Teach with/for the Intelligence. The teacher designs a speaking task – suppose a TV presenter is hosting a show on the American dream and the Chinese dream. Three heroes of the stories in this unit are invited as interviewees. Students are asked to work in a group of four people (TV presenter and three interviewees) and each student picks a role. The whole group brainstorms about what specific questions the presenter is going to ask. The presenter collects the questions and writes them down on a piece of paper and the other three people prepare answers.
- Stage 4: Transfer of the Intelligence. Students role-play the interview and discuss about what they experienced while accomplishing this speaking task.

The particular lesson gives students opportunities to develop their linguistic intelligence (for example, discussing and brainstorming), logical intelligence (determining which group they participate in), visual intelligence (watching video and imagining), interpersonal intelligence (working in groups) and intrapersonal intelligence (reflecting on what they learned in the lesson)

Conclusion

MI theory, originally proposed as a contribution to cognitive science, is becoming an increasingly popular approach to emphasize learners' life-long development. Although how language programs are restructured around the MI perspective is needed to be discussed, MI theory provides more possibilities for College English teaching reform. What needs to be further researched is how to take advantage of MI theory to enhance teachers and students' understanding about language program and make language learning an enjoyment.

References

- Armstrong, T. (1994). *Multiple intelligences in the classroom*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Cai, J. (2010). A study of the reasons for and strategies of post-CET reform. *Computer-Assisted Foreign Language Education*, 2010(3), 3-12.
- Campbell, L. (1997). How teachers interpret MI theory. *Educational Leadership*, 55(1), 15-19.
- Christison, M. (1997). Multiple intelligences: Teaching the whole student. *ESL Magazine*, 2(5), 10-13.
- Garden, H. (1985). *Frames of mind: The theory of multiple intelligences*. New York: Basic Books.
- Garden, H. (1993). *Multiple intelligences: The theory and practice*. New York: Basic Books.
- Lazaar, D. (1991). *Seven ways of teaching: The artistry of teaching with multiple intelligences*. Palatine, IL: IRI Skylight.
- Richards, J. C., & Rodgers, T. S. (2008). *Approaches and methods in language teaching*. Cambridge: Cambridge University Press.

Analysis of the Current Development of China's Research on Business English Translation Teaching in Vocational Colleges Since 2000

Guan Ming-yang

Department of Foreign Trade, Yantai Vocational College, Yantai, China

Email: lgly2000@126.com

[Abstract] Since 2000, fruitful achievements have been made in the research on business English translation teaching in vocational colleges. However, the research on the whole is comparatively unsatisfactory, characterized by three "lacks", to be specific – a lack of high-level achievements, a lack of empirical research, and the lack of studies on monographs. It's imperative that, on one hand, the unsatisfactory aspects should be improved, and on the other hand, more in-depth all-around academic achievements should spring up so as to promote the teaching of business English translation and meet the social demand for more qualified talents with high-level translation competence.

[Keywords] business English translation teaching; vocational colleges; three "lacks"; analysis of current development

Introduction

Business English translation, a key course of specialization in vocational colleges, focuses on the cultivation of students' comprehensive grasp of language skills, business knowledge and, most importantly, the competence of practical business English translation. It has been universally acknowledged that business English translation teaching in vocational colleges is of vital importance for the training of professional talents in the business circle. However, for quite a long period of time, this field has fallen into oblivion with no one to care for it in China, which has hindered the development of this field and the cultivation of talents.

No matter whether in terms of vocational education or translation studies, business English translation teaching is indispensable and deserves adequate attention. Fortunately, with the development of business English and the social demand for business English talents, some changes have begun to take place gradually since 2006. From then on, more attention has been paid to this field with more achievements embodied in the growing number of papers, works and projects covering a wide scope of studies demonstrating, to some extent, the trends and innovations in this field. This paper is intended to make a thorough analysis of these achievements and point out the unsatisfactory aspects to be improved.

Achievements

Strictly speaking, in China, studies of business English translation teaching in vocational colleges can be traced back to 2006 when there were only two papers written –one discussing the employment of case-based teaching and the other analyzing the characteristics of business translation teaching in vocational colleges. Since then, the studies of this field have begun to flourish with a growing number of achievements springing up from different perspectives, which are briefly summed up as follows:

Studies on Teaching Mode

The traditional teaching model of business English translation is teacher-oriented, to a large extent, featuring teachers spoon-feeding and students' passive acceptance, which gives rise to the inefficiency of

teaching, as well as the students' lack of interest in learning and translation competence. Studies on the teaching mode help master the various factors involved in the teaching process at the micro level and promote the optimization of the teaching design.

Qiu Min (2010) argued that it's imperative to carry out innovation of the traditional teaching mode against the background of promoting the reform of vocational education and to verify the feasibility of the application of the project-based teaching mode to the teaching of business translation. Xu Ning (2011) explored the construction of a multi-dimensional interactive teaching mode featuring multi-subjectivity, multi-level and multi-form in the practice of economic and trade translation. It aimed at the cultivation of professional core abilities, and thereby, the promotion of the quality of course teaching and talent cultivation. Ma Shuo, et al. (2012) held, based on the comparison between the new and the old teaching modes in vocational Business English translation classes, that the "translation workshop" is an effective teaching mode contributing to the realization of the talent training objectives of vocational colleges. Li Xiaomei (2013) pointed out, by analyzing the teaching of vocational business English translation from the perspective of memetics, that the application of ISAS will improve the teaching quality, make up for the traditional teaching mode and offer enlightenment for other fields of teaching. Shi Rongzhen (2013) put forward a five-step teaching mode with the integration of projects as the driving force, teamwork as the main form, task implement as the means, and multi-evaluation as the examination, to be specific, arguing that this five-step teaching mode can contribute to the promotion of students' application ability and social competence. Li Na (2016) made a thorough analysis of the flipped classroom in terms of its origin, definition and characteristics, and carried out research on flipped classroom teaching mode in the course of *Business English Translation*, which provided reference for the reform of other courses. Mao Chunhua (2018) explored, in the context of informatization, the employment of the student-oriented teaching mode of the flipped classroom and thereby optimized the business translation teaching. Xie Yuanyuan (2018) broke the traditional classroom teaching mode and explored the construction of a hybrid translation teaching model driven by corpus with full use of information technology, arguing that the corpus-based business translation teaching will help student give full play to their self-regulated learning abilities. Chen Ping and Chen Shiqing (2018) argued that the theory of situational cognition provides significant implications for translation teaching innovation and thus, explored the establishment of an English translation teaching model based on situated cognition theory in hopes of promoting the teaching of business English translation in vocational education.

Studies on Teaching Design

Teaching design usually includes objectives, major and difficult points, methods, procedures, and time allotment, etc., which, if properly designed, contribute to the optimization of the teaching effect by arousing students' interest in what's being learned and improving their abilities and efficiency. Lian Weiyu and Zhou Bin (2010) made an exploration, based on the task-driven teaching approach, of the teaching design of business English translation in vocational colleges, arguing that the teaching should be driven by real translation task and guided by action process. Zhang Shuxia (2011) made a case study of the varied translations of car names and pointed out that the overall teaching design of business translation, a compulsory vocational course for the business English majors, is crucial for the training of translation practice. Song Xiaodan (2015) held that the application of a space teaching method, one comparatively advanced teaching method having been greatly improved and optimized in vocational colleges, would contribute to innovation to the teaching of traditional business English translation. Yuan Minghua (2016)

explored, based on a brief analysis of the current situation of business English translation teaching in vocational colleges, the translation curriculum orientation, teaching content and teaching methods in vocational colleges, aiming to cultivate students' practical ability of translation and help them to adapt to the requirements of business English. Ge Jiayin (2018) explored the adoption of the concept of CBI into the teaching of the Business Translation course, combining the teaching content with the formative assessment by conducting "1+X" model so as to optimize the assessment contents, purposes and marking standards, and argued that formative assessment helps enhance the translation ability of vocational students to meet the requirements of the society.

Studies on Reform and Innovation

Against the background of the growing demand for business English translation talents, it's imperative for the reform and innovation of business English translation so as to promote the teaching of business English translation and cultivate qualified translation talents. Zhang Shuxia (2011) explored the reform of business English translation from the perspective of region features of Zhejiang Province, arguing that effective measures, for example, pinpointing precisely the teaching objectives, determining scientifically the teaching content, selecting flexibly the teaching methods, and conducting a multi-evaluation, etc., should be taken, in that bringing students into real living situations with the employment of translations of distinctive region features, will infuse vitality into the dull dreary classes and help teachers find new effective teaching methods for the training of talents. Li Xinxin (2011) held that there are quite many aspects, including teaching materials, teaching methods, and teacher and student, etc., that need improving, and the course of business English translation should be reformed by selecting teaching contents, innovating teaching modes, and strengthening the training of qualified teachers, etc., so as to cultivate more practical translation talents meeting the social demands. Peng Kaiming, et al. (2013) gave a brief summary of the experiment on an all-around business English translation teaching reform in content, form, method, appraisal and construction of teaching staff and tried to find out a set of diversified business English translation teaching models so as to fit in with the need of vocational education and train interdisciplinary and practical business English translators. Liu Shixiang (2014) argued, based on the crowdsourcing translating practice at home and abroad, that it is of significance to probe into the innovative mechanism and development mode in terms of application of updated translating techniques, project management, work ethics and team spirits. Liu Jinlian and Liu Wenjun (2015) put forward four measures of reform, that is, attach more emphasis on students' translation practice, strengthen the introduction and training of faculty, stick to the student-oriented teaching mode and regulate the translation teaching, and highlighted the significance of case teaching and the cooperation between businesses and vocational colleges. Zhu Huifen (2015) explored how teachers carry out the innovation of Business English Translation classes from the aspects of teaching contents, methods and management by actively building a learning scaffold for students and extending classroom teaching to make students internalize knowledge and skills and improve their translation skills, thinking ability, creativity and vocational quality. Huang Xaioling (2017) explored, instructed by Constructivism and Postmodernism, the feasibility of vocational Business English Translation teaching mode reform based on network technology so as to promote the development of Business English Translation teaching in vocational colleges.

Studies on the Cultivation of Talents

Since China's entry into WTO and the implementation of reform and opening-up, foreign trade with other countries around the world has become increasingly frequent. Against this background, the course of business English translation is playing a more important role in foreign economic and cultural exchanges. Correspondingly, the talents of business English translation have become badly needed. Many experts and scholars have explored the cultivation of qualified business English translators.

Chen Lu (2014) made investigations, based on the analysis of current development of the teaching of business English translation in vocational colleges and the influence exerted by intercultural factors on the teaching of business English translation, into ways to enhance the students' intercultural consciousness so as to assist their feasible approach to business cultural obstructions. Li Guiyun (2016) made an analysis of the job-demand-oriented talent cultivation mode for the business English major, employed in Guangzhou Vocational College of Technology & Business, featuring the integration of language and business, project-leading, and explored its significance for the goal of training highly skilled and interdisciplinary business English talents. Zhang Lu (2017) pointed out that the primary task of business English translation is to cultivate qualified talents who are able to find an appropriate job after graduation, but the teaching of business English translation is far from satisfactory in terms of curriculum design, teaching material, teaching method as well as the shortage and incompetence of faculty.

Unsatisfactory Aspects: Three “Lacks”

Despite the achievements summarized above, the research on the whole is comparatively unsatisfactory in many aspects, discussed as follows.

Lack of High-level Achievements

Although fruitful achievements have been made in terms of the number of papers, monographs and funded projects regarding business English translation teaching, which has shown a yearly increasing trend and a wide range covered in the research, there appears a stark lack of high-level achievements. Since 2006, among 136 publicly published papers concerning business English translation teaching in vocational colleges there have been only 6 papers (Liu, P., 2010; Zhang, S., 2011a, b; Zhang, S. & Li, Y., 2014; Zhang, Y., 2015; Xie, Y., 2016) published in core journals, which shows a stark contrast and a striking lack of high-level achievements.

Lack of Empirical Research

Statistics obtained from CNKI show that a large majority of the published papers deal with theoretical aspects, for example, methodology, teaching design, and cultivation of talents, etc., but in contrast, there have been only six papers (Qiao, & Zhang, 2010; Chen, L., 2013; Chen, Y., 2016, 2017; Jiang, L., 2018; Feng, 2018) that have carried out empirical research. The predomination of non-empirical research has led to the growing gulf between non-empirical and empirical research, which is unfavorable for the healthy and sustainable development of business English translation teaching. There is no denying that this kind of non-empirical research contributes to the development of this field. However, it's not enough. More empirical research is badly needed that will assist in bridging the gulf.

Lack of Studies on Monographs

Statistics obtained from CNKI show that there are very few papers (i.e. Zhang, Y., 2015) that have reviewed monographs concerning business English translation in vocational colleges, which is in a striking contrast

to the large number of published papers (about 136 in total) and the number of monographs (over 20 in total). This is not beneficial to the teaching of business English translation in vocational colleges.

Besides the unsatisfactory aspects mentioned above, there are also other insufficiencies, for example, unclear explanations, lack of scientificity and rigor, and inadequacy of argumentation, etc.

Conclusion

Compared to literary translation which is a traditional form of translation, business translation, characterized by professionalism, practicality, intentionality and cross-cultural communication, is of great value in research and learning, no matter whether in theory or in practice. Currently, with the advance of global economic integration and the increasing frequency of trade between nations, the demand for high-quality business translation and for talents with high-level translation competence around the world remains increasingly strong. Against this background, business English translation teaching in vocational colleges will play an increasingly important role, which requires, on one hand, that the unsatisfactory aspects should be improved with joint efforts, and on the other hand, more high-level all-around research achievements should spring up so as to promote the healthy sustainable development of this field and meet the social demands for more qualified talents in business English translation.

References

- Chen, L. (2014). On the cultivation of students' intercultural consciousness in business English translation in vocational colleges. *Journal of Tianjin Sino-German Vocational Technical College*, 3, 19-21.
- Chen, L. (2013). The effective teaching stent of vocational business English translation course (empirical research). *Journal of Nanchang College of Education*, 9, 104-105.
- Chen, P., & Chen, S. (2018). Situated cognition perspective on effective teaching of business English translation in higher vocational colleges. *Journal of Hubei Correspondence University*, 11, 159-161.
- Chen, Y. (2016). Translation competence-developing oriented empirical research into the teaching of business translation in vocational colleges – A case study of Hunan Railway Professional Technology College. *English on Campus*, 17, 56.
- Chen, Y. (2017). An empirical study on ISAS approach to business English translation teaching in higher vocational colleges. Hunan University of Technology.
- Feng, M. (2018). MES curriculum design of business English from the perspective of ESP needs analysis – A case study of Guangdong Industry Polytechnic. *Journal of Wuhan Polytechnic*, 2, 26-30.
- Ge, J. (2018). Analyzing “1+X” model of formative assessment in vocational English course based on CBI teaching. *Journal of Ningbo Institute of Education*, 3, 23-26.
- Huang, X. (2017). Analysis on the feasibility of vocational network-based business English translation teaching mode reform. *Journal of Luohe Vocational Technology College*, 1, 19-21.
- Jiang, L. (2018). Teaching results of business translation from the perspective of cognitive framework. *Shanghai Journal of Translators*, 3, 57-61.
- Li, N. (2016). Research on the flipped classroom teaching mode in the course of business English translation. *Journal of Higher Education*, 24, 92-94.
- Li, G. (2016). The exploration and practice of job-demand-oriented talent cultivation mode for business English major – Taking Guangzhou Vocational College of Technology & Business as an example. *Journal of Ningbo Institute of Education*, 5, 34-37.

- Li, X. (2013). The application of ISAS in vocational business translation teaching from the perspective of memetics. *Journal of Huaihai Institute of Technology (Humanities & Social Sciences Edition)*, 15, 69-71.
- Li, X. (2011). Suggestions on the reform of business English translation in vocational colleges. *Journal of Liaoning Economic Management Institute*, 5, 103-104.
- Lian, W., & Zhou, B. (2010). The teaching design of business English translation in vocational colleges based on the task-driven teaching approach. *Journal of Hetian Normal Junior College*, 4, 128-130.
- Liu, J., & Liu, W. (2015). Optimization and reform of business English translation in vocational colleges. *Crazy English Teachers*, 2, 135-138.
- Liu, S. (2014). On innovating business English translation practical training in vocational colleges – Based on the implication of crowdsourcing home and abroad. *Journal of Ningbo Polytechnic*, 5, 28-32.
- Ma, S., Li, Y., & Zhou, Y. (2012). Vocational business English translation investigation on “translation workshop” modes. *Journal of Xingtai Polytechnic College*, 4, 4-5.
- Mao, C. (2018). On the flipped classroom of vocational business English translation teaching based on World University City. *Overseas English*, 8, 42-43.
- Peng, K., Tu, X., Yu, Y., & Zhang, W. (2013). A probe into the application of diversified teaching models for the training of interdisciplinary and practical business English translators in vocational colleges. *Crazy English Teachers*, 4, 133-138.
- Qiao, Y., & Zhang, J. (2010). Workflow-based empirical research into the reaching of business translation in vocational colleges. *Business Culture*, 7, 236.
- Qiu, M. (2010). Application of project teaching method to the teaching of business translation in vocational colleges. *Journal of Hubei University of Economics (Humanities and Social Sciences)*, 1, 200-202.
- Shi, R. (2013). Discussion on the five-step teaching mode of business English translation in vocational colleges. *Journal of Hubei Adult Education Institute*, 2, 114-116.
- Song, X. (2015). The application of space teaching method in business translation teaching in vocational colleges. *Journal of Mudanjiang College of Education*, 1, 77-78.
- Xie, Y. (2018). Corpus-based informationized business translation teaching. *Overseas English*, 10, 4-5.
- Xu, N. (2011). Multi-dimensional interactive mode of vocational English teaching based on the cultivation of professional core abilities – A study of economic and trade translation. *Journal of Hubei Adult Education Institute*, 6, 109-110.
- Yuan, M. (2016). The construction of business English translation teaching mode based on vocational ability training. *Journal of Ningbo Radio & TV University*, 1, 119-122.
- Zhang, L. (2017). On the teaching of business English translation based on the cultivation of vocational ability in vocational colleges. *Journal of Jilin Radio and TV University*, 6, 100-101.
- Zhang, S. (2011). Overall teaching design of business translation – A case study of the varied translations of car names. *China Adult Education*, 9, 147-148.
- Zhu, H. (2015). Innovation and practice of vocational classroom teaching from the perspective of building learning scaffold – Taking classroom innovation of business English translation course as an example. *Journal of Tianjin Vocational Institute*, 6, 78-82.
- Zhu, Y. (2015). On business English translation in vocational colleges – Review of business English translation practice. *Theory and Practice of Education*, 29, 2.

On the Positive Effects of PAD Class on Spoken English Output

Ying Shi

Department of Public Language Teaching and Research, Jilin University of Finance and Economics, Changchun, China

Email: sy_stephanie@126.com

[Abstract] *The PAD Class (Presentation-Assimilation-Discussion) is a new teaching pattern based on the current college English teaching in China. This paper aims to demonstrate the positive effect of the PAD Class on the improvement of students' spoken English output and participation in class discussion by analyzing its core concept and features. The PAD Class conforms to the rules for second language acquisition and students' psychological features, which can effectively improve oral English teaching. It is the ideal direction for the reform of the oral English teaching mode.*

[Keywords] *PAD Class; teaching pattern; spoken English output; next-class discussion*

Introduction

For a long time, college students' spoken English output disorders have been the core issues and weak points of college English education. Strong theoretical arguments have been proposed by western scholars to demonstrate that collaborative activities through group work will enhance the acquisition of a second language, including spoken language output. For example, Michael Long put forward the Interaction Hypothesis, which was explained in the *Encyclopedic Dictionary of Applied Linguistics* as "the development of language proficiency is promoted by face-to-face interaction and communication" (Johnson, 1999). "Donato has drawn on sociocultural theory to show how learners are adept at scaffolding each other's contributions, so that what they are able to achieve collectively in the L2 exceeds what they can do as individuals" (Ellis, 2005). However, due to the differences between Chinese and western English learning habits and environment, the application of these arguments cannot effectively solve the problems of students' nonparticipation in discussion and insufficient effective interaction between students and students, and students and teachers. Therefore, Chinese college educators continue to deepen their research on oral output according to Chinese college English education. The core idea of the PAD class as proposed by Zhang Xuexin (2014), a professor at Fudan University, is to allocate half of the time in class to teachers for lecturing and the other half to students to conduct interactive learning in the form of discussion, clearly dividing the teaching process into three phases: presentation, assimilation, and discussion. This teaching mode is more in line with the rules of second language acquisition and strengthens the effectiveness of oral English interaction, thereby improving students' spoken output. This paper first, analyzes the phenomena and causes of the most significant problems of low spoken English proficiency and unwillingness to discuss in English under the traditional teaching pattern. Then, it demonstrates the positive influences of the PAD Class on the improvement of spoken English proficiency and the effectiveness of class discussion from the rules of second language acquisition and its unique features.

Insufficient Spoken English Output under the Current Teaching Pattern

Over the years, through continuous promotion of college English teaching reform, China's college oral English classroom has improved significantly. In practice, teachers simulate real-life scenarios, create class

interaction, and provide as many opportunities for students to express themselves as possible. Despite the considerable achievements, there are still many problems.

Disorder of Spoken Expression

In order to enable university students to effectively communicate in English for future work and social interactions, the College English Teaching Curriculum Requirements formulated by the Higher Education Department of the Ministry of Education in 2007 clearly emphasized the importance of listening and speaking skills. The teaching requirements are divided into three levels: general requirements, higher requirements, and the highest requirements. The general requirements stipulate that “students can communicate in English during the learning process, and can discuss a certain topic, can speak in English on daily topics, and can make short speeches on familiar topics after preparation; the tone is basically correct; students have abilities to use basic conversational strategies in conversations” (Ministry of Education, 2007). But in fact, many students have difficulty meeting the general requirements through the current teaching mode. Some students’ intonation is not standard enough, which seriously affects the efficiency of communication. “Some students do not know how to express their opinions in English” (Zhou, 2007), and cannot improvise to organize the language; some students can barely say a few words or Chinese-style translations; some students often make grammatical mistakes. The most common phenomenon is that students will be interrupted by forgetting a word in the process of expression without thinking of replacing it with synonyms or synonymous phrases.

The following reasons can explain the insufficient spoken English output in English. First of all, students’ lack of attention to English speaking ability makes it difficult to improve their spoken English. In higher education, oral English teaching takes less time and credits, and students who study college English are non-English majors and think that Spoken English is only a subject that must be tested and is not used much in life. It is difficult for them to realize that their English speaking ability may give them opportunities in their work and study. Therefore, if they do not pay enough attention to oral English output, they will not consciously cultivate their spoken ability. Secondly, the lack of time spent in English learning has prevented students from consolidating what they have learned and responding quickly to topics, which reduces the efficiency of practice. The improvement of spoken language output is a long-lasting process that requires students to devote a lot of time to training. During their extracurricular time, students do not have the context to practice speaking, so speaking practice can only occur in class. In traditional oral English teaching, the time left for the students to perform oral training becomes negligible because teachers require some time to input the necessary information. Since there is not enough time for students to strengthen and consolidate the acquired knowledge, students cannot remember and apply the learned language knowledge easily, which results in ineffectiveness of the oral English class. In addition, the high forgetting rate of knowledge learned has also led to their inability to improve oral English output. According to the forgetting curve of German psychologist H. Ebbinghaus, forgetting begins immediately after the learning. It is found that after one day of learning, if people do not pay close attention to review, only 25% of the original knowledge remains (Jiao, 2006). Currently, most of the students don’t review what they have learned after class, which gives rise to their failure in memorizing and recalling the language learned when they are exposed to the similar topics.

Limited Effectiveness of Class Discussion

In order to improve students' spoken English, many scholars in China have designed classroom activities and other forms of activities to create more opportunities for students to speak English, but the results are not satisfactory. A major phenomenon is that students can not speak English: they usually discuss in English under the supervision of the teachers, but immediately switched back to Chinese as soon as the teachers leave. In addition, the discussion is usually dominated by those students with a good oral foundation, while students with a poor foundation are rarely involved. A considerable number of students do not have the opportunity to participate in oral English practice in class. These problems greatly reduce the actual effect of oral English teaching. The causes behind it are thought-provoking.

First of all, "the limited proficiency in English weakens the effect of topic discussion" (Sun, 2016). When the students are required to speak English on a topic, they often fail to apply the relevant expressions and respond to the topic immediately, due to a weak oral foundation and the lack of scientific system training. Therefore, they would turn to Chinese to express their ideas, or stop in the process of expression, which makes their expression lack coherence, reduces the efficiency of the discussion, weakens the effect of the practice, and prevents teachers from achieving the purpose of improving student's spoken English ability.

Second, learned helplessness shakes students' confidence in practicing oral English and reduces their desire to improve their speaking ability. Learned helplessness, proposed by American psychologist Martin Seligman, refers to the fact that animals fail to get rid of harmful and unpleasant situations after many attempts, and this failure experience has a habitual, conditioned, negative effect on them. They are reluctant to take the initiative to do anything passively, accepting fate. This theory also applies to human beings. After experiencing failures, people will show special psychological changes in their emotions and behaviors. Some students with poor oral foundation will show many problems during discussion. If their spoken English is not improved in previous attempts, students will become depressed and lose confidence. Coupled with the fear of making mistakes and "disgrace" in front of other classmates and teachers, they will avoid speaking English to protect themselves. This can explain why students with poor oral ability are not willing to participate in group discussions, while students with better oral ability dominate them. In this case, most students do not get enough opportunities to practice their oral English.

Finally, the lack of pre-class preparation limits the scope of the discussions. Under the traditional oral English teaching mode, the teachers usually make the topic clear, give relevant vocabulary and expression, and then launch the discussion immediately. However, because of a lack of adequate pre-class preparation, students are unable to organize their language in a short period of time. In addition, the unfamiliarity of the topic makes it difficult for students to explore its connotation, which prevents the discussion from going smoothly.

It can be seen that although the teacher has made many efforts in oral English teaching, the problem is still difficult to solve on account of the limitation of the current teaching pattern. These problems have seriously decreased the effects of oral class, so that the students' oral output cannot be improved effectively. Therefore, how to break through the constraints of the traditional teaching model and introduce a more scientific and effective way to reform the current teaching model becomes the key to solving the problem.

The Effectiveness of the PAD Class on the Promotion of Spoken English Output

The biggest difference between the PAD Class and the traditional spoken English teaching is the next-class discussion, that is to say the PAD Class allows students to review and absorb what they have learned in

their own way for a period of time and participate in the discussion in the next lesson. It is this time interval that has a positive impact on the effectiveness of the oral English class, increases the efficiency of oral communication and improves the student's spoken English output.

The Conformance to the Rules of Second Language Acquisition

First of all, the application of the PAD Class in oral classes will require students to spend more time after class to review relevant knowledge and expressions learned in the class because the topic in the next-class discussion revolves around what was learned before. Different from the traditional oral language class, the teachers in the PAD Class pattern can keep abreast of the students' review and get timely feedback. The teachers' inspection and supervision at any time makes the students attach more importance to the oral English course. Psychology believes that the more attention has been paid, the more learning initiative can be seized, and the more time and energy will be put into practice to speak English, which is more likely to improve the output of spoken English. Secondly, in the long-term, the PAD Class combines learning activities in class and after class, increasing the time spent in learning English and opportunities to practice spoken English, which helps to deepen the memory of language points and improve the spoken English. The time period between presentation and discussion leaves enough time for students to understand the usage of related vocabulary and expression, help students avoid making language errors due to insufficient absorption and help the transformation from knowing to using. Because of different English foundations, the language knowledge needed is also different. Individualized self-learning after class can encourage students to find their own way of learning English and help students to filter and supplement their language knowledge, so as to stimulate students' enthusiasm for learning and mobilize the learning initiative. With their own achievement and reflection after learning, when they are engaged in the next-class discussion, they will respond to the topic quickly, conduct rehearsals and discussions more freely, and consolidate relevant expressions in repeated use without being interrupted. This will improve the efficiency of discussion and communication and have a positive effect on improving the output of spoken English. In the end, the more the students master the language knowledge, the more they contribute to the richness and fluency of their language, and the more they can improve their speaking ability. Another experiment conducted by scholars based on Ebbinghaus' s memory rules shows that if people review and memorize the learned knowledge within a week, about 86% of the knowledge will be stored in the brain as long-term memories. The forgetting curve shows that 61% more knowledge will be retained compared with studying without reviewing, which fully demonstrates the importance of timely review after study. Because the PAD Class requires students to review the learned knowledge after class, it is more conducive to consolidating the learned knowledge and the fluency of spoken English than the traditional oral English teaching pattern. It is superior "in terms of the rules of memory and slowing down the speed of forgetting"(Zhang, 2014).

The Improvement on the Effectiveness of Class Discussion

Compared with the current spoken English teaching method, the PAD Class can obviously decrease unsatisfactory performances of students, such as limited participation and uneven participation in discussion, and increase the efficiency and effectiveness of discussion. First, the PAD Class can solve the problem that the effectiveness of the class discussion is restricted by students' limited English proficiency. Because the PAD Class requires students to review and supplement the topics and expressions, students have sufficient time to understand and memorize relevant language knowledge. Since the relevant vocabulary and expressions are fully grasped, previous problems can be solved – inconsistent expressions

can be reduced, dependence on Chinese can be decreased, and lags in response to the topic can be lessened. Students who have a weak language foundation can also be prepared and participate in the discussion, which greatly improve the efficiency and effectiveness of the discussion and gradually helps to improve students' spoken English.

Second, the PAD Class can weaken learned helplessness. Since the PAD Class requires students to finish post-class learning tasks after the lectures, this leaves students with sufficient time for review and practice and it helps to alleviate the psychological anxiety and learned helplessness caused by the traditional teaching method. This method can enable more students to have higher controllability for learning, experience the success of learning, feel a sense of accomplishment brought by progress, and enhance the confidence of participating in the discussion. And to a certain extent, the PAD Class ensures that most students can successfully complete the learning task, which indirectly avoids the phenomenon that students with good English foundation dominate the discussion, while students with poor foundations stand on the sidelines, enhancing the balance of class participation. In this sense, the PAD Class can generate positive psychological effects on students, so as to increase the learning motivation and improve students' English ability.

Third, next-class features of the PAD Class help expand and deepen the scope of discussion. The characteristics of the PAD Class encourage students to read and memorize the materials related to the topic from books and the Internet. While learning more about the topic, students will think further and form their own opinions. When they are engaged in the next-class discussion, each student can express their own views. And because of the different views held by different students, the communication process can also trigger a series of new thinking and debates, making students enhance their desire to express, which makes the thorough discussion possible. The further understanding of the topic helps to reduce the thinking time that students need during the discussion, increases the fluency of the language, makes the communication more smooth, improves the efficiency of the discussion and enhances the effect of spoken language training.

It can be seen that the PAD Class can effectively solve problems like limited participation in class, high forgetting rate after class, and psychological barriers to speak English under the traditional oral English teaching pattern. "On the surface, the PAD Class is just a combination of teaching and discussion. In fact, its key innovation lies in staggering the time of teaching and discussion, which allows students to have time to arrange their own learning after class." (Sun, 2016). It helps to adjust students' learning behavior, monitor the learning process, motivate students to learn with enthusiasm and creativity, and help them overcome the blindness and randomness of learning, so as to improve the learning efficiency and the output of students' spoken language.

Conclusion

Based on the learning characteristics of Chinese students and the teaching style of Chinese teachers, the PAD Class is a teaching pattern of universal applicability. It follows the general rules of second language acquisition and the psychological characteristics of students, makes up for the shortcomings of traditional oral English teaching, enhances students' enthusiasm and motivation to learn English, encourages students to participate in class discussions, improves the efficiency of discussion, increases spoken English output, and makes students' English synthesis application ability more in line with the teaching objectives of college English. In general, this new teaching pattern provides a new perspective for the teaching reform of higher education in China. It is a highly operational teaching model and it is worthy of further exploration in practice.

References

- Ellis, R. (2005). *Instructed second language acquisition: A literature review*. Auckland: UniServices Limited, Auckland.
- Jiao, Y. (2006). An analysis of the learning of college English vocabulary with the application of the forgetting curve of Ebbinghaus. *Journal of Suzhou College of Education*, 2, 39-42.
- Johnson, K., & Johnson, H. (1999). *Encyclopedic dictionary of applied linguistics: A handbook for language teaching*. Oxford: Blackwell Publishers.
- Sun, H. Y. (2016). On the feasibility of PAD class on college English teaching. *Theoretical Observation*, 4, 174-175.
- Zhang, X. X. (2014). PAD class: A new attempt in university teaching reform. *J. Fudan Education Forum*, 5, 5-10.
- Zhou, G. Z.(2007). Study on limiting spoken English output of non-English majors. *Journal of Henan Normal University*, 6, 224-226.

Thinking and Innovation in College English Translation Teaching

Li Tie

Xi'an University of Arts and Science, Xi'an, China

Email: 297867276@qq.com

[Abstract] *With the continuous improvement of our college English teaching environment, the four and six level of English proficiency test and the strategic thinking of “going out“ of Chinese culture, College English translation teaching has created regenerated soil for an innovative translation teaching method. In consideration of the present situation of China’s College English translation teaching, the actual teaching conditions and the students, the author put forward a comprehensive method in the paper, namely “grammar translation method+scaffolding instruction+mind mapping”, in order to promote the further development of translation theory and practice in teaching.*

[Keywords] *College English translation teaching; innovative teaching method; realistic value*

Introduction

As one of compulsive curricula for Chinese college students, the College English course has had great attention for its involvement of the vast majority of enrolled students and its long duration for at least two years. With the deepening of globalization and China’s increasing integration into the world, the college English teaching environment has accordingly achieved continuous improvement and teaching reform placing more emphasis on students’ language output, instead of language input. In particular, the proposing of the outgoing of strategies of Chinese culture and the adoption of new in the part of “Translation” in the National College English Test (Bands 4&6) both vigorously promoted the reform of translation teaching in college English, bringing in a reflection in the traditional teaching method and exploring an innovative one. This paper first describes the present situation of college English in teaching translation, pointing out College English translation teaching has created regenerated soil for an innovative translation teaching method, and tries to explore the problems. Second, it puts forward a comprehensive method in the paper, namely “grammar translation method+scaffolding instruction+mind mapping”, in the guidance of linguistic theory, constructive learning theory, cognitive psychological theories and practice in teaching. Finally, it naturally comes to the realistic value in the application of the innovative teaching method: on the one hand, it cultivates students’ abilities of practical operation in the dissemination of Chinese culture, and on the other hand, strengthens practical teaching and promotes the further development of translation theory.

The Present Situation and Problems of College Translation Teaching

Take Xi’an University of Arts and Science as a example; based on a survey and questionnaire, both students and teachers pointed out that the reform of the National College English Test has posed a challenge to the traditional teaching and learning way, especially in terms of translation. Usually, teaching translation is generally not carried out around documents or scripts with actual exchange value, but around language forms, which belong to some code conversion exercises. However, the current CET translation test has been upgraded to the level of paragraphs and discourse since December 2013. If the outdated principles or rules of teaching translation continue to be followed, and we continue to encourage

students to translate word-by-word, it is certainly not conducive to cultivating students' communicative competence in real context.

Through the analysis of the new type of CET test, the proportion of translation scores increased from 5% to 15%, with the test item of this section adjusted from a single uncompleted sentence to a Chinese-English translation, which had about 140-160 Chinese characters in length in Band-4 and around 180 to 200 Chinese characters in Band-6 (NCCET, 2016). In terms of content, the theme of the new model highlights Chinese traditional cultural elements, involving traditional diet culture, clothing culture, painting art, garden art, historical dynasties, cultural ancient towns and traditional customs. These culturally relevant contents become difficult points in the examination. It is difficult for students to cope with if they do not have the accumulated knowledge and reserves of relevant knowledge. Students generally feel that these culturally-loaded words are stumbling blocks in translating. They have not learned such words and they don't know if there is a fixed translation. When they translate, they don't understand whether there is any deviation in the understanding of cultural connotations, and they feel overwhelmed. As a result, students have to "create" some translations, such as: *compass* was translated into GPS; *gun powder* was translated into fireworks. Culturally-loaded words have become the biggest "blocker" of translation in CET-4 and CET-6 exams. Commonly textbooks used in most colleges in China mainly include "*College English*", "*New College English*", and "*New Vision College English*", etc., which have kept the pace with the reform of CET with the addition of paragraph translation about traditional Chinese culture, but obviously this is not adequate. If our native culture is not well recognized and understood, it is impossible to translate the essence and literary elegance in translation activities. The starting point of examination reform is to pay attention to the output on the basis of optimizing input to improve the quality of college English teaching. Naturally classroom teaching is challenged under such circumstances since it is the frontier of teaching & learning. How to make class time effective and achieve the maximized output is worth every teacher's reflection.

The Construction of Innovative Teaching Method in Translation

The College English test has been recognized by society. It has become one of the criteria for employing graduates in personnel departments at all levels and has produced certain social benefits. Actually, its continuous reform is closer to the translation and communication needs in real circumstances (DHE, 2017), in line with the national strategy of outgoing Chinese culture. College English teaching should also adapt to the change, from "teaching translation" to "translation teaching", and appropriate introduction of translation logic besides basic translation skills.

The Rationality and Necessity of Grammar Translation Teaching Method

The development of foreign language teaching method has its own laws. The emergence, existence and development of each teaching system are related to historical conditions and are closely related to the development of adjacent disciplines. The grammar translation teaching method is one of the longest and most widely used methods in foreign language teaching (Zuo, 2002). It is the product of social history. From the perspective of the development of adjacent disciplines, linguistic theories provide a theoretical basis for the existence and development of translation teaching methods. First of all, the grammar translation teaching method achieves the perfect combination of structuralism and functionalism (Wang, 2014, p. 371). In classroom teaching under the guidance of translation teaching, teachers emphasize the systematicness of language and the standardization of speech structure by imparting grammatical

knowledge, in addition to learners' compliance with grammatical rules in the process of speech creation. Functionalism holds that language is the carrier of functional meaning. It pays attention to the way that the target language expresses the information in the original language, and whether the target Chinese sentence can show the rich connotation of the original sentence; these problems are taken into consideration in the teaching of translation teaching method. Secondly, the grammar translation teaching method also achieves the perfect combination of language proficiency and language use. Chomsky generalized language ability as "inherent and self-evident knowledge" (Chomsky, 1965a, p. 40); it is the language structure knowledge or the system of grammatical rules. It is this kind of knowledge that enables one to create and understand infinitely many sentences, and thus, the language is creative. The use of language Chomsky refers to mainly emphasizes "the use of language in specific situations" (Chomsky, 1965b, pp. 3-4), that is, the use of grammatical rules by language users in different contexts. In translation teaching, teachers constantly improve and test the language ability of learners through translation, such as the practical use of linguistic knowledge and grammar rules.

Most of the early college English Teaching in China was based on translation teaching. In the mid and late 1980s, influenced by international trends, most colleges turned to the communicative approach to improve their communicative competence. Brown put forward 12 principles of communicative teaching, and recommended many practical teaching methods, such as "role-play, group discussion, presentation and so on" (Brown, 1994, p. 157). However, because of the students' individual differences and other reasons, this communicative approach not only fails to promote the improvement of students' English communicative competence, but also leads to a decline in their basic English ability. In this case, the public, teachers and scholars in colleges and universities began to realize that the disadvantages of abandoning the translation teaching method, and its positive role in English teaching was reconsidered. So, reasonable elements of the translation teaching method should be adopted in the English classroom teaching.

The Introduction of Scaffolding Teaching Method

In the process of education and teaching, there was a certain gap between the actual development level of students and their potential development ability. In this process, cooperation with peers and the role of the "scaffolding" that teachers set up in class are very important. According to Lev Vygotsky's theory, Palincsar and Brown adopted a teaching method that they called "expert scaffolding" (1984, pp. 117-175). In this teaching approach, experts or teachers, as the organizers of the classroom teaching and the leaders of the student's learning, based on the existing knowledge level and skills of the students, set up "scaffolding for the students' learning" (Zhang, L., 2017, pp. 115-116), so as to help them master translation better and have a quicker understanding. The emphasis of scaffolding teaching method, on the one hand, is placed on the interaction between teachers & students and students & students in the teaching process, and on the other hand, on the active construction of students' knowledge and meaning.

In the teaching process, prefabricated chunks are one of the effective "scaffolding" materials for teachers to provide. The concept of "prefabricated chunks" was first proposed by Becker (1975) and Bolinger (1976) in the 1970s. A prefabricated chunk refers to a fixed or semi-fixed phrase that is ubiquitous in language and has both lexical and grammatical features and specific discourse functions, which can be structurally divided into: polywords, institutionalized expressions, phrasal constraints, and sentence builders. Using prefabricated chunks can efficiently convert the original text into the target language. Such words often have Chinese characteristics, such as "China's reform and opening up",

“central government and local government” and the “fourteenth plenary session of the Communist Party of China”, “Three Represents”, “Five-Year Plan”, “the Fourteenth Plenum of the Communist Party of China,” “Sino-British Joint Declaration”, “China’s reforms and opening up”, “the Central Government and local governments”, and “a constructive strategic partner-ship” etc. Some of these words are an inherent expression of the international community, while some are the products of the construction of socialism with Chinese characteristics. They all need to maintain their authority and consistency in the prefabricated form. Teachers here are not only the designers of classroom teaching activities, but also the organizers, guides and evaluators of student learning activities.

The Application of Mind Mapping in Teaching

The core content of Chinese cultural cognition mainly includes three aspects: traditional ideological and cultural cognition, classical literary cultural cognition and customs, and folk culture cognition. The teaching method involving mind mapping has proved conducive to students’ logical understanding in translating sentences in more than three years teaching in Xi’an University of Arts and Science. The mind map is an effective and revolutionary graphical thinking tool for expressing emissive thinking. It uses the method of radioactive thinking and the technique of equal emphasis on graphic and textual expression to express the interrelationship of various themes, to visualize the thinking process, and to improve the understanding, memory and learning efficiency of the human brain. The accuracy and equivalence of translation can be improved by using the mind map to optimize semantic structure extraction of the original text and the semantic reconstruction of the target text in the translation process. The extraction of the semantic level involves the interrelationship between each semantic unit in the discourse, including hierarchical relationship, causal relationship, transition relationship, progressive relationship, conditional relationship, and parallel relationship. For example, the sentence “信息广泛的应用, 可有效缩短劳动密集型组装工业向设计、营销、工程等产业方面转型的时间” belongs to a declarative sentence from a grammatical angle. With the mind map this sentence can be split into small logical sentences:

- (1) 信息技术广泛的应用: a) the widespread application of information technologies; b) the extensive application of in-formation technologies; c) the widespread access to information technologies; d) the extensive access to information technologies 等。
- (2) 可有效缩短时间: a) is probably to shrink the time; b) promise to condense the time; c) is probably to shrink the time; d) is expected to shorten the time 等。
- (3) 时间为: 劳动密集型组装工业向设计、营销、工程等产业方面转型的时间。a) the time needed in shifting from ...to... b) the time required to change from ...to... c) the time required to shift from ...to... d) the time needed in changing from ...to....

The process of integrating the sentence meaning of these small sentences is the formation process of logical construction, that is, the externalization process of mind mapping, whose process can be presented in a variety of schemas. After the practicing of mind mapping, students will start from the logical relationship and dig out the most appropriate translation in the process of Chinese English code switching.

The above links may not be reflected in the test paper, but in the students’ dynamic thinking in the classroom. This translation process is actually the integration of many systematic memories of the sentence, vocabulary, and voice in the memory of the students, and after a fuzzy thinking to a clearer thinking. Although abstract sentences cannot be clearly combined with words, students can try to

construct them from the perspective of semantic representation in combination with their own understanding of Chinese sentences.

“Mind mapping” has other names such as mental map or mind map, which was first proposed by British psychologist Tony Buzan in the 1970s (1974). It can effectively extract the semantic meaning of the original and construct the semantic system of the translation, and then fill the semantic system with the help of the prefabricated chunks to complete the translation. The use of a thinking map and prefabricated chunks for translation of foreign texts not only can improve the speed of translation and the quality of translation, but also the development and recreation of the cognitive process of translation. The constructive effect of the thinking map and the prefabrication effect of the prefabricated chunks make the translation process specific, from the semantic parsing to the composition of the sentence, and each step gets the understanding and analysis of the translator (i.e. students). However, mind mapping is still a translator’s conscious tool, subjected to his restriction of the level of cultural knowledge, cognitive ability and mode of thinking. Different translators may reproduce different forms of the thinking map, so it is difficult to realize the unification and standardization of the thinking map. Teachers here will play an important role in the preliminary stage. Furthermore, prefabricated chunks are still immature, and the corpus of prefabricated chunks is still incomplete and needs continuous enrichment and development, especially teachers’ collaboration and contribution. The study of translation teaching based on mind map and prefabricated chunks still needs to be improved.

Conclusion

With the continuous improvement of our college English teaching environment, the four and six level of English proficiency test and the strategic thinking of the “going out” of Chinese culture, the College English translation teaching has created regenerated soil for an innovative translation teaching method. The innovative method put forward in this paper, namely “mind mapping+grammar translation method+scaffolding instruction”, is bound to promote the further development of translation theory and practice in teaching and improve students’ ability to disseminate Chinese language and culture in English and better fulfill the requirements of College English Teaching: To cultivate the student’s ability to translate the professional or professional literature with the help of a dictionary by applying translation skills properly. The translation language is smooth and the structure is clear.

