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Translation**

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PREFACE

The Fifth Northeast Asia International Symposium on Language, Literature and Translation (NAISOLLT) was held in May 2016 at Langfang Normal University, Langfang City, Hebei Province, China. It was preceded by four such symposiums held since 2011 at various universities in China. As before, this fifth symposium also received warm welcomes from a large number of participants; over two hundred professionals from different universities, cities and countries attended this symposium. This NAISOLLT has turned into a professional platform that calls together researchers and professors of China, other Asian countries, as well as other countries of the world who are interested in language studies. Because this is a very broad subject, the symposium is divided into five main tracks, each one focusing on specific aspects related to Translation, Linguistics, Literature, Culture, and Teaching.

We would like to bring your attention to Langfang city and Langfang Normal University where the symposium was held. Langfang is a very significant city, called the pearl of the corridor between Beijing, the Capital of China, and Tianjing, a seaport city. Located in the Bo Sea Economic Rim and enclosed in the big Beijing economic cycle, Langfang benefits from its location's advantage and conceives unlimited opportunities. Moreover, as an emerging eco-garden and modern city, Langfang possesses a beautiful environment and delightful ecology. During the 60 years of development, Langfang Normal University has accumulated a profound cultural heritage and created a graceful campus environment. The prosperity of Langfang's economy and culture has captured people's attention.

We would like to thank Langfang Normal University for their great contribution to the success of the symposium. We agree whole-heartedly with the remarks delivered during the Opening Ceremony by Professor Zhang Xiumei, Chair of the Organization Committee. She stressed the importance of academic research, exchanges in teaching, networking and bridging with other cultures and countries. She also suggested ways of reaching out to colleagues of other countries at the Sixth Symposium in the future. Professor Dong Guangcai, Chairman of the Academic Committee, also concurred that international cultural exchange has become an inevitable trend in the world.

From among all the proposals submitted, about 120 studies are included in the publication of the Proceedings of the *The Fifth Northeast Asia International Symposium on Language, Literature and Translation*, representing 75% of the accepted papers. The papers are organized by topical sections on Translation, Linguistics, Literature, Culture and Teaching Methods. In this edition, our goal was to gain nationwide exposure in China with the hope of worldwide exposure.

Thanks for the support of many colleagues, beginning with the faculty and students from Langfang Normal University, representatives of Jacksonville State University and American Scholars Press, as well as the scholars and faculties from more than 50 universities all over China. Our aim has been achieved.

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Keynote Speech I

Survey of Studies on Teaching Systemic Functional Grammar

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[Abstract] Seeing language as resources for meaning making, Systemic Functional Grammar (SFG) has been increasingly used in education. To shed light on grammar-teaching in China, some SFG-related studies, such as those on SFG teaching, genre-based research, discipline-based research is reviewed. Comparatively speaking, a limited number of such studies have been conducted in countries like Sweden, South Africa and China; the research gap and future development in this area are revealed.

[Keywords] Systemic Functional Grammar; education; SFG teaching; genre-based language research; disciplinary-based research

Introduction

The learning of language has been researched heavily within the field of psychology (cf. Dörnyei, 2001; DeKeyser, 2007) or with merely a focus on pedagogy in the separation of language itself (cf. Butler, 2011). In addition to the above-mentioned two approaches, we may also see language learning as a process of learning how to mean in the language, with language acting as the resource for meaning-making. Thus, “research and practice concerned with language teaching and learning must be engaged with the nature of language itself quite centrally – and with the characteristics of the languages relevant to learners” (Matthiessen, 2015a, p. 3). Systemic Functional Grammar (henceforth, SFG) deals with a comprehensive system of language, it is thus necessary to research language teaching and learning studies based on SFG, which is a theory about language itself.

A Brief Introduction to Systemic Functional Grammar

Systemic Functional Grammar is a theory of grammar within the broad tradition of functional approaches to language. According to this theory, language is seen as a meaning potential, and grammar is modelled as a resource for making meaning through wording rather than as a set of rules. A major characteristic of systemic theory is its comprehensiveness – i.e. the concern with language in its entirety, “whatever is said about one aspect is to be understood with reference to the total picture”, and “what is being said about any one aspect also contributes to the total picture” (Halliday, & Matthiessen, 2014, p. 20). Like other modern approaches to grammar, SFG draws on traditional grammar¹, covering its central ideas and notions, while surpassing it by providing a wider coverage of grammar and a stronger capability of describing language.

¹ SFG, SFL (Systemic Functional Linguistics) is frequently compared with Noam Chomsky’s (cf. 1957) transformational-generative grammar or formal theory. On the one hand, SFG is applicable (cf. Halliday, 2013), where theory and practice are in

SFG deals with various major dimensions of language, e.g. rank, axis (system and structure), delicacy, stratification, instantiation, and metafunction. For example, the dimension of metafunction is referred as a spectrum covering three modes of meaning – ideational (experiential and logical) (construing experience), interpersonal (enacting roles and relations), and textual (building text) (Halliday, & Matthiessen, 2014). It is through these dimensions and systems that meaning-making is realized by way of making choices. A thorough understanding of the comprehensive systems of language may familiarize one with the meaning-making resources at hand and enrich one’s ways of making appropriate meaning in different contexts characterized in terms of different fields, tenors and modes.

The increasing use of SFG is illustrated in Figure 1 by showing the occurrences of Systemic Functional Grammar or Systemic Functional Linguistics (henceforth, SFL) and traditional grammar according to Google’s Ngram viewer, which may reveal a trend, to some extent, in using these terminologies in literature².



Figure 1. Occurrences of “SFL” and “Traditional Grammar” According to Google’s Ngram Viewer

Survey of Studies on Teaching SFG

Theories of SFG have been applied to teaching in classrooms during the 1980s as an approach of teaching literacy to culturally and linguistically diversified students in Sydney, Australia. Since then, educational linguists, especially those in Australia, have explored further into the application of SFG (cf. Christie, & Derewianka, 2008; Christie, & Martin, 2007; Martin, & Rose, 2003, 2008), and they have focused their research agenda on supporting the academic literacy of non-dominant students in elementary and secondary schools.

Some research have focused on register or genre-based pedagogy to improve literacy in primary and middle schools (e.g. Rothery, 1984; Schleppegrell, 2004; Martin, & Rose, 2008; Christie, & Derewianka, 2008; Polias, & Dare, 2006; Matthiessen, 2009)³; some are discipline-based research with a purpose of enabling students to learn subject knowledge through language (e.g. van Leeuwen, & Humphrey, 1996;

constant dialogue. On the other hand, transformational-generative grammar separates theory from practice, according to which a sharp distinction has been made between theoretical linguistics and applied linguistics. Seuren (1998) describes this contrast as ecologism vs. formalism. In Matthiessen (2015b), such differences have been elaborated in detail.

² The data for Google’s Ngram Viewer are based on resources of Google Books. As there is no division between different disciplines within the data, the abbreviation SFL is also likely to refer to something else. However, the figure could also depict the trend of the appearance of these two terms. We can see that the occurrence of “SFL” has been rising continuously ever since the 1960s (e.g. Halliday, 1961), and has reached its peak after the millennium.

³ The categorization of these studies is somehow fuzzy, as some studies may belong to both groups.

Veel, & Coffin, 1996; Martin, 2002; Christie, & Derewianka, 2008; Matthiessen, 2009); some delve into the most viable pedagogy in the teaching of SFL (Rothery, 1996; Rose, & Acevedo, 2006; Rose, & Martin, 2012); while some are focused on the linguistic forms of literary text for children (e.g. Williams, 1995, 1998).

Genre-based researches were triggered by Martin (1992). Until the early 1990s, an application of the theory meeting both school and industry needs was experimented in the “Write it Right” project. In this project, different genres of texts were analyzed and related to school syllabus, and other school and public standards, while at the same time register shifts and lexicogrammatical shifts across subjects were linked to learning outcomes. Genre-based research were further put to practice by Christie and Derewianka (2008), who analyzed texts used in schools by students at different stages, illustrated each genre structure in detail, and developed an ontogenetic pattern in accordance to the school years. To examine the teaching outcomes of SFG, an ESL Scope and Scales has been developed to assess the outcomes (cf. Polias, & Dare, 2006).

Among the discipline-based researches, junior high school geography books are frequently chosen for analysis, and visual register is described in the context of literary discourse (van Leeuwen, & Humphrey, 1996). A developmental trajectory of the geography curriculum is illustrated, described and defined in detail, both for visual and textual geographical literacy. Historical texts are also analyzed in several researches (e.g. Veel, & Coffin, 1996; Martin, 2002; Matthiessen, 2009). Some analyses (Veel, & Coffin, 1996) were done from the perspectives of generic structure, register and lexicogrammar. A genre of history for learners was defined by Martin (2002). Meanwhile, this progression of registers in history was more delicately mapped out by way of correlating the fields of activity with various registers, and meanwhile with specific periods of schooling (Matthiessen, 2009). This progression of register has clearly shown a trajectory of ontogenesis of historical register and fields of activity during the whole schooling period.

In terms of research and development of pedagogy in teaching SFG, several researchers have made their contributions (e.g. Rothery, 1996; Rose, & Acevedo, 2006; Rose, & Martin, 2012). A teaching and learning cycle was first constructed to teach students to write different genres (Rothery, 1996). The cycle was later developed into Reading to Learn Pedagogy, and was used in many programs (e.g. Rose, & Acevedo, 2006). And a scaffolding interaction cycle was developed to assist the teaching of genre.

As for the help with appreciation of literary works by children, the use of the SFG description of such works has informed curriculum documents to enhance the “deep” reading of these works. Some syllabi in Australia have included guidelines for using SFG in classrooms in teaching children’s literature. Williams (1995, 1998) indicated that six-year old children are accessible to SFG concepts and could find it enjoyable to learn language systemically, and such linguistic knowledge is associated with greater reading fluency of these children than that of their peers. It is proved that even eleven-year-old children could find out the variations of language in a picture storybook without undermining their enjoyment of the story.



Figure 2. Mapping Out Research on SFG Teaching Geographically in the Form of Cartography

Geographically speaking, beyond the border of Australia, studies continue to be carried out in such places like USA (Schleppegrell, 2004), Sweden (Folkeryd, 2006), South Africa (Thompson, & Hart, 2006), Portugal (Gouveia, 2006), UK (Walsh, 2006), China (Chen, 2010; Liu, 2010), and Chile (Oteiza, 2003) (see Figure 2 for research on teaching SFG in classrooms in different regions). For instance, Folkeryd (2006) summarized the evaluative resources used by different grades of students. Patterns of these evaluative resources are identified with a suggestion of higher frequency of use among high-achievers and higher graders. A genre-based Portuguese curriculum has been adopted in 2001 to assist students' difficulties in writing (Gouveia, 2006), while similar approaches were also applied in British curriculum (Walsh, 2006). Both of the studies in China (Chen, 2010; Liu, 2010) were concerned with functional pedagogy: one (Chen, 2010) dealt with genre-based EAP writing, while the other (Liu, 2010) focused on scaffolding strategies. The study in Chile (Oteiza, 2003) offered a systemic analysis of the three metafunctions and an appraisal analysis of the middle school history textbook.

Conclusion

SFG is increasingly used in the educational domain for its comprehensiveness and systematicity, compared to the other kinds of grammar such as traditional grammar. First, this paper has revealed a large research gap in SFG teaching in the Chinese context, under which such researches are limited in number and type. Our survey has shown that SFG has been proved to be successful in teaching linguistically diversified students of different language proficiencies, it is expected to be accessible to Chinese students of different English levels. Secondly, the different scopes and varieties of researches on SFG teaching in our study have indicated many potential research topics in this area under the Chinese context, for example, to focus more attention on genre-based pedagogy, to conduct more discipline-based research, or to develop appropriate pedagogy in teaching SFG.

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Keynote Speech II

Translating Chinese Expressive Nuances: A Descriptive Approach

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[Abstract] *Chinese expressions not only appear in the media and current affairs, but also permeate its literature and art, which have often been overlooked in “formal correspondence”. Based on the approach of descriptive translation, this paper explores the issue from the perspectives of cross-cultural communication, rendering of relations among townfolk and cultural non-equivalence in translation, in the hope of achieving ideal translation results.*

[Keywords] *Chinese expressions; descriptive translation; urban relations; translating cultural non-equivalence*

Introduction

The so-called “Chinese way of expression” has long been considered in the area of current affairs, such as in politics, economy, law, education and so on, but, in fact, these usages are equally, if not more, reflected in literary works and daily communications. Taking the 1st China International Literature Translation Contest (or CITC 2013)⁴ and some of President Xi Jinping’s observations concerning literary creation⁵ as examples, this paper will explore the issue by way of discussing descriptive translation, which was first defined by Holmes (1988e) as one of the two subdivisions of pure translation studies, aiming at describing the phenomena of translating and translations as they manifest themselves in the world of our experience. Further exploring this area in terms of conveying Chinese expressive nuances, will lead to a considerable widening of the horizon, since all phenomena relating to translation, in the broadest sense, become objects of study.

Descriptive Translation – Conveying Cultural Subtlety

Since “literary translation is the most demanding type of translation” (Landers, 2008, p. 7), any usual approach may lose its edge in engaging the nuances, where so many re-creations are entailed. Descriptive translation, in some sense, could be understood as translation through description and, to some degree, explanation. Fully aware of the differences between Chinese and English, especially in literature, literal translation frequently fails to make sufficient allowances for Chinese elements to be rendered effectively.

Based on the data of the 1st China International Literature Translation Contest, for which the author was one of the panel judges, some interesting cases can be found. For example, Su Tong’s *People’s Fish* narrates “鱼不懂事, 年年有鱼, 年年有余, 连小学生都懂得其中的奥秘, 鱼类自己却不懂” (Su Tong, 2013). A typical participant’s translation was: “Fish didn’t know the business; fish every year means abundance every year. Even an elementary school student knew the trick but the fish themselves didn’t”. Clearly, this follows the original too rigidly. In fact, 鱼 (*yu*) and 余 (*yu*) are homonyms and 年 (*nian*) is a supporting word, saturated with rich cultural connotations which barely have equivalence in English. The

⁴ See <http://www.china.org.cn/arts/citc/>

⁵ “The Main Points of Xi Jinping on Literature and Art Creation”, *Chinese Translators Journal*, no.1, 2015.

proper expression may be something like “They don’t know that ‘there is fish every year’ rhymes with ‘there is surplus every year’ because they don’t know how to read. Naturally, they don’t know ‘fish’ and ‘surplus’ are homophones in Chinese as is taught in primary school”.

Also, “现在的社会风气 – 真是的, 今年过年我们家缺只鸭子, 就是没有人想到送只鸭子来”, from which “真是的” (*zhen shi de*) was translated by some participants as something like, “The general mood of society is really happening”, which actually twists the meaning in not really understanding the subtlety of its derogatory sense. The suggested version would be “Social ethos is going to the dogs these days/... is really deteriorating/bad...” to convey its essence.

In *Crescent Spring* written by Qiao Ye, there is a passage of description: “听涛宾馆的生意一直不好, 车马稀落, 门可罗雀, 我琢磨着俗话所谓的淡出鸟来, 那些鸟的具象大约就是这几只罗雀” (Qiao Ye, 2013), in which “门可罗雀” (*men ke luo que*) is a Chinese allusion, literally meaning “you can catch sparrows on the doorstep”, but participants usually translated it this way: “For the Tingtao Hotel, life has always been hard, with few cars stopping by and occasional birds landing in the lobby. There is a common saying about such a place, that it is so little frequented by people that it will invite the birds, and I guess those birds refer to the couple of sparrows in this case.” Clearly, the essence of the expression is misinterpreted. Its reference version may be something like this: “Business at the hotel has never been good. Guests are so few that you can set up a trap to catch sparrows on the doorstep. I wonder whether maybe ‘sparrow’ in the famous allusion ‘catch sparrows on the doorstep’ also embodies ‘bird’ in the old saying ‘nothing but bird’ in Chinese.” Meanwhile, an annotation may be attached: “‘To catch sparrows on the doorstep’ is an idiom derived from a story and is used to describe a place where people are few. In the Han dynasty, government official Duke Jai held a powerful position that attracted many friends, but when he lost that position all visitors disappeared so it was possible to catch sparrows on his doorstep”.

In *Backflow River* written by Jia Pinwa, there is a conversation between father and son: “老笨撇了撇嘴, 又说: 三十多岁的人了, 连个肚子都没鼓起来, 看人家多富态! 宋鱼说: 有本事的搞大别人的肚子, 没本事的才把自己的肚子搞大” (2013), in which there are two kinds of “大肚子” (*da du zi*, big belly), with different connotations, namely pregnancy and extramarital affairs, but most participants failed to reveal the latter, such as “The clever ones give to other people a big belly. The stupid ones only make their own bellies big.” Especially, “搞大别人的肚子” is not simply to “make their own bellies big”, but rather should be something like “The really able men impregnate others in an affair, while the least able ones just went to “inflate their own bellies by gorging mindlessly” and so on.

Also, the technique of reduplication in Chinese literature may not be replicated in an English version as a result of discourse differences. For example, in *Tower Port* written by Liu Zhenyun, when the hero’s father finds his son is sharing a book with a girl, he is very excited since he is so keen to have his son paired off, so he blurts out “同学, 同学, 你们看吧, 你们看吧” (2013) with a cunning look. Almost all participants translated these reduplications as “Dad smiled, cunning light coming from his eyes: ‘Classmate, classmate, you use it and you use it’”, which does not make any sense in English, so it may be altered to “Dad grinned wisely, ‘Classmates’? Yes! Now you two can share this book, go ahead!”

Also, on another occasion, the hero saw such a scene: Ai Lian (his girlfriend) sat quietly on the brook bank. She stood a small round mirror on the grass in front of her, and was combing her hair with a broken comb – she did it slowly with care. There were rosy clouds in the sky, and they gave her a rosy tint on one side of her face. And then “我忽然意识到, 她是一个姑娘, 一个很美很美的姑娘”, most participants’ versions are literal ones, such as “I suddenly realized that she was a girl, a very very beautiful girl”. For one thing, “girl” is very easily misread as a virgin or lesbian, which is obviously not the author’s

intention; also, the repeated “very” cannot be sensibly translated into English. This reminds me of the well-known translator Sidney Shapiro, who altered the narration in *Crescent Moon* written by Lao She “在妈对我很好, 而且有时候极庄重的说我: ‘念书! 念书’” into a version as “She was so good to me, always urging, ‘Read your books, study hard’”.

Again, in *People’s Fish*, when the elder sister’s husband of the heroine was condemned, she said “姐夫就是这么一种人, 他是活该活该活该!” to show her indignation. Most translations simply repeated the three homonyms: “My brother-in-law was just this type of person – serves him right, serves him right, serves him right!” The rhetorical means obviously fails to achieve its desired result, so the description may be altered to “My brother-in-law is just one of them. He actually deserves everything he gets, everything!”

However, having said that, certain kinds of repetition may be employed in different ways. For example, the description of the corrupt officer in *Crescent Spring* inviting the heroine to his hotel room says “有一次我和肖在宾馆里约会, 那个宾馆也是这种格局, 我正在洗澡, 肖把百叶窗一点一点地拉了上去, 让我一丝不挂的身体湿淋淋地暴露在他的面前”. Most participants missed the subtle point of “slowly revealing” something, and translated it something like, “Once, Xiao dated me in a hotel with this kind of glass wall. I was in the middle of a shower when he pulled back the louver, exposing me in front of him, naked and wet.” Sure, this is not wrong in terms of conveying its basic meaning, but it is not totally faithful either as far as its sensitivity is concerned, since it fails to reveal the old man’s indecency as the author intends. So, it may be better translated as “... he slowly pulled back the blind, inch by inch, until my naked body in the shower was completely exposed before him!”

Also, when the heroine wants to find a lover, her sister says “瞅准了, 能有的话, 也有一个。要不是, 这一辈子, 老亏”, the simple expression is easily rendered as “When you find the right one, take him. Otherwise, the whole lifetime we have is on the disadvantage side.” As a rural woman, her sister shouldn’t speak like a book, but instead it ought to be a bit rustic, so it may be translated as “Spot a good man, go for him. We’ve got to do something for ourselves in this life.”

In contrast, from a writer’s perspective, the language used by the heroine should be consistent with her status. However, many contestants’ translations lost sight of this aspect, such as in “我合上杂志。不能再看了。这篇狗屁小散文勾出了我的难过”, where “狗屁” (*gou pi*) was translated by many as “shit article”. In my view, it may be dealt more appropriately in this way: “I shut the magazine, couldn’t read anymore... This trashy essay had flushed my sadness to the surface”, since “flushed” is sufficient to express her annoyance.

Similarly, when the “old leader” asks her to his room to be “intimate”, something happens:

“不好意思。”想了半天, 我用这四个字回了他。

这四个字是双关的, 既可以理解为怕姐姐看出端倪而觉得羞惭, 也可以理解为对他的致歉。整天办杂志, 这点语言的小技巧, 我还是擅长的。

A typical participant’s translation:

“I’m sorry I can’t come.” I thought for a long while and came up with these words. It is a turn of phrase which can be interpreted in two ways: Either I’m saying I can’t come because I’d be ashamed if my sister found out, or I’m just simply refusing. Working for a magazine all these years had made me a master of the tricks of language.

Obviously, this reads quite baldly, which could be improved by infusing some more explanatory elements:

“Wish I could...” After wracking my brain, this was how I replied. My response left it open – he could read it as though I were embarrassed about my sister sussing us out, or he could read it as though I were apologizing to him. Having worked with the magazine for so long, I am now pretty much at home with manipulating language.

In *Tower Post*, the wife of an adult student named Wang Quan one day came to the class and angrily shouted at him:

“地里麦子焦了，你回去割不割？割咱就割，不割就让它龟孙焦到地里！”然后不等王全回答，撅着屁股就走了。

“焦” (*jiao*) and “龟孙” (*gui sun*) are local dialect words with special connotations, but they have been replaced mostly by such words as “burn/flame/blaze/fire” and “the grandson of turtle/son of a gun” and so on, which are clearly out of context. Specifically, many translated “撅着屁股就走了” (*jue zhe pi gu jiu zou le*) as “walking away with her butt sticking up”, in such a way that it is very likely to be understood as a kind of physical feature of the person, but in fact it was only her body language. Thus, the passage may be translated as: “Our wheat crops are about to scorch, are you coming back to reap them or not? If you are, let’s go. Or are we just leaving the damn crops to wither in the field!” She left straight away without She stomped out without looking back.”

In describing the environment of the students’ dormitory, some translated “玉米地西边是条小河，许多男生半夜起来解手，就对着庄稼乱滋” as “When they got up and went to the toilet, they just urinated against the crops...”, the fact is there is no toilet in the cornfield described in that area, also the rhetoric is not like to be used by countrymen. It may thus be rephrased as, “There is a river to the west of the cornfield. At nights, male students would conveniently ‘water’ the crops in the field as they got up to relieve themselves.” In this way, it has been more interpreted than translated.

In *Backflow River*, when the relatives of its manager heard the bad news that the little coal mine not only didn’t make them any money, but was demanding more capital from them, they were very angry: “饭没吃毕，屁股一拧都出门走了”. Many translators presented “屁股一拧”, which is also a sign of emotion rather than a physical defect, as “they went with a twist of their buttocks...”. A better version may be, “Full of resentment, they flounced off in a huff without even finishing their meal”.

Literary language originates from life, but cannot indiscriminately imitate it; some kind of embellishment has to be made, which requires description and interpretation to express “artistic reality”. Quote marks are sufficient here.

Certain techniques of writing involving the author’s use of humor and absurdity also entail sensibility by the translator. For example, in *Backflow River*, the hero (Song Yu) was asked to cozy up to officials by presenting them with *qianqian* meat (donkey’s penis), and he did his best, killing five donkeys by cutting off their penises. He bragged about the fine big donkey stallions they had come from: “Other people only got penises cut from donkeys that had died from some disease, but these penises have been cut from live-donkeys and have cost 15,000 *yuan* cash”. For the big gathering, Song Yu brought the “presents” to the four officials, and people found that “上面分别贴了纸条: ‘书记的’, ‘县长的’, ‘主任的’, ‘主席的’”, literally mean “Each one is labeled as ‘Party Secretary’, ‘County Magistrate’, ‘Director’...”, which is the author’s deliberate technique to satirize the hero, but many translated them as “For Party Secretary, For County Magistrate, For Director...”, wishing to indicate them more clearly, but the effect lost its sarcastic flavor.

In fine literary work, the author also employs the approach of what is called in Chinese “Hide its ingenuity in clumsiness”, such as in *People’s Fish* when the hero’s son, who has little schooling but loves to show off, intones his poem himself at the dinner table:

年年有鱼
年年有余
有鱼的世界多么美丽
有鱼的世界多么富裕

Clearly, this is a doggerel that shouldn’t be translated so formally as follows,

*Year in and year out,
They are fishy;
Year in and year out,
There is plenty.
Beautiful is the world that has fish.
The world that has fish is wealthy.*

By careful reading of the novel, one will realize the author employs the pen-craft of sarcasm to present the meaningful fate of the hero’s family members, and this poem is only part of that ridicule, so the poem may be rendered more poorly to serve its purpose:

*There are fish every year.
There is abundance every year.
A world with fish is so beautiful.
A world with fish is so wonderful.*

Translation, especially translating Chinese literature into English, requires much more than linguistic skills: more cultural transformation, and interpretation by breaking down some traditional barriers in translation studies.

Rendering the Social Relations Represented in Literature

Compared with formal and official relations, secular relations reflected in Chinese literatures are normally more natural and down to earth, but also require more careful thought and sophistic skills. Again, in *People’s Fish*, having received plenty of fish as presents, the heroine melodiously intones to the givers: “过年来吃饭, 一定要来啊, 不来看我以后怎么骂你!” which may be difficult to play well with the tune, and many translated as “Make sure that you come. If you don’t, see how I will scold you later!” “Come to eat for the Lunar New Year. You absolutely must come – if you don’t, you’ll hear something horrible from me!” “You have to come for dinner during the Spring Festival! You will see how I treat you if you don’t come” and so on. Some switched it from first to third person: “She often ordered guests to have meals at her house during the Spring Festival, otherwise she would abuse them!” “In her ringing voice she ordered the guests to come again soon for a reunion, and threatened what a talk she would give them if they failed to do so”. The crucial point these translators have missed out is the polite way of conveying their daily messages among ordinary people in a local village – it is not real “scolding” as such, but rather a kind of intimacy. A proper translation will therefore be something like “Come here for dinner on the eve of the Festival. You must come, or I’ll be mad at you!” or “Baby, you’ve got to come, or I’ll go crazy!”

When the heroine complained about receiving so many fish instead of cash, her husband was very angry and shouted to her: “你还有没有一点觉悟了? 你是要让我犯法蹲学习班去吧?” “觉悟” (*jue wu*, or consciousness) does not denote “social or political consciousness”, “integrity” or “enlightenment” as in its usual meanings, but is the “political awareness” or “common sense” that her husband thought she should have to avoid political trouble.

Also, “学习班” is not “study class”, “learning course”, “class for further studies” in its normal senses, but it needs to be interpreted as “the party’s disciplinary detention”, “to be disciplined by the party” or similar. Some translated it as “Do you intend to land me in jail?” which is also a bit of “overdone”, since the detention is only the preliminary stage of the penalty and in jail is its final result. Therefore, a proper balance has to be struck between “enough” and “insufficient” in terms of descriptive approaches in translation.

Meanwhile, in describing the daily activities of the heroine, it presents “她是个街道办事处的女干部, 与人打交道的, 现在却被迫与鱼群打成一片”, which was usually translated as “Liu, in charge of women’s affairs at the street neighborhood office, normally dealt with people. But now she was forced to deal with fish.” Basically, this is not wrong, but it cannot be said to be faithful either, as an allusion incorporated into the sentence is not revealed. The reference version may be “...become integrated with/ become a harmonious whole/ be one with/ be fused with / identify oneself with/ make into one/ merge with / become one with... in a way become a fish harmonized with the water”.

Concerning whether the fish head is edible or not, the hero also used a literary quotation, “什么事都应该百花齐放百家争鸣嘛, 鱼头又不是其它什么头, 本来就可以吃的”, just to show his political status. However, almost all the translations failed to incorporate this point, presenting a plain translation: “Mr. Ju is after all Mr. Ju, who is very skillful at reading situations and manipulating his attitude. He is seemingly kind and open. He said, fish head can be eaten by anyone, anyone can eat it freely since it has always been edible”. In fact, “letting a hundred flowers bloom and a hundred schools of thought contend” should be quoted to develop the character more effectively: “After all, Mr. Ju, being an old hand in “officialese”, said ... “This is not a matter of principle... Whatever we do, we should follow the principle of ‘letting a hundred flowers bloom and a hundred schools of thought contend’. Fish head is not another head, it’s edible.”

The term “江湖” (*jiang hu*), used quite frequently in these novels, has normally been translated superficially, such as “a common trick of men of the world”, “a scam usually practiced then”, “a ruse commonly employed by them” and so on. Given its failure to cooperate with officials, it may be better rendered as “moving by the hidden rules”, “one of the common tricks in any sub-community” and so on.

Sometimes, as foreign translators, their common sense about China misleads them, such as in *Tower Post*. Facing the reality that “三个五尺高的儿子, 一下子都到了向他娶媳妇的年龄, 是够他喝一壶的” (literally, “three grown up sons had all reached the age of marriage”), many translated “喝一壶” (*he yi hu*) as “which was enough for him to drink a bottle of wine”, “...to see him drink it up”, “drinking at a wedding feast”, (which is a usual practice in China), but the phrase here is from a dialect, meaning “a huge burden for him/more than enough to get on his nerves”.

Also, in the classroom, when students were asked why they wanted to go to university, they answered, “...可看到地方上风气恁坏, 贪官污吏尽吃小鸡, 便想来复习, 将来一旦考中...”. Which was translated by many as “But the local atmosphere was bad as the corrupt officers always eat chickens, so he wanted to review for one day to be...”, but in fact “尽吃小鸡” means to take bribes not really “eat chicken” as it seems to suggest, so a more faithful version would be “...the local officials were very

corrupt, and they took a lot of bribes, so he wanted to come to enroll...”. Clearly, most translators have only achieved “surface realization” but not the “valency” that Toury suggests (1980, p. 72).

Dealing with Disparate Cultural Connotations

Furthermore, as far as literature creation is concerned, president Xi Jinping recently delivered an important speech at a symposium, where he pointed out, “低俗不是通俗, 欲望不代表希望, 单纯感官娱乐不等于精神快乐”, which has been translated by *China Daily* as “Popularity should not necessitate vulgarity and hope should not entail covetousness, pure sensual entertainment does not equate to spiritual elation.” While it may not be seen as a wrong version, it is clearly molded in a Chinese thinking pattern. Considering the theme of his speech, the fact that “popularity should not equate to vulgarity” has never been declared so clearly in public by the president in face-to-face conversation, suggests that a more conversational sentence pattern may be adopted, such as “...should not be confused... with...nor ... with...”. Especially, “单纯感官娱乐” may not be rendered so rigidly as “pure pleasure”, but rather another phrase “sensual pleasure” may be considered. Similarly, to “Both directors were Italian, both depicted their characters in a fruitless search for sensual pleasure, both films ended at dawn with emptiness and soul-sickness”; “We have made up our mind from now on to live a regular life, doing sport every day, not staying up, drinking, and indulging in sensual pleasure” and so on.

Also, in the west, “spiritual” is often related to something religious. Spiritual relates to people’s thoughts and beliefs, rather than to their bodies and physical surroundings; relating to religion or religious beliefs: (Sinclair, 1999), similar expressions, such as “a spiritual approach to life”, “spiritual fulfillment”, “spiritual values”, “spiritual healing” have little equivalence to the intention of Xi’s speech. Considering the specific context, “mental contentment” and “head trip” may be employed, such as “If we look closely, we can see that there are two kinds of happiness. One is based more on physical comfort; the other is founded on a deeper, mental contentment”; “Man, this book is a head trip” and so on. It therefore be revised as “Popularity should not be confused with vulgarity, nor hope with avarice, and we have to realize that sensual pleasure in fact has little to do with mental contentment.”

In another passage, Xi said “在文艺创作方面, 也存在着有数量缺质量、有‘高原’缺‘高峰’的现象, 存在着抄袭模仿、千篇一律的问题, 存在着机械化生产、快餐式消费的问题”, which has been translated by *China Daily* as “The status-quo of ‘quantity over quality’ in art has created ‘a plateau without summits’ and led to a cookie-cutter approach in production and consumption, problems such as plagiarism and unoriginality still remain.” To my understanding, “a plateau without summits” is hard for English speakers to grasp in this sense without using mediocrity or fine works (“masterpiece” should be used very cautiously in this context). Also, “抄袭” (*chao xi*), so easily conflated with “plagiarism” which is an illegal act, has nothing to do with literature creation; “机械化生产” (*ji xie hua sheng chan*) and “快餐式消费” (*kuai can shi xiao fei*) both denote ways of production and living, which may be expressed “in the fashion of...” Therefore, the passage may be re-rendered as, “In terms of literature and artistic creation, there is a tendency for quantity to outweigh quality, for mediocrity to overwhelm fine works as a result of simply copying others’ stereotyped patterns following the fashion of mechanized production and fast-food consumption.” In this way, the equivalence gap may be effectively narrowed.

Conclusion

Clearly, the so-called faithful approach does not entail simple linguistic equivalence, but rather it needs to penetrate into cultural implications, where sometimes linguistic discrepancies may occur. Segmental equivalence is not true equivalence, which in many cases has to be interpreted one way or another, based on the essential meanings of its context, and this is particularly true concerning literary content. As Landers points out, “It is commonly thought that translators deal with words, but this is only partly true. Whatever their branch of translation, they also deal with ideas. And literary translators deal with *cultures*. In a very real sense, *Time* magazine was right when over a decade ago it called literary translators ‘couriers of culture’” (Landers, 2008, p. 72). Since Chinese elements are richly infused into Chinese literature, the focus of the translation should always be on their core values, which may be better revealed by an approach that has been modified with a more interpretive orientation.

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Keynote Speaker III

Tradition and Innovation: Linguistic Field Research in China

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[Abstract] *The present article combines the Chinese traditional and modern linguistic field research. It is widely admitted that modern Chinese linguistic fieldwork practice was introduced from the West, but also that knowledge in the humanities is strongly situated, especially in the field of language studies. The article, in terms of linguistic historiography, offers an overview of Chinese traditional linguistic fieldwork and the spread of modern Western linguistic fieldwork practice in China, and conducts a contrastive analysis between the two to reveal that modern Chinese linguistic fieldwork, though introduced from the West, is, by nature, a combination of Chinese traditional linguistic fieldwork in Fangyan studies and Western linguistic fieldwork practice.*

[Keywords] *traditional Chinese linguistic fieldwork; Fangyan studies; modern linguistic fieldwork*

Introduction

It is universally admitted that most renowned linguists worldwide have adopted field research as a basic method in collecting linguistic data, and in surveying language use or in learning the survival state of languages. For instance, Peter Simon Pallas (1741-1811), Johann Christoph Adelung (1732-1806), Wilhelm Freiherr von Humboldt (1767-1835), Friedrich von Schlegel (1772-1829), Rasmus Christian Rask (1787-1832), Sir William Jones (1746-1794), Franz Boas (1859-1943), Edward Sapir (1884-1939), Bronislaw Malinowski (1884-1942), John Rupert Firth (1890-1960), Mantaro Hashimoto (1932-1987), and others in the Western world, and Yang Xiong (53 B.C.E-18 A.D.), Xu Shen (58 A.D.-147 A.D.), Liu Fu (1891-1934), Zhao Yuenren (1892-1982), Li Fangkuei (1902-1987), Luo Changpei (1899-1958), Wang Li (1900-1986), Ma Xueliang (1913-1999), and others in China are known figures in the area of linguistic field research with *A Survey of Modern Wu Dialect* (1928), *A Report of Hu Bei Dialects Survey* (1948), and *A Grammar of Spoken Chinese* (1965) as examples.

It is safe to say that field research is a cardinal approach to collecting linguistic data in almost every aspects. This is especially true for descriptive linguistics and sociolinguistics of the 20th century. With the development and influence of the above two subjects, field research has finally become the primary approach and method of modern linguistics.

More specifically, what is linguistic field research? Some modern linguists define it as follows:

Linguistic field research or fieldwork is the collection of linguistic data outside of a laboratory, library or workplace setting, and it is also the process of observing systematically the informants in the chosen survey locations and studying the linguistic data from the observation. The approaches and methods used in field research vary across disciplines with sociology, socio-psychology, anthropology, and dialectology, economics, etc. for instance. Field research involves a range of well-defined, although variable, methods including informal interviews, direct observation, participation in the life of the group, collective discussions, analyses of personal documents produced within

the group, self-analysis, results from activities undertaken off- or on-line, and life-histories. Although the method generally is characterized as qualitative research, it may (and often does) include quantitative dimensions. (cf. http://en.wikipedia.org/wiki/Field_work).

However, some world linguists believe that it is a mixture of Western modern anthropology and linguistics, and it was translated into Chinese in the 1920s. Furthermore, some linguists have falsely assumed that field research is preserved for sociolinguistics, with no relation to other aspects of linguistic study. Actually, the fact is not as they believed. What Claire Bowerman (2008) maintains can prove the argument that field research maintains a close relationship with all aspects of modern linguistics, including phonetics, phonology, morphology, syntax, semantics and pragmatics. Historically, as a practical guide to all steps in linguistic fieldwork, it is not a product of 20th linguistics, and has a long history in both Western and Chinese traditions.

Chinese Tradition of Linguistic Field Research

According to Jia (2012), it was as early as the Zhou Dynasty and the Qin Era that linguistic field research existed. In *Da Liuxin Shu* 答劉歆書 [The Epistle to Liu Xin (around 14 A.D.)], mainly a refusal to the order of his senior official Liu Xin, to end his compilation of linguistic fieldwork notes of speeches throughout the then China and in other neighboring states, and to send Liu his fieldwork book unfinished, Yang Xiong (53 B.C.E-18 A.D.) stated, “I was once told that linguistic fieldwork notes by Light-Carriage Messengers had been deposited in the libraries of Zhou and Qin Houses.” In *Fengshang Tongyi Xu* 風尚通義序 [Preface to *Anthology of Han Custom* (around 194 A.D.)] the first travel notes in China, recording the ancient institutions, customs, and anecdotes of the Han Dynasty, including historical notes on Mount Tai in the current Shandong Province. Ying Shao (153 A.D.-196 A.D.) stated that in the Era of Zhou and Qin, imperial emissaries were sent on chariots every August to make annual surveys of regional speeches throughout China and from neighboring states. Both archival works affirm that linguistic fieldwork in China starts in the era of Zhou and Qin.

According to historical reports, linguistic fieldwork then was conducted under the royal orders. In order to strengthen the power of the royal house and the bilateral relations between the royal house and other neighboring states through learning their languages and customs, the Royal Houses of Zhou and Qin sent off their imperial emissaries in every August to collect their linguistic data and arrange the fieldwork notes into books accordingly. This historical picture is affirmed in the tenth volume of *Huayang Guozhi* 華陽國志 [A Chronograph of South-western China], a chronograph of history, geography, historical and figures, etc. in the south-western part of Ancient China that the messengers in the era of Zhou and Qin conducted linguistic fieldwork by gathering customs and linguistic data throughout China and in other lands to inform the lords the customs under heaven (He, 2006). Though linguistic fieldwork came into being in the era of Zhou and Qin, Yang Xiong in the Han dynasty pushed it to the peak by practicing linguistic fieldwork approaches and launched his fieldwork book.

As suggested above, the linguistic fieldwork notes of the Zhou Dynasty and the Qin Era were stored in the royal libraries and missing when both empires declined. As for the linguistic notes, Yang Xiong had no chance to read then. He, instead, learned only a general framework from Linlv Wengru, a relative on his mother's side, and received a note with no more than a thousand words from his friend Yan Junping when Yan died in the current Cheng Du city. In 13 B.C.E, Yang moved to take his position in Xi'an, the then royal city, hereby getting the opportunity to familiarize himself with the then official

language (*Jin* Language as the lingua franca) and to meet people from other lands. He referred to the linguistic fieldwork tradition of the Zhou and Qin eras and came to meet the envoys from other lands in both Xi'an and Chengdu, holding a writing brush and *buvjihx*⁶, noting down their speeches in the daytime, and arranging them in the night. This work lasted for 27 years and came with the birth of *YouXuan Shizhe Juedaiyu Shi Bieguo Fangyan* 輶軒使者絕代語釋別國方言 [Local Speeches of Other Countries in Times Immemorial explained by the Light-Carriage Messenger] (later shortened to *Fangyan*), which is the first Chinese dictionary of dialectal terms, and also, the first systematic linguistic contrastive work known in China until now.

Fangyan in Yang's eyes refers to the speeches in Korea in the north-east, those in the Hexi Corridor⁷ in the north-west, those in the Wu State, Yue State, and Xi'ou State, etc. in the south-east, those in the Liang and Yi States, and those in the Guilin area in the south. As shown above, *fangyan* semantically ranges across *language*, *regional speech*, and *dialect*, which is usually, but problematically, translated as the English equivalent "dialect". Therefore, John DeFrancis (1984) suggests *regionalect* (p. 57) while Mair (1991) suggests *topolect* (p. 7) for translating *Fangyan* in Chinese tradition.

Since Yang Xiong, the linguists of the dynasties have conducted linguistic fieldwork and edited dialectal works, yet their influence has not been able to emulate Yang and his *Fangyan* (13 B.C.E-14 A.D.). Although linguists in the time of the Zhou Dynasty and the Qin Empire pioneered the linguistic fieldwork practice, the linguistic field research in modern linguistics was not inherited from the pioneers of the Zhou Dynasty and the Qin Empire. It is, instead, the combination of traditional Chinese linguistic fieldwork and what is translated from modern Western linguistics.

Western Tradition of Linguistic Field Research

Linguistic field research in modern linguistics combines the interests of European linguists in the languages of the whole world, and the compilation of comparative vocabulary works. According to Robins (2007) and Humboldt (2008), the first comparative vocabulary survey in Europe is under the title *Mithridates* (1555) published by Conrad Gesner (1516-1565), in deference to the polyglot monarch Mithridates of Pontus (120 BC E-63 BCE); the second remarkable work of the sort is *The Comparative Vocabularies of the Languages of the Whole World* (1786-1789) published by German linguist P. S. Pallas in Saint Petersburg, with word lists from 200 languages collected by linguistic questionnaires over Russian dominions under the order of Catherine II (1729-1796); the third survey work also titled *Mithridates, oder allgemeine Sprachenkunde* by Johann Christoph Adelung who referred to Pallas's material, with the first volume issued in 1806, followed by the other two issued under the superintendence of Johann Severin Vater (1771-1826), contained almost 500 languages in the world. All of these works consist of linguistic data from questionnaires conducted under political or religious powers. However, these efforts are not, by nature, linguistic fieldwork.

Linguistic fieldwork is conducted in language communities, collecting linguistic data by means of questionnaires, informal interviews, direct observation, and collective discussions, etc. In review of the features mentioned above, it was German linguist Wilhelm von Humboldt (1767-1835) who started the

⁶ A kind of white cloth served as paper today to record information in ancient China.

⁷ In ancient China, this corridor is a principal land route from mainland area to Xinjiang area, starting from Wu Qiao Ranges 烏鞘嶺 in the east to Yu Men Pass 玉門關 in the west, ranging from Nan Mountains 南山 (namely Qi Lian Mountains 祁連山 and Altyn Tagh 阿爾金山) to Bei Moutains (Ma Zong Mountains 馬鬃山, He Li Mountains 合黎山 and Long Shou Mountains 龍首山) and covering almost 900 km. it was originally named Gan Su Corridor 甘肅走廊 after its location largely in the province of Gan Su area, as it is located in the west of Yellow River, it was given the current name.

modern linguistic fieldwork tradition in the West by recording, observing and participating in local community life of many states and countries. Humboldt's approach to linguistic research is the foundation of modern linguistic fieldwork, and offers a modern scientific approach to modern linguistics.

The linguistic research tradition based on fieldwork was inherited by F. Boas, E. Sapir, and other to observe and describe the languages of American Indian tribes, and was borrowed into sociolinguistics with its peak coming in the 1960s and 1970s. However, what was introduced into China was the linguistic fieldwork tradition of modern American anthropological linguistics and modern French linguistics from the 1920s.

Modernization of Chinese Linguistic Field Research

The modernization of Chinese linguistic field research came with the spread and reception of Western linguistic field research theories in China. The spread of modern Western linguistic field research in China started around the 1920s-1930s, mainly in the areas of experimental phonetics, *Fangyan* and Chinese minority languages. In the area of experimental phonetics, Zhao Yuenren adopted a modern Western linguistic approach to studying Chinese speech tones and published "The Experimental Approach of Chinese Speech Tones" in *Science* (Vol. 7, 1922), introducing experimental approaches to modern linguistics into China. Later, Chinese linguist Liu Fu collected Chinese speech tones from ten provinces by means of linguistic fieldwork, analyzed the data by French experimental phonetic technology, and published *Étude expérimentale sur les tons du Chinois* (1924) in the Shanghai Qunyi Bookstore, marking a representative work in the area of experimental phonetics, only second to Zhao (1922). As Liu did in 1924, Wang Li collected *Po ~pei* 博白 sound data in the Guangxi Zhuang autonomous region, analyzed the data using experimental phonetic equipment at the University of Paris, and finished his doctoral dissertation *Une prononciation Chinoise de Po ~pei* in 1931. The above three works are important references for Chinese linguists in conducting modern phonetic research by combining experimental phonetic technology and linguistic fieldwork.

In the area of *Fangyan*, Zhao Yuenren noted the sounds of the modern Wu dialect by using international phonetic alphabets during his linguistic fieldwork and published *A Study of Modern Wu Dialect* in 1928, which is considered the model of modern *Fangyan* studies and Chinese sociolinguistics. Later, he published *Notes of Zhongxiang Dialect* (1931) and *A Survey Report of Hubei Dialects* (1948), based on his linguistic fieldwork, which are considered representative works of modern Chinese *Fangyan* field research.

In the area of Chinese minority language studies, Chinese minority linguists borrowed a modern linguistic fieldwork approach used in the areas of modern Chinese experimental phonetics and *Fangyan* studies. Fu Maoji adopted Danish linguist Otto Jespersen (1860-1943)'s writing pattern of "from form to function and from function to form" to describe the sound system and grammar of the *Naci* language and published "A Study of The Moso Language (Wei-Hsi Dialect)" (1940-1943) in four volumes of the *Journal of Institute of Chinese Language and Culture Studies*, which is the earliest work to study the *Naci* language in modern Chinese linguistics. Xing Gongwan described the sound system of the *Bouyei* language and published "Notes of Zhong Ge Song in Yuan Yang Village" (1942) in the *Journal of Linguistics and Anthropology*. Gao Huanian described the grammar system of the *Yi* language and published "On Grammar of the Black Yi Language" (1944) in the same journal, to name a few. All these works in the area of Chinese minority language studies were grounded in linguistic fieldwork.

As indicated above, linguistic fieldwork in Chinese modern linguistics came from the spread of experimental phonetics in China, starting with *Fangyan* and Chinese minority language studies in the

1930s. Linguistic fieldwork before 1949 was in its embryonic stage with its focus mainly on observing and collecting the sound and grammar data of *Fangyan* and Chinese minority languages, describing its distribution, state, use, phonetics and formal features in order to reveal the attitudes the Chinese minority people held towards their mother tongues and Mandarin Chinese. Generally, linguistic field research during this period has, if any, little theoretical and logical analysis (Jia, 2011).

Since the 1950s, linguistic fieldwork has become the primary approach to Chinese minority linguistic research with several general surveys of *Fangyan* and Chinese minority languages nationwide. Unfortunately, with the collapse of Sino-USSR relations (1958-1965) and the coming of the Great Cultural Revolution (1966-1976), linguistic surveys had to stop until the 1980s. Through the development of the past 30 years, Chinese linguistic fieldwork has evolved into an integrated approach consisting of documental analysis, collective discussion, armchair talk, direct observation, participation in informants' lives and questionnaires.

Contrastive Analysis between Traditional Approach and Modern Version

To find out how traditional Chinese linguistic fieldwork is different from modern linguistic fieldwork, we need to make a contrastive analysis between them in terms of method, goal, scope and mission, with Yang Xiong case as the example of traditional Chinese fieldwork.

Method

Although it was in the Zhou Dynasty and Qin Era that the practice of Chinese linguistic fieldwork was conducted under the order of royal houses throughout China and in neighboring states, one of its great achievements was *Local Speeches of Other Countries in Times Immemorial* by the former Han dynasty linguist Yang Xiong. What Yang did before his linguistic fieldwork launched, was search for and read through the Chinese classics previous to his time to find *Fangyan* vocabularies and to explore their origins (Pu, 2002), based on the framework and data from Yan Junping and Linlv Wengru, two linguists before him. Actually, this practice is the same as documental analysis in modern linguistic fieldwork.

As aforementioned, Yang interviewed officials and soldiers from other lands with a Chinese brush and *buyjihx* in his hands (fieldwork journal), and noted the vocabularies different from the lingua franca. This practice in modern linguistic fieldwork was similar to the interview and one-to-one questionnaire method. Meanwhile, he stayed with the officials and soldiers to observe how they used these vocabularies and what customs they used in their traditions, which is also similar to today's direct observation in linguistic fieldwork.

Chinese linguists in the Han dynasty had conducted documental analysis, interviews, and direct observation in their tradition. As to whether there were questionnaires as in today's technical sense, we hardly have any literature to refer to.

Goal

The goal of linguistic fieldwork varies with the time and the academic atmosphere it was practiced in, and also the need of the government and its people. Linguistic fieldwork in the Zhou Dynasty, Qin Era and Han Dynasty carried strong political missions, mainly to strengthen the royal power and bilateral relations by learning the local speeches and customs of neighboring states.

Whereas, besides the indirect service to national political missions in making and carrying out the language policy and language planning by offering linguistic data concerning the current status, distribution, language use, language relations, and the attitudes the speakers hold towards languages

nationwide, modern linguistic fieldwork aims to collect and analyze linguistic data of sound, form (vocabulary and grammar), and meaning, and to explore the historical changes and the causes of the above aspects of a given language or *Fangyan* in order to offer linguistic evidences to general linguistics, and historical linguistics, etc.

Scope

Fangyan, in ancient China, had a wider referent, not just including regional and social dialects and speeches, but also foreign speeches such as Korean. Its reason is so simple that Chinese linguistic fieldwork in the past covered all peopled governed by, or under, the reign of the royal house. Moreover, linguistic fieldwork in the past focused only on vocabulary, with its aim to serve the political missions.

Comparatively, modern linguistic fieldwork mostly aims to survey the sound, form, meaning, language use, language status, the elements influencing the language use and its inter-generational changes, and language changes, etc. of a given language or dialect in a given area and beyond. Sometimes, there is also a project or two conducted across regions or borders, but it is not typical linguistic fieldwork conducted in modern times. However, linguistic fieldwork in Europe and America follows a different tradition and serves different academic missions. To better learn the world languages and to construct the linguistic typology, European and/or American linguists often conduct fieldwork beyond the language or dialect in a given region as a center. For instance, American-Japanese linguist Mantaro Hashimoto conducted linguistic fieldwork across East-Asia and published *Geographical Typology of Languages* (1977) in Japan. In recent times, more and more linguists have come to do fieldwork in Chinese minority regions such as Yunnan, Guizhou, Xinjiang, and Inner Mongolia, etc.

Mission

As mentioned above, linguistic fieldwork in ancient times only emphasized vocabulary (oral and written) to serve the royal houses by learning local speeches and customs, and facilitating information transmission. Aiming to serve the better management of national language affairs and construct Chinese linguistics, modern linguistic fieldwork focuses on not only the sound, form and meaning of Chinese minority languages and regional and/or social speeches, but also on their current status, language use, historical change, language attitude, language relations, language vitality, and languages in the urbanization process. In modern times, Chinese linguistic fieldwork plays more of an important role in drafting language policy and carrying out language planning, and making language education policies for Chinese minority people.

Implications and Conclusion

Traditional Chinese linguistic fieldwork is an important part of world linguistic field research. However, previous Chinese and world linguists did not consider its values in the development of Chinese *Fangyan studies* (dialectology) and Chinese linguistics. Pu (2002) highly evaluated the Chinese tradition of *Fangyan study*, especially the significance of Yang Xiong's effort and the language materials (oral and written vocabularies) it contained in the history of Chinese *Fangyan studies*. Though she mentioned the collection works by Yan Junping, Linlv Wengru, Liu Xin and Yangxiong (p. 87) and documental analysis conducted by Yang (p. 106), Pu did not consider what Yang had done in terms of Chinese linguistic fieldwork tradition and did not systematically combine what Yang had done for developing Chinese linguistic field research.

Wang (2007) argued that *Local Speeches of Other Countries in Times Immemorial* by Yang was a descriptive linguistic work (p. 163), considering only the vocabularies in the past. He (2006), based on the

modern academic criteria, pointed out that Yang's work was not sufficient in collecting vocabulary work and ignored the sound system of these speeches. Thus, we can assert that they did not fully consider the contribution of Yang's work on the construction of Chinese tradition of *Fangyan* study and linguistic field work. Actually, as mentioned above, Yang formed a so-called scientific system consisting of documental analysis, interview, direct observation, fieldwork journal writing and arrangement.

Grounded on documental analysis and contrastive study, this article combines the history of linguistic field research in China and in the West, and the introduction of modern linguistic fieldwork in China, as well as its spread in China, followed by a contrastive study between traditional and modern Chinese linguistic fieldwork to reveal that modern linguistic fieldwork is only the development of traditional Chinese linguistic fieldwork, and modern Chinese linguistic fieldwork. Although introduced from the West, it is, by nature, a combination of Chinese tradition of linguistic fieldwork in *Fangyan* studies and Western linguistic fieldwork practice.

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Reflections on Cultivating Application-Oriented English Translation Talent in Colleges and Universities in Guangdong Province

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[Abstract] With the rapid development of the global economy and science and technology, the international exchanges between China and foreign countries have become more frequent. In order to communicate and cooperate with other countries in every field, a large number of highly-qualified application-oriented English translation talent is needed. However, currently, the number of these talents in various fields in Guangdong Province is insufficient. Based on the social status quo, this research focuses on the innovative reform of training translation talent and puts forward some specific strategies, which are of great significance in realizing the direct docking between the trained talents in colleges and universities and the diversified demand of the markets and society.

[Keywords] international exchange; application-oriented translation talents; cultivating mode

Introduction

Under the background of economic globalization and the social informationization, the international exchanges of science and technology, education, culture, trade, economy, and politics in Guangdong Province continue to be strengthened, and the translation industry has experienced growth over the past thirty years, which means more and more qualified translators and interpreters are needed. Therefore, the cultivation of application-oriented translation talents has become an important issue for the colleges and universities in Guangdong Province.

Analysis of the Status Quo in the Society

Status Quo of Social Demand

With the increasing international exchange in Guangdong Province, the translation market has developed rapidly, the demand for qualified application-oriented translation talent has increased rapidly in society, and a higher quality of translation is required. The application-oriented translation talent refers to talent with solid basic skills, broad knowledge, international vision, professional knowledge, and a higher overall quality. In other words, a translator or interpreter is a high-level application-oriented person who should possess noble moral character, a profound knowledge of foreign languages, and have proficient translation skills. Translator or interpreter talent should be translation professionals with innovative spirits and a sense of social responsibility. The application-oriented translation talent should have four characteristics: practicality, applicability, adaptability, and innovation (Quan, 2012). However, at present, the number of highly qualified, application-oriented translation talents in various professional fields in Guangdong Province is small and cannot meet the requirements of the markets and society. Therefore, in order to satisfy the demands of society, there is an urgent task for colleges and universities to train qualified application translation talent.

Status Quo of Talent Cultivation

Nowadays, many people can speak with foreigners fluently in English in Guangdong Province, whether they are native English speakers from America, Britain, Australia, Canada, and other countries, or they are non-English native speakers from Germany, Italy, France, and so on. However, when they talk about expertise in professional fields, they do not have enough professional knowledge. In recent years, from the employment situation of undergraduates and graduates majoring in English translation from Guangdong Province, the number of undergraduates and graduates who are engaged in translation is relatively small. The reality is that the contradiction between the cultivation of translation talent and students' career development needs and the market demand for qualified translation talent is becoming more apparent. The current situation is that what students acquire at universities is out of touch with the actual needs of the society, and there is a gap between translation talents' cultivation and the market demand.

Cultivating Strategies of Application-Oriented English Translation Talent

In the process of cultivating English translation talent, college students majoring in translation should be given more opportunities to learn about the society and participate in the social practices in which more practical knowledge and skills can be acquired so as to improve their practicability and adaptability.

Determining Training Programs and Training Objectives

Since 2006 and 2007, the Bachelor of Translation and Interpreting (BTI) and the Master of Translation and Interpreting (MTI) degree programs have been approved as a new discipline, and the training system has been increasingly perfected. This has been especially seen in March 2011, in the guiding document, "Teaching Requirements of Translation Undergraduates in Higher Education Institutions" (Trial) (hereafter referred to as the "teaching requirements").

According to the teaching requirements, the cultivating objectives of undergraduate translation talents are designed as follows: Undergraduates should be familiar with the basic theories of translation, have a good command of interpreting and translation skills, proficiently apply translation tools, and know about the operation process of the translation and related industries. They are required to have a strong independent thinking ability, working ability, and communication and coordination abilities. Graduates should master the relevant working language, possess strong logical thinking ability, a wide scope of knowledge, higher trans-cultural communication ability, good professional ethics, and understand social culture in China and foreign countries. They can be competent for translation, interpretation and other trans-cultural exchange in foreign affairs, trade, education, culture, science and technology, military affairs, and other fields (Zhong, 2011).

Traditional training programs of translation talents only focus on language skills and translation practice ability without emphasizing connection with the market and society; therefore, it is difficult for graduates to meet the requirements of work quickly. A challenge for such training program is to make sure that they prepare graduates for the needs of diverse professions in the rapidly changing market. This means that programs need to be developed with the market needs in mind and that they need to ensure a good match between graduates' competences and employer's requirements (Christina, 2012). Colleges and universities in Guangdong Province need to adhere to the orientation of the local social needs and follow the cultivating objectives of translation talents, that is, to cultivate the application-oriented translation talents with a moderate theoretical basis, outstanding practice ability, international vision, and

innovative spirit. They can act as translators and interpreters not only in social life, but also in different professional fields. Translation talent training programs should develop and determine a market-oriented training program based on the needs of society.

Optimizing Translation Curriculum

A translation teaching curriculum should follow the principles of the Skopos Theory, namely, social demand determines the talents cultivation mode. First of all, it is essential to know about the market, adjust the curriculum, and make great efforts to enhance the localized translation ability (Zhang, 2014). The colleges and universities in Guangdong Province should combine education with the development of the localized industries and learn successful experience of application-oriented translation talents cultivation from foreign countries, such as, for example, an application-oriented translation talents course in the U.S, that has obvious diversified characteristics. The whole set-up of translation courses mainly consists of three modules: the first one is the translation theory courses, the second is translation practice courses, and the third is the courses related with translation and interpretation. The core translation courses include translation theory, translation practice, translation research methods, translation history, and so on. The research methods include case studies, workshops, and so on. The students have many choices about the courses. The auxiliary courses involve linguistics, literature, philosophy, psychology, and so forth, all of which have obvious interdisciplinary properties. The interpreting curriculum applicability should be outstanding, the core curriculum should cover application on different levels, and the auxiliary courses should be closely related with culture, media, audition, speech, and professionalism (Wang, 2012). Colleges and universities in Guangdong Province should cultivate the application-oriented translation talents who have excellent bilingual competence and professional knowledge integrated with specific market needs. The translation curriculum should be designed in time and be reasonable according to the demand of the market and the reflection of society so as to form a virtuous circle.

Innovating Teaching Patterns

Many domestic scholars have put forward English translation teaching patterns, such as the teaching pattern of functional translation theory, the teaching pattern of deconstruction translation, the teaching pattern of multi-mode theory, the constructionist teaching mode, and so on, which all play a positive role in promoting translation teaching. The teaching patterns listed above are based on certain theories. The project translation teaching pattern is a new type of teaching pattern. It is based on practice, which is helpful for improving the practical translation ability and level of translation talents.

The Project Translation Teaching Pattern refers to real translation projects being applied to the teaching of translation; the pattern has the characteristics of some specific translation projects as the target, real translation material, and classroom socialization. It changes translation "practice" into translation "internship" through real and specific insinuation factors, which provides students with multidimensional information sources. The constructivism teaching pattern emphasizes the learning process and emphasizes that students should acquire new knowledge through active participation independently with real projects as the main line, teachers as architecture, and students as the center (Chen, 2013). In the implementation process of the project, students in the class are divided into several groups, who complete real translation project together. The social practice is brought into the classroom, which is closely related with social practice in order to enhance students' independent thinking abilities, problem-solving abilities, and constructing the capability-oriented teaching pattern.

Establishing the Cultivation Mode for Application-oriented Translation Talents

The traditional cultivation modes for translation talents cannot meet the development needs of the ages. It has become a key task for higher education institutions to establish the cultivation mode for application-oriented translation talents.

The translation industry is an industry chain, which needs all the industry personnel to cooperate and jointly explore and promote the cultivation of applied translation talents, including teachers and students in colleges and universities, the researchers in translation research agencies, and the personnel in the enterprises and translation companies. Relying on the dominant cooperation module between schools and enterprises, the production-study-research training mode is implemented; namely, the talents, technology, and resources should be integrated within the colleges, universities, and enterprises so as to cultivate the application-oriented translation talents who meet the demand for the development of the market economy. Specific cooperation includes teachers' cooperation, curriculum construction, a co-constructing practice base, project cooperation, exchange visits, co-constructing laboratories, and so on (Li, 2014). The cultivation mode, combined with production, study, and research will play an important role in cultivating more application-oriented translation talents.

Updating Teaching Contents

Nowadays, the teaching materials of translation in many colleges and universities in Guangdong Province concentrate on literary translation, which is not very related to the market or society and cannot meet the urgent needs of application-oriented translation talents. Enterprise personnel can participate in the design of translation teaching content. In order to help students to understand the difference of different stylistic and text functions and master the various discourses, different translation principles, strategies, methods, and different types of applied text translation content should be added, such as, finance, economics, science and technology, finance, engineering, external publicity law, culture and so on (Han & Wang, 2014). The teaching contents in the classroom has changed into an “application-oriented” one with the real translation materials as the content of class teaching so as to help students adapt to their work as translators or interpreters after graduation as quickly as possible.

Strengthening Translation Practice

In order to improve the students' practical capability for English translation, colleges and universities in Guangdong Province can establish the teaching content system of translation practice, which includes five parts. The first part is to establish a campus translation platform and an experimental center, such as translation workshop and English interpreter training center. The second part is to establish practice bases for campus English translation, such as college translation centers or a translation company. The third is to establish the practice bases in the enterprises by deepening the cooperation between colleges and universities and enterprises. The fourth is to implement the dual tutorial system of universities and enterprises to jointly cultivate English translation talents. The fifth part is to set up a practice week or month for students to participate in the collective translation activities, such as the Canton Fair or various exhibitions, and to have internships in cooperative enterprises or translation companies.

Reforming Teaching Methods and Teaching Means

Translation courses are strong comprehensive skill courses accentuated with students' various abilities, such as understanding and expression ability, writing ability, cross-cultural communicative capability, and translation capability. Flexible and diverse teaching methods and means should be adopted in order to

achieve effective teaching results. In view of the present situation of social and economic development in Guangdong Province, the colleges and universities should break traditional teaching patterns and try to reform classroom teaching methods by utilizing diverse teaching methods, such as the case teaching method, the task-driven teaching method, the insinuation teaching method, the sound thinking method, and the project teaching method. They should also utilize network, corpus, and machine-assisted translation laboratories and other modern teaching means flexibly so as to cultivate the application-oriented translation talents and meet the need of the talent market.

Improving the Quality of Teaching Staff

A lack of high-level professional translation teachers has become a bottleneck in the cultivation of application-oriented English translation talents; therefore, it is an urgent task to enhance the cultivation and training of English translation teachers. First of all, translation teachers are encouraged to participate in short-term training classes to improve their teaching abilities, such as the professional translation teacher training by the Translators' Association of China, every year. Second, translation teachers should be sent to have short-term training at Beijing Foreign Studies University, Shanghai International Studies University and Guangdong University of Foreign Studies, or young and middle-aged translation teachers should participate in a further study as visiting scholars in well-known colleges and universities at home and abroad so as to improve their translation skills and teaching abilities. Third, the higher education institutions should actively introduce domestic and foreign translation experts who participate in directing the construction of translation majors and teacher training, teach related translation courses, employ translators and interpreters with rich translation and interpreting experiences; management personnel from the enterprises or translation companies should take charge of teaching translation courses as part-time teachers. Fourth, English translation teaching and research teams should be established to encourage teachers to participate in various international conferences and seminars about translation teaching and research and to publish academic papers so as to constantly improve their teaching and research ability.

Providing More Trainings in Professional Fields

Many undergraduates and graduates majoring in English translation after graduation have found that in practical translation work, their professional knowledge is so scarce that it causes great distress when carrying out translation and interpretation tasks. Therefore, in practical training, higher education institutions should strengthen the translation training in different professional fields, such as finance, law, accounting, logistics, exhibition, business, foreign affairs, tourism, and so on, so as to enable students to adapt to the job after graduation quickly.

Conclusion

In view of the demand of market and society, the cultivation of application-oriented English translation talents has become a top priority for colleges and universities in Guangdong Province. Some strategies can be adopted, including training programs and training objectives, curriculum, teaching patterns, cultivating modes, teaching content, practice teaching, teacher staff construction, and training in professional fields. The “Language + Major + Practice” cultivating mode may play a vital role in training qualified, application-oriented English translation talents to cultivate a large number of outstanding application-oriented translation talents for the rapid development of politics, economy, and culture in Guangdong province in the 21st century.

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Translation Strategies of Culture-Specific Items of Ethnic Groups in Intangible Cultural Heritage Literature

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[Abstract] *English translation of culture-specific items in intangible cultural heritage literature is an important manifestation of national local characteristics. This paper focuses on the characteristics of culture-specific items of ethnic groups, explores the translation principles, and introduces several effective and flexible translation strategies through examples in order to realize the cross-cultural communication of intangible cultural heritage literature.*

[Keywords] *culture-specific items; English translation principles; translation strategy*

Introduction

Ethnic intangible cultural heritage is the crystallized experience and wisdom of ethnic minority people through living in harmony with nature in its historical development. Intangible cultural heritage with the characteristics of Mongolia ranks forefront in 32 projects in China's "National Intangible Cultural Heritage". With the full implementation of the "One Belt and One Road" strategy, the Inner Mongolia grassland is increasingly prominent as the Silk Road Economic Belt region. The exchange of material culture is bound to promote the interaction between different cultures, and in particular, the intangible cultural heritage of Inner Mongolia will arouse attention, which also provides a good opportunity for intangible cultural heritage in Inner Mongolia to be internationalized. Under such a background, translation as a language intercommunication tool, paves the way for intangible cultural heritage to the world, and also plays a very important role in cross-cultural communication. In the process of translation, most of the time, the translation of culture-specific items (CSI) pose many problems because they vary among cultures as various nations have different histories and experiences in life. Therefore, there are cases when certain concepts of one culture do not exist in another culture, and these are difficult to fully understand because the members of the one society are unfamiliar with the other culture. It is of no exception in translating that Inner Mongolia literary works belong to an intangible cultural heritage, which should be worthy of attention and consideration for translators who are engaged in this practice.

Balagencang, in this paper, is one of pieces of Mongolian satirical folk literature, and was listed as the second batch of the National Intangible Cultural Heritage Protection Project in 2008 (Ministry of Culture of PRC, 2008). For a long time, the story spread in such regions as Inner Mongolia, Xinjiang, Gansu, Jilin, Heilongjiang, and the neighboring countries, such as Mongolia and Buryat in Russia. The works are composed of a series of witty stories and features a character named Balagencang, who is a man of wisdom and is full of the sense of justice and fights wisely against local rulers and evil officials.

This paper mainly intends to explore translation principles and strategies of ethnic culture-specific items by analyzing the examples from the story of *Balagencang* with the purpose of introducing China's ethnic intangible cultural heritage to the world, enhancing mutual understanding between different ethnic groups, and promoting cross-cultural communication.

The Concept of Culture-Specific Items

Cultures create a variability factor the translator will have to take into account, and among other things, Culture-Specific Items (CSIs) is one of the problems (Aixelá, 1996, p. 53). It is difficult to define CSIs because these expressions are always strongly linked to a specific cultural context. It is not always clear which words and expressions should be considered culture specific. The concept of culture is essential to understand the implications of culture-specific items.