Acknowledgment

This work was supported by the Shaanxi Provincial Social Science Fund Project: A Study on the Soft Power of Shaanxi Local Dialects through Cross-cultural Translation under the Belt and Road Initiative Project (No. 2017K025), Scientific Research Project of Education Department of Shaanxi Provincial Government in 2018: A Study of the Translation of Shaanxi Literary Dialects from the Perspective of Functionalist Translation Theory (No. 18JK1137) and the Key Course Construction Project of Xi’an University of Arts and Science in 2018: English translation (No. KGB201811). The authors would like to express their gratitude to the editors and reviewers for their constructive and helpful review comments.

References

- Chomsky, N. (1965). *Aspects of the theory of syntax*. Cambridge, MA: MIT Press.
- Brown, H. D. (1994). *Teaching by principles – An interactive approach to language pedagogy*. New Jersey: Prentice Hall.

- Buzan, T. (1974). *Use your head*. London: Guild Publishing.
- Becker, J. (1975). The phrasal lexicon. In B. Nash-Webber & R. Schank, (Eds.), *Theoretical Issues in Natural Language Processing*, (p. 6). Cambridge, MA: Bolt Beranek and Newman.
- Bolinger, D. (1976). Meaning and memory. *Forum Linguisticum*, 1, 1-14.
- Department of Higher Education of the Ministry of Education. (2017). *Requirements for college English teaching*. Beijing: Higher Education Press .
- National Committee for College English Test Band Four and Band Six. (2016). *Syllabus for college English test – Band four (CET-4) & band six (CET-6)*. Shanghai: Shanghai Jiao Tong University Press.
- Palincsar, A. S., & Brown, A. L. (1984). Reciprocal teaching of comprehension-fostering and comprehension-monitoring activities. *Cognition and Instruction*, (1), 117-175.
- Wang, L. (2014). On creative application of grammar-translation teaching method in college translating courses on the basis of corpus studies. *Journal of Jiamusi Education Institute*. Retrieved June 23, 2018 from [http://kns.cnki.net/KXReader/Detail?dbcode=CJFD&filename=JMSJ201402248&uid=WEEvREdxOWJmbC9oM1NjYkZCbDZZNTBMY3loWkwxRW1LUEJZZ0d5eHBqVVk=\\$R1yZ0H6jyaa0en3RxVUd8df-oHi7XMMD07mtKT6mSmEvTuk1112gFA!!](http://kns.cnki.net/KXReader/Detail?dbcode=CJFD&filename=JMSJ201402248&uid=WEEvREdxOWJmbC9oM1NjYkZCbDZZNTBMY3loWkwxRW1LUEJZZ0d5eHBqVVk=$R1yZ0H6jyaa0en3RxVUd8df-oHi7XMMD07mtKT6mSmEvTuk1112gFA!!)
- Zhang, L. (2017). Cultivation of students' translation competence under interactive teaching mode. *Journal of North China Polytechnic University (Social Science Edition)*, (1), 115-116.
- Zuo, H. (2002). *Outlook on foreign language education*. Shanghai: East China Normal University Press.

A Study on the “Flipped Classroom” Teaching Mode of Business English Translation under the Background of “Internet+”

Zhang Liying

Jilin University of Finance and Economics, Changchun, China

Email: cindyzhangly@163.com

[Abstract] With the accelerating process of globalization and the rapid development of modern technology and information, the whole society has undergone enormous changes. This reform has had a great impact on all aspects of people’s lives. Under the background of “internet+”, the reform and innovation of foreign language education should be combined with network information technology to promote the cultivation of foreign language talents in China. Business English translation, as an important course in college English teaching, plays a very prominent role in training foreign trade talents. Therefore, many colleges and universities began to explore a new teaching mode of business English translation, in which “flipped classroom” is involved in order to solve the practical problems in teaching and improve teaching efficiency.

[Keywords] “internet+”; flipped classroom; teaching mode; business English translation

Introduction

With the rapid development of information technology, global education has entered the information age. On the one hand, information technology provides technological support for education and promotes educational progress. On the other hand, it has a great impact on traditional education. Thus, the “flipped classroom”, a kind of new teaching mode, comes into being. It puts knowledge transfer before the class, and emphasizes knowledge internationalization in the classroom, which is a new teaching mode going against the traditional teaching method. The “flipped classroom” and its practice began in the United States. With the support and promotion of information technology, the “flipped classroom”, which is based on “student-centered” educational philosophy, has been more focused on by educators owing to its flexible teaching mode and its teaching perception which is concerned about individual and comprehensive development of students. An increasing number of teachers and educators have applied this teaching mode into teaching in the modern world.

In the context of global economic integration, China has further expanded its opening to the outside world. International trade and foreign business activities have become increasingly frequent, especially with the promotion of “One belt, one road”. Therefore, the talents who are skilled in business English are in urgent need under the background of globalization. Business English, as an English course with special purpose (ESP), is related to a wide range of fields such as economy, trade, finance, law, trademark and advertisement. Business English translation course is both theoretical and practical. The translation activities in this course are not simply the transformation of target language (Xie, 2013). The cultural connotation and style of the text and the characteristics of trade are all involved in translation activities. Based on the analysis of the problems in the course of business English translation, this paper strives to give some advice on the teaching of business English translation.

Teaching Mode

A teaching mode is a complex activity program, which is guided by a certain teaching philosophy. In this program, several teaching modules such as teachers, students, teaching content and teaching evaluation are

included. The traditional teaching mode is mainly centered on teachers, and the teaching activities are also carried out around the teachers in China. This teaching method could make students obtain a lot of knowledge in a short time with a comparatively lower teaching cost. To some extent, a certain teaching result could be achieved through this teaching mode. However, in this relatively single teaching mode, the students are in a passive learning state, and they are unable to participate in the classroom activities. Therefore, this teaching method is not conducive to the improvement of students' enthusiasm in learning. In addition, it does not improve teaching efficiency. The teaching methods of business English translation should be diversified in order to improve teaching quality. The introduction of the "flipped classroom" teaching mode is quite different from the traditional teaching method. It could enhance the ability and motivate students' interests so that a better teaching result could be achieved in business English translation course. The following is a table which shows the differences between traditional teaching mode and "flipped classroom" teaching mode.

Table 1. The Differences Between the Traditional Classroom Teaching Mode and the "Flipped Classroom" Teaching Mode

Teaching Mode	Traditional Classroom	"Flipped Classroom"
Teaching Participant		
Teacher	imparting knowledge, organizing teaching activity	discussing collaboratively, questioning and answering
Student	passively accepting	actively participating
Teaching content	focusing on teaching materials	not limited by teaching materials
Teaching method	simplified	varied
Evaluation method	paper test	varied

The Current Situation of Business English Translation Teaching

With the development of globalization, a great number of talents who are good at business English translation are in great demand owing to the increasingly frequent international business activities. Hence, the local colleges and universities in China began to cultivate the students to grasp business English translation skills in business, commerce, logistics and other fields. For the needs of the market, the foreign languages departments in many colleges and universities in China have opened Business English translation courses in order that the English majors could accurately understand international business and master the basic theoretical knowledge and methods of business English translation, which could lay a solid foundation for the future various translation activities for English majors. However, with the development of the Internet, there are some problems in business English translation course due to the traditional translation teaching method.

The Teaching of Translation Theory is More Prominent in Business English Translation Courses

Teacher Wang Xuequn (2016) said in the article: "There was less practice in this course in real teaching practice" (p. 48). The translation texts of business English translation course are mainly business letters, business contracts, product descriptions and so forth. The language is more accurate, the style is more standardized and the meaning is clearer in these texts. In addition, the sentences in these texts are long and complex. The structures of these sentences are complicated and modifications are seen everywhere in them. Therefore, many textbooks and course in business English translation put emphasis on the introduction of translation theory and translation skills. Teachers spend considerable time on the explanation of translation theory and translation skills in the class. For one thing, time allocated to business English translation course

in a semester is too limited, teachers will dominate the class and there is little time for students to practice in the class. Also, the explanation of translation theory could also reduce the students' interest in learning and participation in classroom activity. Consequently, the teaching is disconnected with the actual needs and impractical.

The teaching Mode is Simplified and Inefficient.

Teacher Lu Xiao (2016) once said in his article: "The teaching mode of business English is more simplified in practice" (p. 72). At present, the teaching modes in business English translation course adopted by colleges and universities in China are: teaching based on translation theory, practical training and special practice in general. Because of the lack of business knowledge and practical experience, teachers usually put their teaching emphasis on the explanation of translation theory and skills ignoring the practice in the real contexts, which prevents from achieving teaching objectives. The teaching model of "result comparison" is often applied in business English translation classes. In this teaching model, teachers usually explain theoretical knowledge while students do translation exercises. The classes are still teacher-centered and students passively accept the standard translation. Thus, this teaching model cannot mobilize the enthusiasm of students to learn. Consequently, the learning result is not as what is expected.

Students' Linguistic and Professional Translation Knowledge is Weak

In general, business English translation courses are opened to English majors in the third year in most of Chinese universities and colleges because students have already grasped a certain amount of knowledge of English language. But, their time on the campus is occupied by many other courses and activities so that they cannot build a solid foundation for translation courses if they are unable to study very hard. In addition, the business expertise of students is still weak due to some limited external conditions. Without any background information of business, students cannot fully understand the texts and accurately translate the source language into target language.

Evaluation Criterion is Simple

As the teaching of business English translation is mainly completed in the class, the final examination is usually adopted to evaluate students' learning results. The overall performance of students in the class and the completion of assignments are also taken into consideration when teachers give a comprehensive score to the students. But this evaluation system cannot dynamically flexibly display students' participation and practice in the class on time on different stages. The difficulties and problems that students meet in the learning process cannot be found effectively and timely.

The Platform for Students to Practice in Real Situations is Rare

Translation is a productive skill that needs to be based on a lot of translation practice. Therefore, to build a practical platform for both teachers and students to practice in real situations is the key in business English translation courses in order to cultivate business English translation talents. However, many colleges and universities cannot provide an excellent and high-standard platform for students to do business translation exercises in real situations. Students cannot get very good training in this course. Although some companies can provide the platform for students to practice, students are unable to obtain opportunities to practice and improve their translation skills.

Construction of the “Flipped Classroom” Teaching Mode of Business English Translation under the Background of “Internet+”

With the development of the information age, this concept is accepted by many people in different fields. People integrate “internet+” into work, study and many aspects of their lives. The traditional industries could reconstruct and develop more soundly with the promotion of “internet+”. Therefore, it is necessary to promote the combination of “internet+”, large data, and cloud computing with traditional industries. With the emergence of “internet+”, a great change has taken place in China’s education. The traditional teaching mode based on some teaching materials such the blackboard, chalk and so forth will be replaced by the teaching mode based on internet.

Construction of the “Flipped Classroom” Teaching Mode of Business English Translation

Teacher Chu Lingyun (2016) said in her article: “The process of student learning is closely related to the internalization of knowledge” (p. 37). The interaction and discussion of teachers and students online and offline could be achieved with the application of the “Flipped Classroom” Teaching Mode for Business English Translation. This new mode could mobilize the enthusiasm of students to learn independently and improve their learning efficiency. The optimal teaching effect could be obtained if teachers apply this new teaching mode into their working.

The “flipped classroom” teaching mode of business English translation can be divided into three steps when it is applied in the class. The first step is pre-class preparation. Teachers make micro-videos before classes because micro-video is a very suitable form for “flipped classroom”. These micro-videos are the modules that focus on language points. Compared to a formal classroom video, micro-video is much shorter with a variety of forms. In this step, teachers may spend much time and energy on micro-video production after class.

The second step is classroom implementation of this teaching mode. Problem solving in the classroom is an important part of testing the internalization of knowledge in the first step. In this step, firstly, teachers will summarize the contents of micro-video. Secondly, they will collect and analyze the questions put forward by students. Finally, they will give these questions back to students and require them to solve through group discussion. Teachers and students can swap roles in the class. Teachers could be learners and observers, and students could explain their viewpoints to other students so as to further understand and consolidate their knowledge. Therefore, this “flipped classroom” is more flexible.

The third step is learning evaluation. In this new teaching mode, there are several evaluation systems. Firstly, it is called a pre-class online learning evaluation system. Secondly, it is called students performance evaluation system to evaluate their performance in the class and after class. Finally, it is called comprehensive evaluation system of the whole semester. These evaluation systems are varied and can be done online or offline. All these evaluation systems are more objective, fair and accurate.

Advantages of the “Flipped Classroom” Teaching Mode of Business English Translation

This teaching mode is an effective means to increase the interaction between teachers and students. It is the mixture of a direct transfer knowledge and constructive learning so that every student could participate in and acquire knowledge for it. Compared to the traditional teaching mode, this new mode has certain advantages.

For students: students’ learning is an internalization process. In this new mode, students are no longer passive participants, but take the initiative to join the classroom discussion. They could apply their knowledge learned from micro-videos into classroom discussion. They could ask questions and challenge

each other with critical thinking. They could also help and learn from one another. They may gain access to effective information and closely interact with the real world. Students could develop a good habit of self-learning through this teaching mode and obtain enough knowledge to compete with their rivals in the society.

For teachers: teachers are the designers, participants, supervisors and assistants during the teaching process in this new mode. The changing role is more helpful for teachers to design teaching objectives and teaching difficulties. It is also beneficial to the design of pre-class, in-class and after class learning content and the evaluation of students' performance. Teachers could adopt different teaching methods flexibly to deliver their lectures according to different students and teaching materials. In addition, this teaching model can also effectively improve the communication between teachers and students and enhance the interactions between them so as to create a good teaching atmosphere.

Conclusion

The “Flipped Classroom” Teaching Mode of Business English Translation has brought many changes in translation teaching. This kind of interactive teaching mode is undoubtedly an effective and reasonable form of classroom organization. It breaks the traditional business English translation teaching and improves the effectiveness of teaching and learning. It is an inevitable trend of the future reform of business English translation.

Acknowledgment

Thanks to the joint efforts of the members of Jilin University of Finance and Economics; thanks to Jilin Association for Higher Education. This paper is a Paper Program – Integration of Information Technology and Traditional Classrooms – Research and Practice on College English Teaching Reform and Student Learning Strategy Based on Teaching Mode.

References

- Chu, L.Y. (2016). Research on flipping classroom teaching mode of business English translation under the background of big data. *Foreign Language Education Teaching Research. Foreign Language Education Teaching Research*, 4, 37-38.
- Lu, X. (2016). Analysis of business English translation teaching mode under the background of “Internet +”. *Overseas English*, 4, 72-73.
- Xie, L. (2013). English classroom teaching in multimodal environment. *Journal of Heilongjiang College of Education*, 2, 145-147.
- Wang, X. Q. (2016). Business English translation teaching model in higher vocational colleges based on “Internet +”. *Journal of Changzhou Vocational College of Information Technology*, 6, 48-49.

Review and Implications of the Research on Pre-Service English Teachers' Beliefs

Mingwen Qiao

School of Foreign Studies, Weinan Normal University, Weinan City, China

Email: bestwnfrank99@163.com

[Abstract] *The research of belief, one of the criteria to test the effects of teacher education, has been the most valuable and important part of teacher education. This paper takes the papers in the journals in CNKI as samples to make an analysis of the status, contents and characteristics of the research on pre-service English teachers' beliefs (PETB) in our country. It finds that the research on PETB from 2013 to 2015 showed a rising trend, but it has not received attention of the core journals. There are 5 major fields in PETB: the research of the connotation of PETB, the research of pre-service English teachers language teaching and learning beliefs, the research of practicum affecting PETB, the comparative study of PETB and in-service English teachers' beliefs, and the cultivation of PETB and professional development. It also refers to all kinds of research objects and all of the fields of the contents and comprehensive research methods, however, there is still a lot to be improved in the systematicness, practicability and the depth and range of the research. Finally, the paper gives some suggestions on PETB on the basis of the international research focus.*

[Keywords] *English teachers' beliefs; pre-service English teachers' beliefs; review and implications*

Introduction

Teachers' beliefs directly influence their teaching methods and teaching effects, and also have an important impact on teachers' professional development. The research on teachers' beliefs and teaching practices abroad is divided into three stages: the initial stage of the middle of the 1970s, the development stage in 80s and the consolidation stage of the 90s (Freeman, 2002). In the 21st century, many scholars in China began to study English teachers' beliefs. In recent years, the study on pre-service teachers' beliefs, the most valuable and important part of teacher education, has become one of the criteria to test the effect of teacher education (Pintrich, 1990). In order to comprehend the status of the pre-service English teachers' beliefs (PETB) in China, this paper first briefly explains and introduces the connotation and research methods of English teachers' beliefs at home and abroad. Then, it sorts out the relevant periodicals published in China's major journals in CNKI from 2000 to 2016 and makes an analysis of the time of the research on PETB, the contents and the characteristics of PETB. Finally, this author reflects on the shortcomings of the research in this field in China and puts forward some suggestions on how to plan and rebuilt pre-service teachers' beliefs in pre-service teacher education on the basis of the international focus.

The Connotation and Research Methods of English Teachers' Beliefs

The Connotation

Richards and Lockhart believed that the teaching beliefs of English teachers include: understanding of English (status, difficulty degree, the most difficult part, American or British English or other English, and learning style, etc.), understanding of learning, understanding of teaching, understanding of courses, understanding of language teaching profession, and so on (Richards, & Lockhart, 2000). It is also interpreted as implicit theory, which is rooted in personal experience, especially the internal reference frame

of school experience. The teacher's classroom behavior is guided by this, and is based on the interpretation of this experience. The central issues of teachers' beliefs are teaching and learning, teachers and students, and the ideas, contents and methods of teaching and learning. Richards and Lockhart found that the beliefs of English teachers are consistent with some views, such as the nature of English courses, the social role of English, the relevance theory of differences between English and Chinese, the role of teaching materials and the role of teachers in the classroom.

Liu Hua (2004) believed that there are mainly 3 types of English teachers' linguistic beliefs: (1) learning English is to understand and experience a culture and communicate with it; (2) learning English is to use it as a tool for information communication and to acquire a language skill; (3) learning English is to study a subject or specialized knowledge. In addition to these general characteristics of teachers' beliefs, English teachers' beliefs also have the following characteristics: (1) most English teachers agree on their beliefs in teaching and learning; (2) English teachers' understanding of a successful class and their teaching views depend on their teaching orientation. Teachers with "Teacher-centered" orientation generally believe that teacher variables such as classroom management, teaching, questioning techniques, sound quality and behavior are the keys to the success of classroom teaching. Teachers with "Curriculum-centered" orientation focus on the teaching procedures of a class, while teachers with "Students centered" orientation focus on the effect of classroom teaching on learners, considering students' needs, participation, interest and interaction. 3) Teachers with different experiences and beliefs have different understanding and different degree of acceptance.

At present, foreign language researchers generally agree with the beliefs of the foreign language teachers that Borg defines, that is, teachers' views on subject teaching, including language, study, teaching, curriculum, student and teacher, and so on.

Research Methods

Compared with other subjects such as mathematics and history, the research of English teachers' beliefs is very challenging, especially because the beliefs of English teachers are both explicit and implicit (Peng & Zhu, 2009). Pajare (1992) believed that the unconscious and implicit part of teachers' beliefs cannot be directly observed and measured, but it also affects teachers' assessment, and even deciding the teaching process. Borg (2003) also suggested that some teachers' beliefs are hidden in the heart of the teachers and cannot be observed. It is not easy to fully understand the teachers' beliefs in the class teaching. Therefore, choosing the right research method is the most difficult task in the research of teachers' beliefs (Borg, 2003). The research methods of teachers' beliefs are usually divided into two areas: quantity and quality. The study of English teachers' beliefs at home and abroad shows that empirical research is more popular than non-empirical research. At present, most researchers adopt the two research methods of quantity and quality.

Review of Pre-Service English Teachers' Beliefs

Research Design and Samples

This paper sorts out the relevant periodicals published in China's major journals from 2000 to 2016, and mainly discusses the following 3 three aspects:

- (1) The general trend of the research on PETB in China.
- (2) The contents of the research on PETB.
- (3) The characteristics of the research on PETB.

In order to ensure the accuracy of the retrieval results, the author searched for papers published in all periodicals from 2000 to 2016. A total of 20 papers were searched by fuzzy retrieval of “pre-service English teachers’ belief” as the title or key words. Only 13 papers contained “pre- service” or “belief” by the second retrieval of results. In order to avoid the omission of retrieval, a total of 23 papers were retrieved by “pre-service foreign language teachers’ belief” or “teachers’ belief of English teachers” as the title or key words, and only 10 papers were searched for the second retrieval of the results. After screening, 2 papers were abandoned due to repeating in the two screening, and 21 papers were obtained at last.

Analysis of Research Results

An analysis of the time of the research on PETB. The publication of the research papers on PETB in China began in 2009, and after that, the number of publications had slow growth, and there appeared in overall upward trend between 2013 and 2015. In 2015, it reached its peak (6 papers).

According to the journal distribution, there are journals of 10 normal colleges and universities, 6 common journals of foreign languages and 2 kinds of general education periodicals, among which 12 papers about PETB were published by normal colleges, 6 papers were published in foreign languages, 2 in ordinary education periodicals and 1 in other journals. It can be seen that the periodicals of normal colleges have become the major positions to discuss the topic of PETB, and foreign language journals have also taken PETB as an important topic. It shows that English teachers in normal universities have realized the importance of teachers’ belief in pre-service teachers’ training and have actively undertaken exploration and research. In addition, we also found that there are many theoretical and empirical studies on English teachers’ belief in the 14 Foreign Language Teaching and 42 core journals , but there are few researches on pre-service teachers’ beliefs. This explains that the research on PETB has not been attached much importance to these core journals and not enough concerned.

An analysis of the contents on PETB. The contents on PETB can be divided into 6 categories: connotation of PETB, language teaching and learning belief of PETB, practicum affecting PETB, the comparisons between pre-service and in-service English teachers’ beliefs, the cultivation of PETB and professional development. These contents cover all aspects of PETB, which have a very important reference and practical significance for the pre-service English teacher education in China.

Table 1. Contents Distribution

Contents	Connotation of PETB	Language Teaching and Learning Belief of PETB	Practicum Affecting PETB	Comparison between Pre-Service and In-Service English Teachers’ Beliefs	Cultivation of PETB and Professional Development	Other
Number	5	5	4	3	2	2
Proportion	24%	24%	20%	14%	9%	9%

Connotation of PETB. There were 5 papers (accounting for 24%) on the research of the connotation of PETB, which mainly discussed the definitions of PETB. A questionnaire survey was conducted among alternative teachers of primary and secondary schools – Normal Students of English Majors, and their teachers’ beliefs and characteristics were identified.

Language teaching and learning belief of PETB. There were a total of 5 papers (24%) about PETB in language teaching and learning beliefs, and mainly focused on grammar teaching, vocabulary teaching and language learning beliefs.

Practicum affecting PETB. A total of 4 papers (20%) on the research of practicum affecting PETB

mainly discussed the influence of practicum to PECB at all stages.

Comparisons between pre-service and in-service English teachers' beliefs. A total of 3 papers (15%), on the comparative study of pre-service and in-service English teachers' beliefs, were mainly related to the belief differences and characteristics of pre-service and in-service English teachers.

The cultivation of PETB and professional development. There were 2 papers (9%) on the cultivation of PETB and professional development. This author puts forward the self-reflection research of the pre-service English teachers can effectively improve teaching behavior and promote professional development.

Other. There were 2 other researches (9%) on PETB, mainly discussing factors that affect PETB and teaching beliefs of free normal students.

Characteristics of PETB. Based on the analysis of the publication time and research contents of the 21 papers, we can find that the research of PETB has gradually become mature over the past ten years, and it has the overall characteristics of extensive objects, multiple research contents, and comprehensive research methods.

Extensive objects. The objects of PETB have been widely studied, which cover all kinds of pre-service English teachers, including junior college students of English education and undergraduate students of grade three or four, free normal students, interns, interns with post practice, and education master of English teaching.

Multiple research contents. PETB involves various aspects of English teachers' beliefs, such as language, learning, teaching, curriculum, students and teachers, and also includes the analysis of the influencing factors of PETB, the influence of educational practice on PETB, the comparison of pre-service and in-service English teachers' beliefs, and the relationship between PETB and teachers' professional development, and their beliefs in teaching. It also puts forward reasonable methods and suggestions to help teachers establish a scientific teacher belief system at the stage of teacher education.

Comprehensive research methods. All kinds of methods were used to research PETB. These methods not only include literature review methods to analyze the connotation of PETB, but also empirical methods to explore PETB. Most of the research methods were combined with quantity and quality, for example, 7 kinds of data collection methods were mainly used, that is, literature review, questionnaires, classroom observation, practice log, interview, discussion and action research, and the most frequently used were questionnaires and interviews.

Implications of PETB and Conclusion

Shortcomings of PETB

The research on PETB in China has gradually become mature, but compared with the related research abroad, there are still deficiencies in the depth and systematicness. At home, empirical research of inspection and guidance on PETB is very few, and the scientificity and effectiveness of the research methods need to be further improved.

- The research contents include the contents of English teachers' beliefs, but in the depth and breadth, there are very insufficient for PETB, and the empirical research of inspection and guidance on PETB is very few. In addition, although there is a study on PETB from the perspective of personal cognition, there is a lack of related research among teaching practice, PETB and knowledge.

- The scientificity and effectiveness of the research methods need to be further improved.
- It is necessary to further explore how to cultivate and improve the operability and practicability of PETB in the developmental stage.

Implications of PETB

At present, the research on teachers' development in foreign academia, such as Kylah Clark-Goff of Tarleton State University in the United States and Zohreh Eslami (2016) of Texas A&M University, Emre Debrelı (2016) of the European University in Turkey and the Arif Saricoban (2016) of Haas TEPA University, combined "teacher knowledge", "teaching behavior" and "teaching belief" together. These three are not strictly differentiated, and this research carried out qualitative research of the relevance of the three in the training of English teachers, which has made remarkable achievements. At home, the research on the beliefs and knowledge of pre-service English teachers is still in its infancy, while the qualitative research on the relevance among the three subjects of knowledge, belief and teaching practice of pre-service English teachers is hardly involved. Therefore, foreign language educators and researchers, based on the current situation of pre-service English teachers' education in China, learn the latest methods and fruits in teachers' training and education research abroad, draw lessons from the experience of foreign researchers in this field, and apply them to the teaching practice of the pre-service English teachers.

The research at home and abroad has found that pre-service teacher education is not only one of the important factors that affect the belief of pre-service teachers, but also has the positive function of examining and guiding the pre-service teachers' belief. The main factors that affect the pre-service teachers' belief in teacher education cover curriculum design and teachers, including teaching methods, teaching activities arrangements, and class management. What we need to do is to give full play to the roles of curriculum and teachers in teachers' education, to rationally design curriculum in teacher education, to highlight the educational characteristics of foreign language teachers and to plan and rebuild pre-service teachers' beliefs by constructivist oriented teaching methods. The researchers should not only put the research results into papers and put forward the practical methods, but also transform the research results into the training mode of the PETB, and apply them to the curriculum of teachers' education, improving the practicability and practicality of the fruits.

References

- Borg, S. (2003). Teacher cognition in language teaching: A review of research on what language teachers think, know, believe, and do. *Language Teaching*, 36(2), 81-109.
- Clark-Goff, K., & Zohreh Eslami, Z. (2016). Exploring change in pre-service teachers' beliefs about English language learning and teaching. Retrieved on Feb. 6, 2018 from <http://files.eric.ed.gov/fulltext/EJ1127318.pdf>.
- Debrelı, E. (2016). Pre-service teachers' belief change and practical knowledge development during the course of practicum. Retrieved on Feb. 10, 2017 from <http://files.eric.ed.gov/fulltext/EJ1096656.pdf>.
- Freeman, D. (2002). The hidden side of the work: Teacher knowledge and learning to teach. Retrieved on Nov. 10, 2017 from <http://sites.psu.edu/aplng587/wp-content/uploads/sites/8058/2013/12/freeman-2002.pdf>.
- Liu, H. (2004). On the system of English teachers' belief. *Southwest Jiao Tong University (Social Science)*, 5(3), 93-98.

- Pajares, M. F. (1992). Teachers' beliefs and educational research: Cleaning up a messy construct. *Review of Educational Research*, 62(3), 307-332.
- Peng, W., & Zhu X. (2009). Research abroad on foreign language teachers' knowledge in different directions. *Foreign language education in China (quarterly)*, (2), 28-36.
- Pintrich, P. R. (1990). Implications of psychological research on student learning and college teaching for teacher education. Retrieved on Nov. 26, 2017 from http://www.colorado.edu/ftcp/sites/default/files/attached-files/ftcp_memo_to_faculty_29.pdf.
- Richards, J. C., & Lockhart, C. (2000). *Reflective teaching in second language classroom*. Beijing: Foreign Language Teaching and Research Press; Beijing: People Education Press; Cambridge: Cambridge University Press.
- Saricoban, A. (2016). Foreign language teaching practicum beliefs of student teachers. Retrieved on Oct. 9, 2017 from <http://files.eric.ed.gov/fulltext/EJ1105198.pdf>.

EFL Teacher Development of Colleges and Universities in Ethnic Minority Areas

Shuguang Zhang

School of Foreign Languages, Chifeng University, Chifeng, China

Email: 05012311@163.com

[Abstract] This paper aims to analyze the current situation about EFL teacher development at colleges and universities in ethnic minority areas of China and find its existing problems and explore their countermeasures. It is hoped that the critical overview of teacher development in colleges and universities in ethnic minority areas will provide some useful suggestions to the local education and may offer useful lessons to promote teacher development of colleges and universities in the ethnic minority areas, especially areas that are faced with problems similar to those we found and discussed in this paper.

[Keywords] teacher development; EFL; colleges and universities; ethnic minority areas

Introduction

English as an international working language can serve as a vital tie between China and the outside world by facilitating China's economic, technological, educational, and cultural exchanges with other parts of the world (Adamson, 1995). To sustain China's increasing presence at international affairs and growing importance in the global economy, there has been a clear need to raise the national level of English proficiency. The upgrading of national English proficiency, then, is predicated largely on the professional competence of the teaching force. The EFL teacher development has become much more prominence in China. However, there is still a long way to go in the development of effective EFL teachers available for every conceivable field of English usage, especially the teacher staff in colleges and universities in ethnic minority areas.

By analyzing the current situation of EFL teachers in ethnic minority areas, this paper intends to find an effective and efficient way to equip those pre-service teachers and even in-service teachers with a variety of ideas for furthering teachers' professional development in ethnic minority areas, accordingly, convenient to form a clear, step-by-step guide for conducting a series of teacher development activities in ethnic minority areas. Teachers are identified to reflect their teaching, observe their teaching actions, evaluate their teaching effectiveness, hence launch an action research, and combine teaching, learning and research into an indivisible whole. The perfection of teacher development system will surely promote the local educational development and eventually enhance the speed of economic increase in ethnic minority areas.

The Current Situation of EFL Teacher Development

The current teacher development system in China consists mainly of normal schools, teachers colleges, and normal universities. These institutions of pre-service teacher development are scattered throughout the country. There is at least one normal university, several teachers colleges, and a dozen or so normal schools in each province. The college teachers are mainly from normal universities. Normal universities provide 4-year teacher development programs to the recruit of senior secondary graduates and offer a bachelor degree. Among them, some national universities enjoy the direct administration of the Ministry

of Education. They take the lead in teacher development and educational research, setting standards of teacher development and research for provincial normal universities and teachers colleges (Hayhoe, 2002).

Teacher development has become more and more important because of the fundamental role of education in China's modernization realization and economic facilitation in recent years. Teachers' working conditions, salaries, and social status have been greatly improved due to policy promotion and legislative efforts. There is a clear recognition of the important contributions that education can make to national development and the fundamental role that an effective teacher development system plays in educational improvement. The teacher development in ethnic minority areas has made outstanding progress after several decades' development and plays an important role in accelerating the development of ethnic education as well as improving scientific and cultural quality of ethnic minority.

However, we should make clear that EFL teacher development is facing both unprecedented opportunities for further development and strenuous challenges. The teacher development in ethnic minority areas is still unable to keep up with the needs of deepening educational reform and promoting economic and cultural development of ethnic minority and minority areas. Thus, the reform in ethnic education and teacher development should be carried out continuously and enormously.

The Quantity Problems

Qualified teachers are the kernel of education and a decisive attribute of educational development. The degree of teacher quality has a direct influence on students' healthy growth and harmonious development. Hence, the good, or not, quality of education shows great concern to the national prosperity and social progress. However, in ethnic minority areas, the entire quality of teachers is relatively low and there is a deficiency in pedagogical concepts, professional ethics, teaching capacity and educational research. The existing problems focus on the unreasonable major construction, improved teaching plan, imperfect bilingual teaching, a series of problems in the recruiting admissions and allocations system and the maladjustment of teaching contents and pedagogical practices to the needs of shifting from exam education to quality education. Currently, there are both quantity and quality problems with the teaching force and teacher development.

The Chronic Inadequacy in Total Number

Despite the size of the teaching force, the development of higher education in ethnic minority areas is hampered by perennial teacher shortages. With the enforcement and advancement of the policy of expanded enrollment in higher education, the size of colleges and universities has greatly enlarged and the number of students has got a sharp increase, which lead to evident inadequacy in the number of professional teachers in colleges and universities. In some colleges and universities, the proportion between teachers and students is far above the prescribed standard. Compared with the nationwide colleges and universities, however, it is much more obvious and prominent the phenomena of teacher shortages and the excessively high proportion between teachers and students in colleges and universities of ethnic minority areas.

The teacher shortage has become an encumbrance to the local educational development and further brings a negative influence on the locally economic and cultural development. Hence, it is urgent to introduce teachers and supplement the teacher teams in colleges and universities of ethnic minority areas.

Instability of Teacher Team and Severe Brain Drain

The economy in ethnic minority areas is relatively underdeveloped. Because of the remote geographical location, underdeveloped economy, comparatively poor college conditions, relatively low income of teacher profession, and therefore, the lack of attraction to talent in ethnic minority areas, the leading teachers, especially professional ones badly in need, suffer serious loss. Many teachers with rich experience and great competence hop to other well-paid colleges and universities in developing areas. Among them mainly are middle-aged leading teachers who accordingly become into the favorite of many high-income areas, as well as colleges and universities. Due to their earning drive, some young teachers may even give up teaching and take up more profitable professions. Thereby emerges another problem: junior and senior teachers make up the overwhelming majority of teacher staff proportion in ethnic minority areas.

Some may claim that the ethnic minority education will be “saved” by smart young teaching staff. The fact is that new teachers don’t reach their stride until their fourth or fifth or sixth year of teaching. So how can we ever rely on people who plan to stay in the classroom for only 2 years and then leave to salvage our ethnic minority education? We need teachers who have the knowledge and skills necessary for them to succeed. We need teachers who treat the teaching career as a serious commitment, not just as an interesting experience. We welcome young people who can bring new blood and energy to the teacher development, and we also hope that they decide to remain in the profession and one day play an important role as master teachers to make their contribution to the local education causes.

The Severe Shortage in Bilingual Teacher Staff

Bilingual teaching should be a striking feature which reflects special educational traits in ethnic minority areas. The command of their native ethnic language and a second language is the precondition of bilingual teachers. Besides the basic qualities of common teachers, they are supposed to be equipped with the special knowledge and skills of bilingual education. Nevertheless, it suffers from a severe shortage in bilingual teachers, which bring disadvantageous factors to ethnic education.

The Quality Problems

The perennial shortage of competent teachers makes it difficult, if not impossible, to guarantee the teaching quality. It also becomes an important reason to prioritize English language teacher development in ethnic minority areas. The problem of teacher quality is severely worrying. It is reflected in six aspects.

The Irrationality of the Major Structure and Obsolescence of Pedagogical Concepts

One factor that affects the teaching quality is the irrationality of the major structure. First of all, specialized courses take up the largest share of curricular time and language proficiency courses are priority and prominent components in the specialized course. These courses are structured according to macro language skills, namely, listening, speaking, reading, and writing. Integrated English mainly is concerned about the development of the four macro language skills. The course called Intensive Reading was heavily influenced by the time-honored grammar-translation method. As an answer to an introduction and increasing emphasis on communicative competence, the course has been renamed to stress an integrative orientation toward developing language skills. However, in practice, no substantial change has taken place in the way of teaching the course. Secondly, pedagogical courses receive little attention from either teachers or students. The teacher is reading the uninteresting material while students are resting

their minds. Finally, Introduction to Linguistics, the History of American/English literature, and even English Grammar, attach much more importance and are usually taught by lead lecturers.

The pedagogical concepts are also out of date and obsolete. All these courses are usually characterized by a teacher-fronted, knowledge-dominated, and expository approach (Sharpe & Ning, 1998). Teachers' performance turns students into passive recipients, only to find that both teachers and students are exhausted. In class, the lecturer analyzes, or asks the students to analyze structurally complex sentences, explains and exemplifies language points in exhaustive detail, paraphrases or translates difficult sentences, asks display questions to check the students' comprehension, and then proceeds to another round of teacher-dominated explanation. After study of the text in such a manner, the teacher then asks the students to summarize or retell the content of the covered part one after another until they "very nearly, if not literally, learn every word by heart" (Li, 1984, p. 8). Finally, the teacher guides the students through written exercises such as translation or sentence manipulation to consolidate and go over the language points learned.

The Separation of Pre-Service and In-Service Education

In the current teacher development in China, pre-service education, mainly about qualification education, is undertaken by common normal colleges and universities, while in-service education, mainly concerning qualification supplementary education and continuing education, is accomplished by education colleges and teachers' colleges for vocational studies. The two have no correlation and lack in communication. Firstly, the separation of pre-service and in-service education severely wastes the limited teacher development resources and increases the education costs. Secondly, this separation doesn't benefit the improvement of teacher quality and the development of higher education. Finally, this kind of teacher development pays more attention on pre-service education with a preference for formal normal education in educational concepts and ignores teacher in-service training and development.

The Structure of Teachers' Qualification Education in Colleges and Universities

The higher qualification does not necessarily mean a higher teaching quality, but it is indeed an advantageous precondition to guarantee high teaching quality. Generally speaking, teachers with higher qualifications will have a comprehensive understanding about their majors and a prompt grasp of the frontier of major theoretical research. Thus, their teaching includes both the explanation of major knowledge and the extension of the frontier of major theory. In this way, a better teaching effect can be achieved.

However, the teachers' total level in colleges and universities in ethnic minority areas still remains very low from the view of the qualification structure. The proportion of high qualifications is on the low side, while the proportion of low qualifications is on the high side. Graduates and doctors still account for a minority in the teacher team of colleges and universities in ethnic minority areas. The majority is undergraduates, and there are a substantial number of vocational qualifications.

Teachers' Research Level

Teachers must become researchers. Because the educational reform in any country, including the reform in the educational system, curriculum and concepts, will be eventually implemented onto teachers, it is obligatory to improve teacher quality, promote to professionalize teacher development and turn teachers into researchers in order to advance education reform. But the college and university teachers in ethnic minority areas lack in awareness and the need for research, and are undoubtedly in an inferior position in

the aspect of educational research. It is more rewarding for teachers to incorporate research into teaching and do action research.

Teachers' Teaching Quality

Teaching quality is the lifeline of colleges and universities as well as the eternal topic of their development. However, in ethnic minority areas, because of chronic teacher shortages, many people have entered the profession without initial teacher development or the minimum professional qualifications as stipulated by the Teachers Law. Even with much eagerness in teaching and great passion for their students, those less qualified teachers know nearly nothing about teaching methods and pedagogical concepts. Lack of teaching experience and failure in communication with high-level colleagues make teaching quality in ethnic minority areas quite difficult to reach and remain level with the same rank in other parts of our country. In fact, many factors lead to this result. Besides this, there are another two main reasons. On the one hand, the unavailability for colleges and universities in ethnic minority areas to introduce and keep high-quality teachers because of subjective and objective reasons results in teacher-inbreeding phenomenon; on the other hand, even though colleges and universities in ethnic minority areas introduce some high-quality graduates and doctors, the concepts of stressing talent introduction at the expense of the training and development will bring about the state of higher degree and low teaching effectiveness.

Ignorance of Teaching Principals

There is a strong tendency to de-professionalize the leadership role in education in ethnic minority areas. That is, the leader in charge of teaching has never been a teacher before. They abandon the apprenticeship system and launch many new programs to recruit and train principals. But how can a person be a good principal without any teaching experience? How can a principal help the teachers in his or her school or evaluate them if he cannot grasp the nature of education?

We need principals who have the wisdom and experience to help their staff and collaborate with them, not principals who have been trained to think like business executives. We need superintendents who know education and the particularity of education in ethnic minority areas, who know that education is different from one place to another, and who respect the people who work in the relatively backward areas.

The Countermeasures

Great progress as we have made, severe problems also exist. We must maintain a strong sense of responsibility to the education and teacher development in ethnic minority areas and take more forceful measures to solve them in order to live up to the expectations of the people and meet the needs of education

Government' Concern, Policy Regulation and Legal Protection

The central government and national educational authorities should establish supportive policies to promote teacher development practices in ethnic minority areas according to the idiographic economic and cultural background. Different system of recruit admissions and allocations should be introduced. Students from ethnic minority areas can enjoy the same chance to receive a graduate and doctoral education with a relatively lower enrollment grade. Of course, students from different ethnic minority areas also show a great difference and even gap in ability. A project should be launched that professors

from pivot universities should be regularly assigned to aid teaching causes in ethnic minority areas according to well-planned arrangements by the government, because “teachers learn most effectively in practice with a supportive learning community” (Zhou, 2007).

Increasing the Investment of Resources in Teacher Development

An increased investment of resources in teacher development will lead to a greatly expanded basic construction for both initial and continuing teacher development. The special subsidy system will elevate teachers’ income and better their working and living conditions. Hence, teachers must be highly motivated to work effectively. More investment in teachers will result in the stability of teacher staff and prevention from teacher losses.

Transforming Pedagogical Concepts of Teacher Development

Educational concepts are the foundations for professional development. It is necessary to transform the teacher development system into an effective one. It is urgent to move away from a narrow sense of teacher preparation as instruction in an external body of knowledge to a wider sense of teacher development as the cultivation of qualities is necessary for sustainable professional development. In other words, the focus of teacher development should shift from getting students to master prescribed knowledge to helping them acquire an awareness, dispositions, attitudes, values, qualities, and strategies that can form a solid ground for continuous development (Freeman, & Johnson, 1998).

Strengthening the Cultivation of Bilingual Teachers

Education progress and teacher development in ethnic minority areas must depend on the people on their own. Local students should be encouraged to take up teaching careers in their area. It is necessary for the local government to make policies to train and reward bilingual teachers.

Conclusion

China is a multi-nationality country and 56 nationalities make up of a circle in which they develop in a harmonious way. EFL teacher development in colleges and universities in ethnic minority areas of China will exist on a long-standing basis. To solve the problems requires substantial teacher development work. However, only limited resources in ethnic minority areas are available for teacher development. Under such conditions, it is imperative that the resources invested in teacher development yield maximum returns.

References

- Adamson, B. (1995). The “Four Modernizations” programs in China and English language teacher education: A case study. *Compare*, 25, 197-210.
- Freeman, D., & Johnson, K. E. (1998). Reconceptualizing the knowledge-base of language teacher education. *TESOL Quarterly*, 32, 397-417.
- Hayhoe, R. (2002). Teacher education and the university: A comparative analysis with implications for Hong Kong. *Teaching Education*, 13, 5-23.
- Li, X. J. (1984). In defence of the communicative approach. *ELT Journal*, 38, 2-13.
- Sharpe, K., & Ning, Q. H. (1998). The training of secondary modern languages teachers in England and China: A comparative analysis. *Compare*, 28, 57-74.
- Zhou, Y. (2007). Optimizing the limited resources for more efficiency in teacher development programs in China. Lecture on the Fifth International Conference on ELT in China Basic English Education Symposium.

The Cultivation of Students' Innovation Ability in College PE Classroom Teaching

Xiaohui Wang

School of Physical Education, Chifeng University, Chifeng, China

Email: mygod823@163.com

***[Abstract]** Through analyzing the factors that influence students' innovation in PE class, this paper advocates vigorously performing innovative education in PE class teaching by means of improving the teaching environment as well as reforming the PE courses. It will help the students fulfill PE class teaching tasks and simultaneously accept innovation education thoughts consciously or unconsciously so as to improve their innovation spirits and ability.*

***[Keywords]** PE class in colleges and universities; innovation ability; physical education teaching*

Introduction

Innovation is the soul of a nation's progress and the inexhaustible motive force for the prosperity and development of a nation and the whole human society. A nation without the ability to innovate cannot stand among the advanced nations in the world. Innovative education is a core issue that our party and government attach great importance to in the development of education and talent training in recent years, and it is also the consensus of many talented people in the education sector. With the development of modern sports, the spirit of sports innovation has been widely valued. A great number of studies abroad have been launched on the spirit of sports innovation and the teaching of innovative practices. From various perspectives, scholars have obtained rich results in teaching and scientific research. These results can provide a solid theoretical basis for the cultivation of students' innovative ability in physical education. Relatively, there is not much research on the cultivation of students' innovative ability in China. Among the limited studies, even fewer have focused on the cultivation of students' innovative ability in college physical education classroom teaching. This paper, starting with a brief literature review, states the importance and necessity of cultivating students' innovative ability in PE teaching, then analyzes its constraining factors in its practices, and put forwards some countermeasures to cultivate students' innovative ability in college physical education classroom teaching.