Aixelá (as cited in Alvarez & Vidal, 1996, p. 58) writes: “CSIs are those textually actualized items whose function and connotations in a source text involve a translation problem in their transference to a target text, whenever this problem is a product of the nonexistence of the referred item or of its different intertextual status in the cultural system of the readers of the target text.”

Larson (1984, p. 431) defines culture as “a complex of beliefs, attitudes, values, and rules with which a group of people share.” She further holds that the translator needs “to understand beliefs, attitudes, values, and the rules of the source language audience in order to adequately understand the source text and adequately translate it for people who have a different set of beliefs, attitudes, values, and rules.”

In line with this specific conceptualization of culture, Newmark (1988, p. 94) acknowledges that each language group has its own culturally specific features. He classifies cultural words as follows: 1) ecology: flora, fauna, hills, winds, plains; 2) material culture: food, clothes, houses and towns, transport; 3) social culture: work and leisure; 4) organizations, customs, activities, procedures, concepts: political and administrative, religious, artistic; and 5) gestures and habits.

According to Baker (1992, p. 21), a source language word may express a concept that is unknown in the target culture. It can be abstract or concrete, may be a religious belief, a social custom or even a type of food. Translation is closely related to culture. Translatability of the so called culture-specific, culturally-bound expressions has always been in the focus among theorists of translation and translators.

The above demonstrates that there are no absolute equivalents between ST and TL. When translating CSIs from one language to another language, the problem of “zero equivalence” arises. The difference of different national cultures not only constitutes the necessity of human cultural communication, but also constitutes a barrier to communication. In the practice of translation, translators are facing a communication barrier that some culture-specific items of source language have no equal parts in the target language culture. Because of the differences in historical and cultural differences, the phenomenon of zero equivalence is not uncommon. Among them, the most prominent is the translation of proper nouns, including the names of people, places, and national culture specific vocabulary.

English Translation Principles of Culture-Specific Items in Intangible Culture Heritage Literature

Intercultural communication between different nations cannot be possible without translation serving as a medium. The export of our country’s intangible cultural heritage needs to be translated so that it can be learned by the Western world. Translation is an activity based on both language and culture, and words are the basic structure of language and the main elements of cultural infiltration, particularly the CSIs, as we have mentioned above; they reflect the unique way of life of a particular nation that has accumulated in the long course of history and the differences from other nations. In other words, CSIs are the exclusive words that carry cultural information, such as the common psychology of an ethnic group, the ways of thinking, aesthetic tastes, and life customs, etc. However, the translation of CSIs proves to be an obstacle when

Mongolian works belonging to intangible cultural heritage are translated into English. An old saying goes: theory guides practice. Therefore, it is necessary to make some principles before translation.

First, to meet the needs of intercultural communication, a good translation, to a large extent, is decided by the reader's response. Nida, in his works, often talks about the problem of reader response. Nida's "dynamic equivalence" or "functional equivalence" is centered on the recipient of the translation. In order to make the translation so that the recipients can understand and accept the original, the translation should be adopted in accordance with the specifications in which the target language words form. He believes that the object of translation is a reader or a speech receiver who can evaluate the quality of translation (Nida, 1999, p. 23). Vermeer considers translation to be a type of transfer where communicative verbal and non-verbal signs are transferred from one language into another (Nord, 2001, p. 11).

With the goal of intercultural communication, when translating Mongolian works, on the one hand, the translator should take into account the target reader's response, his/her expectations, and demands. On the other hand, he has to pay much attention to the ethnic culture, which is unique and distinctive, such as the CSIs.

Second, to maximize cultural transplantation at the level of language form and based on this principle, most of the time, the translator of CSIs will adopt a "foreignization" strategy. Translation is the communication among cultures, which may be within one culture or different cultures. Translation equivalence means equivalence in the aspect of cultural function between the source text and the target text. Different ethnic groups, using different languages, have different histories and cultures. In particular historical or geographical environments, every ethnic minority group has formed its own national characteristics in their long-term development process.

Third, to make dynamic adjustment under different translation context, a translator must make a suitable choice and make a dynamic and flexible adaptation of translation according to the specific cultural context, communicative context, and communicative object. The choice of the translation strategy is not mechanical or static, and different choices will be made under different situations. As known, the same significance may have different interpretations. Therefore, the translation strategy has a property of dynamic adaptation and selection.

Translation Strategy of CSIs in Intangible Culture Heritage Literature

Translation, as a cultural exchange activity trying to cross different discourse systems, makes it possible for different nations to communicate and exchange at the level of ideology and culture. Without doubt, the translation of CSIs in Mongolia's intangible heritage literature is a cross-cultural communication process. Considering the translation principles listed above, the translator should have deep insights into the source language culture and full understanding of inter-cultural communicative intention. With the aim of conveying Mongolia's culture and achieving the purpose of cross-cultural communication, following the principles we discussed above, the choice of the translation strategy is made according to the target readers' cognitive and cultural environments.

Transliteration with Annotation

Transliteration refers to the CSIs that are directly transplanted to the target language based on their pronunciation in the source language and are in accordance with the spelling rules of English pronunciation. In view of "zero equivalence" in the target language, transliteration can be adopted, particularly to proper names such as a place name or a person's name. However, in most cases, since the cultural connotation of

CSIs cannot be fully expressed by means of transliteration alone, it is wise to supplement appropriate annotations to bridge the readers' cultural gap. It can not only create a strong exotic environment, but also further the readers' understanding so that they can receive effective and authentic information of the source language. Let's look at the following examples:

1) 从前, 在一次那达慕大会上, 赛马刚刚收场, 看热闹的人呼啦一下围住了扎木苏老人的姑娘其木格, 庆贺她赢得了第一名。

Once upon a time, as the horse race just ended in a Nadam Fair, or Mongolian traditional sports meeting and recreation, the spectators surrounded Qimuge, the old Jamusu's daughter, congratulating her on her first prize.

In this sentence, the use of "Jamusu" and "Qimuge" belongs to direct transliteration of Mongolian names, while "Nadam Fair" (Nadam) retains an ethnic feature of the source language. The added information: "Mongolian traditional sports meeting and recreation" replenishes culture information and helps the target readers form cultural presupposition. In fact, the translation of most CSIs in Mongolian folk art literary works can be transposed into the mode of transliteration plus annotation. For instance, "好来宝" can be translated as "Holboo, a kind of Mongolian traditional folk art, which rhymed the first syllable in each singing."

2) 在路上, 他不巧碰上了好占便宜的毫布达格诺颜。

On his way home, he came across a Nuoyan named Hobudage (greedy in Mongolian) who wanted to take advantage of others.

"Hobudage", meaning someone who is insatiable in Mongolian, is translated by Mongolian pronunciation adding an annotation in a bracket to make the target reader understand better.

When translating place names in Mongolian, the method of transliteration plus categories can be used, which refers to the combination of Mongolian phonetic forms and its conceptual meaning. Thus, the following examples are as listed below: "Horqin steppe" (科尔沁草原); "Ejinord Salt Lake" (额吉淖尔); "Dolunord Lake" (多伦淖尔); "Dalenhala mountains" (答兰哈刺); "Altai Mountains" (阿尔泰山). Thus, the transliteration of the source language not only reflects the foreignization strategy, but also shows geographical and cultural features in the Inner Mongolia area, and the words next to it work for the target reader's thinking pattern. The transliteration of CSIs in ethnic literary works embodies the localization trend when translated into English.

Literal Translation (Plus Annotation)

Literal or word-for-word translation is the direct transfer of explicit features of SL text into TL text. Literal translation refers to similar content that is conveyed by the same expression form when translating from the source language into the target language, so the same effect can be produced to the target readers just as the original readers. It functions as a cultural fax, which assumes the task of translation as stated by Sun Zhili (1999). The literal translation is characterized in that it can retain the ethnic cultural image of the source language, as well as satisfy the curiosity of foreign readers of the exotic culture. Furthermore, to a certain extent, it can enrich the vocabulary of the target language system.

3) 常言说: "不均匀的篮子难挑, 没有轴的车辆难行。"

As the saying goes: "It is hard to pick the pole without balanced baskets on two sides; it is hard to drive a vehicle without an axle between the two wheels."

It is common that any kind of language will likely employ metaphors or other rhetorical devices in the expression of thoughts or ideas to get the effect of vividness. Therefore, the image in this Mongolian proverb is well expressed by literal translation within the range of the reader's comprehension and perception.

4) 残暴的诺颜心里想: 啊! 你小子是在指桑骂槐地说我呢!

The brutal Nuyan thought: Ah! You wretches are insulting me like scolding the locust while pointing at the mulberry.

People in different countries tend to share feelings towards some animals and plants with cultural connotations due to cultural inclusiveness. In this sentence, "scolding the locust while pointing at the mulberry" is literal translation, in which the "locust" and "mulberry" plants serve as metaphorical objects and retain the same meaning in English. In this way, it becomes an easy task for target readers to learn its implicit meaning. However, in some cases, some ethnic cultural information can be lost by literal translation. Consequently, an added annotation is used to fill the cultural gap. The following translation of Mongolian CSIs can be cited as examples:

“面鬼”: “dough ghost” (used as a substitute for the evil when Lamas chanted an incantation to exorcise the ghost);

“黑白灾”: “black and white natural disaster” (the black disaster is caused by less or no snowfall in the pastoral area during winter, while a white one with overall snowfall.)

Free Translation

Free translation can be adopted in the translation of CSIs because language conventions and ways of thinking are different due to the different social and cultural backgrounds between different ethnic groups. Priority is given to functional equivalence over language form, so the informative content is emphasized to get the communicative effect. Free translation attains its goal by analyzing the denotative and connotative meaning of the source language words unconstrained by the language form.

5) 这真是强龙压不住地头蛇呀, 没想到我巴拉根仓在这里要倒大霉!

Even the powerful person cannot suppress the local villain in his domain. I, Balagencang, will run into a big trouble here.

The Chinese words and 地头蛇, in this sentence denote, respectively, “powerful person” and “local villain”. The true meaning is that a powerful person from the outside cannot oppress the local power. The effect of literal translation here will be unsatisfactory, since the figurative meaning will make readers feel puzzled. In order to make it concise and comprehensive, free translation is used by giving up the original image.

6) “不成器的东西, 那你自己看着办吧”老王爷狠狠地瞪了儿子一眼, 拂袖而去。

Such a never-do-well, then you may do what you like,” said the old Wangye glaring at his son, and left in displeasure (anger).

“不成器的东西” is used to express the speaker's dissatisfaction, belonging to vulgar language, meaning that the person is capable of doing nothing. As there is no such kind of expression in English, the meaning can be conveyed by similar meaning in English. Similarly, the Chinese idiom “拂袖而去” describes that a person goes with a flick of his sleeves, meaning the person is ill-tempered. If just the action is translated, the target reader will feel at a loss. To avoid a semantic misunderstanding caused by the lack of cultural background knowledge, the implied meaning is translated instead of the original action.

Conclusion

The paper discusses and describes the different translation techniques and principles applied in the English translations of the Mongolian folk story, *Balagencang*, which is a text loaded with culture-specific items. The principle of translation leads to the choice of translation strategies, and the choice of strategy is based on a series of factors that constitute the context of translation. It is worthy of noting that translation technique is not simply one or two perspectives, but subject to internal and external factors of the translation's situation. Among them, the most important factor is the purpose of translation, the type of translation text, and the characteristics of the target text receivers, and given these elements, there is a lot to be done in the field of ethnic CSIs translation. It is important to transmit the message adequately, or it may lead to loss of the ethnic culture. Great weight should be attached to the translation of culture-specific items in such kinds of intangible cultural heritage because they play a significant part in introducing and spreading our ethnic culture to the Western world.

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On the Reconstruction Method in English-Chinese Translation of Political and Economic News in *The Economist*

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[Abstract] This paper discusses the utility of reconstruction in translating texts from The Economist, aiming to narrow the negative transfer caused by the divergence of syntax structures, logic patterns, images, and different connotations. The reconstruction method is a powerful instrument for translating political and economic texts. Through deconstructing and reconstructing texts, it frees meanings from its forms. The method standardizes the translation process, elevates its efficiency, and achieves functional equivalence between a target language and a source language, which leads to dynamic equivalence. Reconstruction is instructive, as well as practical, in translating English political and economic news for Chinese readers; thus, it can effectively improve accuracy and correctness of such texts.

[Keywords] political and economic texts; reconstruction; simplify

Introduction

The Economist, a widely-read periodical, gains its popularity from its up-to-date and specialized political and economic information. Readers are fascinated by its originality, as well as its sophistication and simplicity of wording. However, it is a great pity that the Chinese readers cannot savor the beauty of language through poor translation; thus, an effective method of E-C translation for such texts is urgently needed.

This paper, under the direction of the “functional equivalence” theory and the “deconstruction” theory, explores the feasibility of the reconstruction method to translate English political and economic news into Chinese by using examples. Through this effort, the author demonstrates that the reconstruction method, used skillfully, can greatly better translations so as to make them understandable and readable to target readers.

Problems and Solutions of Political and Economic Text Translation

Syntactic Structure Difference and Reconstruction

The English language emphasizes “hypotaxis”. Though complex, it has clear logic; the Chinese language attaches more importance to “parataxis,” composed of relatively short sentences and paralleled sentences

connected by a semantic logic (Liu, 2006). So when it comes to complex E-C sentences translation, the problem of un-equivalence emerges. In this situation, translators can deconstruct sentences and reorganize the Chinese sentences according to its authentic needs so as to achieve the equal functions between the source language readers and the target language readers.

In English-Chinese translation practice, there is more than one strategy to solve the problems caused by differences between syntactic structures: adjustment of word order, sentence splitting, merging, addition, and deletion. These syntactic restructuring methods can smooth sentences, to a certain extent. Recently, researchers at home and abroad have produced sufficient research on the process of deconstruction, but there is still a niche for the reconstructing process (Snell, 1988). Examples in this paper are products of deconstruction and reconstruction. Reconstruction, by its definition, means to rearrange the fragments that come from the deconstructed source language to get authentic expressions in the target language. Deconstruction and reconstruction are closely related; only by using these methods simultaneously can the desirable effect be achieved. In the following examples, the author reveals how they work in remaking the unidiomatic translations into authentic and readable ones.

Text 1: It desperately needs the extra economic growth an agreement would bring (2013).

Version 1: 它急需这笔由协议推动经济发展带来的额外增长。

Version 2: 它急需这笔协议推动经济发展，带来额外增长。

Analysis: This sentence can be broken down by its sense-groups; “It needs the growth” and “An agreement would bring the growth.” In English, modifiers are used to present different layers of meanings, yet habitually, Chinese speakers tend to use a “verb + object” pattern instead of a long attributive modifier. So an attempt to translate the sentences “faithfully” would definitely make a Chinese sentence unbearably long and awkward. The advantage of Version 2 is that it effectively reconstructs the fragments by combining an inner semantic logic with a magical comma. After the re-translation, Version 2 has a sense of hierarchy, and the logic relation of the sentence is released. By contrast, Version 1 neglects the syntactic difference between the languages so that it is at a loss of creating a good translation.

Jia Wenbo argues that translation theories seldom deal with pragmatic translation, so using literal translation theory to analyze practical translation is like a light dusting, not only ineffective, but also untargeted (Jia, 2004). Indeed, it seems that pragmatic translation is out of the scope of translation studies, which inevitably results in a confusion of pragmatic translation practice. However, the reconstruction method, with its flexibility and practicability, can break the deadlock and broaden the space for translation.

Logic Difference and Reconstruction

Differences of language form between English and Chinese are generated from the differences of hidden logic. To reconstruct language is, to some extent, to reconstruct the logic of language users. It does not only refer to logic transformation, but also involves logic addition and removal.

Text 1: And much of the American activity in Europe happens in partnership with local agencies, even in Germany (“Transatlantic espionage”, 2013).

Version 1: 许多美国对欧洲的行动的完成依靠当地机构，包括德国也不例外。

Version 2: 美国对欧洲的许多行动，甚至在德国的行动，都是在当地机构的帮助下完成的。

Analysis: The focus of the sentence is “in partnership with local agencies,” which implies that it is the local people that helped the American espionage. Though Version 1 faithfully restated the original meaning, it neglects the role of the “local people,” which actually reduces the irony of the sentence. Unlike Version 1, Version 2 sensibly reveals the hidden logic. In order to highlight the irony in Chinese pattern, Version 2 skillfully rearranges the sentence order because, in Chinese, an emphasized part usually appears at the beginning of a sentence.

Text 2: Had the Muslim Brotherhood remained in power, they might have learnt the tolerance and pragmatism needed for running a country (“Has the Arab”, 2013).

Version 1: 仍然当权的穆斯林兄弟会可能领会宽容务实这样的管理国家必须的因素。

Version 2: 如果穆斯林兄弟会继续掌控国家政权, 那么他们或可明白, 宽容和务实乃是管理国家的重要因素。

Analysis: The first version created great barriers in understanding by neglecting the logic between the subordinate clause and the main clause. The revised version bettered the translation by reorganizing the logic by identifying the omitted “if”; meanwhile, by syntactic reconstruction, it broke a long sentence into three fragments connected by “如果...那么...”, transforming the post-modifier “needed for running a country” into a pre-modifier to adapt to Chinese language characteristics. To translate such sentences, translators should break the restriction of language form and reveal the hidden assumptions to achieve clarity.

According to Nida, "functional equivalence" does not refer to no differences at all. The differences of the two languages are complex and diverse, and it is difficult for translators to find an exact equal corresponding word to the image in the translation process, so a general, equivalent correspondence is flexible (Nida, 1964). When there is no Chinese image corresponding to an English image in a sentence, translators need to find a new image to achieve functional equivalence, and, thus, the purpose of translation can be reached. Image reconstruction can be caused by many different reasons. Cultural images or notions are of special difficulty in translation, especially when they are related to religion. For example, to translate a title, “The Anointed America’s Non-Banks” into Chinese, translators may encounter a large problem in establishing a connection between “anointed” and an equivalent Chinese notion. A word-for-word translation would not make sense and a paraphrase might stretch the title into a long-winded sentence. In this case, reconstruction could be a powerful instrument. To reconstruct an image means to find a frequently-used image in the target language as a substitute for an alien image from the source language; though this serves as an explanation rather than a translation, it carries the needed information and thus fulfills the purpose of translation. By using a household Chinese legendary term “封神榜,” the reconstructed version successfully carries the two layers of the meaning: those non-banks are deified and there are many of them.

Transformation of word class is also frequently used in image reconstruction.

Text 1: America’s security umbrella allows European countries to feel safe from, for instance, the possibility of future Russian aggression while spending little on defense (“Transatlantic espionage,” 2013).

Version 1: 美国的安全网保证了欧洲国防开支虽然减缩, 却依然不用担心安全问题, 比如, 不用担心俄国可能会大举进犯。

Version 2: 因为美国安全网的保护, 欧洲国家不必担心可能来自俄国的突然袭击, 所以可以高枕无忧地减少国防开支。

Analysis: Literally, “umbrella’ could be translated into “保护伞,” but in Chinese “保护伞” has a derogatory implication that will probably arouse antipathy. When transforming the noun “保护伞” into a neutral verb “保护,” the problem could be easily solved.

The Connotation Difference and Reconstruction

Connotation reconstruction means to unfold the hidden meaning in the composition according to context, which is to make a clear explanation for some ambiguous words. Compared with the previous three methods, connotation reconstruction depends more on a translator’s own creativity. The quality of translation is more determined by the translator’s Chinese language competence. This method is a challenge to the translator’s comprehensive ability, language skills, and the associative ability. The articles in *The Economist* usually have rich connotations related to backgrounds known by natives; thus, it is a great challenge for Chinese readers to get the point. To transmit the connotation coherently and correctly, a reconstruction is extremely essential.

Text: The last tanks left in April. A petulant European response to the spy row risks speeding the pull-out (“Transatlantic espionage”, 2013).

Version 1: 坦克于四月份彻底撤出。欧洲怒斥间谍事件, 这会使美方加速撤离。

Version 2: 最后一批坦克在四月份撤出了。欧洲对窃听风波的愤怒加速了美军的撤离。

Analysis: “Spy row risks” refers to the American espionage scandal in Europe that irritated almost all European countries. This scandal put America into a dilemma, and therefore, it became one of the reasons for the American troops’ withdrawal. But for Chinese readers, it is of no need to know the detailed background information, so a four-word Chinese idiom suggesting espionage is enough to explain the connotations. Simply speaking, a translated version of political or economic news should, to the maximum extent, convey the essence of the source in most concise language.

Conclusion

Translation has always been a bridge between cultures, especially in a globalized era. Chinese readers have never been so eager to know the world; therefore, it brings opportunities and challenges to all translators. As an old Chinese saying goes, “Sharp tools make good work,” so, to satisfy the increasing need of high quality translations, value of an effective method – reconstruction – is rediscovered. It helps translators establish equivalences between a source language and a target language, and, more importantly, it successfully drags translators out of the dilemma between literal translation and paraphrase.

Translation, to some degree, resembles dancing in fetters: it allows flexibility and creativity, yet is also confined to the frames. It is the efforts to explore the excellence that deserves the reward from a bitter-sweet experience of translation.

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Study on the Translation of Traditional Chinese Typical Titles in *Honglou meng* from the Angle of Functional Translation Theory

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[Abstract] As an important portion of language, the study on titles has been a major concern of social linguists since the 1960s, this author carried out a comparative study of the titles cited from two English versions of *Honglou meng* and found out that once the title is determined, it expresses much more than its literal meaning. The differences in Chinese and English titles are closely related to their respective historic and literal sources.

[Keywords] traditional Chinese typical titles; skopos-theorie; foreignization; domestication; functional translation theory

Introduction

As an encyclopedic book (Wang, 2013), *Honglou meng* provides readers with a wealth of details concerning aristocratic households during the Qing Dynasty, including the traditional Chinese titles such as “老太太” (Lao Taitai), “太太” (Taitai) and “老爷” (Laoye). This novel fully embodies the traditional titles in Chinese feudal society. Those traditional titles are one part of Chinese culture. In the course of translating, especially in intercultural translation, it is inevitable for a translator to meet the translation of “titles.” In such a case, what attitude the translator holds, what strategies the translator should adopt to deal with the translating dilemma, etc. are the author’s main concerns. This author intends to do a comparative study on the translation of typical traditional Chinese titles in two English versions of *Honglou Meng* (one translated by the Yangs and the other by Hawkes and Minford) from an angle that takes translation as a purposeful activity. According to functional translation, which is a translating strategy, domestication or foreignization to be used depends on the translator’s aim (Nord, 2001). Traditional cultural sources represented by *Honglou meng* conflict with the Western target culture. Confronted with such conflicts, the Yangs, and Hawkes and Minford adopted different translating strategies. How did they deal with such dilemmas? How did they realize their translating aims? What about the effects of their translations? In this thesis paper, the author intends to provide some explanations.

Literature Review

In the 1970s, Germany witnessed the arrival of functional translation theory, which developed through the following periods. In the first period, Catherina Reiss (2004) first introduced the functional category into translation criticism and connected language features and types with translation strategy; this developed the mode of translation criticism based on the relationship between the source text and the target text so as to put forward the idea of the functionalist theory. In the second period, Hans Vermeer (1986) raised Skopos theory, which held that the highest principles in translation should be “objective laws.” That is to say, once the aims of translation differ, the strategies or methods adopted in translation also differ. In other words, the purpose of translation determines the translation strategies and methods (Yu, 2011). For the dispute of domestication and foreignization in translation history, and even for the dispute of formal

equivalence and dynamic equivalence, widely discussed in the near twenty or thirty years, “Skopos theory” has presented a very good explanation. In the last period, Christiane Nord (1991) fully concluded and improved functional translation theories. Nord first used English to systematically elaborate the internal and external factors to be considered in translation text analysis and then how to formulate the translation strategies to meet the requirements of translation purposes, based on the original functions. Nord analyzed the various functional translation theories and put forward guidelines that the translator should follow, namely the “function plus loyalty” principle, and, thus, perfected Skopos theory.

A Comparative Study on the Titles Cited from the Two English Versions

The Yangs translated *Honglou meng* with the purpose of propagating the Chinese culture by repeating the artistic value of the source text. They intended to raise the status of the Chinese culture in the world's multi-culture system because, at that time, the target readers of the works published by the Foreign Language Press were mainly “Chinese,” which had only the basic Chinese cultural background information. Meanwhile, the couple were obsessed with Chinese classic culture and attached great importance to the cultural comparative study. They fused the mutual interaction of comparative cultural vision of translation and cultural communication into the target text.

H: “But suppose Grandmother won’t let you?” (Hawkes, & Minford, 1973)

Y: “Suppose, though, the old lady won’t let you go?” (Yang, X., & Yang, G., 1999)

This is the conversation between Baoyu and his slave girl, Aroma. So when he refers to his grandmother – the old lady (Jiamu) – he uses “Lao Taitai.” It is appropriate and suits the situation. However, if you take a look at the two English versions, you may find that Hawkes and Minford’s translation of “Lao Taitai” into “Grandmother” lacks the respect from Baoyu to the woman and doesn’t fit the situation, even though it reveals the relationship between Baoyu and the old lady. On the contrary, the Yangs’ translation of “Lao Taitai” into “the old lady” is more appropriate. Therefore, the author prefers the Yangs’ version.

H: “Well, run along then! Your Grandmother will be worrying about you.” (Hawkes & Minford, 1973)

Y: “Haven’t you had enough of wandering about? The old lady will be worrying about you.” (Xianyi & Yang, 1999)

This is the conversation between Jia Zheng and Ba-yu, his son. Readers may clearly know that “Lao Taitai” here refers to Jia Zehng’s mother and Bao-yu’s grandmother. Though the relationship between these three characters is between members of the same family, when Jia Zheng talks to Bao-yu, he uses the title “Lao Taitai” because, at that time, many literary gentlemen are presented. Using such a title shows Jia Zheng’s respect for his mother, who holds supreme status and to whom he owes absolute power. Hawkes and Minford’s translation of “Lao Taitai” into “Your Grandmother” just points out the relationship among these three characters, but neglects the connotative meaning of the title “Lao Taitai.” To the contrary, the Yangs’ translation into “the old lady” is better.

H: “Well, you can come along with me to see Her Old Ladyship and Her Ladyship about this.” (Hawkes & Minford, 1973)

Y: “I’m going to have this out with you in the presence of the old lady and Lady Wang.” (Yang & Yang, 1999)

This is the conversation between Baoyu and Granny Li (Li Momo), who is Baoyu's wet nurse. She is angry at Bao-yu because he treats his slave girls better than her. Thus, she feels it is unfair as Bao-yu was fed and brought up by her. She utters these words in order to seek support from Lady Wang and the old lady. So both Hawkes and Minford's translation, "Her Old Ladyship" and "Her Ladyship about this" and the Yangs' translation – "the old lady" and "Lady Wang," are acceptable. The two versions express the connotative meanings of the titles "Lao Taitai" and "Taitai." But the author prefers Hawkes and Minford's version as the Yangs' translation, "Lady Wang," is less appropriate. It is impolite for an old servant to call out the master's family name.

H: "Aunt Wang only had to be the slightest bit displeased and I would get so upset that I couldn't sleep at night." (Hawkes & Minford, 1973)

Y: "When Her Ladyship is the least displeased, I'm too frightened to sleep a wink." (Yang and & Yang, 1999).

This is the conversation between Xi-feng and her husband Jian Lian. We know that "Taitai" in the example refers to Lady Wang, who is Xi-feng's aunt. Hawkes' translation of "Taitai" into "Aunt Wang" pays special attention to the relationship of Xi-feng and Lady Wang, but neglects the respect for her. Besides, Hawkes' version may make target language readers feel surprised because in the later sentence, "Even I am too frightened to fall asleep," shows Xi-feng not just respect but reverence for Lady Wang. So the author prefers the Yangs' version.

H: "No matter where he's been, Sir Zheng and Lady Wang are quite capable of looking after him themselves" (Hawkes & Minford, 1973).

Y: "No matter where he goes, the master and Her Ladyship are there to keep him in order" (Yang & Yang, 1999),

Concubine Zhao (Zhao Yiniang) is one of the concubines of Jia Zheng. She is also the real mother of Tanchun and Jia Huan. In Chinese feudal society, the status of a concubine is very low. Sometimes, a concubine is even lower and more degrading than a Decent or big slave girl. To some extent, a concubine is just taken as a tool that can give birth for men, or even worse, to meet their sexual desires. Therefore, Concubine Zhao is a woman without self-dignity or social status in the Jia family. The above example is the conversation between Xi-feng and Concubine Zhao. Although Concubine Zhao is Jia Huan's real mother and Xi-feng's aunt, as her status and that of Xi-feng is so different that Xi-feng talked to her in such a way. So, the author prefers the Yangs' translation. On the one hand Xi-feng's calling of – "the master" and "Her Ladyship" fully shows her respect for the Jia couple and suits the situation; on the other hand, it reveals the different statuses of Jia Zheng's wives.

H: Better get out of here! Your father will be here directly." (Hawkes & Minford, 1973)

Y: You'd better clear out! Lord Zheng is on his way here." (Yang & Yang, 1999)

This is the conversation between the two cousins, Jia Zhen and Bao-yu. As we know, they have the same seniority in the Jia clan. "Laoye" in the example actually refers to Jia Zheng, who is Jia Zhen's uncle and Bao-yu's father. Hawkes and Minford's translation of "Laoye" into "Your Father" just points out the relationship between Jia Zheng and Bao-yu, but neglects the respect he should show to Jia Zheng. On the contrary, the Yangs use "Lord" to show the respect for Jia Zheng, but unfortunately, they forget that a nephew should not call his uncle's second name. The author suggests that Yangs' previous translation, "the Master," is better.

H: "Your own suggestions are sure to be admirable, Sir Zheng," said the literary gentlemen ingratiatingly. "There will be no need to call in Yu-cun." (Hawkes & Minford, 1973)

Y: "Your suggestions are bound to be excellent, sir," they countered. "Why need we call in Yucun?" (Yang & Yang, 1999)

In this example Hawkes and Minford make a mistake similar to the Yangs' in the previous example, as they translate "Laoye" into "Sir Zheng." On the contrary, the Yangs' translation of "sir" is better. It is in accordance with the target readers' customs. The author prefers this version.

H: The usher smiled coldly. "What Your Honor says is no doubt very right and proper..." (Hawkes & Minford, 1973)

Y: The attendant sneered: "Your Honor is right, of course..." (Yang & Yang, 1999)

This is the conversation between Jia Yucun and an usher, or attendant, who is inferior to him. Therefore, his calling Jia Yucun "Laoye" is appropriate and suits his status. So both Hawkes and Minford, and the Yangs translated "Laoye" into "Your Honor." Because in Chinese, the word "Laoye" shows the addresser's respect for the addressee, so the translation of "Your Honor" in English has an equivalent effect.

Conclusion

The above analysis of the examples cited from the two English versions of *Honglou meng* indicates that since translation is a purposeful activity (according to Nord), the translator is granted the right of creativity. He/she may carry out his/her own translating purpose or the shared purpose with the initiator/patron, etc., or just the entrustor's purpose. No matter what purpose they have when they start a translation, they adopt an appropriate translating strategy to fulfill the assignment. As we know, there are two main translating strategies, domestication and foreignization, but in the translation of the Chinese classic novel, *Honglou meng*, even though the two English versions take on different features (or in other words, the translators' different styles), not just one translating strategy is used throughout the translation process. Therefore, we regard domestication and foreignization as just the means to help fulfill the translator's assignment. They do not contradict each other. On the grounds of functional theory, as long as it helps to realize the translation *Skopos*, either can be adopted by the translator depending on various translating situations or even translating dilemmas.

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The Difference That Translation Makes by the Translator's Unconscious

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[Abstract] The paper precisely pursues a formulation of the fundamental linguistic and cultural issues that translation raises. If the translator's unconscious is at work during the translation process, then it is important to understand how the distinctive linguistic and cultural practice that is translation gives a specific form and meaning to psycho-analytical concepts. This approach will enable distinctions to be drawn between the translator and the person, the culture, and the politics. The author will illustrate them with a specific case to establish a textual basis for the development of a psychoanalytic approach.

[Keywords] the difference; translator; unconscious

Introduction

Translation is largely an unreflective process in which the grounds for the translator's choices are not just unarticulated, but also unknown to his unconscious mind, and decisions are made in some far corner of the translator's mind. Indeed, although in describing one such translation process, a translator gives reasons for the choices, but none of these reasons provide an explanation that extends beyond a brief semantic or stylistic comment on target words or on a possible English equivalent. Many choices seem to be based either on linguistic or cultural values that remain unstated or sheer personal preferences. The aim here is to pursue the translator's unconscious. The point of departure, however, will not be psychoanalysis, not an exposition of basic psychoanalytic concepts, but rather, translation theory, a formulation of the fundamental linguistic and cultural issues that translation raises. If the translator's unconscious is at work during the translation process, then it is important to understand how the distinctive linguistic and cultural practices gives a specific form and meaning to psychoanalytical concepts. This approach will enable distinctions to be drawn between different aspects of the translator's unconscious, between the translator and the person, the culture and the politics. It will proceed, then, by presenting an exposition of theoretical concepts in translation and by illustrating them with a specific case so as to establish a textual basis for the development of a psychoanalytic approach.

The Translator's Unconscious

Unconscious study is a provocative hypothesis, but its implications have rarely been examined in translation studies; notable exceptions are the speculative projects of Gavronsky (1977) and Frota (2000). Translation scholars have studied those linguistic and cultural resources that are used spontaneously in the translation process but can be articulated upon reflection, and they might, therefore, be said to constitute the translator's latent thinking, easily recoverable rather than repressed (see, for example, the treatment of "norms" in Toury, 1995, pp. 53-69). Yet, although Weaver's essay clearly refers to such resources ("knowledge of the author's work," "reading in the period"), he stresses personal preferences or antipathies ("another word that always seems to cause me problems [...]"; "I dislike two plurals in a row," (Weaver, 1989, pp. 119, 120) whose origins he does not identify. One inevitably wonders, then, not only whether such choices have been unconsciously motivated, but also whether the "rules" that Weaver

denies applying are likewise unconscious, subliminal, or possibly repressed in his case, but nonetheless, active in the translation process.

Likewise, scholars of psychoanalytic theory have tended to overlook such considerations. They have instead chosen to follow Freud in understanding translation either as a psychic process (the translation of unconscious material into symptoms, or into the manifest content of dreams) or as the hermeneutic process that occurs during analysis (the translation of the symptoms and dreams into the analyst's language) (see especially, Mahony (1980); cf. the dissenting view of Amati et al., 1990: 297-301). Allan Bass (1985) presented an exceptional study of the unconscious as an interlingual translator, treating a linguistic error as the sign of an unconscious motivation. As this study suggests, more attention needs to be given to the idea that the unconscious, a universal category in psychoanalytic theory, might operate somehow in the translator's choices and be visible in the translated text, available for reconstruction.

The Irreducible Differences in Translation

Despite what may seem to be analogous linguistic and discursive structures between a source text and its translation, no similarity or meaning or of reception preexists in the translating process. Any such similarity is constructed on the basis of irreducible differences that are always already present before the translating begins, which the translator may work to resolve or simply mystify – as with the illusion of transparency produced by fluent translating – but which remain present in the translated text and complicate its communication function (Venuti, 2008, pp. 1-5). The differences are those that exist between languages and cultures. And although they are what translating is supposed to negotiate or resolve in the first place, it ultimately winds up multiplying and exacerbating them. Sometimes, without the translator's awareness, and in many cases without the awareness of the audience for whom the translation was produced or by whom, increasingly from the nineteenth century onwards, the translator has no access to the source text.

Its materiality, in the sense of the specific chain of acoustic or graphemic signifiers that are constituted, cannot be reproduced in translation and, therefore, are inevitably dropped by the translator. This displacement, to be more precise, involves a twofold loss: a loss of intratextual effects (what makes up the unique texture or signifying process of the source text), and at the same time, a loss of intertextual relations (what invests it with significance for readers of the source language who have read widely in that language). It also observes that when translation restores a body of text, a materiality, in the sense of another chain of signifiers in another language, the translation is “poetry.” The term “poetry” can obviously be loaded with various meanings that depend on what materials the interpreter brings to it, although we cannot be sure from this passage what load Derrida himself has given to it. As a result, translation exceeds the communication of any univocal signification that the translator establishes in the source texts, however reductive or decontextualized that signification may be. The creation of a different signifying chain proliferate semantic possibilities as the translator seeks to fix a signified chain that answers not only to the source text, but also to intelligibilities and interests in the receiving situation. In restoring a materiality, in creating a text, translation is radically re-contextualizing, and thus, produces a second difference, in fact a set of linguistic and cultural differences that are inscribed in the source text.

The Remainder and the Translator's Unconscious

Translators, then, can never entirely avoid the loss that the translation process enforces on the source text, on its meaning and structures, figures, and traditions. And translation cannot obviate the gain in their

translating, the construction of different meanings, structures, figures, and traditions, and thereby, the creation of textual effects that go far beyond the establishment of a lexicographical equivalences to primarily signify the terms of the translating language and culture. Following the important work of Jean-Jacques Lecercle (1990), this author calls these effects the “remainder” in a translation.

In a translation, the remainder consists of linguistic form and textual effects that simultaneously vary both the current standard dialect of the translating language and the formal and semantic dimensions of the source text. The variations that comprise the remainder complicate the establishment of a lexicographical equivalence with the source text because they work only in the translating language and culture and reflect the linguistic, cultural, and social conditions of the receptors. The remainder is the most visible sign of the domesticating process that always functions in translating; the assimilation of the source text to what is intelligible and interesting to readership in the receiving culture. But the remainder can also be a significant point of foreignizing effects by deviating from the current standard dialect, the form of the translating language that is the most familiar to readers and the most frequently imposed on translators by editors.

The remainder can be intentionally released by a language user. A poet or novelist, for example, may wish to vary the current standard dialect for literary effect; a scientist or engineer may wish to develop specialized terms to describe a scientific law or technological process with greater precision. Similarly, a translator may decide to release a remainder to vary the form and meaning of the source text because a linguistic feature or literary effect can be no more than approximated in the translation or because it cannot be reproduced at precisely the same point where it occurs in the source text. This sort of intentional variation is sometimes called compensation, the creation of a feature or effect that compensates for a loss of some aspect of the source text resulting from linguistic and cultural difference (c.f. Harvey, 1995). The remainder may also be released unintentionally. Conversation and writing can produce variations on the standard dialect that escape the language user’s conscious control, but that nonetheless signify meanings grasped by interlocutors and readers. Lecercle suggests, in fact, that the remainder might be considered “the linguistic equivalent of the Freudian unconscious, excluded or repressed by the rules of grammar. But trying to return in jokes, slips of the tongue, solecisms, and poetry” (Lecercle, 1990, p. 23). In translation, by the same token, a remainder may be unconscious on the translator’s part but highly significant in relation to the source text and the receiving culture. For example, a translator can unwittingly misconstrue a source text lexical item or syntactical construction, and the error may reverberate with meaning that amounts to a repressed interpretation of the source text.

Unintended Sound Effects and the Political Unconscious

In addition to misreading, Freud considers slips of the tongue that involve a similarity in sound. A word or phrase that might be expected to occur at a certain point in an utterance is replaced or contaminated by others that sound similar, yet are not part of the context and ultimately reveal a repressed anxiety or wish. Freud observes that “it is not the influence of the ‘contact effects of sounds’ but the influence of thoughts that lie outside the intended speech that determines the occurrence of the slip and provides an adequate explanation of the mistake” (Freud, 1960, p. 80). Such slips have a direct bearing on translation because the translating process substitutes another chain of signifiers for those that comprise the source text, and the translation may produce unintended sound effects that work only in the translating language and culture, as well as homophones or homonyms, rhymes or echoes that establish intertextual connections and thereby offer a glimpse of the translator’s unconscious.

The translator's double responsibility is to find out what the author has said in his language and then to say it in the translator's own language with as much of the author's words and intent as permitted by the differences between the two languages. He must, in short, make the language curtain as transparent as possible, letting the author speak for himself in a new tongue (Neruda 1973a, p. vii).

From the vantage point of the argument this author has been making, Walsh's statement of his intention is deeply questionable. He acknowledges that linguistic differences complicate the translating process, but he seems unaware that these differences make any transparency an illusory effect produced by the translator while ensuring that Neruda cannot ever "speak for himself" in a translation. Walsh is also unaware that his practice contradicts his intention. His use of the poetical archaism "roselet," for example, does not reproduce Neruda's opening lines. Here Neruda's simplicity is displaced by the artificiality of Walsh's poeticism, which because of its very archaic quality calls attention to itself as a word and so prevents the line from being transparent to an English-language reader. The source text produces the translator's desire by creating the stage whereon the unconscious can be revealed through textual effects, here a contamination through sound. But this case also points to the efficacy of an extensive intertextual network in the production of desire: the intertext of Walsh's translation encompassed not only "America the Beautiful," but also Neruda's other texts and the sensationalistic coverage of Allende's presidency in print and electronic media. Walsh worked in a cultural and social situation that was volatile enough to weaken his conscious control over his announced strategy of close adherence to the Spanish text.

The Unconscious Motivation of False Cognates

False cognates represent another kind of verbal slip or misreading that sometimes occurs in translations, and, depending upon the translator's experience and the source text to be translated, they may reveal an unconscious desire. A false cognate is a translating-language word that closely resembles a source-language word in form, often because of a shared etymology, but that nonetheless signifies a very different meaning because the two languages have undergone different historical developments (Shuttleworth & Cowie, 1997, pp. 57-58). Because the resemblance tends to be superficial, usually based on sound or orthography, a false cognate is likely to be chosen by beginning translators whose knowledge of the source language may be imperfect and whose experience with translation problems is limited. Hence, when a false cognate occurs in the work of a translator who has already produced a considerable number of translations, when it cannot be attributed simply to imperfect linguistic knowledge or limited translation experience or to what Freud calls "the laws of resemblance, of indolence or of the tendency to haste" (Freud, 1960:221), an unconscious motivation should be sought. In such cases, moreover, it may prove instructive to consider the relation of the false cognate to the meaning of the source text as a whole, since the error may be symptomatic of the translator's implicit commentary on that text.

Thoughts that are mutually contradictory make no attempt to do away with each other, but persist side-by-side. They often combine to form condensations, just as through there was no contradiction between them. All arrive at compromises such as our conscious thoughts would never tolerate but such as are often admitted in our actions (Freud, 1953, p. 755).

The unconscious motivations that can be detected in translators' errors, then, may reveal multiple and conflicting determinations, depending on the reminder that the translation releases, on the textual effects and inter textual connections that are unintentionally produced by the error. And the error may be symptomatic of a desire, not simply to interrogate, but to challenge or resist the discourse that has

unfolded in the source text. What may ultimately be at stake in the translator's desire is the very social authority and cultural prestige of the source-text author, if not, more generally, a desire to achieve an authorial recognition for the work of translation.

The Translator, the Name-of-the-Father the Mother Tongue

This point can be developed further if we introduce, finally, the Oedipal triangle that lies at the heart of Freudian psychoanalysis but rethink it according to Lacan's language-based theories. For Lacan, "it is in the *name of the father* that we must recognize the support of the symbolic function which, from the dawn of history, has identified this person with the figure of the law" (Lacan, 1977, p. 67). Lacan uses the term "Name-of-the-Father" to designate not a real person, the subject's actual father, but the symbolic function that the father comes to assume in the chain of signifiers constitutive of the subject. The Name-of-the-Father represents various manifestations of the "law," figures, institutions, values, and beliefs that carry social authority or cultural prestige, starting with the ancient prohibition against incest that regulates marriage.

In turning to translation, we notice that the translator is positioned between two signifying points: first, the Name-of-the-Father in the form of a source author and text, which not only represents an original creator and an original composition in relation to the second-order status of the translator's work, but which may also have accrued significant social authority and cultural prestige; and second, the mother tongue and the translation produced in it; the language that is not only the most familiar to the translator but also over determined by a libidinal identification with the maternal figure who first taught it, the language that is not only the primary site of the translator's linguistic competence and cultural knowledge, but also the site of the translation theories and practices that currently prevail in the translating culture (for clinical evidence of the relation between mother and mother tongue, see Amati, et al., 1990, pp. 90-105).

This author wants to argue that the omission is sympathetic of the translator's unconscious desire to compete against the foreign author. The circumstances surrounding the transition – notably that *Cosmicomics* was Weaver's first translation of Calvino's acclaimed writing, that the Italian author chose the translator after rejecting another one, and that the translator executed the project with such confident control – all suggest that the translator was seeking Calvino's approval of his work. Yet, in so doing he was also emulating Calvino's authorship and, even, in the increased precision and explicitness of the English version, surpassing the linguistic and stylistic features of the Italian text. The omission, more specifically, was subtly provocative: by deleting an allusive phrase that is so characteristic of the Italian author's wryly humorous style, Weaver subliminally challenged Calvino's identity as a writer, as well as the cultural prestige that his writing had already acquired in Italy and elsewhere at that time.

Conclusions

The notion of "the difference" in translation can be understood as two different kinds of relationships: first, as a resemblance between the source and translated texts and, second, as a resemblance between the translation and other values and practices in the receiving situation. These two relationships are not simply opposed, but also are often mutually undermining. Yet, they work together to guide every translation practice. Neither of them pre-exist in the translating process; both are constructions. It is always constructed on the basis of irreducible differences, structural and discursive differences between languages, axiological and ideological differences between cultures.

A cause of the irreducible differences in translation is the translator's unconscious. It must first be distinguished from the preconscious, from what the translator has learned but does not formulate consciously during the translating process. The preconscious includes the translator's knowledge of the source and translating languages, but also what Gideon Toury (1995) would call the cultural and social norms that shape the translating process, especially the translating tradition, conventions, and practices that currently prevail in the receiving situation. The unconscious, however, remains by definition, beyond the translator's cognitive grasp and is available only to another investigator – or perhaps to the translator at a later moment and in another, analytical situation. The translator's unconscious inexorably introduces differences into the translation because it emerges within the translating language and culture and in relation to the source author and text, a relation that may well be oppositional.

Some effects and connections may, in fact, be intentional; others exceed even the experienced translator's conscious intention, taking the form of misconstructions or misreadings that are symptomatic of an unconscious motivation, a repressed anxiety, or an unsatisfied desire. These factors ensure that the unconscious will always work against the similarities that the translator seeks to establish and prevent the translation from ever being a simple act of communication.

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Chinese Elements: A Bridge of the Integration between Chinese-English Translation and Linguaculture Transnational Mobility

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[Abstract] *As the popularity of Chinese elements in the innovation of the translation part in Chinese CET, we realized that Chinese elements have become a bridge between linguaculture transnational mobility and Chinese-English translation. So, Chinese students' translation skills should be critically improved; for example, on their understanding about Chinese culture, especially the meaning of Chinese culture. Five important secrets of skillful translation are introduced to improve students' translation skills.*

[Keywords] *Chinese elements; translation; linguaculture; transnational mobility*

Introduction

When we study the relationship between language and culture, there are always two extremely different points of view: the idea of identity between language and culture and the idea of language being culturally neutral. But this author agrees with Karen Risager in that transnational mobility is another, better and more reasonable way to understand the relationship between language and culture (Risager, 2008). The elements of Chinese culture are always a harmonious and effective way for Chinese to improve their translation ability in Chinese-English translation.

Linguaculture

The Relationship Between Language and Culture

Human understanding of the relationship between language and culture has significant influence on linguacultural transnational mobility, which forms the foundation of linguaculture. The relationship between language and culture can be traced from the 18th century onwards. A lot of scholars have realized and emphasized its importance, such as Wilhelm von Humboldt (1767–1835), Franz Boas (1858–1942), Edward Sapir (1884–1939), and Benjamin Whorf (1897–1941). Sapir and Whorf summarized their hypothesis that speakers who speak different languages think differently and have a different idea about the world (Sapir, & Whorf, 1954). He also stated the inner relationship among language, thought, and insight (Sharifian, 2011)

Recently, linguists Dell Hymes and John J. Gumperz suggested putting language study into the cultural and social environments. For instance, Gumperz and Hymes (1972), and Farzad (2011) even established *ethnography of communication* or a *communication means system*.

The Definition of Linguaculture Defined by Scholars

American linguist Friedrich mentioned linguaculture in one of his articles: “Language, Ideology and Political Economy”. Friedrich defined linguaculture as follows:

What we conventionally called “language” and “culture” are full of sounds and meanings, which constitute a single universe of its own kind, the parts of which are bound at least as much to each other as to anything else outside that universe. It is one universe

not only in terms of analysis, but also in terms of the point of view that is implied by the discourse and actions of the participants. Both grammar and culture have an underlying structure while they are constantly being used and constructed by actual people on the ground. I will refer to this unitary but, at other levels, internally differentiated domain or whole as “linguaculture,” or, correctly, Greek linguaculture, rural southern Vermont linguaculture, and so on (1989).

Farzad Sharifian defined linguaculture as an academic system. He explained: “Linguaculture is not only a simple academic term, which has become an academic system – ‘cultural linguistics’, it was said that the term ‘cultural linguistics’ was first used by a pioneer of cognitive linguistics, Ronald Langacker, in an argument emphasizing the relationship between cultural knowledge and grammar” (Farzad, 2011). Langacker stated that cognitive linguistic theories recognize cultural knowledge as the foundation not just of lexicon, but central facets of grammar as well” (1994).

American linguist and anthropologist Michael Agari became the first one to use linguaculture to call the relationship between language and culture. His meaning is that culture is the meaning. Language and culture cannot be separated. One cannot understand a language except by understanding the culture it will express (1994).

Linguaculture Transnational Mobility

The origin of a transnational pattern and the development of linguaculture transnational mobility is discussed in the paragraphs that follow.

The Origin of Transnational Pattern

Risager developed Agari’s theory by exploring the complex relationship between language and culture from a transnational perspective. She emphasized that linguistic and cultural practices change and spread through social networks along partially different routes, principally on the basis of transnational patterns of migration and markets (Risager, 2006). She first pointed out the term “transnational pattern”.

The Development of Linguaculture Transnational Mobility

There are two arguments about the relationship between language and culture: Are language and culture separable or inseparable? One view is that language and culture are inseparable. The representatives of the first view are Wilhelm von Humboldt, Franz Boas, Edward Sapir and Benjamin Whorf. In Sapir & Whorf’s linguistic relativity principle, or the Sapir-Whorf Hypothesis (1954), they stated the interrelationship between language and culture.

Another view is that language and culture are separable. Considering English as an international language, English is seen as flexible instrument of communication that can be used with any subject by anybody anywhere in the world.

The third view was pointed out by Karen Risager. On the basis of her research in 2006, Risager defined language and culture in a transnational perspective to see the relationship between language and culture. She said:

In my view, we should consider the decisive role of transnational mobility in understanding the changing landscape of languages in the world, and we should pay special attention to the meaning side (the cultural side) of languages by developing the concept of linguaculture – a concept that foregrounds the personal meaning resources and practices of the individual in shifting contexts” (2008).

Transnational Connections – The Idea of Language as Culturally Neutral

Under the environment of transnational mobility, it is interesting that in Hannerz's book *Transnational Connections*, he does not directly define the concept "transnational" but has the following comment on it in relation to the concept of globalization:

Hannerz ascertained that language must be seen as one of the central meaning systems of the human species. In using a particular language, people produce and reproduce meaning, exploiting among other things the semantic potentials and limitations of that particular language, developed as a result of a very long social and cultural history (1992).

The term "transnational" is, in a way, more humble and often a more adequate label for phenomena which can have quite variable scale and distribution, even when they share the characteristic of not being contained within a state (Hannerz, 1996; Risager, 2008). Hannerz's idea corresponds to Risager's, as she considered language as culturally neutral. She considered the phenomenon that languages are spread all over the world as the consequence of migration, tourism, and other kinds of mobility. When people see a specific language (or language variety), the use of languages may be seen as an almost continuous flow (and change) in social networks of people and groups of people. These networks may be small and local but may also stretch across continents. So, when a language is transferred to another country, we should not only consider the local country's culture, but also its meaning in its culture.

Chinese-English Translation Innovation in Chinese CET

As a national college English exam, the CET is managed by the Chinese Ministry of Education twice a year; it is held nationally, and it is the most popular exam in China. It has been held 19 years and experienced several innovations since 1987. The most significant innovation was in 2013 when the Chinese-English translation changed greatly, not only on form but also on mark, especially in contents. Chinese elements completely became the major strain. So, how translation can reflect the meaning of Chinese culture became a typical item for discussion. Reviewing the four exams from 2013-2014 there were more than twelve papers covering Chinese food, Chinese education, Chinese tourism, Chinese pandas, and Chinese internet development... 100% related to Chinese culture, and Chinese elements appeared in every translation part.

The essence of Chinese culture translation is as follows:

- It's not translation itself; it's both the translation and the culture.
It's the translation of the meaning of Chinese culture. The typical characteristic is that instead of translating Chinese into English, the translator should consider more of the meaning behind the culture.
- It's a kind of appreciation for Chinese culture.
As one of the oldest and longest cultures in the world, Chinese culture is full of precious treasures. As a good translator, it is very important to let the reader have the feeling of appreciation for Chinese culture's beauty during reading the translated passage. So, how to reach that effect while translating a beautiful passage into a different language is a critical topic for translators to think about.

The Secrets of Skilful Translation

- Translators must fall in love with the Chinese language, especially the beauty of artistic conception and have the ability to appreciate various cultures' beauty.
- Apply more literature teaching and reading in education, especially in higher education.
Nowadays, many university departments are divided into arts and natural science. The Natural Science department students don't have the chance to learn Chinese anymore; even English major students are far from Chinese courses, so students' skills in understanding the Chinese culture and Chinese speaking are becoming lower and lower, which is really a terrible thing. Some English major students are already used to talking in inverted sentences in Chinese. It is high time for us to wake up and take measures to increase up our national language ability.
- Make good use of Chinese-English variants to improve students' translation skills.
Because China is different from Western countries in policy, culture, tradition, and so on, translators have to find some ways to express themselves exactly because we can find Chinese-English variants everywhere due to globalization, such as paper tiger (纸老虎), three Represents (三个代表), and one country, two systems (一国两制)... (Shi Gengshan, 2008). The Chinese-English variant is based on official English; meanwhile, it can show the Chinese culture's characteristics vividly, so its existence is reasonable. It is also extremely necessary to use variant English to discuss China and enhance China and other countries through internationalization.

Therefore, using localized materials is like valuing and appreciating the cultural and social identities of the students. Students will definitely understand this appreciation, and their motivation to learn the language will increase. Consequently, they can understand the contents better and their performance on reading comprehension is enhanced (Mahabadi, 2013).

- To find a link between foreign language study and native literature, history, social, and cultural studies.
- As we know, it is very important to better understand the native literature and culture and for us to translate the native culture into foreign languages, but language studies should not always focus on native literature or culture. We should find a link between languages and literature or culture. As Karen Risager said, the link between the study of language and the study of literature is not a natural one; it is a historical construction that was once important in the nation-building processes. When this link is maintained today, it has to be specially motivated, for foreign language studies may as well focus on social studies, cultural studies, media studies, business studies, workplace studies, and art studies, etc. (Risager, 2005). So we must enlarge students' views through multiple perspectives by introducing them to more knowledge about social studies, cultural studies, media studies, and workplace studies instead of just teaching foreign language and the native language.
- To combine internationalization and localization.
Neither complete internationalization, nor complete localization is perfect. We should focus on the integration of Chinese culture in English, which has great influence in the effect on of translation.

Conclusion

All in all, English has become the most popular and most-widely used language in the world, and the Chinese culture has been spreading quickly all over the world. Translation is one of the most effective ways for countries to understand and communicate with each other and has become more and more important, even at the economic level. So, Chinese elements have become the most important way and are a steady bridge in the integration between Chinese-English translation and linguaculture transnational mobility. Why not find the most effective method for students to improve their translation skills based on the Chinese culture and Chinese elements, understanding, and learning by, for instance, educating student's love of the English and Chinese cultures, and having some classes on literature, social studies, business studies, literature, and art, etc.

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On the Translation of Numeral Fuzziness from the Perspective of Functional Equivalence Theory

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[Abstract] Numbers are often used to express accurate meaning. However, sometimes we use fuzziness in numbers to convey different meanings. There is a large cultural difference between Chinese and English with regard to numbers. It is important for us to explore ways and means of translating fuzzy numerals with the guidance of functional equivalence theory.

[Keywords] numeral fuzziness; translation method; functional equivalence theory

Introduction

Since human society came into being, numbers have come into our life in all aspects, and they have a strong connection with our lives. In written language and daily life, numbers have many functions. They can be used to express accurate amounts or to depict fuzziness. By exaggeration, metonymy, and other figures of speech, we can enhance our feelings and express them vividly and perfectly. Therefore, it helps us to have a better understanding of particular things and persons if we probe into numeral words. This paper focuses on how to deal with numeral fuzziness and how to translate it from the perspective of functional equivalence theory.

Literature Review

It is vital to review relevant studies on equivalence theory proposed by Eugene A. Nida.

Nida's Functional Equivalence Theory

As one of the most important figures in translation studies, Eugene A. Nida (1914-2011) tackled the questions of meaning, equivalence and translatability through a new "scientific" approach. His theory of translation developed from his own practical work when he was translating the Bible (Munday, 2010, p. 37). Equivalence can be divided into formal equivalence and dynamic equivalence. These are defined by Nida as follows:

Formal equivalence. Formal equivalence focuses attention on the message itself, in both form and content. One is concerned that the message in the receptor language should match as closely as possible the different elements in the source language (Nida, 1964, p. 159).

Dynamic equivalence. Dynamic equivalence is based on what Nida calls "the principle of equivalent effect" in which "the relationship between receptor and message should be substantially the same as that which existed between the original receptors and the message" (Nida, 1964, p. 159).

In 1986, Nida put forward his functional equivalence theory in his book, *From One Language to Another*, so as to eliminate the misunderstanding caused by formal and dynamic equivalence. It places more emphasis on receptor and target language than language form. According to Nida's functional equivalence theory, if a translator is able to convey the meaning of source text to target readers, the translation is acceptable and successful.

Summary

Through a preliminary introduction in the literature review, it is evident that these theories are very useful for us to probe the numeral fuzziness and its translation methods. The following discussion will focus on the origin and function of numeral fuzziness.

The Origin and Function of Numeral Fuzziness

Numbers are closely related to our daily lives. However, sometimes people don't use numbers to perform digital counting functions; that is, numbers are not shown as accurate values, but as an abstract conception. For instance, "a couple of days" refers to maybe two or more than two days. In this sense, numbers can not only show accurate values, but also approximate values.

Numeral Fuzziness' Necessity in Communication

Fuzziness is an innate attribute of language. When people cannot use precise figures to express something, they may resort to fuzzy numerals. One thing that must be correctly understood is that the phenomenon of fuzzy numerals cannot be seen as a deficiency in language development; it is a more advanced and detailed generalization during the course of language development. The attribute of numeral fuzziness plays a crucial role in making our information fluent and colorful. For example, “七八点星天外, 两三点雨山前” in this Chinese sentence has four numeral words, showing us a panorama of a splendid natural scene. At the same time, these figures also reveal the author's joyous mood.

The Function of Numeral Fuzziness

Wu Tieping (2002) once made a comparison between daily communication and fuzziness, which is, daily communication, like a huge “fuzzy” melting pot, transforming those accurate concepts into inaccurate ones. The transformation from accurate to inaccurate things perfectly presents the flexibility of numbers.

Here is an example. The Chinese version is “土别三日当刮目相看”. In Chinese, “三日” means three days, but actually it does not refer to three days at all. In fact, the noun phrase “*three days*” represents an uncertain time; it might mean a year or more.

There are more similar examples as follows:

1. 九死一生 *a narrow escape from death*
2. 七上八下 *at sixes and sevens*
3. 三心二意 *in twos and threes*
4. 接二连三 *one after another*
5. 一心一意 *wholeheartedly*

Numbers have a clear and direct meaning. With their help, the patterns and forms of sentences can be well composed. In whatever language we are speaking, numeral words share these features, and we make ourselves understood. .

The Translation Principles OF Numeral Fuzziness

In the process of language development, different languages have developed their own unique characteristics according to their cultural backgrounds. This leads to a difference in literal expression, as do numeral words. In order to bridge the gap between a Chinese numeral expression and an English numeral expression, we have to stick to the three principles discussed below when we do our translation tasks and make our translations respect the original text totally – consistent both in meaning and proper expressions.

Nationality Principle

Because of the differences in lifestyle, environment, and cultural heritage, each nation has its own cultural background and way to express itself. Among idioms, proverbs, and poems, we may easily detect some traces of the unique expression for each nation. Thus, when facing translation about numeral fuzziness, undoubtedly, nationality principle is the first thing to be considered. Only in this way can we make our translation faithful to the original. For example:

6. English Version: *If popularization remains at the same level forever, will not the educators and those being educated be six of one and half a dozen of the other?*

Chinese Version: 普及工作若是永远停留在一个水平上,那么教育者和被教育者岂不是半斤八两?

Analysis: Ancient Chinese people set sixteen Liang for one Jin. (Both Liang and Jin are all weight units.) So, one half Jin is equal to eight Liang. A translator here uses a similar English expression, which is six of one and half of dozen of the other, to represent it. It is in accordance with the original language expression.

Figurative Principle

First of all, the term figurative means that objects, people, or the countryside in the way they really look. Sticking to this principle helps to make us have an extended thought. Numeral words are beyond their numeral meanings, even if they are actually and completely numbers by themselves. Judging from this, during the course of English-Chinese translation, it is vital to choose appropriate words for the purpose of making excellent translation, as the following examples show:

7. Chinese Version: 一寸光阴一寸金。

English Version: *An inch of time is an inch of gold.*

8. Chinese Version: 一鸟在手, 胜于百鸟在林。

English Version: *A bird in the hand is better than a hundred in the bush.*

Easy-to-Understand Principle

Simple language (or, we may say spoken language) is never too hard to follow. We often see this especially in idioms and proverbs. Usually, this kind of language is catchy, short, and easy to follow. We also must adhere to this principle when translating. Here are two examples:

9. English Version: Bad news has wings.

Chinese Version: 坏事传千里

Analysis: Its literal meaning is “坏消息像长了翅膀一样 (传得飞快).” However, this translation, which is tedious and obscure, doesn't leave us a space for imagination. By comparison, the translation “坏事传千里” is more concise and impressive.

10. English Version: A drop in the ocean

Chinese Version: 沧海一粟

Analysis: Its literal meaning is “海洋中的水滴.” This translation makes readers confused and scarcely reveals the true meaning. Therefore, to translate it as “沧海一粟” seems better.

Feasible Ways to Translate Numeral Fuzziness

On the one hand, numbers can express precise quantities. On the other hand, they are often associated with the feature of fuzziness, especially when used rhetorically. The following discussion contains some feasible translating methods and skills:

Word-by-Word Translation

Word-by-word translation is the most common way to translate numbers. All we have to do is merely translate it as it used. Why can we translate numbers like this? There are two reasons: first, whether in Chinese or in English, the basic function of numeral words is to represent exact amounts. Second, both in Chinese and English, numeral words can be used in idioms or proverbs, as well as figures of speech. These features that the two languages share paves the way for word-by-word translation.

Method & Restricted Conditions

If numeral words simply play a basic digital counting function, we translate them as they are used without any changes. Apart from digital counting functions, e.g. in hyperbole, repetition, and other figures of speech, if numeral translation is acceptable in Chinese and English without affecting understanding, we can adhere to this translation method. The most common example is translation like “十, 百, 千, 万, 百万”, correspondingly translated as ten, thousand, ten thousand, million. For example:

11. Chinese Version: 三百六十行, 行行出状元。(谚语)

English Version: Each profession produces its top experts.

Chinese people like to use “三百六十”, “七十二” to express huge amounts or different kinds; however, we never see such expressions in English. But here, if we translate “三百六十” as “three hundred and sixty,” it may make English readers confused.

Free Translation

In free translation, as its name suggests, we do not have to translate by following a set pattern. In some cases, some numeral words are hard to distinguish. In order to avoid ambiguity and inconsistency, we adopt free translation to translate in context. Sometimes, even in texts where there are no numbers at all, we can still add numbers if needed.

Some feasible methods and examples.

Alter Original Number. Chinese and English have different idiomatic expressions about numbers. Sometimes, in order to achieve a better translation, we have to alter original numbers so that we can make translations more in line with target language. But, we should notice the differences between synonyms and ready-made expressions. For example:

12. A slave that is not twentieth part of the title of your precedent lord...

Three translators have different translations of the numeral part:

- a) 这一个奴才, 还赶不上你前夫的十分之一的二十分之一。
- b) 一个不及你前夫二百分之一的庸奴。
- c) 一个不及你先夫千百分之一的奴才。

From the three translations above, we can easily find that the first translator adopts a word-to-word translation method. The second translator just changes the form of the number; in essence, they all represent the same value. Now, let's focus on the third translator. He alters the original numbers and this

change makes Chinese readers understand the original sentence better. Obviously, the last translation is the best one.

(ii) Omit Numeral Words. Because of fuzziness, in some cases, we don't have to translate some numbers which are meaningless.

For example: “六神无主” (*restless*), “五大三粗” (*big and tall*), “不管三七二十一” (*do something at will regardless of the consequences*), “丑八怪” (*a very ugly person*), “at the eleventh hour” (在最后时候), “on cloud nine” (狂喜状态), and “strike twelve” (达到最高目标).

Use of Equivalents

People in China or England have their own unique numeral expressions. They may use different numbers to express the same fuzziness. In the light of these existing differences, when translating foreign languages, we should do in Rome as Rome does. For example:

13. Chinese Version: 柳嫂子有八个头, 也不敢得罪姑娘。(《红楼梦》)

English Version: Even if Mrs. Liu had nine lives, she'd never dare offend you. (杨宪益、戴乃迭译)

14. Chinese Version: 要算出咱俩谁吃了多少未免太麻烦了, 咱们二一添作五吧。

English Version: It's too complicated to work out how much each of us ate. Let's go fifty-fifty.

The Features of Numeral Fuzziness Translation

Faithfulness and smoothness

As a unique part of translation, numeral fuzziness translation also features faithfulness and smoothness. The phenomenon of numeral fuzziness varies under different cultural backgrounds. But the criteria of such translation remains the same, which is to make Chinese and English people better communicate with each other. In Example 11, even if “三百六十” was not translated into *three hundred and sixty*, people from different cultures could still understand each other. When translating numeral fuzziness, the translator should be fully aware that the English sentence is both semantically and grammatically acceptable so as to adhere to faithfulness and smoothness.

Emphasizing free translation

The most ideal condition for numeral fuzziness translation is that there are equivalents just as Example 3 demonstrates. But these equivalents are rare in both form and meaning. In light of this condition, free translation is preferred and adopted. It requires that the meaning of a source language is correctly conveyed, regardless of form and pattern. For example, “丑八怪” in Chinese means an ugly person rather than eight ugly monsters. Therefore, in the integration of word-for-word translation and free translation, the emphasis is put on the latter translation.

Conclusion

Numeral words play a crucial part in language. Not only can numeral words represent amount and sequence, but they can also reflect historical background and unique culture. In order to help people from China and English-speaking countries better communicate with each other, all the above-mentioned principles and methods should be taken into consideration.

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The Translation of “Chinese Elements” in Mao Zedong’s Poems

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[Abstract] “Chinese elements” abound in Mao Zedong’s poems, and how to translate them into English has been a challenging task for translators. The authors analyze several types of “Chinese elements” in Mao’s poems, including verse forms, allusions, legends, and reduplicative words. Based on Willis Barnstone, Gu Zhengkun, and Xu Yuanchong’s versions, the author exemplifies the translations of these “Chinese elements”.

[Keywords] Chinese elements; verse forms; allusions; legends; reduplicative words

Introduction

Mao Zedong was a remarkable talent of many ages with various roles, such as philosopher, militarist, and statesman, etc. He was also an outstanding poet. Mao Zedong’s poems have been widely spread throughout the world. Just as Ye Junjian, a translator responsible for finalizing the English translation of Mao’s poems, said, “the widespread of Mao’s poems were even better than that of the *Selected Works of Mao Zedong*. As famous literary work, it has higher values of appreciation and it has more fans and readers. In places as far as Paraguay in Southern America and Greece at one corner of Mediterranean, there were translated editions of Mao Zedong Poems...” (Ye, 1991).

Mao Zedong’s poems are realistic in content, while artistic. He inherited the positive romantic tradition of Qu Yuan and Li Bai in ancient China and created more magnificent artistic styles than his predecessors. Mao Zedong combined rich imagination, ingenious metaphor, and bold exaggeration with myths and legends, created many specific artistic images, and expressed the writer’s rich inner world with extraordinary feeling. It can be said that Mao Zedong’s poems, which have inherited and developed poems in the Tang and Song Dynasties, are excellent artistic forms that perfectly embody unique “Chinese elements.” However, how to render these “Chinese elements” into English and help foreign readers understand these Chinese cultural connotations has been a tough task for scholars and translators.

Some research has been done in this area, however, it is rather sporadic. There’s been research on the translation of reduplicative words or on the translation of allusions which lacks systematicness, and the notion of “Chinese elements” is seldom put forward. From this perspective, this paper is innovative in bringing forward the “Chinese elements” and in attempting to analyze the term in different aspects in a systematic way.

Among many excellent translations of Mao Zedong’s poems, the authors of this article take the widely-accepted Willis Barnstone, Gu Zhengkun, and Xu Yuanchong’s versions as examples to analyze the translation of “Chinese elements.” This article first analyzes different types of “Chinese elements,” including verse forms, allusions and legends, and reduplicative words and then provides proper translation strategies.

Types of “Chinese Elements”

Verse Forms

Mao Zedong’s poems are written in the form of classical Chinese poetry which, as a rule, is strictly regulated in line length, tonal pattern, and rhyme scheme, namely the number of characters in each line, the variation of level and deflected tones, and the end rhyme. Mao Zedong’s poems include *lü shi*, *jue ju* and mostly, *ci*.

The poems with rhyme regulation and fixed line length are called either *lü shi* or *jue ju*. *Lü shi* and *jue ju* are two major forms of ancient poems that were popular in the Tang Dynasty (618-907). *Lü shi* includes eight lines of either five or seven Chinese characters with the same rhyme used throughout the poem. *Jue ju* consists of four lines of either five or seven characters. Both *lü shi* and *jue ju* prescribe a rigorous tonal pattern; that is, the level and deflected tones are applied alternately in each line, antithetical in every two lines, and the last character of an even line usually shares the same type of tones.

The poems with “tune” are called *ci*, which was fully developed in the Song Dynasty (960-1279). The *ci* was written to be sung with musical accompaniment and had a strict tonal pattern and rhyme scheme with lines irregular in length, but fixed in form. At the very beginning, a *ci* was composed to suit a certain tune of music. When the *ci* developed into an independent literary genre, it no longer had anything to do with music. Although tune names originally had certain meanings, afterwards poets only chose a tune name that was most suitable for expressing the content without taking into account what it originally meant. Therefore, a tune name is only a symbol to show that the poet observed the rules laid down by this tune name in his creation of the poem.

Generally speaking, Mao Zedong observed the traditional rules of classical Chinese poetry to achieve the harmonious effect of the sound, the form, and the meaning.

Allusions and Legends

Mao Zedong was a master of ancient Chinese literature. His allusions were exact, enthralled, and easy to understand, reflecting his outstanding language ability. In Mao Zedong’s poems, allusions appear frequently. For example, Wu Gang and Chang E, the roc spreading his wings, the Goddess of Mount Witch, Mount Pillar, the tower of Yellow Crane, Herculean King, and the two queens of Shun, etc. are punch lines to the poems.

The allusions were adapted flexibly to express the poet’s feelings and did not rigidly adhere to their original meanings. For instance, in “Against the Second Siege,” he employed the allusion of the flying General Li Guang to convey the bravery of the Red Army. Comparing the Red Army to Li Guang, he combined the allusion with reality perfectly. In “Reply to Li Shuyi,” the fairy tale of Wu Gang and Chang E in the palace of the moon was adopted and recreated, changing their image of loneliness and grief into being joyful and delighted to memorize and eulogize the two martyrs. The poem reflected his respect for the two immortals and expressed his yearning and praise for them. The chrysanthemum was a symbol of sadness and pity with coming autumn, but in Mao Zedong’s poem, the wild chrysanthemums were blossoming all over, full of vigor and vitality. In traditional poetry, autumn symbolized grief and sadness. However, in Mao Zedong’s poem, autumn conveyed the image of prosperity and flourish. It was a vivid description of Chinese revolution growing vigorously.

To sum up, the poet employed allusions and myths to express ideas and sentiments. The poet brought forth the new through the old and adapted ancient forms for present-day use. The employment of

allusions and legends was natural and perfect, and they became an organic part of the total poetic design, which amounted to a very high artistic level.

Reduplicative Words

According to Wikipedia, reduplication in linguistics is a morphological process in which the root or stem of a word (or part of it) or even the whole word is repeated exactly, or with a slight change. Reduplication is used in inflections to convey a grammatical function, such as plurality, or intensification, etc., and in lexical derivation to create new words. It is often used when a speaker adopts a tone more expressive or figurative than ordinary speech and is also, often, but not exclusively, iconic in meaning.

Although reduplication is found in a wide range of languages and language groups, its level of linguistic productivity varies, and it has distinct application in different languages. In Chinese, two identical words, which are linked together not only in form, but also in meaning, are called reduplicative words. The employment of reduplicative words has a long history and has been one of the oldest rhetoric devices since ancient times in China. Some reduplicative words describe the dynamic condition of the objects delicately. Some reflect the poet's deep and sincere feelings. Whether they are used to describe things or feelings, they have the function of echoism, imitation, and express vividness. The employment of reduplicative words also helps to create a musical effect and exalt artistic flavor.

In Mao Zedong's poems, reduplicative words appear frequently. For example, in "Yellow Crane Tower," there are four pairs of reduplicative words: "茫茫", "沉沉", "苍苍", and "滔滔". The employment of these words emphasizes the effect of scenery description, as well as poetic expression.

The Translation of "Chinese Elements"

Translation of the Verse Forms

In Willis Barnstone's version, the verse forms are not translated. The translator only translates the title of each poem. For example, "沁园春·长沙" is translated into "Changsha" directly. "七律·回韶山" is translated into "Return to Shaoshan." In Xu Yuanchong's version, *lü shi* and *jue ju* in the title are not translated. While in Gu Zhengkun's version, *qi lü* is rendered into "to the tune of Seven-Character Lü Shi," and *qi jue* is rendered into "to the tune of Seven-Character Jue Ju."

As mentioned above, when *ci* developed into an independent literary genre, it no longer had anything to do with music. The content of *ci* has no relationship with the name of the tune. However, since the names of tunes are characters able to arouse certain associations in the readers' minds, their proper translation is still important.

In Xu Yuanchong's version, there are altogether 19 different tune names. Dealing with the translation of these proper names, Xu adopts liberal translation, that is, to succinctly translate the meaning of the names. The reason or the advantage of using this technique here is to make them "literarily associative" and evoke vivid, yet distinct, pictures in the readers' minds.

For example, "采桑子" is translated into "Tune: Picking Mulberries," which will enable readers to view a moving and energetic picture full of vitality; "如梦令" is translated into "Tune: Like a Dream," which arouses the readers' understanding of life since it is often said "life is just like a dream." "蝶恋花" is translated into "Tune: Butterflies Linger Over Flowers," which may evoke a picturesque scene of spring in which butterflies are lingering over colorful and fragrant flowers and reluctant to leave. "渔家傲" is translated into "Tune: Pride of Fishermen." "忆秦娥" is translated into "Tune: Dream of a Maid of

Honor,” and “满江红” is translated into “The River All Red.” Each translation of the tune name presents distinct images for the target readers through these associative names.

Gu Zhengkun translates the tune names similarly with Xu Yuanchong. He adopts the format of “to the tune of ...” For example, “采桑子” is translated into “To the tune of Mulberry-Picking Song.” “蝶恋花” is translated into “To the tune of Butterflies Love Flowers.” The function of translating the tune names is also similar to Xu Yuanchong’s.

Translation of the Allusions and Legends

In *China and West: Comparative Poetics and Translatology* (2003), Professor Gu Zhengkun writes that: Chinese culture has so long a history that astronomical things and events have been recorded, which construct a part of Chinese traditional cultural deposits. All these astronomical things and events are represented by one or several key words, the codes like keys. Usually, when we mention these codes, the stories behind them will be associated. However, people who do not know much about our language will feel at a loss about what we are saying.

“Language use involves not only verbal usage, but is cultural sensitive” (Nida, 1993). Allusion is a cultural conception deserving special consideration and elaborate manipulation in translation. The use of allusions is a justifiable poetic device, provided they are not intended as a display of erudition, but as an organic part of the total poetic design. Mao Zedong’s poetry abounds in allusions, which makes his poetry more expressive. However, a proper rendition of allusion proves to be quite difficult, for most allusions bear strong cultural and historical connotations. The three translations of Mao Zedong’s poems illustrate how flexibly the translators render those culture-bound elements to foreign readers.

- a. 往事越千年，魏武挥鞭，东临碣石有遗篇。萧瑟秋风今又是，换了人间。（浪淘沙·北戴河）

*More than a thousand years ago
the mighty emperor Cao Cao cracked his whip
and drove his army against the Tartars.
Let us move east to Stone Mountains. Today
we still shiver in Cao’s poem of “autumn gale in desolate winds”
yet another man is in the world. (Willis Barnstone)*

*Two thousand years ago just on this land,
The Emperor Weiwu, whip in hand,
Rode eastward to Jieshi, his poems of the autumnal sea remain;
Now the autumn wind sighs again,
But the old world has changed its reign. (Gu Zhengkun)*

*Over a thousand years ago by the seaside,
Whipping his steed, Wu of Wei took a ride.
Verses on his eastern trip to Mount Stone still remain.
The autumn wind is blowing now as bleak as then,
But changed is the world of men. (Xu Yuanchong)*

From the above translations, it is noticeable that Barnstone’s version stresses the expression of the content, and he employs relatively free forms. The translations of Gu Zhengkun and Xu Yuanchong use rhymes at the end of each line and convey more poetic color. The common point of the three translations is that they all use annotations introducing the historical figure after the translation of the poem. In the

annotation, the translators introduce that Cao Cao, or the Emperor Weiwu, or the Martial King of Wei, (155-220) was one of the three kings who tried to unify the empire in the period of Three Kingdoms. In 207, he came by horse to the Rocky Hill or Mount Stone by the seaside and wrote a famous poem. Not only have Gu Zhengkun and Xu Yuanchong introduced King Wu, but they have also have translated the original poem into English so that the readers can know the cultural connotations.

- b. 神女应无恙, 当惊世界殊。(水调歌头·游泳)

If the goddess of these mountains is not dead

she will marvel at the changed world. (Willis Barnstone)

Should the Wushan goddess be alive and sound today,

She would marvel at the world now in new array. (Gu Zhengkun)

Mount Goddess standing still as before

Would feel surprised to find no more

The world of yore. (Xu Yuanchong)

Willis Barnstone's translation is easy to understand, but it lacks poetic flavor, and he doesn't add any annotations concerning the goddess. Gu Zhengkun uses alliteration and rhymes in his translation. He explains the location of Wushan in annotation, but fails to mention the goddess. In Xu Yuanchong's annotation, the translator explains as follows. A Chinese legend went that the Goddess of Mount Witch would come out in the morning in the form of a cloud and in the evening in the form of a shower over Mount Witch or Mount Goddess, the highest peak along the Yangtse River. Therefore, the perfect translation together with the annotation full of cultural images can definitely contribute to the better appreciation of the poem for foreign readers.

As many scholars and translators have observed, translation can not avoid alterations, and the most typical example is the allusion translation. From the above examples, it can be concluded that when translating allusions and legends, it is better to combine translations with annotations.

The Translation of the Reduplicative Words

The use of reduplication can intensify the charm of the poems and give them unique rhythm. However, how to translate these Chinese reduplicative words into English remains a great challenge for translators.

- a. 茫茫九派流中国, 沉沉一线穿南北。(菩萨蛮·黄鹤楼)

China is vague and immense where the nine rivers pour.

The horizon is a deep line threading north and south. (Willis Barnstone)

Nine streams, mighty and misty, each ploughs the land in its course,

One railroad line so endless and dark threads from south to north. (Gu Zhengkun)

Wide, wide through the land flow nine streams full to the brim;

Long, long from south to north threads one line deep and dim. (Xu Yuanchong)

In Willis Barnstone's translation, “茫茫” and “沉沉” are rendered into “vague and immense” and “deep,” respectively. In Gu Zhengkun's translation, they are rendered into “mighty and misty” and “endless and dark.” Xu Yuanchong uses “wide, wide,” and “long, long...deep and dim.” Using repetitive words to translate the reduplicative words in an appropriate way that can restore the beauty of sound and sense in the original poem. Other rhetorical devices, like alliteration, can strengthen the effect.

- b. 烟雨莽苍苍, 龟蛇锁大江。(菩萨蛮·黄鹤楼)

Blue haze and rain,

Hills like a snake or tortoise guard the river. (Willis Barnstone)

Far and wide the smoky rain veils the scene and the town,

The Mountain Tortoise and the Mountain Snake lock the River Long. (Gu Zhengkun)

Shrouded in grizzling mist and drizzling rain,

Tortoise and Snake hold the River in chain. (Xu Yuanchong)

Since “苍苍” in the first line cannot be separated from the previous part, it requires the translators to use some techniques to reach the poetic effect. Willis Barnstone doesn't translate “苍苍” specifically, and its meaning is hidden in “blue haze and rain.” Gu Zhengkun's version “far and wide the smoky rain veils the scene and the town” conveys the vivid image yet it's a bit redundant. “Shrouded in grizzling mist and drizzling rain” in Xu Yuanchong's version best conveys the picturesque scene. “Grizzling” and “drizzling” can restore the effect of reduplicative words to the maximum extent.

- c. 战士指看南粤，更加郁郁葱葱。（清平乐·会昌）

Our soldiers point and look eagerly

south to Guangdong,

onion green and sensual in the distance. (Willis Barnstone)

Our soldiers point southward to East and West Guang,

Where the southern hills look doubly verdant and young. (Gu Zhengkun)

Our warriors, pointing south, see Guangdong loom

In a richer green and a lush gloom. (Xu Yuanchong)

Willis Barnstone's “onion green and sensual”, as well as Gu Zhengkun's “verdant and young” is not sufficient to express the meaning of “郁郁葱葱”. In comparison, “in a richer green and a lush gloom” in Xu Yuanchong's translation better conveys the image in the original poem.

- d. 高天滚滚寒流急，大地微微暖气吹。（七律·冬云）

Icy brooks bubble high in the air

and on earth a slender wind is warm. (Willis Barnstone)

In the skies cold waves roll on, swift and strong,

On the earth warm breeze gently fans and moves along. (Gu Zhengkun)

In the steep sky cold waves are swiftly sweeping by;

On the vast earth warm winds gradually growing high. (Xu Yuanchong)

Willis Barnstone uses “bubble” and “slender” to express “滚滚” and “微微”. “Bubble” and “slender” are not antithetic in the part of speech, or in meaning. Gu Zhengkun employs rhymes and alliteration to express the beauty of sound. In Xu Yuanchong's version, the subjects, verbs, adverbs, and adverbial phrases in these two lines are well balanced. What is more, alliterations such as “swiftly sweeping” and “gradually growing” are used to represent the original repetition of characters so that beauty in sense, in sound, and in form are all brought out (Xu Yuanchong, 1993).

From the above examples, when translating reduplicative words, it can be summarized that the original beauty in sound is brought out by the use of rhymes, alliterations, and assonances. The translators need to adopt various methods and deal with it flexibly.

Conclusion

The Chinese nation has a long history with a rich culture. After several thousand years of sediment, many unique “Chinese elements” have been accumulated, which reflect the humanism, history, and customs of

the Chinese nation that are unique in the world. In Mao Zedong's poems, there are a lot of "Chinese elements," such as traditional verse forms, allusions and legends, and reduplicative words. They are difficult to understand, especially for foreign readers who know little of the Chinese culture. If translated well, the poems can be more accepted and appreciated in the world. Many excellent translators, both at home and abroad, have contributed their talents in this field. Willis Barnstone, Gu Zhengkun, and Xu Yuanchong are the best of them. The authors of this paper compare the three versions of Mao Zedong's poems and briefly analyze the translation of "Chinese elements" in Mao's poems. Concerning verse forms, especially the tunes of *ci*, although they are irrelevant to the content of poems, it is better to translate them since the tunes can arouse certain associations in the readers' minds. For allusions and legends, it is better to combine translations with annotations so that the readers can understand the history and legend in the poem. When translating reduplicative words, the translators need to be more flexible, and the use of rhymes, alliterations, and assonances can definitely increase the poetic effect.

With the promotion of international cultural exchanges, it can be asserted that the profound ideological and aesthetic connotations of Mao Zedong's poems will be increasingly accepted and appreciated. The "Chinese elements," together with Mao's poems, will be more and more recognized in the world. To translate the "Chinese elements" and to spread them to people from other cultures still remain a challenging task for scholars and translators.

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Report on Chinese Translation of Excerpt from *Moon New Orleans*

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[Abstract] Based on Skopos Theory, this paper takes excerpts of *Moon New Orleans*, a kind of travel guide book published in America, as the translation text. The paper explores the text features of tourism text and then tries to find the translation skills needed for translating travel guide books. The author hopes this translation report can draw people's attention to translations of foreign tourism texts in order to improve translation quality, meet people's need to learn about foreign cultures and customs, and promote cultural exchange between China and other foreign countries.

[Keywords] tourism text; Skopos Theory; translation strategies; translation techniques

Introduction

In recent years, with the deepening of China's reform and opening up and increasingly strengthened international exchanges, outbound tourism has developed rapidly. As it has become a trend, more and more Chinese people have chosen to travel abroad. However, in the course of traveling abroad, one major problem faced by Chinese people is the barrier of language communication. Therefore, tourism text with English-Chinese translations is essential for Chinese people to understand their travel destinations. This translation project is excerpted from the book *Moon New Orleans*. It is a travel guide book about New Orleans that introduces the attractions, customs, and suggestions for tourists in New Orleans and elsewhere. This excerpt is a tourism text introducing the transportation, habits, and customs information and services of New Orleans in English. Translating it into Chinese would bring great convenience for Chinese tourists. This article is a translation report based on completion of the translation project. It explores the methods of English tourism text translation based on an analysis of the language and text features of English tourism texts, with Skopos theory as the guide; it seeks solutions to the specific problems encountered during the English tourism text translation. This author hopes that the translation of the text can provide the necessary information, as well as convenience, for Chinese people traveling to New Orleans. The author also hopes that this report will provide some references for future tourism text translation, thereby enhancing the quality.

Literature Review

Source and Basis of the Project

The translation material is excerpted from the book *Moon New Orleans*, the 2013 edition of the *Moon* handbooks series. *Moon* handbooks are a set of travel guides that are published by Avalon Travel. As an independent travel guide, *Moon New Orleans* briefly introduces the city's history, culture, scenic spots, accommodations, and shopping, etc. Part ten: "Essentials", is chosen as the translation material of this thesis. It is concerned with the local transportation, conduct, customs, tips for travelers, health, and safety information and services.

Language Features of the Source Text

Being familiar with the features of tourism texts is useful to express the information of the source language. Furthermore, it can offer clear information to the target language readers. Newmark (2001, p.

40) divided text into three types: expressive, informative, and vocative. Generally speaking, having made a decision on the travel destination, readers always read travel guides with the aim to obtain specific information. The function of travel guides is not sales promotion, but providing information about travel destinations, which refers to references. Hence, travel guides belong to the informative type. *Moon New Orleans*, one book of the *Moon handbooks* series, briefly introduces the general situation of New Orleans. The abridged translation material is concerned with essential information about New Orleans, referring to local transportation, conduct and customs, tips for travelers, and health and safety information and services. Therefore, it is immensely practical and typically informative. This author will analyze the language features from lexical, syntax and discourse aspects.

Lexical Features

Through reading the translation material, we can see the words are terse and lively. Either verbs or adjectives are general vocabulary and easy to understand. To sum up, there's no rare word other than specialized nouns. Meanwhile, there're some obviously descriptive adjectives and adverbs, such as *exact*, *highly*, and *especially*, etc. As the abridged part is not concerned with attractive introductions but about essential information, it contains a great quantity of specialized nouns, including place names, government entities, and cab companies, etc. For example, there are place names "Metairie," "Kenner," "Jefferson Parish," government entities such as "Crescent City Connection Police," and the "Orleans Parish Sheriff's Office," and there are business names, such as "New Orleans Regional Transit Authority," cab companies such as "Checker Yellow Cabs," "New Orleans Carriage Cab," "United Cabs," "White Fleet Cab," and "Elk's Elite Taxi." In addition, the guide includes such information as radio stations: "WWOZ," "WWNO," and "WTUL," etc. So, those vocabularies bring many difficulties for translation.

Abbreviations are also often used in the source text. The rules of forming abbreviations are very simple. In order to save space, some abbreviations are created according to need, such as B & B = Bed and Breakfast.

Syntactic Features

As the abridged material is concerned with basic information of the destination, the sentences are concise and perspicuous. Many simple sentences, participle phrases, and gerund phrases are used everywhere, such as "licensed and established cab companies," "a printed receipt," and "Staying outside the Quarter." Backpackers can easily memorize some useful information through these expressions. Besides, most sentences are written in present tense, and imperative sentences are commonly used. For instance, "In general, avoid parking over 18 inches from the curb."

The author used many modal verbs to offer suggestions to travelers euphemistically, such as, "If you're staying beyond the downtown area, it might be better to park in the Uptown or Mid-City neighborhoods and use public transportation to visit the French Quarter and CBD."

From the entire text, we could find the second personal pronoun "you" is often used, which makes readers feel amiable, like being personally on the scene. For example, "You will often find taxis waiting at major intersections near Bourbon Street and other nighttime hot spots in the Quarter."

Another characteristic of syntax is long sentences, such as "Another important route is the Jackson-Esplanade line (91), which runs from Rousseau Street in the Garden District, through the CBD,

along the north edge of the French Quarter, up Esplanade Avenue, and past City Park, ending at the Greenwood Cemetery.” Some of these complicated sentences are hard to translate.

Generally speaking, tourism text tends to be simple in syntax and prominent reader status characteristic, just as Li Ming’s delivery (2007, p. 209): “The style of English tourism text is always simple and the structure is precise but not complex. The contents are concise, clear and easy to understand. The preciseness of information and practicality of language is apparent.”

Discourse Features

Viewed from the aspect of discourse, there are a number of connectives used in the source text, which consist of conjunctions (and, or, but, although), adverbs (instead, however), pronouns (that, this, another) and relative pronouns or adverbs (that, which, where). These connectives make the discourse elements naturally link up and read coherently. For example, “Currently, there are two pedicab companies in the city: Bike Taxi Unlimited, which serves the French Quarter, the Faubourg Marigny, the CBD, The Arts District, and Uptown; and NOLA Pedicabs, which mainly serves the Quarter, the CBD, The Arts District.” In this sentence, “which,” as a relative pronoun, is used twice and “and,” as a conjunction, is also used twice, which makes the content clear, understandable, and coherent.

Translation Theory

Function translation theory in Germany came into being in the 1970s and the 1980s. It’s representatives are Katharina Reiss and Hans Vermeer. Skopos Theory stresses the interaction of translation and the pragmatic characteristics of translation. Skopos Theory states that the form of the target language must be achieved first. The definition of Skopos Theory of translation is that against the background of the target language, it creates a text for the purpose of the target language and for the readers who belong to the environment of the target language. In other words, it produces a text for a target setting, for a target purpose, and a target addressee in targeted circumstances (Nord, 1997).

Christine Nord comprehensively summarized and perfected Skopos Theory. She proposed the loyalty principle. The loyalty principle means that the translator should consider the intention and expectation of all the participants of the translation activity, which are the writer of the original text, the client (customer) of the translation, and the receiver of the translation.

The main purpose of travel handbooks is to enable the tourist to get some information related to the nature, geography, culture, customs and other aspects of the area they wish to travel. Therefore, generally speaking, the major style of English tourist texts is simple and brief, and its structure is not complex but rigorous; the form of the text and the choice of vocabulary is brief and clear, the expression is directly understandable and can be accepted by common people. It also pays attention to the accuracy of the information and the utility of the language.

The translation of tourism texts should be a kind of communicative behavior that crosses language, society, time and space, culture, and psychology, which boosts the development of tourism and the tourism industry. It belongs to the applied translation or practical translation. It is a kind of communicative behavior that has a strong sense of purpose. It should theoretically be instructed by Skopos Theory. The translation of tourism is the same as translation of other text of practical translation; tourist translation should take the transmitting information as the main purpose and also pay great attention to the effect of translation of the information.

Translation Methods

Literal Translation

Literal translation is a good choice to translate lively and closely. It retains the idea, style, and rhetoric of the original text. However, literal translation is not word-for-word translation (Yuan, 2013). Sometimes, translators should make some changes in translation so that the translation is more acceptable. Some sentences, if used literally, would not be in accordance with the culture of the target language. Especially for some idioms, translators should have extensive knowledge and comprehend the original language thoroughly, especially in translating professional materials.

Example: You must pay with exact change by depositing coins or inserting \$1 bills into the fare box at the front of the bus or streetcar.

Translation: The passenger must pay for the ticket with exact change by depositing coins or inserting \$1 bills into the fare box at the front of the bus or streetcar.

In this example, the author simply translated the entire sentence in the original sentence's word order, but "you" isn't translated as a "personal pronoun." For the entire text, "you" is not a specific reference, but a general reference. Therefore, translation into "the passenger" could express information more directly and make the target language reader feel more amiable.

Adding

English expression is quite concise, and some language components are sometimes omitted. When doing E-C translation, we should add the omitted component so as to make the original text's information clearer to the target language reader. Sometimes, the translation reads more coherently and fluently.

Example: The "Cemeteries" branch (daily, 5 A.M. – 3 A.M.) runs from the foot of Canal Street, not far from the ferry terminal for Algiers Point, all the way up to the historic cemeteries along City Park Avenue. The "City Park/Museum" branch (daily, 7 A.M. – 2 A.M.) takes North Carrollton Avenue to Esplanade Avenue, right beside City Park and the New Orleans Museum of Art.

In this example, there are two points of time expression: "daily, 5 A.M. – 3 A.M." and "daily, 7 A.M. – 2 A.M." When translating, the author adds "次日, the second day" before "3 A.M." and "2 A.M.". By adding these words, it makes the time information extremely clear to Chinese.

Division

Long sentences are usually used in English to express complicated contents, while in Chinese short sentences are commonly used to express points, briefly and clearly. Therefore, in E-C translation, sometimes we divide the long sentences into shorter sentences. Thus, the target language readers could easily and clearly get the information of the source text.

Example: This is the sort of city where it's easy to lose track of time, particularly if you're bar-hopping, so it's always a smart idea to have the name and number of at least a couple of cab companies with you at all times.

Translation: This is an easy-to-lose-track-of-time city, particularly if you're bar-hopping, so it's always a smart idea to have the name and number of at least a couple of cab companies with you at all times.

In this example, in translation, the original sentence was divided into two. Meanwhile, word order was changed. According to Chinese language habits, the attributive clause “where it’s easy to lose track of time” was placed before the noun “city.” Obviously, the translation reads more smoothly.

Conversion

There are many differences between English and Chinese expressions. Sometimes, it’s necessary to change the way of expression to make the translation read more coincident with the speaking habits of target language readers. Conversion is the usual method for this. In E-C translation, one part of speech can be changed into another without changing the original contents.

Example One: For maps and schedules of all three streetcar lines, visit the RTA websites.

Translation: If you need maps and schedules of all three streetcar lines, visit the RTA websites.

Example Two: New Orleans has always been a big city with small-town sensibilities.

Translation: New Orleans has always been a big city but having small-town sensibilities.

For these two examples, the prepositional phrases “For maps and schedules of all three streetcar lines” and “with small-town sensibilities” are changed into verb phrases. Generally, prepositions are commonly used in English, while Chinese are used to using verbs.

Generally speaking, when we translate travel guides, we should not only be loyal to the original text but also to meeting the needs of the target language readers. Therefore, only under the guidance of proper translation theory and adopting diverse translation strategies and methods, can the translation text satisfy the needs of the target language travelers.

Conclusion

In conclusion, tourism translation is an integral part of translation activities and cultural lives. Like other translations, tourism translation involves transformation standards and translation strategies of language and culture; it calls for the translator to be equipped with good translation skills. If it is of good translation quality, it will help visitors learn the natural landscape, human geography and basic local information well, and it will appropriately arouse their desire to travel and will deliver the proper information to them. If not, it will damage the tourists’ interests and may even bring some trouble to their traveling plans, and, finally, it could affect the development of tourism culture.

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On the Translation of Pharmaceutical Instructions from the Perspective of Translation Geography

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[Abstract] With the continuous deepening of the reform and opening-up, and the acceleration of the globalization process, China has become the spotlight of the world. As an essential part of Chinese traditional culture, Traditional Chinese Medicine has attracted worldwide attention, as well as Chinese pharmaceutical products. To meet the need of the market, a good translation of Pharmaceutical Instruction is badly required. Translation Geography presents a new perspective of the study of Pharmaceutical Instructions translation. This essay studies the translation of Pharmaceutical Instructions under the guidance of Translation Geography, and proposes its translation strategies.

[Keywords] pharmaceutical instruction; Translation Geography; translation strategies

Introduction

With the rapid development of China's economy and technology, as well as the accelerating process of globalization, more and more foreign goods have swept into the Chinese market. Nowadays, in people's daily lives, intercultural communication plays an important role. How to treat the tradition during the process of modernization is an inevitable problem. What's more, the world-wide use of Chinese can introduce the real Chinese culture to the world so that people from other countries can gain a better and further understanding of China.

Accordingly, as an important accessory product, instructions play an increasingly important role. In today's commodity economy, the advertising effect of the instructions cannot be ignored. A good set of instructions makes users want to buy, to achieve the purpose of promotion. Explanation is the fundamental function of the instructions. With the development of China's economy and the improvement of people's lives, recreational activities are also increasingly prosperous, many people encounter a wide variety of products. The development of technology provides goods containing a strong element of science and technology. Thus, to make people better using these products, and provide real life service, the manufacturers will give the user practical guidance and helpful instructions to clarify every aspect and precaution in using the products.

In translating pharmaceutical instructions, translators also encounter many problems and bottlenecks. How to translate them more accurately and more clearly has become an urgent task. The difficulties of the translation pharmaceutical instructions lie in the differences between the source and target languages and cultural differences.

Although there are many scholars that have conducted research, this thesis tries to explore the strategies of such translation by using the theoretical basis of Translation Geography, a new perspective on the instructions translation.

Literature Review

When the author conducted a search in www.cnki.net, using Pharmaceutical Instructions as a keyword, many articles appeared in which most of them were concerned with Nida's Functional Equivalence and

Skopos theory. Nida's theory doesn't stress formal relevance, but instead functional equivalence; not free and literal meaning, but dynamic equivalence; not "what" kind of language communicates, but "how" it communicates (Zhu, 2012). Skopos Theory focuses above all on the purpose of translation, which determines the translation methods and strategies that are to be employed in order to produce a functionally adequate result (Liu, 2009).

There are also many essays about the translation of pharmaceutical instructions, for instance, Strategies on "E-C Translation of English Drug Package Inserts from the Perspective of Skopostheorie" (Du, 2014); "Localization: A perspective for Traditional Chinese Medicine Inserts Translation" (Ma, 2011); "Translation of Traditional Chinese Medicine Inserts from the Perspective of Adaptation Theory" (Wang, 2013). However, the study of geographical perspective is still scarce. Translation Geography is breaking new ground in Translation Studies by its consistent view that translation and the environments in which the translation activities take place are closely related and affect one another in terms of their manifestations. And it is suitable for pharmaceutical translation. So, this paper will make some efforts in this area.

Theoretical Framework

General Introduction to Translation Geography

The earth is the home of human beings, so everything on Earth is closely connected with human. Research on Earth is an ancient discipline, called geography, which studies the relations between humankind and his geographical environment, and the purpose of which is to better develop and protect the natural resources and to coordinate the relation between nature and human (Xu, 2010, p. 233). Some scholars even think that geography is the mother of science. If that is the case, it is reasonable and appropriate to study translation from the angle of geography because translation is one of human activities, and it naturally interrelated with the earth.

Human languages and cultures develop with the development of certain geographical environments, and the geographical environments such as soil and water nurture and enrich the language and culture, even the personalities of the humans. So, people in different places have different cultures. By comparing their similarities and differences, we can do an effective communication among them.

Translation geography explores certain translation phenomena and their explanations in the light of the principles and mechanism of geography. Generally speaking, it deals with the laws and mechanism of translation interacting with its surrounding. To be specific, it means to introduce the achievements of geography studies to translation studies, to associate translation with its geographical environment, and to study their interrelations and their mechanism for the purpose of examining and studying translation, and of trying to analyze and explain the various translation phenomena. The translation principle of Translation Geography is that: first, when in Rome, do as Rome does; second, take actions that suit local circumstances.

The Application of Translation Geography to the Translation of Pharmaceutical Instructions

The Definition of Pharmaceutical Instructions

In the *Oxford Advanced Learner's Dictionary*, the word "instruction" means "something that sb tells you to do"; Instructions in plural form is "detailed information on how to do or use sth." Pharmaceutical

Instructions are the communication medium between the medicine and the patients. Pharmaceutical Instruction shows the purpose of offering convenience for the patients (Chen, 2013). Thus, Pharmaceutical Instruction provides the user with authoritative information or advice, and the patients get the information of the cause of illness and the method. It should describe the symptom directly and clearly. The instructions written on the box could be simple, but the inner pharmaceutical instructions must be complex to illustrate the product clearly (Yang, 2009).

The Characteristics and Functions of Pharmaceutical Instructions

Pharmaceutical Instruction is the practical writing of science and technology, generally called a Package Insert or Insert. Its format is relatively fixed and simple, and composed of the following parts: drug names, description, pharmacological actions, indications, side-effects and contraindications, dosage and administration, adverse reactions, precautions, packaging, storage instructions and other information (Wang, 2013).

The characteristics of Pharmaceutical Instructions. First, with many technical terms and semi-technical words; secondly, normally use of nominalization; thirdly, the use of abbreviations, such as HIV etc. Last, but not least, subjunctive and imperative mood are usually found. The language in pharmaceutical instructions should be accurate and authentic, because it is very important for users to completely understand the function of the medicines. Also, the language should be concise for users to have a clear understanding.

Functions of the pharmaceutical instructions are not confined to simply introducing the medicine and instructing the customer how to use it correctly. A well-organized pharmaceutical instruction set is also an advertisement for the medicine and its company, because it will definitely interest consumers and give them proper guide for resisting diseases (Cao, 2011). That is to say, pharmaceutical instructions are the scientific basis for the customer, not only for the patients, but also for doctors. It is the crucial and primary medium whereby medicine manufactures and the medicine supply departments introduce and promote drug features to our medical and health workers and the masses, and explain medical knowledge to the public (Wang, 2013).

Strategies for the Translation of Pharmaceutical Instructions Based on Translation Geography

Man and land are interdependent and indivisible, so is translation theory. Different nations and nationalities possess translation theories with different characteristics. Literal translation expresses the meaning of the original text completely and correctly and retains the original language form (words, sentence structure, and rhetoric, etc.).

For example:

小儿化痰止咳颗粒 (*Infantile phlegm cough particles*)

注意事项: 忌食辛辣、生冷、油腻食物。 (*Precautions: Avoid crude, cold, pungent and greasy food.*)

However, free translation is mostly used in the translation of Pharmaceutical Instructions. Because cultural differences between two languages are great, literal translation sometimes is difficult to accurately convey the original meaning. Moreover, the translation product should pay more attention to the target readers.

For example: if “清热解毒、除湿止痒、健脾止泻” translated as “clearing heat and detoxifying, removing dampness to relieve itching, stopping diarrhea by invigorating the spleen”; it is not suitable for the target reader.

For example:

Store away from light in a cool place after dissolving a tablet.

(药片溶解后，溶液应置于阴凉避光处保存。)

From the perspective of Translation Geography, difference countries have their own peculiarities: not only different sentence structure, but also other language differences. The translations above adjust the sentence word order, which best suits the target readers to understand. On the other hand, in order to avoid a typical heavy-top sentence with a long subject, a passive voice should be used.

For example:

对本品过敏者禁用, 过敏体质者慎用

(This product is contraindicated in those patients who have shown hypersensitivity to it;

Caution must be exercised in patients with allergies.)

Compared with the translation: “Patient of hypersensitivity to this drug should be contraindicated; patient who allergies to medicines, foods or other substances should be used with caution”, the former translation is more clear for western people to understand which is suitable for western culture.

Furthermore, as earlier mentioned, instructions have the function of advertising which requires simple and eye-catching. So, the Chinese four-character is normally seen.

For example:

健脾开胃, 消食化积, 补血益气。

(Action and indications: reinforcing spleen to promote digestion, promoting digestion and removing food stagnation, invigorating the blood and replenishing “Qi”.)

The original structure is expressed by four words, and the translated version is a completely literal translation, which causes ambiguity. To western people, they do not know the relationship between the spleen and stomach, and the core meaning is a good appetite. From the perspective of *Translation Geography*, Qi is also a culture word, and the translation should focus on the differences between two cultures. So, a good translation would be: *Action and indications: Increasing the appetite, promoting digestion, and nourishing the blood.* The revised version is simple, readable, and the core meaning is very clear.

What’s more, Chinese medicine instructions use more classical language which is mostly made up of four words, simple and concise. However, the characteristic of an English sentence is compact, and lots of conjunctions are used to make the sentences coherent. Therefore, it is necessary to add Chinese traditional culture and knowledge appropriately.

For example:

解表散热, 疏肝和胃。用于寒热往来, 胸胁苦满, 心烦喜吐, 口苦咽干。

This sentence can be translated as: *The major function of it is for the treatment of ultimate attacks of chills and fever. The symptom is fullness in the chest hypochondriac, anorexia dysphasia bitterness in the mouth dry swallow and string pulse.* Here, literal translation is not a good choice. Not only will foreign consumers not understand, but it also will not match the syntax and reading habits of western people.

The pharmaceutical instructions of Anglo-American countries are relatively mature, and have fixed expressions. It is good to learn from each other appropriately, such as name of product, properties and precautions, etc.

Conclusion

Under the background of the increasingly strengthened international trend, the domestic and international pharmaceutical market continues to make various adjustments. On one hand, imported drugs have gradually become a hot market with its advanced technology and good effect; on the other hand, a growing number of Chinese pharmaceutical enterprises want to enter the international market to seek broader profits for development. In this process, of course, different groups will focus on different perspectives. For example, pharmaceutical companies focus on efficiency and profitability; consumers are concerned about drug efficacy and cost-effectiveness; and language researchers are concerned about language reading, writing, translation and other issues related to the import and export of drugs.

In today's world, English is a common language. The translation of pharmaceutical instructions is a bridge to understand or promote a drug. Globalization brings us not only challenges but opportunities, which require us to create a harmonious situation for translation studies. Due to differences in languages and cultures, using only faithful translation will not achieve the desired effect. Translation geography solves the problem of the source culture and the target cultures; from the analysis of ecological geography, the special function and purpose of instruction determines its particularity, so the translator must be carefully considered when doing the translation.

Limitations and Suggestions for Further Research

Translation Geography is a relatively new theory. Therefore, this theory will promote further studies of the topics discussed and the issues raised. It is sure to inspire future scholarship. First, based on the translation of geography, this paper analyzed the translation of pharmaceutical instruction. Other areas could also be studied. The provided solutions just offered a guiding role which is not so clearly specified. Second, translators of pharmaceutical translation are supposed to have an understand of not only two languages, but also a professional knowledge. Finally, further research could be done in other aspects, such as grammatical differences.

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Translation of Lantern-Riddles in *A Dream in Red Mansions* from the Perspective of Interpretive Theory

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[Abstract] *As the representative of Chinese classical novels, A Dream in Red Mansions recorded the vicissitude of four distinguished families, the lament for twelve girls, and the culture-loaded lantern riddles. With the deepening communication between China and other countries, it is necessary to deliver A Dream in Red Mansions to the world. Given the various differences between the Chinese and English, translators, as the bridge between the source authors and target readers, play a vital part in the cultural communication. Based on the book of A Dream in Red Mansions, translated by Yang Xianyi and Gladys B. Tayler, this paper mainly studies the application of Interpretive Theory in translating lantern-riddles. This theory is a strategy applied in interpretation, and its essential principle is communicative equivalence. Then, the authors conclude that Interpretive Theory, which is targeted for interpretation, can also find its place in literary translation, especially in the translation of lantern riddles, and both kinds of translations will become more authentic after devocalization. The target language could exactly illustrate the intention and emotion of source authors with the assistance of Interpretive Theory.*

[Keywords] *Interpretive Theory; A Dream in Red Mansions; Translation of lantern riddles*

Introduction

The Chinese nation has a long history and glorious culture, which generates the aspiration of several generations of Chinese scholars to translate, edit, and publish the whole corpus of Chinese literary classics so that the nation's greatest cultural achievements can be introduced to people all over the world (Yang, 1999). *A Dream of Red Mansions* is rich in ideas and concepts. It is a multi-faceted world of art into which the more one delves, the more one finds. The charm of this novel lies in its revealing youth fully and truthfully, in its uncovering the zeal, grace and tenderness of the younger generation. Although the era has long since vanished, protagonists and their dreams and longings, sorrow and happiness, unlucky destiny and outstanding talents, still strike a sympathetic chord in the heart of people today. This novel is still a hot topic of conversation among the Chinese people, and criticism and research concerning the fate of the twelve girls that were implied in the lantern riddles or poems has crystallized as a branch of study, whimsically referred as "Redology" (Shi, 1999). So vast and broad are the ancient Chinese characteristics that the translation of *A Dream in Red Mansions* has met a lot of obstacles, especially culturally-loaded messages. Questions have been lingering about the translators who have applied such strategies as Functional Equivalence (Nida, 1964) and Receptional Aesthetic (Has, 1967). However, few of them have ever applied the Interpretive Theory, which is a branch of interpretation.

Interpretive Theory, an important theory with which to study interpretation, is also called the Theory of Sense. What interpretive theory emphasizes is not the simple transformation of linguistic symbols, like words and sentences, but the transmission of sense, especially the meaning of authors (Seleskovitch, 2011). Interpretive theory considers the translation and interpretation as an interpersonal activity that focuses on the transferring of meaning. Another description is that the target text should be identical with the source

text in context and meaning. The main purpose is to exactly express the author's thoughts in another language without leaving out any details. There are three procedures in interpretive theory: comprehension, which needs the translator to assign a meaning to the translation unit relying on the knowledge of source language and his/her world knowledge; devocalization, which means the translator should be free from the physical context of the source text but grasp the mental one without omitting any messages; and reformulation, which requires the translator to verbalize the meanings he or she catches in the source of the target text using the knowledge of the target language in the process, as well as extra-linguistic knowledge (Gile, 2009). All in all, the interpretive theory states that the deeper understanding of the source text, the more essence the translator can grasp and the better translation it is. This principle coincides with the intrinsic quality of Chinese lantern riddles.

The combination of Interpretive Theory and the translation of lantern riddles has been studied very little. The devocalization, which is the principle of Interpretive Theory, helps the translator to be free from the physical shackles of language and enables him/her to grasp the main substance of meaning. Given the shining difference between ancient Chinese culture and the English culture, we cannot transplant automatically between them. Their features, either in language or in culture, must be considered carefully, and the beauty and substance of the source language must be transformed successfully without any damages. Such fusion between Interpretive Theory and the translation of lantern riddles can provide a new path for literary translations. This paper is based on *A Dream in Red Mansions* (Cao, & Gao, 1764/1999) translated by Yang Xianyi and Gladys B. Tayler, mainly studies the application of Interpretive Theory (Lederer, 1994/2011) in the translation of lantern riddles in *A Dream in Red Mansions*.

Combination between Interpretive Theory and Translation of Lantern Riddles

The translation of lantern riddles is subject to literary translation. It seems that Interpretive Theory cannot be applied to translation, especially in culture-loaded lantern-riddles. However, there are some commonalities between interpretation and translation, especially in lantern riddles, both of them aiming at bridging communication between a source text and target readers or listeners. The activity of guessing lantern riddles is a cultural communication in ancient China, which prevailed among distinguished families during the Lantern Festival, a traditional Chinese festival, on January 15th in the lunar calendar when all participants would make at least one riddle, place them into lanterns, and then pick a lantern and guess the answer to the riddle. The organization of these riddles is likened to ancient Chinese poems with rigorous forms and vigorous cadence. No matter how strict or organized, the people who guessed riddles should take off their external forms and grasp the internal meaning. Although the riddles are very beautiful regarding their language forms, their real purpose is to display the charm of their wisdom. So, the translation of lantern riddles cannot be confined within the language units. It should penetrate the flesh of language into the soul of meaning. The answer of riddles must convey the meaning of their makers. The procedure of guessing riddles has common aspects with interpretation, which stresses the meaning of language, not the language itself. So it is feasible to combine the Interpretive Theory and translation in lantern riddles. There are two common grounds shared by interpretation and lantern riddles.

On one hand, both have the purpose to communicate. The communicative intention of Interpretive Theory plays a vital role in interpretation. The interpretive theories take the translator as the bridge between the source language and the target language. The translator should make full sense of the source text and organize what he or she gets into the target texts and then deliver it to the target readers. The communication is based on the understanding, deforming, and expressing. As for the translation of lantern riddles, it mainly

aims at conveying the soul of the languages rather than its appearance, which is very beautiful given their forms and images. So the essence of the translation of riddles is identical with interpretation which focuses not only on the delivery meaning but the forms.

On the other hand, there are common grounds for them in expressing emotions and intentions of the authors. It is a basic principle for poems to express the emotion of authors, like indignation for the reality, the empathy for the unlucky people, or the soreness for the doomed fortunate. The language unit doesn't have feelings, but the authors have. What's more, the authors hide their sensibility behind the language, so the translator should penetrate the clothes of the language to grasp the meaning of the author. This is the same case for the translation of lantern riddles, which share similarities with classical poems. Speaking of interpretation, there is no doubt that every conversation or speech must intend to convey messages. Sometimes, the comprehension goes beyond the simple recognition of words and linguistic structures. What the interpreter can do is to grasp the meaning of speaker by any possible means, such as the tone or the gesture of speaker. So the interpretation and the translation of lantern riddles are similar given the same context.

Although Interpretive Theory is tailored for interpretation, it also can be applied to literary translation, like lantern riddles, considering the similarities in translating and the interpreting process. This paper may provide a new way for studying

Application of Interpretive Theory in Lantern Riddles

The basic principle of Interpretive Theory is communicative equivalence or equivalence of meaning – meaning that in the process of translation; the translator should break down the outer shackles of language and comprehend the source text, and finally reformat the meaning of the target language. Traditionally, transcoding, also called automatic word-for-word translation, may result in that a target-language text or discourse is clumsy, erroneous, or even nonsensical without proper comprehension. So, the keen comprehension of a source text is important. Only with accurate understanding of a source text can the translators produce qualified target text. In other words, the target readers should get the same message or the same sensibility as what the authors want to deliver. The translation of lantern riddles in *A Dream in Red Mansions* is a good illustrative example for the application of interpretive theory in translation rather than in interpretation. The following examples of lantern riddles and their translations are all from *A Dream in Red Mansions* in the Library of Chinese classics (Chinese to English), which is an introduction to the corpus of traditional Chinese culture.

Application in Translating Ominous Message

In ancient China, the culture of lantern riddles shares the same distinction as the culture of poems, which has a long history and complicated evolution. It is necessary for translators to deliver the cultural elements. Moreover, these riddles integrate ill-omens for the writers who make up these riddles; in other words, these lantern riddles are the prediction or the suggestion of the destiny of their makers. Such phenomenon is called the “culture of ill-omens” in Redology. In Chapter 22, “A Song Awakens Baoyu to Esoteric Truths, Lantern Riddles Grieve Jia Zheng with Their Ill-Omens”, the author implies the doomed fate of the main characters by their lantern riddles. For example, the lantern riddles of firecrackers made by Jia Yuanchun suggests that the wealth and dignity she enjoyed at her early life would turn to be smoke and ash after an explosion; the riddles of The Game of Go, a traditional Chinese table game with 180 white pieces and 181 black pieces, composed by Jia Yingchun, implies that her whole life is filled with uncertainties and

manipulated by others; the Buddhist shrine made by Jia Xichun demonstrates that the little girl would spend her life with the loneliness in the nunnery temple only accompanied by the Buddhist light. Given the implication in the source text, the translation cannot leave out any intention of the author and must embody the ill-omens penetrated in source languages. Take these three examples, as follows:

Example 1. Monster I can affright and put to flight;

A roll of silk my form; my thunderous crash

Strikes dread into the hearts of all.

Yet when they look around I've turned to ash.

能使妖魔胆尽催，身如束帛气如雷。

一声震得人方恐，回首相看已成灰。

In this example, the lantern riddle is made by Jia Yuanchun, who is the elder daughter of Jia Zheng, the host of the entire family. She is chosen to be a Lady-Clerk in the palace of the heir apparent because of her goodness, filial piety, and talents. The early half of her life is filled with happiness, and every person in the family respects her very much, just like the firecrackers, which can give rise to the scary feeling to people before exploding. The translation conveys the implication completely without following the original pattern. There is no subject in the source text, like “I”, but the translation does. This change doesn’t do any harm to the meaning of the authors, but does well to suggest that this riddle is the reincarnation of some girl. The readers who ponder a little would get the point that the girl is just the lantern riddle's maker. Such a strategy can be concluded by the devocalization in Interpretive Theory.

Example 2. A former life's appearance comes to naught,

Deaf to folk-songs the chanting of sutras

She now hears'

Say not this life is sunk in a sea of darkness,

For in her heart a shining light appears.

前身色相总无成，不听菱歌听佛经。

莫道此生沉黑海，性中自有大光明。

This lantern riddle is made by Jia Xichun who is the younger sister of Jia Zhen in Ning Mansions. As the youngest girl in Rong Mansions and Ning Mansions, Xichun has a peaceful and timid disposition, but a very enlightened mind. She has talents for painting and drawing and the liability to become a hermit. The answer of this riddle is a Buddhist Shrine, which is an image of loneliness and insightful wisdom. The hidden meaning of the source language is that Xichun will excuse herself from mortal life just accompanied by the Buddhist light and scripture. Considering these suggestions, the translation doesn’t follow the patterns of the source text; it breaks down the formation of the Chinese poem, which has no subject at all. The analysis goes beyond the minimum required to deal with the most obvious ambiguities of the source language and reaches a comfortable threshold by adding the third subject “her.” This is the same case with the translation of firecrackers.

Example 3. No end to the labors of men, to heaven's decrees,

But labor unblessed by heaven will fruitless be.

What causes this constant, frenzied activity?

The uncertainty of mortal destiny.

天运人功理不穷，有功无功也难逢。
因何镇日纷纷乱，只为阴阳数不同。

This example comes from the lantern riddle made by Jia Yingchun, who is Jia She's daughter by a concubine. The stature of Jia Yingchun is not as high as that of Jia Yuanchun, who is a distinguished girl in the whole family. Her life, manipulated by her father and controlled by her husband, is just like the pieces in the game of "goes." It is proper for the translation to express the unlucky omens in the source text. Although the translation isn't replaced word-by-word, sentence-by-sentence, or sentence pattern-by-sentence pattern, the meaning of the source text is transformed successfully when using the answer-question pattern. The last two sentences of translation is an obvious prediction or explanation of Jia Yingchun.

The above three translation examples all break down the obstacles of syntax by subjoining subjects or personifying the objects in lantern riddles. But the meaning behind these riddles suggests the ill-omens of different characters is demonstrated successfully.

Application in Translating Poetic Message

A Dream in Red Mansions represents the peak of Chinese classical literature, containing many poems and poetic messages. These lantern riddles are illustrative examples. The difference between Chinese and English poems makes it impossible to realize the equivalence in all aspects, especially in sentence patterns. However, the translation realizes the communicative equivalence by using Interpretive Theory without damaging the beauty of the poetic message. Take the lantern riddles made by Xue Baochai and Jia Huan as examples.

*Example 4. Who leaves the levée with smoke-scented sleeves?
Not destined by the lute or quilt to sit,
It needs no watchman to announce the dawn,
No maid at the fifth watch to replenish it.
Burned with anxiety both day and night,
Consumed with anguish as time slips away,
As life speeds past we learn to hold it dear—
What cares it whether foul or fair the day?*
朝罢谁携两袖烟，琴边衾里总无缘。
晓筹不用鸡人报，五夜无烦侍女添。
焦首朝朝还暮暮，煎心日日复年年。
光阴荏苒须当惜，风雨阴晴任变迁。

In this example, the lantern-riddle made by Xue Baochai is filled with rich and bright colors. In *A Dream in Red Mansions*, the literary talents of Xue Baochai could keep up with Lin Daiyu, who is a gorgeous poet. The translation should not only manifest the suggestion of the source text, but also demonstrate the literary talents of Xue Baochai. The rhythm in her lantern riddle is called Qilyu (eight-line Chinese poem with seven characters to a line), filled with elegant words and strict patterns like “朝罢，晓筹，朝朝还暮暮，日日复年年，光阴荏苒，风雨阴晴” which contains the beauty of tonality and rhythm of the Chinese poem. Although the pattern of translation doesn't identify with the source text, the meaning of translation realizes the equivalence by using “day and night, slip away, foul or fair the day.” It

could be concluded that the reformation after devocalization is a good way to realize the communicative equivalence.

This example illustrates the importance of devocalization and reformation in upholding Interpretive Theory. There is no doubt that there are differences in Chinese and English, ranging from hypotactic and paratactic patterns to compact and diffusive styles (Lian, 2009). So, the beauty of language will be different in Chinese poems and English poems. In order to let the target readers catch the elegance of the source language, the translator should achieve communicative equivalence first. After freeing himself from the source language, the translation of Xue Baochai's riddle goes into an elegant expression, while of Jia Huan's poem into a vulgar one. Only by breaking down the language shackles can the translator reform a good translation.

Application in Translating Emotions

There are a lot of poems in *A Dream of Red Mansion*. On one hand, these poems suggest the destiny of poets; on the other hand, they disclose the beliefs, values, and sensibilities of the authors toward the characters. This is the same case as these lantern riddles, which are the manifestation of the author's world view. There are two examples.

*Example 5. The body is square,
Its substance is firm and hard;
Though it cannot speak
It will assuredly record anything said.*
身自方端, 体自坚硬。
虽不能言, 有言必应。

This lantern riddle is made by Jia Zheng who is the host of Rong Mansions and the representative of ancient Chinese men who are decent, upright, distinguished, and powerful. Through the answer of the lantern riddle we can learn the author appreciates the character of Jia Zheng. So the translation should demonstrate emotion. Just as the above examples, the translator doesn't transform word-by-word or sentence-by-sentence; he or she devocalizes and reformates the translation in a different way by adding "it" and "assuredly." The word "assuredly" is a positive word to emphasize the reorganization for Jia Zheng.

*Example 6. The children by the steps look up;
Spring surely has no fitter decoration.
But when the silk cord breaks it drift away,
Blame not the east wind for this separation.*
阶下儿童仰面时, 清明点妆最堪宜。
游丝一断混无力, 莫向东风怨别离。

This lantern riddle is made by Jia Tanchun, the daughter of Jia Zheng by a concubine. Although she is the blood sister of Jia Huan, they have distinct characters. Jia Tanchun is smart and insightful. The people in the mansion admire her very much. However, her destiny is likened to a kite controlled by others and then drifting nowhere. The words "混无力, 怨别离" could reveal the emotion of the author, who is pitiful for the talented girls. Although the translation is not identical with the source text in patterns after devocalizing, the targeted readers also can grasp the suggestion disclosed by words "drift and blame."

These two examples further prove that the targeted readers could get a better understanding of the source text after the translators divorce the translation from the source text at the syntax level and reformat it in an empathetic way. There is no doubt a good way to translate lantern riddles is by employing Interpretive Theory.

Conclusion

The Interpretive Theory could be modeled as a recurrent three-phase process operating on successive text segments: the first phase is comprehension; the second phase is devocalization from source text; the third phase is reformation in the targeted language. This process that is upheld in Interpretive Theory also could be applied in translation, especially in literary translation like such as lantern riddles. Given the difference between Chinese and English culture, as well as the languages themselves, “automatic” word-for-word translation cannot make any sense. So, Interpretive Theory is a feasible strategy to realize the communicative equivalence between a source text and a target text.

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Task-Based Translation Instruction for Non-English Majors

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[Abstract] Task-based translation instruction is student-centered, meaning-centered, and outcome-oriented, which emphasizes learning by doing. Although it can effectively improve teaching effects, compared to traditional teaching methods, it has not yet been commonly applied in translation instruction for college students of non-English majors. As a result, this paper explores task-based translation instruction in an attempt to promote its application in practical college English education for non-English-majors.

[Keywords] Task-based translation instruction; principles; class model; outcome-oriented; student-centered

Introduction

College English education is classified into two groups, namely, that of English majors and that of non-English majors. On the grounds that the number of non-English-major students has far surpassed that of English-major ones, it is of great importance to explore English instruction for non-English-major students. In College English Curriculum Requirements (2007) for non-English-major students, translation abilities have been emphasized and there are detailed requirements concerning the cultivation of the students' translation abilities. With the help of dictionaries, students should be able to translate essays on familiar topics from English into Chinese and vice versa. Although translation has been emphasized, its instruction has been far from satisfactory. Nearly the majority of college English course-books seldom involve translation, let alone translation strategies and methods. Even if the teachers assign some translation tasks, they are only confined to drills of text words or phrases and grammatical structures, rather than the actual language application. Professor Liu Miqing (2003) held the view that translation instruction is still up to the bar because the current translation education is over-examination-oriented and teacher-centered. Students are passive in the translation instruction, thus losing learning enthusiasm. As a result, the thesis attempts to propose a student-centered and task-based translation instruction mode for non-English major college students.

Task-Based Language Instruction

Task-based language instruction originates from communicative language teaching, and it actually belongs to one subcategory of communicative language instruction. This kind of instruction attempts to make language learning in the class-room a kind of real communication instead of a pseudo-one, which is common in traditional grammar-dominated language learning.

Definition of Task and Its Features

Skehen (1998) defined "task" as an activity that demands language learners to apply the language with a stress on meaning and successfully achieve the goal after efforts on their side. In conclusion, he thought a task as an activity in which meaning is the key, certain communicative issues with similarity to authentic ones are involved and the evaluation of the task is based on the outcome with the priority to the successful achievement of the task. Nunan (2004) defined "task" as "A piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is

focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right with a beginning, a middle and an end.”

According to the definitions of the task, a task obviously demonstrates four characteristics. First, the task in language instruction is outcome-oriented and meaning-centered. Task-based language instruction emphasizes the application of the target language to communicate the meaning and successful completion of the communication. Second, the task should be as authentic as possible. The assigned task should simulate real-world situations, thus the language learners can associate the classroom learning with the practical application of the language in the real world. In such case, the task can effectively aid learners to have a good command of the target language, which will not only boost the language-learning motivation and autonomy of the learners, but also strengthen the confidence of learners to use the target language in and out of the classroom. Third, the role of the language learners is transferred from the traditional passive one to an active one in the process of completing the task. Students dominate the learning process by purposefully applying the language skills they have formerly acquired into the process of fulfilling the task. The process is not simply the duplication of what they have learned from the teacher, but the creative combination of the new input with the old knowledge saved in the brain, which cultivate the students’ creations and their sense of responsibility. Last, the assessment of outcome is primary in the task-based language. Instead of the old simple and single evaluating mode, various kinds of methods are put forward to assess the teaching effects, such as questions, interviews, exams, and observations. The outcome required in the task-based language teaching is different from the traditional one, which is usually a closed one. It can be open or closed. For example, it can take the form of a report, presentation, agreement, or the method of solving a problem, etc. The diversified evaluation means are critical to aid the students to use the language practically. In addition, Willis (1996) pointed out the traits of tasks: (1) Tasks are activities in which students work purposefully towards an objective; (2) The objective may be one that they have set for themselves or one which has been set by the teacher; tasks may be carried out individually or (more often) in groups; (3) Tasks may be carried out in competition with others or (more often) in collaboration; (4) The outcome may be something concrete (e.g. a report or presentation) or something intangible (e.g. agreement or the solution to a problem).

Principles of Designing Tasks in Language Instruction

When it comes to the design of tasks in language instruction, Nunan (1999) put forward the following five principles to guide the design of tasks: (1) The authenticity principle; (2) The form-function principle; (3) The task dependency principle; (4) Learning by doing principle; (5) Scaffolding principle. The first principle is easy to understand, which means that the language input is authentic and explicit chosen from the real world. The second one means the design of the task should combine the language form and the language function so that while the learners master the language form, they can gradually cultivate their ability to master the language function. The third principle means that the tasks designed should be different in difficulty and complexity. The tasks should be sequenced by the level of difficulty and complexity, which correspond with the practical language proficiency of specific language learners. The standards to determine the task difficulty and complexity depend on considerable elements, such as family backgrounds, personal experiences of language learners, personality differences, the educational environment, and the essential assistance of the other language learners and the instructors. If the difficulty and complexity of the task are properly designed in accordance with the learners’ language level, then better teaching effects

can be achieved. The fourth principle means that the mastery of the language is in the process of the learners' practical language application. Through the experience of using the language, the learners not only have the opportunity to apply the language input from the instructor, but also make their own discovery, which will greatly inspire their initiative in learning and improve their learning effects. Scaffolding in the last principle means the support given during the learning process which is tailored to the needs of the student with the intention of helping the student achieve his or her learning goals (Sawyer, 2006), so the last principle emphasizes the tailored assistance from the instructors. Given the principle, when they design language tasks, they should create an authentic language environment in the class-room by adopting authentic language materials, inform language learners of their learning goals, present relevant clues associated with the previously-acquired language knowledge of the learners, and offer timely and appropriate assistance when a specific learner is in difficulty achieving the objectives. It is obviously demonstrated that the instructor places the same emphasis on the language materials as the learning process in the process of the task design. If the principles are reasonably followed in the process of the task design, language knowledge is more effectively acquired and learners' interests and enthusiasm are more strongly aroused, thus achieving better teaching effects.

Class Model of Task-Based Translation Instruction

Model by Nunan and Willis

Nunan (2000) proposed a learner-centered translation instructive model with various drills, activities and projects. His proposal indicated that a complete task should consist of the essential parts of objectives, input, activities, teacher role, learner role, and the settings. Incorporating Nunan's principles of designing tasks in language instruction, Willis (1996), to guide translation instruction, put forward the frame work, which consisted of three stages: the pre-task stage, the task cycle stage and the language focus stage.

The first stage is preparation for the implementation of the task, in which the teacher informs students of the teaching goals, and presents them with the translation tasks and relevant translating strategies and skills to ascertain the successful completion of the translation. In this stage, the teacher serves to ensure that the students comprehend the task clearly and know the methods to prepare for it. In conclusion, the pre-task phrase focuses on the introduction to the task with the aim to activate the students' relevant background information to the task, relieve their anxiety caused by the task, offer the students chances to be exposed to the authentic translation and stimulate their interests in the task itself.

The stage of task cycle is further divided into the task stage, the planning stage and the report stage. In the task stage, students are required to complete the translation with the resources available, such as reference books, dictionaries, tailored assistance from the teachers, the corpus, debates with other learners and internet resources. In the planning stage, students are prepared to demonstrate the translated texts to the whole class and explain why they translated the texts in that way, then their entire class will discuss their translation. In the last stage, the teacher will summarize the students' discussion, choose some representative student translations, and offer some comments on the translations.

In the stage of language focus, the attention is paid to the language form itself. During the translation process, some specific translation techniques are identified and some special expressions of English and Chinese are analyzed. The teachers assign specified translation exercises to practice translation skills identified and language expressions. Then the students do the relevant exercise to strengthen their translation skills and language expressions.

In conclusion, students in every stage of the task-based translation class are always actively doing something. The initiative to participate in the translation instruction can boost the teaching effects.

Adoption of Task-Based Method in Translation Class

The commonly-adopted traditional translation teaching is carried out in three steps: presentation, practice and production. The application of the traditional so-called 3-P method and the Task-based method require students to achieve something, which is called translation practice in the traditional approach and translation task in the task-based approach. Their differences lie in three aspects. First, the translation task involves a communicative purpose while translation practice does not. Second, translation task adopts a real-life setting, in which the translation is conducted like that in real world, whereas translation practice does not. Third, the translated texts completed by students are chiefly evaluated by the instructor in translation practice while the task accomplished has been assessed by all the students and the teacher together. In translation practice, the information flows one-direction from the teacher to the students, while the information flow in translation task is bi-directional or multi-directional.

It is easily demonstrated that the task-based translation teaching approach has some advantages compared with the traditional one. In the traditional approach, the teachers, as the authority, dominate the class, focus their attention on the product achieved, and in the end, provide a standard translated version to the students for their reference. However, in the task-based approach, the teachers only serve as guides and their students play the main role. And the teachers center the process of accomplishing the task and usually provide no translated version to their students as reference. The adoption of the task-based approach in translation teaching means that the students are transformed from the passive recipients to the active participants, which will greatly arouse the initiative and the enthusiasm of the students to study the translation. It is no wonder that better teaching effects will be achieved in task-based translation class.

Sample Task-Based Translation Class

Design of Task-Based Translation Class

Thirty-two non-English-major students from Sichuan Agricultural University were required to translate invitation letters from English to Chinese and Chinese to English. Given they are often very shy for their imperfect mastery of English that they lack confidence to carry out a translation task which is unfamiliar and challenging to them, the teacher has introduced the different formats of Chinese and English invitation letters, presented relevant translation skills and the evaluating standards of their translations which include the requirements of vocabulary, meaning, smoothness, and functional and textual equivalence, and requires them to translate the letter from English to Chinese first. Next, students read through the letter they are required to translate, discuss with their classmates the difficult points to be translated, the appropriate methods to overcome them, and the proper translation skills and strategies to apply in the translation. Then, the students fulfill the translation task on their own with reference to some essential resources such as dictionaries. After that, the students take turns reading their translations to the whole class and explain how and why they translated the letter in that way. The other students then offer feedback on the translations they have heard. After all the students have presented their translation to the class, the teacher will generalize the students' feedback and select some representative student translations to express his or her own comments on the translations chosen, and afterwards, the students discuss the teacher's comments on the translation selected. Later, given the comments from the teacher and their peers, the students revise and polish their translations. At last, the teacher assigns specified translation exercises to the students in hopes

that the students can consolidate their translation skills and some useful language expressions that they have just acquired in the previous study.

Teaching Effects of Task-Based Translation Class

In the class, students are listening attentively to the teacher's elaboration of the task, participating actively in the discussion, taking the initiative to seek help from the teacher and their peers, which is quite different from their performance in the traditional teacher-centered class. When the teacher presents two corresponding English and Chinese invitation letters to the students and requires them to find the differences, the students' performance is amazing, because they not only find the differences in the formats in the Chinese and English invitation letters, but also note the different usages of vocabulary, the different logical arrangements of the contents in the letters. For example, they notice the honorifics and the self-abasing terms in Chinese invitation letters cannot be properly translated into English. If these terms have really been translated into English, the students point out that the translation will appear awkward in the English culture. For instance, "Monday is my birthday, so the humble I solemnly invite you to my humble home to have a simple dinner". The English translation faithfully conveys the self-abasing terms in the Chinese version, which will hinder cross-cultural communication. And their translations are better than their normal ones, for they not only achieve the semantic equivalence, but also the functional equivalence. In addition, the students can even defend their translations by expressing the reasons why they applied the translation strategies and skills, which is a breakthrough to them.

Findings from Sample Task-Based Translation Class

The task-based translation approach is more effective in arousing the students' enthusiasm and interests, transforming their learning attitudes and improving their initiatives than the conventional translation approach. During the process of the task-based translation class, the teachers are always encouraging their students to participate in pair discussions or class discussions. Consequently, there are more interactions and cooperation in the class, where students feel relaxed, pleasant, and meanwhile, supported in the process of learning. Under such circumstances, they appear more active and eager to share their opinions and information with each other.

All in all, task-based translation instruction has many advantages in comparison to the traditional teaching, yet it still has some drawbacks to overcome. For example, authenticity of the language input is really difficult to achieve when the students' command of English is considered. For lack of vocabulary, the texts required to translate may be simplified, thus resulting in pseudo-authenticity. More application of the task-based translation instruction is needed to make the most of its advantages and find effective methods to overcome its disadvantages as much as possible.

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Some Aspects on EST Reading Characteristics and Its Translation Strategy

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[Abstract] The EST reading materials assimilates and differs the ordinary English in their vocabularies, expressions and grammars. This paper is aimed to illustrate the reading characteristics about EST and its corresponding translation strategies.

[Keywords] characteristics; translation methods ; complex sentence

Introduction

With the continuous development and advance of the economy, civilization and technology in our country, our college English standard has been stressed to meet the higher requirements made by society. The newly released “The Teaching Requirements of College English Courses” in 2007, definitely set forth that English teaching in the college stage is intended to cultivate the comprehensive application abilities for our college students to use English. It also emphasizes the importance of specialized English associated with other specializations. Thus, it is an undeniable fact the place of EST is of increasing importance in our future.