Importance of Cultivating Students' Innovative Ability

The cultivation of innovation ability depends on innovative learning, and ultimately on innovative education. Education is the main basis for the dissemination and application of knowledge innovation, a cradle for the cultivation of innovation spirit and talents and shoulders the special mission of cultivating national spirit and cultivating innovative talents (Zhou, 2005). Physical education is an important part of education. Therefore, the cultivation of students' innovation ability should be emphasized in physical education teaching.

Nowadays, colleges and universities should develop students' innovation ability and develop their basic activity ability. The innovation ability requires students not only to complete the "imitation practice", but also to generate new ideas in the practice process, so that students can give full play to their "creative potential", so as to further cultivate and stimulate creative thinking. Quality education attaches

great importance to developing students' intellectual potential. Without the training and development of innovation ability, education cannot realize the real quality. Cultivating students' innovation ability is the core of education quality, and it is also the need for talents in the future development of social knowledge economy.

Constraining Factors to Cultivate Students' Innovation Ability

The Old Concept of PE Teaching

For a long time, under the influence of exam-oriented education, the traditional concept of physical education teaching, which mainly teaches knowledge and technology, and takes classroom teaching as the center, is deep-rooted, which affects the improvement of physical education teaching in colleges and universities. This kind of teaching concept makes physical education teaching lose its loose, harmonious and happy nature, causing the students to be tired of attending the physical education class, seriously affecting the students' physical and mental health, not to mention cultivating the students' innovation ability (Lai, 2003).

The Closed Management of Physical Education

College physical education teaching is out of touch with society. It seldom takes into account the demand of the society for talents in the future, nor pay attention to the reality of the reform of all fronts under the condition of the market economy. From the form of physical education teaching organization to teaching evaluation, most are formulated by the competent department of the school, which lacks a connection with the actual adjustment and innovation of various colleges and universities. This kind of sports teaching model is very difficult to cultivate students' innovation ability.

Teacher-Centered PE Teaching

Physical education teaching emphasizes the teacher's leading role and promotes the teachers as the center, and thus, ignores the students' main role. Physical education teaching becomes procedural, compulsory, and the teaching methods are rigid. Mechanical students become passive in the process of teaching and exercises. This kind of teaching mode deprives the students of their interest in physical education learning, is not conducive to students' physical and mental development, and is also unable to develop the students' innovation ability.

Extensive, Shallow and Old PE Teaching Content

According to the author's investigation, at present, the content of physical education teaching in colleges and universities is wide. Students have to learn a lot of sports skills in class. What's more, the physical education knowledge and technology imparted have no depth. The students just know some general knowledge, it lacks content that will benefit students for life. Most of the teaching content is the repetition of what has been taught in primary and secondary schools, which is not suitable for college students who are eager to acquire new knowledge and technology. Thus, students are not interested. Interest is the source of innovation. It is hard for students to have innovative behaviors when they are learning without interest.

Measures to Cultivate Students' Innovative Ability

Change Education Thought and Teaching Concept

The concept of teaching thought refers to the stable understanding and view of the whole teaching work. At present, a lot of school physical education teaching is still in a simple sports technology teaching mode and the mastery of basic knowledge and skill, ignoring the physical strength, density and teaching means to improve students' quality and ability. Especially to improve the students' body quality, they lack pertinence, scientific, systematic, interesting training (Zhou, 2003). The curriculum structure is not reasonable, the teaching content is old, and the teaching materials are not systematic and cohesive.

With the development of modern education and the continuous deepening of teaching reform, it is inevitable to involve the transformation of education thought and education concept. The traditional education guiding ideology has not been adapted to the needs of social development, and the main role of students in the education process should be given full play, so as to change it from passive learning to active learning. The teaching process becomes the process of activating students' thinking, inspiring students' thinking and guiding students' innovation.

Strengthen Modern Technology and Classroom Teaching

According to the characteristics of strong practicality and operability of physical education, effective teaching methods should be selected under the guidance of correct teaching strategies in accordance with the teaching objectives, teaching contents, students' actual levels, school grounds and sports facilities. The choice of teaching methods should be conducive to stimulating students' interest in learning, triggering learning motivation, inspiring positive thinking, mastering action technology and improving teaching efficiency.

We should pay full attention to the application of modern education technology, strengthen the integrated research of physical education classroom teaching and modern information technology, and make scientific and reasonable use of various teaching media according to the actual needs of teaching, such as teaching posters, slides, and videos, etc. In this way, it can solve the difficulty of complex technical action demonstration which is difficult to express and demonstrate in actual teaching and further improve the effect of physical education teaching.

Seeking the differences is the starting point of innovation and the core of creating an innovative atmosphere. In teaching, only by encouraging students to seek differences, cultivating students' multi-orientation of thinking and breaking through the conventional thinking mode can teachers give full play to students' original spirit and achieve the goal of innovation. If students create a new practice method, teachers should give timely recognition and praise, so as to train students to think differently.

Encourage Students' Confidence in Innovation

In physical education teaching, teachers should pay attention to cultivating students' innovative confidence and protecting their curiosity. Because confidence and curiosity are the prerequisites of inspiring creative thinking, teachers should fully trust and believe in the sports teaching students, actively encourage students to dare to show themselves, give students a certain amount of time and space and encourage them to make some of the personality in learning performance. Teachers should encourage students to use their own methods to learn and master sports skills, to know themselves in learning, and to advocate positive self-spirit and courage them to face challenges (Zeng, 2001). This mentality is an essential psychological factor for cultivating innovation ability.

Build a Democratic and Equal Relationship between Teachers and Students

Democratic equal relationships between teachers and students is the premise to build a sports teaching innovation atmosphere, the basis of students' lively and active development in teaching activities. In physical education teaching, teachers should strive to establish a teacher-student relationship of mutual equality, mutual trust and mutual respect and form a democratic and harmonious teaching atmosphere. In a happy and harmonious classroom atmosphere, students can actively cooperate with teachers and make innovations together.

Attach Importance to Cultivating Students' Observation Ability

Observation is an important way for students to understand the world, increase knowledge and obtain information. In teaching, teachers should teach students the methods, steps and skills of observation, attach importance to cultivating students' observation ability and strengthen students' curiosity. Students should be told to observe the surface phenomenon of technical action from multiple angles, levels and comprehensively, and to understand the inner relation and the sequence of the technical action. At the same time, we should inspire students to be good at questioning and dare to question in sports teaching, encourage students to be innovative. After classifying and analyzing the questions raised in observation, teachers discuss and summarize those questions together with students. In this way, we can get twice the result with half the effort in cultivating students' innovation ability.

Pay Attention to the Development of Students' Non-intelligence Factors

It must be clear that the non-intelligence factor is an important psychological factor to stimulate students to develop their creativity. The characteristics of creative activities are innovation. This requires teachers to pay attention to the development of students' non-intelligence factors in physical education teaching, to stimulate students' independent and innovative spirit, to mobilize students' enthusiasm and initiative in physical education learning, to cultivate students' spirit of hard exercise and solidarity and cooperation, to form good habits of regularly engaging in physical exercise, to learn two to three methods of lifelong fitness exercises, to arrange the content and time of fitness exercises scientifically and reasonably according to their physical conditions and conditions, and to learn to self-regulate and evaluate fitness exercises (Hong, 2006).

Optimize the Content Structure of Teaching Materials

The content of physical education teaching material is the breakthrough of cultivating students' innovation ability in college physical education teaching. Writing and selecting the content of physical education teaching material should aim at cultivating students by strengthening themselves, striving to make the content of physical education material close to students and meet the needs of the country and society for cultivating high-quality talents.

In order to optimize the structure of the university sports teaching material content, first of all, give full consideration to the contemporary college students seeking knowledge desire and understanding. In order to improve the college students' sports ability, cultivate interest, promote physical and mental health of the teaching material content for the teaching, and make students after graduation be able to apply the knowledge and skills learned during the period of school sports in the daily exercise practice. Secondly, it is necessary to increase the content of practical fitness sports, leisure sports, recreational sports, traditional ethnic sports and modern life sports. Third, in physical education teaching in colleges and universities, we must promote using different forms of teaching model to achieve active college campus

sports culture, and constantly promote the teaching reform of college sports and development and make university sports teaching to cultivate the innovation ability of college students to make a greater contribution.

Build an Innovative Team of PE Teachers

The objective of innovative education is the innovation of students and teachers. From a logical point of view, the cultivation of students' innovation ability should be first, while from the perspective of operating procedures, teachers are required to put innovation ability first, and then education object innovation, so the implementation of innovation education requires innovative teachers to cultivate innovative students. Education is a big plan for teachers. Education cannot be innovated without innovative teachers. The quality of teachers determines the quality and level of education.

In the face of the new situation and new tasks, we must take the training and improvement of teachers' innovative quality and the ability to implement innovation education as the key point of education and focus on innovation (Yang, 2000). We must regard teachers' innovative quality and the training and improvement of education ability as the key points of education and take the construction of innovative teachers as a strategic task. The construction of a team of innovative PE teachers is a systematic project, which requires the cooperation of teachers, schools and organizations at all levels to be carried out smoothly.

It is a gradual process to construct the innovative ability training system for students in modern college physical education teaching. As the basis of sports knowledge dissemination and innovation, the school is responsible for the training and transportation of sports talents. Therefore, in sports teaching, teachers should take the education of modern science theory as the instruction, continuously explore and establish a theoretical and scientific theory of modern sports teaching innovation, reform the old teaching content and mode, actively connect with education in today's world, in order to make the college students we train become a new generation of knowledge and ability with innovative spirit.

Conclusion

The training of students' innovation ability in physical education classroom teaching requires all physical education teachers to set up strong innovative ideas, fully coordinate various factors in teaching, and create a democratic atmosphere. The teaching mode, teaching contents, and teaching methods should have innovation. Under the guidance of modern education thought, teachers should give full play to students' main participation role and actively guide them to participate in the teaching process according to their cognition rules. While learning and mastering various basic technologies and skills, attention should be paid to stimulating and cultivating students' sense of innovation. Only in this way, can the students' innovative ability of the flower bear fruitful results in this fertile soil of the physical education classroom teaching.

References

- Hong, M. (2006). Innovation education and cultivation of students' ability. *Physical Education Teaching*, 3, 23.
- Lai, T. (2003). *The hot research on school sports reform*. Beijing: Beijing Sport University Press.
- Yang, G. (2000). Development of China's school sports work. *Sports Science*, 3, 13-14.
- Zeng, H. (2001). On the cultivation of interest and ability in college sports. *Sports and Science*, 2, 78-80.

- Zhou, D. (2005). A comprehensive survey on the reform and development of school sports in China in the new century. *Journal of Capital Institute of Sports*, 3, 1-7.
- Zhou, L. (2003). Development plan of China's school sports work. *Journal of Physical Education*, 3, 97-99.

Stimulating and Cultivating Students' Motivation in Learning English

Yingjie Liu

College of Foreign Languages, Chifeng University, Chifeng, China

Email: YingjieL100@163.com

[Abstract] Motivation is a vitally important component in the process of learning, which we teachers should fully understand and know how to apply into our teaching. Intrinsic motivations are those that are satisfied by internal reinforcers and are, thus, not dependent on external goals. Extrinsic motivations depend, instead, on needs that must be satisfied by external reinforcers. The motivation theory and strategies can be applied in English teaching and learning to improve students' English greatly.

[Keywords] intrinsic motivation, extrinsic motivation, attitude, environment

Introduction

Oxford says, "Without knowing where the roots of motivation lie, how can teachers water these roots?" (Oxford, & Shearin, 1994). Motivation plays a considerable role in success in learning a second or foreign language in that it can promote learning efficiency, which has been agreed on by almost all of the educational psychologists. But what is motivation? The word motivation is increasingly widely employed by us like many other words, such as study, development or cognition. To define it precisely and definitely, we can refer to the following definition which was given by Dingfang & Zhixiang (1996): "A working definition of motivation would be that it consists of internal processes which spur us to satisfying some need." In other words, motivation is: (1) definite purpose in a certain behavior; (2) efforts made in fulfilling this purpose.

The Function of Motivation in the Process of Learning

Intrinsic Motivation and Extrinsic Motivation

A large number of theories and ideas concerning motivation have been worked out so far, and cognitive psychologists having been discussing the stimulus of action which deals with the internal (intrinsic) and external (extrinsic) motivation for a long time. Intrinsic motivation results from interest, curiosity, problem solving techniques, needs and aspiration. It is self-starting, self-propelling and requires only an inward interest to keep the motivational machine going. It is the most valuable and important element to analyze a student's action, for example, children playing games and sports lovers engaging in sports activities and so on. Extrinsic motivation is produced by outward requirements or some kind of attraction. Intrinsic motivation is the most valuable and indispensable element to analyze a student's performance, while the extrinsic motivational model tends to overestimate the value of a variety of reward systems and underestimate the interest of the students. Therefore, our best strategy is to explore the student's intrinsic motivation in the first place, and then make good use of the students' extrinsic motivation.

Motivation and Learning

A great many researches have been conducted to explain the powerful influence that motivation exerts on learning. Recent researches and thinking have placed greater emphasis on the motivational power. As the most important drive, this power can be gratified (reduced) merely by the very fact of successful learning

itself. The three functions of motivation, as the research results have shown to us, lie in the following aspects: First, it can cause or mobilize individual actions; second, it leads the very action to a certain objective; third, it maintains, strengthens or prevents (reduces) the effect of the actions. Compared with a person with a shallow and near motivation, a person with a long and profound one is bound to take up an activity on his own initiative persistently and permanently on a long term basis.

Main Factors that Influence Motivation in Foreign Language Learning

The factors that affect motivation in foreign language learning include internal factors and external factors. The former mainly refers to attitude and learning experience, etc., and the latter involves instructors, teaching approaches, classroom environments, teaching management systems and social environment and so on.

Internal Factors

Attitude. Attitude includes: (1) a cognitive element, namely the confidence toward a certain objective; (2) an emotional element, namely the extent of preference or dislike about an objective; (3) an intentional element, namely the intention or desire and practical action toward a certain objective (Ellis, 1994). Attitude is closely related with motivation. On the contrary, the learning process is full of anxiety and painful experience, and less time and energy are spent on learning.

Learning experience. Individual learning experience, which mainly refers to a person's past result of foreign language study, i.e., whether he or she succeeded in it, exerts a great impact on one's study motivation. If the results in the past are satisfying and plenty of learning experience has been gained, he or she will be filled with confidence, hence, there will be more input in time and energy. Continuous efforts will be made to realize the refreshed target one after another. However, in the case of little achievement and low assessment made by the teachers, one would feel it was too difficult to learn this foreign language, believing himself or herself unable to learn it well, and thus, become more and more disgusted with the language. As a result, the student is used to coping with various examinations passively without the needs and interest to facilitate learning. In a word, different learning experiences play strikingly different roles in arousing study motivation.

Besides the above factors that we have discussed in detail, internal factors still include personality and character, which affect one's motivation in foreign language study to a certain extent.

External Factors

Teachers. Researches indicate that teachers with the following listed qualities help to stimulate and keep the students' motivation in study: (1) be responsible for the teaching post and be willing to dedicate to students; (2) be good at selecting updated teaching approaches, especially be good at building an interesting and active atmosphere in classroom by means of utilizing modern teaching equipment or aids; (3) trust the students, care for them, show concern to them and get on well with them; (4) encourage and help the bottom students; (5) be patient and fair with each student without any prejudice; (6) be proficient in controlling classroom and class activity organization, etc. (Lightbrown, & Spada, 1993).

Teaching approaches. The factor of teaching approaches in foreign language learning, though much neglected, is of great significance. If the teaching method is too monotonous or dull, or unfit for a certain group of students, the motivation will be reduced. It is crucial, especially for teachers, to make use of advanced and appropriate teaching methods to conduct teaching, so that the motivation of the students can be increasingly strengthened.

Classroom environment. On the one hand, the learning environment refers to some definite conditions, namely classroom teaching instruments, such as projectors, and multimedia, etc. On the other hand, it refers to the learning atmosphere or what we call the “classroom mood”. Creating a supportive environment in classrooms should be our first and essential prerequisite. Harmonious relationships between the students, competition for praise or recognition, support and help among the pals can add incentive to learning successfully.

Social environment. The social environment is also one of the key factors that affect the influence of motivation. Language exists in the social environment and is closely related to the society in many respects. Foreign language teaching differs largely under different situations, hence, a large variety of study motivation. If a person lives and works in a developed area, where foreign exchanges are frequent and a large number of foreign language talents are needed and where foreign languages are used widely, he will depend on such an environment to keep his motivation in studying and speaking English. Naturally, college students think it useful to learn English in these areas. On the contrary, if the economy of the area is left behind and people seldom get along with the foreigners, they have no way to put English into practical use.

Suggestions on Stimulating Students’ Motivation in English Learning

Study motivation is one of the indispensable components in mastering knowledge, grasping techniques and forming perfect personalities. Some people think that motivation is the core of the learning process. Therefore, stimulating and cultivating the study motivation is an important task for the foreign teachers (Brown, 1994). In some circumstances, the most appropriate way of arousing motivation to learn is to focus on the cognitive drive of the students along with other respects of learning and to use the motivation from successful educational achievement to energize further learning. Based on the theories which we have discussed above, some motivation strategies have been drawn out so as to improve students’ learning and teachers’ teaching.

Strengthen Education on Motivation, Adopt a Correct Attitude Toward Study and Cultivate Students’ Strong Will

English teachers should frequently educate the students about the purpose of English study and make them realize the significance of English towards the development of the social economy and individual development. They should make students aware of the fact that with the policy of opening to the outside world and the economic reform being carried out in our country, those who have a good mastery of English language usually enjoy priority in applying for jobs, so that students can see the value of their English study and the practical use of activities and tasks that they are required to undertake.

In the process of supplying extrinsic incentives to motivate students, teachers should embark on some vital tasks in motivating the students to learn. Offering rewards is one of the first strategies. Besides grades, these offers may include material rewards (prizes, books, and pens, etc., for certain competitions), symbolic rewards (honor rolls) for remarkable success in English study and display of good work in speaking contests or compositions, etc., praise, and social rewards (teacher’ and classmates’ attention).

Create a Favorable Teaching and Learning Environment in the English Class

According to the second language acquisition theory, a realistic foreign language class-teaching should enable students to acquire more opportunities and occasions and make them devoted to the environment in which the target language is used and communicate meaningfully (Harmer, 1991). Teachers should

encourage the students to solve problems and fulfill the tasks. For this purpose, we can adopt the following strategies:

1. Emphasis of classroom teaching should be put on practical use of language rather than the correction of the error of language in order not to discourage students' passion or enthusiasm.
2. Set a definite objective and make sure that tasks should not be too difficult or too easy. Different requirements should aim at different students so as to lessen the psychological pressure of the students who do not have a good mastery of English. Let them enjoy the pleasure of success and strengthen their self-confidence.
3. Students-centered principle should be stuck to all throughout the process. Cooperate with the students by encouraging them to participate in different tasks and activities; narrow the gap between the students and teachers and deepen the emotions. At last, teachers should try their utmost to create a relaxing and pleasing atmosphere in classrooms.
4. Make full use of the modern teaching aids. For example, use multimedia, especially in listening practice, and visual-audio teaching should be added in a large quantity to provide the students with a context.

Make Use of the Feedback Effect of the Learning Results

Plenty of evidence from teaching practice has proved that timely feedback about the students' performance can considerably improve their study enthusiasm to make further efforts. Immediate praise and encouragement should be made to make the students aware of their progress in study, which results in more efforts to realize higher-level objectives. Teachers can use different methods of feedback-giving if it is not available for them to accomplish all the corrections. This method can be effectively used in our large classes.

Call Attention to the Practical Value of the Study of English

Researchers suggest that it is preferable to connect what the students are learning with their future careers and life (Tuder, 1999). In this modern society with fierce competition, whether knowledge can meet their future needs and provide them with a "ladder" to social advancement and prepare them for success in an occupation is a key factor that affects the students' motivation.

Conclusion

To sum up, motivation is a vitally important component in the process of learning, which we teachers should fully understand and know how to apply into our teaching. It is the "key" to start the students' learning machine and the "propeller" for the students' performance. Intrinsic motivations are those that are satisfied by internal reinforcers and are, thus, not dependent on external goals. Extrinsic motivations depend, instead, on needs that must be satisfied by external reinforcers. Although motivation cannot be taught as directly as a concept or a skill, it can be developed by teachers' conscientious use of motivating strategies as part of their teaching methodology. By applying these motivating strategies to our English class, we are sure to improve our students' English greatly.

References

- Brown, H. D. (1994). *Teaching by principles: An interactive approach to language pedagogy*. White Plains, NY: Prentice Hall Regents.

- Dingfang, S., & Zhixiang, Z. (1996). *Modern foreign language teaching: Theoretical practice and methods*. Shanghai: Shanghai Foreign Language Education Press.
- Ellis, R. (1994). *The study of second language acquisition*. Oxford: Oxford University Press.
- Harmer, J. (1991). *The practice of English language teaching*. London: Longman Group UK Limited.
- Lightbrown, P. M. & Spada, N. (1993). *How languages are learned*. Oxford: Oxford University Press.
- Oxford, R., & Shearin, J. (1994). Language learning motivation: Expanding the theoretical framework. *The Modern Language Journal*, 78(1), 12-28.
- Tuder, I. (1999). *Learner-centeredness as language education*. Cambridge: Cambridge University Press.

Dynamic Integration of Entrepreneurship Education and Ideological Education in Institutes of Higher Learning

Xuemei Ni

Department of Employment and Entrepreneurship, Chifeng University, Chifeng, China

Email: 120402805@qq.com

[Abstract] *As a new requirement raised in our country in the new era, entrepreneurship education of college students can't go without the guidance and leadership of ideological and political education. The dynamic integration of the two is conducive to improving the quality of college students who want to start their own businesses. Through analysis of the current entrepreneurship education and the ideological features of college students, this paper proposes the main content, methods and approaches of integrating entrepreneurship education and ideological and political education in institutes of higher learning.*

[Keywords] *entrepreneurship education; ideological and education; dynamic integration*

Introduction

When entrepreneurship education first emerged in the Western countries in the 1960s, some scholars proposed that entrepreneurship played a significant role in promoting national economic development and employment, and it was the most direct and effective way to stimulate students' potential and cultivate their skills. As higher education transformed from elite education to mass education and the economic form transformed from a planned economy to a market economy in China, college graduates could no longer hold "a secure job", instead, they had to get employed independently. Facing unprecedented pressure in employment under the new circumstances, "starting a business to get employed" has become an effective way to solve the problem, which raises new requirements and attaches great importance to college entrepreneurship education. Entrepreneurship education can't go without the guidance and leadership of ideological and political education (Jia, 2011). In college students' entrepreneurship education, the dynamic integration of ideological and political education in colleges and universities is an effective measure to improve students' comprehensive quality such as moral character, ideal belief and so on.

Integration of Entrepreneurship Education and Ideological Education

The *Notice of General Office of the State Council on the Employment and Entrepreneurship of National College Graduates in 2014* (General Office of the State Council, 2014) pointed out that college graduates are valuable talent resources of our country, and their employment and entrepreneurship has great significance to the steady employment situation and the healthy development of the economy and society. This document raises entrepreneurship education to a higher status. Colleges and universities all respond actively and place great importance to entrepreneurship education; through various methods and channels, they positively guide students to start their own businesses, which has formed a favorable atmosphere.

Gradual Maturity of Entrepreneurship Education of College Students

The university students' entrepreneurship education in China started relatively late compared to Western countries. From the beginning, they absorbed foreign experience in entrepreneurship education, went through continuous exploration and trial, gradually summed up the experience stage. Now, they draw on

foreign successful experiences to take their models suitable for China's education development. Through reform and improvement, college students' entrepreneurship education with its own characteristics has been formed. Our country's university students' entrepreneurship education is becoming mature and perfect.

Currently, there are mainly three models of entrepreneurship education in China: the first is in-class entrepreneurship education which emphasizes students' comprehensive qualities; the second is practical entrepreneurship education which teaches students to start their businesses through practice; the third is comprehensive entrepreneurship education which provides students start-up capital and technical support and is based on innovative education. Each model has its advantages and shortcomings, and each college should carry out entrepreneurship education on the basis of their own features and situation. Taking Chifeng University as an example, we have an entrepreneurial business basis for college students; we cultivate their potential through entrepreneurship courses, introduce successful entrepreneurs to the campus to share their experiences and stimulate their passion. For students who dream to start their businesses, we provide SYB training and teach them necessary knowledge and skills, encourage them to participate in various contests and then place them in the base to practice. According to students' different characteristics, we provide comprehensive channels with necessary guide and help to improve their rate of success. In a word, entrepreneurship education will face different problems in different situations and at different times, so we should not be restricted by one pattern; we should serve students and facilitate them to realize their dreams.

Interwovenness of Entrepreneurship Education and Ideological Education

The integration of entrepreneurship education and ideological and political education of college students is an inevitable requirement. College students are active ideologically and prone to accept new things. What's more, they are at a crucial period of forming and perfecting their world outlook, view on life and value. They actively participate in entrepreneurship education and start their own businesses, and they will inevitably face competition and conflict of interests. Facing such a group of students who are not mature and stable, we should pay attention to the ideological education of college students at the same time in the process of entrepreneurship education.

The ideological and political education of college students in China has always been attached great importance to in our country. The ideological and political education runs through the beginning and end of university life and permeates all aspects of university life. It is fully integrated with the college students' entrepreneurship education, their consciousness is strengthened, their entrepreneurial spirit is improved, and their entrepreneurial ability is cultivated, so that the college students with entrepreneurial intentions firmly establish a correct worldview, outlook on life, and values (Zeng, 2009).

Facing the current social situation in the transition period, college students' ideological concepts are easily affected, that is, they show positive sides, and they are also vulnerable to the influence of the value orientation of quick success and benefit, ignoring the formation of the three views. Therefore, in the critical period of the formation of college students' ideas, in addition to the entrepreneurial education, the basic knowledge and practical skills of the entrepreneurial office must be mastered, and the ideological and political education must be used to strengthen the cultivation of college students' entrepreneurial consciousness and entrepreneurial quality.

Ideological Education in College Students' Entrepreneurship Education

University students' entrepreneurship education is not only the teaching of entrepreneurial knowledge and entrepreneurial skills, but it also includes the development of entrepreneurial potential, the cultivation of

entrepreneurial will, and the cultivation of quality. It is a comprehensive and systematic educational process. It is not an overnight process to cultivate a college student who has only a dream of starting a business into an entrepreneur with good ethical awareness and quality. Entrepreneurship educators need to integrate the content of ideological and political education into entrepreneurship education, educate students from the entrepreneurial spirit, character of will, moral concept, and legal consciousness, etc., and protect the entrepreneurial process of entrepreneurs.

Develop Students' Entrepreneurial Consciousness and Potential

Higher education in China has transformed from elite education to mass education, and college graduates can no longer get a job naturally upon graduation. But most college students can't keep pace with the era and they still dream of getting a secure job which keeps them employed lifelong. China has issued many favorable policies which encourage them to start their own businesses. In so doing, they can not only create wealth for the society but can also realize their own value and perfect themselves.

Therefore, through the integration of ideological and political education, we should cultivate students' spirit of independent entrepreneurship, fully tap their entrepreneurial potential, and lead more college students to embark on the road of entrepreneurship. Firstly, starting from changing the concept of employment, we should cultivate the sense of independent entrepreneurship among college students (Yi & Peng, 2011). Secondly, through the cultivation of innovative consciousness, we explore students' entrepreneurial potential. Through ideological and political education, students are guided to correctly understand their own advantages, strengthen the confidence of entrepreneurship, make full use of the knowledge they have learned, exercise through practice, play the spirit of innovation, and explore the potential of entrepreneurship, so that they can embark on the road to entrepreneurship as soon as possible.

Cultivate Students' Spirit of Arduous Work and Form Credit Consciousness

Starting a business is never a plain sailing; it involves both opportunities and challenges, risks and difficulties. With the market competition becoming increasingly fierce at present, if you want to start a business successfully, you will face unprecedented difficulties. Before starting a business, college students should fully understand the hardships of starting a business. They must have the determination and courage to face the difficulties and maintain the spirit of being aggressive and daring to fight. In college students' entrepreneurship education, we use the model method of ideological and political education and through the analysis of typical cases and the power of role models, we cultivate the entrepreneurial spirit of hard work, learn the courage of role models when faced with difficulties, and constantly sharpen ourselves. In this way, the college students are able to realize that the spirit of hard work is an essential spiritual quality for entrepreneurs.

In addition, as a member of society, everyone should treat honesty and faithfulness as the basic rules of life and the basic moral norms in the interpersonal relations. The value of honesty in starting a business cannot be measured by economic returns. In college students' entrepreneurship, integrity is the basis. A lack of integrity is bound to lead to the failure of the entrepreneurship. Therefore, in college students' entrepreneurship education, we start from the bits and pieces of life, and we will use the integrity test, integrity research, integrity lending, and other aspects of ideological and moral education to help college students establish integrity awareness so that they can be honest and trustworthy people in the future entrepreneurship and participation in market competition.

Methods of Integrating Entrepreneurship Education and Ideological Education

The cultivation of comprehensive quality in college students 'entrepreneurship education cannot be separated from the cooperation of ideological and political education. Since the entrepreneurial education of college students is mainly completed in schools, classroom education in schools will exert its own advantages and shoulder the main body of moral character and ideological education of college students. At the same time, the education of students cannot be separated from the influence and assistance of society and the family. In today's highly developed information, the impact of network education cannot be ignored. Therefore, we should make use of all channels and integrate the society, families, schools and the internet and make them serve the entrepreneurship education better.

Integrate Ideological Education through Multiple Channels

In school education, classroom teaching is systematic and logical, and it is the most direct and effective means of educating students. The same is true of university students' entrepreneurship education. We should integrate the content of ideological and political education into the classroom education of entrepreneurship education, give full play to the main channel of classroom education, and carry out ideological and political education for students. In the classroom teaching of entrepreneurship education, teachers should adopt flexible teaching methods, novel educational methods, and skillfully integrate the contents of establishing entrepreneurial consciousness and improving moral quality to educate students. Traditional instruction is still the major approach, but teachers should use some other methods as useful additions. In the course of teaching, we can adopt the typical case analysis method to prepare students with various kinds of cases. Through cases, we combine theory and practice, which will produce unexpectedly good results. What's more, discussion can also be added into the class teaching. In combination with the teaching contents, teachers use the methods of raising problems, analyzing problems, and solving problems to allow students to participate in teaching activities. Students analyze and discuss the problems, exert their enthusiasm and initiative in the classroom. Teachers conduct a summary in a timely manner, guide students to understand what is right and what is wrong, so as to guide students in the right direction.

We should integrate entrepreneurship education in various campus cultural activities to improve their learning and training in skills, knowledge and ideological qualities (Che, & Li, 2011). Meanwhile, it is necessary to involve various school departments to create a positive atmosphere, develop students' hard-working quality, and effectively cultivate students' moral qualities during the process of entrepreneurship education. Many methods such as club activities, academic lectures and various contests can all be used to achieve this. First, entrepreneurship education is realized through a wealth of community activities. Social activities may foster the ability of communication and collaboration between students, which is conducive to the establishment of team cooperation awareness in the process of future entrepreneurship. When discussing the problem of starting a business together, they are more likely to resonate, and jointly organize entrepreneurial teams to realize the dream of entrepreneurship. For example, students of the College Student Employment and Entrepreneurship Promotion Association in our school have a precedent for setting up entrepreneurial teams and co-entrepreneurship in common community activities. Second, through academic lectures, students are allowed to contact directly with enterprise personnel or successful entrepreneurs. Through their own explanation, students can more directly understand the knowledge of enterprise, corporate culture, corporate management and team building. Entrepreneurs will also use their personal experience to describe the difficulties in the process of starting a business, as well as the ideas when faced with difficulties, and the ways to solve difficulties, so that college students can more intuitively understand

the problems they face in the future. For example, our university often invites some well-known companies and successful entrepreneurs to come to the school to give us a speech. After the lecture, students are generally arranged to interact with successful entrepreneurs. Students perform actively, openly talk about their worries and concerns in the future business, ask them for some advice to stick firmly to their future dream of starting a business. Third, students are organized to participate in various competitions at all levels to stimulate their entrepreneurship dream and cultivate a spirit of unyielding defeat. Through competition, you can cultivate students' spirit of hard work and perseverance. If we integrate into integrity education, they can have a positive attitude to face the game and simultaneously cultivate the necessary will quality for starting a business.

Integrate Educational Resources to Promote Their Comprehensive Qualities

Apart from systematic school education, a stable and harmonious social environment and family atmosphere also play indispensable roles in cultivating and forming college students' sound personality. Currently, the state and governments of all levels have released all kinds of preferential policies to encourage college students to start their own businesses. The institutional guarantee increases students' passion and provides favorable environment to start a business. Families have profound impact on a person's growth and are students' strong backup force. During the process, family members can join in and communicate with students, which will definitely greatly support and encourage them, and make up the deficiency of school education.

Make Full Use of the Internet to Guide Students Ideologically

In the highly-developed information era, the Internet has penetrated into every aspect of students' lives. The convenience and speed of the Internet makes it the main channel for college students to get access to information and it plays a significant role in the ideological and political education of college students during their entrepreneurship. For example, Chifeng University has a website which covers all aspects of campus life; there are professional and full-time personnel in charge of renewing the contents of websites of each department and school so that students can get access to relevant information as soon as possible. Some service departments even have message board sections; when students have questions or problems, they can leave a message and they can get immediate reply, which brings great convenience for students and teachers to communicate. To make full use of the publicity and leading role of the Internet to guide students ideologically and politically will yield twice the result with half the effort.

Conclusion

Facing the new situation of "the masses of people starting their own businesses and even more people trying to innovate", entrepreneurship education of college students has become even more important because it undertakes the mission of improving employment, which requires that institutes of higher learning should attach greater importance to it. Entrepreneurship education should not only teach students knowledge and entrepreneurial abilities, but also cultivate their ideological qualities and moral traits. Therefore, entrepreneurship education should be closely connected with ideological and political education (Sun, 2013). The traditional teaching model can no longer cater to the needs of the active college students or achieve intended goals. As a result, teachers should develop new teaching methods and channels to catch up with the times, meet the requirements of the country and school education, conform to the learning psychology of modern students, and make full use of the guiding role of ideological and political education.

Teachers should guide students to start their own business and at the same time cultivate knowledgeable, morally noble, law-abiding and mentally healthy student entrepreneurs.

References

- Che, L., & Li, S> (2011). Exploring methods of cultivating college students' psychological qualities during Entrepreneurship. *Studies of Ideological Education, 12*, 93-96.
- General Office of the State Council. (2014). Notice of General Office of the State Council on the employment and entrepreneurship of national college graduates in 2014. Retrieved from <http://www.newjobs.com.cn/Details?newsId=763CD4D7301B1E38>.
- Jia, H. (2011). Mutual promotion of entrepreneurship education and ideological and political education. *Education and Occupation, 5*, 66-67.
- Sun, Y. (2013). Strengthening ideological and political education of college students through entrepreneurship education. *Research of Course Education, 22*, 45.
- Yi ,Y., & Peng, Z. (2011). The fragmentation of value orientation of education and the integrating role of entrepreneurship education in the value orientation of education. *Hunan Social Sciences, 1*, 179-182.
- Zeng, T. (2009). On the dynamic combination of entrepreneurship education and ideological and political education in colleges and universities. *Journal of Hubei Institute of Traditional Chinese Medicine, 4*, 69-71.

Research on Vocabulary Teaching in the Primary Stage of Chinese as a Foreign Language

Wu Wei

International School, North China University of Technology, Beijing, China

Email: wuwillow2009@126.com

[Abstract] This paper mainly studies the Chinese vocabulary learning of foreign students and the vocabulary teaching methods reflected. This article takes the students in the school language class as the survey object, conducts an on-the-spot investigation on the status quo of the foreign students' vocabulary learning strategies, and uses statistical methods to analyze the collected questionnaires. This paper summarizes the strategies that learners should adopt in Chinese learning and suggests the methods that teachers should adopt in Chinese teaching.

[Keywords] Chinese as a foreign language; vocabulary; method; survey

Introduction

There are three important components in foreign language teaching: teachers, students, and teaching materials. And all of these three are inseparable from an important component – vocabulary. It can be seen that vocabulary teaching plays an invaluable role in foreign language teaching. Liu Xun (2002) once mentioned, “Teaching Chinese as a second language is a second language teaching.” This article only talks about teaching Chinese as a foreign language to foreigners. The number of vocabulary words of international students directly affects students' communicative competence. Therefore, optimizing vocabulary teaching and learning methods is an urgent problem to be solved. Liu Xun (2000) summed up nine teaching methods: “direct method, translation method, situational method, morphological meaning method, collocation method, discourse connection method, comparison method, polycondensation method, and joint idea”; Zhang Wangxi (2013) proposed “vocabulary direct and indirect teaching methods”; Zhao Jinming (2004) believed that “the method of word interpretation has a very important position in textbook writing, classroom teaching or lexicography.” Teaching and learning are not separated, and students' learning problems can be found in teaching. Similarly, teachers' teaching can also be reflected in students' learning. The advantage of the research method in this paper is that it investigates the students' learning methods and their satisfaction with the teachers' teaching methods, finds out the problems of students' vocabulary learning, and summarizes the vocabulary learning methods suitable for students and more effective teaching method.

This paper first designs the questionnaire, selects the subjects, investigates and understands the vocabulary learning methods of international students, and the problems encountered by the international students in the learning process. Then, the teacher's teaching method is distinguished from the student's learning method and the results are analyzed separately. Finally, an effective learning strategy that is more suitable for learners is proposed, and a more specific teaching method is proposed for teachers.

The Vocabulary Learning Situation Survey

In order to understand the vocabulary learning situation of foreign students better, this paper used the questionnaire survey method in field investigations of the primary, intermediate and advanced language

classes of North China University of Technology. The total number of people surveyed was 40, including 18 in the primary class, 13 in the intermediate class, and 9 in the senior class. The proportion of personnel distribution remained basically coordinated, so it met the statistical requirements. The questionnaire consisted of two parts. The first parts were basic information questions and the second parts were specific questions, including multiple choice questions and subjective questions.

Overview of the Basic Situation of the Respondents

Among the respondents, there were 15 male students, most of whom were African students in the primary class, and 25 female students, most of whom are Korean and Japanese students in middle and senior classes. Since the respondents were all international students studying Chinese in the school, 80% of them were between the ages of 19 and 25, with Chinese language at the beginning and intermediate levels. This was mainly because most of them came to China for higher education. Therefore, the strategies to learn Chinese vocabulary were reflected by most of this age group. It is feasible to study the specific methods of teachers in the teaching process for the Chinese learning methods of foreign students. The students who studied Chinese in each class came from more than ten countries. The top four countries were Japan, South Korea, Zimbabwe and Turkmenistan. It can be seen from the survey results that more than half of these people graduated from high school, and nearly 40% graduated from undergraduate studies. This shows that China is getting stronger and stronger, and is also becoming more and more influential internationally. More than half of these respondents, who felt that the pronunciation in the words was difficult, came to China within six months. This shows that the shorter the time the students come to China, the more difficult they have in pronouncing the words. There are many reasons why these students learn Chinese. Many of them in the primary class studied Chinese because of business or trade. As I teach the primary Chinese class, I know that many students' parents have large and small trade with China. Therefore, most parents want their children to help them manage their businesses and they have sent their children to China to learn Chinese. Some in the middle and senior classes were in China because of their own professions – some were there for good communication with the Chinese, some like the Chinese culture, and some were learning Chinese in order to find a job in the future. It can be seen that the “Chinese fever” is not only abroad, but also attracts more and more foreigners to study in China. Classes with different levels have significant differences in the motivations of Chinese learning. Students in different classes have a different time in learning Chinese: 32% of the primary students only studied one semester, most of whom think that that Chinese characters in the words are very difficult, but the translation in the new words learning is very helpful to them. However, 42% of the students in the middle and senior classes have studied Chinese for 1-3 years, and most of them thought that Chinese characters were not very difficult. It was also believed that translation was not very helpful to them while learning new words. When students were asked which parts of the Chinese language are important, the order of the importance from the results are: phonetic intonation, usage, vocabulary and grammar. Only a quarter of the students were not very satisfied with their Chinese vocabulary learning, and about three-quarters were satisfied with their current vocabulary learning situation, and most of them stayed in China for 6 months. This also shows that the students in the primary class are very satisfied with their current vocabulary learning situation, and from another angle, we might say the vocabulary teaching method of in class is very welcomed by the students.

Survey Results and Analysis

Basic Results and Analysis

Half of these students were taught in my primary class. On about the 13th question in the questionnaire – the three-step method of vocabulary teaching in the class, only the primary class students have used it. Although this method has been explained in the question, there are still some students who didn't answer this question maybe because they do not fully understand it well. However, 11 of the primary students (18 in total) gave a high score of 4 or 5 for this method. From this result, it can be seen that most students were very appreciative of this method. More than half of the students believed that the tone of words was very important in the study. At the same time, most of them also thought that the tone of words was the most difficult, especially among the Japanese and Korean students. Most students thought that it was important to grasp the Chinese character structure of words when learning. About one-third of the students felt that learning Chinese characters was the most difficult, and half of the students thought that Chinese characters were not difficult. This may be influenced by the Korean and Japanese students and African and Central European students. Japanese and Korean students belong to the Chinese character circle and are naturally more familiar with Chinese characters, so most of them think that Chinese characters are not difficult to learn. African and Central European students are just the opposite. Because they do not belong to the Chinese character culture circle, they think that Chinese characters are difficult to learn.

Survey Results and Analysis of Teaching Methods

Most students thought that it was difficult to understand and master the meaning of words, so half of the students chose the option of “need translation to help”. Students of different Chinese classes have significant differences in the help of translation in Chinese word learning. The lower the Chinese level is, the more help is needed for translation. The higher the Chinese level is, the less important the translation is. It is conceivable to analyze the reasons for this: Since students who are new to Chinese, especially zero-beginners, they cannot understand the meaning of words in Chinese and they need to properly interpret words in their native language to help them grasp the meaning better. In class, teachers sometimes use pictures to explain new words. More than half of the students felt that this kind of picture interpretation was very helpful for their study. Among them, the more the students thought that the tone of speech was difficult, the more they thought that the picture interpretation method was helpful, and the students, who consider the pictures helpful while learning, think cards are also very helpful. It is not difficult to guess the reasons – it may be because students have a language stimuli-response after seeing the pictures. This method was very popular among students. There was also a kind of teaching prop. Many teachers use it when teaching foreign students' Chinese vocabulary – it is the flash card. This kind of prop can be used not only by teachers teaching, but also by students studying. The results show that more than half of these students thought that flash cards were very helpful. Among them, the lower the Chinese level, the more helpful the flash cards are. Most of the students who felt that the flash cards were very helpful in word learning would also find it very helpful to use the “Native-Chinese” dictionary. It can be seen that teaching props play an very important role in students' learning Chinese words. More than half of the students believed that it was very helpful when teachers use body movements to explain new words. Most of them have stayed in China less than 6 months. Many teachers will arrange pre-class consolidation exercises for dictation in the new lesson. More than 70% of the respondents believed that dictation was helpful. In the teacher's explanation or in the discussion with the classmates, it is inevitable that some learned words will be used to explain the unlearned words. After this investigation, it was found that this method of synonym interpretation is very common among students. Only less than 10% of students felt that this method did not help. Most of the remaining students believed that this method was very helpful. Less than 10% of students felt that their learning effect

was not good, and the other students were basically satisfied with their vocabulary learning. It can be seen that it is very beneficial for students to improve their vocabulary quickly if understanding the teaching methods used by students or wishing the teachers to use in class.

Survey Results and Analysis of Learning Methods

When students are learning new words, almost 92% of the students often or sometimes use native language to translate new words to help them understand the meanings. Most of them think that it is very difficult to learn the meaning of words. It can be seen that in new word learning, the method of translating words in their native language is very popular. More than 92% of students will often or sometimes repeat the practice of writing words after learning the new words of the lesson, so that they can remember and master the usage of words better. In order to understand the new words well and review them after class, 75% of the students often take notes when the teacher explains them. Language is used for communication. Because of this, it is necessary to practice frequently. Only when you often open your mouth, you can master this foreign language. This is the experience of many of us when we are learning foreign languages. Foreign students also need to follow this principle when learning Chinese. Statistics show that about 80% of students often or sometimes read aloud or whisper words while learning Chinese. Statistics show that 90% of all students will guess the meaning of new words when they have context in the text. The results of another similar question show that most students often or sometimes learn words in the text. Among them, students with high Chinese proficiency have a better understanding of the text and prefer to understand the meaning of the words in the text. Statistics show that more than 80% of students in middle and senior classes learn words in the text when they learn new words. It can be seen that teachers should guide students to understand and guess word meaning in the text correctly when teaching. In order to understand the meaning of words better, more than half of international students will use the “Native language-Chinese” dictionary when learning new words, especially Japanese and Korean students, which means that the higher their Chinese level is, the more they use the dictionary to learn words. In the study of Chinese words, when foreign students think that the meaning of words is difficult, they usually will ignore the words (accounting for about 62% of the students), but some students will continue to overcome difficulties. It can be seen that students are full of energy in learning Chinese. About 92% of the students believe that they have been praised by teachers in the process of learning new words. It seems that the praise of teachers plays an important role in student learning. Almost all students believe that teachers often help students correct mistakes in new words learning. Similarly, they often correct each other’s mistakes in their practice with their classmates. In foreign language learning, the dictionary is a tool commonly used by students. What do the students use to help them learn new words? Statistics show that more than half of the students in the junior and intermediate Chinese level classes and 44% of the senior classes use the dictionary to help them understand the meaning of the words. The remaining students use the dictionary to learn Chinese writing and pronunciation. Very few students use the dictionary to learn word usage. It can be seen that the role of the dictionary in Chinese learning for foreign students is very large. When learning a foreign language, there is always some time when you don’t understand. Half of the students will choose to ask teachers if they don’t understand the new words, and others will ask classmates or friends. In addition to learning new words in the classroom, students will learn Chinese words in a variety of ways. The most commonly-used methods for students after class are to watch Chinese TV/movies and chat with Chinese friends or classmates, or sing Chinese songs. Only a small number of students learn words by participating in various Chinese activities and reading Chinese newspapers and magazines.

To master a foreign language, remembering a new word is a must. So how can we remember the new words effectively? In the results, some ways are through the network memory, some through chat with Chinese friends, some through reading aloud, and some through writing and other methods. Statistics show that more than a quarter of students use the “multi-write” method to remember new words. It seems that in future teaching, teachers should give students more activities in the process of “writing” Chinese characters or use several methods so that students can remember the words quickly and effectively. Many teachers who teach international students have discovered that most students like staying with schoolmates from their own country, so they will often use their native language to communicate. Of course, in addition, learning in China will inevitably lead to the use of Chinese in spare time. Then, in what conditions will students use Chinese after the class? According to statistics, international students use Chinese most in daily life and communicating and chatting with Chinese friends.

Vocabulary Teaching and Learning Suggestions

Eighty percent of the respondents hope to learn Chinese vocabulary strategically. All of the students who are dissatisfied with the current vocabulary learning situation hope to learn Chinese vocabulary strategically. This also provided a powerful impetus for our research. Jack C. Richards & Theodore S. Rodgers (2000) believed that the “teaching method” should be a unified concept and should not be used as a link in the pedagogy system. Therefore, they considered the teaching method as a continuum of concepts that encompasses theoretical research to instructional design to teaching steps. Feng Weigang (2014) mentioned “There are many teaching methods. The most important thing is to choose the appropriate and effective teaching method according to the characteristics of the course.” For the unique characteristics of Chinese (such as Chinese characters), coupled with long-term observations in the class, the following are some of the teaching methods and learning strategies for new words for the study of foreign students, which are mainly applicable to comprehensive courses, especially to primary class.

Learn the Pronunciation of Chinese Words in Class – the Phonetic Intonation

A foreign language can only be truly mastered if it is used, and the premise that will be used is to be able to talk and communicate. If you want to be able to talk, you need to pronounce the words correctly, because the wrong pronunciation does not have any positive meaning in communication, and sometimes it will even make a big joke due to wrong pronunciation. Therefore, mastering the pronunciation of words is a prerequisite. In class, it can be based on the teacher’s pronunciation; learning the mouth pronunciation part; the teacher’s reading; the student’s following the reading; the student’s aloud and silent reading; the pronunciation correcting by the teachers; the students pronunciation correcting each other and other methods to master the pronunciation of the words. After the class, students can listen to the recordings or videos and audios that the teachers provide and repeat the practice of the voice intonation so that they can grasp the pronunciation of the words more firmly.

Learn the Correspondence between Pronunciation and Meaning in Class

Zhao Yuanren (1980) said that “The most arbitrary part of a language is its vocabulary. The relationship between speech and meaning is completely arbitrary. It is completely customary. The same voice can represent different things in different languages.” If you want to be able to use a foreign language, you must know the meaning of the words spoken from your mouth so that you can complete the correct communication. Here, there are some methods;

1. Translating the meaning – This method is especially suitable for primary classes;

2. Image interpretation, which is the application of direct method. This method can be used on the PPT, and can also be used in the physical, not only for the students to understand the meaning of the words, but also to activate the classroom atmosphere.
3. The vocabulary card method, which can be designed using a variety of activities during practice in order to deepen the students' memory of the meaning;
4. The body movement method – this method requires the teacher to be energetic, and in the preparation, the teachers should find out in advance the words that they can express the meaning with the body movements. In addition, teachers can use this method to design some classroom activities with action participation to motivate students to learn Chinese.
5. Synonym interpretation method – this method is especially applicable to middle and senior grades.
6. Guessing the meaning of the words in the text – this method requires good guidance from the teacher, and the interpretation of the words before and after the text is clear and easy to understand.
7. Using the lexicographic method – this method is especially suitable for students in middle and advanced classes.

Learn Chinese Characters in Class

This step is mainly to match Chinese characters with pronunciation and meaning. In the first two steps, the pronunciation and meaning have been solved and have been matched. This step is equivalent to knowing the meaning of the word as long as the student can recognize the Chinese character. There are many ways to do this step. Here are some common methods:

1. Chinese character dismantling method – this method is more suitable for Chinese characters that can be disassembled.
2. Pictographic demonstration method – this method is more suitable for Chinese characters with graphic deduction. The drawing of this deduction is more in line with the perception of foreigners, because many foreigners regard Chinese characters as a picture.
3. Time-limited recognizing method – this method can enhance students' memory in a short time and deepen the impression of students' Chinese characters.
4. Character card method – this method allows students to have fun in study, increasing the fun of learning Chinese.

Learn the Usage of the Words in Class

Mastering a foreign language is not measured by how many words you recite, but by whether he can use words. Sun Dejin (2006) mentioned “If you master the specific pronunciation and specific usage of words, you can do it even if you don't learn pronunciation and grammar.” It seems that the ultimate goal of learning words is to verify that language is used for communication. Teachers can use the situational approach to guide students to understand the usage of words. They can also design activities that can develop students' own brains, so that students can speak the correct words themselves, and can really grasp the usage of words.

Consolidate and Review After the Class

In class, because of the guidance of teachers, students can basically master most of the words. However, if the students don't review or practice after class, it is believed that many people who have studied foreign

languages will have a common experience that the words will be forgotten after a few days. So students need to review and practice on their own. One of the most important methods is: dictation. Many teachers have found that students do not like this method very much because they do not like to write Chinese characters, especially at the beginning time when they come to China. But after a while, when they can write a lot of Chinese characters, they find that actually dictation is a very effective method of after-school practicing and reviewing characters. In addition, teachers can design some ways to review the words that make students feel interesting. For example, watching Chinese TV or movies; interviewing Chinese friends on a certain topic; writing proposition small composition; learning to sing Chinese songs, etc., these methods can improve the interest of foreign students in learning Chinese characters.

Conclusion

Based on the actual situation of the students' Chinese learning, this study investigates the Chinese vocabulary learning strategies of foreign students, understands the students' actual thoughts and difficulties in the study of words, integrates the teaching experience of teachers, and puts forward some suggestions for vocabulary learning and teaching. Of course, this study is unable to investigate all international students due to limited conditions. To further study the more targeted teaching and learning strategies for vocabulary of Chinese as a foreign language, it is necessary to conduct more in-depth field investigations, include a wider population of respondents. In future research, I will continue to work harder and strive for more in-depth research.

Acknowledgement

This paper was funded by "One Belt, One Road" National Talent Training Base Project of North China University of Technology

References

- Feng, W. (2014). *Practical teaching methods and techniques for teaching Chinese as a foreign language*. Beijing: Unity Publishing Press.
- Richards, J. C., & Rodgers, T. S. (2000). *Approaches and methods in language teaching*. Cambridge: Cambridge University Press; Beijing: Foreign Language Teaching and Research Press.
- Liu, X. (2000). *Introduction to teaching Chinese as a foreign language*. Beijing: Beijing Language and Culture University Press.
- Liu, X. (2002). *A brief discussion on Chinese as a second language teaching*. Beijing: Beijing Language and Culture University Press.
- Sun, D. (2006). *Study on vocabulary and vocabulary teaching in foreign languages*. Beijing: The Commercial Press.
- Zhang, W. (2013). *Introduction to ontology teaching in Chinese as a foreign language*. Beijing: The Commercial Press.
- Zhao, J. (2004). *Introduction to teaching Chinese as a foreign language*. Beijing: The Commercial Press.
- Zhao, Y. (1980). *Language problems*. Beijing: The Commercial Press

Research on the Application of Chinese American Literature in Advanced English Teaching

Chen Yanqiong

Leshan Normal College, Leshan, China

Email: daisysm_cn@163.com

[Abstract] The traditional SOI (Skill-Oriented Instruction) teaching philosophy exposes the problems of too much mechanical training and too little information obtained by students, thereby hampering the expansion of students' major knowledge and the construction of reasonable knowledge structure. So, the introduction of Chinese American literary texts to the advanced English course aims to change students' practice of memorizing literature history by rote and strengthen their reading of English literary texts and improve their literary appreciation ability and language expression ability. This research has set up "four-in-one" teaching model – Chinese American writers-Chinese readers-deconstruction of Chinese American literary texts-meaning construction in advanced English, through which students experience Chinese culture in the language of English and from a western point of view and improve their critical thinking ability.

[Keywords] Chinese American literary texts; advanced English; texts deconstruction; meaning construction

Introduction

After more than ten years of teaching advanced English, this author has realized that it is a comprehensive course that contains English knowledge, English skills, and the literature and culture of English countries that it involves students' understanding of English texts reading, grammar, rhetoric and writing ability, and that it contains many famous works in politics, economy, society, language, literature, education, philosophy and so on. So, in order to increase students' knowledge of English literature and culture, deepen their understanding of society and life, cultivate their ability to appreciate famous English texts, enable them to think logically and independently, as well as consolidate and improve their comprehensive use of English, both teachers and students should expand reading materials from the textbook of advanced English in class to more relevant texts after class. There are some problems in advanced English teaching, such as the insufficient input of Chinese society, and culture. Large gaps between the advanced English's requirement of large reading input and students' narrow knowledge horizon, and between advanced English's requirement of independent text interpretation and critical thinking and students' over-reliance on teachers' classroom teaching. Therefore, this paper is going to apply the reading of Chinese American literature in advanced English teaching.

Literature Review

In 2012, the Department of Higher Education under the Ministry of Education issued the Catalogue and Introduction of Undergraduate Majors in Ordinary Institutions of Higher Learning (DHE of the Ministry of Education, 2012), which stipulated that English majors in China's colleges and universities should "cultivate English professional talents who can skillfully use English and native language in foreign affairs, translation, education, management, research and other work with high cultural accomplishments, proficient English language skills, solid English language and literature professional knowledge and other knowledge" (DHE of the Ministry of Education, 2012). This stipulation reflects that it is necessary to strengthen the idea of education and the teaching of professional knowledge in English majors and help

students build a good professional knowledge structure. 2012 professional standards for English requires that students should “mainly learn basic knowledge of English language and literature, as well as knowledge of history, philosophy, politics, economy, art, law and other humanities and social sciences in major English-speaking countries, receive systematic and scientific English listening, speaking, reading, writing, translation and other basic skills training, master comprehensive ability to use professional knowledge to discover, analyze, and solve problems and the ability to think creatively and do researches scientifically. In order to achieve these goals, the 2012 Professional Standards for English set up a system of English major courses – English professional skills courses and English professional knowledge courses. Advanced English is the former one, and English literature is the latter. But an increasing number of English teaching experts and scholars have found that such classifications, to some extent, strengthens the traditional SOI (skill-oriented instruction) teaching philosophy which exposes the problems of too much mechanical training and too little information obtained by students, thereby hampering the expansion of students’ major knowledge and the construction of reasonable knowledge structure. Actually, the textbook for advanced English is designed as a carriage of English-speaking countries’ politics, history, economy, literature and culture, so the editors of this textbook have aimed at strengthening students’ professional skills, expanding students’ professional knowledge as well as advancing eastward in western learning. Some scholars have already pointed the significance of introducing literature into advanced English teaching. Nie Sumin pointed out that advanced English teaching would be devoid of the charm of the language of English or the approach to English culture without literary aesthetics (2016, p.84).

The Significance of Chinese American Literature in Advanced English Teaching

Of so great many English literary texts, this paper chooses Chinese American literary texts to be the research target, based on its special significance to English literary texts. Firstly, when it comes to the 21st century, the multicultural background has made ethnic cultural diversity clearer than ever before, so ethnic literature has every reason to be an important target of literature research. Secondly, the opposition, conflict or integration of the two cultures contained in Chinese American literary texts inevitably show different histories, politics, philosophy and society, and so on, which will help Chinese students in their native language culture to expand their professional knowledge. Lastly, Chinese students acquire the history and reproduction of their Chinese culture through reading Chinese American literary texts, which is a unique opportunity to train their speculative ability. Thus, this research supposes to realize the innovation and breakthrough of advanced English teaching and learning by introducing Chinese American literary texts.

Research Method

This research mainly guides students to fulfil the following three tasks: deconstruction of the representatives of Chinese American literature, interpretation of the national sentiment in Chinese American literature and the meaning construction of Chinese American literature. Firstly, the author lead students to read some representatives of Chinese American literature, including *The Joy Luck Club*, *The Woman Warrior*, *Bone* and *Everything I Never Told You*. By reading these famous works written by Chinese American authors, students can understand the historical background, the plot outline, the theme clues, the characters, and the implied meaning of the texts, and so on. At the same time, the teacher guided the students to analyze the writer’s domestic feelings in Chinese American literary texts. Obviously, the writers of Chinese American literature, no matter whether they are first generation or the second generation of immigrants, no matter whether they have lived in China or not, all of their works have the “shadow” of their hometown in China

and have the mapping of Chinese culture and Chinese elements. Consciously or unconsciously, such mapping is commonly made by those Chinese American writers. In the last step, the author ushered students into the critical interpretation of the above two parts, and the construction of the “creative” meaning of Chinese American literature from the perspective of criticism. Since the domestic feelings in Chinese American literature texts is expressed in a “foreign” language – English, from the perspective of outsiders, reading Chinese American literary texts, for Chinese students, is a completely different self-cultural review and appreciation, which goes beyond the cultural paradigm of what “I have already known”, and examines the domestic feelings in Chinese American literature from a new perspective. So it is helpful to cultivate English majors’ ability to think critically and creatively by introducing Chinese American literary texts to advanced English as the course requires.

Based on the fulfilment of the above three tasks, the author set up the “four-in-one” teaching model shown in Figure 1. As it shows, the teaching model, carried by Chinese American literary texts, targeting the domestic feeling within and supposing to put Chinese American writers and Chinese readers together, stands on the platform of advanced English course and realizes the deconstruction of texts with the teacher’s guidance and construction of the meaning with students’ after-class reading. Putting the teacher’s guidance and students’ reading together, this teaching model can effectively combine the classroom and after-class activities, students’ professional skills and professional knowledge, reading western texts and absorbing it in the eastern way.

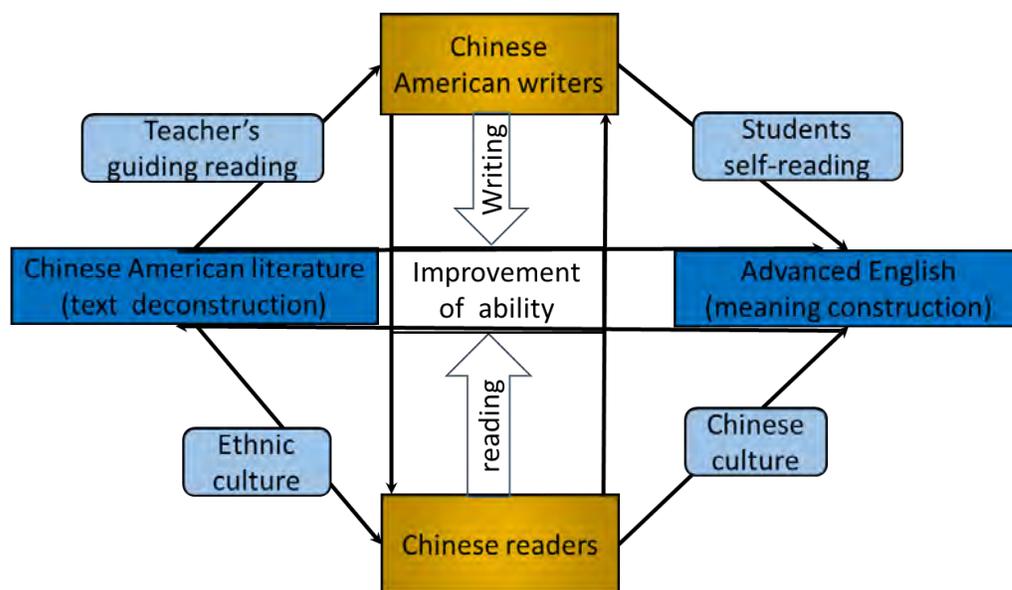


Figure 1. Teaching Model

The author selected typical examples from each link in the research process to demonstrate the research results. Firstly, at the beginning of the new semester, the author gave students the book lists of Chinese American literary texts. Using *The Joy Luck Club* in the first semester and *Everything I Never Told You* in the second semester as an example, students were assigned to read them with the requirement of at least one-eighth of the texts every two weeks and have a discussion in the last two hours in the advanced English class. Such a clear schedule, on the one hand, can effectively urge students to read; on the other hand, it can also effectively prevent the texts information from being forgotten due to too long time interval. In after-

class reading, the teacher reminded students to avoid looking up new words in the dictionary; instead, comprehend new words through contexts, the development of the story, as well as their own life experience could help students achieve the coherence of the novel reading, so as to gradually enjoy the pleasure of reading. As this research selects works by Chinese American writers, there were a lot of plots about Chinese culture, which on the one hand can bring students a sense of familiarity when reading, and on the other hand, it can create a defamiliarizational aesthetic feeling because for Chinese students, the Chinese culture within the texts now is expressed in a foreign language and from a western perspective.

In the class discussion every two weeks, the author mainly adopted the reading circle model to implement the teachers' reading guide. First, the teacher grouped students in groups of six according to the teacher's observation of them in class performance, including these factors such as their English reading ability, oral expression ability, logical thinking ability and personality, etc..The six members in a group were assigned the following six different tasks, respectively: the leader, the summarizer, the massager, the word master, the connector and the cultural collector.

Take the second class discussion on *Everything I Never Told You* as an example, the leader is in charge of organizing and managing the discussion direction and pace and putting a core issue in the section that the students have read by themselves, such as "Is Marilyn's daughter and mother's funeral deliberately arranged in these two adjacent chapters? If yes, what does the author of the novel intend to convey?" The summarizer extracts the main content of the section: i.e. Lydia's funeral and Marilyn's mother's aftercare. The massager elaborates on the key information in this section, say, the plots or image that contribute to the development of the story, such as Jack's behavior at Lydia's funeral and Marilyn's mother's cook book. The word master is in charge of the appreciation of the language in this section, including paragraphs, sentences and words, even punctuations that impress her/him a lot: "she lifted her hair and bowed her head and let the rain soak the curls beneath. The drops smarted against her bare skin. She leaned back on the cooling hood of the car and spread her arms wide, letting the rain needle her all over" (Ng, 2014, p. 86). The word master has largely appreciated the use of *needle* as a verb here to accurately depict the impact of Marilyn's mother's death on her and her remorse for not having obeyed her mother's admonition piercing her heart like a needle and waking her up like a sudden rainstorm. According to the content of this section, the connector finds out the relevance to the real life of the readers, which may be the identification or opposition: Jack's mother, Woolf, who is also a single mother and a professional woman, has been criticized by society while pursuing her own career. And such phenomenon is ubiquitous in real life. Even in the modern society of the 21st century, the social pressure faced by women is always increasing. The cultural collector picks out information about Chinese and western culture in this section and expounds upon it. As mentioned in this section, Nath is mocked by other white children in the community for his ethnic identity when learning to swim, which causes his father James to recall the racial discrimination he suffered when he was young. This six-person reading circle is limited to 30 minutes of discussion, in which the teacher listens to students' discussion selectively, and appropriately expresses her own views. After the first round of discussion, the teacher organizes all the members of the same role into six new groups: leader group, summarizer group, massager group, word master group, connector group and cultural collector group. Within 10 minutes, all groups finish their information exchange and integration, and in the following 40 minutes, the six groups report the results of the second round of discussion orally within 18 minutes, and take notes on the key points which would provide necessary material for their book review. The teacher spends 3 minutes on commenting each group's report, including the following aspects: the embodiment of ethnic culture in American English literature; the embodiment of Chinese culture in Chinese American literature; as a

Chinese reader, how to interpret the domestic feelings; how to interpret the foreign culture as a foreign reader; how to learn and use idiomatic English expressions. After 90 minutes of teacher's guided reading, students are asked to write a reading report targeting a point of the reading section discussed in class. After 4 discussions and 4 reading reports (8 weeks), students are supposed to finish a book review on one Chinese American literary text.

The following table 1 presents the titles of a class's book reviews based on the 4 Chinese American literary texts, *The Joy Luck Club*, *The Woman Warrior*, *Bone* and *Everything I Never Told You*.

Table 1. Titles of Book Reviews

Books	<i>The Joy Luck Club</i>	<i>The Woman Warrior</i>	<i>Bone</i>	<i>Everything I Never Told You</i>
Titles	The traumatic memory in <i>The Joy Luck Club</i>	Feminist interpretation of <i>The Woman Warrior</i>	A glance at the American ethnic society from the "paper son"	A brief analysis of Lydia's tragedy
	The carriage of eastern and western culture: relation between mothers and daughters	The symbolic meaning of Fa Mulan in <i>The Woman Warrior</i>	filial piety culture in <i>Bone</i>	An analysis of James' characteristics from the perspective of trauma theory
	A post-colonialist interpretation of <i>The Joy Luck Club</i>	An comparative analysis of nameless aunt and Moon Orchid	the symbolic analysis of <i>Bone</i>	A comparative analysis Chinese and American family education from Lydia's tragedy
	Symbolic images in <i>The Joy Luck Club</i>	The symbolic meaning of ghosts in <i>The Woman Warrior</i>	Chinatown culture in <i>Bone</i>	A glance of American ethnic's living condition through James' marriage
	An analysis of the Chinese traditional culture in <i>The Joy Luck Club</i>	An interpretation of <i>The Woman Warrior</i> on the perspective of trauma theory	On the characteristics of diaspora Literature in <i>Bone</i>	On the narrative significance of Hannah in the novel
	On the symbolic meaning of mahjong in <i>The Joy Luck Club</i>	The application of the marginal man theory in <i>The Woman Warrior</i>	Analysis on the attitude of American Chinese immigrants to Chinese traditional culture	Analysis of Jack's character
	The narrative techniques of <i>The Joy Luck Club</i>	The collage application of Chinese traditional culture in the woman warrior	The cultural connotation of women relation in Chinese American literature	An analysis of communication in <i>Everything I Never Told You</i>
	The difference of family values between China and America in <i>The Joy Luck Club</i>	Revolts against patriarchy and racial discrimination in <i>The woman warrior</i>		Analysis of the causes of Marylyn's failure from the perspective of feminism

Conclusion

In conclusion, reading of Chinese-American literary texts has a significant effect on the reform of advanced English teaching and learning. In the three-dimensional system of students' reading after class, teacher's guidance in class and students' book reviews after class, this research has set up a "four-in-one" teaching model. This teaching model, on the one hand, effectively promotes students' reading of English literature texts and improves their literary appreciation ability and language expression ability; on the other hand, it

helps students experience the history and reproduction of Chinese culture through reading Chinese American literature texts, thereby, training students' critical thinking ability.

References

Ng, C. (2014). *Everything I never told you*. New York: Penguin Group.

Nie, S. (2016). Literature aesthetic of the advanced English teaching – Taking Marrakech as an example. *Journal of Chongqing College of Electronic Engineering*, (5), 84-87.

DHE of the Ministry of Education, People's Republic of China. (2012). *General colleges and universities undergraduate major catalogue and specialty introduction*. Beijing: Higher Education Press.

Cultivating Students' Learning Autonomy Via CALL: Application of Team Project and Presentation

Li Lu

Dalian Institute of Science and Technology, Dalian, China

Email: lilusunny@163.com

[Abstract] With the development of computer technology, the traditional "teacher-oriented" language teaching mode is being replaced by the "student-oriented" mode. This paper explores how CALL helps students to construct the autonomous study through in-class and after-class task, namely "team project and presentation".

[Keywords] autonomy; CALL; team project and presentation

Introduction

In the college intensive reading class, teachers usually assign reading materials from the textbook, and most class time is spent listening to the teacher's lectures. Teachers serve as purveyors of information and wielder of power (Benson & Voller, 1997, p. 20). They lecture, pose questions, assign homework, evaluate students' performance and test their language proficiency, whereas students are seen as containers to be filled with the knowledge held by the teacher (Benson, & Voller, 1997, p. 20). They listen to the teacher's lectures, take notes, review lessons and try to memorize what is taught. Classroom activities are mostly teacher-oriented and students rarely participate in them. This teacher-oriented approach, which has affected curriculum and instruction in China for so many years, is based on the behaviorist learning theory.

Of course, with the application of computer technology and the development of CALL (Computer-Assisted Language Learning), the setting for students to learn English is quite different from the one ten years or even five years ago, to be exact, with richer approaches than before. Many audible materials and multimedia software are available with each text book matched with discs, which makes students less dependent on their teacher, and forms challenges to the traditional teaching mode (Cai, 2002, p. 230). Remarks on the English teaching reforms are so prevailing that it is assumed our English teaching has stepped into a new era. However, in reality, greater importance has still been attached to the traditional teacher-centered approach instead of student-oriented approach which lays great emphasis on learner autonomy by the way of task-based teaching and cooperative learning. According to the investigation in several universities in Dalian, it should be noted that college English teaching is still applying the traditional mode, even some teachers who employ multimedia approach, simply use the projector as a blackboard. *College English Curriculum Requirements* (For trial implement 2004) clearly demonstrates that the objective of college English teaching is to develop the students' ability to use English in an all-round way so that in their future work and social interactions they will be able to exchange information effectively through both spoken and written channels and, at the same time, they will be able to enhance their ability to study independently and improve their cultural quality so as to meet the needs of China's social development and international exchanges. Thus applying a student-oriented approach by enhancing their cooperative learning and autonomous learning via CALL is urgent in our teaching.

From September 2015 to December 2016, an in-class and after-class task team project and presentation was designed and tested for both research and practice orientation, which proved to be effective in nurturing

students' autonomous learning. The team project and presentation refers to the project finished by a group of students outside class and then presented in class by a representative.

Theoretical Bases

Autonomous learning is based on the theory of Constructivism, which believes that knowledge is not taught but learned by the learner himself through constructing new knowledge on the basis of old knowledge, under a certain setting, with the help of others, such as teachers or study partners, utilizing certain resources. The concept of "autonomous learning" originated in the 1960s when there were debates about the development of life-long learning skills and independent thinking. Holec (1981, p. 3) defined autonomy as "the ability take charge of one's own learning." Dickinson (1987, p. 11) stated that autonomy is a "situation in which the learner is totally responsible for all the decisions concerned with his or her learning and implementation of those decisions." Autonomous learning is quite different from self-study. It doesn't mean studying without teachers' guidance and lectures. In fact, learner autonomy means students set their goal and pace of study, learn to cooperate with others to fulfill their tasks, change from passive learners to active learners, from "what I expect to do" to "what I want to do". Teachers must play the role of informants, designers, and facilitators, and evaluators. Teachers should try to understand learners' needs and interest, understand the resources with the school, help the learners to be aware of and make the best use of them; teachers also should provide learners with a learning environment and develop a curriculum which enable them to take charge of their learning; teachers should design tasks and activities to facilitate students autonomous learning; teachers should assist learners in setting goals for learning, monitoring their progress, and evaluating their work. In short, teacher-centered mode should shift to student-centered mode.

Another theoretical basis for developing students' autonomous learning is cooperative learning. Olsen and Kagan defined cooperative learning as "group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others" (1992). Cooperative learning is based on interaction and cooperation. Johnson, Johnson and Holubec (1990, p. 5) assert that "What we know about effective instruction indicates that cooperative learning should be used when we want students to learn more, like school better, like each other better, like themselves better, and learn more effective social skills." Learning takes place when students realize they belong to a certain group or a given culture.

The team project and presentation was carried out on the basis of the above theories.

Application of Team Project and Presentation

With the changing educational notion in China, Computer-Assisted Language Learning (CALL) is widely used in both English class teaching and students' after-class study. CALL can provide students with such a learning setting in which knowledge is learned through autonomous study. CALL provides students with plenty of chances to use English in audio-visual communicative setting both in and outside class classroom. It makes it possible for the students to watch the real situation, listen to the native speaker, and in turn, to be familiar with communicative strategy. Students learn with the help of multimedia facilities, overhead projectors, the local network, and the internet, etc. Thus, in such a setting, a team project and presentation could be both feasible and effective in cultivating students' learning autonomy. The team project and presentation was used in two B-average classes (whose scores in Band-1 test were below 60.), totaling 80 students. Each semester students were required to conduct four projects.

Designing the Team Project

What and how regarding the team project that the teacher designs are decisive factors. It affects whether the students can fulfill the task successfully or not. Usually, there are three principles to follow: First, design the team project according to the passage that the students will learn. In this way, the students not only can better understand what they learn in the book, but also broaden their horizons. Second, the topic of the team project should be neither too general, nor too specific. If the topic is too general, students always feel puzzled about what they are going to do, or they can't focus on one topic and explain it fully. On the other hand, if the topic is too specific, students will feel restrained and thus, can't supply enough information. Third, the team project should be interesting and demanding as well. Edward, Vallerand, Pelletier, & Ryan, (1991) hold that interest plays "an important direct role in intrinsically motivated behavior in that people naturally approach activities that attract them". And we know that it could well be that a little nervous tension in the learning process is a good thing.

The form of the team project should be varied. It can be a report, role play, dialogue, or a PPT. It all depends on the passage they learn. When the students get the topic, they will do some research work together with the help of the computer, local network, and the internet, etc. So, without CALL, the team project and presentation cannot really be carried out. Take Unit 4 (*New Horizon English Book 3*) as an example: Passage A is *Five Famous Symbols of American Culture*. The students are required to search for the information about symbols of China or their hometown and then use a PowerPoint to present it. Outside the classroom, the students must search for the related information and pictures and even movies in the library and internet, download, copy or print them. Then the students organize, simplifying the materials that best suit their needs. The students are required to use PPT to write their report. Students showed great enthusiasm although they said it was a little bit challenging.

Grouping

Since it is team project, it cannot be finished individually. Students have to cooperate with their peers. Appropriate grouping is essential. Kagan (1992) recommended heterogeneous teams, reflecting varied learning abilities, ethnic and linguistic diversity, and gender mixes. Generally, four students form a group. Several groups had five members. Each group had a group leader who helped to communicate with the teacher and organize group activities. Other members assume specific roles such as group facilitator, group recorder/folder monitor, group representative and so on.

Each member was graded according to their contribution to the project in order to avoid a "hitchhiker" (student who does not do a fair share of assigned group work) or an "overachiever" or "workhorse" (student who takes on too much workload), which are not appropriate in cooperative learning. Each group member should obey the following rules: You have the right to ask questions or ask for help in your group, and you also have the obligation to provide help and assistance for others. It is the group leader's responsibility to record what each member does in the project, discuss the amount of contribution with the members and decide the position of each member together. Of course, it does not mean that the teacher is a bystander. Under the condition of CALL, students learn from their peers, discuss their problems with the teacher through e-mail, and MSN, etc.

Presentation

After preparation, each group selected a representative to present their team project. Usually they have to finish their presentation within ten minutes. The presentation should be given in English only, no matter

whether it is in oral or written forms. If there is the need, they can employ multimedia facilities in the classroom. When they were asked to present the symbols of China or their hometown, students used the computer and overhead projector to help them. The results display the students' talent and ability. Some of them did very well, which amazed me greatly. One group presented the symbols of Sichuan including Chuan Opera, facial change, hot pot, and the tea culture. They did their presentation in English with the background music of Chuan Opera, and the PPT was linked with a short movie that best interpreted the local culture. The materials were mainly from the internet. How could they have it done in the traditional way of learning? Only CALL can make it happen.

After their presentation, it is important for the teacher to evaluate their work and encourage them. Sometimes the teacher needs to point out their weaknesses. If other students are interested, they can ask questions and further discuss it. The teacher grades the presentation according to the content (50%) including selection of materials, creation or adaptation; delivery (30%) including expressiveness, pronunciation, and intonation; individual contribution (20%) referring to each member's contribution.

Discussion

The essence of the team project and presentation method is that it gives task-based interaction which is effective in language learning. There are positive effects on students' learning autonomy. First, it helps to achieve a student-centered mode in teaching. When we apply the team project and presentation method, every student has an opportunity to use English in a real sense when conducts the project. The teacher's role has been changed from a lecturer to a facilitator. Students are actively involved in learning within the environment offered by CALL. Most students liked this kind of activity, which could be revealed from the questionnaire conducted among the 80 students in December this year with 32.5% of them liked it very much, and 53.75% liked it.

Second, students feel that they are strongly motivated when they can fulfill the project and present it in class. This kind of task can help ease their tension and fear, which in turn stimulates students' initiative and motivation. They are no longer passive learners but active learners. Furthermore, the sense of satisfaction improves their self-confidence. After one and a half years' training they are more confident when they speak English in front of others. More than half the students investigated say this method is very helpful in building up their confidence.

In addition, students' academic achievements were improved. Through in-class discussion with the groups and classroom performance, students can speak and write English better than ever before. Most importantly, by accomplishing this creative task, students get to know how to learn gradually. Therefore, they eventually achieve a lot.

Conclusion

The team project and presentation proves effective in promoting autonomous learning. But since the method must be carried out with the help of CALL, universities must provide students and teachers with facilities to get access to this learning mode. Sometimes students still feel inconvenience to use these facilities. Besides, teachers must change their deep-rooted concept of teaching. But it is not easy because the new role requires responsibility, extensive knowledge and ability of organization. It also requires the teacher to be responsible for the teaching both inside and outside the classroom. Therefore, how to be a good facilitator need to be further explored.

References

- Benson, P., & Voller, P. (1997). *Autonomy and independence in language learning*, (p. 20). London: Longman.
- Cai, J. (2002). The pressures on college English teaching. *Foreign Language Teaching and Research*, (2), 228-230.
- Dickinson, L. (1987). *Self-instruction in language learning*. Cambridge: Cambridge University Press.
- Edward, D. L., Vallerand, R. J., Pelletier, L. G., & Ryan, R. M. (1991). Motivation and education: The self-determination perspective. *Educational Psychology*, 26(3-4), 325-346.
- Holec, H. (1981). *Autonomy and foreign language learning*. Oxford: Pergamon Press.
- Johnson, D. W., Johnson, R. T., & Holubec, E. J. (1990). *Circles of learning: Cooperation in classroom*. Edina, MN: Interaction Book Company.
- Olsen, R. E. & Kagan, S. (1992). About cooperative learning. In C. Kessler, (Ed.). *Cooperative Language Learning: A Teacher's Resource Book*. Inglewood Cliffs, NJ: Prentice Hall.

The Study on English Language Ability of Business English Majors

Hu Linluan

School of Foreign Language, Northeast Normal University, Changchun, China
Email: hull315@nenu.edu.cn

Li Lixin*

School of Foreign Language, Northeast Normal University, Changchun, China
Email: lilx151@nenu.edu.cn

Zhou Ziqi

School of Foreign Language, Northeast Normal University, Changchun, China
Email: zhouzq402@nenu.edu.cn

[Abstract] *This study aims to analyze the differences and similarities in the English language ability of Business English Major (BEM) undergraduates of two types of universities by adopting language proficiency scale CEFR (2001) and a self-made questionnaire so as to provide empirical reference for the improvement of BEM students' core abilities and curriculum design in the future. The research results show that the overall English language ability varies less, but differences of certain sub-competences such as oral production, listening comprehension and written production still exist and are influenced by the diversity of curriculum between the two universities to some extent.*

[Keywords] *Business English major; undergraduates; CEFR; ability*

Introduction

National Standard of Business English (NSBE) issued in 2015 defines five kinds of abilities required for Business English Major (BEM) students, but the curriculum designed for the cultivation of BE talents varies among different types of universities. At present, most studies have researched BEM students' capacity or ability from the teachers' perspective, while a few studies used self-assessment scales or questionnaires to discuss the students' capacity (Zhong, et al., 2013; Yuan, 2016). So, this paper aims to analyze and discuss the differences and similarities of BEM students' English language ability by adopting language proficiency scale CEFR (2001) and a self-made questionnaire, so as to find out the possible reasons for the differences. The major findings of this study can provide empirical reference for the further improvement of BEM students' core abilities and optimization of curriculum design in the future.

Related Researches

Researches on Core Abilities of BEM

National Standard of Business English (NSBE) (2015) describes the five abilities that BEM students should possess as English application ability, intercultural communication ability, business practical ability, critical thinking and innovation ability and autonomous learning ability (Wang, et al., 2015), which does not precisely point out what the core abilities are. Yu (2013) pointed out that the ability to use language and handle business activities are essential core abilities to BEM students. According to NSBE, Liu & Li (2018)

divided BEM students' abilities into three categories – business knowledge and skills, language knowledge and skills, as well as intercultural knowledge and skills.

Researches on English Language Proficiency Scales

The Common European Framework of Reference for Languages (CEFR), published by the Council of Europe in 2001, is considered to be the common language learning standards in European Union countries. In recent years, it has also been introduced and applied in China by some scholars and researchers. Yang (2012) formulated the oral English proficiency scale through taking CEFR theoretical model for reference. Yuan (2016) investigated the self-assessment degree of Chinese students with CEFR scale, conducted quantitative analysis of its feasibility and constructed the index system of written English proficiency scale by reference to CEFR. Xu (2016) matched Chinese third-year English majors' language proficiency with the CEFR level and found out that their English proficiency can be basically situated at the B2 level. Based on the definition and description of pragmatic competence of CEFR and CLB, Han (2018) made three descriptions of pragmatic competence and language knowledge in terms of the theoretical framework of Chinese English proficiency scale.

Related Researches on Language Ability of BEM Students

Domestic researches on language ability of BEM students have mainly focused on analyzing the current state and existing problems from such aspects as listening, speaking, reading and writing. Li (2009) put forward three suggestions on training of talents by integrating English knowledge into curriculum study and teaching practices. Liu (2015) put forward the ways and strategies of improving students' English language ability by investigating the language level of BEM students in independent colleges and universities. Li (2013) conducted a questionnaire survey on BEM students according to the theory of needs analysis by analyzing and discussing the correlation between the cultivation of students' English language, business knowledge and computer skills and curriculum design, and offered two suggestions to the adjustment of the BEM curriculum design.

It can be seen that among the five abilities of BEM students, English language ability has received extensive attention from researchers, whose relationship with the curriculum will become the focus of further researches. This study is an empirical study on English language ability of BEM students and it is also a necessary supplement to the research in this field.

Research Design

Research Objects

The study randomly selected 99 third-year BEM students from two different universities in Changchun; one university belongs to the comprehensive category while the other belongs to the finance & economics category. In addition, juniors are more representative than other students, because they have studied the major courses of BEM and have a general understanding and cognition of the curriculum, meanwhile not undertaking pressure from postgraduate examination and employment as the seniors do. Thus, their responses to the questionnaires will be more objective and convincing for further analysis.

Research Tools

The study adopted a self-rating scale and a self-made questionnaire. The latter could provide additional data for further explaining the reasons for similarities and differences. The Language Proficiency Scale is based on a series of descriptive statements on communicative language ability in CEFR with high credibility

(Cronbach's $\alpha = 0.95$). In terms of the findings of Xu (2016) that the third-year English majors' English proficiency basically belongs to B2 level, the scale was designed with partial descriptive statements of the B2 Level. The validity and reliability of this questionnaire were satisfactory (KMO=0.829, Cronbach's $\alpha = 0.862$).

The self-made questionnaire aimed to collect information on students' English learning after class, covering such aspects as listening, speaking, writing, reading, strategic competence and intercultural communicative ability. It included 6 aspects with 24 multiple-choice questions and 4 open-ended questions.

Data Collection

The data collection period started from March 10, 2018 to April 20, 2018. Two designated people were responsible for distributing and collecting the questionnaires. Meanwhile, 10 students from the research subjects were interviewed, and the main information of the interview was transcribed based on audio recordings into text for further analysis and discussion.

Table 1 is about the situation of questionnaires distribution and collection. University A belongs to comprehensive category, while University B belongs to finance & economic category. Q1 indicates Language Proficiency Scale, Q2 indicates the self-made questionnaire.

Table 1. Distribution and Recovery Situation of Q1 and Q2

University	Actual Distribution		Response Rate		Valid Responses		Valid Response Rate	
	Q1	Q2	Q1	Q2	Q1	Q2	Q1	Q2
A	42	31	83%	100%	34	31	97%	100%
B	57	57	98%	95%	55	51	98%	94%
Total	99	88	92%	97%	89	82	98%	96%

SPSS24 was used to carry out such statistical procedure as descriptive analysis, Mann-Whitney U Test and correlation analysis of collected data. Moreover, qualitative analysis was conducted according to the results of interviews and the self-made questionnaire.

Results and Analysis

Through the statistical analysis of collected data, it was found that English language ability of BEM students from the two universities varied little in general except some significant differences in some specific aspects, which have a certain relationship with types of universities and the emphasis in the curriculum. However, the standard deviations of the self-rating scale of University A were larger than that of University B (see Table 2 & Table 3), which indicates that the fluctuation of English language ability level of students in University A is more substantial. In terms of kurtosis and skewness (see Table 2 & Table 3), the distribution of data of University B was more symmetrical and more similar to the normal distribution.

Table 2. Descriptive Statistics of University A

	N	Mean	Std. Deviation	Variance	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Oral Production (1_ 8)	34	3.12382	.712146	.507	-.351	.403	-.040	.788
Written Production (9_ 13)	34	3.12941	.692614	.480	-.488	.403	.412	.788
Production Strategy (14_ 16)	34	2.94088	.750113	.563	.132	.403	-1.252	.788
Aural Reception (17_ 25)	34	2.61029	.654247	.428	-.111	.403	.462	.788
Visual Reception (26_ 31)	34	2.87324	.682157	.465	-.563	.403	.358	.788
Aural Visual Reception (32)	34	3.05882	.850710	.724	-.116	.403	.040	.788
Reception Strategies (33)	34	2.88235	.769286	.592	-.640	.403	.662	.788
Spoken Interaction (34_ 48)	34	3.12500	.586666	.344	-.211	.403	.566	.788
Written Interaction (49_ 52)	34	2.58824	.725307	.526	-.137	.403	-.102	.788
Interaction Strategies (53_ 56)	34	2.80147	.773078	.598	.050	.403	.292	.788
Aural and Written Mediation (57_ 58)	34	2.86765	.864351	.747	.286	.403	-.411	.788
Valid N (listwise)	34							

Table 3. Descriptive Statistics of University B

	N	Mean	Std. Deviation	Variance	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Oral Production (1_ 8)	55	2.72273	.397250	.158	-1.622	.322	2.359	.634
Written Production (9_ 13)	55	2.82545	.507798	.258	-.486	.322	2.956	.634
Production Strategies (14_ 16)	55	2.86061	.461216	.213	.237	.322	.200	.634
Aural Reception (17_ 25)	55	2.82828	.362773	.132	-.247	.322	.471	.634
Visual Reception (26_ 31)	55	2.95152	.423916	.180	-.257	.322	2.809	.634
Aural Visual Reception (32)	55	2.9091	.86651	.751	.180	.322	.982	.634
Reception Strategies (33)	55	2.8909	.76189	.580	-.855	.322	1.074	.634
Spoken Interaction (34_ 48)	55	2.87758	.369576	.137	-1.117	.322	4.526	.634
Written Interaction (49_ 52)	55	2.93182	.525847	.277	-.579	.322	.947	.634
Interaction Strategies (53_ 56)	55	2.90000	.576548	.332	.003	.322	3.831	.634
Aural and Written Mediation (57_ 58)	55	2.86364	.662868	.439	-.117	.322	.556	.634
Valid N (listwise)	55							

Results and Analysis on English Language Ability

The study shows that the difference between English language ability of third-year BEM students of two universities is not obvious on the whole. There are significant differences in oral production, written production, aural reception (listening comprehension), spoken interaction, written interaction ($p < 0.1$), while there is no significant difference in production strategies, visual reception (reading comprehension), audio-visual reception (listening-reading comprehension), reception strategies (comprehension strategies), interaction strategies, oral and written mediation ($p > 0.1$). We selected three abilities with significant differences to analyze and explore the causes of differences in the following part. Table 4 shows the overall comparison results.