Specialized English, also known as EST (English for Science and Technology), associates closely with other specializations, using specialized language to illustrate the objective subjects and facts in the universe. As a teacher involved in English teaching for many years, I intend to discuss the basic reading characteristics of EST and its translation strategies as follows.

The Universal Characteristics of EST Reading Materials

EST vocabulary is referred to as specialized vocabulary or terms applied in various disciplines or professions (Wang, 2009). With the rapid development of the technology, it was an inevitable trend to define some new phenomena or explain certain new inventions with new specialized words, thus constituting a large portion of EST vocabularies.

Wide Use of Particular Words and Their Modifications

There is wide use of particular word formations and different modifications that occur in the reading materials of EST. First, there are wide-uses of professionalized vocabularies. Scientific and technological essays are mainly used to illustrate their scientific arguments, or explain certain nature laws, scientific theories, or phenomena. Meanwhile, each discipline or profession must be equipped with an exact set of specialized names or terms, for example, IT (*Xin Xi Ji Shu*), IP (*Zhi Shi Chan Quan*), routing system (*Lu Jing Xuan Ze Xi Tong*), and DNS (*Yu Ming Xi Tong*), etc. If we cannot master the specialized terms in scientific spheres, it is impossible for us to have a better understanding of the scientific essays or papers

concerning it. Thus, it is essential for us to get familiar and master these scientific and technological terms.

There are many vocabulary words, whose daily meanings that are very familiar to us, like the Conficker worm. The word “worm” is used to call one kind of pest crawling on the ground, while in the essay, it can refer to one kind of computer virus. Of course, there are so many countless examples like this that we won’t bother to mention more here. But the correct understanding of scientific sentences, not only requires us to possess some basic knowledge about English, but also to master some certain professionalized knowledge about science and technology, to judge internal meanings of EST reading materials.

Wide Use of Prefix and Suffix Meanings of EST Vocabularies

Most EST vocabularies stem from Latin or Greek vocabulary roots (Fan, 2011), prefix or suffix, which is one of the major characteristics in EST vocabulary. The fluent understanding of such prefixes and suffixes can contribute to our understanding and translation abilities on specialized essays.

According to statistics conducted by EST specialists, nearly 46% of the vocabulary words originated from Latin, while approximately 7.2% of the vocabulary came from the Greek language, among more than 10,000 common English vocabulary words, whose rates seem to be even higher in the EST reading materials. The commonly used prefixes and suffixes have exceeded more than 100, and of course have conferred with some specialized meanings, for example, bio-(*Sheng Ming*), graph-(*Xie*), spirit-(*Qi*), bi-(*Liang Ge*), inter-(*Hu Xiang*), trans-(*Kua Yue*), and mono-(*Dan Du De*), etc. The derivations and compounds from such prefixes or suffixes usually belong to nouns, as well as the definition to new inventions. During the process of learning EST, we need to learn such prefixes, suffixes and their derivations as quickly as possible to enlarge our vocabulary, enhance our reading abilities, and quicken our translation speed and quality.

Wide Use of Different Abbreviations

There are a considerable number of abbreviations, which refer to the short form of a word, compound, or phrase made by leaving out some of the letters or by using only the first letter of each word, that appear in EST papers. Generally speaking, they can be classified into three groups

Clipped words. The term clipping denotes the omitting of one or more syllables from a word. The shortening may occur at the beginning, the end, or in the middle of the word (Wang, 2009). For example, “kilo” is clipped for “kilogram”; “memo” for “memorandum”; “gym” for “gymnasium”; “lib” for “liberation”; “doc” for “doctor”; “vet” for “veterinarian”; “prep” for “preparatory”; “auto” for “automobile”; and “flu” for “influenza”, etc.

Initialism. Initialism is used for abbreviating a compound noun or a phrase (Wang, 2009). It consists of the first letter of each word. When you pronounce an initialism, you usually say each letter separately, with the main stress on the last letter, such as AT&T is initialized for “American Telephone and Telegraph Company”, “HIV” is initialized for “Human Immunodeficiency Virus”, “CNN” is initialized for “Cable News Network”, “CD” for “compact disk”, and the “U.C.L.A” for “University of California at Los Angeles”.

Acronyms. An acronym is formed from the first or first few letters of a series of words, or from initial letters plus final letters of the final part of a compound term (Jia, 2007). You pronounce an acronym as a word, rather than say each letter. For example, “BUPA” is short for “the British United

Provident Association”; “NASA” for “National Aeronautics and Space Administration”; “AIDS” for “acquired immune deficiency syndrome”; “TEFL” for “teaching English as a foreign language”; “OPEC” for “Organization of Petroleum Exporting Countries”; and “Amphetamine” for “Alpha-methyl-phenethylamine”, etc.

Wide Use of Compound Words

There are many multi-combination of EST words, like a noun added by a noun, a noun by an adjective, or a noun by an adverb, etc. For example, intersecting through-traffic lanes, or normal allowable stresses, etc. Generally speaking, the core word in such a combination usually lies in the last word of the group, and the word previous to it, no matter whether if it is a noun or adjective, all play the role of modification. For example, in the combination of “a properly designed highway surface drainage system”, the “properly” is used to modify “designed”, “high way surface” is used to modify “drainage”, and both are all used to modify “system” simultaneously.

Besides, there are also reversed orders of modification occurring in such a combination. For example, among the group of “the electron attracting substance”, “attracting” is used to modify the word “electron” in front of it. The two words together are used to modify the last word “substance”. In other words, we can shift the above two words into the attributive clause to modify the core word “substance”. For example, it can be changed into the following sentence as “the substance which attracts the electron”.

Frequent Occurrences of Imperative Sentences and Subjunctive Moods

It is just expository reading features used with imperative sentence. For example, “after shaving turn the switch off. Be sure to clean the blades and put the shaver into the soft case to store”. In professional or instructional books or papers, the EST must be totally involved with the proof and exploration of the objects and phenomena, and it must be closely related with all kinds of conditions. Thus, the use of subjunctive mood is rather frequent in the EST readings. In addition, when the author intends to state his personal views, he needs to use subjunctive mood to lessen the tone of his writings. For example, “if a laser beam were not extremely intense, it would not be able to melt metals”. Furthermore, the words frequently used in scientific and technological fields, like “suppose”, “suggest”, “assume” or “set”, must put the subjunctive mood into use.

Wide Use of Finite Verbs, Nouns, or Prepositional Phrases

To ensure the definite and concise expression of objects, EST readings often use phrases formed by finite verbs (including the infinitive, participles and gerunds) to replace the clauses, which can be used as the subject, object, predicative, attributive and adverbial clauses in the sentences. For example, “the pedal serves to operate the clutch”. The infinitive “to operate” is used to play the role of adverbial clause.

To achieve the goal of definite expression, EST readings are always meant to use nouns and prepositional phrases, especially including nominalization and noun verbs, with the suffix after the use of verbs, like –ation, -ment, -ence, -al, and –sion. There are also nouns with the suffix of adjectives, like –ability, or –ity, etc. For example, the “the comparison of the movement of light to a wave – an analogy which has actually provided a satisfactory explanation of the observed phenomena during most of the nineteenth century – tended to interfere with the development of the equally valid concept of light as a stream of particles”.

The above examples include 13 different nouns and 11 different preposition phrases, but only two verbs. So, it is an important characteristic of EST readings to have a wide use of nouns and infrequent use of verbs.

Wide Use of Speech Conversions and Conditional Clauses

It is often seen that nearly all nouns can be converted into adjectives, which can be set in front of the nouns to modify them. For example, “when the tanker reaches the refinery, its load of crude is pumped into the refinery storage tanks”. In the above sentence, the word “crude” is originally used as adjective, which is referred to as “not processed”, and now it is converted into a noun, with the meaning of “the raw petroleum”. The words “refinery” and “storage” are all originally used as nouns, but now they are converted into adjectives, to play the role of pre-attribute to modify the key noun of the sentence, “tanks”. In addition, nouns can also be converted into adjectives; adjectives, verbs, adverbs and prepositions can all be converted into verbs. Generally speaking, word conversion is frequently used among EST readings.

On top of that, there are a lot of assumptions and deductions in EST readings (Fan, 2011), thus conditional clauses are always seen in EST readings. There are two different kinds of conditional clause patterns. One is the normal pattern of the conditional clause patterns, like “if ..., then ...”. For example, “if this experiment fails, then the whole scheme must be scrapped.” The other is the reverted pattern of the conditional clause, that is to put the “if” clause at the end of the subjective clause, where the word “then” can never be used again, as in “the food will go bad, if it is not preserved.”

Wide Use of Long Sentences

In EST readings, to ensure the definite expression about the internal features and mutual correlations among the concerned objects, complex sentences that contain many sub-clause sentences or other modifying components (like attributive clauses, adverbial clauses, subject complement clauses, and object complement clauses, etc.) are often used. When translated into the Chinese, they should be handled properly according to the traditional Chinese modification usages.

Translation Methods of EST Readings

According to the characteristics described above about EST readings, the following corresponding translation methods are used to interpret these materials.

Syntactic Linearity

Some of the long and complex sentences in EST readings are narrated in the chronicle sequences with a series of different actions, and some of the sentences like these are all arranged in logical order, which corresponds to the Chinese expression ways (Zhang, 1999). At the same time, it is appropriate to translate the sentences with the corresponding orders of the original sentences. For example, the sentence “In general, drying a solid means the removal of relatively small amounts of water or other liquid from the solid material to reduce the content of residual liquid to an acceptably low value”, can be translated as “*Yi Ban Lai Jiang, Gan Zao Yi Zhong Gu Ti Zhi De Shi Cong Gu Ti Cao Liao Zhong Chu Qu Xiang Dui Shao Liang De Shui Huo Shi Qi Ta Ye Ti, Cong Er Shi Can Liu Ye Ti De Han Liang Jian Shao Dao Ke Jie Shou De Di Zhi*”.

Inverted Order Translation

Some long and complex sentences tend to express the order differently from traditional Chinese expression habits, or they are totally contradicted. In this way, translators need to translate the materials backwards, from the latter to the former, which is referred to as inverted order translation. For example, the sentence “Gas being compressed enters and leaves the cylinder through valves which are reset to be actuated when the pressure difference between cylinder contents and outside conditions is that desired.” can be translated as “*Dang Qi Gang Nei Wai De Ya Li Cha Da Dao Qi Wang Zhi Shi, Fa Men Kai Shi Qu Dong, Bei Ya Suo Qi Ti Cai Tong Guo Fa Men Jin Ru Qi Gang*”.

Divided Translation

Sometimes, some of the complex sentences in EST readings belong to loose sentences, which mean the relationships between the subject or clauses, or the relationships between the subject and its modifications (Zhang, 1999). If we translate them one-by-one in time order, it will easily enable the translation to become too loose, so readers are left with an unclear or indefinite translation. In this way, it is better to translate such sentences in the Chinese expression order, transforming the clauses and phrases in long sentences into quite a few short sentences, which can be referred to as divided translations. Sometimes, it is appropriate for us to supplement several words in the translation sentences, to remain the consistent readings in the materials. For example, the sentence “Manufacturing processes may be classified as unit production with small quantities being made and mass production with large number of identical parts being produced”, can be translated as “*Zhi Zao Fang Fa Ke Feng Wei Dan Jian Sheng Chan He Da Pi Liang Sheng Chan Liang Lei: Dan Jian Sheng Chan Shi Sheng Chan Shao Liang De Ji Jian, Da Pi Liang Sheng Chan Shi Sheng Chan Da Liang Xiang Tong De Ling Jian*”.

Some Matters Needing Attention in EST Readings

In addition to acquiring the basic features and translation methods about EST reading materials, there are also several exceptions needing attention when translating.

Some Main Components of the Sentence Cannot be Clearly Expressed

The subject, predicate and object are all considered to be greatly important elements in the sentences. But in EST readings, there are some other main contents that cannot be expressed in the main body of the sentence. For example, the sentence “but the crust of the earth is constantly changing gigantic forces are continually at work, shaping and reshaping the rocks of the crust”, if translated one word after another, can be concluded as “*Di Qiao Zheng Zai Bu Duan Bian Hua, Ju Da De Li Ye Zai Bu Duan De Qi Zuo Yong, Gai Bian He Cong Xin Gai Bian Zhe Di Qiao*”. When translating the above sentence, literally its main meaning cannot be expressed definitely and it isn't consistent in the expression. If we can translate its adverbial elements into Chinese verbs, it would be easier and clearer for readers to catch the meanings. Thus, its Chinese translation can be “*Dan Shi Di Qiao Shi Zai Bu Duan Bian Hua De; Ju Da De Li Lian Xu Bu Duan De Qi Zhe Zuo Yong, Shi Di Qiao De Yan Shi Bu Duan Gai Bian Xing Zhuang*”. The modified elements are often arranged in front of the nouns, so it is hard, when translating such sentences one word after another, to learn about the original meaning of the sentences.

The Use of the Elliptical Sentence

To ensure concise sentences and avoid repetition, EST readings often tend to omit several words or phrases, which need to be complemented when translating. For example, the sentence “The lathe can turn

workpieces at very high speeds, especially workpieces of mild steels”, can be translated as “*Zhe Tai Ji Chuang Neng Zai Ji Gao Su Lv Xi Ache Xue Gong Jian, Te Bie Shi Ruan Gang Gong Jian*”.

The Use of Passive Voice

The process about EST tends to be more important than the actor of the process, which means it emphasizes “has done what” and “how it has been done”. Thus, it decides it is less important for the actors of the process, resulting in the frequent use of the passive voices sentences in the EST readings. For example, “the curve appropriate for any date is used in determining discharge for that day”.

Conclusion

EST readings can be classified as the derivation of English readings, which can be comparable as American English to British English. The characteristics of EST readings can be concluded as “long sentences” and “complex combinations”. If we aspire to translate EST readings properly, we need to make sense of its sentence features, and translate them according to their distinctive traits to achieve the expected effects.

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Dialogism in Reported Speech in English Broadcast News Discourse in Chinese-English Translation

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[Abstract] Using Martin and White's Appraisal Theory to study dialogism in reported speech of translational English discourse, this paper discusses the potential reporting verbs distribution and intertextuality from a textual dimension and discursive dimension through case studies. It concludes that manipulation means include a pronoun shift, tense discontinuity, space shift, and source text effect, etc. On the level of dialogism between the writer/speaker-putative reader, engagement and graduation in appraisal theory are analyzed.

[Keywords] reported speech; dialogism; engagement; graduation; broadcast news discourse

Introduction

Broadcast news, as an information communication means, serves as ideological, historical, cognitive, cultural or political purposes. As the world is more and more integrated through the extensive use of Internet and various media, broadcast news is easily accessible to people all over the world. People are more and more influenced by either true or false information. This justifies the current study of the mechanism of how the broadcast news is manipulated to reproduce or clarify certain information. Moreover, The People's Republic of China (hereafter, China), as the second largest economic entity in the world, is attracting more and more global attentions, and thus media, as mainly represented by People's Daily, Xinhua News Agency and CCTV in China, bear greater responsibility in broadcasting news abroad, as well as introducing international perspectives to the domestic audience. One particular issue arising from this globalization relates to the translating and editing or "transediting" (Stetting, 1982, p. 371) of broadcast news. As an important window to learn about China, the translated English from Chinese is worth being studied since it is directly converted from Chinese and carries the original attitude and perspectives of the Chinese media. This paper, first, using a corpus-based approach, explores the textual dimension to analyze the features of reporting verb distribution in reported speech and its semantic meaning. Second, it studies from the discursive dimension of intertextuality, discussing the potential existing dialogism in the reported speech through text analysis of case studies on six party talks on North Korea's nuclear issues. Finally, a case will be studied using Appraisal Theory.

Dialogism and Appraisal Theory

Bakhtin (1986) discussed dialogism as follows: in reported speech, "the speaker's expression penetrates through these boundaries and spreads to the other's speech", namely the reporters' speech, which is transmitted in ironic, indignant, sympathetic, or reverential tones" (p. 93). Therefore, every word we say does not belong to us, and our utterance is a combination of our own words and other's words and an intertextuality between history and our contemporary world. Journalistic works, as an authoritative discourse, exert tremendous influence on people's daily communication in that they establish the discourse standards "on which one relies, to which one refers, which are cited, imitated, and followed" (p. 89). Hence, to some extent, our utterances are shaped and developed in "continuous and constant

interaction with others' individual utterances", which Bakhtin defines it as "the process of assimilation", during which we assimilate, rework, and re-accentuate" (p. 90).

Martin & White (2005) also defines dialogism approach as "all verbal communication, whether written or spoken, is 'dialogic' in that to speak or write is always to reveal the influence of, refer to, or to take up in some way, what has been said/written before, and simultaneously to anticipate the responses of actual, potential or imagined readers/listeners" (p. 92). Therefore, they developed the Appraisal Theory, which is composed of attitude, engagement and graduation, among which the engagement mainly deals with "all those locutions which provide the means for the authorial voice to position itself with respect to, and hence, to 'engage' with, the other voices and alternative positions construed as being in play in the current communicative context" (p. 94). Attribute is further divided into acknowledge and distance in reported speech. Engagement is divided into disclaim, proclaim, entertain and attribute. Graduation is central to the appraisal system and refers to up-scaling or down-scaling. The author even says "attitude and engagement are domains of graduation", whose force and focus are the two sub-types.

A majority of previous studies (Comrie, 1986; Davidse & Vandelanotte, 2011; Declerck, 1996; Ma, 2008; Vandelanotte, 2005) have focused on the linguistic phenomenon of reported speech, yet few have studied it from the perspective of intertextuality or heteroglossia. As reported speech includes two voices from reporters and the reported into one voice, there must be some traits during the shift from direct speech into indirect or reported speech. According to systematic functional grammar, in the direct speech, the discourse of the matrix verb and that in the quotation marks are not in the same discursive level, while once it is shifted into indirect speech, they are in the same level. During this shift, the tense changes are an important sign, which can be used to explore into the dialogism in reported speech or broadcast news discourse.

Materials and Methods

The translational English of a parallel Chinese-English corpus was used in the present study. The parallel corpus used here was partly chosen from "GALE Phase 1 Chinese Broadcast News Parallel Text – Part 1, Part 2 and Part 3", which is created by Xiaoyi Ma and Stephanie Strassel and published by LDC in 2008 which contains transcripts and English translations of 23.3, 21.9, and 19.1 hours of Chinese broadcast news programming of China Central TV (CCTV) (a broadcaster from Mainland China) and Phoenix TV (a Hong Kong-based satellite TV station). The transcripts and translations represent broadcast news programs focusing on current events such as Daily News and News3 from CCTV, as well as Global Report and Good Morning China from Phoenix TV released from 2004 and 2005. Among them only CCTV parallel corpus, which consists of 48 texts of 18,148 sentence units, and 382,394 word tokens, was used to keep the internal consistency.

Results and Discussion

First of all, the reporting verb distribution in the reported speech of the Chinese-English translational English corpus was discussed. Among the reporting verbs, "said" was the top one, followed by words such as "stated", "stressed", "noted", "announced", "indicated", and "mentioned", etc. It is evident that there should be no reporting verbs in the original direct speech of the reported speaker, so these reporting verbs are all added by the writer or editor of the broadcast news according to the content of the meaning.

Compared with those reporting verbs in the native English cited from Krestle, Bergler, and Witte (2008), it was found that the reporting verbs unique in the translational English were more moderate such

as “comment”, “demonstrate”, “express”, and “forecast”, etc., from which no apparent stance was shown either from the reporter or the reported speaker; this was probably partly originated from the source texts. While on the other hand, those in the native English speakers’ list showed obvious stance and attitude; for instance “blame”, “charge”, “criticize”, “decline”, and “disagree”, etc. One unique use of translational corpus was “repeat” and “reiterate”, which were not discovered in the native English corpus. This also partly originated from the source text, being characteristic of Chinese government and foreign ministry, especially when responding on the Taiwan issue and one-China policy to show a consistent stance.

When we further studied into the semantic meaning, using Wmatrix (Rayson, 2009), it was found that the five most common meaning categories were those related to “speech acts, speech act: communicative, Open/closed; Hiding/Hidden, Crime, law and order: Law & order, Definite (+ modals), Thought, belief, and expect”, which varied between translational English and Native English. The first item is speech acts. According to Austin (2005), speech acts can be analyzed on three levels: a locutionary act, an illocutionary act, and in certain cases, a further perlocutionary act. Searle (1975) further set illocutionary acts into five classifications; assertives equal speech acts that commit a speaker to the truth of the expressed proposition, e.g. reciting a creed; directives equal speech acts that cause the hearer to take a particular action, e.g. requests, commands and advice, commissives mean speech acts that commit a speaker to some future action, e.g. promises and oaths; expressives equal speech acts that express the speaker’s attitudes and emotions toward the proposition, e.g. congratulations, excuses, and thanks; declarations mean speech acts that change the reality in accordance with the proposition of the declaration, e.g. baptisms, pronouncing someone guilty or pronouncing someone husband and wife (pp. 344-369). Then, we can see that most of the illocutionary speech acts in the translational corpus belong to the “assertives”, such as “reaffirm, sum up”, “commissives” such as “forecast, swear”, and “directives”, such a “advise, propose, demand,” and “expressives” such as “caution”. On the native English list, on the other hand, there was a different picture. For “assertives”, there were “contend, allege, assert, cite, confirm”, for “directives”, there were “urge, and concede”, for “commissives”, there were none and for “expressives”, there were “blame, criticize, and complain”. As for the common verbs, they were mainly “assertives” like “announce, explain, report, and tell”, and “directives” like “recommend, acknowledge, admit and suggest”, “commissives” like “predict, and disclose”, “declaratives” like “declare, deny, and claim”, and finally, “expressives” like “accuse and agree”. It indicates that the native English list uses more expressive speech acts and both use a large quantity of assertives, directives.

As to the second item “Speech act: Communicative”, all of which were “assertives” except that of “request” from the translational corpus. The third item “Open/closed; Hiding/Hidden; finding; showing” mainly dealt with “assertives”, such as “demonstrate, discover, expose, found, indicate, point out, reveal, show, tell and disclose”, because they are mainly concerned with “committing a speaker to the truth of the expressed proposition”. Here, it suggests that the truth value of the proposition was not evident and the broadcast news was simply revealing the information source. In this consideration, native English list almost has none in this type; maybe this is to guarantee the accuracy of the broadcast news content. For the item of “Crime, law and order: Law & order”, there were more verb types in the native English, which explains its broadcast news focus and possible caution in word use. As to the “thought, belief” category, it is obvious that the translational English used more thought, belief words than its counterpart. This also indicates native English seeks to be more objective and more neutral. As for the “definite” and “expect” items, they were more concerned with the future.

Next, the dialogism in reported speech of translational English corpus will be explored in detail. Bakhtin always argued, “The other’s word should be transformed into one’s own/other (or other/one’s own)” (1986, p. 146). In the process of dialogic communication, the object is transformed into the subject (the other’s I). Journalistic or broadcast news discourse is a combination of spoken and written styles in that it is in the written-to-be-spoken genre. Thus, as Bakhtin argued, “When there is a deliberate (conscious) multiplicity of styles, there are always dialogic relations among the styles” (1986, p. 112); it is essential to study the dialogism in broadcast news discourse. We will explore North Korea’s nuclear issues as follows through text analysis of case studies of the Six-party talks.

[Sample Text]

[1] *“The second stage of discussions in the six-party talks on the North Korean nuclear issue have not been resumed for some time.*

[2] *On the afternoon of the tenth, Kong Quan, **spokesman for the Chinese Foreign Ministry**, **said** regarding the various speculations that China has consistently stayed in touch through various channels with all five of the other parties and was pushing for resumption of the six-party talks as soon as possible.*

[3] *Our basic view is that the more **we** are faced with this current difficult situation, **all sides**, **everyone should** strive together; all **we need** is for us all to work together, and **I believe these difficulties should**, and **we can** overcome **them**.*

[4] *Because ultimately, the goal of peaceful resolution of the peninsula’s nuclear issue **cannot** change.*

[5] *Peaceful resolution of the peninsula’s nuclear issue, this is a proven and effective mechanism, and **we should** persist.*

CCTV reporter reporting.”

[new, CCTV4, DAILYNEWS, CMN, 20060110]

When taking a look at the sample text, it is obvious to see the changes in the text in several aspects: First of all, the pronoun shift in the reported speech. In the five sentences above, there is a shift of pronouns from the reporter as the first person to the “represented speaker” spokesman Kong Quan as the first person, or from my words to another’s words. So the audience’s perspective is also shifted from the scene of the hostess or reporter to that of the spokesman. This is obvious from Sentence [1] to Sentence [2] and Sentence [3]. In Sentence [1], “Kong Quan” appears for the first time as a third person singular, yet in Sentence [2], it shifts into “our, we, all sides, everyone, we, I, these difficulties, we, them”, namely the first-person use. This indicates a shift of perspective. We can understand this in that broadcasting news is a combination of live reporting and a recording report. According to Oddo (2014), as one of the two most familiar kinds of recontextualization forms, “*reported speech* attempts to rearticulate the meaning or ‘gist’ (not the wording) of an earlier assertion, and is marked by a hypotactic dependency structure” (p. 131) and “reporting speech allows a person more freedom to reinterpret or ‘spin’ recontextualized discourse for persuasive ends” (p. 131).

Moreover, the tense discontinuity of the reported speech in Sentence [2] is present tense of absolute tense use. This also indicates dialogism which is determined by the broadcasting news itself as a special style. When the video starts, actually besides the live reports, all are recorded in order to make the audience feel the liveliness of the issue, so the reporters maintain the absolute tense use in the reported speech to achieve a live effect. This is another dialogism of time between past and present. Furthermore,

there is also a dialogism of space, namely space shift, that is the shift between different space. In addition, as a translational text, it shows features of the source text of Chinese, called source text effect, which is also a kind of dialogism. From Sentence [3], we can see that the sentence length of reported speech of Sentence [2] and [3], (50 and 42 words respectively), are longer than average English sentence length (the average sentence length of FLOB corpus is 25.59 words (Xiao, 2012, p. 73)). There are also uses of modal verbs and reporting verbs. In all sentences except [1], each includes a modal verb such as “should” (used twice), “need”, “can” in Sentence [3], “cannot” in Sentence [4], and “should” in Sentence [5]. As to the reporting verb “said” and “believe”, they form the stance or intention of the reported speaker, yet as it is added by the transeditor based on a summary of the content of the reported speech, thus it shows both the intention of the reporters or transeditors and the reported speakers’. This has been tested by Xin (2012) using appraisal theory.

In addition, the above can be further analyzed. First, according to Martin and Whiter (2005), as to the key or the “voices” of news, analysis and commentary, there are usually two voices in news. The former takes the reporter’s voices, which is relatively formulaic reporting and there are fewer commentaries; the latter one is the correspondent voices, which can make some analysis – usually political. As to the categories of engagement and graduation, the main ones are graduation: force: intensification: quality such as *eye-catching*, *serious*, *comprehensively*, *substantive*, *cleverly*, *substantive*, *major*, and *subtly* to indicate subjectivity; heterogloss: expand: attribute: acknowledge, such as *say*, *according to*, *stress*, and *it’s said that*; heterogloss: contract: proclaim: concur, such as *obvious* to show concurrence; concede + counter, such as *although*, *though* as concessive concurrence to acknowledge that there are possibilities of potential disagreement among the putative readers; attribute: distance, such as *issue*, *claim*; heterogloss: expand: attribute: acknowledge, highly credible such as *all the parties*, *everyone*, *all the delegation heads*, *unanimously* is worth our attention because through an emphasis of the large quantities, it shows that the proposition is highly credible and thus improve the credibility of the news. These are all concerned with the heteroglossic interaction between the authorial voices with the putative readers.

Second, the differences between reporter voice and correspondent voice are evident, since in the reporter’s voice, there are less comments and mainly fact reports about what happens to whom and in what circumstances, while in the correspondent’s voice, there are many value positionings through engagement and graduation, thus achieving a writer/speaker-reader interaction or heteroglossia to indicate the stance of the reporters or correspondent, as well as the potential discourse meaning.

Conclusion

The analysis above is only an elementary study on the dialogism of the writer/speaker and putative reader relationship, including the manipulation of reported speakers’ words, and how readers are written into the text. The present study mainly used Martin and White’s Appraisal Theory to conduct the text analysis. The findings were that in the interaction between reporters and reported speakers, manipulative means such as pronoun shift, tense discontinuity, space shift, and source text effect, etc., were used to coin the voices of the reported speakers with those of the reporters and through the use of reporting verbs to demonstrate the reporters’ stance or value position takings. However, there are still many limitations in the present study. Further studies can probe into the dialogism through reporting verbs, the generic, social, cultural and institutional influences. As to the reporting verbs, this study only explored its distribution and semantic meaning; the dialogism through reporting verbs remains to be studied further. Since the genre studied is translational text of broadcasting news discourse, and we only conducted a

preliminary study, whether the genre itself has an effect on the dialogism, such as that written-to-be-spoken can take some oral features and the source text effect remains to be studied further. Furthermore, social, cultural and institutional elements could be taken into consideration on the potential interpretation of such linguistic phenomena.

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“Paper” and “We” – The Referring Preference in Academic Abstracts

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[Abstract] In this paper, we attempt to explore the linguistic features of the high frequency referring expressions in English academic abstracts from the psycholinguistic perspective of Accessibility and Subjectivity integration. According to the findings, Chinese authors show a strong tendency to use the objective formulaic expression “the paper” to refer to academic papers, and use it as the point of departure to introduce their research. By contrast, native English authors would use the subjective referring expression “we” to introduce the actions taken by the research agents. Influenced by this way of thinking, as well as culture and specific social conditions, the above feature becomes a convincing argument for the emergence of a Chinese-English variety.

[Keywords] “paper”; “we”; academic abstracts; referring expressions; preference

Introduction

Referring expressions are important in information transmission, and with the great development in many areas in social sciences, the study of referring expressions have been shedding new light with new approaches and methods. The related studies in anthropology, for example, have provided many approaches for linguistic study. Malinowski (1923) discovered in his anthropologic study that the meaning of words plays an important role in the environment where they are used. Brown (1958) pointed out in his paper “How Shall a Thing be Called” that “the name of a thing... is the name that constitutes the referent as it needs to be constituted for most purposes.” After that, the study of referring expressions cognition has received more attention from linguistics.

Linguists have been studying referring expressions from different aspects with different criteria. With the related theory from functional linguistics, linguists have studied referring phenomena in discourses (Brown, & Yule, 1983; Halliday, & Hasan, 1976; Hoey, 2001). Using pragmatic train of thought, linguist could explain the distribution of referring expressions, such as the Q-, I-and M-principle of Levinson (1987), Huang’s anaphora framework (2000), and Xu’s R-expression recognition principle; while psycholinguistics investigated the distribution of referring expressions in natural discourses, and provided explanations for their distribution. Givón (1983, p. 18) believed that referring expressions are carriers of the topic of the discourse with various degrees, and the topics determine the R-expression distribution. Chafe (1987), on the other hand, believed that referring expressions are carriers of activity, the degree of which determines the choice of referring expressions; while Ariel (1990) considers referring expressions as carriers of accessibility, which influences the R-expression distribution.

There are linguists who study referring expressions from other aspects such as the OT Centering model by Beaver (2004) which is used to explain the distribution of anaphora. Some scholars found that two NPs, which are not directly related, correlate in some certain way, and they named such kind of relation “associative anaphora”; therefore, they could interpret the distribution of referring expressions by laying down some rules. For example, Charolles (1999) holds that associative anaphora is bound by uniqueness and transitivity; while Kleiber (1999) believes that the condition of alienation and the principle of ontological congruence are working in the mechanism of relation which holds between two

referents; both Charolles and Kleiber (1999) believe that anaphora can activate typical conditions to activate the related concepts in the memory. Ma (2008) establishes the framework for persons absent from the conventional setting by studying strategies and systematically describing various linguistic forms that interlocutors may employ when it comes to the establishment and maintenance of references to such persons.

The research above have noted the anaphora features of referring expressions from such views and perspectives as discourse binding, pragmatics binding, functional cognition and psychological concept reference, yet problems still exist. There is still no clear definition about “referring expressions”; these theories can only explain some references, for example, most of the theories are applied to such reference discourses as fiction, prose, or conversation analysis, but few have been used to study academic reference. Moreover, the universal explanation for the reference relationship has not yet been found. The purpose of this paper is to explore the linguistic features of high frequency referring expressions in English academic abstracts from the psycholinguistic perspective of Accessibility and Subjectivity integration, and attempts to find the reference feature of a Chinese-English variety shown in the academic abstracts.

Methodology

I used the concordance tool AntConc 3.3.5w to get the keywords and key clusters from such corpora as Chinese Academic Abstracts Corpus (CAAC) and its 5 sub-corpora: CAAC-Bio(Biology), CAAC-CS (computer science), CAAC-Law, CAAC-Com (Communication) and CAAC-CL (computational linguistics). Compared with the keywords and key clusters in English Academic Abstracts Corpus (EAAC), EAAC-Bio, EAAC-CS, EAAC-Law, EAAC-Com and EAAC-CL, I obtained high frequency nouns, proper nouns, and referring pronouns, as well as referring descriptors.

Findings

Referring expressions can be represented in many ways in discourse, such as indefinite descriptor (a case, a challenge, a conclusion, a role, a model, a program, a tool, an algorithm, an approach, an attribute, an element, an effort, an introduction, or an opinion), definite descriptor (the present paper, the article, the results, the basis, the development, the public, the study, the author, or the writer), terminology (eukaryotic expression vector, enzyme linked immunosorbent assay, criminal procedure law, Voice of America, natural language processing, or Part of Speech Tagging), and various kinds of pronouns (we, our, it, its, they, their, this, that, these, those, itself, or themselves). According to concordance, the referees of those referring expressions include: research background (the development, a challenge, or the basis), objects (a program, a model, an attribute, Part of Speech Tagging, it, its, they, their, this, that, these, those, itself, or themselves), methods (eukaryotic expression vector, or enzyme linked immunosorbent assay), tools (a tool, an algorithm, an approach, or a method), research areas (Natural, Language Processing, Chinese legal system, or market economy system), agents (we, the author, or the writer), results (the results, a conclusion, a role, or an effort), comments (our opinion, or a view), and medium (this paper, the paper, the present paper, this article, the article, or the present article).

As an academic abstract is a brief summary of a research article, thesis, result and conclusion, and the subjects and methodology vary according to different research areas and disciplines, there is no wonder that the high frequency key referring expressions in the Academic Abstracts Corpus (AAC), mainly focus on those which refer to the agent of research (researcher) and the medium of research (academic paper). Table 1 is a comparative overview of the expression tokens referring to research

mediums and research agents in AAC. According to the table, Chinese writers use the referring expression “paper” more frequently than English speakers, and they especially tend to use “this paper” to refer to the research medium. Comparatively speaking, English native writers tend to use “article”, but they use the referring expression “we” even more frequently to denote the research agent, which shows high salience. On the other hand, neither Chinese writers, nor English native writers, like to use such referring expressions as “the author” or “the writer”.

Table 1. Comparative Overview of the Expression Tokens Referring to Research Medium and Research Agent in AAC

Referring expressions	Tokens in CAAC	Tokens in EAAC	Log -likelihood	Keyness		
				p		
this paper	276	108	120.71	0.000	***	+
the paper	82	36	30.82	0.000	***	+
this article	34	144	49.79	0.000	***	-
the article	15	76	31.63	0.000	***	-
we	336	816	109.47	0.000	***	-
the present paper	4	1	2.70	0.100		+
the present article	0	2	#NUM!	#NUM!	###	-
the author	25	21	1.92	0.166		+
the writer	3	0	#NUM!	#NUM!	###	+

*When the log-likelihood value is greater than 3.84, and the corresponding p-value is smaller than 0.05, it can be considered significant: ***drastically significant; ‘+’ positively significant (indicating that the former value is larger than the latter one, i.e. Chinese authors tend to use more of the referring expression); ‘-’ negatively significant (meaning Chinese authors tend to use less of the referring expression); #NUM! incomparable pairs, e.g. one of the items is zero.

Discussion

Cognitive linguistics studies the formation of language on the basis of human experience, and interprets the meaning with the process of concept construction. Langacker, the founder of cognitive grammar, once pointed out that human beings possess a basic capacity of concept reference, a conceptualized way of establishing a psychological relationship with the target concept, and the meaning of a linguistic formula is just the concept activated in the brain by human beings (1987). The psychological concept of “accessibility” raised by Ariel plays an important role in the discussions about discourse pattern and lexical reference. He also holds that the more accessible the referring object is to the receiver, the less coding information the referring expression possesses, and the markedness of the referring object is inversely related to the clarity of the referring expression (1990). That principle of inverse correlation is obviously based on the receiver’s presupposed knowledge, and acknowledges the referring object from a textual and contextual level to the psychological level, regarding the referring information basically as known information so that all referring expressions are considered as directionally known. Ariel’s theory provides a framework of accessibility for the unified interpretation of referring patterns.

The relationship between referring expressions is not complementary, but the reflections of different statuses of an object exist in the brain. That seems to have been recognized by the study of accessibility, but faced with the discourse in which several referring patterns may be compatible, and with the referring coding incongruent with the receiver’s cognitive expectation, the principle of “accessibility” has yet provided a unified explanation. For example, in academic abstracts, the point of departure of introducing the overview of the research, generally speaking, may be the medium (“the present paper”) with the objective presentation of the research overview, or it may be the agent (“the author” or “we”), which regards the research as the report or description of a kind of subjective behavior. However, as far as the

receiver is concerned, the accessibility of the referring object in either case is not strong, while both cases employ the referring expressions with seemingly equivalent coding information, and both kinds of referring forms can be compatible in the same discourse, with the same pragmatic effect of carrying the topic of the report. Obviously, the points of departure of those referring expressions are different, but the principle of “accessibility” cannot provide a clear and satisfying explanation.

With that reference, we still need to take the interaction of subjectivity and objectivity into consideration, since “language is not only concerned with the objective expression of proportional thinking, but also concerns the linguistic expression of a speaker’s point of view, affect or attitude in discourse” (Shen, 2001, p. 269).

In Chinese academic abstracts, with regard to the subject, in terms of grammatical structure, the point of departure leading the discussion saliently begins with the research medium “paper”, which indicates that the subject of the abstract, the author, would not like to take part into the discussion, and intends to establish distance with the readers and the research itself to amplify the objectivity of the abstract, as shown in the following examples:

***This paper** compared the relative efficiency of gene transfer into zebrafish by microinjection and electroporation. (bc122)*

***This paper** introduces the principles of making out the guideline and the experiences of carrying out the guideline. (c121)*

***This paper** proposes a new adaptive DWT via image texture. (cc100)*

***This paper** intends to discuss the issue concerning how to use the U.S. credit reporting system as reference and strengthen the protection of consumers' identity information in China. (lc102)*

***This paper** first discusses the structure of internet public space. (nc124)*

*Firstly, **the paper** discusses the key problems of different kinds of Question-Answering system, then describes the typed feature structures of sign in HPSG and the AVMS based unification. (c178)*

While in the English Academic Abstracts Corpus, the frequency of “article”, which refers to the research medium, is higher on the whole, indicates that the native-English-speaking scholars show a varied used of words with flexibility. What is worth noticing more is that the point of departure leading to the discussion in EAAC noticeably falls into the first person plural pronoun “we” which refers to the research agent. This shows native-English-speaking scholars are more willing to involve themselves into the research, and to communicate and interact with the readers through the academic texts; they also tend to emphasize their own researcher identity and originality, as well.

If we consider the above findings as the result of the interaction between subjectivity and objectivity, and the choice of referring expressions as a result of the participation of the cognitive subject into the experience, this could be a powerful supplement for the study of reference, which demonstrates the power of interpretation and generalization of cognitive grammar. However, the critical element in such study is also questioned, so more convincing empirical research is needed.

In terms of pragmatics, according to the discussion above, the style of Chinese academic writing shows stronger objectivity (with more referring expressions such as “the paper”). While the native English academic writers would generally determine the referring expressions according to the distance of objectivity to achieve the purpose of both stating their views and expressing their feelings. In contrast,

Chinese academic writers tend to create distance, rather than closing it, and would change subjectivity into objectivity to make the papers seem more scientific while stating their positions.

Wang (2003; 2006) proposes to combine discourse subjectivity with reference accessibility to study the conditionality of reference choice. That is to say, the choice of referring method is closely related to the subjectivity of the discourse. A discourse can be interpreted from various perspectives such as the speaker's perspective, or the receiver's perspective, which could all become a conceptual viewpoint or reference focus and could exercise influence in the choice of referring expressions (Wang, 2005, p. 82). In AAC, the choice of such referring expressions as "the present paper", "we", or "the author" is based on the subjective interpretation of the academic paper from different perspectives.

Any linguistic expression is perspective-based, and even the seemingly objective referring expression is just a kind of linguistic representation of the speaker's capacity of conceptual reference viewpoint, when the speaker's perspective coincides with the receiver's.

A discourse can establish a psychological reference space, and it can also be the construction of meaning involved by a series of psychological spaces. There are still many problems in both the production mechanism of discourse reference and the comprehension mechanism as far as discourse reference is concerned. Therefore, we still need more powerful reference theory to explain the remaining problems. For example, why are there more occurrences of "paper" instead of "article" in CAAC? According to the *Oxford Advanced Dictionary*, "paper" means "an academic article about a particular subject that is written by and for specialists"; while "article" is defined as "a piece of writing about a particular subject in a newspaper or magazine". From the definitions, we can see that extension of the word "article" is wider, while the meaning of "paper" is more specified, and seems to conform to the criteria of academic writing. At the same time, however, the Interlingua trace can still be seen. That is to say, Chinese-English learners are more inclined to observe the conventions when speaking or writing in English.

We have tried to interpret the differences in the choice of referring expressions from such perspectives as functional discourse, pragmatics and cognitive psychology. If we take a further step to explore this issue in terms of way of thinking, there could be more reasonable explanations. As the Chinese have always valued harmony and aspired for stability, they would not like to make flexible changes, nor would they like to show their clear-cut personality. While the meaning of "paper" is comparatively clearer, and it conforms to the academic criteria so that no misunderstanding would arise when being used, it is just perfect for the Chinese psychology of observing conventions and aspiring for stability instead of change.

Conclusion

The speaker always intends to use limited words to convey as much information as possible including his attitude and way of thinking. Obviously, the referring expressions are not determined by the discourse, nor the context or the receiver, but it is oriented toward the cognitive agent, the speaker (the author). In that sense, subjectivity is the basis of the interpretation of the discourse reference. In other words, when the author chooses a certain referring form, the accessibility can be measured in reference to the author himself or to the readers, which has to be determined by what the author wants to express. Only on the premise that the subjective perspective is clear, can the principle of accessibility come into play. Chinese writers markedly tend to use the formularized referring expression "the paper" to denote the academic writing itself, and they lead the research discussions from that point of departure. In contrast, native

English-speaking writers would use the subjective referring expression “we” to introduce the research agent. Influenced by different ways of thinking, cultures and specific social conditions, such feature in referring expressions could also become a convincing argument for the emergence of a Chinese-English variety

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A Cognitive Approach to Conversational Inference

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[Abstract] Conversational inference is a complicated cognitive process, in which various cognitive resources are utilized. To begin with, a speaker's intention is pivotal in deriving conversational implicature. In addition, various mental structures, such as frame, script and scenario are activated in this process. Finally, two cognitive devices, metaphorical and metonymical mapping, play an indispensable role in this inferential process, for they automatically activate the mental structures accessible to both the speaker and the hearer, and with the modifying/constraining effect of context, the derivation of conversational implicatures turns out to be easy and speedy.

[Keywords] conversational inference; intention; cognitive schemata; metaphor; metonymy

Introduction

Conversational inference is a cognitive phenomenon, which involves certain cognitive resources and interpreting mechanism in a given context. Among these undertakings, Sperber and Wilson (1995) proposed Relevance Theory and initialized the cognitive approaches to conversational inference. Panther & Thornburg (1998, 2003) formulated "speech act metonymy". These endeavors have shed an illuminating light on conversational inference.

This contribution attempts to build a cognitive model of conversational inference by trying to answer the following questions: What cognitive resources are utilized in the process of conversational inference? What are the activating and interpreting mechanisms of it? What role does context play in it?

Intention as Resource of Conversational Inference

Grice was the first linguist who recognized the importance of "intention" in conversational inference. In 1957, he proposed an analysis of how an individual S means something by an utterance x (here utterance refers not just to linguistic utterances, but to any form of communicative behavior): "[S] meant something by x' is (roughly) equivalent to '[S] intended the utterance of x to produce some effect in an audience by means of the recognition of this intention'" (Grice, 1957/1971, p. 58). In Grice' view, the speaker's intention is a clue, a resource, or a means that the hearer, or addressee, can rely on to infer the 'speaker's meaning'.

Strawson (1971, p. 155) reformulated this analysis and specified three sub-intentions involved in the process: To mean something by x, S must intend:

- a. S's utterance of x to produce a certain response r in a certain audience A;
- b. A to recognize S's intention (a);
- c. A's recognition of S's intention (a) to function as at least part of A's reason for A's response r.

In Strawson's reformulation, it is not necessary for the addressee (A) to recognize S's intention (a) so as to infer 'speaker's meaning', but his recognition of S's intention (a) can further function as a reason, a guideline for his latter behavior in forming a corresponding response (r).

Searle (1979) also emphasized the role of intention in human communication. He contended that “meaning consists in part in the intention to produce understanding in the hearer” (1979, p. 31) and formulates the process in the following way: “...in speaking I attempt to communicate certain things to my hearer by getting him to recognize my intention to communicate just those things. I achieve the intended effect on the hearer by getting him to recognize what it is my intention to achieve, it is in general achieved. He understands what I am saying as soon as he recognizes my intention in uttering what I utter as an intention to say that things” (Searle, 1979, p. 43).

In response to Grice’s inferential model of communication and theory of conversational implicature, Sperber and Wilson propose the Relevance Theory. They argue that “communication involves the publication and recognition of intentions” (1995, p. 24). They contend that communication is an ostensive-inferential process, which consists in making manifest to an audience one’s intention to make manifest a basic layer of information. Therefore, it can be depicted in terms of an informative information and communicative information. They reformulate the notion of informative intention and communicative intention along the following lines: “Informative intention: to make manifest or more manifest to audience a set of assumptions {I}. Communicative intention: to make it mutually manifest to audience and communicator that the communicator has this informative intention” (Sperber, & Wilson, 1995, pp. 58, 61).

Cognitive Schemata as Resource of Conversational Inference

To understand a piece of linguistic utterance requires a particular kind of representation of its content and the situation of utterance. From a psychological point of view, it is generally supposed that a mental representation of the actual or possible states of affairs is required. The mental representation must have some sort of structural similarity to the state of affairs, viz., ‘iconic’ in a sense. The mental representation can be realized by various notions in Artificial Intelligence, psychology, anthropology and other domains, such as frame (Minsky, 1975), script (Schank, & Abelson, 1977; Sanford, & Garrod, 1981), and scenario (Sanford, & Garrod, 1981; Panther, & Thornburg, 1998), etc.

Minsky defined frame as “a data-structure for representing a stereotyped situation like being in a certain kind of living room or going to child’s birthday party” (1975, p. 212). Fillmore (1975, p. 124) used “frame for any system of linguistic choices ... that can get associated with prototypical instances of scenes” and the word “scene for any kind of coherent segment of human beliefs, actions, experiences or imaginings”. Furthermore, “people associate certain scenes with certain linguistic frames” (1975, p. 2).

The notion of script was “specialised to deal with event sequences” (Schank. & Abelson, 1977). Abelson and Schank used this term to label a package of knowledge that contains stereotypical information and to produce a computer program that simulates some properties of human understanding. The basic idea behind the script theory is that bits of a simple story will retrieve a script from memory, which can then be used to fill in the details necessary for understanding.

Sanford and Garrod (1981) proposed the notion of scenario to describe an information network retrieved from long-term memory by a particular linguistic input. And they assumed that language understanding is a process in which linguistic input and a knowledge-based structure (or memory) interact. According to them, “in order to elicit a scenario, a piece of text must constitute a specific partial description of an element of the scenario itself” (p. 129).

Panther and Thornburg (1997, 1998) further develop the scenario concept and propound the notion of Action Scenario, and propose the theory of speech act metonymy. (For details, see latter sections)

When interlocutors are engaged in a conversation, these mental structures, or cognitive schemata are triggered and utilized automatically to aid our inferential process, consequently, greatly facilitate the speed and efficacy of conversational inference.

Cognitive Activating and Interpreting Mechanisms of Conversational Inference

In the process of conversational inference, two kinds of cognitive mechanisms, conceptual metaphor and conceptual metonymy, play a pivotal role in activating the cognitive schemata in both the speaker and hearer, and thus, are conducive to the ease and speed of conversational inference thereby.

Conceptual Metaphor and Pragmatic Implication

Conceptual metaphor is generally understood as a conventional conceptual mapping from a source to a target domain. The source enables us to understand and reason about the target on account of the relevant aspects of its conceptual structures. Viz., through the conceptual link of the similarities shared between the two domains. For example,

1. A: How is my daughter at school?

B: Frankly speaking, she's going nowhere that way.

In Sentence (1), the linguistic expression “that way” triggers off a scenario of *Going on a journey*, which consists of the activities of setting off, making progress, having a rest, getting lost, seeking help, and ultimately, reaching the destination and achieving one's goal, or giving up halfway and without fulfilling one's goal, etc. Meanwhile, the expression activates the one-to-many correspondence Life IS A JOURNEY metaphor that is based on the path schema. The hearer may derive the following possible candidates of implicatures:

2. a. The addressee is not going to achieve his expected goals (if he persists in the way he behaves).
- b. The addressee is not going to making any progress in life.
- c. The addressee may make progress if he changes his behavior timely.
- d. The addressee is acting in a wrong way.
- e. The addressee may not have well-defined goals.
- f. The addressee has wrong goals.
- g. Etc.

Among of all these candidates of implicatures, one of them might turn out to be more central than others. Lakoff and Johnson (1999) argue that the central correspondence in the journey metaphor is GOALS ARE DESTINATIONS. And this central correspondence allows the hearer to derive the central implicature, viz., (2a). “The addressee is not going to achieve his expected goals (if he persists in the way he behaves)”. Besides the central implicature, the other candidates are exploitations of remaining correspondences with their logic and structural relationships. (2b) focuses on the action; (2c) and (2d) on the manner of action; (2e) and (2f) on the type of goal. In different situations, some of these candidates may loom large as a result of the interaction of linguistic input, contextual factors and the mental processing.

Conceptual Metonymy and Pragmatic Implication

Lakoff and Johnson (1980, p. 35) view metonymy as “using one entity to refer to another that is related to it”. They point out that metonymy “has primarily a referential function”, but “not merely a referential

device. It also serves the function of providing understanding” (Lakoff, & Johnson, 1980, p. 36). Gibbs assumes that “metonymy is a significant part of how people ordinarily think and speak”, and that “the Gricean notion of conversational implicature can be seen as being metonymically motivated” (1999, pp. 73-74). Lakoff and Turner (1987) redefine metonymy as “being primarily a cognitive process involving schematic mapping between two parts or aspects of the same conceptual domain.” Based on the notion of idealized cognitive model, Radden and Kovecses (1999, p. 21) give a generally-accepted definition of metonymy as “a cognitive process in which one conceptual entity, the vehicle, provides mental access to another conceptual entity, the target, within the same idealized cognitive model”.

By integrating the theories of speech act scenario and metonymy, Panther and Thornburg (1997) propose the concept of speech act metonymy and classify it into the following types:

- i. the BEFORE component for the whole scenario
the BEFORE component is the first stage of the whole scenario, which includes the motivation, potentiality, and ability, etc. that may activate the whole State of Affairs Scenario to happen.
- ii. the CORE/RESULT component for the whole scenario
the CORE/RESULT component is the central stage of the whole scenario. The CORE describes the essential features of the action itself and RESULT refers to the immediate outcome after a successful performance of such action.
- iii. the AFTER component for the whole scenario
the AFTER component depicts the intended consequences of the action that are not its immediate result.

Panther and Thornburg (1998, p. 761) assume that the more distant a speech act scenario component is from the CORE, the weaker its ability to evoke the whole scenario metonymically. To confirm this assumption, let us look at the following examples.

3. A: Will you open the window?
B: Ok.
4. A: It’s so hot.
B: yuhh, I’ll have an air-conditioner fixed tomorrow.
B’: Shall I open the window?

Both sentence (3) and (4) can be viewed as speech acts of request. However, the two sentences differ in their ability to evoke the speech act scenario of opening the window. In sentence (3), the speaker is asking whether the hearer has the motivation to perform the speech act. Thus, it belongs to the BEFORE component of the scenario, metonymically, this BEFORE component can be used to stand for the whole speech act scenario. As a result, it is easier for the hearer to infer the speaker’s intention to ask him to open the window. In sentence (4), the situation is a little different, the speaker’s utterance is not conventionally used to stand for a request, but only points to a request. Since the conceptual content of utterance (4A) is located outside the boundaries of the request scenario. Namely, it belongs to neither of the BEFORE, the CORE/RESULT, or the AFTER component, so consequently, no clear metonymic link can be established between the utterance and the speech act scenario of opening the window. However, with some conceptual effort, the utterance of (4A) could be interpreted as a motivation or reason for the hearer to perform the action, thus (4B’). These examples demonstrate that the hearers need to spend

different amounts of efforts to interpret these utterances as request. Thus, confirms Panther and Thornburg's assumption that the more distant a speech act scenario component is from the CORE, the weaker its ability to evoke the whole scenario metonymically. Meanwhile, the analyses above illustrated how speech act metonymy works in conversational inference.

Conceptual metaphor differs from metaphor mainly in the fact that the former involves two discrete conceptual domains and a mapping across these domains whereas the latter involves a mapping within a single domain. But the two kinds of conceptual mapping usually interact and form a metaphor-metonymy continuum in conversational inferences.

A Cognitive Model of Conversational Inference

In light of what we have discussed so far, the inferential process of conversational implicature can be formulated in Figure 1: the linguistic expressions that S utters trigger off cognitive schemata in H, which may take the form of frames, scripts, scenarios, among others. Then by metaphorical or metonymical mapping, or both, H adjusts his/her original cognitive schemata and forms new ones by taking various contextual factors into consideration, which are conducive to the understanding the S's intention, and finally, conversational implicature (s) can be recovered due to the recognition of S's intention.

The next example illustrates how the above model functions in deriving the conversational implicature.

5. A: Shall we go to the ball tonight?
B: I have to study for the exam tomorrow.

Example (5) is a speech act of request. Out of politeness or other reasons, B does not directly decline A's invitation. Rather, he puts his intention of refusal in the utterance "I have to study for the exam tomorrow", which metonymically activates the whole scenario of Taking Exams by referring to the BEFORE component: study/prepare for the exam.

Conventionally, B's utterance is not used to stand for a refusal, but only points to a refusal. However, with some conceptual effort, the utterance of (5B) could be interpreted as a motivation or reason for the hearer to refuse A's request: since studying for exams takes time, and going to ball also takes time. Since one cannot perform both actions at the same time. Therefore, B cannot go to the ball with A.

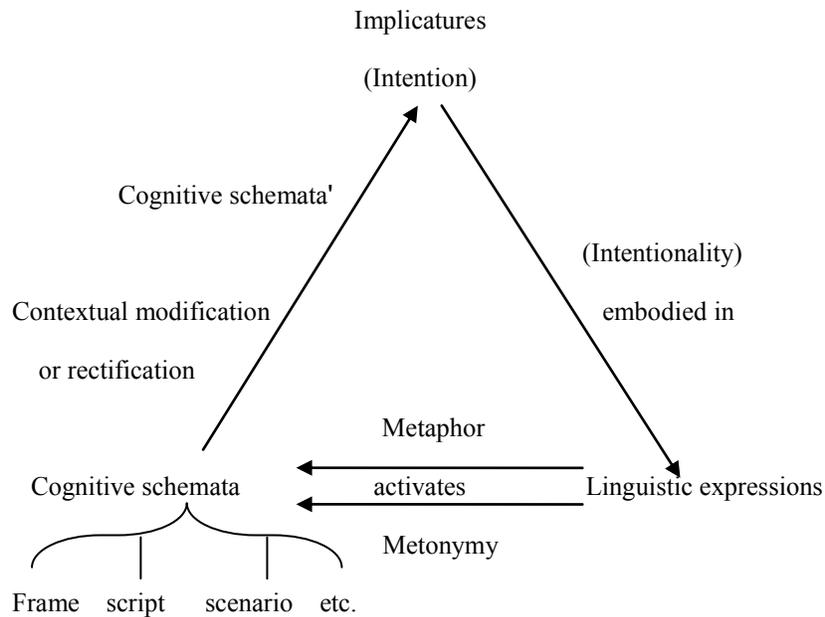


Figure 1. A Cognitive Model of Conversational Inference (see also Zhou, 2008)

Conclusion

In this contribution, we investigated how various cognitive resources are utilized and contribute to the recovery of conversational implicature from a cognitive perspective. We examined the role of intention in conversational inferences and discern that intention is an indispensable cognitive resource in their respective theoretical framework, and thus, an essential ingredient of conversational inference. Afterwards, a variety of cognitive schemata, or mental structures which conceptualize the background knowledge, such as frame, script, and scenario, are investigated. By exploring how these cognitive schemata facilitate our inferential processes, the contention is further confirmed and justified. Meanwhile, the role of two other cognitive resources, conceptual metaphor and conceptual metonymy, in conversational inferences are also addressed. Owing to the interaction of these cognitive resources and mechanism, the derivation of implicatures can be easy and swift.

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A Study of the Linguistic Features of Chinese Teachers' Compliments from a Variational Pragmatics Perspective

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[Abstract] *Researchers have revealed valuable insights into complimenting behaviors in a variety of contexts in the past decades. However, few documents about complimenting in the educational context can be found, except for the study of Johnson (1992). To fill the research gap, this study was conducted to explore the linguistic features of the Chinese teachers' complimenting behaviors from the perspective of variational pragmatics. We collected a corpus of 183 Chinese compliments of teachers through observing or interviewing a number of teachers and students from some primary and high schools in Nanjing. Analyses were made on the levels of lexicon, syntax, semantics, and discourse. This study suggests that Chinese teachers' complimenting behaviors were characteristic of the interactions between general complimenting principles and strategies and the specific factors of the Chinese educational context, really a significant variety of compliments.*

[Keywords] *compliment; linguistic features; variational pragmatics; Chinese teachers*

Introduction

A compliment is a positively affective speech act. It can be referred to as “a complex sociolinguistic skill,” which serves to save people’s face, to increase or consolidate the solidarity between the speaker and the addressee, and to create or maintain rapport (Holmes, 1988; Seiter, & Dutson, 2007). Wolfson (1981, 1989) pioneered the study on compliment by examining the speech of middle-class native speakers in the United States. They found that compliments in American English showed a striking regularity not only in their syntactic patterns, but also in their semantic composition. Among the nine patterns, which accounted for 97% of all the compliments collected, it was discovered that one single syntactic pattern, “Noun phrase (NP) + is/looks (really) + adj.” (e.g., “Your haircut is nice”) was found in well over 50% of these compliments. The next two most frequently used patterns: “I + (really) like/love + NP” (e.g., “I really like your haircut”) and “Pron. + is (really) (a) + adj. + NP (e.g., “That’s a nice hat”) accounted for an additional 16.1% and 14.9% of the data, respectively. This means that 85% of all the compliments collected were performed with only three syntactic patterns. With regard to the semantic composition, it was found that 96% of the data drew terms from two major categories, adjectival and verbal, to carry positive evaluation. Moreover, the predominant terms used were from only five adjectives (“nice,” “good,” “beautiful,” “pretty,” and “great”) and two verbs (“like” and “love”).

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Knapp, et al. (1984) pursued another general investigation into American compliments. Unlike the ethnographic method used in Wolfson's (1981) study, they interviewed people and asked them to recall compliments they had recently given or received. Besides the syntactic similarities they found in their data, an additional analysis of compliments along four dimensions, i.e., indirect/direct (praise implied or not), specific/general (praising specific items or not), comparison/no comparison (comparing the praised item with something else or not), and amplified/normal (praise with or without intensifiers), was conducted. It was the first category in each dimension that took precedence.

Herbert (1986, 1990) was another scholar who was interested in American compliments. In analyzing his data which were collected ethnographically within the student community, Herbert (1990) made quite an interesting classification of compliments according to the "person focus" of the act, that is, "Whether the compliment subject is expressed with a surface 1st, 2nd, or 3rd (i.e., impersonal) person focus" (p. 203). Therefore, "I like your haircut that way" is a 1st person focus; "Your hair looks good short" is a 2nd person focus; and "nice haircut" is a 3rd person or impersonal focus. The significance of such a classification lays in the fact that the more tentative and polite feature of personalized compliments, rather than impersonalized ones, tended to strengthen their sense of solidarity conveyed.

Holmes' (1988) research into compliments in New Zealand English yielded quite similar results to Wolfson's (1981) study on American compliments on the part of syntax and contents of compliments. What was noteworthy about her study was her explanation of the function of complimenting behavior. Besides the most obvious function of compliments as positively affective speech acts to "increase or consolidate the solidarity between the speaker and the addressee" (Holmes, 1988, p. 447), compliments, according to Holmes, might also serve as positive politeness strategies in the context of a face-threatening act (FTA).

Johnson (1992) conducted an empirical analysis of the forms, strategies, and functions of compliments within the specific context of peer-review texts. Considering the nature of the peer-review task, i.e., to comment directly on one's classmates' papers explaining what one appreciated about the partner's paper as well as ways for further improvement, Johnson saw compliments in the review texts as both positive judgments and politeness strategies to avoid FTAs inherent in the review task. Therefore, after an ordinary examination on the specific patterns and lexical items used, which seemed to corroborate the findings of other researchers, Johnson concentrated her discussion on complimenting strategies in discourse. She classified complimenting strategies into two types—strategies for redressing specific FTAs (specific criticisms and suggestions in the review texts) and strategies for redressing the global FTA (the writing of such reviews as a potential FTA).

Schneider and Barron (2008) set forth the conceptual framework of variational pragmatics, listing some language varieties in relation to society, economy, gender, age, region, race, and so on and so forth. From then on, researchers have been showing great enthusiasm for exploring the effects of different factors on complimenting behaviors from the variational pragmatics perspective and have offered some valuable insights into the principles and strategies of compliments in various contexts. To illustrate, Rees-Miller (2011) found the significance of differentiating male and female complimenting behaviors in unstructured vs. goal-oriented settings. In unstructured settings, appearance compliments between women on clothing and hairstyle predominated, serving as phatic communication; whereas in goal-oriented settings, men and women produced and received compliments almost equally. Compliments on performance were far larger in number than all the other topics in goal-oriented settings for both genders. Furthermore, the categories of compliments men and women produced betrayed gendered values. Lin, et

al. (2012) investigated the impact of macro-social and micro-social variables on Chinese compliments from the perspective of variational pragmatics. Specifically, they focused on the influence of region (a macro-social factor) and compliment topic (a micro-social factor) upon Chinese complimenting behaviors in Taiwan Chinese and mainland Chinese university students. With regard to the influence of region, similarities appeared between the compliments of Chinese students in Taiwan and mainland China. Overall, both groups were inclined to produce explicit compliments, as well as implicit compliments in the form of requests, assumptions, and want statements. However, there were statistically significant differences between the two groups in relation to several implicit compliment strategies. For the impact of compliment topic, both groups employed a few compliment strategies in similar ways across appearance/possession and performance/ability contexts. Lin, et al. suggested that “in most cases, it was compliment topic rather than the variety of Chinese which modulated the compliments by both groups” (p. 1486).

From the literature reviewed, it can be seen that researchers have made inspiring discoveries in complimenting behaviors in a variety of contexts in the past decades. Unfortunately, complimenting in the context of teaching and education has received little attention, except for the study of Johnson (1992), who considered it as discourse framing strategies in the specific context of peer-review texts. To fill the research niche, this study was conducted to investigate the complimenting behaviors of Chinese teachers in relation to the lexical items, the syntactic structures, the contents, and the discourse patterns from the perspective of variational pragmatics.

Before embarking on this study, we would like to offer the working definition of teachers’ compliments. In the special context of teaching, where the teacher constantly motivates, encourages, and facilitates students to make progress in various aspects, a compliment is often used as an effective means, whereby the teacher gives students positive judgments and evaluations by confirming their achievements or progress, or provides them with direction or advice. Besides its ordinary effects, a compliment can also be purposefully used as a “sugar-coated pill” (Archer, 2015). That is, the teacher often employs a compliment to implicitly point out demerits of students.

Method

Research Design

Variational pragmatics primarily concerns various pragmatic issues on social and geographical language varieties (Goddard, 2012). Schneider and Barron (2008) pointed out ten research perspectives of variational pragmatics for the future, such as social variables, geographical factors, language phenomenon, corpus and research agenda. In order to investigate the complimenting variety in the specific context of Chinese teaching and education, we need to focus on the impact of social variables on the institutional language. Therefore, we employed two ethnographic ways to collect data. One method was non-participant observation (Larsen-Freeman & Long, 2000), which is basic for ethnography (Hudson, 2000). The interview (Block, 2000; Stewart, & Cash, 1988; Zhang, 2010), was also used as a supplement to the observation to ensure the desired data for the present study. The survey obtained the consent of the relevant teachers and students, who were rewarded a small gift for their support and cooperation. In the end, a corpus of 183 Chinese compliments of the teachers was collected through observation and interview (for the interview guide, please consult Appendix 1) involving over 100 teachers and students in Nanjing primary and high schools.

Data Treatment

The tallying of all the features was completed using Nvivo, a statistical software for social sciences. We employed some descriptive statistical means (i.e., statistical tables) and a nonparametric test, i.e., chi-square test.

Results and Discussion

For the 183 single Chinese complimenting utterances collected, several categorizations were made in terms of the lexical items, the syntactic patterns, contents and the discourse patterns under variational pragmatics.

Salient Lexical Items

Most compliments collected carried their positive evaluations by one or more lexical items. As Table 1 illustrates, they were either adjectives, verbs, or nouns. It appears that adjectives were the preferred lexical group in the Chinese teachers' compliments, which is consistent with the findings in English compliments. Nevertheless, the adjectives in the Chinese educational situation showed a wider variety than those in English compliments. Wolfson (1981, 1989) illuminated that the predominant terms used were only five adjectives ("nice", "good", "beautiful", "pretty", and "great") in American compliments, whereas there were more than 20 adjectives (e.g., 棒 [excellent], 好 [good], 了不起 [great], 不错 [not bad], 对 [right], 正确 [correct], 仔细 [careful], and 认真 [conscientious]) frequently used by the Chinese teachers. So, we argue that this could be seen as a significant indicator of the Chinese complimenting variety in the educational context of China. As to the salient verbs, the chi-square test was used to examine their relationship with the personal focus (1st/2st person focus) of the compliments. The result ($\chi^2=12.653$, $p=0.000$) showed that these two were highly interrelated. That is, Chinese teachers, as a rule, complimented students by expressing their emotional reactions in two different ways of verb usage.

Table 1. Salient Lexical Items in Chinese Compliments of Teachers

Word group	Items	N*	%
Adjective	棒 (excellent), 好 (good), 很好 (very good), 了不起 (great), 不错 (not bad), 不容易 (not easy), 对 (right), 正确 (correct), 准确 (accurate), 细心 (circumspective), 仔细 (careful), 认真 (conscientious), 清楚 (clear), 清晰 (plain), 流利 (fluent), 流畅 (smooth), (论述)充分 (adequate), (层次)分明 (distinct), (感情)充沛 (vigorous), 透彻 (incisive), 新颖 (novel), 全面 (comprehensive), 客观 (objective), 诚实 (honest), 老实的 (veracious), 坦率 (frank), 活泼 (lively), 活跃 (active), 开朗 (cheerful), 积极 (energetic), 上进 (ambitious), 勤奋 (diligent), 用功 (hardworking), 刻苦 (assiduous), 一丝不苟 (conscientious and meticulous), 乐于助人 (happy to help others), 快 (quick), (能力)强 (capable), (进步)大 (distinct), 可爱 (lovely), 可喜 (encouraging), 讨人喜欢 (lovable), (说得)通 (reasonable)	147	80.3
Verb	我/大家 (I/people): 佩服 (admire), 欣慰 (gratify), 夸/夸奖 (praise), 喜欢 (like), 赞成 (approve of), 你 (you), 注重 (attach importance to), 注意 (pay attention to)	11	6.0
Noun	有 (have): 吃苦精神 (spirit of hard work), 基础 (foundation), 潜力 (potential), 一定道理 (reason), 勇气 (courage), 优点 (merit), 优势 (strong point), 志气 (ambition), 自己的见解 (one's own opinion)	18	9.8

Note: N stands for the number of compliments collected containing the above words.