Table 4. Comparison of Results in English Language Ability

	Oral Production (1_8)	Written Production (9_13)	Production Strategies (14_16)	Aural Reception (17_25)	Visual Reception (26_31)	Aural Visual Reception (32)	Reception Strategies (33)	Spoken Interaction (34_48)	Written Interaction (49_52)	Interaction Strategies (53_56)	Aural and Written Mediation (57_58)
Mann-Whitney U Test	477.000	610.000	895.000	716.000	931.000	834.500	922.000	655.000	635.000	827.000	921.500
Wilcoxon W Test	2017.000	2150.000	2435.000	1314.000	2471.000	2374.500	1517.000	2195.000	1230.000	1422.000	1516.500
Z	-3.892	-2.770	-.343	-1.831	-.034	-.931	-.126	-2.370	-2.571	-.926	-.117
Progressive significance	.000	.006	.732	.067	.973	.352	.900	.018	.010	.354	.907

First of all, oral ability that includes oral expression ability and oral interaction ability, are influenced by the curriculum and autonomous learning to a large extent. Table 5 shows that in terms of the two abilities, the average of University B (oral expression=2.72; oral interaction=2.88) is obviously lower than that of University A (oral expression=3.12; oral interaction=3.13). The closer the value is to 1, the higher the ability is. Thus, the overall oral ability of University B is higher. Based on the survey of two universities' curriculum and students' autonomous training after class, we found that University B offered four semesters of English conversation course, while University A did not set up a training course specifically aimed at improving spoken English. Besides, the proportion of students in University B who practice oral English 1-2 times a week is 64%, which is slightly higher than that of University A (51%). 67% of the students in University B have 16-30 minutes per week of practicing oral English, while 65% of the students in University A have 1-15 minutes per week, which is below the average level of University B. Therefore, we can deduce that the lack of long-term and systematic oral training in class, as well as less time invested in oral English training after class, may be an important factor that can lead to lower oral ability of the students from University A.

Secondly, written production, including written expression and written interaction, is influenced by the curriculum and types of writing exercises. Table 5 shows that the written expression ability of University A (average value=3.13) is significantly lower than that of University B (average value=2.83), while written interaction ability of University A (average value=2.59) is significantly higher than that of University B (average value=2.93). According to the different curriculum of two universities and the results of the interview, it was learned that University A does not set up independent writing courses, which are combined with English grammar and reading courses. In English grammar and writing classes, teachers focus on the explanation of sentences structure and leave some writing exercises as homework. The subject of those writing exercises is more relevant to daily life. In English reading and writing classes, teachers focus on the argumentative essay, but the main form of writing exercises is a weekly diary. In contrast, University B has specialized English writing courses for academic writing such as essays, reports and so on. In terms of types of writing exercises after class, 38% of the students in University B choose to practice academic writing, and the other 34% of the students choose practical writing. However, only 13% of the students in University A choose to practice academic writing, and 26% of the students choose practical writing, and 45% of the students choose to write diary. Owing to the differences in emphasis on the content and exercises of writing courses, most students of University A tend to practice diaries and other practical writing, while students of University B are more inclined to the academic writing training.

Table 5. Descriptive Results of English Language Ability

VAR00001	Oral Production (1_8)	Written Production (9_13)	Production Strategies (14_16)	Aural Reception (17_25)	Visual Reception (26_31)	Aural Visual Reception (32)	Reception Strategies (33)	Spoken Interaction (34_48)	Written Interaction (49_52)	Interaction Strategies (53_56)	Aural & Written Mediation (57_58)	
1	average	2.72273	2.8255	2.8606060	2.82828	2.951515	2.9091	2.8909	2.877576	2.9318	2.9000	2.8636
	counts	55	55	55	55	55	55	55	55	55	55	55
2	average	3.12132	3.1294	2.941176	2.611111	2.872549	3.0588	2.8824	3.125490	2.5882	2.8015	2.8676
	counts	34	34	34	34	34	34	34	34	34	34	34
A m t	average	2.87500	2.9416	2.891386	2.745318	2.921348	2.9663	2.8876	2.97228	2.8006	2.8624	2.8652
	counts	89	89	89	89	89	89	89	89	89	89	89

In addition, Table 5 shows that in terms of listening comprehension ability, University B (average value=2.83) is significantly lower than University A (average value=2.61). According to the results of the interview, there is almost no difference between the arrangements and teaching methods of English listening and speaking courses in the two universities. Thus, it can be inferred that the difference between the students' listening comprehension ability in two universities (see Figure 1) is mainly caused by the intensity of students' listening training after class.

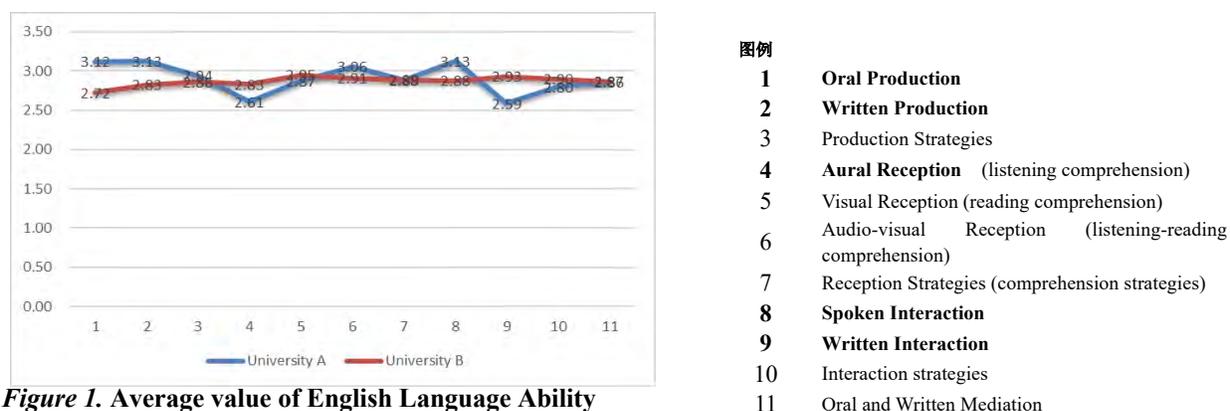


Figure 1. Average value of English Language Ability

According to the transcribed text of interview records and the collected information from the self-made questionnaire, 58% of the students in University B chose English documentary as listening materials, 46% of them chose English films or TV series, 36% for audio books and 34% for listening tests. In contrast, 74% of the students in University A chose English news, 71% of them chose listening tests, and 42% for English films or TV series and 35% for English speeches. In addition, the proportion of the two universities' students that chose extensive listening was the same, while more students of University A (45%) chose intensive listening than that of University B (24%). It is notable that the students of University B (32.5% – 1-30 minutes; 57.5% – 31-60 minutes) spent a little more time listening to English materials than that of University A (57% – 1-30 minutes; 43% – 31-60 minutes). Therefore, it can be inferred that the different ways of listening practices may be the main reason for the difference of listening comprehension ability between the two universities' students.

Conclusion

The following conclusions can be drawn from the analysis. Firstly, there are certain differences in the overall English language ability of the students of the two types of universities. Among the eleven items of

English language abilities, only five abilities (oral production, written production, aural reception (listening comprehension), spoken interaction and written interaction) were significantly different. However, it is remarkable that the overall oral ability of the students from University A is higher, which is directly related to the four-semester English conversation courses offered for BEM students. The difference of students' English writing ability is influenced by the arrangement of writing courses to some extent. The difference in listening comprehension is mainly related to students' autonomous training after class.

Secondly, the study reveals that different universities should pay more attention to fostering English practical ability. According to the curriculum design in the two universities, BEM courses consist of about 75% of English language courses (University A of 76.19%; University B of 74.42%) and about 25% of business courses (University A of 23.81%; University B of 25.58%). This shows that English learning is still the focus for BEM students. Moreover, the findings reveal that third-year BEM students have lower self-evaluation in listening to English reports and lectures, delivering impromptu speeches, discussing with others and writing essays or business letters. Therefore, more stress can be laid on cultivating students' English application ability. Teachers should consciously direct students to participate in the discussion in class, not only to instruct students how to listen and speak, but also to encourage students to "dare to say" and "willing to say". After class, universities can provide students with more activities contributing to the output of language, such as simulating communication through business letters between the superior and the subordinate in company and organizing debate or speech competitions.

In a word, the study of BEM students' English language ability in two types of universities provides necessary empirical data for the cultivation of students' ability and rearrangements of the BEM curriculum. It has certain referential value and significance to the further reform and improvement of the BEM curriculum. However, it is undeniable that the results of self-assessment are influenced by some subjective factors and can only reflect the differences of students' abilities to some extent. More follow-up studies will expand the scope of the research so as to complement the studies on other aspects of core competencies of BEM students.

References

- Han, B., & Huang Y. (2018). The development of national common framework of language proficiency scales – The definition and description of pragmatic competence. *Modern Foreign Languages*, 41, 91-100.
- Li, L. (2009). A preliminary study on the cultivation of practical English ability for business English majors. *China Electric Power Education*, 19, 200-201.
- Li, L. (2013). A needs analysis of the adjustment of BE curriculum design. In J. Liu, (Ed.), *The Innovation and Development of Cultivation of Business English Talents*, (pp. 126-143). Beijing, CT: Foreign Language Teaching and Research Press.
- Liu, M. (2015). Applied independent college business English major students' English language ability present situation and promotion strategy. *Journal of Jiamusi Vocational Institute*, 5, 236.
- Wang, L., et al. (2015). Interpretation of national standards of business English. *Foreign Language Teaching and Research*, 2, 297-302.
- Xu, X. (2016). Aligning Chinese year 3 English majors' language proficiency with the common European framework of reference (CEFR). Master Dissertation. Guangdong: Guangdong University of Foreign Studies.

- Yang, H., et al. (2012). *The development of national common framework of language proficiency scales – Principles, approaches, and validation study*. Shanghai: Shanghai Foreign Language Education Press, October.
- Yuan, Y. (2016). “Grafting” CEFR: Developing China’s English writing proficiency scale. *China Examinations*, 12, 39-47.
- Zhong, H., et al. (2013). The study to construct intercultural communicative competence self-report scale (ICCSRS). *Foreign Language World*, 3, 47-56.

The Design of an Academic English Literacy Curriculum for Chinese Undergraduates of Application-Oriented Universities

Yanling Zhang

College of Foreign Studies, Shandong Technology and Business University, Yantai City, China
Email: ytzhangyl@hotmail.com

[Abstract] Chinese College English teaching has witnessed a significant transition from teaching English for General Purposes (EGP) to that for Academic Purpose (EAP) in recent years, especially in research-oriented universities. However, at the preliminary stage of this teaching innovation, the teaching of EAP has seldom taken place in application-oriented universities in China. The present study explores the necessity for EAP teaching in application-oriented universities. It defines academic English competence in the context of Chinese tertiary education and designs a 3-semester Academic English Literacy Curriculum. It proposes the specific teaching targets and sets the specific assessment standards for each semester. Instructional content and methods are designed accordingly. Finally, the role of teachers is discussed.

[Keywords] application-oriented; college English teaching; academic English literacy; curriculum; design

Introduction

The increasing internationalization of Chinese social economy and especially that of higher education makes it urgent for College English teaching for General Purposes (EGP) to turn to that for Specific Purposes (ESP), especially for Academic Purpose (EAP). According to the well-known Chinese scholar Professor Cai Jigang (2010, 2012), a very vocal initiator and advocate of EAP teaching in Chinese universities, EAP teaching in China is the choice of this age. He argues that compared with EGP, EAP will surely better serve the current needs of students' disciplinary studies and their future professional development, and more importantly, the needs of society.

In the past ten years, a great many Chinese researchers and classroom teacher practitioners have been actively devoted to this ground-breaking College English teaching innovation – EAP teaching, especially in the research-oriented universities. In the Chinese higher education context, EAP courses are designed, the teaching goals are set, the teaching content is revolutionized, the teaching modes are constructed and experimented and assessment methods are revised, based on different language learning and teaching theoretical foundations. Such research results and findings are surely illuminating. However, most of the research are personal, sporadic and independent from each other. At the present preliminary stage of EAP teaching innovation, there still lacks well-accepted EAP teaching concepts, well-established curriculum, quality course books and standardized tests. To enable the success of EAP teaching innovation, a systematic, applicable, intrinsically compatible and consistent and workable curriculum is of course a priority.

This paper proposes an Academic English literacy curriculum for application-oriented university undergraduate students based on Nation and Wiggins' curriculum design theories. The reason to plan a curriculum for application-oriented universities is that EAP teaching innovation is happening mainly in the research-oriented universities in China so far. Most of the application-oriented universities, for example, the one where the author of this paper teaches, still stick to traditional EGP teaching for various reasons, the most important of which is the belief that these two types of universities have quite different educational goals for their undergraduates, hence different English teaching goals, to which the author of this paper

disagrees. It is equally important and urgent for application-oriented universities to catch up the teaching reform. Hopefully, this design may shed some light.

The Necessity of EAP in Application-Oriented Universities

EPA teaching innovation is not yet nationally practiced, and it is still controversial and experimental at present in Chinese universities and colleges. Most of the studies and experiments concerning EAP teaching innovation mainly take place in some Chinese key or research-oriented universities. Fewer studies can be found, for example in CNKI, on EAP teaching in the application-oriented universities. The reason is threefold. First, EAP teaching innovation takes place mostly in research-oriented universities rather than application-oriented universities because it is believed by most teachers and researchers that they have different teaching goals. The students' academic capacity is much more emphasized, targeted and cultivated in the research-oriented universities while discipline knowledge and skills are more focused in the application-oriented universities. Second, the students in these two types of universities have different needs. The majority of the undergraduate students in the research-oriented universities will choose to further their academic study, while most of those in the application-oriented ones are supposed to work immediately after graduation. In such case, EAP is seemingly more desirable for the research-oriented students, while less necessary for the application-oriented students. Third, since EAP is more challenging than EGP in terms of both content and language, a better English language mastery and academic learning capacity are believed to be more or less a guarantee for a satisfactory EAP learning result. The students in the research-oriented universities, compared with those in the application-oriented universities, are believed to have a higher level of English language proficiency and better academic learning capacity. However, the truth is that it is equally necessary for the application-oriented universities to teach EAP.

Unfavorable and negative attitudes toward EAP teaching in application-oriented universities may have arisen from some researchers' and classroom teachers' limited, or even misdirected understanding about the concept of Academic English Literacy, EGP, EAP and ESP. The concept of Academic English Literacy is discussed in the following design section. As for the teaching goals of the two types of universities, the differences between them are probably unreasonably overemphasized and exaggerated. Differences are differences, admittedly. But academic capacity is a must for the career development of all the students, no matter what might be their choices after their graduation, no matter what types of universities they are in. The training and developing of Academic English literacy in the higher education context will prepare the students for their future learning, research and career, because Academic English literacy is comprehensive and all-purpose, rather than discipline-specific. It can meet the demands for advanced talents in all trades or for would-be employees with satisfactory or desired Academic English literacy required by their positions.

Actually, there are two types of application-oriented universities in China: the application-only and the application + research type. The teaching goals of application-oriented universities are surely different from those of research-oriented ones in many important aspects. Most importantly, the former puts more emphasis on the training and acquiring of the practical abilities and skills of the students required by their future jobs. However, the general educational goals are all the same as those of research-oriented universities in terms of, for example, the target academic literacy (e.g. general academic study abilities, critical thinking ability, and self-regulating learning abilities, etc.) and whole-person education, etc. When it comes to EAP, there should not be any difference between the students of either type of university. All the particular qualities in academic literacy are demanded by the future careers for all the university

students, no matter what their needs are. Compared with EGP, EAP can of course be a better service. Therefore, to cultivate the Academic English literacy of the application-oriented university students is not very necessary but is still urgent. After all, the number of the application-oriented university students now in China must not be disrespected and their importance and influence for Chinese society and economy development must not be ignored.

Rationales for the Academic English Literacy Curriculum Design

The academic English literacy curriculum this paper proposes is based on Nation and Wiggins' curriculum design models. According to I.S.P. Nation and John Macalister (2010), a curriculum design model (Figure 1) should consist of such parts as: course goals, course environment, course needs, course principles and course evaluation. The core element is course goals, which determine the course content and sequencing, format and presentation, and monitoring and assessing.

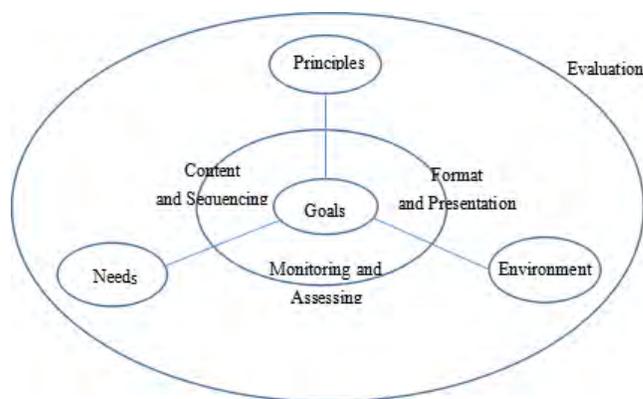


Figure 1. A Model of the Parts of the Curriculum Design Process (I.S.P. Nation and John Macalister, 2010)

Wiggins and McTighe (2006) propose a target-oriented model for curriculum design. This model requires that the designer should first set and clarify the teaching target based on their already well-established thorough knowledge about what particular kinds of abilities and skills the students should master at the end of the program and what is the students' current learning situation (e.g. The students' need, their performance, their current level, learning strategies, and learning environment, etc.). Then the designer should figure out the evidence that can prove that the students have reached those learning objectives, and then set the relevant assessing standards. Finally, the designer should plan the teaching methods and activities, organize and synthesize the teaching resources accordingly. Such a model follows an objective-assessment-teaching plan procedure.

Taking the above theories as the foundation, this study follows a “teaching goals-teaching assessment-teaching plan” procedure for designing Academic Literacy Curriculum. It begins with clarifying the definition of Academic English Literacy, from which derives the teaching targets and goals and the instruction content and approaches.

A Design of Academic English Literacy Curriculum

Teaching Target: Academic English Literacy and Teaching Goals

Academic English literacy. Scholars both in and outside China have put forward a multidimensional model for academic literacy of foreign languages. They insist that it should cover such three fields as language, cognition and social and cultural psychology (Scarecella, 2003). Academic literacy of foreign

languages should involve the target language skills, the genre knowledge, critical thinking strategies, and disciplinary knowledge etc. (Snow & Uccelli, 2009; Ma, et al. 2013).

Academic English literacy in the Chinese higher education context should also take into consideration of the core values of talent cultivation of higher education institutions, that is, to meet the society and enterprises' new demands for talents, to train the core abilities the internationalized talents are required to possess, and these abilities are the critical thinking ability, innovative ability, analyzing and problem-solving ability, team cooperative abilities, lifelong learning abilities, self-management and self-study ability, etc.

Based on the above theories, the government's requirements, this study insists that Academic English literacy cultivation are threefold in content, involving that of Academic English language ability, critical thinking ability and macro-cognitive monitoring ability. The particular teaching goals for each are listed below.

Teaching goals.

Academic English language ability: Academic English language ability training should have three parts: First, learning about the Academic English language knowledge and training the common core language skills, especially the skills and abilities needed by all disciplines and majors, in particular, the discourse comprehension and production skills and abilities. Second, equipping the students with the general knowledge about society, psychology, economy, philosophy, history, pedagogy, mathematics, biology, and science, etc. Third, teaching the genre knowledge, for example, to familiarize the students with the features of the discourse and language use in a particular discipline.

Critical thinking ability: As a reflective and exploratory tool to detect problems and solve problems, critical thinking ability is indispensable in all trades, such as those of research, management, engineering, education, and copywriting, etc. In the age of big data, to train and develop the students' higher level of critical thinking abilities means more than the ability to challenge authorities and monitor the thinking process, but rather, more importantly, it means to train the students' ability to search for the target information from various sources, the abilities to select, interpret, compare and contrast, synthesize, evaluate, hypothesize, infer and test the information. In addition, based on all the above, it means to train the ability to form independent multi-angle viewpoints, i.e. the ability to process the information deeply, subjectively and critically.

Macro-cognitive learning ability: Such an ability refers to the students' self-regulated learning ability. According to Zimmerman & Schunk (2001), a student with self-regulated learning ability is able to actively plan and monitor his/her own learning, including the ability to self-adjust his/her motivation and cognition. In the Academic English literacy cultivation, motivation adjustment may mean that the student will accept and confirm the concept and values of EAP learning, will voluntarily activate and then maintain the learning motivation, will nurture his/her sense of learning responsibility and establish his/her self-identity as a learner, and will learn, master the macro-learning strategies and apply them to his/her own learning practice. Cognition adjustment then refers to learning planning and enforcement, obtaining learning resources, constructing one's own web-based learning environment, effective use of learning strategies, self-evaluating and reflecting on learning process.

Assessment.

The proposed 3-facet teaching goals of EAP (i.e. language ability + critical thinking ability + macro-cognition ability) requires a mixed model of assessment: formative evaluation (process evaluation) + summative evaluation (end product evaluation).

Process evaluation will use tests for unit learning, questionnaires, interactive reflective journals, self-assessment, and peer assessment, etc. to obtain as much as possible the immediate results of different learning tasks and activities, which may help the teacher to adjust the teaching plans and encourage the students to check and monitor their learning attitude, intention, devotion, progress and performance. This will facilitate the students in constructing their EAP learner identity and enhancing their power for self-monitoring and management.

End product evaluation will use students' writings to check their learning performance. If asked to rank the four Academic English skills – listening, speaking, reading and writing – according to the frequency of their use in actual academic communication activities, reading will come first, then writing, listening, and speaking the last. Students' writing is the deep processing product of their reading and listening materials, and therefore, can better present their language skills and higher level of thinking ability. What's more, Students' writing has better validity and reliability, and it is much easier to obtain, preserve and evaluate.

3-semester EAP course evaluation objectives. For the three semesters of EAP teaching, this study formulates the evaluation objectives respectively.

In the **1st semester (4 credits), for language ability**, the objectives are the following: vocabulary 4500+; skimming, scanning reading strategies; fast reading of 1000+ word essays, understanding the key information and logical arrangement of the essay; understanding the main idea of a 5+minutes-long lecture; mastering genre knowledge such as the techniques of cause-and-effect, exemplification, compare and contrast etc.; summary writing. **For critical thinking ability**, the objectives are the following: preliminary cultivation of higher level of critical thinking ability; mastering the basic critical thinking skills such as searching for the visual and audio information, and selecting, interpreting, summarizing the information, and applying them to summary writing. **For macro-cognitive learning ability**, the objectives are the following: correcting and adjusting examination-driven learning behavior; cultivating self-learning consciousness; constructing positive EAP learner identity.

In the **2nd semester (4 credits), for language ability**, the objectives are the following: vocabulary 6500+, 579 productive academic family words (coxhead); reading 2000+ word-long original English essays, listing the key information and logical arrangement of the essay; getting to know about the basic multi-disciplinary knowledge; comprehending the main idea of a 15+minutes-long lecture and taking notes; mastering genre knowledge of report, news, speech, book review, editorial, literature review, etc.; writing with an assigned topic based on multi-sourced reading materials. **For critical thinking ability**, the objectives are the following: constructing higher level of critical thinking ability; mastering the advanced cognitive skills such as obtaining information from multi-sourced visual and audio materials, contrast, synthesizing, evaluating and forming independent viewpoints. **For Macro-cognitive learning ability**, the objectives are the following: forming the autonomous and reflective learning model; constructing internet-based personal learning environment with a clear consciousness.

In the **3rd semester (2 credits), for language ability**, the objectives are the following: vocabulary 8500+; reading social scientific essays in academic journals, mastering their genre knowledge; comprehending the main idea of a 20+minutes-long lecture and taking notes; mastering the project-based thesis writing techniques, formats and norms, obvious increase in the number and degree of complexity of academic and complex expressions; PPT presentation about literature information and research results; poster presentation of learning production. **For critical thinking ability**, the objectives are the following: skillfully applying critical thinking abilities to thesis proposal, data collection and analysis, writing reports

etc. For **Macro-cognitive learning ability**, the objectives are the following: developing such abilities as effective team cooperation and communication, project planning, self-monitoring and management, digital literacy i.e. digitized information management, information storing, and fetching, etc.

Principles for Teaching Content and Approach Design

Principles for teaching content design. This study proposes a topic + genre principle for designing teaching content. The theoretical orientation of EAP teaching assumes the successful language learning may arise from massive language input and output activities (Cai, 2014). The content of the input materials is determined by topics. And the discourse formats of the input materials are determined by the genres. To design the teaching content for each teaching unit based on the topic relativity principle can better facilitate the students in constructing their disciplinary culture behind the topics. The genre diversity principle enables the embodiment of the topic of each unit in different discourses. Many textbooks for EAP teaching, both in and outside China, are compiled by such a principle. *Key Concepts* is one of the textbooks organizing reading materials in each teaching unit following the principle of topic + discipline culture, for example, such topics as personality, global warming, e-business, Eastern religion, social media, Chinese tradition, war & memory and so on will lead the students to the discipline culture of psychology, economics, philosophy, sociology, history, and ecology, etc. Such a model is good for the synchronous development of the students' discourse knowledge and interdisciplinary general knowledge. The former is the important part of academic English literacy, while the latter is the base for constructing scientific thinking literacy.

Essays in each teaching unit cover a wide variety of topics of different fields and genres. Students will surely benefit from such an arrangement of teaching content, in terms of the profuse language input and rich genre knowledge. They can develop and expand their discourse knowledge together with interdisciplinary general knowledge.

What is more, the students in groups are invited to contribute to the construction and development of multi-modal teaching materials with the teacher's guidance, since it is believed that digital reading and writing ability is a vital part of academic English literacy in the age of big data (Zhang, 2013). The students will be asked to search the internet for the relative writing, audio, visual and pictorial materials centering on the topic in each teaching unit, then select, compare and contrast, analyze, and summarize what they have obtained, then present to and share with the peers. They are supposed to develop their academic English literacy i.e. their language abilities, critical thinking abilities and macro-cognitive learning abilities in the model of learning by doing.

Principles for teaching approach design. Based on the principle of teaching content design, that is "topic + genre", EAP teaching is obviously content-based, and genre-based in nature. Moreover, EAP writing's dependence on the input reading/listening materials makes process teaching method indispensable. To sum up, EAP teaching model is content-based, genre-based and process-based.

Summary writing in the first semester is used for an example. First the teacher clarifies the goals for this teaching unit as the following:

- To train "skim and scan" reading strategies; to locate key words; to discriminate main ideas from supporting ideas
- To practice techniques such as substitution of words or phrases with synonyms or words/phrases in close meaning; transformation of sentence patterns; use of noun phrases; paraphrasing
- To construct source-text knowledge and summary genre knowledge
- To structure the logical arrangement of ideas of the source text
- To correct and adjust new-word focus intensive reading habit

Second, the teacher designs the writing process-genre teaching model as the following:

- The students read the source text to establish reader-writer-communication connection; to identify the genre type.
- The students study the title, skim and scan for 3-5 key words from the source text, and 3-5 key sentences.
- The students identify the cognitive genre type and search for functional discourse markers in the source text.
- The students use concept-mapping to structure the source text with the teacher's guidance.
- The students write the summary within no more than 1/4 words of the source text.
- The students' peer editing of the first draft and to revise it by checking on the checklist offered by the teacher (see below).
- The teacher comments on the students' summaries, comparing and contrasting the good and poor summaries to construct macro knowledge of a good or an acceptable summary.
- The students (maybe some students) write the second draft (and the third if necessary) of the summary.

The checklist for peer editing:

To what extent the following is true, please tick.

1. The summary has stated the main idea of the source text clearly and concisely.
Very Average Little
2. The summary has included all key ideas of the source text. Very Average Little
3. The summary has given a logical representation of the main ideas and the supporting details.
Very Average Little
4. The summary has paraphrased the author's words and phrases instead of copying all.
Very Average Little
5. The summary has given the proper citation. Very Average Little

The Role of Teachers

The complex features of EAP classroom teaching makes EAP teaching innovation very demanding and challenging for the teachers. There may appear unpredictable difficulties of different kinds. Such an Academic English literacy curriculum requires the teacher to change their traditional role as a textbook interpreter and knowledge passer to a course designer and an action researcher as soon as possible. They need to strengthen and enhance urgently their own scientific competence, their scientific thinking ability, their digital literacy, and especially academic English literacy. They have to keep themselves well informed about the latest development of language teaching and learning theories and the new findings of EAP related researches. They need to develop their teaching ability to a higher level than ever requested. Mostly importantly the new age requires them to develop themselves to be the explorer, developer and practitioner of teaching design technology. However, for the first place, EAP teachers need to cultivate a higher degree of sensibility towards the change of the demands of social economic environment. To sum up, they need to strive for a continually sustained professional development under the oncoming pressure of the professional crisis.

Conclusion

In Chinese universities and colleges, researchers and teachers are still arguing about what should be taught: EGP or EAP (Cai & Liao, 2010; Hu & Xie, 2014). Innovative and experimental, EAP teaching still lacks national systematic teaching guidelines, well-reviewed course books, well-accepted assessing standards

and teaching modes at present in China. With deep doubts and foggy understanding about EAP, most of the application-oriented universities are still watching and hesitating about whether they should try to take a move, and innovate their traditional College English teaching, which they have been accustomed to for so long and also feeling so trapped in confusingly. Maybe they are waiting for successful results of the ongoing EAP experiments in the research-oriented universities. They are waiting for the right time and right chance. However, the students cannot wait. For sure, EAP is the future for Chinese College English teaching. What is needed now is not the argument about what to teach, but how exactly.

A reasonable understanding of the concept of academic English literacy is the first step to EAP teaching innovation, and a workable EAP curriculum is the priority. The design this paper proposes aims to offer a possibility and choice though it is not perfect. However, due to the characteristic complexity and uncertainty of classroom teaching, especially the difficulties that may arise from the students part, for example, the degree of their understanding and acceptance of EAP, the degree of their cooperation with the teacher, which can certainly determine their learning motivation and learning outcomes. It is the classroom teachers rather than the scholars, the researchers and the government to whom the successful EAP innovation depends upon. The teachers should be the active, passionate classroom teaching researchers, and it is up to them who may make EAP teaching innovation truly happen and succeed.

Acknowledgments

Thanks go to all the authors in the references. It is them who make this paper possible.

References

- Cai, J. G., & Liao, L. Z. (2010). ELE or ESP – The orientation of college English. *Technology Enhanced Foreign Language Education*, 5, 20 -25.
- Cai, J. G. (2012). Academic English: Needs analysis and teaching methods. *Foreign Language Learning Theory and Practice*, 2, 30-35.
- Cai, J. G. (2014). Brand new teaching philosophy and methodology: A study of English for academic purposes and College English. *Foreign Language Learning Theory and Practice*, 2, 1-7.
- Cai, J. G. (2016). The oretical foundations of EAP as an independent course in Chinese Tertiary education. *Technology Enhanced Foreign Language Education*, 2, 9-16.
- Hu, K. B., & Xie, L. X. (2014).The study of the future development of college English teaching in China. *Foreign Language World*, 3, 12-19.
- Lea, M. R. (2008). Academic literacies in theory and practice. In B. Street & N. H. Hornberger, (Eds.), *Encyclopedia of Language and Education* (2ndedition), (pp. 227-238). New York: Springer.
- Ma, X. L., Zhang, R., & Jiang, J. L. (2013). A hierarchical model of academic foreign language competence: theory and practice. *Foreign Language World*, 1, 2-10.
- Nation I. S. P, & Macalister, J. (2010). *Language curriculum design*. New York & London: Routledge.
- Pei, X. N. (2005). *Teaching design for learners*. Shanghai: Education and Science Publishing House.
- Scarecella, R. (2003). Academic English: A conceptual framework. *Linguistic Minority Research Institute Newsletter*. University of California, Santa Barbara.
- Snow, C., & Uccelli, P. (2009). The challenge of academic English. In D. R. Olson & N. Torrance, (Eds.), *The Cambridge Handbook of Literacy*, (pp. 112-133). New York: Cambridge University Press.

- Wiggins, G., & McTighe, J. (2006). *Understanding by design*. Pearson: Merrill Prentice Hall.
- Wingate, U. (2014). Academic literacy and student diversity: The case for inclusive practice. *International Journal of Applied Linguistics*, 3, 17-22.
- Zhang, W. (2013). The design and implementation of a project-based modular EAP curriculum. *Foreign Language Learning Theory and Practice*, 2, 12-20.
- Zimmerman, B. J., & Schunk, D. H. (Eds.) (2001). *Self-regulated learning and academic achievement: Theoretical perspectives*, (2nd edition). Mahwah: Lawrence Erlbaum.

Critical Thinking Cultivation in English Reading Instruction in Senior High Schools*

Lu Dan

School of Foreign languages, Northeast Normal University, Changchun, China

Email: lud090@nenu.edu.cn

Huang Yu Xuan

Number Ten Middle School, Yulin City, China

Email: 1973087029@qq.com.

[Abstract] *Critical thinking has become one of the essential skills that a citizen must possess in the 21st century. The importance of critical thinking cultivation in foreign language instruction has been widely recognized. Based on the critical thinking framework proposed by Facione, this study investigates the status quo of critical thinking cultivation in English reading instruction in senior high schools through classroom observation. The teachers' attitudes and perceptions toward critical thinking instruction in EFL reading are also explored through interviews. The results of the study suggest that teachers pay a lot of attention to the critical thinking skills of analysis, interpretation and inference, while emphasizing less on explanation, evaluation and self-regulation. Despite the generally positive attitudes, teachers' practice in cultivating students' critical thinking is restricted by various factors.*

[Keywords] *critical thinking; English reading instruction; senior high schools*

Introduction

Critical thinking has been widely recognized as one of the essential skills that a 21st century citizen must possess. As it enables people to choose, analyze, evaluate and apply the relevant information and concepts to make the right decisions (Paul & Elder, 2009), the cultivation of critical thinking has been emphasized almost by all countries and regions in the world. In the field of teaching English as a second or foreign language, many scholars suggest that critical thinking cultivation should be an indispensable part of language instruction, and it has become one of the core literacy components in the English curriculum in China. Despite its significance, the current situation of critical thinking cultivation in language classes in junior and senior middle schools is still under-researched. Therefore, this study aims to investigate the status quo of critical thinking cultivation in English reading instruction in senior high schools. Specifically, this study attempts to answer the following two questions:

1. How are critical thinking skills cultivated in English reading instruction in senior high schools?
2. What are teachers' attitudes and perceptions towards the cultivation of critical thinking in English reading instructions in senior high schools?

* Supported by Philosophy and Social Sciences Planning Project of Jilin Province "Current situation, problems and solutions of blended learning in tertiary education" (No. 2016A2). Supported by Humanities and social science research project of Ministry of Education, "A design and application study on blended learning activity targeting at improving students' critical thinking in college English writing instruction" (No. 16yjc740051).

Literature Review

Critical thinking is quite a complex construct that researchers have attempted to define from different perspectives. In order to reach an agreement on the definition and structure of critical thinking, the Committee on Pre-College Philosophy of the American Philosophical Association used methodology of Delphi to define and interpret critical thinking (Facione, 1990). Drawing on the opinions of 46 experts from the committee, the Delphi Report presented the definition of critical thinking as:

Purposeful, self-regulatory judgment which results in interpretation, analysis, evaluation and inference, as well as explanation of the evidential, conceptual, methodological, criteriological, or contextual considerations upon which that judgment is based...
(Facione, 1990, p. 3)

The current study adopts critical thinking skills from the Delphi Report as its framework. According to the report, critical thinking skills are composed of six sub-skills, which are interpretation, analysis, evaluation, inference, explanation and self-regulation. These skills are like yardsticks for a good critical thinker, guiding them to make reasonable decisions (Facione, 1998). The framework serves as the basis for the class observation scale in this study.

Relevant Studies on Critical Thinking Cultivation in EFL Instruction

The review of literature yielded some studies conducted to incorporate critical thinking instruction in EFL instructions. In a study to investigate the impact of critical thinking instruction on Iranian EFL writing skills, Shangarffam and Maminpour (2011) found out that the instruction embedded with critical thinking skills cultivation improves students' writing more than the regular instruction.

Asgharheidari and Tahriri (2015) explored foreign language teachers' attitude toward critical thinking cultivation in EFL teaching, investigating their beliefs on critical thinking and the status of critical thinking in their career. The findings suggest that the EFL teachers believe that critical thinking instruction is an important part of the language teaching and they would like to have more training on how to teach critical thinking. Feng Xin (2015) examined how teachers' critical thinking skills and attitudes toward critical thinking correlate with the curriculum and development of learners' critical thinking. The findings suggest that English teachers' teaching practice on critical thinking is positively related to the attitudes toward it.

The findings of the studies above suggest that teachers generally hold a positive attitude toward critical thinking cultivation in EFL context and carefully designed activities in EFL instruction could improve the development of critical thinking. However, little research was conducted to investigate the current situation of critical thinking in EFL teaching. To this end, the current study was designed to address the gap in the literature.

Method

Participants

The investigation was conducted with one group of in-service senior high school English teachers in China. The participants consisted of 7 female teachers and 3 male teachers, 6 of whom held master degrees and 4 of whom held bachelor degrees. The researchers asked for the consent of all the participants to sit in their classroom and observed four classes of each teacher, for a total number of 40 classes.

Research Instruments

Classroom observation scale. The classroom observation scale was the major measuring instrument in this study. The purpose of the scale was to record the scenario in which teachers helped develop students' critical thinking skills. The scale was developed based on the six core critical thinking skills of the Delphi report and further divided by the teaching procedures of pre reading, during reading and post reading. The researchers recorded the number of occurrences of critical thinking cultivation in the scale while observing the classes on spot.

Interview. The purpose of the interview was to explore participants' attitudes and perceptions of critical thinking cultivation in reading class, thus offering justifications for their teaching practice in class. Four teachers were invited to the interviews, which took a semi structured one-to-one form and each lasted about 30 minutes. With the interviewees' consent, the interviews were recorded and transcribed for further analysis.

Results and Discussion

Current Situation of Critical Thinking Cultivation in English Reading Instruction

The cultivation of critical thinking in the classroom teaching can be boiled down to the training of the six sub-skills proposed by the Delphi Report. Therefore, the data collected from the classroom observation were demonstrated following the six dimensions. Furthermore, since the reading instruction usually involves three stages of pre reading, while reading and post reading, the specific skills involved in each stage were also counted and presented.

Table 1. Critical Thinking Skills Cultivated in Reading Instruction

Skill Dimension	Number	Percentage
Interpretation	191	22.0%
Analysis	272	31.3%
Evaluation	91	10.5%
Inference	173	19.9%
Explanation	114	13.1%
Self-regulation	28	3.2%

As shown in Table 1, among the six sub critical thinking skills, teachers focused the most on analysis, which occupied 31.3% of the total critical thinking cultivation. This suggests that teachers pay much attention to the training of discovering the author's attitude, distinguishing facts from opinions, refining different views and supporting arguments, which play an important role in students' understanding of the text. Moreover, cultivation of interpretation and inference skills was also stressed by teachers, which accounted for 22.0% and 19.9%, respectively. This further indicates that teachers put more emphasis on students' understanding of the text. Evaluation, explanation and self-regulation skills were less emphasized, which reveals that teachers' teaching practice was mostly text-centered, involving fewer activities that require deep thinking. Several reasons could account for this phenomenon: First, senior high schools' English teaching is still exam-oriented. Under the pressure of College Entrance Exam, teachers are accustomed to focusing the knowledge of books, making the students a single knowledge store machine (Wu, S., 2003). Second, teachers need to strictly comply with the requirement of the curriculum. Even though they want to provide more opportunities for students to express opinions, they have to impart

knowledge directly to students because of time limitation. Thus, little time is left to train students' independent thinking. Thirdly, teachers don't take cultivation of critical thinking as one of the objectives of their teaching. Otherwise, their teaching procedure would have struck a balance among six skills rather than just focus on several of them.

With regard to the stages of reading teaching procedures, we found that in each procedure, different skills are involved in teaching.

Table 2. Critical Thinking Skills Cultivated in Different Stages of Reading Instruction

Teaching Procedure	Skill Dimension	Number	Percentage
Pre reading	Interpretation	60	56.1%
	Inference	47	43.9%
While reading	Interpretation	103	17.4%
	Inference	126	21.3%
	Analysis	272	45.9%
	Evaluation	91	15.4%
Post reading	Interpretation	28	16.5%
	Explanation	114	67.0%
	Self-regulation	28	16.5%

Pre-Reading

In the pre-reading part, 43.9% of the activities aimed to help students make reasonable inferences by leading them to generalize the main ideas of the texts. Interpretation activities, which took the form of recognizing text type and structure, accounted for 56.1% of the total critical thinking cultivation in the pre-reading stage. During this stage, most teachers preferred to ask closed questions which were based on facts such as the genre or framework of an article rather than open questions which reflect student's unique way of thinking.

While Reading

As the major and most important part of the reading instruction, the stage of while reading provides more opportunities for the training of critical thinking skills. As demonstrated in Table 2, analysis activities, which mostly involved helping students understand the content of the texts, occupied the largest proportion of critical thinking cultivation in this stage, accounting for almost half of the critical thinking instruction. Inference activities, taking up 21% of the total part, engaged students with guessing information from the content. Following inference were activities of interpretation (17.4%) and evaluation (15.3%), which required the students to make interpretations or evaluations of the texts.

After Reading

In the after reading stage, teachers paid most attention to the skill of explanation, which accounted for 67% of the total percentage. Students were often encouraged to explain their thoughts about the texts. Interpretation and self-regulation took an equal share of 16.5%. One thing worth mentioning is that the cultivation of self-regulation only appeared in the after reading stage. Teachers usually guided the students to correct their irrational inferences by themselves or find out relevant information to verify their opinions.

Teachers' Attitudes and Perceptions of Critical Thinking Cultivation

Teachers' understanding of critical thinking. The interview data of the teachers showed that they have some understanding of the concept of critical thinking. On the one hand, teachers believed that critical thinking encompasses the idea of point of view, analysis, reasoning and evaluation. On the other hand,

teachers expressed their concern that they do not have a systemic understanding of the concept. As Teacher A told the interviewer: “Multiple perspectives apparently is an important element of critical thinking and I think there might be more elements in critical thinking. But, I am not sure what they are...”

Teachers’ attitudes toward critical thinking cultivation in reading class. According to the interviews, teachers generally held a positive view toward critical thinking cultivation in reading class. Teachers considered critical thinking ability as very important for the students to understand the content of the texts. However, teachers lack the knowledge of how to conduct this type of teaching in practice. As Teacher B said:

It is important to help students think critically, for the ability of critical thinking helps students with the reading comprehension. But I do not know how to do it in practice, since I am not a critical thinker in the first place...

Factors Influencing Critical Thinking Cultivation in Reading Instruction

The findings from the classroom observation suggest that teachers’ cultivation of critical thinking is rather limited. The interviews revealed some reasons behind this situation. First, teachers assumed that students’ thinking skills were not good enough to fulfill the critical thinking task. For example, one teacher once asked students to discuss the implication of a phenomenon, but the students performed quite poorly, which disappointed her a lot. Second, much attention was paid to grammar and vocabulary in the text. Due to the time limitation and pressure from the exam, teachers would spend the time on students’ accumulation of knowledge rather than on the development of thinking. Third, being accustomed to the “spoon-fed” approach, students were reluctant to engage in active thinking activities. One teacher told the researcher, when she tried to organize some activities that help develop their critical thinking, students usually asked her to provide the “useful notes” for them to memorize instead.

Conclusion

The findings of the study revealed the current situation of critical thinking cultivation in EFL reading instruction in senior high school. Generally speaking, great attention is paid on the cultivation of analysis, interpretation and inference skills but little on the cultivation of evaluation, explanation and self-regulation skills. It indicates that reading teaching focuses on helping students learn the content of an article superficially rather than guiding students to further thinking about the context critically. As for the teachers’ attitudes and perceptions, interview data suggested that teachers lack the systematic knowledge of critical thinking, and despite their generally positive attitudes toward critical thinking, various factors impeded their practice in conducting the training.

Acknowledgement

This paper was supported by the Philosophy and Social Sciences Planning Project of Jilin Province “Current situation, problems and solutions of blended learning in tertiary education” (No. 2016A2). It was also supported by the Humanities and Social Science Research Project of Ministry of Education, “A design and application study on blended learning activity targeting at improving students’ critical thinking in college English writing instruction” (No. 16yjc740051).

References

- Asgharheidari, F., & Tahriri, A. (2015). A survey of EFL teachers' attitudes towards critical thinking instruction. *Journal of Language and Teaching and Research*, 6(2), 388-396.
- Facione, P. A. (1990). *Critical thinking: A statement of expert consensus for purposes of educational assessment and instruction. Research findings and recommendations*. Millbrae, CA: California Academic Press.
- Facione, P. A. (1998). *Critical thinking: What it is and what it counts*. San Francisco: Academic Press.
- Feng, X. (2015). A study on the development of critical thinking in English instruction with students as the subject and teachers as the guide. *Foreign Language Teaching*, 4, 64-58.
- Paul, R., & Elder, L. (2009). *The miniature guide to critical thinking: Concepts and tools*. Dillon Beach, CA: Foundation for Critical Thinking.
- Shangarffam, N., & Mamipour, M. (2011). The impact of teaching critical thinking on intermediate EFL learners' writing skill. *American Journal of Scientific Research*, 40, 119-125.
- Wu, S. F. (2003). English reading and cultivation of critical thinking and creative thinking. *Instructional Research*, 3, 236-238.

A Study on EFL Learners' Peer Review and Revision

Long Miyin

School of Foreign Languages, Northeast Normal University, Changchun, China
Email: longmy053@nenu.edu.cn

Li Wentao

School of Foreign Languages, Northeast Normal University, Changchun, China
Email: liwt283@nenu.edu.cn

Zhang Fuhui (correspondence author)

School of Foreign Languages, Northeast Normal University, Changchun, China
Email: zhangfh330@nenu.edu.cn

***[Abstract]** Based on the wide use of peer assessment, whether peer review can trigger substantial revision in Chinese EFL learners is a matter of important concern. This paper examined the peer review effects on revision with a focus on revision rate and improvement rate of second drafts over first draft. We found that freshmen could make revisions in agreement with peer comments either about language or content. However, even if they believed the importance of the revision, the results indicated that students did not make revisions enough to cause score improvement or a high percentage of revision rate. In conclusion, teachers still need to give more scaffolding and stimulation to students before revision, in order to see that more significant revision really happen.*

***[Keywords]** peer review; EAP writing; revision, EFL learners.*

Introduction

Peer review is defined as a way to give revising suggestions, with peers as different information resources in the process of writing (Liu & Hansen, 2002). As an auxiliary means of instructional interventions, the benefit of peer review is a major concern. Richard (1994) contends that peer review helps prompt the frequency of interaction between students so as to enhance self-confidence. It was asserted by Leki in 1990 and Wu Yuhong in 2011, and they found that writing anxiety may be relieved during the process of peer review. Tong Changtao (2003) believed that peer review has a great influence on learner' writing fluency while the findings also show that writing proficiency can be improved with the help of peer review as a source of supplement of teaching. According to Su Huihui (2008), a higher accuracy of writing was gained once peer review was employed. In addition, Ma Hui (2016) revealed the significant progress on the ability of revising English writing in high school. Even though some experts were leery of the effectiveness of peer review (Nelson, & Murphy, 1993), Min (2006) turned out to be positive through the survey on attitude response toward peer review with regard to the comment generated from peer review, and Nelson & Schunn (2009) suggested that different types of comment features likely have relatively different impacts on the implementation of revision. For instance, solutions and performance summaries as well as the location of the problems are relevant to a positive outcome of the implementation of comment whereas the type of explanations of problems are related to negative outcome. Concerning the scale of comments, global comments tend to result in better performance

(Olson, & Raffeld, 1987) while Lin, et al. (2001) and Miller (2003) were inclined to hold different opinions. Researchers have found that praise always exists as a part of comment (Cho, et al., 2006) although it seems to have no help toward revision as a whole (Ferris, 1997).

In the current study, we explore students' attitudes toward peer review and revision, whether or not peer review constitutes a major source of revision in order to better understand how to enhance revision.

Methodology

Participants

The number of students participating in this study was 49 (44 women and 5 men) in two natural classes (Class One and Class Two), with 24 and 25 students separately. All of the students were freshmen majoring in Business English enrolled in an English grammar and writing course (once a week) taught by the same teacher from a research-intensive university in Northeast China during the spring quarter of 2018. The participants' information is shown in the following table.

Table 1. Participant Information

Class ID	Course Level	Course	No. of Students	No. of Males	No. of Females
U1	Freshman	English Grammar and Writing	24	22	2
U2	Freshman	English Grammar and Writing	25	22	3

Note: U = Undergraduate.

In-Class Training Before Writing

Considering that freshmen students might not be instructed with the systematic knowledge concerning the narrative writing since attending university, they were given guidance on the detailed principle by the teacher in the course of English Grammar and Writing both in Class One and Class Two so as to pave the way for the first draft's completion. To start with, a classic example of narrative writing called "The Yellow Ribbon" was analyzed by the teacher as a master model in the class, in order to enlighten students, to some extent, while at the same time, students were conducted in the light of specific knowledge including three aspects: (a) character – which was required to enrich by means of detailed descriptions, focusing on the dialogue, appearance, action and so on; (b) plot – whether or not the plot was attractive, with the conflict designed and then pushing it to the climax and the clue sowing the seeds; (c) setting – the scenes as pictures visualized by the writer telling the background; (d) significance – whether or not the article made audiences deeply moved and drew meaning from it.

Procedure

The data were collected in the order of first draft, peer review, and second draft. First draft was polished online and then printed for peer review. Before peer review, there was a short in-class summary of common problems in the first draft writing given by the writing instructor. Then face-to-face peer review started. Here, peers were typically two students, not nominated by the writing instructor but student-chosen by convenience. It lasted around 15 minutes. Each student had to point out one strength and two weaknesses in terms of the four dimensions indicated by the instructor. After receiving peer review, the revision was required and it was handed in one week later in class even though the English Grammar and Writing course students enrolled was only once a week. Later, the first and second draft of each participant were collected and analyzed by researchers.

Instruments

In the study, a questionnaire was used before writing the first draft and also an interview after handing out the second draft for the purpose of examining the perception of the students.

Questionnaire. The questionnaire was composed of 20 items and was distributed to students before writing the first draft aiming to elicit whether the students believed that revision helped improve their writing quality to some extent. The items were designed in four constructs including the students' cognition of revision (Question 1-6), the attitude of modifying the first draft as a receiver with others' reviewing (Question 7-11) and the attitude of giving the comments to the peer (Question 12-14) as a reviewer. In addition, their own self-efficacy was included (Question 15-20).

Interview. Designed questions were given to 8 students respectively in an interview after experiencing the peer review with regard to the degree of the willingness of completing the second draft, the underlying reasons as well, the change of the cognition of revision, the effectiveness and the acceptance of the reviewing comments from peers and themselves.

Figures and Tables

What are the Implementations and Changes of Writing Quality of Revision after Receiving Comments from Peer Review?

There were 46 students that participated in the entire process with the fulfillment of two drafts. 63% of students revised the first draft to varying extents and 37% of students revised nothing in light of the comments they gained. With respect to the comments, the total number of the comment was 148, which were classified into three types: giving praise, identifying problems and providing solutions, with the number of 38, 39 and 71 separately. Twelve of the students' revisions were finished completely in accordance with the comments they received, with a modification rate of 100%. In contrast, the modification rate of 18 students was more than 50%, while the modification rate ranging from 0% to 50% was obtained for the rest of 11 students. More than half of the students revised the second draft according to comments from peer review though the degree of revision was relatively moderate. In terms of score improvement, significant differences could be found from first draft to second draft.

Table 2. Paired T-Test results on Score Improvement

1st Draft Average Score	2nd Draft Average Score	Correlation	T	df	p
5.3041	5.4327	.905	4.185	48	.000

Generally speaking, even though 63% of students revised their writing in reference to comments, the improvement of writing quality cannot be revolutionarily indicated in their writing score improvement, with an average rise of 0.13 points.

Table 3. Two Examples of Contents of Revision

Number	Category	Revision	Peer Comments
1	Character (details about character depiction)	The light was dim, the shadow of them was long, the man retreated into deep silence. Something watery in his eyes. Slowly, the man stood up, hugged his beloved daughter fastly, tears fell like a heavy rain. He frowned to show his unhappy. Her eyes were wetting gradually.	Details about characters' mood and look are not very rich.
2	Support	The widow wanted to talk to her, but she didn't know how to open the conversation. Suddenly, the train ticket on Ann's table fell down the land. The widow noticed later. "Oh, thank you!" The girl, just like something pulled her back, accepted the ticket. The carriage begun into silence again, and Ann into thought again. "Thank you" replied politely.	You need to add some detailed descriptions to enrich the article.

What are the Attitudes of Students Toward Peer Review and the Cognition of Revisions Related to the Implementation and Changes of Writing Quality of Revisions?

The data of 20 items demonstrated that students were prone to admit the peer review's positive influence on revision, and they were very much aware of the fact that it was an arduous process to modify writing assignments. Similar results came from the interview, which showed that the percentage of the students who correspondingly held strong positive attitude toward peer review, as well as the cognition of revision tended to rise sharply. 100% students tended to accept peer review and revision as beneficial to writing improvement, and 75% students were willing to revise although less than 75% students really did so. With regard to the self-efficacy examined by the questionnaire, it was found that most students tended to be confident of their ability of writing and reviewing. They clung to the belief that their writing quality would be enhanced with the help of peers and the teacher.

Conclusion

This study found that a majority of students revised based upon peer comments, and improved their writing score accordingly, although with very modest enhancement in general. Revision might come from other sources, like self-reflection after peer review. Peer-trigger revision occupied a majority of revisions. Generally speaking, students' attitudes toward peer review and the cognition of revision were positive. However, the discrepancy between the true situation of implementation and the prediction through attitudes exists. There was a distance between their beliefs and behaviors through contrasting the finding of revision rate and their attitude index collected from the questionnaire and interview. More scaffolding, encouragement and monitoring from teachers are needed in order to improve the overall revision based upon peer comments.

References

- ACC. (1984). Proceedings of the Australian Computer Conference, Sydney. Australian Computer Society, November.
- Berthold, W. F., & Hingsen, C. S. (1981). *The introduction of new technology to the workplace*. Berlin: Springer-Verlag.
- Cho, K., Schunn, C. D., & Wilson, R. W. (2006). Validity and reliability of scaffolded peer assessment of writing From instructor and student perspectives. *Journal of Educational Psychology, 98*(4), 891-901
- Ferris, D. R. (1997). The influence of teacher commentary on student revision. *TESOL Quarterly, 31*(2), 315-339.
- Leki, I. (1990). Coaching from the margins: Issues in writing response. In B. Krol, (Ed.), *Second Language Writing. Research Insights for the Classroom*, (pp. 57-68). Cambridge: Cambridge University Press.
- Lewis, P. J. (1993a). Linking soft systems methodology with data-focused information systems development. *Journal of Information Systems, 3*, 169-186.
- Lewis, P. J. (1993b). Identifying cognitive categories: The basis for interpretative data analysis within soft systems methodology. *International Journal of Information Management, 13*, 373-386.
- Lin, S. S. J., Liu, E. Z. F., & Yuan, S. M. (2001). Web-based peer assessment: Feedback for students with various thinking-styles. *Journal of Computer Assisted Learning, 17*(4), 420-432.
- Liu, J., & Hansen, J. G. (2002). Peer response in second language writing classroom. Ann Arbor, MI: The University of Michigan Press.
- Ma, H. (2016). *An empirical study on improving students' ability of revising English writings based on peer review in senior high school – Taking the case of grade one in Xiong Yue High School as an Example*. Master's thesis.
- Miller, P. J. (2003). The effect of scoring criteria specificity on peer and self-assessment. *Assessment & Evaluation in Higher Education, 28*(4), 383-394.
- Min, H. T. (2006). The effects of trained peer review on EFL students' revision types and writing quality. *Journal of Second Language Writing, 15*(2), 118-141.
- Nelson, G. L., & Murphy, J. M. 1993. Peer response groups: Do L2 writers use peer comments in revising their drafts? *TESOL Quarterly, 27*(1), 135-142.
- Nelson, M. M., & Schunn, C. D. (2009). The nature of feedback: how different types of peer feedback affect writing performance. *Instructional Science, 37*5-401.
- Nijssen, G. M. (1989). An axiom and architecture for information systems. In E. D. Falkenberg & P. Lindgren, (Eds.), *Information Systems Concepts: An In-Depth Analysis*. The Netherlands: North-Holland.
- Olson, M. W., & Raffeld, P. (1987). The effects of written comments on the quality of student compositions and the learning of content. *Reading Psychology: An International Quarterly, 8*, 273-293.
- Richard, J. C. (1994). Reflective teaching in second language classroom, (p. 60). Cambridge: Cambridge University Press.
- Rushton, C., Ramsey, P., & Rada, R. (1993). Peer assessment in a collaborative hypermedia environment: A case study. *Journal of Computer Based Instruction, 20*, 75-80.

- Simpson, G., & Clifton, J. (2016). Assessing postgraduate student perceptions and measures of learning in a peer review feedback process. *Assessment & Evaluation in Higher Education*, 41(4), 501-514.
- Su, H. H. (2008). *The effectiveness of teacher plus peer feedback for improvement in accuracy of secondary students' English writing*. Guangxi Normal University.
- Tong, C. T. (2003). Using the process-based approach in the English writing classroom. *Journal of Cannan Teachers College*, 5, 130-131.
- Wu, Y. H. (2011). A case study of the influence of peer review on college students' writing anxiety. *Journal of Huzhou Teachers College*, 33(5), 99-102.
- Zanker, A. G. (1995). A proposal for a revised internet service. Retrieved on Jan. 14, 2002 from <http://www.is.southern.edu.au/Papers/TR-9506>.

Design of Hybrid Teaching Based on Online Course in College English Teaching

Lei Shi

School of Management, Changchun University of Chinese Medicine, Changchun, China
Email: 757535479@qq.com

Miao Liu

School of Management, Changchun University of Chinese Medicine, Changchun, China
Email: shilei@163.com

[Abstract] *Mixed-type teaching has become the mainstream teaching mode under the current information teaching background. Based on the analysis of the online teaching mode, this paper designs a hybrid teaching model and expounds upon the strategy of the model in college English teaching. It also reflects the utilization in real teaching.*

[Keywords] *online courses; hybrid teaching; English teaching; reflection*

Introduction

The application of online courses has become an important step in the reform of teaching at present. How to use online course to realize the innovation of traditional teaching mode in the teaching of college English has become the focus of educators. In recent years, various universities have carried out MOOC, SPOC and a variety of online courses to support the teaching practice, and teachers have widely carried out a new form of teaching application exploration. Moreover, with the deepening of practice, the deep reflection and the progress of online teaching, people are becoming more aware that mixed teaching is the first choice of college English teaching.

Under this background, first this paper relies on online courses. Second, the core question of the research is how to design and implement the mixed teaching in college English teaching, combining the advantages of online course and traditional teaching. Third, the paper focuses on the concrete path and implementation strategy in the practice of college English mixed teaching.

Hybrid Teaching Origin and Present Situation

Hybrid teaching is based on the reconstruction of the information teaching mode on the basis of online learning, which means to combine the advantages of traditional teaching methods with the advantages of online learning, to realize the blending of the learning environment, learning resources and learning methods to achieve effective teaching. How to design mixed teaching is the core problem that people have focused on. At present, there are a variety of mixed teaching design framework and models, and the “Hybrid Learning Curriculum Design Framework” put forward by a Chinese scholar Ronghuai Huang (2009) is more typical. It emphasizes that the design of hybrid learning courses can be divided into front-end analysis, resource design and teaching evaluation of the design.

There are two typical paradigms of mixed teaching: one is the hybrid teaching mode based on activity and the other is based on resources. The former is that teachers can choose and design activities according to their teaching goal, teaching content and teaching situation, so that the students can study in the activities,

and the combination of different sequences of activities will form a mixture of various teaching modes (Ye, 2012). The latter emphasizes that teachers should pay attention to how to provide the necessary resources for the learning activities (Bai, 2011).

Design of College English Mixed Teaching Model Based on Online Course

A teaching mode is a stable teaching procedure, which is established under the guidance of certain teaching thoughts and theories and is the general name of a teaching method and form to accomplish teaching goals and tasks. Each teaching mode is composed of a combination of several factors, generally including: theoretical basis, teaching objectives, teaching procedures, implementation conditions, and teaching evaluation. Based on the analysis and deconstruction of these elements, a concrete design of college English teaching under the support of online courses can be made easily. This model embodies several core elements of teaching and the process which provides theoretical guidance for teaching practice.

Theoretical Basis

Hybrid learning theory combines the traditional classroom and online learning. In the application of learning resources, it's the combination of online curriculum resources and traditional education resources and is the effective combination between the traditional classroom and network teaching.

Technical Basis and Implementation Conditions

The basic condition is the construction of online courses. The function of the online platform or online courses is mainly embodied in the integration of a variety of teaching resources, teaching interaction and management. This research is to realize the construction and application of online course in the "Center Platform of Excellence Course for College English" (an English learning platform in China), and it can realize the integration and release of all kinds of digital education resources, various teaching interaction ways, teaching evaluation and examination on the internet, which provides good technical support for teachers' teaching mode innovation, students' individualized and independent learning, and curriculum resource sharing, etc. (Liu, 2016).

Self-Learning Based on Online Course

This is the basic direction and ultimate aim of teaching. The model is to realize the cooperative development of students' knowledge acquisition and application ability, and to cultivate their autonomous learning and language interaction ability through the support of online courses and the task and organization of the teaching.

Teaching Procedures to Guide Practice

Online courses have greatly expanded the content and scope of teaching and learning, where teaching is not limited to the traditional classroom, and learning is no longer limited to the traditional curriculum materials. Therefore, we design a mixed-mode teaching model, whose teaching procedures mainly include before class, in class, and after class (the three stages of class), and each stage contains main activities, processes, and the application and output of the curriculum resources for both teachers and students.

Teaching Evaluation

The teaching evaluation design of this model needs to carry out a combination of various methods of evaluation, especially process evaluation such as the performance of students, involvement in learning

activities in the classroom, the student's classroom exercises and the time they spend on learning and their learning effects are the contents of the evaluation.

Implementation of the Mixed Teaching Model

Since the fall of 2015, this author has carried out mixed teaching practice based on online courses in a College English course, and gradually formed a more stable implementation process and method. Therefore, this study illustrates the key links and implementation strategies of the hybrid teaching model based on online courses.

The Design of Online Course Resources

The design of online curriculum resources is an important link in the hybrid teaching mode and an important factor in determining the success or failure of course teaching. Referring to the study of Jing Jiang, according to the process and function of applying digital education resources in teaching process, we divide the resources of online courses into two categories: content resources, generative resources (Jiang, 2012).

Content of Resources

Content of resources is the carrier of curriculum content and knowledge and also the focus of curriculum resources design and development. If the content of resource design is not good, it will directly affect students' learning activities. The resource is a system and can be divided into modules. Each module is relatively independent and mutually influences the others and can enable students to complete different learning tasks. For example, in curriculum resource design, we divided English learning into vocabulary, listening, reading, synthesizing and writing 5 large modules.

The form of content resources mainly includes: multimedia courseware, teaching micro-video, a course teaching video and expanding resources. Multimedia teaching courseware is the main content of a chapter and a kind of teaching auxiliary resources which can be presented in every module and chapter according to the teaching plan. It's mainly used as a preview for the students before the class and the demonstration of teaching activities in the course. The teaching micro-video is the content of a unit or a certain learning topic using video learning resources. It is 5-12 minutes in length and used mainly for students to study the learning content independently and repeatedly. The video of course teaching is the record of classroom teaching, which makes it easy for learners to reflect after class. The expansion of resources mainly includes knowledge of the course and English video, such as in listening learning, the introduction of the United States President Trump's daughter's speech, the BBC film *Beautiful China* and other English listening materials given to students to practice listening aids.

Generative Resources

Of course, this is the most specific and richest form of resources. Generative resources are generated dynamically in the course of teaching, especially in the course of teaching interaction and students' independent learning and reflection and are mainly reflected in the teaching activities and the promotion stage after the class. The forms of generative resources in this course include: students' record of classroom problems, teaching suggestions, students' work and excellent works, as well as questions and answers in the discussion area.

Teaching Activity

In the teaching application of this mode, the teaching activities are divided into three stages: the preparatory stage before the class, the classroom teaching stage, and the promotion stage after class.

The preparation stage before the class. This mainly refers to students' use of online courses to study. The main activities of teachers include instructional design and teaching resources. Before each lesson, the teacher puts the teaching content of the course according to the teaching design into the multimedia courseware and the micro-videos according to the needs and uploads it into the course center. The main activity of the students is to watch the teaching resources, understand and know the learning content, and conduct autonomous learning, forming a certain understanding of the basic knowledge.

Classroom teaching stage. The classroom teaching stage is the central part of the whole teaching mode, which mainly carries out the face-to-face teaching activities. In the implementation, we mainly use the task-driven teaching method. Task-driven teaching is a kind of teaching method which takes the task as the carrier and makes the learners acquire knowledge in the process of accomplishing certain tasks. The practice has proved that it is an effective way to implement the teaching content. Task-driven teaching takes the task as the center to realize the process of "task set – task analysis and case demonstration – task implementation and help guide – task completion and summary" and so on.

Task setup. By showing relevant cases (such as English speeches, English dialogues, English compositions, English videos, and English movies, etc.), the teacher gives the students an analysis of their language application skills and the objectives of the classroom activities. In the task setting, teachers should consider the students' actual levels and the levels of learning before class, and also consider the concatenation and difficulty of the knowledge involved in the task (Guo, 2006).

Task analysis and case demonstration. After setting the goal of the course task, the follow-up activity is how to solve the problem and complete the task. As students need to carry out independent learning based on resources before class, teachers in the classroom will focus on specific tasks, through case demonstrations to enable students to understand knowledge and its application situation. Of course, in order to make up for the students' lack of learning before class, teachers still need to explain the basic knowledge in the teaching. In this method, the teacher is to explain the basic knowledge by the specific task analysis, and the emphasis is to inform students how to apply the language to avoid the boring teaching of theoretical knowledge.

Task implementation. According to the teacher's explanation of the task and case demonstration, the students try to fulfill the task requirements. The task of English learning sometimes is personal performance and display, and sometimes group work to complete the task. And for the integrated task, it is generally a collaboration to complete (the team does not exceed 7 people), after class there is further in-depth study and consultation to complete. In the implementation of the task, teachers can guide, record, and make a summary.

Post-class stage. According to the different tasks in the classroom activities, students can enhance their learning through the course center platform based on the corresponding resources. Some students can finish the task easily, so they can carry out in-depth study with the help the online resources; and the other part of the students need to be under the guidance of teachers and instructions to barely complete the task, and the students will be in the classroom after the use of teaching micro-video and keep on consolidating what they have learned. At the same time, communication and discussion after class is also a strategy for learning to promote.

Implications and Conclusion

In the two years of experiment on students of our university, three classes were the targets (182 students). We found that 9.8% students were not satisfied with the method. The effectiveness of the use of the platform was not satisfactory because the teaching interaction was not strong; the information transmission between teaching and learning should be improved. Only 7.5% of students were dissatisfied with the effectiveness of online teaching. More than 75% students felt the network platform could urge students to use the after-school time to complete the tasks given by the teachers (Xie, 2012). To design and organize web-based online teaching needs teachers' best efforts. So teachers should spend more time on the process of designing the class.

With the further development of education, hybrid teaching has become an important strategy and direction of teaching reform in colleges and universities. This research is only a starting point. There are many problems worthy of in-depth study such as: the application of students' autonomous learning process design and monitoring and the application of the model results from a quantitative point of view for demonstration and evaluation.

Acknowledgement

This paper was supported by "The Study on the Learning Experience of College English Learners through Hybrid Teaching" – the Project of the 13th Five-Year Plan of Educational Programming Projects of Jilin Province, China in 2018 (No. GH180235). Corresponding authors: Lei Shi and Miao Liu; Email: shilei@163.com

References

- Bai, W., et al. (2011). Research on the teaching design of hybrid learning based on resources. *Modern Educational Technology*, 4, 42-47.
- Guo, S. (2006). The connotation of task-driven teaching method. *China Audio-Visual Education*, 7, 57-59.
- Huang, R., et al. (2009). Theory of curriculum design based on hybrid learning. *Audio-Visual Education Research*, 1, 9-14.
- Jiang, Z. (2012). Construction of classroom teaching model based on digital resources.. Master's Degree Thesis. Wuhan: Huazhong Normal University.
- Liu, B. (2016). Design and practice of hybrid teaching based on online courses. *China Education Informatization*, 11, 81-84.
- Xie, Y. (2012). Analysis of the factors influencing the quality of mixed teaching in universities. *Multimedia Distance Education of China*, 10, 10-12.
- Ye, R., et al. (2012). Research on the mixed teaching of activity-oriented teaching model *Audio-Visual Education Research*, 9, 104-112.

Study and Application of the Practical and Creative Ability Cultivation Pattern

Ni Xiujie

School of Foreign Languages, Jilin Institute of Chemical Technology, Jilin, China

Email: 394188588@qq.com

[Abstract] *Based on the transformation of the teaching concept from traditional major instruction to the vocation orientation in the English Major, this paper summarizes the reformed orientation of English majors in the orientation of the students and their training aims after several years' application. Others may use this for reference in the development of English talents in their creative ability cultivation and the application or service of their professions in society.*

[Keywords] *practical and creative; vocation orientation; English majors; vocational ability; serving ability*

Introduction

Foreign language has been set up as a required course in the higher education teaching system since the 1980s. At first, it was valued as a greater academic achievement if you could read or speak some. Gradually, all students have been required to learn a foreign language in the teaching setting and evaluated by scores in all kinds of tests, followed by more frequent practice for the examination paper. In past years, some universities put much more emphasis on foreign languages teaching or learning, and the rate of passing the CET 4 or CET 6 had been taken as a criteria for students to be admitted for graduation. But, it is well known that the final aim of language learning is to put it to use and to communicate effectively. It is not only taken as a tool to search for information, but it is also a media to communicate culture. In addition, China is walking into the center of the world and it is necessary for all intellectuals to make full preparation for future developments in communication, technology, management, culture inheritance and development. All students with higher education degrees should obtain much more international culture besides traditional culture, as well as the communicating or serving ability, especially in foreign languages.

In addition, with the reform of the vocation field, graduates turn out to be inadequate in serving society, such as in the field of electronic international commerce and trade. The background knowledge of commerce and trade are not included in the major courses, so graduates are unable to meet the post requirements as soon as possible. The phenomenon appears to be the result of the popularized higher education which encourages the increase of requirements on talents' knowledge, practical abilities, and comprehensive capacity, as well as their education degrees. In another example, the ideal working fields have shortened their demand amounts for foreign language talents and some foreign language training centers or translation institutions have increased the degree of qualifications in some respects, such as certificates in teaching, translation, and vocational experience, etc. The current employment trend tends to the service fields, like international restaurants, overseas study information consulting organizations, e-commerce across countries, foreign software companies and so on. The demands change from the language knowledge and skills only to intercross course knowledge or vocational knowledge and skills.

Therefore, this team intends to deepen the teaching reform and initiate a project aimed at the talent practical and creative ability cultivation patterns in English majors for the local university and explore the

applied higher education with vocational orientation in its developing path. This study was done based on problem-orientated, reference-reviewed, operation-proceeded by cooperation with enterprises during the past four years. This paper mainly sums up the project from a survey of the problems, the solution and the effects or its spread.

Literature Review

It is the university's rule to develop in the same direction along with the nation's promotion. As one part of society, education cannot exist away from certain social environments or situations. Meanwhile, every aspect of education should be adapted to and serve social development, which is the outer rule of education development. Compared with basic education, the social attributes of higher education are quite obvious, for higher education is naturally connected with knowledge, especially advanced specialized knowledge and scientific technology. Moreover, in the era that knowledge is combined closely with social economy, that is, scientific technology turns out to be the first productivity and it is necessary that higher education should play the role in promoting the development of social economy (Du, 2014). In addition, based on the project of our country's new development strategy, it is clearly demonstrated that in the next years the objectives in China are to build a new creative country and to cultivate talents with applied experience and creativity. Every field is promoted to be adjusted and developed by the rapid development of our social economy. Chinese universities are the base of talent cultivation, so they are making every effort to construct new cultivation patterns in order to find a better path. Liaoning Industrial University for example, has centered on the development of capabilities in practice and creation to promote the reform of talents' cultivation (Yu, Z., 2012).

From the talent's perspective, it is the effective path to improve competitive ability in the personnel source market by reinforcing practical and creative teaching. Enterprises require special talents or a practical and creative capacity, as well as the diploma or degree (Wang, P., 2003).

Summary of the Exploration

Under the new economic situation, the English major's development has encountered many serious problems, and for example, the subject's lagging development has led to an inferior competitive power, while the inefficiency of talents' creative abilities limit their personal promotion (Wu, Y., 2012). Faced with such changed situations as mentioned above, this team conducted a survey on the evaluation of the students' performance in every field. Also, the team explored the language majors in other universities. From the study of this information, it is referred that the talents' knowledge is limited in language only, and they are unable to serve a company effectively after graduation if they are not trained professionally. Of course, some colleges are making efforts to improve the students' practical ability, but most of them are conducted in the academic system, that is, their practice is based on textbooks written by some experts in an Ivory Tower, and their so-called situations are out of real circumstances. Therefore, it is time to widen their vocational knowledge and strengthen their practical or serving abilities in order to survive in this severe competitive world. Meanwhile, they had better develop their own particular serving capacity in some fields and take advantage of the language to increase their competitive opportunities.

After investigation and feedback of the talents, some deficiencies in cultivation are reflected. More English majors have been set up in colleges or universities which are beyond the need of the society at present situation although they were badly needed in the past. It is difficult for all of the talents to be employed with only language knowledge. The typical aspect lies in the absence of features in the

language major, causing graduates to neither adapt to the new post's requirements nor be accepted by high quality companies.

Talent Cultivation Off Society Demand

The change of service fields resulted in talents who are cultivated in the traditional pattern deficiency in professional service. Foreign language's knowledge could not meet the complex needs in the modern workplace. Talents could not understand the post requirements and could not complete the tasks effectively; especially in translating projects, the usage of terms and structure could not be understood correctly. Some misunderstanding could have been caused in the translating materials, and some expressions are used ridiculously in communication.

With the rapid development of the modern science and technology, many service fields are being transformed and upgraded in a service pattern, service products and a renewed industry. As a sort of service tool, the function of English needs to be mixed with other field's knowledge, such as e-commerce, foreign politics and history, higher education, computer science, and instructive technology, etc. The trend of knowledge fusion challenges traditional language instruction and requires complex knowledge and skills in service.

Deficiency of Mother Culture Limits Serving Quality

In theory, the talent development embodies all aspects. But the one-sided realization of the relationship between the foreign language's knowledge and culture has resulted in the unbalance of the education, that is, the traditional major education is focusing on the target language and neglecting the native languages, which has restrained the quality of the language activity output. In many culture communicative activities, most talents were passive participants, blindly acquiring English knowledge, or neglecting the improvement of their cognition of Chinese culture, nevertheless effectively transmitting the great and excellent Chinese culture with a long history in English. All of this were affected by the structural linguistics. In past decades, the structure and pattern were emphasized in English learning and instruction, and culture and history behind English were only mentioned briefly. In recent years, more and more scholars have been interested in the comparison between the different cultures, but the relevant courses are only set up for graduates. Based on the survey of the use of English textbooks in many universities, the reading materials related to the Chinese culture are few, and most are concerned with the target language countries. According to the survey, most of the undergraduates paid little attention to the nation's awareness and held little sense of identity in their mother language. Furthermore, the experiment of translation on cultures reflected that they are in short in the traditional Chinese culture; in particular, they are not certain how to translate some typical terms in excellent traditional culture, and could not even explain the important events in detail. This is not a minor affair and should not be ignored by instructors. In communication with students, they expressed that they thought it important to cultivate the translation of some important Chinese traditional cultures and they hoped to be trained more in order to rapidly improve their expressive ability in English. In fact, language should not be isolated with culture. Culture influences language, and language reflects culture by translation. To some extent, language education is culture instruction. Without culture and without language, the study of the target language and its culture aims at cultivating students' communicative ability and this can be achieved by in-class cross-culture instruction. So, more materials on the Chinese culture are needed in the English teaching course not only to inherit, but also to transmit to future generations.

In addition, through the analysis of foreign language instruction, it is seen that the neglect of culture education have mainly resulted in the excessive pursuit of all things western – admiring and following all things western and ignoring our native culture. What’s more, the Chinese culture acquirements and deep study are standstill, especially after the majors’ graduation from high school. To sum up, the serving quality decrease are owe to the deficiency of the Chinese culture, involving the local culture and the suitable expression in English.

Weakness in Instructing a Practical Teaching Team

Traditionally, the English majors are instructed by teachers from the university based on a major knowledge system. Teachers are used to arrange teaching plans according to a systematic structure, like skills training in listening, speaking, reading, writing and translating. After practice, what they learned was how to practice, and they did not know what was taught in content. It is not to say that skills practice is not important, but the practice content is not connected closely with current situations. If you talk with teachers, they would argue that they were taught in the same way as when they were young and students should be able to cope with any situations easily. If pressed further, they would get angry, and even respond that they had no way and it was not their responsibilities.

We have to admit that it is not the teachers’ fault. In Chinese education, whether in primary, junior, senior, or even higher education, all instructors care greatly about students’ marks. Few care about their living or serving abilities. Moreover, severe competition has led to an unreasonable evaluating standard. The main evaluation is based on the marks. So, generation by generation, they grew up by marks increase. Otherwise, the schools could not provide enough practice conditions in foreign language communication or serving. What’s more, some teachers themselves have not experienced a service project in foreign restaurants, e-commerce and the like.

In all, the degree of knowledge’s width and the technological structure are unable to support the major practical objectives fully. The teaching team can not cope with the requirements of modern talents’ cultivation. It is necessary or urgent to improve and adjust the team’s structure for future talent development.

Deficiency in Practical Teaching Resources

For one thing, the traditional practice condition involves language labs only. Some hardware instruments may function according to the design of basic practice in languages’ skill training. Also, the comprehensive training instruments concern English linguistics, English literature and its translation searching and study. The construction of vocational training environment is vacant. Take e-commerce training for example. The school can not provide actual or simulated practice conditions at campus. There is not enough space for them to construct a special training lab. There is also no extra funding for them to extend the training. In addition, some software design is not actually in accordance with reality and even some are designed by scholars without real working experience, which is impractical in guidance. So, the relative textbooks help students very little except for some terms and students are unable to achieve enough training in certain fields until being trained by an enterprise if they are luckily offered posts after graduation.

Approaches and Application

To solve the problems mentioned above, some approaches are suggested under the practice. The logical and formative modes of experience distinguish linguistic analysis from applied linguistic designs.

Analysis helps us to understand the problem, but our technical imagination leads the designed solution. In preparing plans, we already anticipate their execution. Analysis can be the means to inform, enhance or justify the achievement of technical ends, but the ends are non-analytical. Focusing exclusively on the means reveals a modernist bias, while overemphasizing the ends characterizes postmodernist designs (Weideman, 2006).

First, the managing team conducted a social survey by consulting with senior executives in human resources, inquiring about the social demands on the English majors based on the objective education concept. Accepting the new education concept, redefining the teaching objection, adjusting the teaching project, as well as focusing on the applicable talents cultivation were put to use in accordance with the social demands. Take the English Major for example, the cultivation is transformed from general learning and instructing of English language to two directions. One is further traditional training in English literature and translation, contributing to the talents' further study by preparing them for the graduates' entrance examination. The other is training in special English applications in e-commerce or foreign restaurants senior management and a brief instruction on literature or translation. Second, after integration of the courses, four levels of a practical curricular system on practical teaching were set up, which involve skill-based courses with special practice, knowledge-based courses with comprehensive practice, major courses with innovation or startup project practice, and major objection based courses with practical training. Autonomous learning in listening, reading, writing or translating courses was required and general major practice was designed in the projects like an English-version web page for the university or school, or a western culture presentation. Some training on e-commerce or on restaurants management was held in and out of school.

Third, in accordance with the new curricular system, the teaching environment was transformed by combining traditional teaching with micro classes, subject competitions with extracurricular activities and practice at the campus with enterprise training, especially promoting regular overseas exchange or vocational practice in the majors. In addition, a linkage mechanism was contributed to the talents' development. Students were guided from the fresh year by instructors or teachers to plan their academic performance, personality development, and career plan, etc. Also, to strengthen the teaching team's capacity, some HR managers or outstanding graduates were invited to deliver lectures on management or special techniques in practical posts while some teachers were trained to acquire vocational qualification, step-by-step.

Last, by cooperating with enterprises and taking advantage of the support of the special funding from the financial administrative department, stable resources were provided, such as the three-year plan for the instrument or platform improvement, shared online resources integration, and self-created mobile terminals or micro-class resources, etc.

Effect and its Spreading

The new practical curricular system contributed to improving the talents' role position in learning by adding frequency of practice and to reinforcing the major's reform and construction by transforming the traditional instructing pattern. Moreover, the new instructing environment provided various platforms for talents to display themselves respectively in subject competition, extracurricular activities or vocational training. What's more, the new instructing pattern encouraged students or teachers to put more effort in learning or teaching. Both acquired much more modern knowledge, techniques and information, added opportunities in interaction or communication, and some talents could actively take part in teacher's

research projects having assisted them in implementation or technology application to achieve the best goals. Last, but not least, guided by the advanced OBE concept and based on the constructive teaching theory or the strategy of Learning in Doing, the research team gradually enriched the research contents, deepened the research subject, enlarged the numbers of practical teaching members, expanded the practice bases out of campus and improved the efficiency of cultivating applicable talents. In 2016, a center for applicable talents cultivation was founded under the admission of the provincial government and graduates have been highly hired by some enterprises.

Conclusion

Above all, there are some situations that should be improved. One of the most difficult is the teachers' practical development. Current thinking in language teacher education emphasizes the importance of the development of teachers' practical knowledge. However, while several studies have focused on describing practical knowledge in different contexts, there has been less research conducted into the manner in which practical knowledge develops in the context of in-service teacher education or into the factors that influence such development (Wyatt, 2010b). These issues should be addressed in the future, which should explore how teachers of English in an in-service program grow in practical knowledge and examine changes in their ideas and practices. In addition, implications for in-service language teacher education should be discussed.

Acknowledgements

First of all, I appreciate all of the authors for their valuable references. And also I would be grateful for the members' hard work in our team. Moreover, thanks should be given to the officers of the teaching administration. Without their support or cooperation, this project could not be put into practice. What's more, thanks to all the students' passion in participating in this project and all of the firms' cooperation.

References

- Du, Y. (2014). Higher education be most adaptable to the economic development in China. *China Education Daily*, 7, 24
- Wang, P., & Ji, C. (2003). Study of the college students' creative ability. *Modern Science of Education*, 06, 99-101.
- Weideman, A. (2006). *Applied linguistics as a discipline of design. Responsible design in applied linguistics: Theory and practice*, (pp. 75-95). Cambridge: Cambridge University Press.
- Wu, Y. (2012). Study and practice on the English major's creative ability cultivation. *Journal of Liaoning University of Technology (Social Science Edition)*, 11, 118-120.
- Wyatt, M. (2011). Development in the practical knowledge of language teachers: A comparative study of three teachers designing and using communicative tasks on an in-service BA TESOL programme in the Middle East. *Innovation in Language Learning and Teaching*, 03, 233-252.
- Yu, Z., & Li, W. (2012). Construction of the practical and creative cultivation system to improve talents quality. *China Education Daily*, 6.5(04).

Content and Formal Schemata Teaching in ESL Writing in China

Qi Jiayuan

College of Foreign Languages, Eastern Liaoning University, Dandong, China

Email: 95719577@qq.com

[Abstract] English writing is an interactive process between schematic knowledge and collected materials, and the inadequacy of schematic knowledge or failure to activate it may result in a Chinese way of writing. Much research has been done on content and formal schemata in reading with students of English as a Second Language (ESL), but the research into content and formal schemata in ESL writing is a more recent area of study. This essay attempts to introduce schema theory and tries to explain it with some examples and draw insights from content and formal schemata in the teaching of writing, which emphasize the interrelationship among level of structure, rhetorical form, context, and cross-culture knowledge. In addition, a notion of building content and formal schemata with ESL student writers, and the pedagogical implications and feasibility are discussed in this essay.

[Keywords] teaching writing; content and formal schemata; Chinese ESL students

Introduction

As one of the basic skills, English writing is sometimes neglected in middle school teaching. When students major in English in university, they are sometimes unclear about the different styles or conventions in writing. Though both teachers and students make an effort, there may be some unfortunate outcomes. As a main part of English teaching in China, English writing has long lagged behind the teaching in other language skills. It is quite necessary for the teacher to equip Chinese students with solid English writing skills in order for them to succeed in their education. But writing is a more complex process than we might have supposed and it is hard for many Chinese students to flexibly use their inadequate store of vocabulary in writing. Since the 1970s, researchers have made great efforts in investigating the nature of ESL/EFL writing and in developing theory-based and research-supported approaches to second language writing instruction (Zen, 2005). As for schemata-theory based teaching approach, it has mostly been applied in reading and listening so far, and there are many successful empirical explorations. Whether schemata theory can be used in EFL writing will be discussed in this essay.

Schemata and Schemata Theory

The schema concept is frequently attributed to Bartlett (1932) who posited that people's understanding and remembrance of events is shaped by their expectations or prior knowledge, and that these expectations are presented mentally in some sort of schematic fashion. So what is a schema? A schema is a hypothetical mental structure for representing generic concepts stored in memory. It is a sort of framework, or plan, or script. Schemata are created through experience with people, objects, and events in the world.

Bartlett (1932) believed that our memory of discourse were not based on straight reproductions but were constructive. Cook (1989, p. 69) stated, "The mind stimulated by key words or phrases in the text or by the context activates a knowledge schema." They both implied that new information from the outside can be cognitively received and related to already known information stored in memory through remembering. In this case, new concepts are assimilated into existing schemata which can be altered or expanded.

Carrel and Floyd (1989) maintained that an ESL teacher must provide the student with the appropriate schemata s/he is lacking and must also teach the student how to build bridges between existing knowledge and new knowledge. For Yule (1985), the key to the concept of coherence was not something which exists in the language, but something which exists in people. It is people who make sense of what they read and hear. Hu Zhuanglin (2002, p. 164) pointed out that schema is the packet for storing knowledge...It plays an important role in processing language.

Teaching English Writing Based on Schemata Theory

Although writing is one of the “four skills” commonly accepted goals for language learning, it has long been a neglected skill, especially in secondary schools in China. Nevertheless, influenced by a behavioral theory of learning and structural view of language, teaching was seen primarily as a matter of reinforcing “grammatical structures, idioms, and vocabulary” (Raimes, 1983, p. 3). An English writing class was essentially, if not entirely, a language or a grammar class. As a result, students with a good knowledge of grammar still produced what Leki called “peculiar, non-English-sounding texts” (1992, p. 5). Traditional teaching approaches to ESL writing, like grammar-based and pattern-product approaches, proposed that students be provided with opportunities to practice how to “combine sentences patterns to form paragraphs and paragraphs to form whole essays” (Leki, 1992, p. 5).

Zamel (1976), in her most frequently cited landmark essay, “Teaching Composition in the ESL Classroom: What We Can Learn from Research in the Teaching of English” (reprinted in Silva, 2000), faulted the grammar-based and pattern-product approaches as “unfounded, though well intended” (Zamel, 1976, p. 28). She argued that the emphasis on surface-level correctness was “of little value” in helping students learn to write” (Zamel, 1976, p. 28). She then urged ESL writing teachers to abandon traditional approaches to teaching writing and to look for new options from “well-established” approaches. In her later essay, she further advocated that the ESL writing class should “recognize the importance of generating, formulating, and refining one’s ideas” (Zamel, 1982, p. 195).

In the new century, schemata theory has been widely used in language teaching in China, especially in listening and reading, but there is relatively little research on schemata applied in English writing. Many theoretical and empirical explorations have been done to schemata in reading comprehension and have shown the positive effects on reading. Inspired by the result, this essay tries to illustrate that schemata theory can also be used in teaching composition from two perspectives: the content schemata and the formal schemata.

The Role of Content Schemata in ESL Writing

During the process of teaching and evaluating English compositions, teachers seem to pay a great deal of attention to the accuracy and appropriateness of linguistic and rhetorical properties, often at the expense of the discourse value of the students’ writing. On the part of the students, they are lacking writing practice in secondary school, and when they major in English in university, some of their compositions can only be called “peculiar, non-English-sounding texts”. Content schemata, in the light of schema-theoretical conceptions of reading comprehension, are assumed that the reader interacts with the text, and thus, with the writer by activating his own background knowledge and cognitive processes, thereby constructing meaning from it and eventually assimilating it as a whole. When deciding how to interpret properly the propositional content and the illocutionary significance of compositions written by students could become a hard job for the teacher because the teacher and students have got different content schemata in writing.

To be a cross-culturally informed and critical reader, the teacher needs to develop an awareness of both his own content schemata and those of his students on a variety of topics or themes which are likely to be used in the course. In writing class, students should be well informed with socio-cultural traditions in cross-culture studies and other relevant fields. When students equip themselves with culture-based background knowledge and get familiar with the content of English texts, they can learn to construct accurate meaning in their own experienced and conceptual terms in their compositions. Otherwise, it would be likely for the teacher to misinterpret the students' intended message in the light of their determined content schemata.

As English majors, students have already acquired the necessary rhetorical signals which would help them write things understood by native English speakers. However, it is quite necessary for them to develop an awareness of the differences between their own content schemata and those of native English speakers in order to satisfy the expectations of the target audience. In this sense, they should be led to realize that their target audience may not be cross-culturally sophisticated enough to understand their writings. It is up to the English teachers to provide them with the necessary cross-cultural insights to facilitate their cognitive transition from "free" writing into writing for the consciousness of the target audience.

The Role of Formal Schemata in ESL Writing

English teachers should not only help students progress from writing based on content schemata to their own culture, but to writing in line with the rhetoric patterns of the English-speaking context as well. Researchers have carried out different kinds of surveys based on the text structure analysis, finding out that the knowledge of different text structure can enhance reading comprehension. Same as the case is, a person wishing to write an article is likely to look at what others have written in this field before and try to follow the same pattern. The relationship between the reader and the writer is obvious, so it is up to us teachers to put text structure analysis in its proper position in our teaching of writing.

For example, during writing, a schema provides a framework within which the material collected may be structured. If students are sensitive to schematic essay structure on condition that they have learnt a lot of the kinds, they will use this structure to guide their composition. All the material collected can be classified according to its importance based on such structure.

Chinese students learning English are not quite aware of the differences between Chinese and English rhetorical conventions, so it is necessary to enhance students' writing competence by improving their familiarity with the English conventions. Take a simple one as an example. According to Chu, et al. (2002), the English essay convention tends to put the topic or thesis and background information about the topic at the beginning of the essay and the general statements typically follow a deductive style of argumentation. By contrast, Chinese students are accustomed to a "delayed introduction of purpose" or "delayed topic statement" (Chu, et al., 2002, p. 515) and Chinese prefer an inductive reasoning style. When students become English majors, they have been influenced Chinese formal schemata for a long time, and it is hard for students to write "good English-sounding essays". In this sense, formal schemata should be built up, and then students can generate, formulate, and refine their own ideas to construct their own essays.