Syntactic Patterns

Table 2 shows the syntactic patterns of Chinese compliments of teachers, as well as their frequencies and percentage. On the syntactic level, Chinese compliments from teachers showed more varied patterns than those found in the research of English compliments (e.g., Wolfson, 1981, 1989; Knapp, et al., 1984; Holmes, 1988). Specifically, we found that there were primarily 11 categories of syntactic patterns in

Chinese teachers' compliments. They differed in terms of personal focus. Compliments from Patterns 1 to 9 passed some direct judgment onto the student; whereas, those in Patterns 10 and 11 expressed the emotional reactions of the teacher or people in general to the positive aspects of the student. Therefore, the former can be said to be student-focused, the latter, non-student-focused. In addition to the common declarative sentences that account for the majority of the data, there were also some interrogative sentences, e.g., “你是不是挺有组织能力的呀?” (“Aren't you good at organizing?”), which may be seen as a kind of indirect complimenting devices (Knapp, et al., 1984; Maíz-Arévalo, 2012).

Table 2. Syntactic Patterns of Chinese Compliments of Teachers

Syntactic patterns	Examples	N	%
1. 我觉得 (etc.) + NP + adv. + adj.	我觉得你的智力很好。(I feel you are of great intelligence.)	8	4.4
1a. NP + adv. + adj.	你的学习态度还是比较认真的。(Your attitude towards study is comparatively serious.)	11	6.0
Subtotal:		19	10.4
2. 我觉得 (etc.) + NP + 比以前 + adj. + adv.	我觉得你的普通话比以前好多了。(I feel your mandarin is better than before.)	18	9.8
2a. NP + 比以前 + adj. + adv.	你的书写比以前认真多了。(Your handwriting is much more careful than before.)	20	10.9
Subtotal:		38	20.8
3. 我觉得 (etc.) + 你 + adv. + adj.	我发现你挺乐于助人的。(I find out you are generously happy to help others.)	3	1.6
3a. 你 + adv. + adj.	你真听话!(You are so obedient.)	6	3.3
3b. adv. + adj.	很好!(Great!)	8	4.4
Subtotal:		17	9.3
4. 我觉得 (etc.) + clause + adv. + adj.	我觉得这学期你能从全班的下游进步到中游, 已经很不容易了。(You've gone upwards to the middling state from the backward position. I feel it's great!)	4	2.2
4a. clause + adv. + adj.	你这次数学毕竟考及格了, 已经很不容易了。(After all, you've passed this math test. Great!)	5	2.7
Subtotal:		9	4.9
5. 我觉得 (etc.) + 你是 + adv. + adj. + n.	我觉得你是个很勤奋的学生。(I feel you're a very diligent student.)	6	3.3
5a. 你不是 + adv. + adj. + n.	你不是个太调皮的孩子。(You're not too naughty.)	3	1.6
Subtotal:		9	4.9
6. 我觉得 (etc.) + 你 + v. + 得 + adv. + adj.	我认为你已经想得比较全面了。(I think you've considered quite thoroughly.)	5	2.7
6a. 你 + v. + 得 + adv. + adj.	你写得很仔细。(You write very carefully.)	13	7.1
Subtotal:		18	9.8
7. 我觉得 (etc.) + 你 + v. + NP + adv. + adj.	我认为你理解问题很快。(I think you can comprehend problems very quickly.)	4	2.2
7a. 你能够 + adv. + adj. + v. + NP	你总是能够很及时地发现自己的错误。(You can always find out your mistakes in good time.)	3	1.6
Subtotal:		7	3.8
8. 我觉得(etc.) + 你 + v. + adv. + adj. + n.	我认为你已经取得了很大的进步。(I think you've made great progress.)	3	1.6
8a. 你 + v. + adv. + n.	你已经迈出了可喜的一步。(You've taken an encouraging step.)	4	2.2
Subtotal:		7	3.8

Table 2. Syntactic Patterns of Chinese Compliments of Teachers (cont.)

Syntactic patterns	Examples	N	%
9. 我觉得 (etc.) 你有 + NP	我觉得你在好多问题上有独到见解。(I feel you have original views on many problems.)	4	2.2
9a. 你 + adv. + 有 + NP	你是很有潜力的。(You have great potential.)	5	2.7
	Subtotal:	9	4.9
10. 我觉得 (etc.) + clause + 让 + 我 + v.	我觉得你这学期能取得这样的成绩已经很让我感到欣慰了。(Such an achievement you've made this semester gratifies me a lot.)	2	1.1
10a. 你的 + NP + 让 + 我/人们 + v.	你的学习劲头让同学们佩服。(Your devotion to learning is admirable.)	3	1.6
	Subtotal:	5	2.7
11. 我觉得(etc.) + 我 + adv. + v. + 你的 + NP	我觉得我很佩服你的吃苦精神。(I feel I admire your hardworking spirit very much.)	1	0.5
11a. 大家 + adv. + v. + 你 + v.	大家都夸你懂事。(Everybody praises you as being sensible.)	2	1.1
	Subtotal:	3	1.6
	Others:	42	23
	Total:	183	100

A very noteworthy syntactic phenomenon in the data was the use of “我觉得 (I feel),” “我想 (I think),” and “看起来 (it seems),” etc. to start a compliment, and “.....对不对? (is it right?)” and “...是吧? (is it?)” to end a compliment. As shown in Table 3, 31.7% of the data began with one of the verb phrases, and 7.1% ended in one of the adjunct word groups. Evidently, these grammatical metaphors (Halliday, 1985) of “我觉得 (I feel)” and “...对不对? (Is it right?)” served as mitigating devices to lower the assertiveness of a statement. Then the question is why the teacher opted to mitigate the force of a compliment when compliments are said as politeness strategies to redress the FTAs (Brown, & Levinson, 1978). Johnson (1992) speculated that a compliment could be a FTA itself in explaining the similar phenomenon in the specific context of peer-review texts, since the person who delivered the direct compliment might be thought to assume a higher, authoritative, and all-knowing status (Maíz-Arévalo, 2012, p. 981). In the educational situation, the nature of teaching pre-sets an unequal status between the teacher and the student, with the former in a powerful and authoritative position and the latter in a weak and inferior one. Hence, the teacher, in order to build rapport, framed a compliment with one of the mitigating devices, so that it was disguised into a personal opinion, which would be shared by the student or not. In this way, the teacher humbled himself/herself to be closer to the student. Therefore, these verb phrases and adjunct groups became special strategies to redress the face threatening force inherent in a compliment from the teacher. This can be seen as another important indicator of Chinese complimenting variety in the specific educational context.

Table 3. Mitigating Devices in Chinese Compliments of Teachers

Verb Phrases	N	%	Adjunct Word Group	N	%
我觉得 (I feel)	15	8.2	对不对? (is it, right?)	2	1.1
我认为 (I think)	21	11.5	对吧? (isn't it?)	3	1.6
我相信 (I believe)	11	6	对吗? (right?)	1	0.5
我听说 (I've heard)	3	1.6	是吧? (is it?)	2	1.1
我发现 (I find)	6	3.3	你说呢? (don't you think so?)	5	2.7
看起来 (It seems that)	2	1.1	-	-	-
Total	58	31.7	Total	13	7.1

Contents

It can be suggested that the nature of the educational activity determined that the contents of the teacher's compliments were centered around what students had done, said, or thought, or their personal qualities. Table 4 illustrates the categorization of the compliment contents. By complimenting a student's performance, the teacher confirms that the student's action was correct; by complimenting the student's words, the teacher expresses agreement with what the student has said; by complimenting a student's thoughts, the teacher confirms that the student's view was reasonable; and by complimenting a student's personal quality, the teacher points out either some capability (e.g., potential) or agreeable personality trait (e.g., honesty) possessed by the student. And a compliment on accomplishment showed that the teacher appreciates student's deeds. Thus, we would argue that the semantic categorizations of the Chinese teachers' compliments revealed the impact on complimenting behaviors in general of the contextual factors of educational activity in China (Johnson, 1992; Schneider & Barron, 2008).

Table 4. *Compliment Contents*

Content type	<i>N</i>	%
Performance	61	33.6
Words	32	17.7
Thoughts	25	13.4
Personal quality	26	14.0
Accomplishment	39	21.3
Total	183	100

Discourse Patterns

In discourse patterns were also revealed the prominent features of the Chinese complimenting variety in the specific educational context. Discourse pattern here refers to the overall structure of one or a series of speech turns in which compliments appear. On the discourse level, teachers employed compliments purposefully to construct the teaching discourse. The 23 complimenting discourse structures found in the data were categorized into six types (see Table 5).

Table 5. Discourse Patterns of Chinese Compliments in Teaching

Type	Discourse pattern	Lexical marker	Example
Type I	1. Yeah, compliment (com.) 2. com.1 + com.2 3. com. + empathy (emp.) 4. emp. + com. 5. com.1 + self-discourse (self-dis.) + com.2 6. com.1 + comfort expression 7. com.1 + com.2 + comfort expression 8. com. + agreeable comment	and	2. This time your homework is completely correct, and your handwriting is very good. 3. You are very frank, and I know your feelings now. 5. I think your improvement in English is evident these days. And this subject was also my big problem when I started to learn it. Looking back, I feel your progress is fairly rapid. 7. Recently, I find your chemistry is much better than before. In other words, you have made a fascinating step forward. Although your score isn't high enough to pass the exam, it is much better than those 20 or 30 points you often got in the past. 8. This time you worked out another extremely difficult problem, and I find you like thinking very much.
Type II	9. com. + new information 10. com.1 + com.2 + new information	however,	10. Your basic train of thought about this problem is correct, and your ideas are fairly complete. However, you miss one point.
Type III	11. disproof of the student's words + com. 12. disproof of the student's words + com. + question 13. com. + question	then	12. Why do you still say that you are not fit for English learning? You've made a rapid progress in listening, speaking, reading and writing, and I think your potential is still very great. Seriously, English is not so hard as before? 13. This time you did quite well in this math test. Then what's your next plan?
Type IV	14. com. + interpretation (int.) 15. int. + com.	so	14. Your Chinese is very good, that's OK. So, you are talented in language learning. In a sense, languages are alike. You have a good foundation in Chinese, so it will surely be helpful to your foreign language learning.
Type V	16. com. + confrontation (conf.) 17. com. + criticism 18. com. + the student's shortcoming	however but yet	16. You do quite well in math, physics, and chemistry. That's good. However, you cannot hold the idea that "grasping M. P. C. makes you free." 17. You are very lively. That's good. But you'd better pay attention to the limits and different situations. 18. I think your response ability is quite good, yet, are you a little careless sometimes?
Type VI	19. com. + directions (dir.) 20. dir. + com. 21. com.1 + ①com.2 + ②dir. 22. emp. + ①com. + ②dir. 23. com. + task	yet ① and ② yet ① but ② so	19. We all know you study very hard. Yet, do you think you should still improve your way of learning? 21. Your answers were given fast and right, yet, if only you had written more carefully. 22. You didn't do quite well in this math test, and I know you are afraid of difficulty to some extent. But I think you have known ABC of it, so you will catch up with others as long as you keep on working hard. 23. You've grasped the basic principles, and next you'd better put your mind on the applications.

The eight discourse structures in Type I consisted of one or more compliments combined with some other benign expressions. In the following three types of discourse patterns from Type II to Type IV, one or more compliments were either followed by some new information unknown to the student (Type II), or

offered after the teacher's disagreement with the student's words, and/or followed by a further question to elicit more information from the student (Type III), or they were combined with the teacher's interpretation leading the student to a new perspective to look at the situation (Type IV).

In most of these structures were certain discernible discourse markers, which were mostly in the position between two compliments where they functioned as conjunctures as in Type I, or between compliments and new information, questions, criticisms or directions, etc., functioning as transitions as from Type II to Type VI.

From the politeness perspective, the compliments served as politeness strategies to redress FTAs in these discourse patterns, especially from Type II to Type VI. When a teacher provided new information, asked questions, made interpretations, started confrontations, pointed out the shortcomings of the student, or offered directions, s/he would assume the role of an authority and all-knowing person, in contrast to the inferior role of the student. In order to redress these FTAs, teachers often complimented students beforehand or afterwards. The students, as a result, might feel they were not that unworthy and were also capable in certain aspects. Consequently, the students should be more likely to accept the information, criticisms, or directions from their teachers. In some sense, these findings have corroborated and enriched Johnson's (1992) claim that complimenting behaviors can be treated as effective politeness strategies to mitigate the face threatening force inherent in the educational activities.

Conclusion

In terms of the languages involved, currently variational pragmatics have been mainly concerned with English, followed by Spanish and German, and then by French and Dutch (Schneider, & Barron, 2008). This present study, from the variational pragmatics perspective, explored the constraints and influences of the unique contextual factor of Chinese teaching and education on complimenting behaviors. On the basis of quantitative and qualitative analysis of the data, we examined the lexical items, syntax, contents, and discourse patterns of Chinese teachers' compliments.

On the lexical level, we found that adjectives were preferred, as compared with verbs and nouns to carry the positive evaluations of compliments. Compared with the findings on English compliments, the adjectives used in the Chinese educational context were more varied. On the syntactic level, Chinese compliments of teachers demonstrated more patterns than those in English compliments. Special attention was paid to the syntactic structures of “我觉得 (I feel)” and “...对不对? (Is it right?)”, which were considered to be politeness strategies to redress the face threatening force inherent in compliments from the perceived authority of the teacher. The contents of the teacher's compliments were pre-conditioned by the task of teaching and education. So, they were mainly directed at the performance, personal qualities, words, or thoughts of students. On the discourse level, six complimenting discourse patterns in teaching and education were revealed. They were either one or a series of independent complimenting utterances, or combinations of compliments with additional expressions, which were either new information or criticisms or directions, and so on. In some sense, compliments served as purely positive evaluations in the former case, but as politeness strategies to redress the FTAs of criticizing or directing, etc., in the latter case.

It can be argued that the linguistic features of Chinese teachers' complimenting behaviors resulted from the interactions between the general principles and strategies of complimenting and the context of Chinese teaching and education. In other words, they were a variety of Chinese complimenting in a specific institutional language. From this standpoint, the present study has broadened the research field of

variational pragmatics and enriched our understanding of this new academic branch. Therefore, our study, to a certain extent, filled in a lacuna in the investigation of Chinese complimenting behaviors in the context of teaching and education in China. To sum up, we suggest that teachers' compliments may be seen as an effective means in the educational context, which could help establish a harmonious teacher-student relationship, create an agreeable teaching atmosphere, and promote students' healthy growth. Yet, teachers ought to be careful about what to compliment, how to compliment, and where to compliment. This research may serve as a guide to teachers and educators.

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Appendix 1: An Interview Guide

Interview with Teachers

Dear Mr./Ms., could you please answer the following questions? Thank you for your cooperation.

1. Do you often compliment your students in your teaching and education process? Do you think compliment is an effective means of teaching and education?
2. What compliments do you often employ?
3. What techniques have you found in the process of complimenting your students? Do you use different compliments according to different students in terms of personality, age, or gender?
4. What functions do you think compliments have towards the development of students?
5. Do you agree with the idea of “more compliments, less criticisms”? Why?

Notes:

What course are you teaching?

What grade of students do you teach?

How many years have you been a teacher?

Interview with Students

Dear boys and girls, could you please answer the following questions? Thank you for your cooperation.

1. Do you like compliments from your teacher? What functions do you think the compliments from your teacher have towards your development?
2. Have you received compliments from your teacher recently? Why did your teacher compliment you? How did the teacher compliment you? What was your feeling?
3. Have your classmates received compliments from your teacher recently? Why did your teacher compliment them? How did your teacher compliment them?
4. Do you like a teacher often complimenting you or one always criticizing you? Why?

Notes:

Age:

Gender:

Grade:

An Analysis of Fuzzy Numerals in English News – The Adaption Theory Perspective

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[Abstract] *As one of the intrinsic features of natural language, fuzziness is widely pervasive in communication. In this paper, we aim at exploring fuzzy numerals in English news from the perspective of Adaption Theory. By employing case study, we analyze fuzzy numerals as a means of adaptation to the physical, mental and social world, respectively. Through the detailed analysis of first-hand examples selected randomly from several English news websites, mainly in 2016, the paper concludes that fuzzy numerals are results of adapting to the physical world, the mental world and the social world as well.*

[Keywords] *Fuzzy numerals; Adaption Theory; English news*

Introduction

Fuzziness, as an intrinsic attribute of natural language, is widely pervasive in communication (Xu, 2014). In 1965, the American mathematician Zadeh published his paper “Fuzzy Sets” in *Information and Control* (Cheng, 1988). He introduced the definition of fuzzy sets to mathematics field for the first time, which, to some degree, established fuzziness as a scientific terminology. From then on, fuzzy theory was in fast development in modern natural science and technology (Cheng, 1988). In China, it was not until 1979 that the research of fuzziness in language began, when Professor Wu Tieping put forward the idea of “fuzziness” for the first time in his paper – “An Analysis of Fuzzy Language” (Zhang, 2008).

News, as one of the major mass media, boasts its own characteristics. The first one is accuracy (Cheng, 1988). However, it doesn’t mean that fuzziness and the first and most essential element of news – accuracy – are mutually exclusive. In reality, there is abundant fuzzy language in English news, especially fuzzy numerals. As a newly put forward theory in pragmatics, Adaptation Theory has a strong explanation power on the motivation and function of fuzzy numerals in English news reports. However, studies of fuzzy numerals from the perspective of Adaptation Theory are sporadic, let alone the studies of fuzzy numerals in English news reports from the perspective of this theory. So, this paper aims at exploring fuzzy numerals in English news from the perspective of Adaption Theory.

Fuzzy Numerals

Based on previous scholars’ research, Channell (2000) did research on ways of being vague about quantities in English, and she classified fuzzy numerals into four types:

- precise numbers and approximators
- ‘round’ numbers
- ‘faded’ numbers
- plural numbers

In the first type, the precise number is usually employed as an approximation in such fixed structures as: “approximator + n” (n here refers to the precise number); “n or m”; and “n or so” (pp. 42- 62). “The approximator is some lexical material (such as *about* or *approximately*) which leads to the approximation

reading” (p. 43). Examples of the first type are: *about/around/round \$500; two or three hundred; ten pounds or so; six or so books*. The ‘round’ numbers in the second type mean reference point numbers. “Rosch (1975) showed experimentally that round numbers are used as cognitive reference points” (p. 81). Based on Rosch’s experiments, “the expression ‘round number’ designates, as far as ordinary English is concerned, just those numbers which, in Rosch’s terms, are reference points in the base 10 number system” (p. 83). Channell used Wachtel’s (1981) examples to explain the round number: (a.) “Sam has \$9,873 in his savings account” (p. 88). (b.) “Sam has \$10,000 in his savings account” (p. 88). In this example, Sentence (a) is regarded as being accurate, since there is no round number in it. On the contrary, Sentence (b) is considered as being fuzzy.

As Channell (2000) said, Menninger (1969) called ‘faded numbers’ the numbers which have the process of *semantic fading*; in other words, “the exact number meaning ‘fades’, leaving the signification ‘a few’ or, more often ‘many’” (p. 86). For example, the expression *the sixty-four-thousand-dollar question* means *very important*. I’ve got *a thousand (and one) things to do*. Here, *a thousand (and one)* means *lots*. The last type, plural number, is another kind of approximate quantity without using an overt approximator. Numerals which can be used in this way in English are as follows: *hundreds, thousands, millions, or billions*. In addition, some of them are combined to give other quantities, for examples: *tens of thousands, hundreds of thousands, tens of millions, hundreds of millions, thousands of millions, and tens of billions*.

Adaption Theory

Adaptation Theory was first proposed by Jef Verschueren in his paper “Pragmatics is A Theory of Linguistic Adaptation” in 1987. But it was not until 1999 when his book *Understanding Pragmatics* was published that this theory got complete and mature. Inspired greatly by Darwin’s evolutionary epistemology, Verschueren (1999) argues that “Adaptability is the property of language which enables human beings to make negotiable linguistic choices from a variable range of possibilities in such a way as to approach points of satisfaction for communicative needs” (p. 61). For the purpose of communication, people manipulate linguistic structures to adapt to non-linguistic contextual correlates, such as the physical world, social world and mental world, where the communication takes place.

According to Verschueren (1999), using language is a process of making choices. He also holds that variability, negotiability and adaptability are three intrinsic properties of language, which can be used to explain how constant choices are made. These three language properties are hierarchically related and fundamentally indivisible. Variability and negotiability serve as precondition or foundation in choice-making, and adaptability is of great importance but meaningless in itself without variability and negotiability (Verschueren, 1999, pp. 58- 63).

Verschueren (1999) proposes four angles to investigate pragmatic description and interpretation. These four angles – contextual correlates of adaptation, structural objects of adaptation, dynamics of adaptation and salience of the adaptation process, are coherent and complementary to take different functions from the perspective of pragmatics. To put it in a simple way, under different levels of consciousness, the use of language is the process of adaptation to all the elements involved in contextual correlates and any possible language structures. The communicative contexts include the physical, social and mental worlds of language users, so the contextual correlates should not be regarded as static.

The Pragmatic Analysis of Fuzzy Numerals using the Adaption Theory

“Accuracy is the utmost among essential news story elements.” (Cheng, 1988, p. 34). However, this basic element or requirement of news does not deny the existence of fuzzy numerals in news reports. In contrast, the employment of fuzzy numerals in English news acts as a way of making adaptation. So, this author will analyze how the use of fuzzy numerals adapts to the physical, mental and social worlds respectively.

Fuzzy Numerals as a Means of Adaptation to the Physical World

“Temporal deixis and spatial deixis are the most studied, and most visible, ways of anchoring language choices into a physical world” (Verschueren, 1999, p. 95). In other words, adaptation to time and space are mainly concerned when elaborating the topic of adaptation to the physical world in which communication proceeds.

Adaptation to time. “Time is a relative notion rather than an absolute value in relation to language, and it interferes with a lot of other considerations” (Verschueren, 1999, p. 95). And Junyi Zhang (2008) points out, “like most aspects of linguistic generation of meaning, temporal reference is usually characterized by a significant degree of indeterminacy” (p. 33). So, the fuzzy numerals about time are employed to satisfy the indeterminacy of time reference, which is considered as adaptation to time.

Example 1:

“When the court decided to review a lower court order temporarily blocking President Obama’s 2014 decision to defer deportations of “dreamers,” an action he took in the wake of Congress’s failure to pass the “DREAM Act,” the court surprised everyone by dusting off the clause and asking for arguments about whether, in doing so, the president had “faithfully” executed the nation’s immigration laws” (The Washington Post, 2016).

In the above example, the second type round number “2014” doesn’t show the exact time of Obama’s decision. However, readers can easily recall the decision and know the main information of it. So, by using the fuzzy numeral “2014”, not only the main information could be provided, but also the truthfulness is also ensured.

Adaptation to space. “In many ways, spatial concepts are central to human thinking.” (Verschueren, 1999, p. 99). A lot of linguistic choice-making is dependent on properties of this positioning beyond the few lines sketched above in “pure” spatial terms (Verschueren, 1999, p. 100). So, the fuzzy expression can be easily found in English news to adapt to space of the physical world.

Example 2:

*“According to the U.S. Centers for Disease Control, the Zika virus is now in **more than 20 countries**, mostly in Central and South America”* (Fox News, 2016).

The fuzzy expression “*more than 20*” belongs to the first type of fuzzy numerals defined above. Even though it hasn’t provided the specific information about space, it is employed to express the harm and hazard of Zika virus. By using the fuzzy expression “*more than 20*”, the readers’ awareness and tension will be aroused and the influence of this news has also been achieved.

Fuzzy Numerals as a Means of Adaptation to the Mental World

According to Verschueren (1999), the mental world refers to language users’ personality traits, emotional involvement, patterns of beliefs, wishes/desires, and motivations/intentions and so on. Therefore, in order

to maintain balance between these factors, the reporters choose fuzzy numerals to achieve communicative aim.

Self-protection of journalists. People weigh safety, so do journalists, who will try protect themselves from potential criticism and maintain their reputation. The instinct of self-protection urges journalists to use fuzzy numerals in the process of making linguistic choices.

Example 3:

*“Violent crime has become less common in the United States in recent years. There were slightly **more than 1.1** million reported incidents in 2014, or 366 incidences per 100,000 residents, a 9.4% decrease from the 2010 rate of 404 violent crimes for every 100,000 Americans. While the nation is becoming safer, many states have a higher violent crime rate than the national average rate, with the 10 most dangerous states reporting a rate of **at least 445** violent crimes per 100,000 people”* (Yahoo News, 2016).

Because the reporter is not sure about the accurate number of the incidents in 2014 or the precise crime rate of the 10 most dangerous states, he uses the first type of fuzzy numerals “*more than 1.1*” and “*at least 445*” to make the news report more credible. By employing fuzzy numerals in this way, the journalists avoids taking the responsibility of reporting too absolutely to protect himself from potential condemnation and denial.

Capturing readers’ interest. Living in an information age, on one hand, people face vast amounts of information; on the other hand, people have limited spare time so that they just skim over the headlines. Therefore, journalists sometimes use fuzzy numerals in headlines to make the news more mysterious. As a result, readers’ curiosity is aroused and then they will further in reading.

Example 4:

*“Philippine New Year mayhem kills two, injures **hundreds**”* (Yahoo news, 2016).

The bold “*hundreds*” belongs to the fourth type plural number mentioned above. When readers see this headline, they will be attracted by the plural number “*hundreds*” for two reasons. First, readers will be curious about why this disaster happened in such a “happy” new year. The second one is that they are interested in how many innocent people were injured in this disaster. So, by using this fuzzy numeral “*hundreds*”, readers’ interest is captured and they are naturally eager to read for more information.

Arousing readers’ sympathy. Sometimes journalists would like to arouse readers’ sympathy. So, in this case, specific expressions will be unnecessary and fuzzy numerals would provide enough information for readers.

Example 5:

*“**More than 1,900** killed by 7.8-magnitude quake in Nepal”* (The Washington Post, 2015).

This is the headline of a piece of news, which mainly describes the catastrophe brought by the 7.8-magnitude quake in Nepal. By employing the first type of fuzzy numerals “*more than 1,900*”, readers could easily be touched by the devastating situation in Nepal and then their sympathy would be greatly aroused.

Being close to readers’ understanding ability. In general, readers are used to reading news within their understanding ability, and they would just like to grasp a brief knowledge of the news report. So, professional or academic expressions might not be suitable for ordinary readers. In other words,

journalists have to use words that are close to readers' understanding level, and the use of fuzzy numerals helps journalists to achieve this communicative goal.

Example 6:

*“While traditional Wi-Fi is capable of transmitting data at **around 7** gigabits per second (Gbps), tests show that LiFi can transfer information at 100 Gbps, and could theoretically reach speeds of 224Gbps.” (Daily Mirror, 2016).*

The piece of news report talks about the cutting-edge ‘LiFi’ technology which may be included in iPhone7. This piece of news aims at showing the high speed of ‘LiFi’ technology that is 100 times faster than WiFi. So, readers are just interested in the advantages that the new technology makes, rather than in the specific speed of Wi-Fi, which is beyond their understanding level. In order to adapt to readers' understanding ability, the journalists chose to use the first type of fuzzy numerals “around 7” in this news so that the aim of communication is achieved.

Fuzzy Numerals as a Means of Adaptation to the Social World

Social world includes various factors. According to Verschuren (1999), “there is no principled limit to the range of social factors that linguistic choice are interadaptable with. Most of them have to do with properties of social settings or institutions which impose many types of principles and rules on the ways in which certain types of linguistic acts can be performed. That is, phenomenon of the utmost importance in the relationship between linguistic choices and the social world are the setting-, institution-, or community-specific communicative norms that have to be observed” (p. 92). In this part, these setting-, institution-, or community-specific communicative norms are regarded as social constraints. Journalists are bound to observe the social constraints and the fuzzy numbers seem to be their good choice.

Adaptation to different cultures. As Verschueren (1999) states: “culture has indeed been a favorite social-world correlate to linguistic choices in the pragmatic literature. It is also one of the most (potentially) misleading notions”. From Verschueren's words, we know that culture is the key element of social world, to which the language must make adaptation. “People in different cultures share their own beliefs and customs, which are important components of culture.” (Song, 2010, p. 52) As a kind of mass media, English news has to pay attention to their potential readers, who bear different cultures. In order to make adapt to different cultures, journalists choose some fuzzy numerals to avoid serious tone, taboos and so on.

Example 7:

*“That critique was encapsulated by a phenomenally popular video posted by an Ohio woman, Melissa Strzala. In the video, which has been watched **more than 17 million** times, Strzala solves 43-13 the traditional way, and then lays out what she says is a Common Core-endorsed (much longer and more complicated) method.*

*The video generated **tens of thousands** of comments, many of which took issue with Strzala's characterization” (BBC News, 2016).*

If you continue to learn more about this piece of news, you would find that different social groups and persons from different cultures are concern about this issue, such as political groups, education experts, and parents. The primary concern here should be whether the employment of the “Common Core-endorsed method” is good or bad for education. Different ideas toward education depend on different cultures, and a good deed in one culture may be bad in another. After keeping this idea in mind,

the news reporter does not answer this question himself, but instead uses two fuzzy numerals to moderate when facing different social groups and persons. From the usage of the first type fuzzy numeral *more than 17 million* and the fourth type *tens of thousands*, we can easily find the passionate concern of different groups and persons, but we have no chance to find the author's idea about it, because it is not the journalist's, but the culture's, obligation to judge this act concerning education.

Adaptation to social relations. "There are various social relationships in the social world, and people from different social classes speak differently" (He, 2012, p. 62). Therefore, journalists should make their words cater to different social groups technically.

Example 8:

*"Anders Ygeman said that charter aircraft would be used to deport the migrants over several years. "We are talking about 60,000 people but the number could climb to 80,000," Swedish media quoted him as saying. **Some 163,000** migrants applied for asylum in Sweden in 2015, the highest per capita number in Europe. Of the **approximately 58,800** cases processed last year, 55% were accepted"* (BBC News, 2016).

This news blames the indifference and barbarity of Sweden and shows sympathy for the migrants. Migrants, as the vulnerable groups of our society, are too vulnerable to abuse. By using the first type of fuzzy numerals "*some 163,000*" and "*approximately 58,800*", the readers' sympathy for the migrants who are refused by Sweden could be easily evoked. Then people will pay more attention to protect vulnerable migrants so that they can enjoy a safe and peaceful life in our society.

Conclusion

This paper is a tentative exploration of the working mechanism of fuzzy numerals in English news reports based on Adaptation Theory. The study is conducted from three perspectives – adaptation to the physical world, to the mental world and to the social world through careful analysis of 8 news items randomly taken from several English news websites, mainly in 2016. The author concludes that fuzzy numerals are results of linguistic choice, and that they are used to adapt to the physical world, the mental world and the social world as well. Since the paper only focuses on the positive effects of fuzzy numerals, the negative effects of those in English news reports were not studied. The author suggests the negative effects of fuzzy numerals should also be considered if follow-up researchers could touch upon this field.

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Geographical Linguistics and Geographic Information System^{*}

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[Abstract] *Guangdong is an area with many kinds of Chinese dialects, and it's one of the earliest areas to explore the geographical linguistics of China's Mainland. This paper reviews the history of Chinese geographical linguistics, especially the theory and practice in Guangdong geographical linguistics, and expounds the importance of developing the Lingnan geographic information system based on GIS and the basic conception of this system.*

[Keywords] *geographical linguistics; theory and practice; GIS; Guangdong dialects*

Introduction

During the last several decades, geographical linguistics have gone non-mainstream while the tributaries were still occasional shining. The fact that Guangdong is a special area with many kinds of Chinese dialects, this paper first gives definitions to geographical linguistics and the geographic information system in order to review the history of Chinese geographical linguistics, especially the theory and practice in Guangdong geographical linguistics, and expounds on the importance of research methods of developing the Lingnan geographic information system based on GIS and the basic conception of this system.

Definitions and Literature Review

Geographical Linguistics is a kind of subject that researches the geographic distribution and diversity of languages (or dialects) by drawing dialect maps from the point of view of geography. It links the location to the historical development of that languages, it elaborates how the pronunciation, grammar and vocabulary in an area of a region came to be similar. On this basis, research is able to be conducted into the languages or dialects classification to find the tract of language changes.

The Geographic Information System, also called the Geo-Information System or GIS, is a kind of specific information system with very important space information. It is a computer-based, technology system that collects, stores, manages, calculates, analyzes, displays and describes the related geographic distribution data of the whole or part of the Earth's surface.

The Originator of Chinese Geographical Linguistics

It was an individual, W. A. Grootaers (his Chinese name was He Dengsong), a Belgian priest, who carried out the earliest geographical linguistics studies in China. But in fact, Chinese scholars already had some group practices in this regard before Mr. Grootaers. It was the former Institute of History and Philology

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who presided over this work, such as “the language area chart” as the earliest Chinese dialect map (Ding, Weng, & Zeng, 1934). As for the language feature map, there are 66 feature maps about the Hubei dialects. (Chao, 1948). Anyway, the language map of this period can be counted as the originator of Chinese geographical linguistics.

Geographical Linguistics after 1949

After the founding of the new China (PRC) in 1949, geographical linguistics basically become non-mainstream while the tributaries were still occasional shining, such as the 23 maps drew by Bai Dizhou, the 12 maps of Changli dialects drawn by the county codification committee of Changli, Hebei Province and so on. “The Chorography of Changli Dialects” is the most outstanding one among those books, although fewer maps, but the choice of density site, the clear feature became the transition of Chinese modern geographical linguistics.

In 1987, the “Language Atlas of China” (co-edited by the Chinese Academy of Social Sciences and Australian Academy of the Humanities, Longman Publishing Company), a large-scale integrated language atlas was published. It included 35 color maps, 50 cm x 36cm, and each image contained the necessary text. Under the leadership of the Chinese Academy of Social Sciences, the subgroup maps of Chinese dialects and text descriptions were provided by some Chinese dialectologists (Li, Xiong, & Zhang, 1990). This work included an introduction of Chinese languages and dialects, analysis of data compilation, mapping of dialectal subgroups and text descriptions. For example, the picture B13 is “Chinese dialects in Guangdong”, but strictly speaking, this figure is only a distribution map of Chinese dialects in Guangdong, rather than one of dialectal features. Perhaps it lacked material, there was no separate “Maps of Dialects in Guangdong” in this atlas, which is one of its shortcomings. The “Atlas” was republished in 2012, with great improvement in mapping technology, but same as the first edition, it still has maps of dialectal distribution.

“Linguistic Atlas of Chinese Dialects” is a kind of comprehensive map of Chinese dialectal features (Cao, 2008), which is the first atlas based on unified field survey and an original atlas of language features, which fully reflects the basic outlook of Chinese dialects. Uniting 34 universities and 57 researchers, the project investigated 930 dialectal points from 2003 to 2008 and drew 510 maps based on first-hand data. The “Linguistic Atlas of Chinese Dialects” was divided into three parts: pronunciation, vocabulary and grammar.

Introduction of geographical linguistics in Guangdong

“A Survey of Dialects in the Pearl River Delta” (Li, Xiong, & Zhang, 1990) was the earliest book, which revealed the characteristics of the dialects in Guangdong with 42 maps. The maps of dialectal features in it had titles to fill in the gaps of geographical linguistics of Guangdong, and even though the settings of the items were still unreasonable and inadequate, and the drawing technique was poor, it provided a similar experience for future work and undeniably deserves credit for the tentative work.

Since 1992, cooperation took place again between linguistics scholars from Hong Kong and the Guangdong province, to carry out the project “An Investigation and Study on Cantonese Dialects in Beijiang River and Xijiang River Basins of Guangdong Province”. In 1994, “A Survey of Dialects in North Guangdong” was published (Zhan, 1994). The fifth chapter of this book included 45 feature maps based on 10 Cantonese points, with 21 maps (1-21) of phonetic features, and 24 maps (22-45) of lexical and grammatical features. For a narrow region and simple species of dialects, the linguistic features were

more concentrated and representative. But, just like “A Synthetic Review”, the settings of items were still unsatisfactory, especially some important grammatical features weren’t reflected (such as completive maker, or progressive maker, etc.), and it led to a limited quality of the maps.

In 1998, “A Survey of Dialects in West Guangdong” (Zhan, 1998) was published. The fifth chapter of this book contained 68 feature maps, the largest number in history at the time, which was based on 10 Cantonese points, with 22 maps (1-22) of phonetic features, and 46 maps (23-68) of lexical and grammatical features. These maps had some improvements on the settings of items and other issues.

In July 2002, “An Outline of Yue Dialects in Guangdong” (Zhan, 1998) was published. The book included 66 dialectal maps (24 maps of phonetic features, and 41 maps of lexical and grammatical features), reflecting the features of phonetics, lexicon and grammar with 47 points of Cantonese in Guangdong. It is compendious and it plays a very important role from the macro aspect to examine and understand the characteristics of the Cantonese dialects. However, because of the limitations of previous achievements, the maps above still have some deficiencies, mainly in the grammar entries, the style, the drawing technique and the layout print.

Since 2003, the Guangdong scholars, Gan Yuen, Zhuang Chusheng, Yanxiu Hong and Liu Xinzhong, were involved in a major project of the Ministry of Education, “Linguistic Atlas of Chinese dialects” (Cao, 2008), to investigate the dialects in Guangdong, Fujian, and Hainan provinces. It was 2008 when “Linguistic Atlas of Chinese Dialects” (3 Volumes) was published by Commercial Press, and the scholars in the dialectal circle gained practical experience and rational knowledge in geographical linguistics.

In 2004, a research team led by Prof. Gan Yuen gained the National Social Science Fund Annual Project, “Atlas of the Yue dialects in Guangdong”, made systematic investigations of phonetic, lexical and grammatical items on 122 Cantonese points in the Guangdong province, which lasted nearly five years and obtained a lot of first-hand materials to establish a perfect database. By the end of 2008, 431 colorful characteristic maps were published. This was the first professional linguistic atlas of the dialects of Guangdong, and the atlas raised the concern of academics. In addition, there are some other projects on the linguistic geography of Guangdong.

Theories and Research Method

Earlier theoretical explorations based on a Chinese dialectal atlas was a paper, “On Atlas Plotting of Chinese Dialects” (Chen, Zhan, Wu, 2001), which reviewed the methods of dialectal map plotting in a broad view. The map plotting of Guangdong was only partly involved, but the theoretical contribution exists. Four theoretical contributions have been depicted in “An Outline of Yue Dialects in Guangdong” (Gan, & He, 2003): 1) team-work plays a critical role in the success of large-scale projects; 2) map plotting is the essence of phrase achievement; 3) a dialectal atlas is also a mean of exploring the characteristics of dialects; and 4) map plotting requires non-stop improvement. Meanwhile, the article also pointed out the problems of map plotting.

What needs to be specially mentioned is the publishing of “Relations Between the Geographical Pattern of Guangdong Dialects and Natural and Historical Geography” (Zhang, & Zhuang, 2008). The paper provides great help to the understanding of the humanity geography of Guangdong and is a solid work that should be thoroughly read. In the micro view, the paper “Symbol Designing in the Map of Dialect Feature Distribution” (Qin, & Gan, 2009) specifically discussed the technical issues such as properties, types, settings and symbol designs of the map, which has certain reference values.

Besides Cantonese, geolinguistic studies on the Min dialect are also found, such as “Hypotheses on the Typological Studies of Chao Shan Dialect Geography” (Gan, 2010), a brief review on the typology of dialect geography, as well as the shortages and useful advice were also suggested. Another paper, “Some Issues in Chaoshan Dialect Studies” (Gan, 2010), discussed the theoretical issues in Chaoshan Dialects, and holds that, “overall planning and theory exploration are important to the dialect studies” and “we must quest a breakthrough in geolinguistics, experimental linguistics, and speech pathology by the mean of combing other science branches”. In November 2010, “the 1st International Conference on Chinese Geolinguistics” was held at the Beijing Language and Culture University, which is a landmark of Chinese geolinguistic studies. In 2012, the 2nd Chinese Geolinguistic Seminar was held at Nanjing University, and Gan Yuen, Li Zhongmin, and Huang Qiye presented their report “Geolinguistic Studies in the Hanjiang Basin of Eastern Guangdong”, in which specific analysis was made on the dialect distribution and communication, as well as the emergence and disappearance of Chaozhou and Shantou sounds; some intriguing results were found.

The active involvement of Chaoshan local scholars in geolinguistic studies is a hallmark of the development of the Min dialect studies in Guangdong. Critical papers recently published include “The Distribution and Geographical Features of Min Dialects in Huihe Area of Eastern Guangdong” (Pan, & Lin, 2011), and “Phonetic Localization of Min Dialect in Chaoyang Area of Guangdong” (Wu, 2010). The first paper made an analysis on the language complexity of western dialects in Yuedong, and the characteristics of dialect distribution, and the changes in precious linguistic materials. The second paper subdivided the Min dialects in the Chao Yang area into smaller ones according to its phonetic features, and labial-dental consonants in that dialect were critically discussed in a theoretical way.

Current Limits of Geographical Linguistic

GIS is a general academic term or tool used in geography, which is applied extensively in different areas. The regional differences in Chinese always existed, that varied social and natural geographical conditions have crucial effects on the evolution of Chinese dialect. Therefore, it is not only natural and necessary, but also urgent for us to introduce the computer and GIS technology into the investigation and study of Chinese dialectology. However, due to our technology deficiency, we are still in a trial period of applying GIS technology to Chinese dialect studies. From the beginning of the 21st century, a few scholars began trials on GIS-Based linguistic studies. Among them, there are some projects as “Language Atlas of China”, “Linguistic Atlas of Chinese Dialects”, “Chinese Dialect Geography Distinguishing Mandarin and Wu in Their Boundary Region”, “Chinese Dialect Geographic Information System”, and “Linguistic Atlas of Cantonese in Guangdong” and others. Though these programs have their own characteristics, limitations still exist. The most obvious one is that most of them treat GIS as only a tool of dialect data processing, rather than a dynamic platform of dialect data sharing. Basically, it is still a fresh thing to use GIS as an online interactive platform in Chinese diactology circle.

The Significance of the Lingnan Dialect Geography Studies

“Geographical Information System of Cantonese, Min, and Hakka” has its own specialty and value. It is in the first time that a large-scale investigation of Cantonese, Min, and Hakka in Guangdong have been conducted, the inter-changes of social and geographical factors have been combined, and language variances discovered and explained, through which the study of geographical linguistic will be carried out in multiple dimensions. The value of it is shown as follows:

1. In light of the language diversity and dialect complexity in Lingnan, previous studies on the connection between dialects were insufficient. “The Developing and Study of Cantonese, Min, and Hakka GIS” was a pioneer in the study of the history of the Lingnan dialect; it first brought the varied, but connected, dialects together into the same platform, through a series of classifying, reorganizing, plotting and explaining, and showed the original characteristics of the dialects and their connections.
2. Most of the existing GIS in the region software are stand-alone versions, lacking sharing capacity, which impede the effective utilization of geographical information. The current study will use a whole new tool that has high sharing capacity to develop an advanced, multi-dimensioned, dynamic platform that updates all the time.
3. Identifying the degree of endangered dialects in the region is not only a crucial part of the investigation of national language situation, but also an effective measure to protect and save the endangered language resources, which can draw more attention to the language situation and produce a positive social influence.
4. The current program will contribute to the humanity and geography studies in the Lingnan area, thus, promoting the development of geographical linguistics in Southern China, especially in Lingnan. Later studies can be guided by the program and its positive experiences will be borrowed.

GIS-Based Studies on Lingnan Dialect Geography

Applying GIS is very different from how the regular things are done. It is reflected in the features of numerous information, sophisticated processing, and spatial distribution, and the requirement of safety and compatibility. Three concepts should be considered in the design of Chinese dialect GIS: opening, interaction, and the digitalization of dialects.

In the perspective of “Language is resource”, our program aims to develop the most complete GIS of Lingnan dialects in history, in which language information and other social information will be naturally combined and united. There are seven features in the system: open, innovative, systematic, extensive, sophisticated, resource-abundant, and practical. The system includes: dynamic information about languages and dialects, automatic plotting of language maps, analysis of language change, language evolution and the immigrants, and patterns of language contact, etc.

Traditional dialect studies leave us some valuable resources, but there are fatal problems that include the data is unable to be validated (no audio or video records), it is non-digitalized (it is only described literally, or the results are not kept in a database), and there are also systematic problems, which set barriers to the temporal-spatial comparing of dialects. To overcome these, brand new ideas should be brought into the investigation and studies of dialects.

“The Developing and Study of Cantonese, Min, and Hakka GIS” shows the nature and characteristics of Lingnan dialects, temporally and spatially. There are two levels in the temporal dimension: (A) Synchronic level: the distribution and classification of languages/dialects, population of the language user, basic situations of language communication, languages/dialects investigation (including investigations of phonetic, lexical, syntax), language materials collection (dialogue, discourse, and ballad etc.), basic situations of dialect literature (oral and written), dialect reference books (dictionary, lexicon), and modern studies (books). (B) Diachronic level: the historical immigrations in the dialect region, genealogy, ancient phonology books and their studies, early researchers’ descriptions and studies on local

languages, chorography (including dialect record in history), historical documents, language diachronical studies, and records of lost local literature on history books.

Studies in the spatial dimension can be subdivided according to the differences between areas or dialects. Thinking in that way, there are three sub-projects: “the developing and study on dialect GIS in Leizhou Peninsula”, “the developing and study on dialect GIS in Meizhou district”, and “the developing and study on dialect GIS in the Yunfu District”. In the spatial dimension, there is not only management convenience, but also clearer logical structures. Researchers can conduct their investigation according to administrative districts (city, county [district], town [subdistrict], and village), level-by-level. In this way, places are not easily skipped. To complete spatial studies, dialect properties should also be considered, focusing only on the main and influential dialects, while the minority dialects would be ignored if the locations under investigation were chosen only by administrative districts. However, the investigation and reservation of endangered dialects is a crucial part of this project, so dialect properties should be considered when chose to investigate. Therefore, beside the three main dialects (Cantonese, Min, Hakka) in this area, subordinate dialects such as local languages in the northern part of Guangdong, the Jun dialect, southern-west Chinese, the Xiang dialect, and the Gan dialect should be investigated. In addition, attention should be paid to the change of dialect island in this large area. In that research thought, we can make sure the “dialect GIS of Cantonese, Min, and Hakka” can be a real regional geographical information platform.

Conclusion

The current project is a grand academic design, which can only succeed by integrating multiple factors. Some are highly important: the first one is the surface design, including structure building, data collection and analysis, information classifying and searching, and data application, etc. The second factor is team organization. There are about 20 work stations subordinate to our dialect study institute, and that creates powerful human and material resources. How to distribute these resources and use the teamwork to assure the quality of numerous data from more than thousands of dialect locations is quite a big challenge. The third factor is the investigation standard, including strict technic criterion (requirements of software and hardware) and academic criterion (like investigation reference books, and phonetic transcriptions, etc.), which needs to be prepared beforehand. The fourth factor is the transmission interface, through which researchers can transfer the linguistic data to the dialect GIS.

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The Study of Motivation Intensity of Single-Morpheme Words in the Core Vocabulary of French – A Research-Based on Comparison of English and French

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[Abstract] The core vocabulary has the characteristics of national character, stability, high frequency and single syllable, which is the typical sample in the national language. What's more, the single-morpheme words of core vocabulary not only show the linguistic habits, but also reflect the original features of languages according to exploration of motivation. Regarding French and English as reference systems, this study is based on single-morpheme words to reveal the high motivation of French vocabularies by a comparison between French and English, to study the phylogenetic relationships of Latin and French and provide a new perspective to different stages of development for the two languages.

[Keywords] the core words; single-morpheme words; motivation; the study of motivation

Introduction

As an important field in lexical studies, motivation has been recognized and valued in the field of linguistics. Motivation refers to some certain intrinsic link between the signifier and signified as a sign of language words (Cao, 1993). Motivation is based on the existence of semantic meaning. At the same time, it is helpful to improve some language phenomena in the process of organization or it is a cause for the birth, development or death of language entity (Si, 2002). The problem of motivation has been one of the core propositions of lexicology, even for linguistics. In this paper, the author regards French single words as the research object. At the same time, she analyzes the use of phonetic motivation and etymological motivation.

The Research Status

From the point of view of lexical motivation, the academic world believes that the vocabulary of any language can be divided into three parts: single-morpheme words, synthetic words, and foreign words. Single-morpheme words include only one free morpheme; synthetic words are divided into derivative words and complex words, while the former consists of roots plus affixes, and the latter is two or more single words. As the name suggests, foreign words refer to words from other languages.

In fact, despite the “arbitrariness” principle is determined to the “first principles” in modern linguistics by Saussure, but motivation is the common attribute of any language. In different languages and different stages, the development of the “motivation” presents differences. China's famous linguist Xu Guozhang said, the language symbol in the original period was arbitrary, and the tribal society was established, even a civilized society was determined (Zhang, 2000).

Chinese scholars, such as Zhang Wei, hold that motivation of French words is divided into two main aspects, phonetic motivation and motivation of language, based on domestic and foreign theories. What's more, linguistic motivation includes morphological motivation, semantic motivation, and idiom motivation.

The Motivation of Single-Morpheme Words and the Contrast between Britain and France

Phonetic Motivation

All French derived words and complex words have morphological motivation, while French idioms naturally have idiom motivation (Cao, 1993). In contrast, the motivation of simple words is weak, and its type concentrates on phonetic and etymological aspects. For phonetic motivation, both French or English have a certain number of onomatopoeic words and phonetic words. The aim of the former is using the direct imitation people or things to characterize the sound or event, and the latter is about semantic association through voice. Scholars, such as Hu Aiguo, and Li Daobai named two types of motivation “basic onomatopoeia” and “onomatopoeia” (Hu, 2014). The author used this concept as an example. Scholars believe that motivation of basic onomatopoeia is strong, but the number is few. Therefore, it is not necessary to continue to research it; secondary onomatopoeia is psychological precipitation of consensus of the long-term practice among ethnic groups’ relationship between speech and meaning, which is worth studying. Leonard Bloomfield proposed 17 kinds of English phonetic languages (Wang, 2001). According to the comparison, the author found these types had correspondence with the same meaning in French. For example, “gl-” has the meaning of “sliding” in the two languages (The English word: glossy, and the French word: glissant – their meaning is “smooth”); “cl-” (spelling gl- in English) is usually associated with “impact” as in the English word “close” and the French word “cligner”. In fact, there are a few typical examples of English spelling such as “-ash” (“fierce action”), and there are many spelling combinations with the same meaning in French, such as “-ailler”; the English word trash, whose meaning is “beat furiously”, and the French word batailler, whose meaning is “fight furiously”.

For secondary onomatopoeia in phonetic motivation, many French linguists have their own ways. Zhang Wei, from Sichuan International Studies University, connected the vowel pronunciation, consonant voicing points, and phonetic motivation of simple words together based on the pronunciation organ compaction theory of former Soviet scholars. At the same time, this theory is an in-depth interpretation for the author to refer to in the domestic research in recent years (Zhang, 2000). Table 1 refers to Zhang Wei’s research.

Table 1. Phonetic Motivation of Secondary Onomatopoeia in French (Zhang, 2000)

Phonetic motivation of secondary onomatopoeia in French	To signify the impression of volume, distance or weight by pronunciation.	Larynx or oral cavity is constrictive; aperture is small – “small, weak, near”	Larynx or oral cavity is slack; aperture is big – “big, fort, far”
		petit	grand
		brise	ouragan
		nain	géant
		Lilliput	magnat
	To signify the impression of color or by pronunciation.	Back vowel symbol light color	Front vowel symbol deep color
		blanc	noir
		rouge	gris
		jaune	bleu
		Back vowel and voiced consonant symbol obscuration	Front vowel and voiceless consonant symbol brightness
To signify sport by pronunciation.	[kla]signify actions with son [pa]:	clamer clapir clapoter	
	[kli]signify actions with son [diɲ]:	cligner clignoter cliqueter clisser clirer	
	[gli]signify slipping actions :	glisser glissière	

But China’s well-known language scholar, Zhang Shaojie said, “arbitrariness between phonetic and meaning is an essential property of language itself.” In addition, some scholars believe that, language symbols have obvious onomatopoeic functions in the initial stage. However, because phonetics belongs to erratic elements in the language semiotic system, then the original phonetic is easy to lose with time to show low motivation. English and French have this point in common. In terms of phonetic motivation, there is no difference between the two languages.

Etymological Motivation

Etymological motivation is a branch graphological motivation. The research of etymological motivation is related to French history. Compared with the related English that belongs to the Germanic languages, French, which belongs to the romance languages, or Latin branch, has strong features of Latin. From the times when Romans occupied Gaul in the 1st century BC, people from lower classes began to use popular Latin, with characteristics of fewer syllables, specific words, and easy communication. As time went on, the integration of various dialects of the Gaul language formed the Roman language. At the same time, the upper classes of Gaul used classic Latin, with characteristics of more syllables, more abstract meanings, and specialized words. Two kinds of Latin were used by different classes, but the competition existed between each other. Eventually, in the 4th Century, the Roman language, based on the popular

Latin, became classical Latin, which became the symbol of modern French. So, scholars generally believed that the modern French vocabulary originated from the popular Latin. In the late 5th Century, the German-Franks, occupied and ruled the vast regions of France, but at the same time, the segmentation of north and south led to the fragmentation of language – the south ruled by the Oc language and the north ruled by the Oi language. The rule of language was ended when Albee destroyed Toulouse. Therefore, the northern language was ruled by France. In 842 AD, King Charles le Chauve of the Carolingian Dynasty promulgated the Strasbourg Oath, which is recognized as the formation of the French language.

In fact, the development of French is similar to English. In the process of development and evolution, French borrowed many words from other languages, especially from the Greek, German and English, which has become the main basis that the author chose comparative research samples for the simple words of the core vocabulary. Regarding the world vocabulary, English has 80% loanwords among its one million words (Zhang, 2007). Meanwhile, it is accepted that the motivation of loanwords is low. Quark believed that if one language borrowed a lot of words from other languages, it would reduce analysis further. The reason was that one word had motivation in the output language, but once it was in the acceptance language, it would lose its original motivation, showing non-analytical characteristics in accepting the language of synchronic system. That is to say, the comparison of simple words in native language could show the motivation between English and French languages. What's more, native words are usually included in basic vocabularies.

Basic vocabulary is the core part of one language system with the features of national characteristics, stability, high-frequency and monosyllabic. In general, the number of basic vocabulary words is limited. The core vocabulary in English is no more than 5,000, and is about 4,000 in French. Wang Wenbin summarized 12 types of single-morpheme words of English in English Lexical Semantics (2001).

Table 2. Comparison of Core Vocabulary in English and French

Types	English	French
1. Member of family	father, mother, son, daughter	père, mère, fils, fille,
2. Number	one, two, three, hundred, thousand	un, deux, trois, cent, mille
3. Natural phenomenon;	water, sun, moon, land, spring, sea	eau, soleil, lune, terre, printemps, mer
4. Plants	tree, leaf, grass, seed, berry, bean	arbre, feuille, pré, grain, fraise, pois
5. Animals	dog, cat, hen, cock, duck, cow	chien, chat, poule, coq, canard, vache
6. Colors	red, green, black, white, grey, yellow	rouge, vert, noir, blanc, jaune
7. Nature and features	good, bad, evil, young, old, wise, kind, hot, cold, heavy, light, high	bon, mauvais, malin, jeune, vieux, sage, gentil, chaud, froid, lourd, léger, haut
8. Organs	head, hair, shoulder, hand, arm, finger, knee, foot, nose, face, eye, tongue	tête, cheveu, épaule, main, bras, doigt, genou, pied, nez, visage, oeil, langue
9. Instruments	tool, bowl, pot, cup, glass, broom, spoon, box, sheet, handle, knife	outil, bol, pot, tasse, verre, balai, cuiller, boîte, drap, poignée, couteau
10. Food	food, bread, meat, milk, nut, meal	aliment, pain, viande, lait, noix, repas
11. Daily living equipment	house, path, road, door, window, book, room, floor, wall, stove, key	maison, sentier, rue, porte, fenêtre, livre, chambre, étage, mur, four, clé
12. Most commonly used verbs, pronouns, prepositions and conjunctions	I, you, he, she, my, your, who, what, where, shall, will, should, would, can, may, do, make, go, come, speak, see, eat, run, walk, say, in, on, out, with, at, of, to, but, and, or, as, if	je, tu, il, elle, mon (ma, mes), ton (ta, tes), qui, quoi, où, voudr-pouvoir, faire, aller, venir, parler, voir, manger, courir, marcher, dire, dans, sur, hors, avec, à, de, à, mais, et, ou, comme, si

The author found that in the French core vocabulary, “vert” (green) comes from the Old French, “gris” (grey) from the Frankish, which belongs to the Germanic vocabulary (it can explain the similarity between this word and the English word grey). What’s more, “bras” (arm) comes from the Greek, “bol” (bowl) from English, while “tasse” (cup) is from the Arabic. In addition to the above words, the rest of French core words are from Latin. Some are from popular Latin, for example, “tête” (head), “chemin” (street); some are from classical Latin, such as “chef”; even some words have similar meanings of three Latin words, for example: “aller” (go), one of the highest frequency verbs in French. This word is composed of “ambulare”, “ire”, and “vadere”. Therefore, there are different forms of “all-”, “ir-”, “va-” in the infinitive, futuro del indicative and presente indicative.

As for the core of single-morpheme words in English, the words such as face, boxe, cat have Latin etymology, the rest of words are Germanic language, or Anglo Saxon. The British linguist, C. E. Eckersley noted that, “although there are a lot of French ingredients in English, it still keeps the basic qualities of the Anglo Saxon. When there is a need to write some sentences of common themes, it is easy to be without French or Latin vocabulary. However, without Saxon vocabulary, it is not easy to write a simple sentence”.

It is worth mentioning that the high motivation of single-morpheme words in French is reflected in compound words in English. The English vocabulary system has a characteristic that almost every basic concept is composed of two or more languages. What's more, one is the word that's used independently, and the other is the non-free morpheme that cannot be used independently, such as "sun", a word, and "sol-", a prefix of the same meaning.

Conclusion

The author believes for the single-morpheme words in basic vocabulary, English clearly reflects the source of Germanic languages, so it has low motivation. What's more, the source of French words is absolutely from Latin, and the Germanic ethnic minority in the Frankish tribe is almost cleansing overall. Therefore, most of the core words have high etymological motivation. But because of a strong absorption of English loanwords, the two languages have a certain motivation for compound words. That is to say, as a common etymology of French and English, Latin has an influence on two languages in different levels and fields. The high motivation of core words reflects that French is highly dependent on Latin, namely affinity from one side. It is conducive to an understanding of the reason that the French language is in an inflected stage. However, the English language has the same inflectional language stage as French, showing a strong analysis of language features in order to become a world language. Therefore, the low motivation of core vocabulary provides a perspective to reflect the ethnic characteristics.

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A Study of Semantic Changes of Mandarin Chinese Loanwords from the Hokkien Dialect

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[Abstract] Mandarin Chinese has absorbed a large number of Hokkien dialect words in many aspects, the semantic meaning of these dialect words has changed a lot during language development. These changes have some impact on both Mandarin Chinese and the Hokkien Dialect, and they also have some influence on students' English listening comprehension. In order to improve students' Mandarin and their English listening comprehension, in this article we mainly analyze the semantic changes of Mandarin Chinese loanwords from the Hokkien Dialect, such as the vanishment of meaning, extension of meaning, degradation of meaning, elevation of meaning, and transference of meaning. We found that understanding the semantic changes can help to extend vocabulary of Mandarin Chinese and Hokkien, and to improve students' learning of English listening.

[Keywords] semantic change; Mandarin Chinese loanwords; borrowing; Hokkien dialect

Introduction

With the development of human society, the economy, and political and cultural exchanges among different nations, one language is constantly in contact with others and seldom isolated. The necessities of intercourse bring the speakers of one language into direct or indirect contact with those of neighboring or culturally dominant languages (Sapir, 1997, p. 159). Where there is language contact, there is linguistic borrowing. Borrowing refers to the adoption of words or other language elements from one language or dialect to other languages. Borrowing has become a very common phenomenon in language development and lots of loanwords occur in Mandarin Chinese.

Bloomfield (1933) categorized the borrowing processes from one speech community to another as cultural borrowing, intimate borrowing, and dialect borrowing. Among them, dialect borrowing always occurs between languages which are genetically related. They share quite a number of similarities but have minor linguistic adjustments which add difficulties on the detection of dialect borrowing. Later Hock and Hans Henrich (1938) brought up the idea that borrowing from dialect had more profound effects than foreign-language borrowing.

In China, there are lots of research about language borrowing and dialectology. Li Rulong (2000) expounded the analysis of dialectology in China. Gao Mingkai and Liu Zheng Tan (1958) published a book on the study of modern loanwords.

Hokkien, according to Wikipedia, is a group of Minnan Chinese dialects spoken by many overseas Chinese throughout Southeast Asia. Hokkien originated from a dialect in southern Fujian (Minnan area). There are many Hokkien speakers among overseas Chinese in Southeast Asia and in the United States. There are three principal Hokkien dialects by the geographic locations: Quanzhou (Chinchew, Zuánziū), Xiamen (Amoy, Êbbńg), Zhangzhou (Changchew, Ziāngziū).

There are many studies on Hokkien dialects, for example, Li Zhiruan (2004) published the book concerning the study of Chinese loanwords. Xie Qingyu (1994) systematically analyzed Taiwanese loanwords in Chinese. Yao Rongsong (2000), Yan Xiushan (2008), and many others linguists discussed borrowing respectively. Because of special geographical and historical features of the Hokkien in Minnan areas, the studies of Hokkien loanwords are quite different from others. Chinese scholars have made many studies on the classification of Chinese loanwords. However, there is not much research on the semantic changes of Mandarin Chinese Loanwords from the Hokkien dialect. In this study Hokkien dialects is the donor language and Mandarin Chinese is the recipient language, and we mainly attempt to find out the semantic changes of the loanwords' meanings after borrowing in Mandarin Chinese.

Literature Review

Hokkien is also known as Minnanyu, Hoklohua and Taiwanese Hokkien. In this paper, Hokkien refers to the Xiamen and Taiwan dialect. Li Rulong (2000) published a book about dialectology in which he admitted that Hokkien belongs to dialects, a variety of Mandarin Chinese. Chinese scholars of the late Ming and Qing Dynasties had systematically studied the Hokkien dialect and wrote a number of Chinese linguistic books about it, for example, Huang Qian's *The Phonology of Quan zhou Speech* in 1543, and Xie Xiulan's *The Phonology of Common Zhang zhou Speech* in 1819. In modern times, scholars have made great efforts in Hokkien dialect analysis, such as: Lin Huadong (1998, p. 123), Yao Rongsong (1991), and Hsieh, Shelley Ching-yu (2005, pp. 2-3), etc.

Some Hokkien dialect has become loanwords in Mandarin Chinese. "As South-Min in dialect has maintained certain characteristics of Ancient Chinese, it is of great use for the study of the Chinese loanwords" (Yan, 2006). Wherever there are contacts of any sort between the speakers of different languages, speakers will make use of words from other languages to refer to things, processes, and the ways of behavior, organization, or thinking for which words or phrases were not available or convenient in their own language hitherto (Law, & Hüllen, 1996, p. 354). Loanwords are borrowed under this circumstance and may cover every aspect of human life, including politics, economy, military, culture, art, science, religion and so on. Chinese and foreign scholars have made great efforts on language borrowing. Sapir (1921) pointed out that the simplest kind of influence that one language may exert on another is the "borrowing" of words. Hokkien loanwords in Chinese are words now absorbed into Mandarin Chinese while they could only be found in Hokkien before. Kong Yanzhi (1998) once systematically studied Hokkien loanwords in Malaysian language.

In Chinese academia, scholars divided Chinese borrowings into different categories. Zhang Yongyan (2005) claimed that borrowed words could be classified in three ways: according to their origin and the borrowing time, according to the borrowing method, and according to the degree of assimilation. This idea is commonly applied to scholars' research work. Chen Yuan (2002) classified Chinese borrowings into five categories: Zhuanxie (borrow the foreign word both phonetically and semantically); jieci (add Chinese noun to the loanword afterwards); mojie (calque); half loan word; complete loan translation. And

then Ruanshi Yuhua (2002) divided loanwords into loan-word, loan-blend, loan-shift, and loan translation.

The process of borrowing often involves semantic change. Hsieh Shelley Ching-yu (1994) collated Hokkien dialect loanwords and then systematically analyzed the corpus. She divided the word into revivals and innovations. And in semantic reinterpretation part, she classified loanwords into meaning shift, degeneration, elevation, broadening, narrowing and litotes. Yao Rongsong (1991) introduced the process of the loanword borrowing from Hokkien dialect to Chinese and divided loanwords into two types: words already in the Chinese lexicon, and words still with dialect features, but seldom mention the semantic changes after borrowing. Based on the previous studies, this article primarily studies the semantic changes of Mandarin Chinese loanwords from the Hokkien Dialect

Semantic Changes of Mandarin Chinese Loanwords from the Hokkien Dialect

Semantic change came into being with the process of language borrowing. Xie Jingyu, and Chen Yongyu (1998) studied loanwords which were brought to Chinese. They sorted through the loanwords according to their semantic changes: meaning, degeneration, elevation, broadening, narrowing and litotes. But their study was based on materials before 1994. Although it was not in the forefront of the academia, it provided us with the patterns of study. Comparing the classification in English lexicology and the real situation of the Hokkien dialect, and combining the situation of the mainland, we carried out the classification of semantic changes like this: vanishment of meaning, extension of meaning, degradation of meaning, elevation of meaning, transference of meaning. We also classified Litotes into extension and narrowing of meaning.

Vanishment of Meaning

Vanishment of meaning means some loanwords lose their original meaning once they are borrowed. This often happens to revival loanwords which are a kind of lexical (Hsieh, 2005). Revivals are lexicons that failed to survive after their entering the Mandarin Chinese vocabulary. Those words only acquired a temporary value and soon became obsolete. Those words have been rarely used and faded away. They can still be found in the Hokkien vocabulary, but in modern Chinese seldom can a trace of these revivals be found. The meaning of revivals did meet their moment of vanishment. For example, Hokkien Dialect “Nao-re” (boisterous) was once used in the poem of BaiJuyi (a famous poet). This word is no longer in modern Mandarin Chinese; there is “you chi” (very young) in SuiShu (Chinese ancient book); and “Yaoshou” (die young) in HanShu (Chinese ancient book), etc. With the development of human society, those words were borrowed, but later became out of date and were abandoned by Chinese.

Extension of Meaning

Extension of meaning is a process by which a word which originally had a specialized meaning has now become generalized or has extended to cover a broader and often less definite concept (Zhang, W., 2008, p. 152). Words that have experienced this process can cause a broadening meaning in the semantic field. For example, in Hokkien dialect borrowings, “Gangui” which was borrowed into Mandarin Chinese as “does not catch any fish” further developed into its present meaning, “any failure”. Below are more examples: “Midiao”, a name of a crooked character in the puppet show of the Hokkien Dialect. There are other expressions such as “Midiaonv” (a crooked woman), and “Midiaoyu” (crooked fish). Those extended words appeared and were highly spread on TV, newspaper, advertisement. With the frequent use, the meaning of loanwords becomes wider and wider.

Narrowing of Meaning

On the contrary, narrowing of meaning refers to the process by which a word of wide meaning acquires a narrower or specialized sense (Zhang, W., 2008, pp. 153-154). A good example is the word “girl”, which now refers to a female young person, but its old meaning is young person of either sex. Hokkien loanwords also follow the procedure of narrowing in meaning. For example, the word “Mou” means “anyone” before narrowing, after narrowing, it now means someone’s wife. Words borrowed into Mandarin Chinese become certain concepts through long-term customs or usages. Here, are other examples: the usage of words “Laiqu”, and “Daxiaosheng” has two meanings but actually mean one thing while it is used. That is to say, the meanings are narrowed.

Degeneration of Meaning

Degradation of meaning is a process whereby words of good origin fall into ill reputation or come to be used in a derogatory sense (Zhang, W., 2008, p. 155). In other words, a word may develop a sense of disapproval. For example, “Sha” (silly) in Hokkien once meant “happy”, but now means “foolish”. Likewise, some lexical items may not have any derogatory connotations in Mandarin Chinese, but this degeneration can be developed during the borrowing from Hokkien. Example “Haoxiongdi” was merely “good brother” before borrowing and now it has degraded to “ghost”. The following words have undergone the same process: The word “Xian” means “salty” in Hokkien, after borrowing the meaning changed a lot, meaning “penny-pinching” or “mean”, as in the Mandarin Chinese sentence, “Ta Zhe Ge Ren hen Xian” (This man is a very mean man).