Implications and Feasibility of Schemata-based Teaching Strategy

Until now, content and formal schemata in ESL writing is still a recent area of study. The concept of schemata in teaching of writing has been ignored in the field of second language writing in China. Further studies should be done to determine to what extent the knowledge of schemata can affect English majors' ESL writing ability, and in what way this knowledge can be taught most effectively. Anyway, as the

discussion made above, schemata in ESL writing can benefit English majors from the following two aspects.

Firstly, students can be more sensitive to text structures under the teaching in formal schemata and improve their writing skills. In writing classroom, teachers can provide students with sufficient language material, have them read first and be skillful enough to utter the central idea and the structure in different levels, and then students are capable of activate their knowledge and apply their acquired schemata to their writing.

Secondly, students can be well informed with socio-cultural knowledge under the teaching in content schemata. Most of the time Chinese students do not know how to process English texts effectively and produce their own texts in an English way in terms of the content. So it is advisable that teachers put an emphasis on critical reading in writing class, which will help students understand the English way of composing a text and model their own writing.

Conclusion

Schemata teaching in writing offer a new way for both English teachers and students in China. In the process of writing, teachers should be conscious to activate students in schemata teaching while students must realize that content and formal schemata are quite helpful and shouldn't be ignored. Only when students have constructed the kinds of schemata and actively use them in writing can they have explicit command of the knowledge and compose effective essays.

References

- Bartlett, F. C. (1932). *Remembering*. Cambridge: Cambridge University Press.
- Carrell, P., & Floyd, P. (1989). Effects on ESL reading of teaching cultural content schemata. *Language Learning*, 37, 88-108.
- Chu, H. J., Swaffar, J., & Charney, D. (2002). Cultural representations of rhetorical conventions: The effects on reading recall. *TESOL Quarterly*, 36(4), 511-541.
- Cook, G. (1989). *Discourse in "language teaching: A scheme for teacher education"*. Oxford: Oxford University Press.
- Hu, Z. (2002). *Linguistics*, (second edition). Beijing: Beijing University Press.
- Leki, I. (1992). *Understanding ESL writers: A guide for teachers*. Portsmouth, NH: Boynton/Cook Publishers Heinemann.
- Raimes, A. (1983). *Techniques in teaching writing*. New York, NY: Oxford University Press.
- Silva, T., & Matsuda, P. K. (Eds.). (2000). *Landmark essays: On ESL writing*. Mahwah, NJ: Lawrence Erlbaum.
- Yule, G. (1985). *The study of language*. Oxford: Oxford University Press.
- Zamel, V. (1976). Teaching composition in the ESL classroom: What we can learn from research in the teaching of English. In T. Silva, & P. K. Matsuda, (Eds.), *Landmark Essay: On ESL Writing*, (pp. 27-36). Mahwah, NJ: Lawrence Erlbaum.
- Zamel, V. (1982). Writing: The process of discovering meaning. *TESOL Quarterly*, 16(2), 195-209.
- Zen, D. (2005). The process approach to ESL/EFL writing. *The Journal of Asia TEFL*, 2(1), 191-198.

Research on the Application of Flipped Classroom Mode in College English Teaching

Sun Wenjing

Zaozhuang University, Zaozhuang, China

Email: jingnuoshui@163.com

[Abstract] The flipped classroom is a new teaching mode and a new trend in college English teaching. A great deal of research has been carried out at home and abroad on the flipped classroom mode. This paper first defines the meaning of the flipped classroom mode and summarizes its development process, then points out the disadvantages of the traditional college English teaching mode and analyzes the feasibility of the flipped classroom mode in college English teaching. This paper introduces, in detail, the design of college English teaching based on the flipped classroom mode and points out that the college English flipped classroom teaching mode not only can stimulate students' interest in learning college English, but also cultivate good learning habits. It can also develop students' ability to explore, collaborate, and independently learn, and can also meet the needs of students' individualized development.

[Keywords] flipped classroom; teaching mode; college English teaching

Introduction

Traditional English teaching has always been puzzled by students' low proficiency levels in listening, reading and speaking with passive learning. It does not often meet current college students' needs. Furthermore, college English, as a compulsory basic course for college students, must not only cultivate students' comprehensive application ability of English, but also improve their comprehensive cultural literacy. In order to achieve the teaching goal of college English, many teaching reforms and innovations have emerged, one after another. The "flipped classroom" model is one of the new teaching methods. Flipped classrooms have a broad theoretical and practical basis in foreign countries. In recent years, they have gradually developed in the field of teaching in China. This article summarizes the application research of the flipped classroom mode in foreign countries, reviews the application of the flipped classroom mode in college English teaching in China, and looks forward to the future of flipped classroom mode research, hoping to provide reference for more reasonable and effective application of this classroom mode in college English teaching.

Overview of Research and Development of the Flipped Classroom Mode

The Meaning of the Flipped Classroom Mode

A flipped classroom, that is, in an information-based environment, is when the teacher provides teaching videos as the main form of learning resources and other learning resources for students to complete before class. The teacher will then answer the students' remaining questions from previewing the activities in class. The flipped classroom is a new teaching model for activities such as collaborative research and interactive communication (Zhong, Song, & Jia, 2013). In the flipped classroom, students become stakeholders and active participants, and they are no longer the "bucket" that is passively waiting to be filled. Students have greater autonomy in learning and can watch videos at the right time and place before class. Difficult content can be repeatedly played and watched. For those who do not understand, questions

can be written down and discussed with teachers and classmates in the classroom. Although this kind of pre-lesson may prolong the student's preparation time, it greatly improves their efficiency. In the classroom, students communicate, discuss, learn, collaborate and solve problems together with their partners so as to achieve understanding and internalization of knowledge. In such a classroom, students are the main body. The role of teachers has also changed. They have changed from being the messenger to being the helper and mentor of each student. They have become scaffolding for students to easily access resources, use the resources, process information, and apply their knowledge to real situations (Zhang, Wang, & Zhang, 2012).

The Development Process of the Flipped Classroom Mode

At first, some teachers carried out teaching exploration on a small scale to solve teaching difficulties caused by time and place restrictions between teachers and students, which later developed into the flipped classroom model. For example, in the early 1990s, Professor Eric Mazur of Harvard University tried to carry out practice and research on the flipped classroom model in order to take care of students who could not keep up with the progress of teaching (Berrett, 2012). In 2004, American Salman Khan used a method of recording and sharing teaching videos to answer his cousin's mathematical problems (Alsagoff, 2012).

In 2007, Jon Bergmann and Aaron Sams, two high school chemistry teachers in the United States, recorded and shared instructional videos in order to help students who could not attend classes properly make up their work (November, & Mull, 2012). However, strictly speaking, these researchers' teaching explorations only had some of the characteristics of the "flipped classroom". In 2000, J. Wesley Baker of the University of Cedarville submitted a paper titled "The Classroom Flip: Using Web Course Management Tools to Become the Guide by the Side" to the 11th International Conference on University Teaching (Baker, 2000, pp. 9-17). Since then, the flipped classroom model has been given academic concepts (Pilling, 2014). In terms of influence and motivation, 2011 was the most iconic year for the development of the flipped classroom model. In 2011, the Khan Academy, founded by Salman Khan, created a whirlwind of online teaching, which spread around the world, causing global teacher attention and emulation. In recent years, the flipped classroom model has been more favored by educators at home and abroad. With the development and popularization of information network technology, the flipped classroom model has gradually been applied to the curriculum teaching in middle schools and universities (Kneill, 2013).

The Application of the Flipped Classroom Mode in College English Teaching

Problems of College English Teaching under the Traditional Classroom Mode

The traditional teaching model can improve students' English levels to some extent, but it pays too much attention to the use of language and grammar knowledge and ignores the cultivation of language skills. And it is difficult for students to deeply understand the subject in the traditional model, because they are still passively accepting the analysis and explanation of the teacher, and there is little student participation and thinking for themselves. This kind of teacher-centered model makes students follow the steps of teachers. Over time, students' enthusiasm and initiative in English learning will be affected. Therefore, only by breaking this pattern can students take responsibility for their own learning.

The Feasibility of Applying the Flipped Classroom Mode to College English Teaching

The "flipped classroom" model breaks the traditional teaching model, and students are responsible for their classroom time. Students make use of class time for serious and in-depth reading, improving reading

efficiency and reading enthusiasm. Through classroom analysis and discussion, students have improved their ability of high-level thinking. At the same time, the increase in exchanges between teachers and students and also between students can help them solve problems encountered before class and truly achieve “internalization” of knowledge. Most colleges and universities provide many conveniences for the implementation of flipped classes: Firstly, university English teachers have high academic qualifications, and have a strong ability to accept new things. They have a stronger sense of innovation and ability to communicate with students. They not only have more specialized subject knowledge and teaching methods, but they also have higher information reception and dissemination capabilities. Secondly, college students are more active and self-conscious in learning. Their English reading and spoken language abilities are stronger, laying the foundation for the smooth progress of classroom activities. College students also have higher information literacy and can basically conduct online learning and communication. Thirdly, College English in China has basically adopted a combination teaching model of multimedia-centralized teaching and students’ use of online autonomous learning. This model lays the technical support and hardware foundation for the implementation of a “flipped classroom”.

The Design of College English Teaching Based on the Flipped Classroom Mode

The Design of Pre-Class Tasks

In the flipped classroom teaching mode, teachers are required to reverse knowledge in the classroom to be completed before class. After comparing the “traditional” and “flipped” teaching patterns, we found that if students who had undergone a traditional pre-course study attended the class with questions, they could improve their learning efficiency. However, in the traditional teaching process, teachers do not teach according to the students’ pre-study. They only teach knowledge at a predetermined pace, resulting in no correlation between teachers’ teaching and students’ pre-study, and ignoring the importance of students’ pre-study.

The design of learning resources is very important. First of all, teachers formulate the teaching plan from a macro vision and design the curriculum content with breadth and depth of microcosm. Second, they write a practical teaching program taking students’ personality differences into account and making full use of various learning resources. Based on the “task teaching method”, the structured knowledge is transformed into a series of “micro lesson video” mission learning activities or fragmented learning by students through the completion of pre-class tasks, resolution of problems in class, and mastery of knowledge and skills. This is “micro-learning”.

The final step is to design and manufacture a micro video. According to the progress of teaching, teachers require students to watch “micro lesson videos” before class, participate in online courses, and find related online resources. They share learning experiences with their peers through text messages, micro blogs, WeChat, QQ, and autonomous learning platforms. They conduct micro-learning combining “integration and fragmentation”. Students can also use “formative resources” information feedback to work with peers to solve difficult problems. Teachers can also use the resource information platform to urge slower students to focus on guiding students with learning difficulties.

The Design of In-Class Tasks

Based on the structure and process of the college English flipped classroom, the tasks designed by teachers are composed of students completing pre-course knowledge construction and classroom knowledge internalization learning activities. The basic flow is: before class, students watch teaching videos and read

teaching materials to complete the construction of knowledge. In the course, teachers design activities such as independent problem-solving, group collaboration, results presentation and evaluation feedback completed by students, and achieve the goal of internalizing knowledge to skills development and improving thinking ability.

First, teachers design inquiry and comprehensive evaluation of classroom problems. Without a “task”, there is no “flip”, and classroom teaching activities should be designed with “gradient” tasks. First of all, for students to complete the “pre-class task” submitted by the study report, a self-evaluation and other activities, teachers to the students of the learning process and learning results of the systematic evaluation of the grade must be completed. Then teachers can design a targeted, valuable exploration of classroom teaching priorities and difficulties.

Second, teachers should design independent problem solving. Independent exploration is a necessary quality for students to study independently. It aims to cultivate students’ independent learning ability, independent innovation ability and active exploration spirit. When organizing the task learning activities, first, based on the students’ knowledge feedback information and learning interests before class, according to the key content of the inquiry design, the teacher asks the students to carry out the inquiry activities independently.

Third, teachers design a results presentation and evaluation feedback system. After completing the “micro-task” - “learning element”, the group or individual’s display activity should fully expose the students’ learning, solving, their weaknesses and other issues. By reporting and communicating the results in the classroom in turn, the collaborative learning group can record its own micro video and ask for results or produce a PPT presentation. According to the students’ independent ability, cooperation ability and the degree of knowledge and skills, teachers and students jointly carry out comprehensive and formative evaluation. In the multi-fold classroom evaluation system, teachers should give full play to the functions of diagnosis, motivation and guidance of “evaluation and feedback”, especially the objective evaluation of students’ independent learning and independent inquiry abilities. This not only helps to stimulate students’ ability to explore independently, but also provides feedback for teachers to design new tasks in the future.

The Potential Effect of the Flipped Classroom Mode in College English

First of all, this mode is helpful for students to develop their individual needs. The flipped classroom has completely overturned the traditional teaching model, by creating a “student-centered” individualized teaching model, which meets the learning needs of students at different levels. For example, students have flexible learning autonomy. They can independently adjust the time and place for watching videos and courseware before class, especially based on their own learning habits and learning styles, independently adjust the progress and rhythm of learning, and obtain a learning experience that suits their own characteristics. If an incomprehensible focus or difficult content is encountered, students can watch it repeatedly. “What to see and when to watch” is entirely up to them. In addition, when students encounter difficulties in learning before class, they can ask questions at any time through various mobile terminals, receive timely help from teachers, remove learning obstacles, and meet their own individualized learning needs.

Secondly, the flipped classroom mode is beneficial for students to cultivate their ability to study independently. Educator Ye Shengtao believes that “teaching is for the sake of not teaching”, or, “giving people fish is better than teaching them to fish”. The goal of college English flipped teaching is not only to let students know what, but more importantly, it is to let students learn how to know. Modern education is

no longer a simple knowledge transfer. Teachers teach in order not to teach and aim to cultivate students' ability to learn independently. The constructive theorist Dickinson believed that if the learner could fully and independently carry out decisions related to learning activities and successfully implement them under the guidance of others, this shows that he has independent learning ability. That is, "autonomy" needs to go through the process of "from other Lord to autonomy". At first, it is necessary to go through the "guidance" of the teacher and the "self-study" experience of the student to obtain "independent learning ability". The "pre-class learning and classroom learning" of the reversed mode satisfies the necessary conditions for cultivating students' independent learning abilities. First of all, students can complete the initial construction of knowledge and then realize the construction of meaning through the teaching micro videos and having questions answered before class. Secondly, through classroom group communication, teachers can solve the problem of inquiry, complete the expansion of knowledge, and realize the internalization of knowledge. All of these activities are independently internalized and constructed by students and achieve the goal of cultivating and improving their autonomous learning abilities.

Thirdly, this mode is helpful for students to improve their ability of comprehensive application of English. Whether it is the "University English Curriculum Teaching Requirements" or the "University English Teaching Guide" of the Ministry of Education, it is clearly stipulated that the goal of college English teaching is "to cultivate students' ability to use English comprehensively, especially listening and speaking skills. To enable them to communicate effectively in English in their future work and social contacts". In order to achieve this goal, students need to achieve it through negotiation and mutual assistance in the real communicative information teaching environment. The flipped classroom teaching model is based on the construction of the meaning completed by the students through the self-study before class. In the classroom, the internalization and expansion of knowledge through "teacher-student, student interaction, and group collaboration" is completed. This interaction reduces the teacher's teaching time. Teachers "talk carefully" to balance "talk more or less", giving students more time for learning and communication activities, simulating the real context in real life, and consolidating and expanding what they have learned before and during class in the form of interaction. This develops the students' ability to use English comprehensively. Therefore, the College English Flipped Classroom Teaching Model satisfies students' learning needs and improves their ability to use English comprehensively.

Conclusion

To sum up, whether it is a teaching idea, teaching form or teaching model, the college English reversed classroom teaching mode is helpful to eradicate the disadvantages of traditional teaching mode and benefit both teachers and students. As far as students are concerned, using "knowledge micro videos" and "systematic PPT" – quality teaching resources – at any time and place, flipped classroom teaching can help them change from passive learning to discovery, inquiry, and cooperative learning. This mode enables students to experience learning achievement, enhance learning interests, strengthen their independent learning and comprehensive use of language skills, and cultivate a lifelong learning ability. As far as teachers are concerned, through the use of well-designed micro videos and systematic high-quality PPT resources, flipped classroom teaching can help teachers change from "full hall irrigation" to "intensive speech" and "point-and-dial interaction" and also participate in students' learning activities. Reflecting on the students' learning results, constantly updating the design of flipped classroom teaching activities and promoting the development of teacher teaching skills and professional knowledge are key. However, we emphasize that college English flipped classroom teaching cannot be blindly copied. We should "adapt and

adapt to the class” to implement the classroom teaching model of “flipping and semi-flipping” and “integrating guidance, monitoring and motivation” to implement flipping teaching.

References

- Alsagoff, Z. A. (2012). From flipped to gamified classroom. Retrieved from <http://zaidlearn.BlogSpot.com/2012/09/from-flipped-to-gamified-classroom.html>.
- Baker, J. W. (2000). The classroom flip: Using web course management tools to become the guide by the side. In J. A. Chambers, (Ed.), *Selected Papers from the 11th International Conference on College Teaching and Learning*, pp. 9-17. Jacksonville, Florida: Florida Community College.
- Berrett, D. (2012). How “flipping” the classroom can improve the traditional lecture. *The Education Digest*, 9, 36-41.
- Knell, D. (2013). Technology as a passport to personalized education. Retrieved from <http://www.nytimes.com/2011/12/06/science/daphne-koller-technology-as-a-passport-to-personalized-education>.
- November, A., & Mull, B.(2012). Flipped learning: A response to five common criticisms. Retrieved from <http://www.Eschoolnews.com/2012/03/26/flipped-learning-a-response-to-five-common-criticism>.
- Pilling, N. (2014). Baker’s “classroom flip” spreads globally. Retrieved from <http://www.Cedarville.edu/Offices/Public-Relations/CampusNews/2014/Bakers-Classroom-Flip-Spreads-Globally>.
- Zhang, J., Wang, Y., & Zhang, B. (2012). A study on flipped classroom teaching mode. *Journal of Distance Education*, 4, 46.
- Zhong, X., Song, S., & Jia, L. (2013). Study on teaching design based on the concept of flip classroom in information environment. *Open Research Education*, 1, 58.

The Application and Reflection of the PAD Class in College English Teaching

Tan Yue

Jilin University of Finance and Economics, Changchun, China

Email: 89585430@qq.com

[Abstract] The application of the PAD class in college English teaching has indicated that the mode from Presentation to Assimilation to Discussion reflects the teachers' leading role and students' dominant position. It is helpful to mobilize students' learning initiative and degree of involvement and it completely accords with the psychological principle of language teaching. It is also useful to improve students' comprehensive language application competence. As a result, the teaching effect is improved.

[Keywords] PAD class; presentation; assimilation; discussion

Introduction

In the new era of rapid development of the Internet and new media, the channels and methods for contemporary college students to acquire knowledge are increasingly diversified. The post-1990s college students are a generation of intellectual awakening that is seeking more freedom and equality and they are eager to be respected. They easily accept new things, know how to use new methods to acquire new knowledge, and have a stronger self-learning ability. Therefore, in the context of the new era, the traditional one-way classroom teaching mode based on telling is no longer able to inspire students' initiatives, and will inevitably lead to time-consuming and inefficient consequences of teaching.

College English is a highly practical course and requires a lot of practical operation and interactions between the teacher and students. Therefore, in the practice of College English teaching reform, the vast number of foreign language teachers continue to explore and try to reform the original College English teaching mode. In the reform, information technology was introduced to assist college English teaching. The application of teaching software makes classroom teaching more personalized and students' learning mode more autonomous. However, for a variety of reasons, many college English classes are still large in scale, have fewer hours, and are heavy in tasks and uneven in students' English levels. Students rarely have enough time and opportunity to participate in a large number of language operations and interactions, which violates the principles of language teaching. Therefore, inefficient participation and a lack of interest in learning ultimately leads to poor teaching results.

After comparing many teaching methods, this writer applied a new teaching mode, PAD, to change the traditional teacher-centered presentation. It is aimed at enhancing students' active learning and stimulating their motivation. First, this paper addresses major problems in the current college English classroom teaching and then, it introduces the PAD class (Presentation-Assimilation-Discussion) and explains its key idea. Next, the practice of PAD in the college English classroom teaching is conducted and the questionnaire that follows indicates that this new method enhances students' active learning and has produced good learning effects. Finally, this paper concludes that the PAD class is worthy of testing and spreading as it may be a classroom teaching method suitable to the condition of the Chinese university.

The PAD Class

In 2014, Zhang Xuexin, a professor of psychology at Fudan University, put forward a new teaching mode, called the "PAD" class, from the perspective of psychology (Zhang, 2014). It combines the advantages and

disadvantages of traditional teaching and communicative teaching and opens up new ideas for College English teaching.

The so-called halving class allocates half of the class time to the teacher, and the other half to interactive learning. The time allowed for the teacher's presentation and the discussion among the students is staggered, and the students are given some time to learn and absorb independently. Teaching is divided into three processes that are clearly separated and interconnected in time, namely: "Presentation, Assimilation, and Discussion". Therefore, the so-called halving class can also be referred to as the PAD class. The shining point of this method is the "separate discussion," which means that after the teacher's presentation in class, students have some time to review and absorb the knowledge after class individually and then return to the next class to conduct a prepared discussion (Zhang, 2016). This separate discussion is helpful to improve the quality of the discussion and to help activate the atmosphere in the classroom. At the same time, it greatly enhances the enthusiasm and initiative of the students, which also strengthens the effect of teaching and learning (Zhang, F., 2017).

The Application of the PAD Class in College English Teaching

Design and Practice

The practice was conducted in Jilin University of Finance and Economics during the second semester of the 2017-2018 academic year. The textbook used was the *New College English Integrated Course (second)*. There were 8 units altogether, and each unit covered a major topic that was accomplished within 6 periods. The content of each unit was divided into four parts: cultural background, structure analysis, sentences analysis, translation and writing.

Group division: 48 freshmen from Finance College served as the participants of this practice. The whole class was randomly divided into 12 groups of four.

Assessment: Formative assessment. Attendance, class performance, homework, group work accounted for 60%, and the final exam accounted for 40%. It aimed to encourage students to be active in class and take the initiative to finish their homework.

Operation

Unit 1, *Ways of Learning* is an example:

1st Class – 1st period: Presentation. Firstly, the teacher presented the videos "Eagle Dad" and "Tiger Mom" to arouse the students' interests on the relevant cultural background and then introduced the theme of the text. Then, students were asked to compare the differences between Chinese and Western education methods based on the videos, which greatly stimulated the students' enthusiasm and activated their existing background knowledge and paved a better way for the comprehension of the text.

2nd period: Presentation. Under the guidance of the teacher, students were encouraged to do global reading by skimming and scanning, and construct the framework, so as to understand the overall theme of the article.

Assignment: Assimilation. After class, the students were required to learn to absorb their knowledge independently, and summarize the culture of the western educational methods introduced in the class by referring to relevant information and complete the written work in the form of reports. Students were asked to briefly retell the main idea of the article and finish reading exercises.

2nd Class (3 days later) – 3rd period: Discussion. First of all, 4 students exchanged and shared their own "culture report" within group, and then each group selected 1 student to show and give the report to

the whole class. The teacher made a comprehensive comment on their overall performances and the parts which could be improved in future discussion. At last, the teacher graded each group according to their performance. When making comments, it is advisable to use more encouraging words to give students more positive feedback and guidance.

4th period: Presentation. The teacher mainly explained the key words, phrases, and important grammar points, as well as any long and difficult sentences in the text. The key words were taught from the aspects of collocation, usage, synonym, confusing words, and word formation, etc., so that students could fully grasp the vocabulary. By analyzing the long and difficult sentences in the article, the teacher aimed to help students understand the meaning of the sentence while gradually mastering the techniques of syntactic analysis.

Assignment: Assimilation. The students were required to make an after-school notebook on the words, phrases, grammar points and sentences that were learned in class to ensure that they could use them flexibly and accurately. At the same time, writing reviews in class helped them to record and reflect on the learning process. The review consisted of three sections, “Shinning, Questioning and Challenging” sections, which were of great importance for assimilation. In the “Shinning” section, students were asked to summarize the content that they felt the deepest, the most beneficial, and the most appreciated during the learning process. Formally, it can be paragraph writing, or a simple list of the relevant content. In the “Questioning” section, students can challenge others by expressing what they know but think others may have doubts. In the “Challenging” section, students gathered some questions that they didn’t know and wanted to learn by asking for help from classmates and teachers in the following discussion.

3rdclass(3 days later) – 5th period: Discussion. First of all, the students were allowed 20 minutes to share and exchange their reviews and discuss the problems involved in their personal work. At the end of the discussion, each group was asked to raise a question that could not be solved in this group. Students were encouraged to express their opinions and answer the questions together. If the questions were difficult to answer or there was a serious disagreement among the students, the teacher gave the corresponding answers. The more representative of the problem, the more time it will take to help the students to understand thoroughly.

6th period: Presentation. The teacher made a conclusion and comment on the discussion by selecting the excellent assignments from the class. Afterwards, the translation skills and the writing skills were emphasized again and presented while explaining and doing the after work exercises.

Assignment: Assimilation. Students read the text after class and used relevant writing skills to conduct actual writing. Before entering the next unit, the students checked the words, phrases and translations with each other and corrected the compositions in their own group, and all the homework were asked to be taken pictures to the teacher. A quiz usually followed at the beginning of the next new class.

By analogy, this cycle repeated. From classroom presentation to assimilation and then to the discussion, the whole process covers listening, speaking, reading, writing and translation, which greatly stimulates the students’ initiative and class participation. In this way, they not only grasp the language, but also acquire the foreign cultures. To a certain degree, it helps to improve their comprehensive use of language and their awareness of intercultural communication.

Data Analysis

Data Analysis

A questionnaire was designed after the classroom practice at the end of the semester. The following questions were included: “Are you interested in the PAD class?”; “What are its advantages and disadvantages, compared with the traditional class?”; and “Do you like ‘the separate discussion’ or not?”; etc.

More than 90% of the students showed great interest in the “PAD class” and they were more concentrated on the teacher’s presentation, since the teacher only focused on some difficulties and left them some to supplement and absorb after class. Although some students complained that the homework was too much, its novel form and flexible content met individual psychological needs, as well as the needs for belonging, respecting and self-actualization. Therefore, students were highly motivated in learning and classroom participation significantly increased.

Compared with the traditional class, the PAD class can greatly stimulate the students’ motivation and initiatives. Almost everyone held that discussion would allow them to be creative in their thinking and self-regulated learning abilities would be promoted by doing homework alone.

About 80% of the students believed that “the separate discussion” was novel and challenging and that it could provide them a sense of identity and pride that enhanced self-discipline and autonomy.

Implications and Conclusion

Through the practice of the PAD class in college English teaching, we can see that both students and the teacher benefited a lot. In this teaching mode, the role of teachers and students is changing with the change of classroom teaching. The teachers respectively serve as a “lecturer”, “estimator” and “guide” in different stages of teaching. The roles of students, respectively, change to the “recipient”, “discoverer” and “communicator” of knowledge. The efficient interactive learning between the teachers and students can improve the quality of classroom life in the university (Yang, Wang, & Zhang, 2015).

Results from testing indicated that this new method enhanced students’ active learning and produced good learning effects. Students’ enthusiasm for learning and classroom participation significantly increased. The PAD class multiplied the input of knowledge by teacher’s presentation, assimilation and discussion with others. And the students had the opportunity to internalize and absorb knowledge according to their own pace, so they were prepared in the discussion session, and the interaction and cooperation ability between students was correspondingly improved. Students changed from passive recipients to active participants. In a word, the PAD class is conducive to cultivating college students’ good learning habits, enhancing their sense of responsibility and improving their self-management ability (Ma, & Chen, 2016).

As for teachers, the PAD class helped them reduce the pressure of preparing lessons and correcting homework. At the same time, it created a harmonious relationship between teachers and students. The teachers received higher evaluations and recognition from students. Undeniably, it also put forward higher requirements on teacher quality, classroom control ability and other aspects. In the PAD class, teachers had less time to present, so how to elaborate the contents, how to assign the homework, how to guide students to think and discuss, and how to organize the class effectively were all challenges for teachers. Teachers need to strive to study and make teaching reflection all along and finally achieve self-promotion.

The teaching practice indicated that the PAD class teaching mode is scientific and effective and can effectively improve the effect of college English teaching, mobilize students to learn independently, and

actively participate in the classroom. The introduction of PAD class into the college English classroom must be an effective way to reform the traditional college English teaching mode.

Acknowledgement

This paper is a project of the “13th Five-Year Plan” for science of education in Jilin province in 2018, “The Research on PAD Class in College English Teaching,” (No. GH180303).

References

- Ma, L., & Chen, R. (2016). The significance of PAD class for improving college students' personality. *Theory and Practice of Contemporary Education*, (8), 168-170.
- Yang, S., Wang, D., & Zhang, L. (2015). The teaching mode of PAD class and its role analysis between teachers and students. *Journal of Liaoning Normal University(Social Science Edition)*, (5), 653-658.
- Zhang, X. (2014). PAD class: A new attempt in university teaching reform. *Fudan Education Forum*, (5), 6.
- Zhang, X. (2016). *PAD class: The new wisdom of education in China*. Science Press, 4-7.
- Zhang, F. (2017). The application and reflection of PAD class on college English teaching. *Journal of Gansu Normal Colleges*, (4), 54.

A Comparative Analysis of Automated Essay Scoring System Criterion and Peer Review System Peerceptiv¹

Fuhui Zhang, and Yingling Zhao

School of Foreign Languages, Northeast Normal University

Jun Gao

Dalian University, Dalian, China

Email: amandagao@163.com

[Abstract] *This paper compares Criterion and Peerceptiv in terms of their commonalities and essential differences, in order to enlighten educational technology of writing. The two systems can both provide valid scores and some diagnostic feedback, but the differences lie in two major aspects: the ways writing is scored and the quality that the diagnostic feedback the system provides. Given the analysis, this paper suggests that writing teachers and students take appropriate writing systems to optimize the process of the learning of writing.*

[Key words] *Criterion; Peerceptiv; writing system*

Introduction

Writing has become one of the most important means to improve disciplinary literacy. However, there is a lack of immediate feedback and an evaluation mechanism in checking students' progress and writing product. To cope with the demanding task of scoring and timely feedback, since the 1960s, information technology experts have been designing evaluation systems or net platforms like automatic scoring software "Project Essay Grader (PEG)" and "Criterion" in the US, and "TPR"(Teaching Resource Platform), "Pigai platform" and "iwrite" in China. The construction and development of automatic scoring systems enrich the writing self-regulation mechanism, ameliorate the demanding evaluation work by the teachers, and have gradually become popular. Also, several computer assisted writing and peer review system, like "Calibrated Peer Review", and "Peerceptiv", etc. have emerged. Which works better for the learning of essay writing? There is no research touching upon the issue. This paper addresses this issue by comparing two systems: an automatic scoring system, "Criterion", and a computer-assisted peer review system, "Peerceptiv", so as to provide a closer review of the current technology to facilitate better writing. The paper reviews the two systems first, and then analyzes the commonalities and differences of the two online platforms and finally, focuses on how they attempt to solve students' problems.

Literature Review of Criterion and Peerceptiv

Criterion is a automatic, network-based client server developed by ETS, designed for automatic scoring and evaluation for English as a Second Language learners. There are two functionally complimentary software tools: an automatic E-rater 2.0 scoring system and a diagnostic writing tool, "Critique Writing Analysis Tools". Criterion has a wide range of review dimensions from word usage to content and style. The E-rater, a scoring tool, in general, can give scores as valid and credible as human scoring (Attali, 2007; Enright & Quinlan, 2010). Whether second language learners or native language learners, feedback and revision based on Criterion largely reduces mistakes in writing and improves writing scores (Chodorow, et

¹The paper was funded by National Social Science funding (17BYY106)

al., 2010). Its effectiveness can also be demonstrated in the increase in writing practice, as well as the concern on language use (Chen & Cheng, 2008; Shutler, 2012).

The Peerceptiv writing system is a network based client server, which allows students to submit assigned papers online and to anonymously score them, as well comment on papers by multiple random peers. Each paper is allocated to three or six students automatically (teachers designate numbers of students per paper). Trained student authors can provide comments and scores for student reviewers' in terms of helpfulness in revising writing. This reciprocal review and back and forth review process can ensure serious and collaborative work in the whole writing and reviewing process. The system can also produce scores according to a preset scoring method. The scores produced in the system usually account for 40~60% of the overall course evaluation, so as to stimulate students to take the work seriously. Several surprising findings have been found. First, multiple-peer based review might produce better effects than single experts review in improving students' writing. Second, the first draft is of higher quality for students who review others' writing, in contrast to those students who only read others' writing. Third, the first draft submitted to peers is of higher quality than those submitted to teachers in a lab report finding (Cho, et al., 2006; Cho & MacArthur, 2010; Wooley, et al., 2008; Patchan, et al., 2011; Patchan & Schunn, 2015; etc.).

Analysis of the Commonalities & Essential Differences between Criterion and Peerceptiv

There are at least three basic commonalities, or advantages, between Criterion and Peerceptiv for their users. First, the use of the two evaluation systems play a great role in enriching writing testing formats and content, increasing writing frequency, and decreasing feedback workload. Second, the systems can provide diagnostic feedback. Criterion can provide evaluation on five aspects of writing: grammar, usage, mechanics, style, organization, and development (Education Testing Service, 2008). Peerceptiv system's review dimensions can be designed by the instructor, usually in terms of language, content and style. Third, empirical studies demonstrate that the automatic scoring by Criterion and the peer scoring by Peerceptiv are both valid and reliable (Cho, et al, 2006; Cho & Schunn, 2007; Attali, 2007).

Although the two systems can provide scoring and content feedback, they each have very unique features in doing so. Their unique features are embodied in user group, scoring method and diagnostic feedback quality.

User Orientation

Criterion targets users who participate in the ETS tests. Students from all over the world might be users as long as they aim for further learning abroad. The user scale of Criterion reached 500,000 in 2003 (Burstein, Chodorow, & Leacock, 2004). Peerceptiv was founded in 2002, with its target users aiming for writing learning and reviewing in college. By the end of 2017, its users extended to five continents in the world, but the numbers are within 50,000.

Scoring Accountability Mechanism

The two systems can ensure a great level of scoring accuracy; however, the mechanism behind this is largely different. Criterion can integrate 12 textual features, as shown in Figure 1 (Burstein, Chodorow, & Leacock, 2004, p. 32). The first six features come from Criterion's automatic feedback given by the Critique Writing Analysis Tools. The fifth feature takes the classic five-paragraph essay format as an evaluation reference. According to the five-paragraph essay format, a paper should have at least eight elements: a main thesis, three supporting points of view, three pieces of supporting evidence and a conclusion. If a paper lacks one

of the eight essential elements, the fifth feature evaluation will not reach its full score in the dimension. The sixth feature computes the average word length of the paper to predict the essay development.

1	Number of grammar errors ÷ essay length
2	Number of usage errors ÷ essay length
3	Number of mechanics errors ÷ essay length
4	Number of style diagnostics ÷ essay length
5	Number of required discourse elements
6	Average length of discourse elements ÷ essay length
7	Score assigned to essays with similar vocabulary
8	Similarity of vocabulary to essays with score 6
9	Number word types ÷ number of word tokens
10	Log frequency of least common words
11	Average length of words
12	Total number of words

Figure 1. Criterion Feature Analysis Dimensions

The seventh, eighth and ninth features are more technically complex, since they are more concerned with the contents of the essay topic. In order to reach a certain level of accuracy, there usually are a large number of writing samples preset in the backstage where writing corpus can be used to predict scoring by comparing the features of good and bad samples with those of the students' writing. Then, comes the last four features: type/ token ration, non-frequent word frequency, average word length and textual length. All of these are common descriptive features in corpus analysis. Above all, Criterion's data mining on vocabulary and textual cohesion is based on comparing high score writing in the writing sample corpus and the students' newly submitted papers, and then it is computed by a certain preset formula. Factors that influence system accuracy include at least three points. First, a large number of expert reviews and scoring are required (100~400 writing samples). Second, essay length are related to many indexes, so that the deliberate change of the essay length probably reduces evaluation accuracy, although students usually do not use such tricks (Phelan, 2003).

Peerceptiv's scoring accuracy depends on at least four core conditions. First, students complete the writing and evaluating tasks seriously. Second, multiple peers are needed to ensure the reliability and validity of the average scores. Third, a stimulation mechanism has to be set in order to ensure students' accountability in writing, reviewing and scoring. Fourth, a scoring mechanism has to be designed to balance the benefits of peer review and the after-effects of casualness in evaluation. Figure 2 shows the computing formula to show average credibility. As seen in the graph, the credibility index is improving with student number increasing.

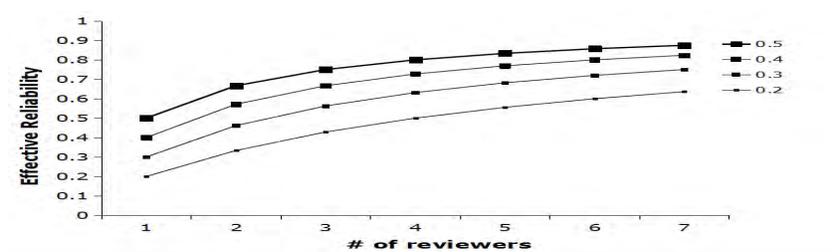


Figure 2. Scoring Credibility Curve

The system adopts a credibility mechanism, to ensure that students take their writing and review task seriously. In terms of computing the final score, Figure 3 gives an illustration how the accuracy grade and helpfulness grade act upon the students' final grades.

Analyze Louv's rhetorical strategies, Draft #1 95/100									
Grade Detail	Review Grade 87	Accuracy Grade 81	Helpfulness Grade 92	Late Penalty 0	Writing Grade 100	Late Penalty 0	Task Grade 100	Review Task 100	BackEval Task 100
Weight	40% 35			40% 40		20% 20			
Overall	95								

Figure 3. Scoring Dimensions and Weights

Scoring accuracy is computed based on individual students scoring deviation from the same patch of other students. The more those whose review grades are similar to the rest of the group, the more they get in the dimension of scoring accuracy. Otherwise, the scoring accuracy drops to a lower level. The back evaluation scoring is the average of student authors' back scoring. A student author can provide immediate arguments and constructive advice towards reviewers, not the totally so-called "positive" comments. As discussed above, as compared with Criterion, Peerceptiv requires students to take their efforts in reviewing seriously; it is not the backstage teachers and researchers to produce a large number of writing samples as well as levels of writing.

Diagnostic Feedback Quality

An automatic feedback and peer review system can both provide diagnostic feedback. Are their feedback systems different in nature and structure? The following sections discuss this.

Criterion feedback quality. Criterion can provide feedback in five dimensions: grammar, usage, mechanics, style, organization and development. Research shows that grammar, usage and writing convention items gets rather good acceptance by students (Shutler, 2012). Figure 4 is an indication of writing style feedback. In the gray colored text in the left-hand side, six problems can be observed: repetition of words, inappropriate words or phrases, too many sentences beginning with coordinating conjunctions, too many short sentences, too many long sentences and passive voice. The main section of the graph highlights some repetition of words like *students*, *study abroad*, and *foreign language*, etc. These words are probably quite related to the key words of the essay topic. Thus, judgment on style can be very inaccurate.

Figure 4. Criterion Feedback on Writing Style (extracted from Kim & Kang, 2012)

A more obvious drawback lies in Criterion's judgment on essay development. The judgment mainly originates from textual features such as typical features of a five-paragraph essay, the lexical complexity and variety. Therefore, Criterion cannot judge whether the argumentation is coherent and logical (Lim & Kahng, 2012), while argumentation is just an area where students need to improve the most. Research even shows that the increase in Criterion writing practice, the more students feel dissatisfied with the essay development judgment (Shutler, 2012).

Peerceptiv Feedback Quality. The Peerceptiv system review dimensions are designed by writing instructors, instead of being preset by ETS. Using cognitive psychology as an example, it can have 5 writing review dimensions, and each dimension can have more subcategories, like interestingness (interesting research presentation, application interestingness), good research explanation (clear research explanation, accurate research explanation, images and graphics (image narrative support, image accuracy), research application connection (research application logic quality), and writing quality (organization, word choice and writing conventions). In multiple peer design environment, single students can get as many as 25~30 pieces of advice and suggestions, which cover both language and content.

In an analysis of the course work, it was found that in the second draft of a paper based upon random peer review, almost 60% revision was associated with the peer feedback. Among the feedback, the first three are very much related to content revision like increasing examples, graphs and change of the title; the latter two concerns wording and grammar, in terms of language. This shows that the use of Peerceptiv can promote students' concern on writing content, so as to improve their argumentation to a higher level.

Conclusion and Implication

This comparative analysis shows that Criterion is more appropriate for large-scale tests' final evaluation, and is based on abundant mixed-level writing samples and computing categorizations. Thus, it is mainly beneficial for students who are international test oriented. Peerceptiv can provide a learning space among students, as well as opportunities for process improvement step-by-step. Evaluation from Peerceptiv is based on anonymous multiple review, and a credible computing mechanism. Most important, it requires high levels of student participation and serious efforts. If those can be ensured, students will get a lot of advice and suggestions for further improvement of their writing.

As for language learners, what strategies should we use to evaluate students' writing? Certainly, the user orientation, benefits and drawbacks, as well as the cost of the use of the system needs to be taken into consideration. If students are interested in many kinds of writing tests provided by ETS or are interested in other test-oriented writing evaluation, Criterion is a reasonable choice, or another system that has a similar function. Students can get writing prompts from the system, and then familiarize themselves with the topics, genres and writing requirements. If students are more interested in optimizing their learning progress, writing instructors can provide products like Peerceptiv to involve students deeply in the learning process of writing and reviewing. Peer review can improve not only students' writing, but also students' reflective capacity, critical thinking, and audience awareness, as well as their self-regulation capacity.

Acknowledgement

The paper was funded by National Social Science funding (17BYY106).

References

- Attali, Y. (2007). *Construct validity of e-rater in scoring TOEFL essays (ETS Research Report No. RR-07-21)*. Princeton, NJ: Educational Testing Services.
- Burstein, J., Chodorow, M., & Leacock, C. (2004). Automated essay evaluation: The criterion online writing service. *AI Magazine*, 25(3), 27.
- Chen, C., & Cheng, W. (2008). Beyond the design of automated writing evaluation: Pedagogical practices and perceived learning effectiveness in EFL writing classes. *Language Learning & Technology*, (2), 94-112.
- Cho, K., Schunn, C. D., & Wilson, R. (2006). Validity and reliability of scaffolded peer assessment of writing from instructor and student perspectives. *Journal of Educational Psychology*, (98), 891-901.
- Cho, K., & Schunn, C. D. (2007). Scaffolded writing and rewriting in the discipline: A web-based reciprocal peer review system. *Computers and Education*, (48), 409-426.
- Cho, K., & MacArthur, C. (2010). Student revision with peer and expert reviewing. *Learning and Instruction*, (4), 328-338.
- Chodorow, M., Gamon, M. & Tetreault, J. (2010). The utility of article and preposition error correction systems for English language learners: Feedback and assessment. *Language Testing*, (3), 419-436.
- Enright, M., & Quinlan, T. (2010). Complementing human judgment of essays written by English language learners with e-rater scoring. *Language Testing*, (3), 317-334.
- Lim, H., & Kahng, J. (2012). Review of criterion. *Language, Learning & Technology*, (2), 38-45.
- Page, E. B. (1994). Computer grading of student prose, using modern concepts and software. *The Journal of Experimental Education*, 62(2), 127-142.
- Patchan, M. M., Schunn, C. D. & Clark, R. J. (2011). Writing in natural sciences: Understanding the effects of different types of reviewers on the writing process. *Journal of Writing Research*, (3), 365-393.
- Patchan, M. M., & Schunn, C. D. (2015). Understanding the benefits of providing peer feedback: How students respond to peers' texts of varying quality. *Instructional Science*, (5), 591-614.
- Phelan, J. G. (2003). For student essayists, an automated grader. *The New York Times*, 9-4(5).
- Shutler, R. (2012). *A study of student and teacher perceptions of criterion, an online writing program*. ProQuest Dissertations Publishing.
- Wooley, R., et al. (2008) The effects of feedback elaboration on the giver of feedback. In the *Proceedings of the 30th Annual Meeting of the Cognitive Science Society*. August.

An Analysis of Pragmatic Vagueness in English Classroom Teaching

Zhang Yunfei

College English Department, Zaozhuang University, Zaozhuang, China

Email: 547399949@qq.com

[Abstract] In the process of communication, people often deliberately use vague language to achieve specific communicative purposes. The use of vague language belongs to the category of pragmatic vagueness, which is a communicative strategy for language communication. In English classroom teaching, teachers and students will use a lot of vague language to ensure a harmonious and smooth classroom. Therefore, this paper, based on pragmatic vagueness theory, discusses the linguistic manifestations of pragmatic vagueness in English classroom teaching through examples in English classroom teaching practice, and the functions of pragmatic vagueness on English classroom teaching.