Elevation of Meaning

Elevation of meaning is the opposite of degradation of meaning. It refers to the process of developing a positive sense of a lexical item. Some words early in Hokkien dialect loanwords signified something quite low or humble, but as time went on, they became agreeable or pleasant meaning. A positive or noble connotation of a Hokkien word is developed by borrowing. For instance, the word “Cuo” means “mortuary”, but after it was borrowed into Mandarin Chinese, the meaning of “Cuo” was elevated into a “house”, which is a little innovative. Likewise, “Shui” (water) also had a process of elevation, from a neutral meaning to a positive connotation “beauty”. The Mandarin Chinese sentence “Ta hen Shui Ling” means that she is beautiful and smart. These words not only get rid of the neutral or negative meanings, but also develop positive meanings.

Transference of Meaning

Transference is a process in which words that used to designate one thing have changed to mean something else. The main semantic feature of a word is changed so that semantic field of the word varies, too. Take “Ruan” as an example, in Hokkien “Ruan” means “ego”. After it was borrowed into Mandarin Chinese, the meaning of “Ruan” became “a musical instrument” in ancient China. Once transference occurs, after borrowing, the loanwords from Hokkien dialect show their predominant influence on Mandarin Chinese. Another example, “Ka” in the Hokkien dialect has changed its old meaning “card” into the new meaning “comparatively”. All the meanings of the words above were transferred from one thing to another after borrowing, which occurs often during the process of word borrowing.

Impact of Semantic Changes of Loanwords on Mandarin Chinese and Hokkien

Because of long-term linguistic contact and borrowing, semantic changes have great impact on Hokkien dialects, the donor language, and Mandarin Chinese, the recipient language. Chinese has a large quantity

of words borrowed from Hokkien, and according to Taiwan experts, the number of Hokkien loanwords accounts for about 74.5% of the Chinese (Taiwanese) vocabulary. Some Mandarin Chinese has been infusing into Hokkien, too. Loanwords help to enrich the numbers and meaning of the vocabularies in both Mandarin Chinese and Hokkien.

On the Development of Vocabulary

Borrowing is one of the most frequent ways of acquiring new words, and speakers of all languages do it (Trask, 2000, p. 18). There are four forms of borrowing: aliens, translation loans, semantic loans, and loan creation. New loanwords are continuously increasing this way. Through pillaging, Hokkien vocabularies can extract morphemes which can then be imported and used as building blocks for constructing words in Mandarin Chinese. For example, “Toutou” (completely) in Hokkien can collocate with many verbs in Mandarin Chinese and form many new words, such as “Zoutoutou” (visit everywhere), “Chitoutou” “eat everywhere”, “Kantoutou” (completely understand) and so on. Loanword semantic changes invariably enlarge the lexical stock of the recipient language, and in the meantime, they enrich the expressive power of native words.

Vocabulary became richer and richer in daily life; many people may find that using dialect is a more colorful, expressive, or most economical way of expression. Words that are able to express a touch of local flavor, to create a humorous effect are borrowed extensively. For example, loanwords “Shuang” (happy) is more expressive and fashionable than “Gaoxing” or “Kaixin” in China. Likewise, “Jipo” (nosy) is stronger than “Duoguanxianshi”. Use “Yuzu” (gloomy) to replace the word “Xinqingbuhao”. The semantic changes of these synonyms help extend the Mandarin Chinese vocabulary.

On the Abundance of the Meaning

According to Hsieh Shelley Ching-yu (2005), there are two linguistic factors which motivate borrowing between Hokkien and Chinese: one is to fill in the lexical gap in Mandarin Chinese, another is for communicative purpose. The borrowing that makes up the lexical gap makes the recipient language much richer. When speakers fail to find an appropriate word in Mandarin Chinese to express their idea or attitude, there is a lexical gap. Once there is this lexical gap, word borrowing is naturally necessary.

The borrowing of loanwords may also lead to the semantic changes in native and donor languages, which can enrich and vary the meanings of words to some extent. There are six types of changes in word meaning, among which mainly changes of word meaning are semantic broadening, semantic narrowing, and semantic shift despite elevation and degradation. By semantic loans and changes, some native words gain a new meaning due to the influence of existing words in Hokkien dialect. For instance, a man uses “Qianshou” to refer to his wife, and “Jiche” means “freaky”. There are other examples: “Sanjiaomao” in Hokkien became “incompetence” in Mandarin Chinese, “Agong” in Hokkien is “grandpa” in Mandarin Chinese, and “Abingge” in Hokkien means “soldier” in Mandarin Chinese.

Language develops continually through usage. The meaning changes can fill the blankness of semantics where we cannot find an appropriate word in many aspects.

Implication and Conclusion

Language borrowing is usually a natural outcome of language contact. The Hokkien dialect and Mandarin Chinese are languages both having a long history and abundant culture. Historically and currently, more and more Hokkien loanwords appear in Chinese, which cover almost every aspect of life. Hokkien

loanwords have undergone a process of being assimilated and have become permanent members of the Chinese language. The assimilation degree of different loanwords varies from one to another.

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Sense-Based Quantitative Study of Chinese Morphemes

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[Abstract] This paper reports a quantitative study of Chinese morphemes, using *Xiandai Hanyu Cidian* (《现代汉语词典》) (A Dictionary of Modern Chinese, fifth edition, 2005). One-fifth of the monosyllabic entries are sampled – a total of 4086 sense data. It was found that 86.5% of the sense data are monosyllabic morphemes, with the percentage of nouns being the highest, at 44.85%. The percentages of verbs and adjectives are 31.98% and 14.77%, respectively. Of independent monosyllabic morphemes, verbs hold the highest percentage.

[Keywords] Chinese lexicon; word entry; word sense; morpheme; part-of-speech

Introduction

What is indeed the size of Chinese lexicon? It is a fundamental question, the answer to which helps explain the nature and characteristics of Chinese lexicon on a quantitative base. Yet the question is not easy to answer fully and satisfactorily. The main reasons are as follows: In Chinese, there is no native term for ‘word’. The closest term is 字 *zì* ‘character’, a monosyllable and a written graph unit. Some modern Chinese linguists believe that 字 *zì* ‘character’, rather than the word, should be considered as the basic linguistic unit. However, the perplexing relationship between ‘word’ and ‘character’ results in more complications of a lexicon count of Chinese.

As Lv (1984, p. 491) pointed out, the boundaries between words and morphemes, and words and phrases are blurry in Chinese. Duanmu (2012) attributes it to a high percentage of elastic length words which normally have a monosyllabic form and a disyllabic form, e.g. 虎 *hǔ*- 老虎 *lǎo hǔ*, both of which mean ‘tiger’ in English. He explains that most Chinese words have a free (disyllabic) form and a non-free (monosyllabic) form, hence the lack of distinction between free and bound morphemes. In addition, the long form of a word often looks like a compound, such as 老虎 *lǎo hǔ* (literally ‘old tiger’) and 商店 *shāng diàn* (literally ‘business store’). However, the pseudo-compounds, are semantically equivalent to their monosyllabic counterparts 虎 *hǔ* and 店 *diàn*, hence, the lack of distinction between words and compounds. One question still remains, if the monosyllabic form and disyllabic form should be counted as one or two words.

Compounding processes are morphologically productive in modern Chinese. The process of ‘root compounding’ (Sprout, & Shih, 1996) is responsible for the creation of a high percentage of new two-syllable words. It is the high productivity of Chinese compound creations that make it impossible to count them. However, counting of morphemes seems attainable because morphemes, as the basic linguistic unit, remain comparatively stable in the process of language change.

Some studies of Chinese lexicon have been done recently. Based on written Chinese, Yin Binyong (1984) found that there are about 5,000 monosyllabic morphemes in modern Chinese. His result was similar to an entry count, not a sense count. Yang Xipeng (2003) described the characteristics of Chinese morphemes and their influence on the Chinese morphological and syntactic system. Cai Jigang (2008) conducted a comparative study of English and Chinese lexicons, according to which, the English lexicon was 20 times larger than the Chinese and the difference was due to morphology and syllable structure.

In this paper, we sampled 1/5 of all senses of *Xiandai Hanyu Cidian* (A Dictionary of Modern Chinese, abbreviated as *XDHYCD*) to investigate the quantitative features of Chinese morphemes and their POS features. The fifth edition of *XDHYCD* was selected for our study because it is a standardized dictionary of modern Chinese, which records the language of Chinese as it is being currently used. *XDHYCD* (fifth edition) is also the first standardized dictionary which has POS tagging, based on the free and non-free morpheme distinctions. This greatly contributes to the study of POS features of Chinese morphemes.

Dictionary Entries and Senses

XDHYCD (fifth edition) lists over 65,000 entries, including both monosyllabic and polysyllabic entries. Some Chinese characters have more than one monosyllabic entry. They are either heteronyms or homonyms, as shown in (1) and (2).

(1) Entries of heteronymous 奇 **jī** in *XDHYCD*

- a. 奇 **jī**
 - ① 单的, 不成对的 odd, separated from its pair or set (opposite to ‘even’)
 - ② 书>零数 (formal) odd numbers
- b. 奇 **qí**
 - ① 罕见的, 特殊的 rare, extremely unusual and uncommon
 - ② 出人意料的, 令人难测的 unexpected, beyond all expectations
 - ③ 惊异 amazing, greatly surprising

As is shown in the above examples, the same Chinese character ‘奇’ can be pronounced **jī** meaning ‘odd’ or ‘odd numbers’, or **qí** meaning ‘rare’, ‘unexpected’, or ‘amazing’, respectively.

(2) Entries of homonymous 美 **měi** in *XDHYCD*

- a. 美 **měi**
 - ① 美丽, 好看 having beauty; good-looking
 - ② 使美丽 beautify
 - ③ 令人满意, 好 satisfying, very good
 - ④ 美好的事物, 好事 something beautiful
 - ⑤ 得意 pleased with oneself
 - ⑥ 姓 (used as) a surname
- b. 美 **měi**
 - ① 指美洲 refers to America
 - ② 指美国 refers to the United States of America

As is shown in (2), 美 **měi** (a) and 美 **měi** (b) share the same orthographic form and the same pronunciation, but have different meanings.

It is easy to see from (1) and (2) the differences between word entries and senses. Normally, each entry includes one or more senses and each sense represents a distinct meaning of the headword. In this study, we focus on word senses, rather than word entries. The reasons are as follows. First, within an entry, some senses are related to each other, but some others remain unrelated. 美 **měi** (a) in (2) includes six senses. Senses ①②③④ are somewhat related to each other, meaning ‘something beautiful’, while senses ⑤⑥ are unrelated either to each other, or to senses ①②③④. That is to say, although they are grouped under the same entry 美 **měi** (a), the meaning of each sense is not always related. Senses ⑤⑥ have a distinct meaning from the other senses. Therefore, it is more reasonable to count word senses, rather than word entries as the meaning of each sense is distinct from each other in some way. Second, Part-of-Speech (henceforth, POS) of each sense within an entry is not always identical with each other. Of all the six senses within 美 **měi** (a) in (2), senses ①③⑤ fall into the class of Adjective,

sense ② Verb, and sense s④⑥ Noun. Since it is common that POS of senses vary within an entry, sense count definitely helps present a more accurate and detailed POS count of Chinese lexicon.

Procedure and Methods

To determine the size of monosyllabic word entries and senses and their POS feature, we used the following procedure.

Procedure

1. Copy all entries of *XDHYCD* 2005, fifth edition, to Excel
2. Remove polysyllabic entries, entries headed by rare characters, and entries that are the same as another, i.e. those indicate as ‘<古>又同 the same as’ and ‘另见 see also’.
3. Take every 5th entry and move them to a new sheet.
4. Break all senses on separate lines and move them to another new sheet.
5. Create a new column for POS marking. Retrieve the POS feature into the new column if POS is specified in *XDHYCD*. If not, specify POS of each sense manually.

In *XDHYCD*, each monosyllabic entry includes one or more senses. Each sense is counted in our study except surnames. Example of 庭 **tíng** is given in below.

Entry of 庭 **tíng**

- ① 厅堂 *hall*
- ② 正房前的院子 *courtyard; front yard*
- ③ 法庭 *law court*
- ④ 名姓 *used as surname*

Sense ④ is excluded in the morpheme count because surname sense is very restricted in usage and also scarcely used as component morpheme to form new word. Its lexical productivity is rather limited.

It is noticeable that some Chinese morphemes are disyllabic, e.g. 玛瑙 **mǎ nǎo** ‘amber’ and 尴尬 **gān gà** ‘embarrassed’. They are listed under both characters and will be counted in our study. Some Chinese morphemes are polysyllabic, e.g. 巧克力 **qiǎo kè lì** ‘chocolate’, 奥林匹克 **ào lín pǐ kè** ‘Olympic’. Polysyllabic morphemes are not counted in our study because most of them are transliterations from foreign languages and their number, compared to monosyllabic morphemes, is rather small. What’s more, most of the polysyllabic morphemes are listed under polysyllabic entries in *XDHYCD* as they are not basic components of Chinese lexicon and have far less productivity than monosyllabic morphemes.

One of the significant revisions *XDHYCD* fifth version made is POS tagging of senses which can be used independently as words. We extracted the POS tags that have been marked in *XDHYCD*. For those with no POS tagging, we marked their POS manually. POS tagging criteria is shown below.

Criteria of Manual POS Tagging

- a. Definition or explanation of the sense;
- b. Reference to its ancient usage: some of the morphemes which cannot be used independently as words used to be independent monosyllabic words in ancient Chinese. Referring to its ancient usage, the POS features of the morphemes in modern Chinese can be easily identified. For

example, sense ③ of entry ‘草 **cǎo**’ is rarely used as an independent word and thus, its POS is not tagged in the dictionary. But sense ③ of ‘草 **cǎo**’ can be traced back to its usage in ancient times when it means literally as ‘mountains and plains’ and metaphorically as ‘among the people; folk’. Based on this, sense ③ of ‘草 **cao**’ is marked ‘n.’ in the corresponding POS column.

- c. Reference to the POS of the words of which the morpheme is component: to analyze the underlying syntactic relationship within a word helps specify the POS feature of the compositional morpheme. The sense ④ of ‘斥 **chì**’ is not tagged with POS in *XDHYCD*, but the given examples indicate that sense ④ of ‘斥 **chì**’ is basically used in a ‘verb + object’ structure like ‘斥地 **chì dì** expand territory’. Thus, we mark ‘v.’ for its POS feature.

Data

According to the procedure, data are obtained to describe some features of Chinese morphemes.

Table 1. Total Count of Monosyllabic Entries and Senses

Type	Count
Entries (character entries)	10239
Senses	20499
Sense Average	2.002

The counting of entries and senses was done in Excel. The total count of character entries is 10239, and the total count of senses is 20499, and thus, the average sense count of each entry is about 2. Actually, the total character entry count includes the disyllabic morphemes because the disyllabic morphemes are listed under either of, if not both of, its components, and are marked as ‘见’ (see also) in the sense definition. Disyllabic morpheme ‘齷齪 **wò chuò** filthy’ is listed under both of its components ‘齷 **wò**’ and ‘齪 **chuò**’. The data of disyllabic morphemes will be given later in the following section. In the total sense count, proper names such as surnames are also included, which are generally not considered as morphemes.

Table 2. Data of 1/5 Sampling

Total Count	4086
Non-morpheme count	541
Morpheme count	3535
Percentage	86.5%

We took every 5th entry, broke all senses on separate lines and moved them to another new sheet. The total count of the 1/5th sampling was 4086. However, some lines that amounted to 541 could not be taken as morphemes.

Lines that Could not be Taken as Morphemes

Lines marked as ‘见下 see below’. These lines are entries with 0 sense, such as ‘菠 **bō**’, which has no sense listed under it. It is a component of words like ‘菠菜 **bō cài** spinach’ and ‘菠萝 **bō luó** pineapple’.

Lines marked as ‘同 same as’. These lines are senses that are identical to another sense under a different entry, e.g. “检 ③ 同 ‘捡’”. It means sense ③ of ‘检 jiǎn’ is the same as ‘捡 jiǎn pick up’. To avoid a double count, these lines were not calculated into the morpheme count.

Lines marked as ‘名姓 surname’. These lines are senses that are exclusively used as surnames. With the non-morpheme lines deducted, the sampling morphemes amounted to 3535. The percentage of morpheme of the sampling senses was 86.5%. If we apply the percentage to the total sense count of 20499, we get a morpheme count of 17731 which includes both monosyllabic and disyllabic morphemes.

Table 3. Disyllabic morphemes

Disyllabic morphemes	108
Monosyllabic morphemes	3427
Total count	3535
Disyllabic Morpheme Percentage	3%

As previously mentioned, disyllabic morphemes are listed in senses that are marked as ‘见 see also’. The two characters can construct a single meaning only when put together, e.g. 徘徊 pái huái means ‘linger’ when the two components ‘徘’ and ‘徊’ are put together, and if separated, each component remains a single character which has no meaning.

POS Features of Monosyllabic Morphemes

Table 4. POS Data

POS	Count	Percentage	Examples
Noun	1537	44.85%	苞 ① bāo, 布 ① bù
Verb	1096	31.98%	搬 ① bān, 管 ① guǎn
Adj.	506	14.77%	纯 ① chún, 旱 ① hàn
Measure	83	2.42%	本 ⑤ běn, 卷 ④ juǎn
Adv.	70	2.04%	仅 ① jǐn, 绝 ⑦ jué
Pronoun	29	0.85%	你 ① nǐ, 咱 ① zán
Auxiliary	23	0.67%	过 ① guò, 的 ① de
Preposition	22	0.64%	把 ① bǎ, 被 ① bèi
Onomatopoeia	19	0.55%	啜 ① tūn, 吱 ① zhī
Interjection	15	0.44%	噯 ① ài, 咳 ① hāi
Conjunction	13	0.38%	并 ④ bìng, 假 ③ jiǎ
Numeral	9	0.26%	念 ③ niàn, 叁 ① sān
Affix	5	0.15%	们 ① mén, 生 ① shēng

From the above data, it can be seen that noun morphemes constitute the largest category which occupies 44.85% of the total, verb morphemes are the second largest and adjective morphemes the third occupying 31.98% and 14.77%, respectively. The three categories take up 91.6% of the total count and are the main body of morphemes.

Data of Independent Monosyllabic Morphemes

Independent morphemes, known as words or free morphemes, are morphemes that can be used as a word, and thus can function independently as subject, predicate, object, and so on in a sentence, e.g. ‘天 tiān sky’ and ‘地 dì earth’. Whereas dependent morphemes, are those that cannot be used as a word, but can form a word combined with other morphemes, e.g. ‘健 Jiàn’ and ‘丰 fāng’ cannot be used as words, but

they can form some words together with other morphemes like ‘健康 **jiàn kāng** healthy’ and ‘丰富 **fēng fù** rich and abundant’.

In this study, the independent monosyllabic morphemes are the senses which have POS tagging in *XDHYCD*, and those senses which we manually mark POS tagging are taken as dependent morphemes. We sample 1/10 of the sense data to investigate the independent monosyllabic morphemes, i.e. their count and the percentage compared to dependent monosyllabic morphemes.

Table 5. Count and Percentage of Independent Monosyllabic Morphemes

Independent monosyllabic morpheme count	803
Total monosyllabic morpheme count	1687
Percentage	47.60%

The significant findings from the above data are that in Chinese independent monosyllabic morphemes account for about half of the monosyllable total count, holding 47.60%. This means about half of the monosyllabic morphemes can be used independently as words.

Table 6. POS Features of Independent Monosyllabic Morphemes

POS	Independent Morpheme Count	Total Count	Percentage
Verb	289	571	50.61%
Noun	316	731	43.11%
Adj.	73	251	29.08%
Measure	33	33	100%
Adv.	32	36	88.88%
Pronoun	18	18	100%
Prep.	15	15	100%
Interjection	10	10	100%
Onomatopoeia	8	10	80%
Conjunction	3	4	75%
Numeral	3	3	100%
Auxiliary	3	3	100%

Of the three major categories, that is, noun, verb and adjective, verb morphemes show the highest percentage of independence, independent verb morphemes holding 50.61% of the total verb morphemes, which is far higher than noun (43.11%) and adjective (29.08%).

Other than the three major categories, the rest categories show a very high degree of independence, with measure morpheme, pronoun, preposition, interjection, numeral and auxiliary showing 100% degree of independence.

Discussion

Defining the concept ‘word’ in precise linguistic terms is not easy. Bloomfield (1926) defines word as ‘the minimum free form’, namely, words are thought of as the smallest meaningful unit of speech that can stand by themselves. However, some words such as *the, my, of* are not minimal free words as they make no sense by themselves. What’s more, derivation also results in complications of defining ‘word’. For example, CELEX (Baayen, et al, 1995) offers three lexicons for English, shown in Table 7.

Table 7. Different Definitions of English Lexicon by CELEX

Definition	Size (Word)
Word shape, including inflection	160,595
Lemmas, excluding inflection	52,447
Monomorphemic words	7,401

If words are defined by their orthographic shapes (e.g. counting *call*, *calls*, *called* and *calling* as different words), English has 160,595 words. If inflection is excluded (e.g. counting *call* but not *calls*, *called* or *calling*), English has 52,447 words (or ‘lemmas’). If words are limited to single morphemes, there are 7,401 monomorphemic words in English.

According to the above data obtained from *XDHYCD*, Chinese has 7,911 independent monosyllabic morphemes, the count of which is similar to English monomorphemic words. If we take monomorphemic words (as in English) and independent monosyllabic morphemes (as in Chinese) as the basic lexicon of each language, there is no distinctive difference between the size of English and Chinese. This, to some degree, does not agree with the claim of Cai (2008) which asserts that English lexicon size is 20 times larger than Chinese.

According to Baayen *et al.* (1995), English has 52,447 words if inflections are excluded and derivation included, most of which are morphologically complex. *XDHYCD* includes 54,442 polysyllabic entries, most of which are compounds. In this respect, the two lexicons are also strikingly similar in size.

Although Chinese and English share similarities in lexicon size, there is also a difference. A typical English word is made up of a root and an affix, while a typical Chinese word is made up of two roots (Duanmu, 2012). A Chinese root differs from a bound root or an affix in English in an important way: the latter requires a morpheme on a particular side, but the former does not. For example, *bio-* requires a morpheme to its right and *-able* requires a morpheme to its left. In contrast, Chinese roots can be used both as right and left constituents, e.g. ‘商店 **shāng diàn** store’ and ‘店员 **diàn yuán** clerk’ are both fine.

It can be seen that Chinese character is not invariably the counterpart of Chinese morpheme. A character usually represents one or more morphemes, and under some circumstances the character is a semantically empty syllable which thus cannot be regarded as a morpheme. For example, ‘Australia’ is ‘澳大利亚 **ào dà lì yà**’ and the characters originally mean ‘bay’, ‘big’, ‘sharp’ and ‘second’, which bears no connection to ‘Australia’. Therefore, none of the characters is morpheme at this point. When ‘澳大利亚’ is truncated to ‘澳’, ‘澳’ acquires a new meaning, i.e. the abbreviation of ‘澳大利亚’ and adds another morpheme to its representations.

It is also noticeable that Chinese morphemes are mostly monosyllabic. However, there also exist two-syllable morphemes which take up about 3% of the total morpheme count. Some disyllabic morphemes are names of animals and plants, e.g. ‘蝙蝠 **biān fú** bat’ and ‘葡萄 **pú táo** grape’. Some disyllabic morphemes are simply transliteration from other languages, e.g. ‘坦克 **tǎn kè** tank’.

Conclusion

This paper investigates Chinese morphemes and their POS features based on empirical and quantitative evidence. Based on the sense data extracted from *XDHYCD* (fifth edition), there are 20499 sense count, among which 86.5% are monosyllabic morphemes and 3% are disyllabic morphemes. 47.6% of monosyllabic morphemes are independent morphemes. Noun morphemes constitute the largest category

which occupies 44.85% of the total, verb morphemes are the second largest and adjective morphemes the third occupying 31.98% and 14.77% respectively. Of independent monosyllabic morphemes, verbs hold the highest percentage. In comparison with CELEX data, Chinese and English have similar number of morphemes. The two languages also have similar sizes of common expression.

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A Critical Discourse Analysis of the News Reports on RMB's Being a Global Currency

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[Abstract] *Critical Discourse Analysis (CDA), a newly-developed linguistic branch of discourse analysis, is utilized to unveil the hidden relationship among discourse, ideology, as well as power. CDA also uncovers how the discourse originates from the social structure and power relationship and then how it serves them. Based on analysis of some reports selected from The New York Times and The Economist, this paper tries to reveal the hidden attitude towards RMB joining in Special Drawing Rights (SDR) and then to identify how news producers, on behalf of the related power groups, conduct their manipulation on readers and influence their understanding of Chinese currency being a part of SDR through right of speech from the perspective of CDA.*

[Keywords] *critical discourse analysis; ideology; power*

Introduction

Critical Discourse Analysis (CDA), as a newly developed approach to discourse, has captured a lot of attention as this theory has been broadly applied to the analysis of news reports (Tian, H., 2009; Xin, B., 2005). A critical analysis of a certain discourse aims to reveal the power relations and ideological implications underlying discourses and texts to improve people's critical awareness in reading and enable them to appreciate and criticize language as well as to deal with problems arising from language use.

One of the most important reasons that CDA focuses on mass media is that it plays a crucial role in the emergence and promotion of ideology. Newspapers, as a form of media, have been indispensable for us to learn more about the world. Much as newspapers are seemingly neutral, they represent and serve different interest groups. Just like the issue that the International Monetary Fund (IMF) decided to include the yuan in Special Drawing Rights (SDR) from next year. Considering the massive significance and influence, many countries have shown distinct opinions, either positive or negative. Therefore, in order not to be blinded by the surface of language, it's essential to analyze the news reports on this issue to learn the attitudes of other nations, and to learn how reporters manipulate language to influence the understanding of the public.

Literature Review

Critical Discourse Analysis was first put forward by Roger Fowler, Robert Hodge, Gunther Kress, and Tony Trew in their book *Language and Control* in 1979. The most four influential branches include Fowler's Critical Linguistics, Fairclough's Discursive Practice, Wodak's Historical-Discourse Analysis and Van Dijk's Social-Political Analysis (Chen, 1995).

Based on the theory of Halliday's Systemic Functional Grammar, Fowler attached great importance to the analysis and description of language use in a discourse to uncover the hidden ideological meaning of the discourse (Fowler, 1979, pp. 1-4). He believed that news discourse was a social process. In details, social and historical factors foster great effects on the use of language. Therefore, the broad social and historical context should be taken into consideration on the study of language forms. Fowler's research contributed enormously to the development of methodology in this area.

Fairclough is the prominent representative of the theory of Discursive Practice, which considers discourse as a social practice. According to Fairclough, CDA is a kind of discourse analytic method which has a purpose of analyzing the relationship between language, social practice and cultural contexts (Fairclough, 1992, p. 73). In addition, he prompted the three-dimensional framework that includes text, discourse practice and social practice for discourse analysis.

Wodak put forward a theory of historical-discourse analysis. He said that CDA is not only an analogous practice with a series of clear and definite rules, but also a linguistic research systematic, theoretical and methodological approach (Wodak, 1989, p. 186). The objects of CDA are discourses such as public speech and newspapers. He intended to analyze the relationship among language, ideology and power in public discourse.

Van Dijk notes that critical discourse researchers should stand at a very distinct social-political place, and the thought he put forward that exploration of speakers' thoughts, purposes and fundamentals is unprecedented (2008). Thus, he plays a vital role in socio-cognitive model of CDA study in terms of politics.

Although the study of CDA at home began in the 1990s, which was much later compared with other studies of CDA abroad; it has rapidly developed in the last few years, which can be seen by the increasing numbers of theses.

Chen Zhongzhu was the first scholar that introduced CDA to China. Chen's article, "An Introduction and Evaluation to Critical Linguistics", introduced the philosophy and theories related to CDA and provided a description of the processes of its development, methodology and instrument (1995). This article also proposed a new approach of analyzing ideology in language and a new way for the study of CDA.

In 2005, he wrote another influential book, *Critical Linguistics: Theory and Application*, which introduced and analyzed analytic methods, theories and approaches about critical discourse analysis such as Halliday's Systemic Functional Grammar from the perspectives of classification, transitivity, modality and transformation in detail and with some news reports cases. This book is usually considered as the initial monograph on the study of CDA in China and is highly valued as the representative of analysis of their framework of CDA.

Another influential scholar in CDA is Xin Bin who made a great contribution to the study of critical discourse analysis. He mainly introduced the analysis methodology related to CDA in his book *Critical linguistics: Theory and Application* (2005) from a different aspect and also exposed the relationships between language, ideology and power.

Tian Hailong (2009), another representative of CDA, demonstrated the nature of CDA and perspectives in his book, *Discourse Studies: Categories, Perspectives and Methodologies*, which introduced the concept of social function of discourse.

Theoretical Framework

Critical Discourse Analysis (CDA) has developed rapidly since its emergence in the 1970s and has been applied to various spheres, especially to medium reports. For its definition, different scholars have offered different explanations. Fairclough's *Language and Power* (1989), commonly considered to be the landmark publication for the beginning of CDA, explained CDA as follows:

"By 'critical' discourse analysis I mean discourse analysis which aims to systematically explore often opaque relationships of causality and determination between (a) discursive practices, events and texts, and (b) wider social and cultural structures, relations and

processes; to investigate how much practices, events and texts arise out of and are ideologically shaped by relations of power and struggles over power; and to explore how the opacity of these relationships between discourse and society is itself a factor securing power and hegemony” (Fairclough, 1989).

Wodak & Meyer described CDA as:

“Fundamentally concerned with analyzing opaque, as well as transparent, structural relationships of dominance, discrimination, power and control as manifested in language”. In other words, CDA aims to investigate critically social inequality as it is expressed, signaled, constituted, legitimated and so on by language use” (Wodak, 1989).

The understanding of the term “critical” is the key to comprehend the meaning of CDA. Martin, the pioneer of Positive Discourse Analysis, regards “critical” as an equivalent of “negative”, because his school of thought believes that CDA mainly tries to unveil some negative phenomena like inequality, or discrimination. In fact, however, it means to investigate and uncover deep meaning of any social phenomenon which is regarded as seemingly neutral and is taken for granted by ordinary people. Just as Fairclough once said, CDA means to criticize the “bad events”, like inequality, the lack of freedom, and then analyze the causes or origin generating these events, finally to find out the possible solutions, which harbor both negative and positive features.

Critical Discourse Analysis as a new branch of linguistics is based on many modern linguistics theories. One of the widely-used theories in critical analysis is Halliday’s Systemic Functional Grammar (SFG) which is one of the most prominent theories in the 1920s. Halliday’s SFG is the widely-used tool in CDA for its three functions: ideational function, interpersonal function and textual function. To be specific, this paper mainly analyzes the news reports from the perspectives of transitivity, modality and transformation.

According to Halliday, the transitivity system construes the world of experience into a manageable set of process types including material process, mental process, relational process, verbal process, behavioral process and existential process. Among them, material processes form the largest and most diverse category in transitivity. Material processes are processes of doing things which involve physical actions: running, throwing and so on (Halliday, 1994). It also refers to the actor, or the person doing the action, and the goal, the second participant being done to. If the action is described by a verb with negative meaning, then it shows that the reporter harbors a critical or passive attitude towards the actor.

For modality, in general, it refers to a speaker’s attitude or opinion about the truthfulness of a proposition of a sentence. It specifies whether or not the speaker is expressing his judgment or making a prediction. In CDA, modality refers not only to modal verbs, but also to tense, direct and indirect reported speeches, and vague language, etc.

As for nominalization, it is usually realized by adding an appropriate suffix to a verb or an adjective to form a noun. In terms of figures of speech, the use of nominal components instead of verbal structures or sentences may stress the states and features rather than the process.

Analysis of the News Reports

Transitivity

As mentioned above, material processes have two participants, that is, the actor and the goal. If the action is described by a verb with a negative meaning, it shows that the reporter holds a critical and passive attitude

towards the actor. Many subjects are involved in all the reports from *New York Times* and *The Economist*, but the main subjects are America-related, China-related and IMF-related. The following are some cases from the news.

1. *The United States has legal, political and monetary institutional that make international investors and business people feel confident they can always get easy access to money trade in dollars (from <http://www.nytimes.com>).*
2. *China has long restricted the ability of businesses and individuals to transfer funds in and out of the country, helping it prevent huge economic swings as investors' interest in investing in China waxes and wanes (from <http://www.nytimes.com>).*
3. *If lots of things were priced in SDRs, the IMF's decision would have forced companies around the world to buy Yuan-denominated assets as soon as possible, to hedge their exposure (from <http://www.economist.com>).*

We can easily see that the reporter describes the actor – America – and he uses the positive verb “make sb feel confident”. However, when the reporter describes another actor China, he uses negative words “long restrict”. It can be seen that the reporter has a tendency to picture an image of a positive America and a negative China to express his viewpoint. In addition, the subject in the third sentence is followed by the words “force” and “hedge” which both contain negative meanings to express his or her dissatisfaction about permitting the RMB in joining SDR.

Modality

In general, modality refers to a speaker's attitude or opinion about the truthfulness of a proposition of a sentence. It includes not only modal verbs, but also includes tense, direct and indirect reported speeches, and vague language, etc.

4. *Surely China might like to have a similar scale of influence on global affairs, but to do so it would need the renminbi to be as fundamental to finance as the dollar, which raises the reasons not to do that (from <http://www.nytimes.com>).*

From this paragraph, we can see that the news producer selects one of the auxiliary phrases “*might like to*” which expresses the low possibility and uncertainty of something. From this expression, it's not difficult to conclude that the reporter shows his or her doubt about the degree of RMB's being one of the most influential and strongest currencies like dollar.

5. *But while basking in the glow of its SDR status, China must also be aware of the responsibility to minimize intervention that comes with it. A weaker Yuan may well be the result (from <http://www.economist.com>).*

The two modal verbs, “must” and “may well” with a relatively strong affirmation, obviously express his or her attitude. In fact, whether China intervenes, economic policy has nothing to do with the reporter, but the report still uses modal verbs with strong affirmation to give a suggestion, which represents the worry or even complaint about Chinese market policy.

Nominalization

As mentioned above, the use of nominal components instead of verbal structures or sentences may stress the states and features rather than the process, which weakens the behavior of the actors.

6. *Understanding these pluses and minuses is essential to understanding the tensions*

China faces as it decides how far it wishes to go down the road of financial liberalization and leadership in the world economy (from <http://www.economist.com>).

7. *Analysts at Eurasia Group have called this the “weaponization of finance,” and it is one of the important ways that financial supremacy and geopolitical supremacy go hand in hand for the United States (from <http://www.economist.com>).*

The nominalization phrase, “understanding these pluses and minuses,” indicates that the reporter tries to draw other investors’ attention to the minuses of RMB’s being one of the global currencies in the hope that SDR will refuse RMB when making transactions after the reporter overstates the difficulties that China is facing. And the other two words, “weaponization, supremacy,” indicate the power of the dollar. Through the emphasis of the power of the dollar, the news reporter tends to express that the RMB doesn’t have such powerful strength to be placed at the same level as the dollar.

8. *Inclusion in the SDR will only deepen the expectations that China will let market forces decide the Yuan’s exchange rate (from <http://www.economist.com>).*

The use of “inclusion” instead of a verb obviously weakens the fact that RMB joined in SDR, which shows that the reporter is reluctant to admit the RMB, being an international currency.

Underlying Reasons for the News Reports

From the previous section, it’s not difficult to see that when foreign reporters describe the actions of China, they are accustomed to using negative verbs or modal verbs with different degrees of confirmations to express their dissatisfaction and uncertainty to the RMB being a global currency. However, when they report American-related actions, they often use positive words to show the power of America. Actually, some reasons lie in the seemingly neutral reports.

First, with the attendance of RMB into SDR, the dependency from the international countries on the American currency, the dollar, will greatly decline, which absolutely effects American economic growth and its supremacy. Therefore, from its own point, the USA has no choice but to present a negative Chinese image to readers in order to maintain its interest.

Second, compared with the fact of the aftermath of the US’s 2007 financial crisis and sovereign debt crisis, China has increasingly united with Asian countries and has rapidly risen in recent years, so westerners treat China as a threat. Therefore, they intend to suppress China, to some extent.

Third, when it comes to the Chinese financial market, most foreigners hold that Chinese financial system is undeveloped considering it is now mostly dominated by banks with less access to raising capital. Therefore, foreign banks account for a small portion of all assets of financial institutions, which poses worries for foreign investors. What’s more, the Chinese government has imposed tight control on capital, especially stocks and bonds, which is not favorable for the international investor to enter into the RMB stock market because they believe that the investment involves higher risks. Therefore, if China wants to raise the status of the RMB, it’s necessary to lessen the control over the capital in the financial market to relieve foreigners’ uncertainty about China.

Fourth, the reason that reporters illustrate America with positive words is that the USA has developed dramatically because of adopting various open market policies after two world wars, so it has been in the dominant position with strong rights of speech for many years. From this point, reporters have great confidence in the US’s power and its currency.

Conclusion

This thesis was conducted under the guidance of CDA, which places an emphasis on uncovering the relationship among discourse, and ideology, as well as power, through a critical analysis of the news reports on the RMB being an international currency. Through the analysis, it's not difficult to see that the US and UK harbor negative attitudes towards this issue. In addition, the analytic tools of CDA, especially transitivity, modality and transformation are absolutely effective methods for news producers to produce unequal power relations among different social groups and conduct, or manipulate readers. Therefore, readers should enhance their awareness of this when reading seemingly neutral news reports from western countries.

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A Review of the Studies on the Taxonomy of Negation out of China

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[Abstract] This paper sketches the studies on the taxonomy of negation out of China and makes comments on them. The taxonomy of negation out of China, as formulated in earlier studies, takes the form of three dichotomies: (i) descriptive negation versus metalinguistic negation; (ii) descriptive negation versus echoic negation; and (iii) descriptive negation versus objection. The three dichotomies are introduced in order and the comments are made from the aspects of contributions and limitations.

[Keywords] taxonomy; negation; out of China

Introduction

Negation is a central topic of linguistic studies. Relevant studies on negation are primarily concerned with the definition and scope of negation, the taxonomy of negation, the working mechanism of negation, and the functions of negation. This paper focuses on the taxonomy of negation. The significance of this study lies in two respects. First, taxonomy provides a general picture of negation for investigators before they go deep into relevant studies. Second, there are a couple of ways in taxonomizing negation and there are still some controversies in taxonomization. In future studies, the controversies are expected to be settled and a more inclusive way shall be found. What shall be done before those issues is to report the studies on the taxonomy of negation and make comments on them. Qiu (2015) focused on such studies in China and this paper, as its successor, will focus on such studies out of China.

Studies on the Taxonomy of Negation out of China

There are three ways of taxonomizing negation out of China. The dichotomy of descriptive negation versus metalinguistic negation comes first. Descriptive negation means the propositional content is negated and metalinguistic negation means the non-propositional content is negated. This dichotomy can be traced to Jespersen (1924) when he differentiates the “more than” meaning and “less than” meaning generated from the different uses of the same scalar predicates and numerals (Jespersen, 1924/1992, pp. 325-326). Jespersen’s view was further developed in his *Essentials of Grammar* (1933):

With quantitative terms not nearly always means ‘less than’ ... but exceptionally these combinations [not once, not much, not three, not half full] may convey another meaning; this is the case if we stress the word following not and give it the peculiar intonation indicative of contradiction, and especially, if the negation is followed by a more exact indication: not lukewarm, but really hot; not once but two or three times, etc. (Jespersen, 1933, pp. 300-301).

The term metalinguistic negation originates from Ducrot (1972) and received a lot of attention since Horn (1985) (Miestamo, 2006, p. 16). In Horn (1985), when talking about the pragmatic ambiguity of the negation operator:

...it can be a descriptive truth-functional operator, taking a proposition p into a proposition not-p, or a metalinguistic operator which can be glossed ‘I object to u’,

where *u* is crucially a linguistic utterance rather than an abstract proposition (Horn, 1985, p. 136).

As a continuation of his 1985 paper, Horn finally elaborated his taxonomy of negation in *A Natural History of Negation* (1989):

While two distinct uses of sentential negation must indeed be admitted, the marked, nondescriptive variety is not a truth-functional or semantic operator on propositions, but rather an instance of the phenomenon of META-LINGUISTIC NEGATION – a device for objecting to a previous utterance on any grounds whatever, including the conventional or conversational implicature it potentially induces, its morphology, its style or register, or its phonetic realization (Horn, 1989, p. 363).

The reason why the dichotomy between descriptive negation and metalinguistic negation is expounded in great detail is due to its far-reaching significance to the following studies on the taxonomy of negation.

The dichotomy of descriptive negation versus echoic negation comes second. In her 1996 paper, Robyn Carston challenged Horn's postulation of the ambiguity in the negation marker and observes that the criterion of negation taxonomy is whether the representation (or a part of it) falling in the scope of the negation marker is implicitly echoic.

Carston put her argument against the vast background of other scholars' studies on the properties of metalinguistic negation and she summarized the major points of their studies as follows:

- Felicitous metalinguistic use standardly involves the 'contradiction' intonation contour (a final rise within the negative clause), followed by a correction clause, and contrastive stress on the offending item and its replacement. See, for instance, Horn, 1989, p. 374.
- The metalinguistic use of negation standardly occurs in rejoinders to utterances of the corresponding affirmative. See, for instance, Horn, 1989, p. 375 and Burton-Roberts, 1989b, p. 222.
- They are garden-path utterances, requiring double processing (pragmatic reanalysis) in order to be correctly understood.
- "...the descriptive use of negation is primary; the non-logical metalinguistic understanding is typically available only on a 'second pass', when the descriptive reading self-destructs" (Horn, 1989, p. 444).
- Taken literally (i.e. not metalinguistically) the two clauses in each example constitute a logical contradiction (Burton-Roberts, 1989a; 1989b, chap. 10).
- The material falling in the scope of the 'not' is mentioned (metarepresented, quoted, echoic) rather than used (Burton-Roberts, 1989a; 1989b, chap. 10).

(Carston, 1996, pp. 311-312)

Carston argued that, of all these properties, only the last one is essential and she used examples to prove the inessentiality of the remaining properties. While talking about the essential property, Carston pointed out "A representation is used echoically when it reports that someone else has said or thought and expresses an attitude to it" (Carston, 1996, p. 320) and claimed the crucial property of so-called metalinguistic negations is the representation (or a part of it) falling in the scope of the negation operator is implicitly echoic (Carston, 1996, pp. 320-321). The echoic use does not exclude the truth-conditional

content of the material in the scope of negation being echoed; therefore, Horn's criterion of negation taxonomy is deconstructed and the ambiguity of the negation operator dissolves. And what distinguishes negation, in a word, is to represent states of affairs or to represent other representations, including other utterances; the former belongs to the category of descriptive negation and the latter echoic negation.

Carston's endeavors on this topic did not stop at theoretical inspections and she continued to head for experimental explorations. In the co-authored paper "A Truth-Dunction Account of Metalinguistic Negation, with Evidence from Korean" (Carston & Noh, 1996), Carston and Noh examined what's given in Carston (1996) with data from the Korean language, one no family resemblance to English and received statistical support.

The dichotomy of descriptive negation versus objection comes third. This dichotomy proposed by Akiko Yoshimura (Yoshimura, 2013) is intended to deconstruct Horn's assertion of the universal status of the dichotomy of descriptive negation versus metalinguistic negation.

Yoshimura focuses on the two forms of non-descriptive negation in Japanese, *node wa nai* and *wake de wa nai*, and compares these two negation markers with the marker of descriptive negation in Japanese, *nai* as regarding their uses. In addition, she (Yoshimura, 2013, p. 46) introduces a notion crucial to her study, an "attributive use" of language:

In any genuinely linguistic act of communication, an utterance is used to represent a thought of the speaker's that it resembles in content (Sperber, & Wilson, 1995, chap. 4, section 7). In ordinary descriptive uses of language, this thought is about an actual or possible state of affairs. In attributive uses, it is not directly about a state of affairs, but about another thought that it resembles in content, which the speaker attributes to some source other than herself at the current time (Wilson & Sperber, 2012, p. 128).

"So, an 'attributive' utterance is one that is used to 'attribute' a thought to someone other than the speaker at the utterance time, and that thought itself is an 'attributed' thought" (Yoshimura, 2013, p. 46).

And according to her examination, the following distinctions in the use of these forms are found:

- i. *nai*: sensitive to the **conceptuality** of the target of negation and the **non-attribution** of the embedded representation, used to provide **description**
- ii. *node wa nai*: sensitive to the **attribution** of the embedded **representation**, used to express an **objection** to it, (and doesn't care the nature of negation target).
- iii. *Wake de wa nai*: sensitive to the **conceptuality** of the target of negation, used to express an **objection** to the validity of **attributed inferences** related to the embedded representation (Yoshimura, 2013, p. 53).

Based on these findings, Yoshimura extracts three properties that contribute to the taxonomy of negation, attribution, objection and conceptuality and reduces them to two main characteristics, objection and truth-conditionality. "That is, the negation of the attributed representations or inferences results in objection as a function of the utterance; the negation of the conceptual aspect of the embedded representation results in truth-conditionality" (Yoshimura, 2013, p. 55). Further, Yoshimura reveals that "it is the attribution, not conceptuality, of the lower-representation that crucially contributes to the dichotomy of Japanese negation" (Yoshimura, 2013, p. 55) and she proposes a new taxonomy of (at least, Japanese) negation, the dichotomy of descriptive negation versus objection, with attribution as the distinctive property, as presented in Figure 1 (Yoshimura, 2013, p. 41).

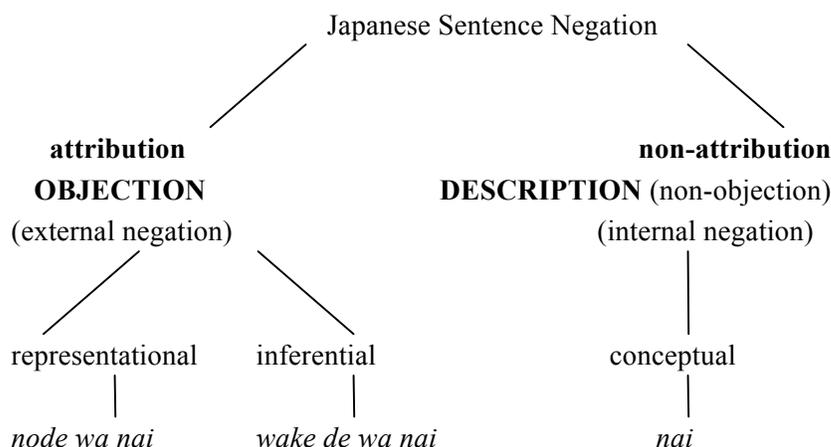


Figure 1. Taxonomy of Japanese Sentence Negation

Comments on Earlier Studies

The three dichotomies in the taxonomy of negation as sketched above have made great contributions to pragmatic studies of negation. The dichotomy of descriptive negation versus metalinguistic negation broke the monopoly of the dichotomy of truth versus falsity in the recognition of negation, and Horn's systemic explorations into the varieties of metalinguistic negation highlight a particular category of language use in natural conversation. In this sense, Horn not only fashions a dichotomy but he also develops a paradigm.

Both the dichotomy of descriptive negation versus echoic negation and the dichotomy of descriptive negation versus objection challenge Horn's dichotomy. Truth-conditionality, to Carston, Noh and Yoshimura, is not a criterion for categorizing negation (or at least not a universal criterion). Their contributions are not just about how the taxonomy of negation is perceived. Their arguments are grounded on a close inspection of data in English, Korean and Japanese. Their investigations have methodological implications to later studies. The implications are: (i) data-based micro-investigations should be encouraged for original discoveries; (ii) hypotheses formulated on one language (or a few languages in the same language family) should be tested with data in another language or languages in a different language family for validity; (iii) more work on the taxonomy of negation should be done on individual languages for a well-grounded taxonomy of negation across languages.

Limitations

Though the three dichotomies sketched above have made great contributions to studies of negation, they also have some limitations. The dichotomy of descriptive negation versus metalinguistic negation takes truth-conditionality as the criterion. In other words, the dichotomy taxonomizes negation with what's negated, the truth-conditional content or non-truth-conditional content and the limitations of this dichotomy have been partially pointed out in Carston & Noh (1996) and Yoshimura (2013). Another limitation that needs to be added is that the dichotomy has not included the utterances which perform the function of negation without the uses of negation markers into the scope of their studies. This limitation is also found in Carston and Noh (1996), and Yoshimura (2013) and it will not be repeated again.

The dichotomy of descriptive negation versus echoic negation and the dichotomy of descriptive negation versus objection both challenge the criterion of truth-conditionality in the taxonomy of negation. The problem in the dichotomy of descriptive negation versus echoic negation is that echoic use cannot be the criterion of negation taxonomy either since all utterances of negation are supposed to be in echoic use. The problem in the dichotomy of descriptive negation versus objection is that the dichotomy, as Yoshimura herself says, probably just reflects some features of Japanese instead of all languages. The cases in Shen (1993) and Zhang (1999) confirm the limitation of Yoshimura's dichotomy since metalinguistic negation in Chinese can negate what was stated by the speaker himself.

Conclusion

To sum up, this paper focused on the taxonomy of negation out of China as formulated in earlier studies:

- i. Descriptive negation versus metalinguistic negation;
- ii. Descriptive negation versus echoic negation;
- iii. Descriptive negation versus objection.

And it evaluated the contributions and limitations of the three dichotomies.

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Realization of Discourse Subjectivity and the Displaced Use of Tense and Aspect

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[Abstract] *Subjectivity is a very important characteristic of discourse. It refers to the expression of personal subjective view of the topic in discussion when one speaks. Subjectivity can be realized by different means. In modern English, tense and aspect are two important categories of verbs, which have their own typical usages and also some marginal usages in which the formation is not consistent with the meaning expressed. The paper intends to conduct an analysis of these displaced usages to see how they can express the speaker's subjectivity.*

[Keywords] *subjectivity; tense, aspect; aspect characteristics; displaced usage*

Introduction

Discourse subjectivity has become a hot research topic in the circles of cognitive linguistics, functional Linguistics and pragmatics. Studies on discourse subjectivity mainly focus on the delimitation of discourse subjectivity and different means by which discourse subjectivity is realized. Grammatical category is an important means to achieve discourse subjectivity. Many scholars have studied the realization of discourse subjectivity by means of grammatical categories from different perspectives. For example, Wen & Wu (2007) explored the realization of discourse subjectivity in the use of tense and aspect in English from the cognitive perspective, taking the present tense and the past tense as the horizontal axis and the perspective, feeling and cognition modality of the speaker as the vertical axis. Zheng (2007) also explored the realization of discourse subjectivity in the simple present progressive tense from the cognitive perspective, taking the perspective, feeling and cognition modality of the speaker into consideration. However, until now, there haven't been any studies on how to realize discourse subjectivity by the displaced use of tense and aspect. Therefore, based on the definition of subjectivity by Lyons, this paper aims to study how to realize discourse subjectivity of the speaker by several displaced usages of tense and aspect.

Discourse Subjectivity

Discourse subjectivity means the self-expression of the speaker in addition to the expression of objective proposition by means of language, literally understood as "the subject is observing". The "subject", namely the "speaker", always conveys his attitude, standpoint and feeling to what he is talking about. French linguist Benveniste (1971, p. 224) provided a definition of subjectivity from the linguistic perspective in early times, that is, subjectivity is a way the subject exists. In his view, the speaker constructs himself as the subject by language and then makes statements, in which a conversational relationship is established in which the addressee is also involved so that there will be a communication

between two different subjects based on the relationship of “I and You”. What Benveniste wanted to emphasize is that subjectivity is an ability with which the speaker can regard himself as a subject, that it is an approach to achieve self-expression, and that it is also a basic characteristic of language.

Nowadays, studies on discourse subjectivity are mainly conducted in the field of cognitive linguistics, represented by Langacker and Traugott. According to Langacker, subjectivity is the very way in which elements within an expression are construed, while subjectivity, in the view of Traugott, focuses on subjective aspects of the conceptual meaning of an expression (Liu, 2009, p. 39). They represent the synchronic and diachronic approaches of the studies on discourse subjectivity respectively. As for Langacker, he focuses on how the speaker construes the object in question out of the need of expression. Specifically, the meaning of an expression often includes the subjective construal elements and objective construal elements. While the speaker and the addressee are the subjective construal elements who are “offstage” being conceptual constructors of the expression, the profile of the expression, namely conceptual meaning of the expression, is the objective construal element, which is “on-stage”. The expression itself is neither subjective nor objective, whose meaning depends how its elements are construed. Therefore, what language expresses is not strict logical proposition but the sensation and feeling of the speaker (Finegan, 1995). Different from Langacker, Traugott regards subjectivity as the subjective interpretation of the conceptual meaning conveyed by the expression itself and studies the subjective trend by the observing the process of semantic change. According to Traugott (1989, p. 31), meaning in the process of evolution comes to depend more and more on the subjective belief and attitude of the speaker on the propositional content, that is, subjectivity is just the process of meaning change.

Widely adopted now in the domestic linguistic circle is the definition of subjectivity by Lyons, “subjectivity is an important characteristic of language, that is, there exists to some extent more or less self-expression of the speaker ‘himself’. In other words, the speaker often conveys his standpoints, attitudes and feelings by what he is saying and hereby impresses himself in the discourse” (Shen, 2001). Lyons insists on the distinction between the subjective expression, the speaker’s self-impression and the objective expression, the expression of the communicative proposition, between which form a gradual continuum. The underlying reason for such a distinction is that meaning as the ultimate object of linguistic study should include all the meaning conveyed by the grammatical and lexical structures of natural language, not limited to the objective proposition. For Lyons, the formalist truth-value semantics only takes the objective proposition into consideration and does not deal with subjective phenomena. According to Lyons (1982, p. 102), subjectivity is “the way for the speaker to realize self-expression and to express his own attitudes and beliefs”.

This paper adopts the definition of subjectivity by Lyons, holding the idea that the speaker often tries to achieve his self-expression through language while he is expressing the objective proposition. On one hand, self-expression can be achieved through non-lingual means such as facial expressions and gestures; on the other hand, it can also be achieved through lingual means like tone, mood, the choice of words, sentence structures and so on. It can be concluded that discourse subjectivity prevalent in our daily life is a basic characteristic of natural language. The following part will discuss how discourse subjectivity is realized by means of the displaced usages of tense and aspect.

Tense and Aspect: Definitions

Tense and *aspect* are two important grammatical categories of verb in English. Traditional English grammar which is modeled on the prescriptive Latin grammar makes no distinction between *tense* and

aspect, thinking that *aspect* is included in *tense*. The TENSE in the traditional grammar is actually a combination of *tense* and *aspect*, the former including the present tense, the past tense, the future tense and the past future tense, while the latter includes the simple aspect, the progressive aspect, the perfect aspect and the perfect progressive aspect. There are 16 TENSE's in English. Both Zhang (2002, p. 10) and Bo (1992, p 11) make such a kind of distinction. As for this paper, *tense* and *aspect* will be regarded as two separate categories defined respectively in the following section.

Definition of Tense

As a category, *tense* is related with, but different, from *time*. *Time*, as a general concept in people's thinking, is common to the human kind and it is extra-linguistic in that its existence does not depend on grammar of any language, while *tense*, as a grammatical category of verb, is "the relationship between the grammatical form of a verb and the time of the action and state described by this form" (Richard, 2000, p. 472), that is, whether the action or state exists before or after or simultaneously with the utterance time. Any language can express time notions such as "past", "present" and "future" but not every language has the grammatical category *tense*.

Definition of Aspect

Aspect can be classified into *grammatical aspect* and *lexical aspect*. *Grammatical aspect*, as another important grammatical category of verb, is used to express the internal time pattern of an event. *Aspect* is different from *tense* in that it is not used to describe by particular grammatical forms of verbs the relationship between a situation or a state and the time of speaking but the way how an action in a specific situation or within a particular period of time proceeds, for instance, whether the action is ongoing or has been finished or whether it is durative, instantaneous or repetitive.

Lexical aspect is an inherent property of a verb or verbal phrase, for a verb itself has a time indispensable to the action expressed by the verb, namely the inherent time. "*Aspect*, a lexical-semantic category of verb, is mainly about the different situations expressed by verb or verbal phrase, the internal structure of situation, and especially the types of inherent time structure" (Yi, 1999, p. 158).

Although there is the difference between the above-mentioned two kinds of *aspect*, and many scholars tend to combine them into one. Recent years have witnessed the tendency to regard *aspect* as a characteristic of the whole sentence, but not that of the verb.

Tense and *aspect* mentioned above can only be realized by the verb and both are related with the action expressed by verb. English, for lack of developed inflectional forms, employs the same form to mark *tense* and *aspect*. Take present perfect tense "have done" as an example. If we pay attention to the time when the action happens and intend to express the action is before the referred time, present perfect tense reflects *tense*; if the state of the action is taken into consideration, present perfect tense is used to express the action is done before the referred time and then it is present perfect aspect. In a sentence, we usually pay attention to only one of them, tense or aspect, on different occasions. It is difficult to separate them apart in English.

Displaced Usages of Tense to Express Subjectivity

Each tense is used to express the relationship between the exact action and the time when it happens, whether it is before the time of speaking, at the time of speaking or after the time of speaking. Displaced usages of tense are the discrepancy between the formation of tense and the meaning it intends to express.

When such a discrepancy occurs, it is the speaker who uses it to express his subjectivity with a particular purpose. Take simple present tense and simple past tense as examples.

Displaced Usages of Simple Present Tense to Express Subjectivity

Simple present tense is used to express action which happens frequently and habitually, and present characteristic or situation and universal truth. Whichever is expressed, the present simple tense expresses the same concept of time: time of speaking corresponds to the time of the action or state expressed in the sentence, that is “present”. However, in practical usages, simple present tense is often used to replace simple past tense or simple future tense so that there will be displaced usages between two different tenses. Take *I could not believe it! Just as we arrived, up **comes** Ben and **slaps** me on the back as if we **are** long-time friends. “Come on, old pal,” he says. “Let me buy you a drink!” I am telling you, I nearly fainted on the spot* as an example. This example describes a thing happening in the past time. Every verb in the sentence should adopt simple past tense, but actually some of them adopt simple present tense (see bold verbs). The displaced usage contributes much to effect of expression, that is, the whole thing seems to be happening at the time of speaking so that readers can feel personally on the scene. This kind of displaced usage of tense is also called “historical present tense”, which is used widespread titles of newspaper articles, commentaries, plays, novels and movies in order to enhance the effect of expression.

The displaced usage of simple present tense can also be used to express matters in the future. For example, *School **begins** in two days*. This sentence should adopt simple future tense according to the time it describes but actually it adopts simple present tense so that the subjectivity expressed through simple present tense is that the beginning of school is not subject to people’s ideas, but it is stipulated through plans or rules which will definitely come true in the future. On the contrary, *School **will begin** in two days* and cannot produce such an effect.

Displaced usage of simple present tense in emphatic sentence can also express subjectivity. Emphatic sentence, also called cleft sentence, adopts the fixed sentence structure “It is/was + the emphasized part + that/who + the other parts of the sentence”. Whether “is” or “was” should be adopted depends on the tense in the rest part of the sentence. If the rest of the sentence adopts simple present tense, “is” will be used. Otherwise “was” will be used. That is to say, tense in cleft sentence should be consistent. Once there occurs displaced usages of tense, subjectivity of the speaker will be expressed. Take the following two sentences as examples: a.) *It **was** Miss Williams that **enjoyed** reading novels as a pastime*; and b.) *It **is** Miss Williams that **enjoyed** reading novels as a pastime*. In the first sentence, tenses in the cleft sentence are both simple past tense which is used to express that the speaker just intends to emphasize WHO enjoys reading as a pastime instead of expressing his own view and subjectivity. However, in the second sentence, there occurs displaced usage of tense in the cleft sentence, which is used to express the speaker’s own view and it is the speaker who makes the judgment. The connotative meaning is that “*Miss Williams is still alive.*”

Displaced Usages of Simple Past Tense to Express Subjectivity

This kind of usage is often used in compound sentence adopting subjunctive mood which is composed of a main clause and an adverbial clause of condition introduced by “if”. This kind of sentence is used to suppose something in contrast to the real situation, or the possibility to achieve the supposition is slim. In such cases, the displaced usages of tense in the main clause and the adverbial clause are used to express the unreal situations or cases in contrast to the real cases. Sentences in subjunctive mood can be classified

into present subjunctive sentence, past subjunctive sentence and future subjunctive sentence according to different notion of time. Take *If I **knew** that matter now, I **would tell** you.* as an example. The original meaning of the sentence is “I do not know that matter now”. But when displaced usage of tense is involved, that is, in the adverbial clause simple past tense replaces simple present tense and in the main clause past future tense replaces simple future tense, the meaning of the sentence is “if I know that matter now, I will tell you” with subjectivity of the speaker. Take *If we **had started** early, we **should have arrived** at the destination earlier.* as another example. The original meaning of the sentence is “we started late so we did not arrive at the destination earlier”. In the main clause characterized by “should have done” which means something should be done but it is not done, the displaced usage of tense expresses subjectivity of the speaker who regrets that “if we started early, we would have arrived earlier”.

Palmer (1974, p. 16) felt that simple past tense has “tense distance”, which reflects the distance in terms of time and authenticity. In practical use of language, the displaced usages of past tense can also reflect psychological distance. For example, ***Could** you close the door?* in which the speaker requires the addressee to close the door but the speaker uses the past tense in the sentence. As a result, the displaced usage of past tense makes the addressee owe a psychological distance, that is, closing the door is far away from him and it may happen in the past and has no relation with the present so he can choose not to do that. So, there will be enough room for the addressee to refuse to close the door and the addressee will feel comfortable. Meanwhile, euphemistic effect is also produced.

Displaced Usages of Aspect to Express Subjectivity

As mentioned above, *aspect* is a semantic characteristic of sentence. The aspectual properties of sentence consist of the grammatical aspect marking and the internal semantic properties of verb. Generally speaking, grammatical aspect in English can be divided into simple, progressive, perfect and perfect progressive. Each of them often collocates with verbs with specific internal semantic properties. In other words, verb with specific internal semantic properties is often marked by some kind of grammatical aspect. If there are displaced usages between the grammatical aspect marking and the internal semantic properties of verb, there will be subjectivity expressed. Meanwhile, every grammatical aspect has its own basic and typical usage as well as some marginal usages. When stating a case, the choice of aspect in sentence and the internal semantic properties of verb will contribute to express subjectivity of the speaker.

Displaced Usages of Grammatical Aspect Marking and Internal Semantic Properties of Verb to Express Subjectivity

The grammatical aspect marking should remain consistent with specific internal semantic property of verb itself. Specific verb aspect can only be marked by one specific grammatical aspect, which means that one grammatical aspect can only be compatible with specific internal semantic property of verb. When one grammatical aspect is not compatible with verb, it is the speaker who intends to make the grammatical aspect marking influence internal semantic properties of verb itself to meet the needs of expression so that the grammatical aspect and the internal semantic property of verb can be compatible. In such a process, the speaker realizes subjectivity by means of grammatical aspect. However, this subjectivity expressed is often difficult to grasp.

Take progressive aspect as an example. Characteristics of aspect expressed by progressive aspect marking is durative, dynamic and atelic. When progressive aspect marking co-occurs with any verb, it should own the three characteristics above. According to the internal aspectual characteristics of verb,

English grammarians classify verbs into different kinds. Early classification of verb (actually verbal phrase) widely accepted was conducted by Vendler (1967) according to semantic properties of verb. They are state verbs like *know*, *believe*, and *love*, etc., activity verbs like *run*, *cry*, *sleep*, and *push a cart*, etc., accomplishment verbs such as *run a mile*, *draw a circle*, and *grow up*, etc., and achievement verbs such as *recognize*, *find*, *reach the top of*, and *win the race*, etc. Characteristics of aspect of these four kinds of verbs can be displayed in the following chart in three opposing pairs such as durative vs. instantaneous, dynamic vs. static, and non-atelic vs. atelic.

Table 1. Aspect Characteristics of Different Kinds of Verbs

Verb/Characteristic	Durative	Dynamic	Atelic	Example
state verb	+	–	+	be
activity verb	+	+	+	run
accomplishment verb	–	+	–	build a house
achievement verb	–	+	–	recognize

From the table above, it can be concluded that the internal semantic properties of an activity verb completely correspond to the semantic properties of progressive aspect, because the activity verb owns the three characteristics of being durative, dynamic and atelic so that it can be easily marked by progressive aspect. The other three kinds of verbs are all contradictory to progressive aspect marking since state verbs lack the dynamic characteristic, achievement verbs have the atelic characteristic and the accomplishment verb lacks the durative characteristic. All of them are not marked by progressive aspect and are not compatible with it either. However, in practical use, these three kinds of verbs can all be marked by progressive aspect. In the example *You are **being** modest.*, the verb “be” is a state verb, which cannot be marked by progressive aspect. But when it is marked by progressive aspect, it is used to express the instantaneous characteristic of verb, reflecting that the speaker intends to proceed an instantaneous action with the form of “be + being + adj.”. As for the example, it does not state a fact that he is modest but expresses a subjunctive view that he is modest just temporarily and actually he is not modest at all. In another example *The Christmas **is coming**.* The verb “come” is an achievement verb. Although it has atelic characteristic, it is marked by progressive aspect here and atelic characteristic changes into non-atelic with the verb losing its original time characteristic. This displaced usage expresses the subjectivity that the speaker is expecting the Christmas. Take *He is **winning** the race.* for one more example. Accomplishment verb “win the race” has instantaneous characteristic but it is also marked by progressive aspect which extends instantaneous characteristic. In such a way the speaker can express his subjectivity that he thinks the man will win the game at once.

Displaced Usages of Simple Aspect and Progressive Aspect to Express Subjectivity

In English, progressive aspect is an aspect used to express emotions. As for the same action or state, there will be distinctive effects produced by simple aspect and progressive aspect respectively. For example, if you want to send your best wishes to your friend when he moves into a new house, *You are now living in a new flat*, sounds much happier than *You live in a new flat now*. In sentences used to express emotions, progressive aspect can replace simple aspect and it is often used with an adverb showing the frequency like *always*, *constantly*, *continually* and so on. Actually, the sentence is just stating a normal case or describing the whole process, but progressive aspect contributes to expressing the emotion of the speaker to what he says. For example, *She **is constantly complaining** of her living conditions*, illustrates that speaker is really bored with “she”.

Conclusion

Discourse subjectivity has been a hot research topic in different branches of linguistics. The delimitation of discourse subjectivity and different means by which discourse subjectivity is realized are two main issues worthwhile to be studied. Through the analysis of discourse subjectivity realized by different means, this paper studied how displaced usages of tense and aspect in English express subjectivity of the speaker. It can be concluded that displaced usages of tense and aspect and the interference of internal semantic properties of verbs by grammatical aspect marking can both contribute to expressing discourse subjectivity. Therefore, it can be learned that when we encounter displaced usages of tense and aspect in English, we should not make a direct conclusion whether it is right or not. Instead, we should try to recognize whether it is a pure lingual mistake or if it is used as a pragmatic means to express subjectivity. At the same time, when we state an objective case, we should also learn to adopt displaced usages of tense and aspect deliberately to illustrate our subjective views so as to enhance the effect of expression.

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Analysis of Advertising Language from Aristotle's Rhetoric Theory

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[Abstract] Advertising is a kind of persuasive activity, and the language in advertisements is the device to achieve the goal of persuasion. This paper analyzes advertising language from the aspect of Aristotle's rhetoric theory. There are three main persuasive means in persuasion: *logos* (logical appeal), *pathos* (emotional appeal), and *ethos* (ethical appeal). In this paper, these three methods used in advertisements are discussed individually and sometimes three appealing strategies are combined.

[Keywords] Aristotle's rhetoric theory; advertising language; persuasion; advertisements

Introduction

With the increasing importance of advertisements in the commodity economy, the study of advertisements and advertising language has been conducted by both advertisers and linguists. To help potential consumers get familiar with products and convince them to buy them, persuasion in advertising language tends to be essential. This paper analyzes the persuasive means in advertising language from the angle of western rhetoric. Aristotle is regarded as the father of rhetoric. In his book *The Art of Rhetoric*, the definition of rhetoric is: "Rhetoric may then be defined as the faculty of discovering all the possible means of persuasion in reference to any subject whatsoever" (Winterowd, 1965). And "persuasion" is the key word used by Aristotle when explaining rhetoric. In other words, in Aristotle's rhetoric theory, rhetoric is persuasion, and persuasion is rhetoric.

Aristotle states three terms to illustrate his opinion on rhetoric: *pathos*, *ethos*, and *logos*, which are also known as his main persuasion principles. Among his appeals, one is grounded in the logic of the message (*logos*), one in emotion or the state of mind (*pathos*), and the other in the character of the speakers (*ethos*).

Ethos in Advertisements

Aristotle explains *ethos* as the moral competence or personal traits of the speaker including character, such as technical knowledge, reputation, and expertise, as well as personal power. It can be regarded as the most effective persuasive strategy. In the field of advertising, advertisers take advantage of mainly three ways to set up *ethos*: the invitation of celebrities, the explanation of experts or attestation by organizations, and the positive image of the corporation.

The Invitation of Celebrities

According to Aristotle, *ethos* can be set up not only by the good character indicated in the discourse, but also by his previous moral quality known by the public (Aristotle, W. R. Roberts, (Trans.), 1954). In modern society, the market is filled with a large number of commodities, so credibility is regarded as the criteria by which consumers evaluate a product in an advertisement, because for audience, only trustworthiness means a guarantee in function and quality. Thus, credibility is the key motivation in purchasing decision. So it is not surprising for a corporation to invite famous popular figures to be their prolocutors.

These famous persons have been acquainted with the public through different kinds of media, and in most cases, they show their perfect side to build credit and trustfulness which therefore easily judged by

the public. The advertisements given by celebrities have the ability to transfer their personality power to the advertised product. Thus, the audience are affected and unconsciously influenced by their beloved celebrity and the product.

The Explanation of Experts or Attestation by Organizations

In rhetoric theory, ethos can also be built by experts and authorized organizations which are commonly used by admen to build trustworthiness. Because in most people's minds, experts in certain domains are more authoritative than others. Thus, their proposals and suggestions are thought more believable and persuasive. That is why companies prefer to donate large sums of money and time to choose experts as prolocutors. For instance, Liu Xiang, the Olympic champion of racing, was chosen to be prolocutor for Nike. Because of his expertise, the function and quality of the product have been easily accepted by consumers.

Authoritative organizations which are considered justifiable and impartial are also frequently used as a persuasion strategy. In people's mind assessment provided by well-known authoritative organization is dependable and trustworthy. For example:

Bosideng brand was named as one of China's top ten brands in global market by the World Confederation of Productivity Science, Chinese Association of Productivity Science and World Productivity Congress in 2006 (www.bosideng.com).

This advertisement takes the authoritative testimony assessed by three worldwide organizations, through listing the past honor and glory the product achieved, the competence and expertise of the product have been set up in readers' mind.

The Positive Image of the Corporation

Moreover, rhetoricians often use the prestige of the corporation to influence the audience's decision. So the aim of this kind of advertisements is to build up company's public image and reputation. Therefore, the content of the advertising themes around company's history, the performance and marketing strategy instead of selling goods. For example:

...Crown motors excels in its service to customers. With state-of-the-art technology and equipment, we serve our customers better and faster...we continue to innovate and better ourselves to bring our service system to perfection...our success has been built on a team of highly dedicated professionals, committed to giving the best every day (He, 2008).

This advertisement aims at building up an image of responsible and reliable company instead of a profit-driven merchant. Through the company's performance, the ad sets up consumers' reliance and confidence upon the manufacturer, which increases the reliability of goods and thus wins the consumers' converts and affirmation.

Pathos in Advertisements

Most of us think that decision making is based on rational thought, however, people have different judgments under the circumstances of different moods, so pathos is the means of persuasion that appeals to receiver's emotions (Yao, 2006). A successful emotional persuasive advertisement can arouse consumers' emotions and further stimulate their call-on-buying actions through the transmission of emotion-related factor to consumers' heart. That is to say, the action of purchasing not only meets the material needs, but also satisfies their emotional needs. Due to the importance of the emotional factor, advertisers try to reduce

the commercial atmosphere and to establish a long and real emotion link between commodities and consumers.

The emotions of the receivers can be ignited by many factors, such as rhythmical music, figures of speech, moving pictures and so on. This paper will analyze the emotional appeal from the angle of people's biological and psychological needs. Advertising is by no means a verbal persuasion alone, but also a psychological activity. Needs often motivate us to take an action. So advertisers try to identify the audience's need. People's needs have been classified by Abraham Maslow in a five-level hierarchy, as is shown by the figure below:

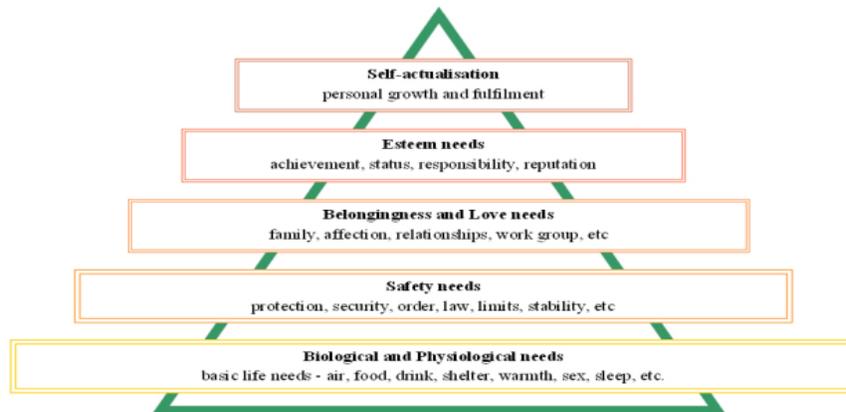


Figure 1. Retrieved from <http://businessballs.com/maslow.htm>

Appeal to Biological and Physiological Needs

Some basic needs ensure people's basic survival, such as air, food, drink, warmth, and shelter, etc. Some advertisements take advantage of such needs to rouse receivers' emotion. For example:

Now, imaging the sensual pleasures of pizza perfected. Straw hat! Rich...so rich. Tangy. And thick. Oozing with...Smothered with things fresh...So... fresh...delicious... You've been dreaming of Straw Hat Pizza. The best tasting pizza you can imagine (An ad for Straw Hat Pizza from <http://www.strawhatpizza.com/>)

It is an excellent example of persuading which lies in the satisfaction of consumers' physical desires. Because after reading the ad the readers cannot help imagining a delicious pizza. Thus, it successfully stimulates consumers' motive to buy a pizza.

Appeal to Safety Needs

Safety needs are desires to have a safe and secure life free from harm, danger, disease and loss of life. Therefore, manufacturers, especially vehicle and medicine companies, pay more attention to this emotional fulfillment of their customers'. The following is Nissan's advertisement.

We're serious about your safety (Zhang, X., & Feng, Zhang, 2005).

Nowadays, in spite of the development and new technology, the possible dangers in automobiles still exist. To remove the fear of people, advertisements of transporting vehicles highlight safety as their major appeals.

Appeal to Social Needs for Love and Belonging

Social needs are the needs for love, affection, social belonging, and acceptance. Love is regarded as the greatest affection in humankind. If advertisers use the power of love to produce sweet feelings, the consumers will become sensitive to the goods. Take an advertisement of family affection for instance,

Mom answered the phone, and Dad asked “Who is that?” “it’s daughter.” “What’s up?” “Nothing, she just said that she loved us!” The old couple was silent but happy. Then there is a voice “Pass your love with the phones.” (Zhang, & Feng, 2005).

It is an advertisement of Bell Company. Wherever in the world, family love is the infinite and eternal in life. Simplest words express the truest feelings. The advertiser just uses the profound family love to move the audience.

Appeal to Esteem Needs

The fourth are needs to be respected for their social position, wealth, achievement, and knowledge, etc. The purchasing motivation will be easily stimulated when such needs are satisfied. For example:

Rolex, the symbol of wealth, authority and status, a marker of honor for the famed. Enter high-grade site, wear Rolex (Wang, 2005).

Costly and luxurious goods can only be possessed by well-off minority or people of high social status, therefore, such advertisements cater for the successful consumers’ universal psychological needs for respect. Thus, the potential consumers are more likely to purchase goods in order to be satisfied.

Appeal to Self-actualization Needs

Self-actualization needs are the needs for self-fulfillment, a desire to realize one’s own potential and further development of their personal capabilities. Nowadays, advertisers attach more attention on the self-realization to set up the emotional fulfillment of the audience.

“Hi, I’m Gilbert Arenas...When I entered the NBA, the first 40 games of my career I sat on the bench...They thought I was a zero. Instead of sitting there being bitter, I just practiced, practiced. If no one believes in you, anything you do is a positive. It wasn’t even about basketball anymore. It was about proving them wrong. Now the reason I wear No.0 is because it lets me know that I need to go out there and fight every day.” (He, 2008).

It is about a process of self-actualization with strong determination and hard working. Every one desires to succeed. The readers easily get the same sense and are deeply moved by his depression, his long-lasting struggle and success. In the advertisement, Adidas successfully explains its encouraging logo “Impossible is Nothing”, and the readers are inspired and accept the brand psychologically.

Logos in Advertisements

In classical rhetoric, logos is the means of persuasion based on logic and reasons. In other words, it refers to how to make the expression believable. This paper emphasizes the logic appeal on three commonly used methods by admen: description of functions, terms, and data.

Description of Functions

In most occasions, functions of products are the first concern when one is to make purchasing decisions. Thus, an objective and straightforward statement of the product tends to win more trust from target audience than an extravagant claim. Therefore, some advertisements contain many short and simple sentences as

well as long and logical sentences in the advertising texts with the only one purpose: demonstrating the functions clearly. The following is a toothpaste advertisement with plain and logic advertising language to achieve the persuading purpose.

The challenge with tartar is to fight it before it even starts to harden. New Colgate Tartar Control, with our exclusive tartar-fighting booster, does not just that. It helps you brush away the bacterial plaque before it can harden into ugly tartar...Teeth that feels as clean as can be. And a smile that could only come from the world's leading toothpaste (Zhao, Jing 1992).

The function of the toothpaste is the selling point. So the adman not only makes the function of the product informative but also adapts the consumers' needs for the function.

Terms

In order to enhance the reality and reliance of the selling message of the ad, the advertiser employs special and professional terms to illustrate the special functions of commodities. The language with terms in persuasion is not merely about special technical message or science but also transmission its precision and objectivity to consumers to let them believe its special usage. That is not surprising that medical and industrial advertising language involves lots of special professional words to explain the quality of goods and to win converts to the product. The advertisement of Olympus C-730UZ3.2MP digital Camera is an excellent example of such strategy.

Thanks to a 10x optical zoom lens and its digital zoom facility, up to 30xmagnification is possible, enabling even distant objects to be captured close-up. This model's 3.2-megapixel resolution and image optimization processes assure the results also impress when printed in large formals (Yao, 2006).

The product in this advertisement is marked with some hi-tech professional terms which are used to express the advancement and particular property. Maybe they cannot be fully understood and made clear by readers, but consumers hold a belief that hi-tech and scientific elements of the goods can bring high efficiency, good functions and top quality, and the technical phrases could make people create the reliance upon the goods.

Data

Facts speak louder than words. So precise and real digitized words make products objective and convince consumers to be more likely to buy. For example:

...Conducted on volunteer panelists, 85% saw an improvement in their skin tone in two weeks. 85% saw improvement in skin texture. 73% saw a reduction in fine lines. 71% saw smaller-looking pores (An ad for Lancôme cream, www.lancome.com.usa).

The product becomes trustworthy and accurate by stating the data. The employment of figures “85%”, “73%”, and “71%” illustrates the effectiveness of the product and further gives the uniqueness of the product. Meanwhile, the attractive figures also cater to the audience's needs for quick change in skin and thus exploit the functions of the product to its full end.

Combinational Application of Three Persuading Methods in Advertisements

In the previous parts, Aristotle's three persuasive principles have been discussed separately. We can see that each principle has unique advantages in persuasion. However, they also have limits, for example, logos

can establish persuasion on rational thinking so it seems a little tasteless, stiff and boring; ethos depends on description and atmosphere applying sweet emotions so it mostly uses exaggerations and lacks rational evidence. Thus, in order to strengthen the effect of advertising, advertisers tend to combine these three persuasive ways together and choose their merit. In this way, an advertisement that blends these methods can be logical and reasonable, and at the same time full of charm, aesthetics and influence consumers' interests. Sometimes, in one advertisement, it is difficult to mark off the three means in the unification of the usage.

Conclusion

Aristotle's rhetoric principles are widely employed in advertising. First, advertisers use ethos to achieve persuasion based on good character; secondly, in order to achieve pathos appeal, emotional strategies such as psychological tools can be used, Third, Aristotle's logos appeal is achieved by appealing to logical strategies from the description of functions, and terms to data. Most of the time, all three appeals are blended into one advertisement to enhance its persuasive power.

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An Analysis of Thematic Structure in English Expository Text

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[Abstract] *This study, based on the Bloor and Bloor model, explores the application of thematic progression pattern in one expository text written by a native speaker to penetrate functions of theme and rheme. Findings suggest that the appropriate use of thematic progression pattern is effective in constructing a cohesive and coherent discourse. This paper exposes the need for further study to investigate thematic structure with a large size of data and to understand its characteristics in expository contexts.*

[Keywords] *theme; rheme; thematic structure; thematic progression pattern; English expository text*

Introduction

Thematic structure and thematic progression pattern have been explored in depth in recent years as they play a vital role in settling coherence problems in L2 learner's writing (Liu, 2012). However, the growing interest in such a role has not been empirically investigated in research into the detailed analysis of an English text to set a model for L2 learners to follow. The procedure of analysis has been oversimplified. In an effort to address this, the aim of the case study is to demonstrate how a native speaker organizes an expository text with the appropriate arrangement of theme and rheme.

This paper consists of several sections. A range of studies was first reviewed and the analysis of the text titled *Cambridge – the University Town* was conducted to show thematic structure and thematic progression pattern that were evaluated further in discussion. The last part concludes with some implications for further research to analyze expository texts.

Literature Review

Research has increasingly focused on thematic structure and thematic progression patterns contributing to an important area of discourse analysis. V. Mathesius (1961), founder of the Prague School of Linguistics, believed that a sentence could be divided into THEME and RHEME according to the distribution of information, and recommended a Theme-Transition-Rheme model to show the relationship between the two elements. The School of Systemic Functional Linguistics, different from the Prague School, attempts to account for the meaning of theme from the angle of clause and context. Theme is not limited to topic but acts as the point of departure of the message, which locates and orients the clause within its context (Halliday & Matthiessen, 2004). Some information at the beginning of the clause should be added to extend its scope. The choice of theme of a particular clause is often affected by its context which will decide the direction of the following part. Four functions of themes have been identified by Thompson (2000), specifying its importance in working together to develop a text.

It's generally accepted that in context, there's some connection between one sentence and the following one. The reason that they stay together lies in their thematic structure and sentential types, which

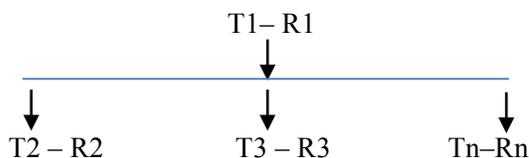
formulate patterns of thematic progression. Linguists try to summarize these basic patterns to discover constraints on the choice of themes in discourse, resulting in many proposals of models. F. Dane (1974) pointed out five thematic patterns, providing a basis for the development of Chinese scholars' proposals. In China, Huang (1985) and Huang (1988) suggested seven and six models, respectively, followed by Hu, Zhu, Zhang, & Li (2005) with four patterns as an attempt to convey the internal structure of the discourse. Compared with these patterns, a well-accepted model was developed by Thomas Bloor and A. M. Bloor (2004), which was more helpful in understanding the connection of sentences in context. However, little attention has been paid to apply the Bloor and Bloor's model to analyze an expository text even if the analysis of discourse has particularly benefited from studies carried out in the division of thematic patterns.

Accordingly, the present case study, using the expository writing of a native speaker, examines how theme and rheme in the Bloor and Bloor's framework constitute the pattern of information flow in sentences in order to capture a full picture of a text's coherence.

Research Methodology

In this study, we selected an expository text titled *Cambridge-the University Town* downloaded from the website <http://www.kekenet.com/cet4/201106/140016.shtml>. The native author used 452 words to describe how Cambridge became a university town. Bloor and Bloor's four models (Lin & Yang, 2007) were chosen to analyze data including constant pattern, linear pattern, split pattern and derived pattern. The four patterns are listed as follows.

1. The constant thematic pattern: A series of clauses are composed of the same theme in spite of different rhemes.
 $T1 - R1$
 $T2 (=T1) - R2$
 $Tn (=T1) - Rn$
2. The linear thematic pattern: The rheme in the former clause turns to be the theme in the latter.
 $T1 - R1$
 $T2 (=R1) - R2$
 $Tn (=R_{n-1}) - Rn$
3. The split thematic pattern: The rheme in the first clause changes to be the theme in rest clauses.
 $T1 - R1$
 $T2 (=R1) - R2$
 $Tn (=R1) - Rn$
4. The derived thematic pattern: A super theme generates hyponyms as themes in the following series of clauses.



The analysis of data follows two steps. One is to present thematic structure and the other is to analyze patterns of thematic progression.

Data Analysis and Discussion

The Analysis of Thematic Structure

The choice of theme for a particular clause is affected by its context, which will determine the direction of the following part. This characteristic starts to make sense how themes work together to develop a text. The thematic structure of data is shown as follows.

- Para 1:** T1 when we say that Cambridge is a university town → T2 A university town → T3 The university → T4 it → T5 The heart of Cambridge → T6 but most of it → T7 Students
- Para 2:** T8 The town → T9 Cambridge → T10 At that time → T11 and many of teachers → T12 many students → T13 colleges → T14 This
- Para 3:** T15 The colleges → T16 One example → T17 It → T18 After the Black Death → T19 Today → T20 Very few students → T21 the numbers → T22 Many of them → T23 But every student T24 He → T25 His social and sports life
- Para 4:** T26 Undergraduates are not allowed → T27 Don't try to drive through Cambridge during the five minutes between lectures → T28 If you are in Cambridge at five minutes to the hour any morning of full term → T29 Stop

As can be seen from the thematic structure, twenty-nine themes of four paragraphs are arranged along the axis that Cambridge is a university town. The most important one T1 directs the development of the whole discourse, as it embodies the subject of the text, triggering the readers' attention. T1 also arouses the explanation of a university town in T2, which is further illustrated by T3 and T4. Although Cambridge is a town, the place seems to be more like a university due to the feature of facilities and students from T5 to T7.

In the second paragraph, the history of Cambridge is conveyed to readers. The author uses T8 at the beginning to tell the original role of Cambridge as a town, indicating what he thinks is a useful starting point. As time passed by, how the place developed to a university town is reflected from T9 to T13. The next T14 summarizes the main theme of the whole paragraph at the end, signaling the boundaries of sections in the text.

Theme specifies the framework for the interpretation of the rest clauses, which is demonstrated clearly in third paragraph. The writer describes two aspects of Cambridge including funding resources and students' life. T15 refers to the subject of the former aspect, which is supported by one example from T16 to T19. The latter aspect starts from T20 to make readers fully understand the living state of students.

In the last paragraph, the author claims that the university and town can't be separated from each other in Cambridge through illustrating a special rule on campus. The reason that people carry out the rule has been explained in T27 in form of imperative clause. The presupposition in T28 leads readers to recognize that they stay in a special town and should follow the advice offered in T29.

To sum up, the analysis of thematic structure is an attempt to explore functions of themes by Thompson (2000). Themes not only show the important opening point in author's thought but also pave the road for the following clauses. The division of sections and the progression of the text have been signified as well as the association of different themes in each unit of the discourse.

The Analysis of Thematic Progression Pattern

Thematic progression pattern indicates the cooperation of themes and rhemes in relation to the development of the writer's logic and the coherence of the text. In the pattern, theme provides a framework concerning what the sentence is about while rheme transmits what's said about within the framework. Table 1 displays the relationship between themes and rhemes in the form of thematic progression pattern.

Table 1. The Thematic Progression Pattern in Paragraphs

Paragraph 1	Paragraph 2	Paragraph 3	Paragraph 4
T1-R1 T3(=R2)-R3	T8-R8	T15-R15	T26-R26
T2-R2	T9(=T8)-R9	T16-R16	T27-R27
T4(=T3)-R4	T10(=R9)-R10	T17(=R16)-R17	T28(=T27)-R28
T5-R5	T11-R11	T18-R18	T29(=T28)-R29
T6(=T5)-R6	T12(=R10)-R12	T19-R19	
T7(=R6)-R7	T13-R13	T20-R20	
	T14(=R13)-R14	T21(=R20)-R21	
		T22(=R21)-R22	
		T23-R23	
		T24(=R23) -R24	
		T25(=T24)-R25	

The major pattern in each paragraph can be seen from the analysis of data above. The linear pattern and constant pattern are used alternatively in the first paragraph while T2 and T5 constitute T1, which is identified as a split pattern. The next paragraph is developed mainly by the linear pattern whereas the rest part depends on the constant pattern. In addition, the derived pattern seems to be the major one in organizing five paragraphs as the author interprets Cambridge as a university town from five angles concerning content, history, fund, students and rules that are cohesively connected by meaning instead of form.

The occurrence frequency and percentage of each pattern were calculated. The constant pattern as the main one of the whole text was found to account for 52.9% (9 out of 17). The less frequently used one is the linear pattern, with 7 times taking up 35.3%. The percentage of the split pattern and the derived pattern was 5.9%, respectively, lower than that of other patterns. It's interesting to observe that the derived pattern performs the key role in organizing the whole discourse even if it was used once while other patterns take functions in the independent section. This finding suggests that the occurrence frequency of certain pattern may not determine its importance in contributing to the cohesion and coherence of the discourse.

Conclusion

This exploratory study has provided an overview of the linguistic choices which realize thematic structure and thematic progression patterns associated with valued expository text. The analysis of the sample demonstrates the author's writing style in the development of a text, illustrating that theme and rheme are arranged in proper ways on purpose rather than distribute randomly. The use of four thematic progression patterns and thematic structure was observed to correlate with functions of themes closely. The constant pattern is found to be used most frequently, followed by the linear pattern whereas the derived pattern compared with other patterns makes the strongest contribution to the organization of the discourse regardless of occurrence frequency. The study has empirically revealed that the cohesion and coherence of the expository text can't be realized without the involvement of theme and rheme in that the former organize the content in an appropriate way and the latter offers the content that people intend to express.

This study ushers the approach for future research to explore the role of thematic structure and thematic progression pattern on a larger sample to gain generalizable results that may offer insights into expository writing. Furthermore, we need more empirical studies to investigate any popular pattern for native speakers to utilize. If this tendency is empirically found, it will have implications for writing an expository text cohesively and coherently by providing L2 learners with frames onto which they present their opinions.

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The Pragmatic Analysis of Hedges in English Business Correspondences

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[Abstract] *Based on the analysis of the pragmatic functions that hedges play in English business correspondences, the authors found that hedges have special pragmatic functions: accuracy, politeness, and flexibility. The proper use of hedges in English business correspondence can enhance the effectiveness, increase self-protection, strengthen the flexibility, and improve the accuracy in which courtesy and business literacy can be reflected.*

[Keywords] *hedges; English business correspondence; pragmatic analysis; application*

Introduction

With the rapid development of economy, business English correspondence has gradually become an important means of trade to exchange information between two sides in international business. Business English correspondence provides a platform for business contact, information exchange, trade negotiations, problem dealing and enhancing friendship. It is a bridge to deliver all relevant information in the communication of international trade. Whether the language is appropriate or not is closely connected with the business. At the present time, hedges, as an important part of vague language, exist widely in the establishment of business relations, price negotiation, order and fulfillment, and shipment letters in English business correspondence. The use of these hedges improves the communicative effect greatly in specific circumstances and makes the content of the letter more appropriate, accurate, to achieve the desired communicative intention. Therefore, the pragmatic analysis of hedges in business English correspondences has important realistic meanings.

Literature Review

The Definition of Hedges

The study of hedges can be dated back to Zadeh, who proposed the ‘fuzzy sets’ in the *Journal of Information and Control*. According to Zadeh (1965), most of the classes encountered in the real world are fuzzy—some only slightly and some markedly so. The term hedge was first defined by Lakoff (1972) in his article *Hedges: A Study in Meaning Criteria and the Logic of Fuzzy Concepts*. According to him, hedges are words whose job is to make things fuzzier or less fuzzy (Lakoff, 1972, p. 195). After Lakoff, more scholars have been making an endeavor to define hedges from different perspectives; however, no consensus has been reached. ‘Softeners’ (Crystal, & Davy, 1975), ‘downgraders’ (House, & Kasper, 1981), ‘compromisers’ (James, 1983), ‘downtoners’ (Quirk, et al, 1985) are some other labels for hedges. Based on Lakoff’s definition, Brown and Levinson (1987) proposed that the term hedge could be defined as a particle, word or phrase that modifies the degree of membership of a predicate or a noun phrase in a

set. Hyland (1996) defined hedge as any linguistic means used to indicate either a lack of complete commitment to the truth-value of an accompanying proposition or a desire not to express that commitment categorically. Different from Hyland's definition, Channell (2000) proposes the definition of hedges as the use of words or expressions which encodes the speaker/writer's degree of commitment to the truth of what follows.

The concept of hedges was not introduced into China until 1979 when Wu Tieping published the first article dealing with hedges. Efforts have been made by Chinese scholars to define hedges as well. For example, Jiang (1991) defined hedges as a kind of vague expression usually placed in the modifier positions to make the referents of the modified words indeterminate. Zhang (1998) defined a hedge as "a word that brings in a fuzzy reading or modifies fuzziness to an extent".

Classification of Hedges

Many scholars, both at home and abroad, have conducted numerous researches on the classification of hedges mainly from three perspectives: the grammatical perspective, the pragmatic perspective and the semantic perspective. Prince, et al.'s taxonomy conducted from the pragmatic perspective will be specifically elaborated in this part and will serve as the framework of categorizing hedges in the present study.

Prince, et al. (1982) divided hedges into two types: approximators and shields. Approximators and shields have little in common. Approximators contribute to the semantics by indicating some markedness, i.e., non-prototypicalness with respect to class membership, while shields affect the pragmatics by inducing implicatures conveying markedness with respect to the speaker's commitment (Prince, et al., 1982, pp. 85-86).

Approximators

According to Prince, et al. (1982), approximators can affect the truth conditions of the propositions associated with them, even changing or canceling its original meaning. Approximators can be further divided into adaptors and rounders.

Adaptors: Adaptors are a kind of approximator that modify a term to suit a non-prototypical situation in order to make what is said more proper and less absolute to become much closer to the true condition (Prince, et al., 1982, p. 93). In other words, adaptors can modify more or less the original word meanings in accordance with a variety of practical situations, therefore bearing some specific communicative functions. Hedges in this class are as follows: *a little bit, almost, kind of, more or less, quite, really, some, somewhat, sort of, to some extent* and so on.

Rounders: Rounders are a kind of approximator that indicate that some term is a rounded-off representation of some figure (Prince, et al., 1982, p. 93). Hedges in this class are as follows: *about, approximately, essentially, in most respects, loosely/strictly speaking, roughly, something between... and..., around, or so, at least, less than, more than* and so on.

Both adaptors and rounders may be said to occur when a speaker is attempting to correlate an actual situation with some prototypical, goal-relevant situation, indicating that the actual situation is close to but not identical with the prototypical situation (Prince, et al., 1982).

Shields

Different from approximators, shields do not change the truth conditions or the content of the discourse structure, instead, they ease the affirmative tone of the discourse. Shields can be divided into two categories: plausibility shields and attribution shields.

Plausibility Shields: A plausibility shield is used to represent a direct guess at the topic, or a certain attitude held by the speaker himself. In this case, the direct hedges will more often than not include some first personal pronouns (including singular and plural). In this way it can express either the speaker's responsibility or indicate that the speaker's statement is not sure. They are nothing but some alternative opinions or views the speaker provides or makes reference to. Hedges in this class are as follows: *as far as I can tell, as far as I know, hard to say, I am afraid, I assume, I believe, I suppose, I think, probably, seem, wonder* and so on.

Attribution Shields: The content expressed by attribution shields refers to the point of views or opinions quoted by the speaker rather than his personal views or speculation, which helps the speaker express his own attitude to something in an indirect way. That is, the belief in the truth of the proposition conveyed is to be attributed to another person, or in other words, the speaker expresses his opinions or attitudes towards something indirectly by quoting what another person said. The attributee sometimes are explicitly specified, and sometimes not (Prince, et al., 1982, p. 91). Expressions such as *according to, It is said that..., somebody says, It seems* and so on fall into this category.

Application of Hedges in English Business Correspondences

The Application of Approximators

Adaptors. In English business correspondence, adaptors are often used to avoid a dogmatic attitude in order to speak appropriately and tactfully. For instance, "We enclose a copy of our latest catalog covering the details of all the items available at present, and hope some items will be of interest to you." In this sentence, the adapting word – *some* limits the meaning fuzzily so that a strong attitude is avoided. Besides, adaptors make our language more appropriate. Take "Your reply is a little late" for example. This sentence implies that the opportunity is missed. However, *A little* here mitigates the tone. It not only reminds the mistake of the hearer, but also leaves the hearer respected, creating a chance for the possibility of future cooperation.

Rounders. Sometimes, in order to express the meaning precisely, rounders are used to modify those uncertain things to convey accuracy and avoid unnecessary disputes. For instance, in the sentence "The Japanese goods are being sold at a price approximately 10% lower than what you quoted". The rounder "approximately" is applied to modify his uncertainty of the accurateness of 10%. Therefore, the speaker's words are so accurate that the hearer cannot pick out any mistakes in them. Moreover, in this sentence "Our vessel S.S. 'Fengqing' is expected to arrive at Vancouver around the end of November", the rounder – "around" is applied, as the seller cannot be sure about the specific time of the arrival of cargo due to the objective factors such as the weather. It guarantees the accurateness and leaves certain freedom on the arrival time. Then the buyer would consider according to concrete situation and the seller would avoid possible disputes.

The Application of Shields

Plausibility shields. The application of plausibility shields can also mitigate the tone and avoid imposing one's intention on others. The sentence "We wonder if you could reduce your price to that

level.” shows the hope of cutting price to what the speaker supposes to. The Plausibility Shield – *We wonder if* makes it such an eased tone that sounds more acceptable and polite. This one “We think it advisable for you to make a price reduction if you wish to remain competitive.” uses *We think* to suggest implicitly and only reflects the ideas of the speaker. The strong tone is avoided in this way.

Another two sentences “We are sure you will be more than satisfied with this consignment, and we look forward to hearing from you again.” and “I understand that you placed an unusually large order with us yesterday, and I am writing personally to show my appreciation of your continued confidence in us.” *We are sure* and *I understand* are all plausibility shields. The tone tends to be mitigated and the arbitrary attitude is avoided.

Attribution shields. The application of attribution shields is to exert an effect of “speaker’s absence” so that the responsibility is reduced and leaves some leeway. For instance, in the sentence “We appreciate the good quality of your products, but unfortunately in accordance to other suppliers your prices appear to be on the high side.” It is hard to say whether the price is too high, since the buyer may think the prices are high, while the seller may think the opposite. So, the buyer uses the attribution shield *your prices appear* to mitigate his or her statement and reduce responsibility. And the words *in accordance to* show that the speaker argues from the angle of rules of other quotations without directly putting out his opinions. He may mean that our side performs obligations. Then the objectivity of the words is improved and the concerned responsibility is also avoided.

Pragmatic Functions of Hedges

It is shown in the above analysis that in business English correspondences, hedges seem vague, but concrete in fact, making the discourse more rigorous and objective. Its pragmatic functions can play an important role in business English correspondences. Generally speaking, hedges have the following three main functions: accuracy, politeness, and flexibility.

Accuracy

Hedges can make the expression of business English more accurate. Because of the uncertainty in the things themselves, sometimes it is more accurate to express with fuzzy language instead. American philosopher Grice (1975) once pointed out in a series of lectures in Harvard University that both sides must abide by some basic principles – “Cooperative Principle” in the process of communication so as to ensure the session is smooth. The principle requires that the information provided must be true, which means one cannot say false words. The use of fuzzy language in Business English is to follow the rules correctly. In Business English, sometimes an uncertain description will improve the efficiency of the expression. Although hedges seem vague, they are more objective and accurate in fact, conveying rich information implicitly in a general and comprehensive form. The use of hedges in Business English can make our understanding about the market and the quality of the products more objectively and more correctly.

Politeness

Hedges can convey the information in a euphemistic manner, and can also improve the efficiency of expression. Courtesy is one of the gold principles of writing business letters. In international business communication, politeness is particularly important. In English business correspondence, the appropriate use of hedges can make the language more tactful and more polite. American linguist Leech (1983) proposed the “Politeness Principle”. The basic idea of this principle is that when communicating, you

should: try to make others benefit, but let yourself suffer; try to praise others as much as possible, but degrade yourself; try to increase the same emotion of each other, reduce the differences between the two sides. In foreign trade correspondence, although the language should be accurate and specific, people still often adopt vague language to express in a roundabout way in order to avoid conflicts and behave politely, when it comes to some sensitive topics or involves privacy of both sides. By doing so, it safeguards their own interests in a polite section, so that both sides maintain friendly relations with trading partners.

Flexibility

As shown in the last section, hedges can make the language more accurate and flexible, and reduce the responsibility of the speaker. We all know, in order to make both sides achieve the best effect of communication in the trade, business English letters must be written in precise language in order to achieve the purpose of communication. But sometimes too precise and concrete language will result in the absolute expression, and thus, make people fall into a passive situation without any leeway. Proper use of fuzzy language not only can ensure the addressers to make a good case, reduce their accountability, and protect themselves, but also can make others understand their true intentions.

In order to study how hedges are used in business English correspondences in particular, and what their pragmatic functions are, the following business letter is an example.

Dear Mr./Ms.,

*Thank you for your letter of March 20 inviting our corporation to participate in the 1997 International Fair. We are **very** pleased to accept and **will** plan to display our electrical appliances as we did in **previous** years. At present time, I cannot give our exact Booth requirements. **It seems** Mr. Li **will** be in your city from April 2 to 7 to make specific arrangements and **would very much** appreciate your assistance.*

Yours faithfully,

The letter uses the adaptors *very*, *very much*, the rounder *previous*, the attribution *it seems* and the plausibility shield *will*, and *would*. The adaptors are used to express the recipient's manner and courtesy, and "previous" implies some business information. The group of hedges in the last sentence provides needed information, and the efficiency of language expression is improved by deliberately not saying clearly. In fact, hedges are applied in most business English correspondences.

Conclusion

Through the analysis above, we can come to a conclusion that, hedges actually show the preciseness and objectivity of language. They take full advantage of language itself and the vagueness of information to increase the accuracy and flexibility of business English communication by using uncertain and implicit expressions. The proper use of hedges in English business correspondences can enhance the effectiveness, increase self-protection, strengthen the flexibility, and improve the accuracy in which courtesy and business literacy can be reflected. By making the expressions more tactful and easier to accept, hedges eventually help to make the business communication more efficient and harmonious.

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Study on English Intonation from the Perspective of Pragmatics

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[Abstract] English intonation is a means of vocal paralinguistics in communication as selected language form. English intonation takes a diversified look in actual vocal communication, because language use is not strictly associated with the mechanical form-functional relations, but based on a highly flexible pragmatic principles and pragmatics strategies. Pragmatics strategies are the means or approaches to producing utterance meaning through selected language forms in a certain context. The paper attempts to explore pragmatic strategies of English intonation to see how language users take advantages of this means of vocal paralinguistics to achieve pragmatic effect in realizing communication purposes and to reveal internal links between language form and language functions.

[Keywords] English intonation; pragmatic strategies; Speech Act Theory; conversational implicature; context theory

Introduction

English is an intonational language. English intonation includes length, pitch, loudness, stress, rhythm and pause. Listeners can understand or make judgments about utterance meaning speakers convey in accordance with intonation. But often English intonation takes a diversified look in actual vocal communication, because language form and language functions are not always consistent. The intrinsic link between language form and language functions is the choice of pragmatic strategies language users adopt in communication. More recently, the discourse function of English intonation and pragmatic effect are often seen as most important in the latest study, because speaker's attitude has often been taken as more important. Pragmatic strategy is presented in all sorts of ways that language users display in achieving communication purposes. Pragmatic strategies are the means or approaches to producing utterance meaning through selected language forms in a certain context. In this paper, the study on intonation from the perspective of pragmatic strategies involves linguistic indirectness, speech act theory, relevance, conversational implicature, context theory.

Linguistic Indirectness and English Intonation

Language is immensely complicated. Linguistic indirectness is a typical feature of language in use (Bolinger, 1998). It may find its explanations from the relationship between literal meaning and utterance meaning. The characteristic of indirectness of English is reflected not only in language form but also in its adoption of different intonations. Intonation provides not only indirect language information of a speech but also its indirect attitudinal information. We may take the simple greeting of Good afternoon as an example. If the speaker says Good ` afternoon! It means normal greeting; and Good afternoon! With no stress may mean just a routine to greet someone; if the speaker says ` Good after ` noon! In a soft way, the utterance meaning may indicate that he is in a fairly mood and he likes to greet you. The following sentences are taken to illustrate more:

- (1) A: Would you like one packet, or ` two?
B: ` Two. (definite and complete)

- (2) A: How many shoes in a pair?
B: Two. (Of course there are two shoes in a pair.)
- (3) A: Did you know that Richard has two wives?
B: Two. (It is unbelievable that Richard has two wives.)
- (4) A: How many cigarettes have you got?
B: Two. (I have got two. Do you want any?)
- (5) A: I have got two pounds?
B: Two? (You have got two pounds only. Is it really so?)

From the above sentences, we know that intonation do provide indirect attitudinal information when communicating each other, and if there is no specific extra linguistic context, there will be ambiguity. Indirectness of English should embrace the range of intonation, which plays a fairly significant role in conveying one's intricate thoughts and feelings.

Speech Act Theory and Intonation

Speech Act is the basic or minimal unit of linguistic communication. It is an important theory in the pragmatic study of language (Austin, 1962). In *How to Do Things with Words*, Austin launched his theory of speech acts. He regards people's using language as rules bidding behaviors with intensions and considers speech act the minimal unit of language communication rather than linguistic units of words or sentences (Austin, 1962). According to him, what the theory of indirect speech act tries to solve is how the speaker expresses his illocutionary force with literal force of the utterance or how the listener infers the indirect illocutionary force from the speaker's literal force. Thus, the term of illocutionary is gradually adopted in the study of intonation to refer to that meaning expressed by tone in which an appeal to the listener is involved. To put it in another way, by his message, the speaker can express what kind of communicative response he expects from the hearer. The tone of an utterance may be indicative of whether the speaker expects an act (after a command) or an answer (after a question). For example:

- (1) Tom failed all the examinations last term.
(2) Tom failed all the examinations last term.

Sentence (2) takes the rising tone and indicates that the speaker wants the hearer to respond to his utterance with an affirmation or denial, while this expectation is not present in sentence (1) where the falling tone is used. An early interpretation for this it was the syntactic function of intonation, since illocutionary force was often related to the syntactic categories of mood. However, this point of view can not be convinced, because there is no one-to-one relationship between intonation and mood. Intonation can only be accepted as a clue to determine whether an utterance is a question or whether it has another illocutionary force.

English intonation plays a disambiguating role in distinguishing between direct and indirect speech act. That is to say, it helps to decide between what might be taken as the literal meaning of a sentence and some other illusionary use of that sentence by a speaker. Look at the following sentence:

- (3) Can you dance?

When the speaker says if there is no specific context information, or if the participants are just talking about hobbies or physical exercises, the hearer may respond with the simple answer "yes" or "no", because in such cases, the expected answer is considered through the literal interpretation of the sentence; however, if now the speaker is dancing next to the hearer, by saying the same sentence, the hearer is most

likely to understand it as inviting or challenging and the subsequent actions will be followed like going away at once, or dancing with the speaker. In this case, it should be understood as kind of indirect speech act and thus a decisive action is requested to be performed.

Thus, whether we should hold a simple mapping between sentence types and intonation contours remains discussed. As a matter of fact, it's not grammatical sentence types that predict intonation contours; on the contrary, it's intonation contours that help the hearer understand the speaker's intention regardless of the superficial grammatical forms. Intonation signals the intentional force of an utterance in a given context. Since it is clear that the speaker says with a certain intention and the act of communication can succeed only if that intention is recognized by the hearer. Another example is shown here:

(4) I like hot dogs.

The explanation of the sentence would go like this. If the speaker says "I like hot dogs.", it's safe to take it as a declarative statement about a fact, but if the same sentence is uttered in the way of "I like hot dogs." with a rising tone, it is likely to be a question to a prior assertion of that and the implication might be I do not like hot dogs, but I may like something else. Or if it is said as "I like hot dogs with a rising tone, it's more likely to be a retort or argument, implicating that "it's impossible for me to like hot dogs" or "it's not me but you who like a hot dogs and spend lots of money on it." If the speaker says, "I like hot dogs with a falling tone," it might be understood as a hint of asking for a taste of it.

Therefore, it is certain that the illocutionary force of English is decided by the utterance meaning via illocutionary force such as, stress, and intonation, etc. The choice of intonation could influence certain utterance meaning in oral communication. And different intonation may produce different utterance meanings in speech.

Relevance Theory and English Intonation

The principle of relevance is the principle that every utterance creates an expectation of relevance. This principle is not a maxim, nor a rule, but an exceptionalness generalization about what happens next in a communication—whenever a person communicates something, he automatically has the presumption that what he is going to say is believed to be relevant to the hearer (Sperber, & Wilson, 1995, pp. 7-13). Special attention should be paid here that what's important to the hearer is not maximal relevance, which is meant to yield the greatest possible contextual effects in return for the smallest amount of processing effort but optimal relevance. Optimal relevance is achieved through enough contextual effect worthy of the hearer's attention without any gratuitous processing effort, taking the following dialogue for example:

(1) A: I am hungry.

B: There is a KFC across from the office.

Literally speaking, what B expresses is not quite associated with what A utters. However, B manages to interpret what A intends to do—to find a place where he can get some food to eat. Therefore, what B implies is Food is available in the KFC. In this case, their utterances are relevant. What underlies the successful communication between A and B lies in their mutual understanding of cognitive environment. Sperber & Wilson point out that if the hearer is sure of understanding the correct interpretation, the one intended by the speaker, every item of contextual information used in interpreting the utterance must be not only known by the speaker and hearer, but also mutually known. In the process of communication, the hearer constructs the immediately given context based on the previous information he has got, which is an indispensable part of the next discourse understanding, so his context is constantly changed, revised and

enriched, becoming the base of further interpreting new information. In this sense, context is a variable, not fixed in advance. In fact, relevance is a relative concept and depends on two main factors: contextual effect and processing effort. That is to say, when, and only when, new information achieves contextual effect in a context can it be considered relevant. In addition, the greater the contextual effect is, the greater the relevance will be.

Relevance theory relates closely to the interpretation and the choice of English intonation. Relevance theory mostly concentrates on the close relationship between the literal meaning and utterance meaning of the language communication and language cognition. This is also true to the repeated utterances with different intonations. We know it's more often than not that people may adopt the same sentence of their counterpart in the communication, and what really weights then is the change of intonation they use. For example:

(2) A: It is an \downarrow interesting movie.

B: It is \uparrow interesting movie.

Here A used a falling tone as an affirmative statement showing that A enjoys the movie and thinks highly of the movie. Even though B's response is just the simple repetition of A's words, we cannot say it is irrelevant and provides no further information. As a matter of fact, B's utterance with a changed falling-rising intonation indicates his personal attitude. The falling-rising intonation may imply that B does not agree with A completely, implying that "interesting as it might be, it's too stuffy in the cinema or something. Of course, specific interpretation involves specific context and in the above example, maybe A is still expecting more from B after he finishes saying "It's an interesting movie." Therefore, this assumption should be made according to the encyclopedia background information of possible interpretations implied by certain intonations. The same sentence spoke with different intonation could produce different utterance meanings and conversational implicature.

Conversational Implicature and English Intonation

According to Grice's Maxims of Quantity, the cooperative principle is supposed to make the contribution informative (but not more than necessary). In doing so, the speaker should decide not only what the message is, but also how the message should be sent (Grice, 1975). This will involve chopping up the message into chunks, and each chunk has only one bit of new information. Information focus carrying element is said to be new for the hearer, which may indicate that either the information is actually new or new in a way that is irrecoverable from the preceding discourse. The counterpart given information is thus information recoverable from the preceding discourse or situation, or one which the speaker assumes to be already in the hearer's cognition. English intonation is related to information structure, which would include: tone-units' realizing information units; the nucleus's signaling the presence of information focus; high or low pitch marks; new or given information; extra pitch height, and accompanying low level de-accented syllables mark, contrastive information; the position of the nucleus realizes unmarked or marked focus. Grice points out that an expression with a single meaning can give rise to different implications on different occasions. Many of the diverse discourse meanings have been attributed to intonational tones. Speakers use conversational implicature to convey their thoughts, feelings and attitude, and as a result, comprehension of conversational implicature should involve understanding of the emotion of the speaker and what the speaker intends to convey. Intonation plays a significant role because it functions as conveying the speaker's thoughts, emotions, feelings and attitudes.

Meaning conveyed by intonational variation is an important case of conversational implicature. By adding some other maxims to Grice's Maxims of Cooperative Principles, we could see more detailed effect of informational functions. One is the Maxim of Pitch, to match rise or fall in the pitch of one's utterances to the degree of confidence intended to be conveyed, with rising pitch conveying uncertainty and falling pitch conveying certainty (Leech, 2001). This can be flouted because like other conversational implicatures, intonational meaning appears to be both non-truth-conditional and context-dependent. When the speaker wants to achieve different pragmatic effect, he may use a rising contour to convey irony to produce a rhetorical question. Thus, "Am I disturbing you, ` Mr. Smith?" said to a student asleep in class will not convey any genuine uncertainty on the part of Mr. Smith's professor.

Flouting of these maxims results in the speaker's conveying an extra meaning, which is a conversational implicature, in addition to the literal meaning of his utterance. Listeners are quite sensitive to the additional meaning of the conversation, they have their own judgment whether to follow the conversation or not. As English linguist Roger Kingdom points out that tone is the soul of the language. Intonation is a very active factor but not to be neglected in social interaction. People use different intonation to say the same sentence to express various meanings. In fact, intonation is a kind of speech means, while it could provide an effective way of reflecting one's implied thoughts, emotions, intention and attitude.

Context Theory and English Intonation

Since pragmatics studies language in use, and intonation is the way language is used, they two inevitably will share context, which might be physical, social or interactive. Pragmatics is different from semantics in that pragmatics studies meaning not in isolation, but in context. Context is considered as constituted by the common knowledge shared by the speaker and the hearer. Context determines the speaker's use of language and also the hearer's interpretation about what the speaker said or what the speaker is going to say next (Halliday, M. A. K., 1970). Interpretation of intonations is indispensable to the speaker's and hearer's interactions as they work out particular meanings in particular contexts. Context on the one hand limits the range of possible interpretations, and supports the intended interpretations on the other hand. Discourse contexts will imbue the same sentence with different interpretations. While for the choice of particular intonation, the placement of the nucleus, which is the key factor in a tone unit, is jointly decided by the linguistic context, discourse situation and the participants' psychological association, which are all parts of the context mentioned in pragmatics (Levinson, S.,2001).

- Fall-rising tone is often taken as the specific examples to show that English intonation will function as conversational implicature in certain context. Fall-rising tone is both impressionistic and context-dependent. It may be specifications as grudging, reserved, admitting, dissenting concerned, reproachful, plaintive, disappointing, imploratory, forceful, and so on. With all those might-be interpretations, the implicatory potential of the fall-rise can only be triggered off by the context and particular implications will naturally depend on the convergence of lexical, situational, paralinguistic, and prosodic factors. Likewise, an ascending head followed by a high-falling nuclear tone may express anger, excitement, enthusiasm, or astonishment, while it can only find its felicitous interpretation in a specific context. Context helps to draw right interpretations of certain intonation out of series potential information; on the other hand, specific context influence or even decide the choice of the most conventionally acceptable tunes (Roach,

2005). Let me here give the example of addressing “Thank you”. When a person performs a customary service, the acknowledgement seems to be said more usually with the rising tone like “Thank you” in situations like a bus conductor collecting money he does not feel great gratitude or a clearer may feel it is an irony.

Conclusion

English is an intonation language, and intonation is regarded as its soul, which is a key factor in oral communication. It may indicate attitudes of the speaker, reflect different emotion and transfer varieties of intentions, focus on intended prominent information, differentiate potential messages contained in utterances and function as the signal of topic-shift or turn-taking in oral communication (Crystal, 1976, p. 212). Pragmatics is the study of language from the point of view of the users, especially of the choices they make, the constraints they encounter in using language in social interaction, and the effects their use of language has on the other participants in an act of communication. Pragmatic strategies study the meanings of language in use. Combining the study of pragmatic strategies with the study of functions of English intonation, the paper deals with the typical pragmatic theories of linguistic indirectness theory, relevance theory, conversational implicature theory, speech act theory and context theory linked to pragmatic functions of English intonation. The choices and interpretation of English intonation under the help of pragmatic strategies should not have been ignored so as to avoid unnecessary pragmatic failures to achieve pragmatic effect. English intonation displays a variety of effective pragmatic strategies for the successful verbal communication and this paper verifies that there exists the dominant or hidden link between language form and language functions by studying the form of English intonation and functions of English intonation.

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Ergativity Manifested in Nominalizations

– Exemplified by English and Chinese

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[Abstract] *The ergativity manifested in nominalizations can be regarded as the effect from atemporalization of the action process. The semantic constellation of “Agent-Action-Patient” coupled with its syntactic pattern “Subject-Predicate-Object” is the expression of an event based on energy transmission. The nominalized structures, with the effect from the atemporalization, turns to the ergative patterning for the expression of the thingified process, as they are no more adapted to the typical type of energy transmission.*

[Keywords] *nominalized structure; ergativity; energy transmission; atemporalization effect*

Introduction

Nominalization in various languages of the world has been frequently discussed (e.g. Koptjevskaja-Tamm, 1993), and ergativity demonstrated in English nominalization was briefly mentioned (cf. Williams, 1987; Langacker, 1992; Taylor, 1996). However, what underlies this specific ergative syntactic feature was not fully investigated. Moreover, ergativity has rarely been studied contrastively, especially with reference to nominalizations between English and Chinese. This paper tries to reveal ergativity shown in English and Chinese nominalizations, to provide a holistic picture of this common syntactic phenomenon, in order for Chinese EFL learners to achieve a better understanding and appropriate application thereof in their intercultural communication.

The Ergative Verbs

The Syntactic Features of the Ergative Verbs

The “ergative”¹ (from Gr. “ergates” [worker]+ the English suffix “-ive”) is a morphological case (i.e. a marked non-basic case) of the ergative language. Ergative verbs are also known as “recessive verbs” or “unaccusative verbs”. In an ergative language, the object of a two-place verb takes the same zero-marked “absolutive” case as the subject in its corresponding one-place syntactic pattern, while the agentive subject of its two-place syntactic pattern takes the morphologically marked “ergative” case, unlike its corresponding absolutive case. However, in such “nominative” languages as English, the subject unexceptionally takes “nominative”, whether its predicate verb is transitive or not, or whether its verb involves one or two arguments, while the object appears as the accusative only when it is a personal pronoun. In a word, in a typically ergative language, the ergative case represents the doer of an action, viz.

¹ “Ergative” as a technical term can have various expressions in Chinese (cf. Wang, 2002). For the sake of popularity, this paper adopts “zuoge” (作格) as the Chinese version of the term “ergative”.

the agent, while its absolutive case in a nominative language accordingly becomes the recipient of the action, viz. the patient (cf. Bussmann, 2000, p. 152). The ergative relates to the absolutive, while the nominative relates to the accusative, with the former array typically represented by Eskimo, Basque, and Tongan, while the latter typically by English. The syntactic features of the “Ergative-Absolutive” pattern and those of the “Nominative-Accusative” one can thus be demonstrated in Figure 1 as follows:

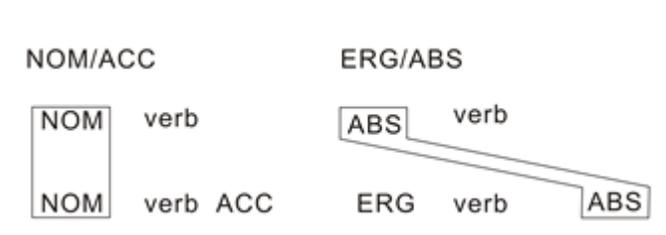


Figure 1. Typology of Nominative and Ergative Systems (based on Lemmens, 1998, p. 31)

Ergativity (Unaccusativity)

In a language whose grammatical relations are inflectionally marked, “accusativity” refers to the form assumed by the noun or pronoun as the object. In the ergative language, “ergativity” refers to the phenomenon where the object of a transitive verb and the subject of an intransitive verb are the absolutive which shows the same morphological marking, while the subject of the transitive verb is marked as the ergative case. Later in linguistics (e.g. Manning, 1996; Lemmens, 1998), “ergativity” or “unaccusativity” has come to refer to the phenomenon where a certain argument of a specific type of verbs can appear in either the position of the subject or that of the object. In literature on unaccusativity, the term “unaccusativity” has gained an additional meaning, i.e., the intransitivity embodied specifically by “unaccusative verbs”, which, not assigning the accusative case, in many languages must have their only argument as the subject, despite its status as an underlying object.

The ergativity or “unaccusativity” is a fundamental question studied in relation with the complex typological features of verbs. Perlmutter (1978, p. 157), in his framework of relational grammar, pointed out that the traditionally intransitive verbs should be further divided into “unaccusative” and “unergative”, both subtypes belonging to the one-place verbs and their only argument being possible to appear as the surface subject of the sentence. Despite this superficial similarity, there exist essential differences in terms of the underlying logical relationship between each type of verbs and their argument, specifically, the final subject of the unaccusative verbs is their initial direct object, or rather, their surface subject is the underlying logical object; in comparison, the final subject of the unergative verbs is their initial subject, or rather, their surface subject is also their underlying subject. That is what has been referred to as “Unaccusative Hypothesis” (cf. Perlmutter, 1978).

This theory was carried forward and further developed by Burzo (1986) within the framework of generative grammar. Though Perlmutter (1978) and Burzo (1986) discussed the same linguistic phenomenon, they did not use the same term: the former used “unaccusative” while the latter “ergative”. Owing to the lack of a clear definition, the term “ergative verb” was frequently used for certain kinds of “seeming ergativity”, leading to confusion. The present author believes that the expression “unaccusative verb” better reflects the essence of such kind of syntactic phenomenon, yet the term “ergative verb” is adopted all the same, as popularity and correspondence of the terminology is a basic consideration.

It should be pointed out that the “ergative case” in the “Nominative-Accusative” (shortened as “Nominative”) language is approximately the same as the “absolutive case” in the “Ergative-Absolutive” (shortened as “Ergative”) language, rather than ergative in substance. Nominative languages have no such concept as “ergative case” in the true sense of the term, which was borrowed from ergative languages for the phenomenon of ergativity, i.e., the object argument could move to function as the subject (the only argument) of the same verb. Moreover, only when an argument takes the position of the “retired” ergative case, with the verb belonging to the ergative type, could the ergativity be reflected.

Distinction Between Unaccusative and Unergative Verbs

Judging from their coverage, the unaccusative verbs discussed in Perlmutter (1978) are not completely the same as ergative verbs: the former covers not only all the one-place instances of the ergative verbs identified by the traditional British structural-functional school, but also the intransitive verbs such as *fall*, *die*, *stumble*, *happen*, *exist*, *appear*, *disappear*, among others. From the semantic perspective, Perlmutter identified the major semantic elements of the unaccusative as “unwilledness” or “nonvolitionality” (e.g. *The vase broke*), while those of the unergative are “willedness” or “volitionality” (e.g. *John laughed*). From the perspective of argument structure, it was discovered that the only argument of the unaccusative is the internal argument, i.e., the surface subject is the underlying logical object (e.g. *The door opened*), while that of the unergative is the external argument, i.e., the surface subject is also the underlying subject (e.g. *The boy cried*). From the perspective of grammatical devices, there are six aspects of the difference (Yang, 1999; Xia, 2001) between the unaccusative and the unergative as follows:

First, some of the unaccusative verbs, such as those denoting “existence”, “appearance” or “disappearance”, can occur between locative adverbials and the logical subject, thus forming an inverted sentence, while the unergative verbs are not used in this way.

1. a. At the top of the hill *stands* a tall tree. (unaccusative)
- b.*In the room *cried* the boy. (unergative)

Second, they differ in terms of the restraint on the formation of a compound modifying the surface subject of the unaccusative or the unergative: the former accepts the past participle while the latter the present participle as the modifier.

2. a. The book appeared recently.
- a'. a recently-appeared book (unaccusative)
- b. The lawyer worked hard.
- b'. a hard-working (*hard-worked) lawyer (unergative)

Third, some of the unergative verbs can take a cognate object, while the unaccusative cannot.

3. a. The woman cried a bitter cry. (unergative)
- b.*The door opened wide opening. (unaccusative)

Fourth, the one-place pattern of the unaccusative verbs normally doesn't take modifiers denoting the volition or purpose of the agent, while the unergative accept such kind of modifiers.

4. a.*The snow melted on purpose. (unaccusative)
- b. They laughed on purpose. (unergative)

Fifth, the one-place pattern of the unaccusative verbs can form a resultative construction (i.e., taking a resultative complement), while the unergative cannot.

5. a. The river froze solid. (unaccusative)
- b. *She shouted hoarse. (unergative)

Lastly, the majority of the accusative verbs boast of their corresponding causative pattern, while the unergative generally do not.

6. a. The ball rolled down the corridor.
 → They rolled the ball down the corridor. (unaccusative)
- b. The boy cried.
 → *They cried the boy. (unergative)

Exemplification of the Ergative (Unaccusative) and the Unergative Verbs

In their actual usages, the ergative verbs involve both transitivity and intransitivity, which is reflected in the description of an action from either the perspective of the agent or that of the patient. The verb takes the active pattern whether the subject is the agent or the patient.

7. a. Mother cooked the turkey.
- b. The turkey cooked (in the cooker).

As only one types of the transitive-intransitive verbs, the ergative are in contrast with the unergative ones, despite the fact that it is the same case with the latter type (e.g. *cook*).

8. a. John smokes cigarettes.
- b. John sat and smoked.

A close comparison will reveal that the intransitive use of *smoke* in 8b is obviously different from that in 7b: the agent John is the agentive subject of *smoke*, which does not undergo any change as it has not been affected in any way by the action; in other words, the essence of this usage of *smoke* lies in whether it is followed by an object, rather than the case of the object being raised to the subject position. From the semantic point of view, “smoke” embodies such major semantic elements as “willedness” and “volitionality”, both of which are characteristic of unergative verbs.

In contrast, *cook* in (7b) embodies such semantic elements as “nonvolitionality” and “unwilledness”: *turkey* as the patient-subject of *cook* is obviously in the non-autonomous state of being affected by a certain relevant action. Pairs of sentences which reflect the two-place and one-place usages respectively of such verbs as shown in (7) are referred to as “ergative pairs”. What should be pointed out is that views often differ in the recognition and identification of ergative verbs: Keyser & Roeper (1984) regard the one-place usage of such verbs as *break* and *melt* as ergative verbs, while Halliday (2000) sees the two-place usage of the ergative verbs as ergative, and the one-place usage as “non-ergative”. *Grammar Patterns 1: Verbs* published by Collins COBUILD (2000) refers to both the one-place and two-place usages of verbs like *break* as ergative verbs.

Ergativity in English Nominalized Structures

Possessive Nominalizations

Possessive nominalizations refer to the “possessor+deverbal action noun” structure, which implicates complicated semantic relations, and in addition, the constraints on the possessor of this structure seem to be more elusive. The complicatedness is derived from the semantic features of the base verb and its argument structure, while the elusiveness involves various cognitive factors such as the dynamic pragmatic

factors and the users' pragmatic psychology. Therefore, the analysis of possessive nominalizations should be based on the combination of cognitive linguistics theory and functional linguistics theory, and only with a multi-perspective observation can a rational explanation be achieved.

The reason why the possessive nominalization structure takes the participant of the event as the reference-point lies, first of all, in the fact that the participant is an entity characterized by high topicality and high accessibility while the event itself is abstract and hence not easy to pinpoint. Moreover, it would be hard to identify and even harder to imagine an event without a participant. In other words, an event is not an event in the true sense of the word unless it boasts of a participant, and an event could be identified only by means of a definite participant. Secondly, the participant can autonomously realize conceptualization while the conceptualization of the event itself is not easy to realize. Specifically, events of a similar nature can be distinguished only by their respective participants, for instance, *Lincoln's assassination* is distinguished from *Kennedy's assassination*. Both the agent and the patient as the two participants of a transitive process can function as the reference-point. In the case of the agent being chosen as the reference-point, it is only because this participant as the main figure is more salient than the ground.

Ergativity Reflected in "the Gerund/Event Nouns+of-Complement"

Judging from the semantic role of the possessor nominal, there exist significant differences between the gerund and a good many event nouns, but the *off*-complement of the nominalized structure, which corresponds respectively to the direct object of a transitive verb (e.g. 9) and the subject of an intransitive verb (e.g. 10), manifests ergativity to a certain extent, as follows:

9. a. the kidnapping of a well-connected resident
b. owing *to the grounding of the DC-10*
c. a learned conversation about the *brewing of stout ale*
d. the *dismissal of the ambassador* (→the ambassador's dismissal)
e. the *assassination of the president* (→the president's assassination)
10. a. Persse heard...the *banging of the door* as the two men left.
b. Morris Zapp is woken by the *bleeping of his digital wristwatch*.
c. the only sounds are *the tapping of Robin Dempsey's fingers* on the keyboard of his computer terminal, and the *crunching of John Collins' potato chips* (Taylor, 1996, p. 276)

In (9), there exists the verb-object relationship between the italicized elements before and after the preposition "of", while despite the same syntactical context in (10), it is the subject-predicate relationship that is found before and after "of". If the notional subject of the transitive verb were to be expressed, an extra grammatical device would have to be used, specifically, by means of the possessive form of a personal pronoun (e.g. *their* kidnapping of a resident), or *aby*-phrase denoting the agent (e.g. the kidnapping of a resident *by the socialists*). As with derived nominals, the ergative patterning of the *of*-complement phrases is plausibly regarded as a natural consequence of the atemporalizing effect of the nominalization process itself (Taylor, 1996, p. 276).

The English clausal structure reflects the linguistic features of the prototypical "Nominative-Accusative" system, with the semantic "Agent-Action-Patient" array and the corresponding grammatical construction "Subject-Predicate-Object" as a way of event expression based on the functioning mode of energy. In contrast, as a result of the atemporalizing effect, the English nominalized structure makes the

prototypical energy transmission no longer fit for the expressing of a reified action process, hence the ergative patterning. For example:

11. a. the arrival of the guests → the guests' arrival
- b. the destruction of the city → the city's destruction
- c. the destruction of the city by the enemy → the city's destruction by the enemy

“Guests” as the logical subject of the derived noun (arrival) from the intransitive verb *arrive* in (11a) and “city” as the logical object of the derived noun (destruction) from the transitive verb *destroy* in (11b) can be combined either with “of” to appear as a post-attributive or with a possessor nominal to function as a pre-determiner, and, whichever way it appears, the same manner of coding is adopted; in contrast, “enemy” in (11c), originally the subject of the underlying transitive finite clause, is readjusted as the *by*-phrase. As a matter of fact, it is not difficult to understand the ergative patterning of nominalizations in “Nominative-Accusative” languages typically like English. To be specific, that is, in a finite clause, an event is construed dynamically, through time, and furthermore, in a canonical transitive clause, there is a coincidence of several layers of temporal organization; the initiator of the event is encoded by the first mentioned nominal, which in turn the clausal subject (the trajector). Nominalization, however, causes an event to be reified as a static, atemporal “thing”, thus shifting from the way of energetic transmission to the ergative marking, based on an autonomous core construal of an event (Taylor, 1996, p.252; Langacker, 1992).

The Ergative Patterning Reflected in Chinese Nominalized Phrases

A syntactically important means of identification of ergative and unergative verbs depends on whether the “causative/inchoative” alternation for a specific verb is available. Thus tested, the ergative syntactic patterning is also found in Chinese. Based on Huang (1987), Li (1991) and Gu (1996), the alternation that embodies “change of state” meaning (Type A) and “state of spatial placement” meaning (Type B) should be regarded as typical ergativity.

Change of the State

12. a. *ta mie le huo* (he put out Asp fire) → *huomie le* (fire put out Asp).
“He put out the fire → The fire was put out.”
- b. *shuishou menchenlechuan* (sailor-Pl sink boat) → *chuanchen le* (boat sink Asp).
“The sailors sank the boat → The boat sank.”
- c. *gaowenronghua le bing* (high temperature melt Asp ice) → *bingronghua le* (ice melt Asp).
“The high temperature (has) melted the ice → The ice (has) melted.”

State of Spatial Placement

13. a. *ta batizikaozaiqiangshang* → *tizizaiqiangshangkaozhe/tizikaozaiqiangshang*.
(*he Prep ladder lean Prep wall Loc* → *ladder Prep wall Loc lean Asp/ladder lean Prep wall Loc.*)
“He leaned the ladder against the wall. → The ladder leaned against the wall”.
- b. *ta bashu fang zaishuzhuoshang*. → *shuzaizhuozishang fang zhe/shu fang zaizhuozishang*.
(*he Prep book put on desk*. → *book on desk put Asp/shu put on desk*)
“He put the book on the desk. → The book was lying on the desk”.

The Chinese nominalizations also reflect ergativity largely, which can be divided into two classes as follows:

Class I, manifested by the matching of “patient + verbal noun”:

14. a. *jileizijin*→*zijinjilei* (accumulate funds→funds accumulate)
- b. *fabiaozuopin*→*zuopinfabiao* (publish works→works publish)
- c. *jianchacaiwu*→*caiwujiancha* (check financial affairs→financial affairs check)
- d. *yanjiuyufa*→*yufayanjiu* (study grammar→grammar study)

Class II, reflected by the “N *de* V” structure:

15. a. *fanyizhe ben shu*→*zhe ben shu de fanyi* (translate this book→this book’s translation)
- b. *diaocha ci an*→*ci an de diaocha* (investigate this case→this case’s investigation)
- c. *fenzizuopin*→*zuopin de fenxi* (analyze the works→the works’ analysis)

The element that can occur at the slot after *N de* is normally a process nominal (verbal noun) and the *Nis* semantically the patient, resulting in a “patient-verb” relation, which reveals the ergativity.

What should be pointed out is that the resultative construction formed by “verb + resultative complement”, such as *xiganjing* (wash...clean), *lianggan* (dry...by airing), *ranhong* (tint...red; incarnadine), *shuaishang* (fall and hurt oneself), *xiaku* (be scared into crying), *xiandai* (be frozen in horror; stupefy), among others, can also reflect the syntactic features of ergative verbs, and a good many of them are accessible to the “causative-inchoative” alternation, yet not all of have a corresponding nominalization. For example, the resultative constructions normally are not compatible with the “N *de* V” structure (Wang & He, 2002).

16. a. *Lisiqisi le Zhangsan*→*Zhangsanqisi le*→**Zhangsan de qisi*
(*Lisi madden Asp Zhangsan*→*Zhangsanget mad Asp*→**ZhangsanPoss get mad*)
“Lisi maddened Zhangsan→Zhangsan got mad”.
- b. *zheshikuhutu le nainai*→*nainaikuhutu le*→**nainai de kuhutu*
(*This matter cry confuse AspGranny* →*Granny cry confused*→**Granny Poss cry confused*)
“Granny cried over this matter till she got confused→Granny cried till confused”.
- c. *zhedifangqiongpa le women*→*womenqiongpa le*→**women de qiongpa*
(*this place poverty-scare Asp us*→*we poverty-scare Asp*→**we Posspoverty-scare*)
“We have never got over the experience of living in dire poverty in this locality. →We are fearful of poverty”.

Why the resultative construction is incompatible with the “N *de* V” construction is that the former as a kind of compound verbs belongs to one of the weakly discrete types of verbs, in spite of their embodying change of state in a certain sense, which does not reflect a clear process of action, or rather, which lacks a clear a start and end point, along the axis of time. Thus, it is hardly possible for the resultative compounds to be construed as holistic events despite the possessor phrase “N *de*” functioning as a reference-point. Besides, owing to the fuzzy semantic structure of resultative compounds, and the resultant indeterminate semantic orientation, the external argument of their two-place syntactic pattern can be either the human agent or the causer in the nonhuman sense. From such a point of view, the one-place pattern of the resultative compounds of ergative nature is susceptible for ambiguity, especially when the subject is an animate noun, as is illustrated as follows:

17. *meizixiaoxing le* (sister laugh-awake Asp)
 a. *dagegexiaoxing le meizi* (big brother laugh-awake Asp little sister)
 “The laughter by the elder brothers woke up the little sister”.
 b. *yichanghaomengxiaoxing le meizi* (a good dream laugh-awake Asp little sister)
 “The little sister’s own laugh in her dream woke herself up.”
 c. **meizi de xiaoxing* (little sister Poss laugh-awake).