[Keywords] pragmatic vagueness; English classroom teaching; linguistic manifestation; pragmatic function

Introduction

Vagueness is an essential attribute of human language, therefore, in daily communication, vague language is widely used. People often use vague language to communicate unconsciously or deliberately. Sperber and Wilson (1986) mentioned that one of the natural features of language use is the vagueness of language. The vagueness caused by language itself is called semantic vagueness, while vague language used consciously by communicators to achieve certain communicative goals belongs to the category of pragmatic vagueness. However, the research on pragmatic vagueness has mostly been concentrated on definition and classification; the context in which pragmatic vagueness arises has been ingored. From the data collected, this author finds that pragmatic vagueness is used extensively in English classroom teaching. Teachers usually use pragmatic vagueness as a communicative strategy to achieve teaching goals, as the appropriate use of pragmatic vagueness can create a harmonious teaching environment, maintain equal status and friendly relations between teachers and students, and increase the sense of mutual trust, naturally improving English teaching efficiency. Therefore, this study will adopt a “principles and instances” method which is meant to be descriptive, analytic, exemplary and explanatory to define the conception of pragmatic vagueness at first, then analyze the linguistic manifestations of pragmatic vagueness in the English classroom teaching, and finally, probe into the functions of the use of pragmatic vagueness in the English classroom teaching.

Pragmatic Vagueness

Definition of Pragmatic Vagueness

Peirce, regarded as the originator of the notion of vagueness, said, “A proposition is vague when there are possible states of things concerning which it is intrinsically uncertain whether, had they been contemplated by the speaker, he would have regarded them as excluded or allowed by the proposition” (1902, p. 748). Zadeh (1965) put forward the conception of fuzzy sets, which formally indicates the birth of vagueness. However, throughout centuries, the study on vagueness has been dominated by philosophers, like Plato, Descarte and Russell who regarded vagueness as “bad” language use, because it

contradicts logic, which seeks precision. As time went on, some scholars set out to study the semantic aspect of vagueness, but the pragmatic study is still rarely involved.

The study of pragmatic vagueness can be traced back to Sadock (1977), who claimed that vagueness could be used purposely and unabashedly with pragmatic functions. Later, Mava Jo Powell (1984) made a detailed study of vague quantifying expressions in the paper *Purposive Vagueness* and concluded that vagueness of natural language encodes an evaluative dimension and is highly speaker-dependent. In China, He Ziran (1990) regarded that pragmatic vagueness could be classified into four types: the continuum type, categorical type, appraisal type and hedge type. In a more recent study, Wu Yaxin (2000) pointed out that pragmatic vagueness is featured with the addressor's intentionality, the addressor's capability, and the addressor's communicative strategy. It is a communicative strategy achieved by an intentional linguistic manipulation.

From the discussion of pragmatic vagueness above, this author will stick to the common features of these conceptions of pragmatic vagueness to better serve the study of this paper. Then, pragmatic vagueness is a communicative strategy used to satisfy certain communicative needs, which is used intentionally or deliberately in a specific context by making use of some indirect or non-straightforward language.

Linguistic Manifestations of Pragmatic Vagueness

As a communicative strategy used by communicators, language users know what they are doing when they choose vague language. And this kind of consciousness, called metapragmatic awareness by Verschueren (2000), can be manifested at linguistic levels. Metapragmatic awareness will regulate and guide linguistic choices which show different degrees of salience, and among which, certain degrees of metapragmatic awareness can be traced at a linguistic level. Generally speaking, the manifestations of pragmatic vagueness can be traced at levels of phonetics, vocabulary, sentence and discourse.

However, context will limit the way the communicators speak. All of the factors in a specific context will influence the language the communicators choose. Accordingly, in different contexts, the manifestations of pragmatic vagueness will vary due to the specific physical, psychological and social factors. Therefore, when we study the use of pragmatic vagueness, we should, first, put it into a specific context, based on which we can explore the language manifestations of pragmatic vagueness and then probe into the communicative functions of this strategy.

Pragmatic Vagueness in the English Classroom Teaching

In English classroom teaching, both teachers and students speak in English, which is their second language. Students are English learners who are still not proficient in this second language, therefore, in the course of teaching and studying, communication failure easily occurs which will affect teaching efficiency. During English teaching, teachers often use pragmatic vagueness as a communicative strategy to ensure that the teaching will go smoothly and the teaching objectives will be achieved. In a specific context, communicators will consider pragmatic vagueness as a conversational strategy, and in cases where it is not appropriate to speak directly, by using this strategy, communicators not only can be polite and tactful, not hurt the face of the other party, but also can coordinate the two parties' communication conflict, so that they can proceed or step back freely. Vague language can make teachers express themselves more smoothly and naturally, help create a relaxing learning environment, and promote positive interaction between teachers and students. In this paper, the author aims to study the use of

pragmatic vagueness in the context of English teaching, and therefore, from the data collected, the linguistic indicators of pragmatic vagueness can just be traced at the lexical level and sentential level.

Manifestations at the Lexical Level

Each word's meaning forms a continuum between the typical meaning and the edge of the meaning, and each word's meaning produces vagueness at the boundary of the category. It is this kind of ambiguity and vagueness that make the speaker choose appropriate words under high metapragmatic awareness to achieve certain communicative goals. In English classroom teaching, through the analysis of corpus, the author finds that the manifestations of pragmatic vagueness at the lexical level are mainly reflected in indefinite pronouns, general words and hedges.

Indefinite pronouns. An indefinite pronoun is a substitute for a specific person or thing without specifying it. These pronouns are vague in nature, so they belong to the category of semantic vagueness. However, in a specific context, when communicators deliberately take advantage of indefinite pronouns to take the place of a specific name or thing, this usage belongs to the category of pragmatic vagueness. In English teaching, teachers often use indefinite pronouns to make words vague, because it can exert different illocutionary forces to different students at the same time. The commonly used indefinite pronouns in the English classroom teaching include *some* (something, somebody, someone, somewhere), *any* (anybody, anything), *no* (nothing, nobody, no one), *every* (everything, everybody, everyone), *other*, *both*, *many* and so forth. Looking at the following instances (all of the target words and sentences will be marked in boldface in the following instances in this paper).

1. Teacher: Is there **anybody** who can answer the following questions?
2. Teacher: **Any** Volunteers?
3. Teacher: **Someone** is not listening carefully.

In Examples 1 and 2, the teacher proposes questions by using these two indefinite pronouns “anybody” and “any”. Certainly, the purpose is to let the students answer the questions, but the use of these two indefinite pronouns instead of specific students' names can give every student a choice. It can let students who can answer the questions take the initiative to answer them and keep face of those students who cannot answer; in the meantime, it also avoids embarrassment to the teacher's face when they let students who cannot answer the questions, answer them. In Example 3, sometimes students are absent-minded or play with their mobile phones in class. If the teacher directly points that student out, all of the students' attention will be distracted and classroom teaching will be disrupted. That student may feel humiliated, or even worse, he/she will generate negative emotions and other chain reactions to English learning, so the result will be opposite to what the teacher has wished. Instead, if the teacher uses “someone” rather than pointing out that student's name directly, the student will be warned without losing face and, at the same time, the classroom order will not be disrupted.

General words. General words are a description of the generality and abstractness of things. Hyponyms are the concrete forms or more specific description of things. When the communicators deliberately use general words when they know the hyponyms, they intend to make the words vague to achieve certain communicative effects. In classroom teaching, because English plays a role as a second language in China, both teachers and students are likely to forget the pronunciation or the meaning of a word for a moment. So as to ensure smooth classroom teaching, the use of general words can save face for teachers and students. In the following example, the word “extinguisher” is a little difficult to

remember, so the teacher uses the general word “machine” to replace it, which can both make students understand what he/she wants to say and simultaneously save his/her face.

4. *Teacher: A fire **machine** is more reliable than a water hose and is also easier to handle and access during an emergency.*

Hedges. According to Lakoff, hedges refer to the “words whose job is to make things fuzzier or less fuzzy” (1973, p. 471). When communicators can not clearly define things or make a judgment, in order to increase the accuracy of the words, they will utilize hedges to make the sentences vague to some extent. The application of hedges in English classroom teaching can create a relaxing atmosphere, reduce study anxiety and arouse the students’ study motivation. Meanwhile, teachers can standardize their teaching language and realize effective teaching and communication by using hedges in class.

Based on the pragmatic functions, hedges can be divided into two types: approximators and shields. Approximators can modify the truth value and scope of discourse like *about, kind of, roughly, part of* and so forth. Shields do not affect the truth value of a sentence, but only make a subjective speculation or propose an objective basis, such as *I guess, I wonder, seem, I believe, probably, according to somebody, and it is said that*. Generally speaking, the use of hedges accounts for a large proportion in English classroom teaching.

5. *Teacher: What do you think about the author’s viewpoint on the current generation like yours?*

*Student: I **kind of** agree with the author, but the argument **seems** to be inadequate.*

6. *Teacher: As freshmen, at first you may meet with many difficulties, but I’m sure you will overcome them and get used to the new environment. Though, it is **a little bit** tough at the outset.*

In Example 5, the teacher asks students what they think of the author’s view on the current generation. The student answers by using two approximators “kind of” and “seem” to soften the tone. On one hand, the student can express an opinion to a certain extent; on the other hand, the student can prevent others from disagreeing with the opinion and save face. In Example 6, the teacher mentioned to the new students that they would meet some difficulties in life and study, but they would soon adapt to the new environment, although it is a little difficult at the beginning. Here, the teacher uses “a little bit” to modify the adjective “tough”, in order to weaken the tone of tough and let the student accept it more, and help them develop the confidence to overcome difficulties. If “a little bit” is removed, it’s easy to let students think difficulties are hard to overcome, and produce negative emotions.

7. ***According to** the news report, the World Cup will be held in Moscow this summer.*

8. ***It is said that** tomatoes are oriented in Latin America.*

In English classroom teaching, when teachers and students express facts or opinions, they usually resort to shields to strengthen the source of facts and enhance the credibility of ideas. In Examples 7 and 8, the use of “according to” and “it is said” is to avoid being questioned in the future, which is a kind of self-protection means. They emphasize the source of discourse information and enhance the credibility

Manifestations at the Sentential Level

In English classroom teaching, pragmatic vagueness, used a communicative strategy, is rarely manifested at the sentential level. If the use of pragmatic vagueness appears at the sentential level, it is mainly reflected by euphemisms. The use of euphemism is the result of people choosing language in a certain

context by intentionally deviating from the norm or by violating the cooperative principle. It can enrich the way of language expression, realize unique rhetorical meaning, and produce a unique language effect. In class, teachers often use euphemisms when making comments to students, so that the original clear sentences become vague, which can preserve students' face and promote harmony between teachers and students. In Example 9, such evaluation indicates that the teacher has recognized the results of the student's efforts. In this indirect way to evaluate students, the teacher not only follows the facts, but also will not cause a sense of inferiority in the students. Besides, it plays a positive role of encouragement to mobilize students' enthusiasm for learning.

9. *Teacher: You are studying at your own level.*

Functions of Pragmatic Vagueness in English Classroom Teaching

Follow the Rules of Politeness and Save the Face of Teachers and Students

China is a world-renowned state of courtesy which is the essence of Chinese culture and an important virtue of Chinese people conducting themselves in society. Everyone is eager for others' respect and appreciation in his heart. Therefore, in traditional Chinese culture, politeness is the core of interpersonal communication. However, in daily communication, due to the improper use of language, it is easy to fail in communication, so politeness plays a very important role in good interpersonal communication. Leech (1983) proposed the principle politeness and believed that the purpose of people using indirect speech is to be polite, to make the language appropriate and to preserve the face of both sides. Brown and Levinson (1978) proposed the face-saving theory and they felt that every member of society intends to save face during social activities, during which every social member has two kinds of face in the process of communication: a positive face and a negative face. When there are face threatening behaviors such as a command, request or advice for the listener, the speaker will use pragmatic vagueness as a communicative strategy to maintain the face of both parties in order to maintain the negative face of the listener.

In English classroom teaching, teachers play the role of propagating the doctrine, imparting professional knowledge and resolving doubts, while students are only the receivers of knowledge. Different roles determine that teachers and students are prone to meet with face threats. From the perspective of students, although they are the recipients of knowledge, they need to participate in learning activities under the guidance and supervision of the teachers. In the process of learning, it is easy for students to meet with face threats. Therefore, in order to promote a harmonious relationship between teachers and students and the smooth progress of teaching, teachers should maintain students' face out of politeness principle. Brown and Levinson (1978) claimed that the replacement of the pronouns "I" and "you" by indefinites may serve face threatening act purposes to good effect. In Example 3, the teacher uses the indefinite pronoun to replace the specific name of a student in order to maintain the student's face and mitigate the tone, which not only plays a warning role but also ensures the smooth progress of classroom teaching. At the sentential level, teachers also use euphemisms as a communicative strategy to reduce students' frustration and anxiety, and encourage them to work harder. Through vague words, teacher also make their language more objective and friendly.

From the teachers' perspective, they are the transmitter of knowledge in classroom teaching. In order to maintain such authority, they will also use vague language to protect their own face. In English classroom teaching, due to the influence of English as a second language and other psychological and

environmental factors, it is easy to forget words. At this time, the use of general words, such as the word used in Example 4, not only can help students understand the meaning but also maintain their own face. In Examples 7 and 8, teachers use shields to explain their information sources to ensure reliability, and also take a face-saving action to avoid information errors in the future.

Promote the Cooperation Between Teachers and Students

In verbal communication, in order to communicate smoothly, both parties must abide by some basic principles, the most important of which is the cooperation principle proposed by Grice (1975) in *Logic and Conversation*. He believed that people should conform to the the maxim of quantity, the maxim of quality, the maxim of relation and the maxim of manner in communication. Although the use of pragmatic vagueness is in apparent violation of the cooperative principle of quantitative and qualitative standards. In English classroom teaching, even though the use of hedges shows that the speaker lacks evidence or is uncertain about what he/she says, it actually narrows the distance from the actual situation, which abides by the cooperative principle through making the words close to the truth value. In addition, the use of pragmatic vagueness can let students concentrate on the learning focus without paying much attention on other minor points, which is of great help to the successful classroom teaching.

Conclusion

Vague language is widely used in interpersonal communication, so the correct use of vague language can increase the flexibility of language use. Pragmatic vagueness, used as a communicative strategy, can be reflected at the linguistic level through people's metapragmatic awareness. In the context of English classroom teaching, it is mainly reflected in vocabulary and sentences. Teachers and students often deliberately use vague language to achieve communicative purposes, lubricate communication contradictions, create a relaxed, pleasant and effective classroom learning atmosphere, and promote the smooth development of teaching activities. Therefore, in future English classroom teaching, teachers should master the communicative strategy of pragmatic vagueness skillfully to form a good relationship with students, guide students' English learning, and improve the efficiency of classroom teaching.

References

- Brown, P., & S. Levinson (1978). *Politeness: Some universals in language usage*. Cambridge: Cambridge University Press.
- Grice, H.P. (1975). Logic and conversation. In P. Cole & J. Morgan, (Eds.), *Syntax and Semantics*, 3, 41-58.
- He, Z. (1990). A primary study on pragmatic vagueness. *Journal of Foreign Languages*, 3, 28-32.
- Lakoff, G. (1973). Hedges: A study in meaning criteria and the logic of fuzzy concepts. *Journal of Philosophical Logic*, 458-508.
- Leech, G. N. (1983). *Principles of pragmatics*. London: Longman.
- Peirce, C. (1902). Vague. In J. M. Baldwin, (Ed.), *Dictionary of Philosophy and Psychology II*. London: Macmillan & Co, Ltd.
- Powell, M. J. (1985). Purposive vagueness: An evaluative dimension of vague quantifying expressions. *Linguistics*, 21, 35-50.
- Sadock, J. M. (1977). Truth and approximations. *Berkeley Linguistic Society Papers*, 3, 430-439
- Sperber, D., & Wilson, D. (1986). *Relevance: Communication and cognition*. Oxford: Blackwell.

- Verschueren, J. (2000). *Understanding pragmatics*. Beijing: Foreign Language Teaching and Research Press.
- Wu, Y. (2000). Pragmatic vagueness as a strategy in Chinese verbal communication. Unpublished doctoral dissertation. Guangdong University of Foreign Studies, Guangzhou, China.
- Zadeh, L. A. (1965). Fuzzy sets. *Information and Control*, 8, 338-353.

Exploring the Improvement of Pragmatic Competence for College English Learners: The Perspective of Language Economics

Jiajia Xia

Guangdong University of Foreign Studies, South China Business College, Guangzhou, China

Email: 172330706@qq.com

[Abstract] This paper offers an exploration on how to improve college English learners' pragmatic competence in the perspective of language economics, advocating economic concepts and tools to guide the analyses. It serves to briefly illustrate the framework of this academic attempt from the aspects of the aim, literature review, values, standpoints, methodologies and implication, devoting to an outline of this feasibility study.

[Keywords] language economics; pragmatic competence; college English learners; cost-benefit model; economic analysis

Introduction

With the advancement of the “Belt and Road” strategy, the role of language has become increasingly prominent in this interconnection. Domestic researches now mainly focus on language from the perspective of forestry, industry, business and regional development for the strategy. There are relatively few studies from the perspectives of cultural, philosophical, institutional and legal aspects of social humanities and even fewer from the perspective of language for economic development (Zhang, 2016). Hence, based on the language needs and services of the “Belt and Road” construction, this paper intends to seek the combination of the theories of language economics and pragmatic acquisition to solve the problem of the time-consuming inefficiency in English learning for college English learners. Taking college English learners as the object, this study first probes the basic principles and strategies of learners' pragmatic behavior by means of economic analysis. It then conducts the language economics analysis for the route of the improvement of learners' pragmatic competence, aiming to provide a new perspective for language education's practice and research, thereby further affording language academic support for the economic and trade construction.

Literature Review

The Development of Language Economics

Language economics, which has evolved since the mid-1960s, is an interdisciplinary subject that studies language and economy. Jacob Marschak (1965), who first cited the basic concept of human capital in language research, believed that the optimization of economics and language has an inseparable cost-benefit relationship. In virtue of human capital theory and education economics as the theoretical basis, language, with the same economic characteristics as other resources: value, utility, cost and income, is a kind of human capital in a sense (Breton, 1998; Pendakur, 1998). But unfortunately, there has been, for a long time, an insufficient understanding of the economic value of language in education in society. Learners' pragmatic acquisition in foreign language learning cannot meet the needs of social and economic development, consequently contributing to the unfulfillment of language value.

Many studies previously explained the relationship between language and economy from the aspects of language humanities, social phenomena, civil rights, and public resources and so on. A few focused on

language competence from the perspective of language economics. Based on economics' theories and methods, foreign scholars like D. N. McCloskey (1985), Carliner (1981), Dustmann & Fabbri (2003), and Rubinstein (2000) have respectively studied the income analysis for language policy, the economic income of bilinguals, and the economic principles for the rise and fall of language. In China, linguistics scholars like He Ziran (1997), Chen Jianmin (1992), Liu Shaozhong (1997), Gao Yihong (1998), Su Xinchun (1998) and Zhou Lei (1998) have carried out researches on language and economy in succession since the 1980s. He Ziran (1997), the first to introduce the concept of linguistic economics, claimed that the goal of mastering English is to gain the expected economic benefits. Gao Yihong (1998) maintained the relation of "language and economy" in relevant discourse. In recent years, scholars' focus on the study of language economics has gradually shifted from theoretical reviews to independent researches. For instance, at the macro level, Mo Zaishu (2008) claimed that the foreign language education research under the perspective of language economics aims to study the dynamic demand of foreign language talents in socio-economic development, and the correlation between the value of foreign languages and the development of foreign language education. At the micro level, Zhang Weiguo (2008) summarized and refined the basic theory and analytical framework of language economics from the perspective of human capital, public products, and institutions, using micro-data to empirically study the costs and benefits of foreign language learning. In contrast, Xu Daming (2010) argued for the drawback of language economics research. As a whole, domestic and foreign researches on language economics have focused on economic and policy dimensions with a lack of in-depth research from the micro level of language such as discourse.

Since language economics considers foreign language to be an extremely important economic resource, how to exploit and utilize this resource efficiently and reasonably becomes urgent for foreign language education in China. Thus, studies on the positive and practical value of language economics will help encourage college students to gain greater economic and social benefits to realize their life value.

The Development of Pragmatic Competence

With the influence of global language penetration and economic development, cultivating learners' pragmatic competence is the most important goal in Chinese English teaching (Wen, 2012). Pragmatic competence is viewed as the ability to recognize the context, accurately understand others and appropriately express oneself in the context; pragmatic competence includes pragmatic language ability and social language ability (He, 1997; Liu, 1997).

In recent years, pragmatic teaching, as one of the most important factors affecting the development of pragmatic competence of L2 learners, has increasingly become the mainstream of secondary/foreign language teaching (e.g. Rose, & Kasper, 2001; Kasper, & Rose, 2002; Alcón-Soler, & Martínez-Flor, 2008; Ishihara, & Cohen, 2010). He Ziran and Zhang Juwen (2003) systematically explored pragmatic methodologies in foreign language teaching from the aspects of pragmatic action, pragmatic reasoning, pragmatic culture, pragmatic context and pragmatic effectiveness, pointing out that pragmatic teaching aims to cultivate and improve foreign language learners' pragmatic competence. In light of this, scholars believe that pragmatic competence teaching is related to grammar, vocabulary, speech, rhetoric, reading, oral teaching (e.g. Zhang & Xue, 2018; Yang, 2018), emphasizing context (Qin & Jia, 2018), cultural teaching (He, 2018), and the combination of explicit and implicit teaching (e.g. Dai & Yang, 2005). But unsatisfactorily, many classroom teachings currently can not help learners fully understand the dynamic characteristics of pragmatic competence. Many learners have different levels of communication difficulties and interaction problems in the real context. So given that pragmatic competence can be a research topic

that spans multiple disciplines such as economics, sociology, cognitive science, medicine, and communication science (Taguchi & Roever, 2017), we may take the advantages of interdisciplinary researches to study English learners' pragmatic competence.

Economic Value of Pragmatic Competence Development

Language economics indicates that foreign language learning itself is the economic investment for learners. In order to maximize the economic benefits of foreign language ability, learners should take seriously the relationship between supply and demand in the market, bearing in mind that the ultimate goal of language use is to rationally allocate language resources for their language pragmatic capabilities and to serve the economic construction. Different from the traditional pragmatics research, which is one-sided and incomplete, and mainly originating from the philosophy of language, this study will systematically analyze the economic value of language in many disciplines like economics and pragmatics and provide a new theoretical basis for language use and understanding. Theoretically, on one hand, analytical pragmatic competence helps confirm the application value of language economics. On the other hand, economic analysis provides a dynamic and comprehensive method for pragmatic behavior researches. Firstly, it can practically help learners think more about language investment from the perspective of economic value. According to economic laws, the improvement of pragmatic competence in verbal communication helps learners pursue the maximization of verbal utility. Secondly, adopting the characteristics of language economics and analyzing the pragmatic competence of individual languages deeply can be a touchstone to help provide a microscopic basis for individual language planning. What's more, it studies and implements the national "13th Five-Year" plan for foreign language education development strategy, embodying the close integration of education and economic and social development, thereby developing the educational policy of learners' innovative learning thinking.

As noted above, we will, hence, be in the thick of things when investigating pragmatic competence improvement in an economic perspective. But difficulties are counted. Firstly, how can we quantify the progress of English learners' pragmatic acquisition and then construct their basic analytical framework? Secondly, how can we ensure the reliability and validity in the application of measurement methods with so many variables in the pragmatic training process, such as the learning environment and the learner's own factors? Thirdly, how do college students reflect on their cost and benefits in learning English pragmatic competence? In light of these, this study proposes deep exploration.

The Standpoints

Focusing on the improvement of pragmatic competence, this study aims to take college English learners as the object and economic analysis as a tool to explore the basic principles and strategies of learners' pragmatic behavior. It proposes an empirical estimation of the influence of language economics on learners' ability in improving their pragmatic competence, and further finds out a new route for pragmatic competence improvement. Details are the following:

First, researches can be exerted at the micro level (schools) through surveys. Based on the theory of learning motivation of second language acquisition and the analysis of language economics on the cost and benefit of language learning, questionnaires can be established to detect learners' acquisition of pragmatic competence.

Second, the research corpus can be obtained by means of learners' diaries, field observations, videos, questionnaires and literature. Based on the ethnographic method, learners' natural corpus can be collected

to track the acquisition characteristics of their pragmatic competence. In addition, case studies can be used to analyze typical cases and provide case preparation and experience support.

Third, researchers can investigate the process of decoding and encoding information in learners' language communication as they are viewed, both as listeners and speakers. With the combination of qualitative and quantitative researches, a dynamic comprehensive analysis of the optimal allocation of speech resources in pragmatic behavior can emerge with "supply-demand" and "cost-benefit" as the core analysis tools.

Last, but not least, the means of econometrics can propose an economic model for pragmatic practice, which can help investigate the development and evolution of learners' pragmatic competence. Then Becker and Chiswick's (1966) optimal education model can be used to explain the learner's language (pragmatic) investment process. Researchers can conduct the marginal rate of return curve to explore learners' pragmatic features (such as cultural knowledge, reading and writing increments, etc.) and the influencing factors (such as motivation, etc.), which thereby can further examine learners' dynamic pragmatic competence at the discourse level.

Methodological Considerations

It will suffice to recall that the economics of language, as a field of research, mainly focuses on the theoretical and empirical analysis of the ways in which linguistic and economic variables influence one another (Grin, 2001). The study here may first design questionnaires and interviews to establish a database of students' pragmatic competence. Then, taking the cost and benefit analysis of language skills capital investment as the main line, researchers can carry out the language economics analysis to sketch out the route of the improvement of learners' pragmatic competence. To this end, focal points are counted:

1. Literature method: it can be used for the entire research and will be in charge of summarizing the Chinese and foreign academics in terms of language economics and pragmatic competence and providing literature preparation for the smooth development of the research.
2. Questionnaire survey: by right of the field collection of data, students' data repository can be set up with questionnaire surveys, which can help carry out factor analysis, correlation analysis, and stepwise regression analysis with statistical software. This attempt may help define the economic benefits and personal interests as the main reasons and purposes for learners to improve their pragmatic competence.
3. Inductive method: learners using this method can generalize specific language rules from the corpus, and thereby, strengthen their pragmatic normative consciousness and pragmatic function consciousness; As well, this method helps cultivate learners to participate in or to observe the communication process, enabling them to collect the materials and contact the theory and the contextual analysis in the process of learning.
4. Measurement method: researchers can exert the cost-benefit model to explain and analyze the effects and influences of the four economic characteristics of the language on the learner's language pragmatic competence.
5. Case analysis: the human capital evaluation of learners' language pragmatic acquisition can be available for case supports.
6. Empirical analysis: the in-depth interview method is advocated. The joint effect of the maximization of verbal utility in the economy and the law of diminishing marginal utility of

speech is conducted to adjust learners to the data for the rational allocation of pragmatics in illocutionary act.

Implication and Conclusion

For a theoretical framework for pragmatic output and understanding, this paper introduces economic thought into the field of pragmatics research, combining economics, pragmatics and other multidisciplinary cross-system analysis. It points out the importance of learners' application to the strategy of relevance analysis of linguistic economics in the process of pragmatic competence improvement and proves to open the door to an innovative and helpful treatment of language learning for learners. As the economic analysis, on one hand, it not only can describe the relationship between verbal and non-verbal factors in pragmatic behaviors that act on words, but it can also construct a model for optimal allocation of speech resources. On the other hand, it reminds researchers and learners that analyzing verbal use from the perspective of the economic market and using economic methods such as cost-income analysis to carry out language research can offer a new research perspective for language learning. Overall, English pragmatics improvement enables learners to embody their value in society and inject new vitality into the social development, while drawback counts. Much work remains to be done. For instance, researchers need to exercise caution when applying the principles of economic modeling to language issues (Grin, 1996). Further exploration on empirical studies should be advocated in this field.

Acknowledgments

The author wishes to acknowledge the support from the Key Program of the English Language and Literature of Guangdong Province (GDTX170109), the project "A Study on College Students' Self-study and its Strategies: Based on Shared Concept" (GD16WXZ14), the project "Research on the Development of College Students' Cross-cultural Pragmatic Competence: Based on the "Reading-Writing Integration" Teaching Mode" (2018JG08), the project "On Improving College English Learners' Pragmatic Competence: the Perspective of Language Economics" (2018) and the project "The Association Project of Comparative Studies of English and Chinese in the New Era" (2017JG) in Guangdong University of Foreign Studies, South China Business College in the writing up of this paper.

References

- Alcón-Soler, E., & A. (2008). Martínez-Flor (Ed.). *Investigating Pragmatics in Foreign Language Learning, Teaching and Testing*. Bristol: Multilingual Matters.
- Becker, G. S., & Chiswick, B. R. (1966). Education and the distribution of earnings. *American Economic Review*, 56, 358-369.
- Breton, A. (1998). An economic analysis of language. In *Economic Approaches to Language and Bilingualism*. Canada: Department of Public Works and Government Services.
- Carliner, G. (1981). Wage differentials by language group and the market for language skills in Canada. *Journal of Human Resources*, 16, 384-399.
- Chen, J. M., & Zhu, W. J. (1992). The market value of language. *Applied Linguistics*, 2, 59-66.
- Dai, W. D., & Yang, X. J. (2005). The classroom teaching model of second language pragmatic acquisition. *Foreign Language World*, 1, 2-8.
- Dustmann, C., & Fabbri, F. (2003). Language proficiency and labor market performance of immigrants in the UK. *Economic Journal*, 113, 695-717.

- Gao, Y. H., & Su, X., & Zhou, L. (1998). Language attitudes in Hongkong, Beijing and Guangzhou before the reunification. *Foreign Language Teaching and Research*, 2, 21-28.
- Grin, F. (1996). Economic approaches to language and language planning: An introduction. *International Journal of the Sociology of Language*, 121, 1-16.
- Grin, F. (2001). English as economic value: Facts and fallacies. *World English*, 20(1), 65-78.
- He, L. (2018). A survey of the pragmatic competence of Russian learners and the cognitive analysis of pragmatic failure. *Foreign Language Research*, 3, 80-85.
- He, Z. R. (1997). Social pragmatic problems. *Academic Research*, 6, 71-76.
- He, Z. R., & Zhang, J. W. (2003). An exploration of the pragmatic approach to foreign language teaching. *Shandong Foreign Language Teaching*, 4, 3-8.
- Ishihara, N., & Cohen, A. D. (2010). *Teaching and learning pragmatics : Where language and culture meet*. New York : Pearson Longman.
- Kasper, G., & Rose, K. (2002). *Pragmatic development in a second language*. Oxford: Blackwell.
- Liu, S. Z. (1997). Context and pragmatic competence. *Foreign Language World*, 3, 24-31.
- Marschak, J. (1965). Economics of language. *Behavioral Science*, 10(2), 135-140.
- McCloskey, D. N. (1983). The rhetoric of economics. *Journal of Economic Literature*, 21(2), 481-517.
- Ministry of Education. (2016). The 13th five-year plan for the development of national language and literature. Retrieved on August 25, 2016, from http://www.moe.edu.cn/srcsite/A18/s3127/s7072/201609/t20160913_281022.html.
- Mo, Z. S. (2008). A study on business English education from the perspective of linguistic economics. *Foreign Language World*, 2, 65-72.
- Pendakur, K., & R. (1998). Speak and ye shall receive: Language knowledge as human capital. In A. Breton, (Ed.), *Economic Approaches to Language and Bilingualism*. Canada: Department of Public Works and Government Services.
- Qin, Z. M., & Jia, X. M. (2018). A comparative study on the Chinese-Japanese language teaching: Context perspective. *Journal of Northeast Normal University(Philosophy and Social Sciences)*, 1, 93-100.
- Rose, K., & Kasper, G. (2001). *Pragmatics in language teaching*. Cambridge: Cambridge University Press.
- Rubinstein, A. (2000). *Economics and language: Five essays*. Cambridge: University Press.
- Taguchi, M. K., & Roever, C. (2017). *Second language pragmatics*. Oxford: Oxford University Press.
- Wen, Q. F. (2012). Challenges and countermeasures faced by college English: From the perspective of curriculum theory. *Foreign Language Teaching and Research (bimonthly)*, 2, 283-292.
- Xu, D. M. (2010). Seven questions about language economy. *Journal of Yunnan Normal University (Humanities and Social Sciences)*, 5, 7-15.
- Yang, Y. L. (2018). Confirmation and emphasis: The subjective meaning and pragmatic functions of Shi in Pre-Qin Chinese. *Contemporary Rhetoric*, 4, 53-63.
- Zhang, S. J., & Xue, B. (2018). An account of the voice continuum in Chinese from the perspective of grammar-pragmatics interaction. *Journal of Zhejiang International Studies University*, 1, 17-24.
- Zhang, W. G. (2008). Language as human capital, public good and institution: A basic analytical framework of language and economics. *Economic Research Journal*, 2, 144-154.
- Zhang, Z. G. (2016). Language problems in the construction of the Belt and Road Initiative. *Applied Linguistics*, 4, 2-9.

The Internationalization of Chinese Higher Education

Chang Qing

Anshan Normal University, Anshan, China

Email: lucychangqing@hotmail.com

[Abstract] This paper defines the basic terms of “internationalization”, “globalization” and “GATS” and the dynamic relationships among them. In these settings, China’s commitments on GATS in the education sector and what GATS brings to Chinese higher education are analyzed. Finally, government policies are depicted.

[Keywords] internationalization, globalization, GATS, Chinese higher education

Introduction

Jane Knight (2005), an expert on internationalization in higher education, described three terms, i.e. internationalization, cross-border education and trade in education, commonly employed in the education sector to describe the international nature of education. She pointed out that “there is a hierarchy to these terms, with ‘internationalization of education’ being the most comprehensive, ‘cross-border education’ being one component of internationalization and then ‘trade in education’ being used to characterize some, but not all, cross-border activities” (Knight, 2005).

There are various definitions of internationalization. Knight (2005) distinguished two streams and components of internationalization, i.e. the ‘internationalization at home’ and ‘the internationalization abroad’. The former refers to the international and intercultural dimension in the curriculum, the teaching/learning process, research, and the extra-curricular activities, aimed at helping students develop international understanding and intercultural skills on campus. The latter refers to “the cross-border education (often referred to as transactional education) which involves all forms of academic mobility: students, teachers, scholars, programs, courses, curriculum, and projects moving between countries and culture – in short, across borders (Knight, 2005, p. 3).

As an important aspect of the internationalization of higher education, cross-border education involves a range of educational activities, namely, the cross-border movement of students, teachers, institutions and providers, programs and or curriculum, and knowledge. As Knight (2005) pointed out “some of which are commercial trade in nature and purpose, and most of which are not” (p. 4). With the introduction of the General Agreement on Trade and Services (GATS), the trade rules have been brought to bear on cross-border education. GATS, administrated by the World Trade Organization (WTO), consists of a set of multilateral rules covering international trade in services. Serving as a catalyst in the education sector, GATS facilitates the commercial trade in cross-border education even though cross-border education has not been really depicted as a commercial activity until recently (Knight, 2005).

As a subset of cross-border education, most parts of “trade in education services” are interpreted as activities with a commercial purpose or for-profit nature. However, it is not easy to categorize international education activities as trade and under the scope of the international trade agreements. With regard to this point, GATS does not provide a clear and unambiguous definition (Knight, 2003).

The Difference between the Globalization and Internationalization

Knight (2005) defined the globalization as: “the flow of technology, economy, knowledge, people, values, ideas...across borders. Globalization affects each country in a different way due to a nation’s individual history, traditions, culture and priorities” (p. 2). In other words, the elements of globalization that influence the education sector comprise knowledge society, information and communication technologies, market economy, trade liberalization and changes in governance structures, etc. Globalization emphasizes the borders of countries and implies a worldwide movement, whereas, internationalization refers to relations among nations and regions. Knight (2005) further clarified that: *internationalization* is seen as both a response and a catalyst to globalization on the one hand, and an agent of globalization on the other. Zhang Xiaoming and Xu Haitao (2000) also explained that “internationalization occurs against a background of globalization, while globalization is the final result of internationalization...” (p. 103).

According to Knight (2005), on the internationalization of education, different views will be expressed by trade experts and educators. Trade experts view it as international trade in education service. While educators interpret it as teaching, research and service-related activities, and most of them have nothing to do with trade. I adopt this educationalist view here in my thesis to describe internationalization and its impact on China’s higher education.

The Arguable GATS Agreement

As it is known, the WTO is the only international organization dealing with the rules of trade between nations. Under the framework of the WTO, GATS was negotiated in the Uruguay Round and took effect in 1995. Covering all service sectors, GATS aims to “promote and enforce the liberalization of trade in services” (Knight, 2005, p. 8). In this respect, GATS is not a neutral agreement. As a new instrument for the import and export of education services, it is still under heated debate, especially in the education sector. There are two issues that seem more important than others. One is the growth in cross-border education, and the other is the impact of the GATS on domestic and cross-border higher education and the commercial trade in educational services (Knight, 2005).

Even though trade in educational services has been managed without GATS so far, GATS has accelerated cross-border education as a matter of fact. Some exporting countries – Australia, USA, and UK, in particular – use GATS as a means of access to foreign markets for their programs and institutions of post-secondary education. Meanwhile, those countries also aim to recruit excellent students and attract them to work for the host country’s economy by facilitating visa or immigration regulations. In these circumstances, some developing countries, such as China and Malaysia, are keen to open their education sector to foreign institutions and education providers so as to broaden the students’ access to post-secondary education. In this way, the importing country may build its capacity in terms of education provision and higher education system. (Larsen, Momii, & Vincent-Lancrin, 2004; OECD, 2006).

As for the issue of the impact of GATS on a country’s higher education, this still remains uncertain, given that “the GATS regulatory framework remains incomplete” (OECD, 2006, p. 76). The policy maker and the educator should be aware of the potential benefits and the risks in cross-border education in order to make policies consistent with national education objectives.

GATS is still a “new, untested and evolving agreement” (Knight, 2003, p. 23). Yet, there are controversial questions regarding GATS, cross-border education and internationalization, raised by critics, analysts, scholars and researchers. Challenges and opportunities for different countries still need to be discussed and seen in their particular context.

GATS, as a wake-up call, brings forth a rethinking on education development for countries involved in it (Knight, 2003). China takes the opportunities to open the education sector to foreign institutions and education providers to enforce education capacity. Meanwhile, certain trade protection policies have been launched, such as requirements on the foreign investment. It is understood that China manages the opening degree of the trade in education services and keeps it in accordance with the national economy, politics and ideology. Like other countries involved in GATS, China is prudent to take measures in response to benefits and risks attributed to the arguable GATS and other elements in the cross-border education. (Zhou, & Shi, 2003)

China's Commitments on GATS in the Education Sector

GATS covers the following five sub-sectors: “primary, secondary, higher and adult education and training programs as well as various ‘other’ education services such as language testing” (Knight, 2003, p. 17). There are 47 WTO members who have made commitments in at least one of the education sub-sectors with regard to aspects of market access and national treatment (Knight, 2005). In addition, there are four modes of supply within GATS, which can be applied to all sectors of trade in services. Knight presented the four modes in the education sector as follows:

- “Mode 1 – Cross-Border Supply focuses on the services crossing the border, which does not require the consumer or the service provider to physically move. Examples in higher education include distance education and e-learning.
- Mode 2 – Consumption Abroad refers to the consumer moving to the country of the supplier which in education means students taking all or part of their education in another country.
- Mode 3 – Commercial Presence involves a service provider establishing a commercial facility in another country to provide a service. Examples in higher education include branch campus or franchising arrangements.
- Mode 4 – Presence of Natural Persons means people traveling to another country on a temporary basis to provide a service, which in education would include professors or researchers (Knight, 2003, p. 3).”

With the entry into WTO, China has made its GATS commitments in all the sub-sectors, exclusive to the national compulsory education and special education service such as military, police, political and party school education. According to Zhou Man-sheng and Shi Chun-meng (2003), commitments on four modes of supply are as follows:

- On Mode 1 – Cross-border supply – there are no commitments for market access and national treatment, i.e. unbounded.
- On Mode 2 – Consumption Abroad – there are no limitations for market access and national treatment, which means the Chinese citizens are free to study or get training abroad.
- On Mode 3 – Commercial Presence – it is not permitted to establish school or other educational institutions independently. Joint initiatives, with foreign majority ownership, are permitted. However, the level of the fees is determined by the Chinese government.
- On Mode 4 – Presence of Natural Persons – “foreign individual education service suppliers may enter into China to provide education services when invited or employed by Chinese schools and other education institutions” (Zhou & Shi, 2003, p. 45); Teachers should meet the following

criteria: “possession of a bachelor degree or above and an appropriate professional title or certificate, with two years’ professional experiences” (Zhou & Shi, 2003, p. 45).

What GATS Brings to Chinese Higher Education

GATS, like a double edged sword, brings both advantages and disadvantages to Chinese higher education. Regarding Mode 1 “the service moving” (Knight, 2003, p. 3), distance learning through e-net facilitates the learner without time and space limitations. However, there is no system of quality assurance. The accreditation of the programs and their qualifications has become a big problem caused by the distance education or e-education (Zhou, & Shi, 2003).

In Mode 2 “the consumer moving” and Mode 4 “the human resources and human capital moving” (Knight, 2003, p. 3), the student and professor broaden their views and enrich their knowledge by the international mobility. The brain drain also follows. Though this issue has been discussed for quite a long time even without GATS, it is even worse nowadays.

Regarding Mode 3 “the provider or investment moving” (Knight, 2003, p. 3), students gain more opportunity for access to the higher education sector. They acquire knowledge and skills to serve society by means of multiple education providers and multiple choices (Douglass, 2005). Naturally, the growth in students’ enrollment also contributes to the higher education massification, which China is experiencing at the time being. However, the potential competition between the traditional local universities and the foreign providers should be noted as well.

Government Policies and Conclusion

Facing the new situation of being a member of the WTO, Zhou Man-sheng and Shi Chun-meng, researchers for the National Centre for Education Development Research in MOE, contend that: as a member of WTO, “China must accelerate the development, deepen the reforms, adjust the old structure, improve the quality, meet the new challenges and make contribution to strengthen the international competitive ability of China’s economy” (2003, p. 46).

It is viewed that cross-border education should be in consistent with the national objectives (OECD, 2006). With regard to foreign education providers, the Chinese government encourages cooperation in running schools. Some basic principles have been raised to promote the development, such as running schools according to Chinese laws and standardizing administration on these cooperative schools (Zhou, & Shi, 2003). For the time being, the size and scope of higher education access in China has increased thanks to the opening of the higher education market and the involvement of foreign education providers. Between 1995 and 2003, China has witnessed a nine-fold increase in the foreign programs offered in cooperation with local Chinese universities (Larsen, Moii, & Vincent-Lancrin, 2004). Meanwhile, specific regulations on foreign investment have been made, such as “Foreign universities must partner with a Chinese university. Half of the members of governing boards of the joint-venture must be from China; and the venture cannot seek profit as an objective” (Douglass, 2005, p. 458). Thus, by way of cooperation, Chinese HEIs’ competency is reinforced by the multi-channel funding and the quality control can be achieved.

According to Zhou Man-sheng and Shi Chun-meng (2003), several other regulations have also been effectuated. Firstly, abiding by the current law and regulations, the Chinese-Foreign cooperation activities have increasingly normalized. After the Interim Stipulations for Chinese-Foreign cooperation in Running Schools, issued in 1995, the Interim Provisions for Chinese-Foreign cooperation in Running Schools has been promulgated in 2003. Secondly, the government’s sense of service with schools needs to be enhanced,

when the market forces come into play in the education practices. On the other hand, government has to facilitate the establishment of policies on the quality assurance and accreditation. Thirdly, on the basis of a consensus on the potential market in adult and continuing education, efforts have been put in the nurturing of the market in vocational training services so as to facilitate the establishment of the life-long learning system (Zhou, & Shi, 2003).

In conclusion, internationalization, the challenges and issues of Chinese higher education and its development trends have been discussed. The introduction of the GATS agreements has brought trade practices into the educational service. With the entry into the WTO, China is exposed to complicated and delicate global contexts. Consequently, Chinese higher education has become involved in the trade and trade rules under the GATS agreement. The commitments on GATS predict a brave step taken by the Chinese government. In the meantime, government policies have been introduced to guide the international education services and other cross-border education.

References

- Douglass, J. A. (2005). How all globalization is local: Countervailing forces and their influence on higher education Markets. *Higher Education Policy*, 18, 445-473.
- Knight, J. (2003). GATS, trade and higher education, perspective 2003 – Where are we. (Electronic version). *The Observatory on Borderless Higher Education*, July(12).
- Knight, J. (2005). Higher education in the trade context of GATS. *Paper presented for the UNESCO seminar on “Academic Mobility in a Trade Environment – Issues, Risks and Opportunities*, 7th-8th, June, Mexico.
- Larsen, K., Keiko Momii, K., & Vincent-Lancrin, S. (2004). Cross-border higher education: An analysis of current trends, policy strategies and future scenarios. (Electronic version). *The Observatory on Borderless Higher Education*, November.
- OECD. (2006). Higher education: Quality, equity and efficiency. In *Education Policy Analysis Focus on Higher Education 2005-2006*, (pp. 9-28). Paris, France.
- OECD. (2006). The internationalization of higher education: Towards an explicit policy. In *Education Policy Analysis Focus on Higher Education 2005-2006*, (pp .67-86). Paris, France.
- Zhang, X., & Xu, H. (2000). Internationalization: A challenge for China’s higher education. In *Current Issues in Chinese Higher Education*, (pp. 101-116). OECD, 2000. Paris, France.
- Zhou, M., & Shi, C. (2003). Trends in international educational services: Implications for China after entering WTO. *Educational Research for Policy and Practice*, 2, 41-54.