A mere observation from semantic point of view, to say nothing of the structural constraints on examples like (17c), reveals why “N *de* + resultative compound” typified by “**meizide xiaoxing*” is unacceptable: Owing to the lack of a clear start and end point along the time axis, and a determinate semantic orientation, this kind of structures will surely result in this and that question: (1) Who awoke the little girl by laughing? (2) What amused the little girl so much (in her dream) as to awake her? Or (3) Whom did the girl awake by laughing? Why the resultative compounds are rejected by the “N *de* V” construction is self-evident from the analysis of (17).

The restraints on the alternation of the Chinese ergative pattern seem also to be reflected by the “light-verb (LV) +noun +verbal noun” structure: Normally, the LVs are restricted in their ability of taking a noun as direct object; but if the patient-object is to precede the verbal noun, the acceptability of this construction will be enhanced, as the loss of the object from formal point of view tends to further weaken the verbalness of the post-LV verbal noun (Shen, 1999, p.278), thus reinforcing its reification.

18. a. *jinxing fuxi* (set about revision) → **jinxing fuxigongke* (set about reviewing lesson) → *jinxing gongkefuxi* (set about lesson revision)
 b. *jiyubutie* (give subsidy) → **jiyubutieliangshi* (give subsidizing food) → *jiyuliangshibutie* (give food subsidy).

Conclusion

The ergative pattern of nominalizations, as with deverbal nouns (their counterpart in Chinese known as “verbal noun”), should be treated as resulting from the “atemporalizing effect” from the process of nominalization itself. In both English and Chinese, the prototypical clausal structure typically demonstrates the characteristics of the “Nominative-Accusative” language, where the semantic array of “Agent-Action-Patient” and the corresponding grammatical structure of “Subject-Predicate-Object” occur, based on the model of energetic functioning, as the expression of an event, whereas nominalizations, resulting from atemporalizing effect, render the canonical energetic transmission unsuitable for expressing a thingified process, hence an ergative patterning. The cognitive model for a typically transitive clause is “energetic transmission” from the source to the sink, a process to be completed through several conspiratorial factors, thus constituting the basis for the encoding of the “Nominative-Accusative” system. However, nominalization cancels the sequential scanning, reifying an event into an atemporalized static “thing”, turning from the canonical energetic transmission to the ergative marking; in other words, an “autonomous core construal” is taken towards the event. That is the motivation for the ergative patterning of the nominalized structures.

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An Overall Analysis of Chinese Loanwords in English

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[Abstract] China English is a normative English variety. It is expected to express the unique things in Chinese social and cultural fields, and accordingly, its existence is of objectivity. Compared with its phonetic, syntactic, textual and pragmatic planes, the lexical plane of China English, namely the level of Chinese loanwords, has its most distinctive Chinese characteristics. That is why the studies on Chinese loanwords are of great academic value and practical significance. In this paper, the concepts of loanwords and Chinese loanwords are studied. The origin of Chinese loanwords is explored and their features are discussed from phonetic, syntactic and semantic perspectives. The major borrowing ways of Chinese loanwords are illustrated, which are transliteration, free translation and the combination of transliteration and free translation. The bright future of China English is prospected, with the view that it will not only serve as an effective tool for China's communication with the world, but also an effective means of transmitting Chinese culture and constructing cultural identity.

[Keywords] China English; Chinese loanword; transliteration; free translation

Concepts of Loanwords and Chinese Loanwords in English

Opinions on the definition of “loanwords” are not unanimous. *The Contemporary Chinese Dictionary* (Sixth Edition) (2012) gives a rather general definition of “loanwords”. It says, “Loanwords are the words that are borrowed from another language”. The well-accepted definition of “loanwords” in the linguistic world was made by Tao Yuelian and Gu Minghua (2001) who stated that “Words from another language culture, whatever their forms or pronunciations, should be regarded as loanwords”. In this sense, Chinese loanwords in English refer to those English words that are borrowed from Chinese, a language variation phenomenon to facilitate the expression of English.

English, in its history of more than 1500 years, has absorbed a lot of loanwords from languages all around the world, and Chinese is one of them. Just as Jiao Tongmei (2003) said, “All living languages in the world are constantly changing with the variation of time and social development. When words in a particular language cannot describe things in the society of that time about certain things, people often create new words or use other languages to express themselves, and eventually put these words into their native language vocabulary. Each national language is inseparable from the absorption of other national languages to enrich themselves. English is particularly prominent.”

Causes for Chinese Loanwords in English

First, Chinese Loanwords in English are the consequence of frequent communication between Chinese and English native speakers and active fusion of the Chinese and English cultures. With the rapid development of science and technology, the world appears in the form of a “global village” which benefits people greatly all over the world. Therefore, people are supposed to communicate more, in a mutually understandable way. Nearly 80% of English vocabulary is borrowed from more than 50 languages of the world. As Chinese culture and western culture have been influencing and penetrating each other, quite a number of Chinese loanwords have entered English, and later have become part of Standard English and enlarged the English vocabulary. The launching of Shenzhou 5 in 2003 designates

that China has become the third country after the former Soviet Union and the United States, mastering manned space technology and playing an increasingly important role in world aerospace. The word “taikonaut” entered English in a proper moment, to signify specially “Chinese astronaut”, the first half of which is the Chinese expression “太空” (taiko) and the second half of which is the Greek suffix “naut” which means “sailor” (Chen, 2004). Instead of “Friendlies”, “Fuwa” was finally identified as the mascot of the 2008 Beijing Olympic Games. For its simplicity and clarity, Chinese people like it, and with proper explanation, foreigners understand it and accept it. It is a pure “made in China” thing, signifying that Chinese loanwords can do a better job in expressing the characteristics of Chinese culture (Wang, 2009). In 2014, both BBC and CNBC offered special programs on “tuhao” (土豪), the domestically hot word on the Internet. It being hot at home has its profound social and cultural reasons, for “tuhao” duly records and reflects the changes of modern Chinese society. Its spreading into English is the very manifestation of the tendency of cultural fusion, a manifestation of Chinese culture export (Jia & Ma, 2015).

Second, English native speakers have a flexible attitude towards language. They have an open attitude towards language. In other words, as long as they think a loanword useful or fresh or interesting, they will use the word as part of their own. Once usage becomes a trend, a kind of fashion, linguists will keep it in the dictionary and then more foreign words appear in English. Visibly, English introduction of foreign words is always based on the first priority-need (need-oriented) and dominated by economic and convenient principle. British and American people are always unique, ready to borrow and assimilate foreign words into their local languages. Cultural psychology of English nationality is prominently held by the foreign culture of innovation, achieves and mental set. Throughout the history, English has never missed the opportunity of absorbing loanwords, especially from the ancient Greek, Roman, Chinese and Indian cultures. They have more identity and inclusive mentality, willing to absorb loanwords from other cultures. As a phenomenon of historical linguistics, the history that English borrowed from Chinese vocabulary is more than 1000 years, which is really long enough. To a great extent, English development has a history of borrowing foreign words, and among these loanwords, about half from French, a quarter from Latin and Greek, 16% from the Chinese, and other northern European languages. As a consequence, English has been regarded as “world of Creole language ear” which means its language is compatible.

Origin of Chinese Loanwords in English

Based on the history of Chinese social development, Tao Yuelian and Gu Minghua (2001) divided the development of Chinese loanwords in English into three historic periods: (1) Early Period (From Qin Shihuang to Mid-Ming Dynasty), (2) Metaphase (From Late Ming Dynasty to Xinhai Revolution) and (3) Modern Times (From Xinhai Revolution to the Present). The Early Period lasted from the time when Qin Shihuang unified China to the mid-Ming Dynasty. Though the Tang, Song, Yuan and Ming Dynasties were prosperous and had frequent exchanges with foreign countries, China still had less communication with England in economy, interpersonal relationship and culture due to reasons like the long distance and traffic inconvenience, so Chinese loanwords in English were limited then. Many researchers these days have different opinions on the first Chinese loanword in English, but most think “silk (丝绸)” was possibly the first Chinese loanword in English. According to *Oxford English Dictionary* (1999), “silk” is related to “Silk Road”. It is easy to find that its writing form and pronunciation have changed a lot compared with its original Chinese.

The Metaphase period lasted from the late Ming Dynasty to the Xinhai Revolution. With the opening of the sea route and the establishment of a maritime hegemony after the bourgeois revolution in the 17th

century, trade was increasingly frequent between China and England to meet the English need of overseas expansion. In this period, Chinese loanwords had a great relationship with food, trade, local conditions and customs in Guangdong and Fujian provinces. Since their dialects had great local features, they were directly or indirectly used by English, such as tea (茶), wonton (馄饨), Pipa (琵琶), kowtow (叩头), typhoon (台风), and longan (龙眼), etc.

In modern times, China has experienced many revolutions and social reforms, including the Xinhai Revolution, Anti-Japanese war, the founding of the People's Republic of China, the Cultural Revolution and the Opening-up Reform. These events have attracted so much attention from the western world that plenty of Chinese words have been introduced to English. In this period, most Chinese loanwords are about politics such as Kuomintang (国民党), Maoism (毛泽东主义), the Three People's Principles (三民主义), Reform and Opening-up policy (改革开放政策), one country with two systems (一国两制), well-off society (小康社会), state-owned enterprises (国有企业), vegetable basket project (菜篮子工程), knowledge economy (知识经济) and construction of clean politics (廉政建设), etc. In recent years, China joined the WTO and held the Olympic Games in Beijing which brought even greater attention from other countries. That's why we have Green Olympics (绿色奥运), the Hi-tech Olympics (科技奥运) and humanistic Olympics (人文奥运). All of these words reflect the recent development of China and the communication between China and English-speaking countries.

Borrowing Ways of Chinese Loanwords in English

The defining of Chinese loanwords by the academic world in the past decades has presented the following variation trend: from general to specific, from a narrow sense to a broad sense. The early researchers equated "Chinese loanwords" with "transliteration words", regarding that only the Chinese words are Chinese loanwords whose pronunciations and meaning are both borrowed; whereas broadly speaking, "loanwords" not only include "transliteration words", but they also include "free translation words", the knowledge of which provides a broader social and cultural perspective for the studies on "loanwords", and therefore, loanwords of the broad sense have become the mainstream of the current studies on loanwords.

Chinese loanwords enter English mainly by means of transliteration, free translation and a combination of the former two. In 2013, Chen Shengli, on the basis of etymology and definition, carried out statistic work of a strict sense on the Chinese loanwords included in the *Oxford English Dictionary* which updates its entries every three months. His findings include 245 transliteration words, 84 free translation words, and 394 broad-sense loanwords. Actually, the actual number of Chinese loanwords which are used in daily life, or in newspapers, or on television and the Internet, but not included in dictionaries is far larger than the figure. The more commonly accepted figure at home is more than 1000. The American "Global Language Monitor" (GLM) once announced that since 1994, loanwords from Chinese have contributed from 5% to 20% to the new English words, overtaking all other sources.

Transliteration

Transliteration is a method by which the sound of words in one language are directly or indirectly translated into another language using the closest corresponding letters. The massive transliteration of Chinese words into English started from the 17th century, when the Chinese and the English began their exchanges through the two ports of Guangzhou and Xiamen. This was due to the fact that Chinese loanwords during this time period were not wholly based on Chinese Mandarin, some were based on Cantonese and Fujian dialects. Before 1958, Chinese transliterated loanwords in English were mainly

borrowed by the Wade system, a romanization system for transcription of Chinese, developed from a system produced by Thomas Wade during the mid-19th century and given completed form with Herbert Giles's *Chinese-English Dictionary* of 1892. In 1958, China published *The Scheme for the Chinese Phonetic Alphabet*, and in 1982, the International Standard Organization passed the ISO7098 *Literature work – Chinese Roman Letter Spelling Method*. Since then, both Chinese and foreigners have adopted a system to translate Chinese into English (Sun, 2006).

Transliteration is commonly used in translating Chinese proper nouns, such as person names, place names, names of currency, weights and measures. The following are some typical transliterated Chinese loanwords: Cantonese (广东人; 粤语), tea (茶), oolong (乌龙茶), congou (工夫茶), hyson (熙春茶), bohe (武夷茶), tofu (豆腐), lychee/litche (荔枝), longan (龙眼), lemonade (柠檬), mango (芒果), loquat (枇杷), ginseng (人参), IChing (易经), yin yang (阴阳), taichi (太极拳), kung fu (功夫), qigong (气功), feng shui (风水), Ching-ming (清明), yamen (衙门), kowtow (叩头), chow mien (炒面), dim sum (点心), Jiaozi (饺子), chop suey (杂碎), kaoliang (高粱), mao-tai (茅台酒), erhu (二胡), ganbei (干杯), yen (瘾), ganbu (干部), guanxi (关系), lianghui (两会), lama (喇嘛), putonghua (普通话), qipao (旗袍), remimbi (人民币), typhoon (台风), mu (亩), zhang (丈), cun (寸), chi (尺), fen (分), yuan (元), jin (斤), Laotzu (老子), Confucius (孔子), Tao (道), Peking/Beijing (北京), Shanghai (上海), and so on. The majority of them have been included in the *Oxford English Dictionary*, or widely used in the daily lives of English speakers.

With the substantial increase of Chinese international status in the recent years, the hot Chinese words in the Internet have been spreading at a dramatic speed, hot words like tuhao and dama (大妈) have rapidly become words generally used in major international media websites. Since the pronunciation of Chinese characters has four tones, different tones will lead to different meanings and usages. The appropriate understanding of transliterated Chinese loanwords depends mainly on cultural background. From this perspective, the pragmatic significance of Chinese loanwords in English verifies the objective reality demand on broad-sense definition of Chinese loanwords.

Free Translation

Free translation is a method by which the general meaning of the original text is reproduced in another language, and it may or may not closely follow the form or organization of the original. Some Chinese loanwords in English reserve the internal form and morphological structure of Chinese, and at the same time, they are equivalently translated into English morphemes or vocabulary. The following are typical Chinese loanwords freely translated into English: Four books (四书), Five Classics (五经), golden millet dream (黄粱梦), moon cake (月饼), money tree (摇钱树), work unit (工作单位), dragon-boat festival (龙舟节/端午节), soy sauce (酱油), Chinese herbal medicine (中草药), soybean milk (豆浆), bird nest soup (燕窝), red bean (红豆), plain-boiled water (白开水), long march (长征), paper tiger (纸老虎), cultural revolution (文化大革命), barefoot doctor (赤脚医生), let a hundred flowers blossom (百花齐放), laid-off workers (下岗职工), lose face (丢面子), spring roll (春卷), silk road (丝绸之路), one country, two systems (一国两制), one-child policy (独生子女政策), brainwashing (洗脑), the Great Wall (长城), Son of Heaven (天子), donkey friends (驴友), and Golden Week (黄金周), etc. Chinese loanwords in free translation reflect different historical periods of China's political, cultural, economic and living conditions. They are of distinctive Chinese characteristics, though well-grammatically formed. They are usually hard for English native speakers to understand, and their proper understanding is still dependent on the

familiarity of the Chinese culture. Therefore, when using these words, we usually use boldface, italics or quotes, and sometimes attach explanations.

Combination of Transliteration and Free Translation

This is a method to express the original meaning of the words while retaining their original pronunciations simultaneously. Its composition is as follows: two Chinese words, one is a free translation, the other is transliteration word; words that are directly borrowed into English vocabulary by imitating the original Chinese language form and word formation rules; Or in accordance with the English word-formation form for certain Chinese words. For example, Tang Dynasty (唐朝), Peking duck (北京烤鸭), Beijing Opera (京剧), China town (唐人街), tea house (茶馆), tea egg (茶叶蛋), taikonaut (太空人/中国宇航员), Confucianism (儒教), Mao Zedong Thought (毛泽东思想), Beijing University (北京大学), gaokao migrant (高考移民), Tongrentang Traditional Medicine Shop (同仁堂中医药店), and so on.

Features of Chinese Loanwords

Semantic Features

Most Chinese loanwords can keep their original meanings after entering English. Some of them mainly refer to places such as Peking (means Beijing duck or Beijing silk). However, some meanings of loanwords are far from their original reference. For instance, as we all know Shanghai is a large city of China, but there was an old story in America. Long time ago, some American criminals used alcohol or anesthetic to make others lose consciousness and forced them to be sailors. Interestingly, the destination was Shanghai, so Shanghai gradually became a word to describe “abduct” and “force”. Shanghai with capital letter “S” refers to the city Shanghai; Shanghai with lowercase “s” means “abduct” or “stress”. These words are often used to express different meanings in English, so even if you think you are so familiar with these words in Chinese, maybe you should be more cautious to use them in case of making serious mistakes.

Grammatical Features

Chinese loanwords in English, on the one hand, have been gradually assimilated into English, and on the other hand, they have formed unique grammatical features: (1) At the beginning, most of Chinese loanwords in English were printed in italics. However, with the increase of use frequency, people used italics less and usually made more than two syllable terms written together, such as wushu; (2) The plural nouns referring to the measurement units do not add “s” at the end. For example, three yuan, seven member, but for some loanwords, especially for countable nouns which are in high frequency of usage, their plural forms tend to be expressed with “s”, such as wok to woks; (3) Chinese loanwords are mostly in noun form rather than in verb form; (4) The derived capacity. Out of necessity and convenience, some loanwords have obtained characteristics of common English words, and accompanied by suffix changes, such as Tao to Taoism, yen to yenned.

Phonetic Features

Most Chinese loanwords are borrowed by the transliteration method, meanwhile, there are also a part of them borrowed by meaning-borrowed method, because they express some new concepts that do not exist in English, such as Guoba (锅巴), the work of a point (工分), the big pot system (大锅饭), and running dog (走狗), etc. Some transliterated loanwords are mostly in accordance with Chinese, and it's easier to make people aware of their origin, such as yamen (衙门) and jin (斤). However, some loanwords do not have much in common with Chinese pinyin, for the reason that they are based on Chinese dialects, such

as tea. This word “tea” does not have the similar pronunciation with Chinese pinyin. No wonder that people do not recognize “tea” as a loanword from Chinese. People feel it is very local and get used to it. Based on that, we may conclude that the phonetic features of Chinese loanwords are affected by more than one reason, so we cannot just recognize them from one aspect.

Conclusion

Chinese loanwords in English come to exist on the ground of the society and cultural background particular to Chinese characteristics, and therefore, they are of objective Reality, reflecting social and cultural changes. (Song & Yan, 2015) The emergence of Chinese Loanwords in English is due to the mutual exchanges between China and English speaking countries. Since ancient times, it are more often than not words with distinctive Chinese characteristics that have been borrowed by the Westerners and included in their dictionaries, to fill the gaps in language expression caused by cultural gap, to satisfy the requirements of expressing fresh things, and to keep the communication line between China and English speaking countries smooth and effective. In nature, the borrowing of Chinese words to English comes along with the spread of traditional Chinese culture, and Chinese loanwords reflect the developmental situations of Chinese society in different historic periods. In recent years, the promotion of Chinese mother tongue awareness, the global “mandarin fever” and the news hot spots from China frequently emerging on the Internet have been manifesting the growth of China’s overall national strength, reminding us that we should pay closer attention to the cultural phenomenon of Chinese words output.

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A Comparative Study of Orientation Metaphors in English and Chinese News Headlines

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[Abstract] Metaphor, as a common phenomenon in language, has aroused many scholars' interests since ancient times. However, studies of conceptual metaphors in war news headlines are in a relatively small portion. Based on the war news headline metaphors corpus, this thesis makes a comparative study of the orientation metaphors in English and Chinese war news headlines.

[Keywords] Orientation Metaphor; contrastive study; war news headlines

Introduction

Metaphor, as a common phenomenon in language, has aroused many scholars' interests since ancient times. In the Western world, metaphor has been studied for over 2000 years. Lakoff (1993) classified metaphors into a classical theory of metaphor and a contemporary theory of metaphor. In the classical theory of metaphor, "the word metaphor was defined as a novel or poetic linguistic expression where one or more words for a concept are used outside of its normal conventional meaning to express a similar concept"; the contemporary theory of metaphor sees metaphor as "a cross-domain mapping in the conceptual system." Metaphor has drawn the attention of scholars, both domestic and abroad, and researchers have examined metaphors in different contexts. Though there are many studies in recent years, the studies on orientation metaphor, especially in political discourse, are few. Therefore, based on the war news headline metaphors corpus, this thesis makes a comparative study of English and Chinese war news headlines. The two research questions are: (1) What are the orientation metaphors applied in English and Chinese war news headlines? (2) What are the similarities and differences of orientation metaphors in English and Chinese war news headlines?

Literature Review

Shu Dingfang (2000, p. 2) classified the development of metaphor theories into three periods: the first is the period of rhetoric study (from Aristotle to the 1930s), the second is the period of semantic study (from the 1930s to the 1970s), and the third is the study of the cognitive or the interdisciplinary perspective (from the 1970s until now). Metaphor has been seen as a device of the poetic imagination for many years, and it is treated as a matter of extraordinary, rather than ordinary, language. In this view, metaphor is typically viewed as characteristic of language alone – a matter of words, rather than a thought or action. However, in the book *Metaphors We Live By*, by Lakoff and Johnson (1980), the metaphor was for the first time conceived as the concepts we live by, which is a milestone in metaphor studies. Lakoff and Johnson (1980, p. 16) point out that sometimes we conceptualize our basic concepts in terms of spatialization metaphors, that is, orientational metaphors. Orientational metaphors are so called for the

reason that spatially structured concepts are mapped onto one another, and they are always related with spatial orientations, such as in-out, on-off, up-down, central-peripheral, etc. In our daily life, we always use orientational metaphors to structure abstract concepts, such as health, emotion, status, consciousness, and happiness, etc. They are generated from our physical and cultural experiences. It means that they have a basis in our bodily experiences and cultures. Furthermore, different cultures may lead to different understandings of the conceptualization of different metaphors. For example, MORE IS UP, LESS IS DOWN. We always conceptualize QUANTITY in terms of VERTICALITY. Verticality, which relates to up-down structure, can be understood independently because of gravity. So, it applies to such a metaphorical mapping to conceptualize quantity. This kind of metaphor has its experiential basis: if we add more of some substance, such as water, we will make the level go up. So, we conceptualize the metaphor in that way, but some cultures or people with different bodily experiences may conceptualize it as LESS IS UP.

However, orientational metaphors are not arbitrarily structured. For one thing, systematicity lies in orientational metaphors. They are internally coherent rather than just isolated. Meanwhile, they are externally related rather than random cases. For instance, HAPPY IS UP can be realized as my feeling is up, which means that my feeling is happy rather than sad. In addition, HAPPY IS UP is coherent with HEALTH IS UP, GOOD IS UP, and CONTROL IS UP, etc. For another thing, physical and cultural experiences are the basis of orientational metaphors. We are rarely aware of this matter, but actually, Lakoff and Johnson (2003, p. 20) held the view that no metaphor can be fully understood or represented without concern for its experiential basis. For instance, we often conceptualize the abstract concept “future” in terms of a FRONT-BACK structure. Some cultures think the future is behind us, such as “in the following weeks...,” but others think the future is ahead of us, such as “the time will come when...”

The importance of metaphor in our daily life, especially in the political domain, is beyond doubt, as seen in war discourse. Conceptual metaphors have a great influence on military affairs and people’s attitudes in war. It is Lakoff (1991) who first related conceptual metaphor to war discourse. His paper, “Metaphor and War: The Metaphor System Used to Justify War in the Gulf”, had a great significance and influence on the study in this field. The first sentence, which had a provocative effect in the paper, was “Metaphors can kill.” Paris (2002) studied what conceptual metaphors American policy makers used in the speeches and statements in the Kosovo crisis of 1999, and the historical metaphors were taken into consideration, which had been used as a proxy to make historical analogies. Underhill (2011) did his research by collecting 150 articles about the Iraq War from *The Economist*. He introduced the term “switch” to realize semantic transfer, which happened simultaneously in two ways. In other words, he summarized two metaphorical propositions “war is ...” and “... is war.” In this way, the concepts of military events were replaced by other concepts, such as business, film, or game. It realized the function of the weakening destruction of the Iraq War and people's understanding of the disadvantage of the war. In China, there are only a few studies exploring the conceptual metaphors in war discourse. Among these studies, most use war conceptual metaphors to analyze other discourses but without concentration on war itself, and even these kinds of studies have just appeared in recent years. Gao Yuanming (2010) and Xuan Jing (2013) both studied conceptual metaphor in a single war event by comparative study, and they employed CDA to analyze how to conceptualize country image and how to construct expression aims. The difference between the two papers is their sources of data. One is from the concrete and complete news about the Chinese Navy’s Escorting Operation in the Gulf of Aden, and the other is based on the headlines about Sino-Philippines South China Sea Disputes.

However, these studies are limited in the following ways: (1) They only analyzed a single concrete event to illustrate the usage of conceptual metaphor, so they cannot cover large amounts of data in the war domain, especially in war news headlines. (2) This kind of conceptual metaphor identification is somewhat subjective because they conducted their research without corpus. (3) They attempted to combine conceptual metaphor with discourse analysis without a deeper understanding of the conceptual metaphor itself in different cultures. So, the author proposes this study to make up for these kinds of limitations.

A Contrastive Analysis of Orientation Metaphors in English and Chinese War News Headlines

The authors adopted 1500 pieces of data from each corpus to analyze conceptual metaphors, specifically orientation metaphors. The first-hand data are all collected from Janenet and Ifengnet. We first identified these entries according to the identification criteria by Lakoff and Johnson. In the J. corpus, 1183 entries were construed with conceptual metaphors within 1500 entries. In the I. corpus, 1162 entries within 1500 entries contained conceptual metaphors. Therefore, we can see that conceptual metaphors occupy nearly 80% of each corpus, which firmly proves that metaphors are pervasive in our daily lives. The detailed analysis will be extended in the following part.

Oriental metaphors are of great importance to conceptualize non-spatial concepts with spatially related ones; those abstract concepts are described by the concrete orientational concepts, such as deep, shallow, up, down, front, and back, etc. Lan Chun (2005, p. 159) finds that UP and DOWN metaphors are used to conceptualize quantity, social hierarchy, states, and time target domains. Zhou Jianglin and Zhang Jiaqiang (2003) searched HIGH and LOW in the British National Corpus to study their metaphorical extensions and explored their cognitive basis; they found that HIGH and LOW metaphors are mapped onto quantity, states, status, sensation, and time target domains. UP and DOWN and HIGH and LOW metaphors frequently occurred in the war domain; therefore, the following part intends to make a further study based on the two war news headlines corpuses.

Oriental Metaphors in English War News Headlines

According to the data, we can see that there are five major types of orientational metaphors in English data, which are MORE IS UP, LESS IS DOWN, GOOD IS UP, BAD IS DOWN, and HIGH STATUS IS UP. There are 278 entries in total that belong to orientational metaphors, which occupy 23% of the metaphors in the J. corpus. We will show some examples to use in analysis:

1. Increasing Mai-Mai attacks in Katanga raise security risks to DRC mining operations and road cargo;
2. Yemen's offensive against AQAP raises the risk of co-ordinated attacks on state assets in Marib and Hadhramawt;
3. High risk of grenade and gun attacks in the Chadian capital following Boko Haram threat;
4. Protests and civil disorder highly likely after limited exploratory drilling authorised near Canary Islands; and
5. Vietnam approves USD747 million plans to boost maritime security.

“Raise” means to literally lift or move something or someone to a standing or high position according to the definition in the Merriam-Webster online dictionary. Here in the war news headlines, such as the first two examples, it is used to conceptualize the concept of risk. Risk is a state of being dangerous. It is something that cannot be lifted or moved, let alone to a high position. “Security risks” and

“the risk of co-ordinated attacks” are quantified vertically with the help of the word “raise.” So it is a metaphorical expression used to describe the meaning of large quantities and, further, to conceptualize the MORE IS UP metaphor.

“High” is a word that means locating (something) far above the ground or another surface. So, it is just a word expressing vertical orientation. However, in our corpus, using the third and fourth examples, we can see that they are mapped onto the concept of risk, which is a non-spatial word and frequently appears in war domain. Such a mapping relation can be extensively understood as a high level of risk when things are measured with levels or degrees and quantity is referred to with verticality in fact. In the fifth example, “highly” is used to describe protests and civil disorders, which are common situations in war news. It is the same as the function of “high” to conceptualize large amounts of quantities vertically.

“Boost” occurs 16 times, which is defined as increasing the force, power, or amount of something or pushing something from below. In our corpus, it is not just defined as the abstract concept of risk, but also as some neutral concepts, such as investment, the defence industry, and maritime cooperation. In Example 5, we can find that “boost” is used to define defence and maritime security, which gives an upward force to express amounts.

Orientation Metaphors in Chinese War News Headlines

Based on the data we collected in the I. corpus, there are seven types of orientational metaphors which are: MORE IS UP, BAD IS DOWN, GOOD IS UP, BAD IS DOWN, HIGH STATUS IS UP, STAYING IN A STATE IS UP and LEAVING IN A STATE IS DOWN. Among them, the GOOD IS UP type has the highest percentage. In general, there are 108 entries that occupy 9% of the total conceptual metaphors in I. corpus.

6. 上千中国工人安抵巴格达 伊拉克乱局考验中国外交。

Thousands of Chinese workers land in Baghdad safely, and China’s diplomacy is tested by Iraq chaos.

The unit to measure quantity should be more or less, not up or down. However, here “上千” (thousands) uses the upward meaning to express the large amounts of Chinese workers. The next example is below:

7. 美媒预测俄入侵乌克兰影响 或导致极高核战危险。

U.S. media predicts that Russian invasion of Ukraine may cause the high risk of nuclear war

Just as we have analyzed “high risk,” here in the Chinese corpus also has such metaphorical expression.

“高” (high) is employed to define the level of risk and further express an increase in amount. So, such spatial words mapping onto non-spatial concepts with an upward orientation to construe quantity is a MORE IS UP metaphor. In the LESS IS DOWN metaphor, it just takes up 3.7%, with four metaphorical expressions. This metaphor conveys the opposite meaning when compared with the MORE IS UP metaphor; a decrease in quantity is conceptualized with a downward orientation.

Comparison Between English and Chinese War News Headlines

The statistics we collected and analyzed above suggest that both Chinese and English war news headlines prefer to employ orientational metaphors to conceptualize war. In this part, we will make a comparison between the two corpuses from the following aspects:

In terms of the subcategories in orientational metaphors. According to the comparison above, it is obvious that UP/DOWN metaphors are pervasive in both corpuses. Further, UP metaphors in both corpuses occupy the largest portion with 80% and 70%, respectively, and play the most important role in

meaning construction; DOWN metaphors are the opposite, having just a small percentage. However, as noted above, we can see that the J. corpus contains more entries than the I. corpus, though the percentage is very similar. Thus, it can be seen that UP metaphors receive more attention than DOWN metaphors, and moreover, people tend to think of the war domain with UP metaphors.

In terms of metaphorical expressions – “I have no idea, but it gets me up & moving.” In the realization of orientational metaphors of the two corpuses, we can see that “raise” (with 29 times) “upgrade” (with 29 times in J. corpus, and “上” (up) (3 times), and “升级” (upgrade) (with 10 times in the I. corpus), are most frequently used to conceptualize the war domain. They are similar in meaning but are slightly different in proportion. The English one is obviously used much more as upward orientational metaphors than the Chinese ones. The downward metaphors are used similarly. Furthermore, English mostly conceptualizes risks, while the Chinese always construes the development of technology and military force. What’s more, the MORE IS UP metaphor in English and the GOOD IS UP in Chinese employ the most fruitful metaphorical expressions with 15 kinds and 12 kinds, respectively. In HIGH STATUS IS UP metaphors, Chinese news headlines employ 8 kinds of expressions (26.8%) but English just uses one kind to describe hierarchy, so it seems that the Chinese pay more attention to hierarchy.

In terms of orientational metaphor types. As noted above, we learned that there are five types of orientational metaphors in English, while there are seven types of metaphors in Chinese. So, the Chinese are more likely to employ different types of metaphors to conceptualize various concepts in the war domain. The five types in English are all included in the Chinese, but in the Chinese, the two additional types are UP and DOWN that map onto states. Further, the most frequently appearing metaphors in the two corpuses are MORE IS UP and GOOD IS UP (44.6% and 34.3%, respectively). The least frequently appearing metaphors in both corpuses are HIGH STATUS IS UP and LESS IS DOWN/ STAYING IN A STATE IS UP, respectively. One is upward preference reasoning; the other is that hierarchy in English and the changeless situation in Chinese are less focused. However, though they both have a similar proportion, the total number of frequencies between the two ones are quite different. The J. corpus contains 278 entries, while the I. corpus contains just 108 entries, which shows that English reporters are more likely to use orientational metaphors.

Conclusion

Universality is a prominent feature of orientation metaphors in English and Chinese war news headlines. Conceptual metaphors are universal in the war domain, and UP/DOWN orientational metaphors are the most frequently used metaphors. However, there are a wide variety of source domains to construe the war domain, as well as emphasize different participants and aspects of war.

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A Meta-Functional Study on Hard News Lead

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[Abstract] *The present research will make a metafunctional analysis from the aspect of Halliday's Functional Grammar on nine sample news leads and aim to summarize some linguistic features in their language expressions to facilitate the news comprehension process of readers.*

[Keywords] *a metafunctional study; hard news lead; linguistic features*

Introduction

Among news reporting, “the coverage of breaking events involving top leaders, major issues, or significant disruptions in the routine of daily life, such as an earthquake or airline disaster” is called hard news (Patterson, 2000, p. 3). Its basic parts, headline, lead and body, are usually developed in an inverted pyramid structure. Following the headline of a news story, the news lead, and first paragraph of the news story normally show the factors WHO, WHAT, WHEN, WHERE, WHY and HOW. And the other components of the news, WHEN, WHY, and HOW are normally left out or stated in the BODY.

Among the three components, the news lead is relatively important in hard news because it contains the essence of the reporting and a good lead can easily encourage readers to continue. Donald Murray, author of *Writing for Readers*, claims that there are only “three seconds in which a reader decides to read or move on to the next story, that’s all the time you have to catch the reader’s glance and hold it; all the time you have to entice and inform” (Murray, 1982, p. 156). Therefore, many famous journalists point out the first and most important step in news writing is the writing of the lead part.

Different from traditional studies on news leads in terms of writing techniques or their general features for reporters, the present research will make a metafunctional analysis from the aspect of Halliday’s Functional Grammar (Halliday, 2000) on nine sample news leads and aim to summarize some linguistic features in their language expressions to facilitate the news comprehension process of readers.

Halliday’s Metafunctional theory

Language, the medium of human communication, always delivers various meanings and functions in different social contexts, such as talking about things and events or getting things done. However, all these specific functions of language can be assigned to one or other of the three broad metafunctions according to M.A.K. Halliday (Thompson, 2000, p. 28) – ideational (mainly referring to experiential), interpersonal and textural. Ideational function construes a model of experience of the world, including the worlds in our own minds, the events and states and the entities involved in them. Language serves as a coding system dealing with the relation between man and nature. The interpersonal function enacts social relationships through interpersonal communication. Language serves as a medium between individuals. The textural function creates relevance to context which makes messages fit with the other messages around them and with the wider context in which we are talking and writing. When language is in use, playing the ideational and interpersonal functions, it naturally forms a text. These functions correlate

together and each of the three is one dimension of the whole meaning. Meanings of all the aspects integrate the final meaning of the language.

Ideational analysis to the sample leads

In terms of ideational function, language is used to talk about the world, either the external world, things, events, and qualities, etc., or the internal world, thoughts, beliefs, and feelings, etc. and the analysis mainly focuses on the “content” of a message in which comprises a set of resources for referring to entities in the world and the ways in which those entities act on or relate to each other. For news leads, the major function is experiential because the main purpose of hard news reporting is to deliver information and the essence of the news usually lies in the lead. Therefore, from news leads, readers can get information about the external and internal world.

In the ideational analysis, transitivity system is first choice. Transitivity refers to a system for describing the whole clause in terms of processes involving participants in certain circumstances. It can help recognize and encode our experience to the world. In the world, some things function as “actors”, making things happen. Actors perform different acts for different goals. Those acts – or “processes” – could be material (such as “*get a book*”) or mental (such as “*consider the possibilities*”), etc. Likewise, the goals could vary from intangible abstractions (such as *the possibilities*) to concrete realities (such as *the book*). It is the function of the transitivity system to make the distinctions of meaning (Halliday, 2000 and 2007). The transitivity system construes the world of experience into a manageable set of process types – Material, Mental, Relational, Verbal, Behavioral and Existential, according to the features of the activities and events.

The following tables are the analyses to the sample leads from transitivity perspective. All the sample news were chosen from issues of *Oriental Morning Post* on 17 June, 2015 and 18-19 June, 2015, including two pieces from the metro page, two pieces from the national page, two pieces from the world page, two pieces from the business page and one piece from the sport page; they were analyzed in terms of the three metafunctions one-by-one.

Table 1. Transitivity Analysis to Lead 1, 2 and 9

(1) THE Shanghai People’s Prosecutor’s Office	said	yesterday	it (THE Shanghai People’s Prosecutor’s Office)	will launch	a supervisory campaign	to make sure law offices aren’t extracting confession through torture.
(2) Railway Police	said	yesterday	They (RAILWAY Police)	’ve solved	110 drug cases (breaking 33 drug rings, as well as seizing 134 suspects and 12.28 kilograms of heroin)	since July 2014
(9) VfB Stuttgart	announced	yesterday	Giovanni Trapattoni	agreed to	a two-year contract	to coach the Bundesliga team
Sayer	Process 1: Verbal	Circumstance 1	Actor	Process 2: Material	Goal	Circumstance 2

Table 2. Transitivity Analysis to Lead 3 and 4

(3) THE remnants of a Russian space ship carrying garbage	sank	in the Pacific Ocean	early yesterday after being jettisoned hours earlier from the international space station.
(4) BULGARIA'S 240-member parliament	was dissolved		yesterday ahead of general elections scheduled for June 25
Actor	Process: Material	Circumstance 1	Circumstance 2

Table 3. Transitivity Analysis to Lead 5

(5) ONE student	died	150 others	were hospitalized	after they drank a homemade herbal medicine intended to prevent colds	on Wednesday	in Kunming
Actor1	Process 1: Material	Actor 2	Process 2: Material	Circumstance 1	Circumstance 2	Circumstance 3

Table 4. Transitivity Analysis to Lead 6 and 8

(6) HEBEI Province	has dismissed	two top officials for Dingzhou city	where six villagers were killed last Saturday when hundreds of young men attacked a shantytown set up on land allocated for a power plant		city television	reported	
(8) US exports to China	nearly	tripled		growing at a much faster pace than Chinese exports to the world's largest economy	in the five years to 2014	a report by the Washington-based US-China Business Council	said
Actor	(Modal Adjunct) Process 1: Material	Goal	Circumstance 1	Circumstance 2	Sayer	Process 2: Verbal	

Table 5. Transitivity Analysis to Lead 7

(7) CHINA Shipping Development Co. Ltd.	yesterday	said	its parent, China Shipping (Group) Co.	is considering	restructuring the group	the Hong Kong and Shanghai listed company said in a statement in a response to earlier media reports on a possible asset injection by CSC and a spin-off of the dry bulk cargo transport business of the group.
Sayer	Process 1: Verbal	Circumstance 1	Actor	Process 2: Material	Goal	Circumstance 2

Some findings from the analysis can be drawn. First, most news leads contain two parts, the sample lead 1, 2, 6, 7, 8 and 9: news releaser at the beginning or final part of the leads (for example, *THE Shanghai People's Prosecutor's Office said yesterday* in Lead 1, and *RAILWAY Police said yesterday* in

Lead 2, etc.) and main content (such as *it will launch a supervisory campaign to make sure law offices aren't extracting confession through torture* in Lead 1, *they've solved 110 drug cases since July 2004, breaking 33 drug rings, as well as seizing 134 suspects and 12.28 kilograms of heroin* in Lead 2). The news releaser is about who or which organization announces the news. This part makes the news reliable and objective because readers will clearly know the news source and can easily check the news if they are interested in it. Objectivity is one of the basic requirements for news reporting and the news releaser is just a realization. The main content part tells the basic factors of the news, especially *who, what, when, and where* according to the feature of the news itself. The *why and how* factors are always put into the main body of the news for its specificity.

Second, the news releaser part always appears in the Verbal Process with location in time as the Circumstance. The Verbal Process is intermediate between the Mental Process and the Material Process: saying something is a physical action which reflects mental operations. On the news releaser part, the Verbal Process inclines to the Material Process because the Sayer in the Verbal Process just releases or states a fact or information and little mental operation is involved. The location in time as the Circumstance in the Verbal Process encodes the background against which the process takes place. In the sample leads, the locations in time are all yesterday because the samples were extracted from the *Oriental Morning Post*, a daily newspaper. The paper mainly reports the news happened “yesterday”.

Third, the main content part of the news leads reports the essence factors about the news. It always appears in the Material Process with some Circumstances, such as location in time and place, cause, and accompaniment, etc. The Material Process involves physical actions. Certain events are stated in the sample leads, such as launch, solve, consider, agree, dismiss, grow, sink and so on. Since hard news always focuses on event reporting, it is suitable and natural to put the reporting in the Material Process due to the characteristics of the news itself and the objective features of news reporting.

In a word, the ideational metafunction focuses on information delivery. The news lead is objectively reported and readers can grasp the essence of the news from this part of meaning.

Interpersonal Analysis to the Sample Leads

One major function of language is to interact with other people: to establish and maintain appropriate social links with them. Just as Thompson said, “interaction is an inherent part of language use”, “there must be aspects of the grammar which can be identified as enabling us to interact through language.” (Thompson, 2000, p. 38) This interactive function of language was called interpersonal metafunction by Halliday. The news report realizes its interpersonal function: it forms a link between the reporter and his readers – a reporter encodes the news and readers decode the news. This process builds the interpersonal function of the news.

The interpersonal meanings relate to the fact that the clause is interrogative or not, that it expresses the encoder's assessment or probabilities and his attitude, and that it explicitly signals the encoder's negotiation with the decoders. Accordingly, Mood, Modality and evaluation and negation can be analyzed.

To analyze the sample leads in interpersonal aspect, one analysis is Mood. This component plays a vital role in carrying out the interpersonal function of the clause as exchange. Mood is composed of Subject and Finite. Here, Subject expresses the entity that the addresser wants to make responsible for the validity of the proposition being advanced in the clause. The clause is “about” the Subject from the interpersonal perspective. The basic function of the Finite is to orient the addressee towards the kind of

validity being claimed for the proposition, by relating it either to the here-and-now reality of the exchange event or to the addresser's attitude. Either of these options may be expressed in positive or negative terms.

For hard news reporting, all the leads are declarative clauses. In each of the declarative clauses, the reporter introduces an entity (the Subject) about which he wants to make certain claims; then he indicates the kind and degree of validity of the claims he is going to make in the Finite; then he makes the claims in the rest of the clause.

Generally speaking, news lead reporting belongs to reported clause by a releaser A in which the meaning of the original language event clause B is embedded released, for example, in the clause "A said that clause B". Analyzing this type of clause from the interpersonal perspective, we only focused on the reporting part, that is, clause B, because it is the part that the reporter wants to report and readers want to grasp. Therefore, all the news leads talk about events happened in the past or future. The lead is absolutely valid (not moralized) and positively valid or negatively valid. From the Mood analysis, it is drawn that the Mood of the news leads claim that news is an objective reporting.

Meanwhile, the leads of hard news, as the essence part of the news reporting, must deliver the definite messages with certainty and objectivity. Therefore, the reporter in the communicative process with readers just plays a role of story-telling, conveying the basic factors of the news. They cannot put their own attitude or assessment or any modality in the news reporting, or hard news will become news comment. Therefore, in the sample leads, there is no evaluation and modal adjuncts or modal verbal operators.

In all, from the interpersonal perspective, news leads in an objective way express information to readers without any modality and evaluation. Reporter's Mood validity can effectively make readers get the essence of news without any doubt or misleading or judging influence from the reporter.

Textual Analysis to the Sample Leads

Textual metafunction mainly focuses on how the message is arranged in a way which makes them fit smoothly into the unfolding language event. Based on Halliday's opinion, one major means in terms of textual metafunction is Theme-Rheme analysis. "The Theme functions in the structure of the clause as a message. A clause has a meaning as a message, a quantum of information;" "Theme is the starting point for the message" or "the ground from which the clause is taking off" (Halliday, 2000, p 38). In English, Theme is always the departure of the clause; it can become the topic or ground of the clause and set the focus for the whole clause. Rheme refers to all the rest of the clause. Rheme is always expanded based on Theme or related to Theme. By Theme-Rheme analysis, clause is clearly understood what is the focus or ground, what is the extension or the added information to Theme.

News leads mainly belong to reported clauses in which the meaning of original language event is projected, such as sample lead 1, 2, 6, 7, 8 and 9. In terms of Theme-Rheme analysis, there are various opinions on how to treat projected clause – as a separate message on a different level or not. This paper adopts Thompson's idea "treat the projected clause as a separate message" (Thompson, 2000, p. 139). In this way, the analysis is clearer: a theme choice is in the projecting clause and another theme choice is re-cycled in the projected clause. Both of the Themes typically seem to be important in the development of the clause, such as the sample leads 1, 2, 6, 7, 8 and 9.

Table 6. Analysis of Theme in Reported Clause (Type 1)

THE Shanghai People's Prosecutor's Office	said yesterday	it	will launch a supervisory campaign to make sure law offices aren't extracting confession through torture.
RAILWAY Police	said yesterday that	they	've solved 110 drug cases since July 2014, breaking 33 drug rings, as well as seizing 134 suspects and 12.28 kilograms of heroin.
CHINA Shipping Development Co Ltd.	yesterday said that	its parent, China Shipping (Group) Co.,	is considering restructuring the group, the Hong Kong and Shanghai listed company said in a statement in a response to earlier media reports on a possible asset injection by CSC and a spin-off of the dry bulk cargo transport business of the group.
VFB Stuttgart	announced yesterday that	Giovanni Trapattoni	agreed to a two-year contract to coach the Bundesliga team.
Theme (in projecting clause)	Rheme (in projecting clause)	Theme (in projected clause)	Rheme (in projected clause)

Table 7. Analysis of Theme in Reported Clause (Type 2)

HEBEI Province	has dismissed two top officials for Dingzhou city, where six villagers were killed last Saturday when hundreds of young men attacked a shantytown set up on land allocated for a power plant,	city television	reported
US exports to China	nearly tripled in the five years to 2004, growing at a much faster pace than Chinese exports to the world's largest economy,	a report by the Washington-based US-China Business Council	said
Theme (in projected clause)	Rheme (in projected clause)	Theme (in projecting clause)	Rheme (in projecting clause)

For those news leads which are not in projected clauses, they can just be divided into two parts – Theme and Rheme. Theme is the news topic or departure of the news reporting, while Rheme is the development of Theme, such as the analysis to leada 3, 4 and 5.

Table 8. Analysis of Theme in Non-Reported Clause

THE remnants of a Russian space ship carrying garbage	sank in the Pacific Ocean early yesterday after being jettisoned hours earlier from the international space station.
BULGARIA'S 240-member parliament	was dissolved yesterday ahead of general elections scheduled for June 25.
ONE student ; 150 others (two themes in a coordinate clause)	Died; were hospitalized after they drank a homemade herbal medicine intended to prevent colds on Wednesday in Kunming.
Theme	Rheme

In all, the news leads in Theme-Rheme analysis can clearly show the information organization. As a result, readers can easily learn what is the focus or grounded part, and furthermore, grasp the factors related to it.

Bringing Three Metafunctional Analyses Together

The three parts are the grammatical analysis from different perspectives, but there must be a point at which the three parts can be brought together. The meaning of the clause comes from all the three types of meaning simultaneously. Take Lead 1 as an example, in the news context, the reporter wants to convey the news information to readers and make readers objectively grasp the news. So, in the experiential terms, the reporter refers to the actions that had happened (said, will launch) and the thing that the action was done to (a supervisory campaign) and the unknown doer of the action (the Shanghai People's Prosecutor's Office) and some Circumstances related to the actions (Cause Circumstance: to make sure law office aren't extracting confession through torture). Then he thus opts for an experiential structure which expresses the event: "the Shanghai People's Prosecutor's Office/said/the Shanghai People's Prosecutor's Office/will launch/a supervisory campaign/to make sure law office aren't extracting confession through torture". Simultaneously, in interpersonal terms, in order to provide a neutral news, he chooses declarative structure – Subject ^ Finite ordering without any modality and evaluation from the reporter. In textual terms, the starting-point is news announcer, that is, who releases the news or whom the news relates to; in the projected clause, another Theme is chosen as the topic or ground of the lead. In Lead 1, the news announcer is also the Theme in the projected clause. It indicates that the news is about the announcer. As a result of these choices, the wording is produced "*THE Shanghai People's Prosecutor's Office said yesterday it will launch a supervisory campaign to make sure law offices aren't extracting confession through torture.*"

In a word, the language's metafunctions from different perspectives form a clear and comprehensive expression. News lead readers can find the three dimensions of meaning from the final wording.

Conclusion

Typically, a functional description brings to light and separates closely interwoven decisions that we are not aware of making about how to word what we want to say. It also throws light, at a higher level, on how we decide to say what we do. News reporting as a special genre, has its own expressing requirement – accurate and objective setting out of the facts as collected by journalists. The metafunctional analysis to hard news leads can help readers understand what the news talks about and why the news is in that way and judge whether the report is objective and neutral. Meanwhile, with the metafunctional analysis, reporters can also learn how they report news in a more appropriate way.

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A Transitivity Analysis of Language Change in the Metamorphosis of Female Characters: A Case Study of the Heroine in *The Bloody Chamber*

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[Abstract] Based on Halliday's theory of transitivity in *Systemic Functional Grammar*, this thesis attempts to analyze how Angela Carter portrayed the heroine's changes in personality by the language used in "The Bloody Chamber" through analyzing detailed changes of six processes of Transitivity System. The findings hope to prove that the changes of linguistic choices in transitivity in a text are crucial in the construction of the character's changes in personality.

[Keywords] transitivity; six processes; metamorphosis in personality; female; *The Bloody Chamber*

Introduction

"The Bloody Chamber" written by Angela Carter, a talented subversion of the famous fairy tale Bluebeard, has hitherto received various researches on its intertextuality, gender politics, gothic elements, and feminist consciousness, etc. It is very controversial and explosive for its female characterization that has had increasing attention both at home and abroad since the 1980s. Since Halliday, as the inaugurator applied theory of Transitivity to decode the theme of William Golding's *The Inheritors* and his findings showed that how people know the world is realized by the Transitivity System. And in the past fifty years, his theory of Transitivity has been widely applied in literary texts to decode themes and meanings of texts, reveal personalities of typical characters, and understand diverse stylistic features, etc.

However, so far less attention has been paid on the changing language features in transitivity in a literary text as a certain female character undergoes growing and changing. On the other hand, until now, there have been no studies on interpreting the heroine's personality in "The Bloody Chamber" from perspective of transitivity.

Therefore, based on Halliday's theory of transitivity in *Systemic Functional Grammar*, this thesis studies how the heroine's changes in personality are realized through detailed changes of language used in "The Bloody Chamber" in the six processes of the transitivity system. In this thesis, *The Bloody Chamber* is divided into four sections according to the turning points of the heroine's personality and then it primarily deals with the analysis of the clauses selected in each section combined with the functions of transitivity in the construction of personality.

Number and Percentage of the 170 Transitivity Clauses Selected

This thesis involves 170 clauses selected from "The Bloody Chamber" which are typical samples of the heroine's attitudes towards marriage life, love, sex, personality and self-identity. The following table shows numbers and percentages of the 170 transitivity clauses selected.

Table 1. Numbers and Percentage of the 170 Transitivity Clauses Selected

	Material	Mental	Behavioral	Verbal	Relational	Existential	Total
Section One	10 (33%)	6 (20%)	9 (30%)	2 (7%)	3 (10%)	0 (0%)	30
Section Two	6 (13%)	20 (44%)	12 (27%)	4 (9%)	2 (5%)	1 (2%)	45
Section Three	18 (30%)	25 (42%)	10 (17%)	6 (9%)	0	1 (2%)	60
Section Four	14 (40%)	13 (37%)	5 (14%)	3 (9%)	0	0	35
Total	48	64	36	15	5	2	170

Analysis of Transitivity in Section One – “The Girl Before Marriage”

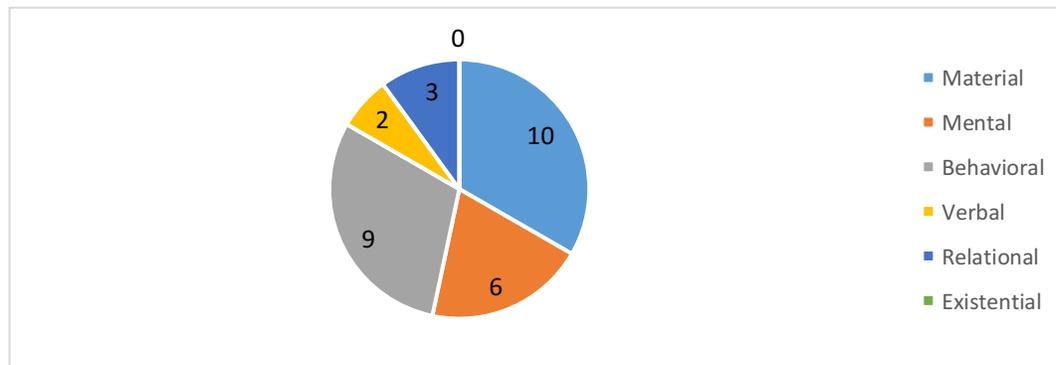


Chart 1. Distribution of the Six Processes in Section One – “The Girl Before Marriage”

In the chart “Distribution of the Six Processes in Section One”, material processes took up 33% in the selected clauses, which were the biggest distribution. Behavioral processes took up 30%, mental processes took up 20%, relational processes took up 10%, and verbal processes took up 7%. There were no existential processes in the selected clauses.

In the first section, “The girl before marriage”, when the heroine was still unmarried, she is pure as a virgin as she is both physically and mentally.

Mental processes are the reactions of one’s mental activity, and since mental processes only took up 20% of the selected clauses, we can see that the heroine wasn’t very sensitive about the outside world. There was only one sentence, “I felt a pang of loss”, demonstrating directly her feeling of starting her new life. That is to say, she doesn’t clearly know what she actually feels towards marriage life. Her attitude is complex in which her heart is filled with uncertainty and delicious ecstasy of excitement. On one hand, she knows that her marriage could rid her of poverty and on the other hand, her mind is full of the unknown; that is to say, she doesn’t apprehend what her life will be like in the future and she can’t control her future well.

In the perspective of her attitude towards sex, she is mainly the object, the object being watched. It can be shown in the distribution of material processes depicting scenes related to sex that account for 40% in the material processes, in which she, as the participant “goal”, took up 75%. It demonstrates well that she is passive and bashful and doesn’t have any experience. However, she has acute sensitivity and recognition towards sex which can be inferred as 2 out of 6 clauses (mental processes) depicts her feelings towards sexuality whether it is nervousness or curiosity.

As to the part of her desire and love, she knows well of her desire so she decides to marry a rich man when her mother asked her” Are you sure you love him?” and she just answered “I am sure I want to marry him” (one of the two verbal processes) which suggests she is innocent about love but she knows

well of her desire to get rid of poverty and more for the reason that she doesn't want to lead a life like her mother, a life with no father and full of poverty and loneliness. Besides, she is not sure why the marquis wants to marry her but she persuades herself that he loves her whenever he does her good. She is confused and unsure about love. Her relationship with the marquis is kind of unilateral, she is passive which can be well explained in the material processes related to love between the two. In the 6 out of 10 clauses depicting communication between them, the marquis, as the “actor”, and the heroine, as the “goal”, made up 100% of these clauses.

As to self-identity, she describes herself an innocent girl that knows nothing about the world. She oppresses herself most of the time with her husband, trying to please him and to be an indocile girl in her husband's eye, which can be seen from the material processes as 6 out of 10 clauses depicting communication between them, make up 100% of these clauses.

Behavioral processes took up 30% making up the second largest part of the selected sentences, and among which the “sensor” is she or some part of her body, suggesting she has sensitive feelings about her body.

Analysis of Transitivity in Section Two – “The Start of the Marriage”

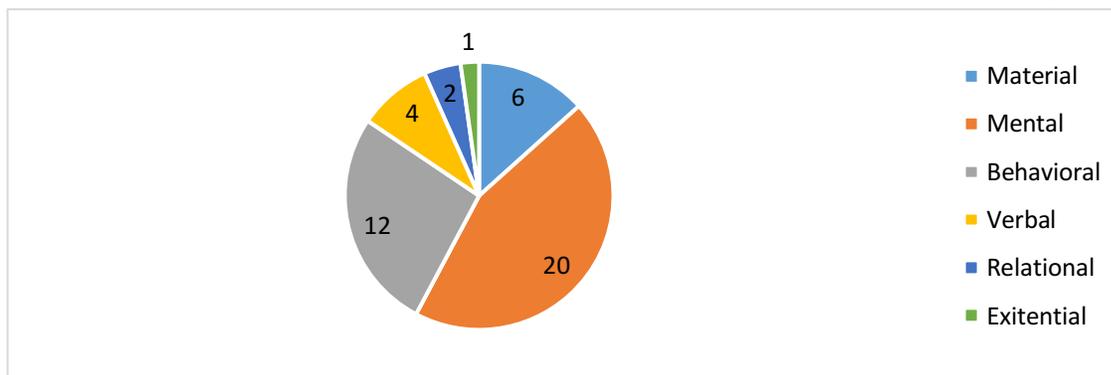


Chart 2. Distribution of the Six Processes in Section Two – “The Start of Marriage”

In the chart “Distribution of the Six Processes in Section Two”, mental processes took up 44% in the selected clauses, which also made up the biggest distribution. Behavioral processes took up 27%, material processes took up 13%, verbal processes took up 9%, relational processes took up 5%, and existential processes took up 2%.

In the second section, “The Start of the Marriage”, things have changed in the following perspectives. Compared to the distribution of the six processes in Section One, the percentage of mental processes increased from 20% to 44%, the percentage of material processes declined from 33% to 13%, and the percentage of verbal processes increased slightly from 7% to 9%.

Towards marriage life, she begins to feel oppressed and lonely instead of excitement and yearning. Especially when she learns that she may have no power in her new family. It can be seen in the sharp increase distribution of mental processes compared to section one. She is the “sensor” of 15 clauses out of a total of 20. The “phenomenon” shows her feelings directly containing words “lonely”, “tension”, “being forced” and so on. However, she still has no regrets for leaving the world of poverty.

In the perspective of sex, she is still the object, but she starts to recognize and senses herself when being watched as 2 out of 6 material processes that she has been an “actor”, rather than a “goal”. She

reassesses herself when she undergoes her first night as 10 of 20 clauses of mental processes relating to scenes of sex, and she is the “actor”. Compared to Section One, she is more positive. When reading the novel printed with porn pictures, she feels disgusted (one of the mental processes containing “disgusted”) and cannot understand its attraction. Every time she observes her husband, trying to find the reason why he loves her which shows she doesn’t have much confidence about the love between them, and she also knows clearly that it’s her husband’s temptation of wealth and status that she might love. However, she begins to know her husband through every way she can, she is not passive in love since her marriage. Though she wants to believe in her husband’s love for her, she can’t sense and apprehend the love well.

As for her desire, she flinched a little because she found that she can’t even arrange the marriage life, which can be shown in the verbal processes. Compared to section one, the distribution of verbal processes has increased, she is still indocile since 2 of 4 mental processes contain orders.

Despite her mental struggle against her husband, she controls herself to get used to her current life. In the perspective of self-identity, she realizes that she has no status and power in her new family and concedes to be a submissive girl and a good wife, a mere appendage to her bossy husband. However, she would still like to be a girl with bad taste reading a third-class novel with yummy and cheap chocolate, which she begins to find herself not so costumed to be a marquise’s wife, rather, she feels suffocating in being the good wife that be indocile to her husband.

About her personality, after her arrival at home, she exerts her every sense. She well inherits her mother’s personality-bravery, strong mind and great desire seeking her husband’s truth. Her personality emerges as an increase of material and mental processes.

Analysis of Transitivity in Section Three – “The Heroine’s Entry into the Bloody Room”

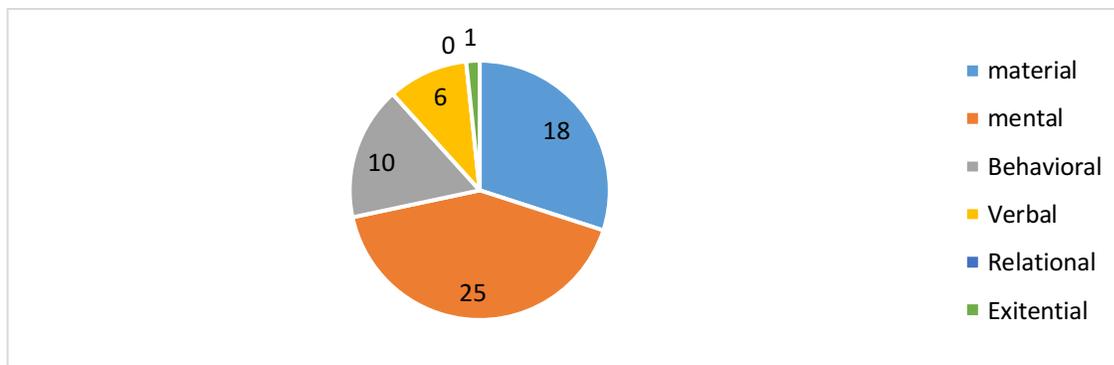


Chart 3. Distribution of the Six Processes in Section Three – “The Entry into the Bloody Room”

In the chart “Distribution of the six Processes in Section Three”, mental processes took up 41% in the selected clauses, which also made up the biggest distribution. Material processes took up 30%, behavioral processes took up 17%, verbal processes took up 10%, existential processes took up 2%, and there were no relational processes.

Compared to section two, there was a great increase of distribution of material processes. In the third section, “Heroine’s entry into the bloody chamber”, the girl really awakens. Her attitudes towards marriage changes utterly when she enters into the bloody room full of the corpses of her husband’s ex-wives. Desperation rises in her mind and her hope for married life shattered completely. It can be shown in the rich mental and behavioral processes as 14 out of 18 clauses of material processes has her as the “actor” rather than “goal” and only 4 of 18 clauses has objects as “actor”, which also well demonstrates

that on the way of seeking her husband’s personality behind his mask, the more she sees, the braver and more strong-minded she becomes. Instead of giving up opposing her husband with high status and power, she decides to perform self-rescue. She becomes a women with wisdom and bravery.

As to her attitudes towards love, she realizes that her husband’s love is sick and her love for him is blind and ignorant. And she begins to love the piano tuner whom she can trust and talk to and also who can give a shoulder and warmth. It is the love that she wants in which two persons can endure difficulties and even they decide to face death together.

About sex, she can well impose her body and seduce her husband in order to escape from him finding out about her entry into the bloody room. 4 out of 6 verbal processes are communication between her and her husband. She is not the object side but the initiative who fights against her husband’s great power. 6 of 18 material clauses relating to her attitudes of sex, all of the 6 clauses have she as the “actor” rather than the “goal”.

She realizes that she cannot be the indocile and submissive girl anymore after her entry into the bloody room. What’s more, she becomes the traitorous girl. The moment she enters into the bloody room, she is not naïve and innocent anymore. The increase of mental processes well show her great sensitivity towards her living environment and increase of insight of understanding her husband.

In most time, she becomes the “actor” and begins to takes charge of her fate.

Analysis of Transitivity in Section Four – “The Death of the Marquise”

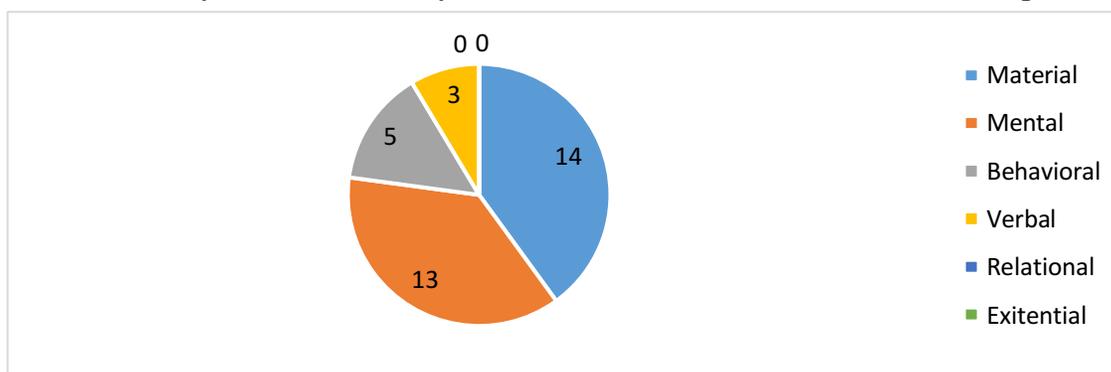


Chart 4. Distribution of the Six Processes in Section Four – “The Death of the Marquise”

In the chart “Distribution of six processes in section four, material processes took up 40% in the selected clauses, which made up the biggest distribution. Mental processes took up 37%, behavioral processes take up 14%, verbal processes take up 9%, and there is no relational process or existential process.

Compared to Section Three, the material processes increased from 30 to 40%. In the fourth section, “The Death of the Marquise”, the heroine’s mother killed the marquise. After that, they lead a life of happiness.

As to her attitudes towards love, the heroine marries the piano tuner, the one she really loves that is described as the person who sees her clearly with his heart so that she can be her real self with him. It can be inferred from the 3 verbal processes, in which she orders him to leave quickly before the marquise’s arrival.

Abundant mental and material processes, especially material processes in which 12 out of 14 clauses have her as the “actor”. Her marriage changes greatly, she sees the reality of her marriage to the marquise

– a marriage with desire, lust, inequality and oppression that once she found the reality, she tries hard to escape it. At last, she accepts a marriage life to her piano tuner and leads a life above poverty but with peace, enthusiasm and dignity and hope.

On self-identity, finally she sees herself clearly. She still wants to be the person who is equal to others and with freedom. In the perspective of personality, absolute bravery and decisiveness support her great courage to confront the brute marquise. Though she is at the mercy of her husband, she seeks help and contrive to escape from the doomed fate without fear and flurry.

Conclusion

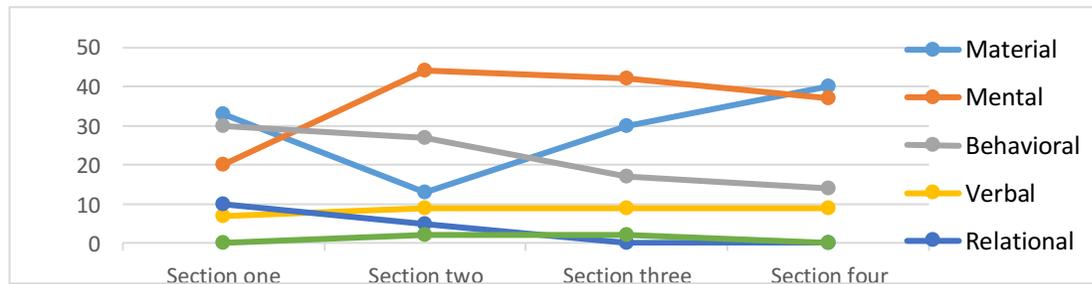


Chart 5. Change of Distribution of the Six Processes in the Four Sections

The chart above shows the changes of distribution of the six processes of the selected classes in the four sections. The tendency of material processes, mental processes and verbal processes increases while the tendency of behavioral processes and relational processes go down. And the great change happens in the third section. The change of the heroine’s attitudes towards sex, love and marriage can be well demonstrated in the change of distribution of material processes and mental processes since the increase of mental process shows her increasing sensitivity towards her living environment. As the Chapter 4 mentioned, the increase of distribution of participants of the heroine as “actor” well demonstrate that she gradually takes charge of her marriage life, begins to be positive and initiative towards sex and establishes comfortable relation in love.

The change of relational processes depicts her change of self-identity. From the very beginning of relational processes “I had, in some way, ceased to be her child in becoming his wife.” to “now here I was, scarcely a penny the richer,” we can see that she finishes her metamorphosis of identity.

From a naïve and innocent girl to an independent and brave women, we can trace all the details of the changes of six processes in transitivity system to understand better how the characters change through the language. In other words, the transitivity can help us well decode characters’ changes in many aspects. Metamorphosis of women characters can be seen by studying the transitivity feature of a literature work.

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An Analysis of the Image of Protagonists in Ha Jin's Novels

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[Abstract] *Ha Jin has portrayed six heroes in his six novels, respectively, Shao Bin, LinKong, Professor Yang, Yu Yuan, Wu Nan and Weimin Shang (Gary). Although these six men are quite different in occupation and worldly experience, the author Ha Jin dyes them with the same color: all of them have been labeled as intellectuals, but each of them has experienced a split emotional world which is full of aloofness.*

[Keywords] *Ha Jin; novels; heroes; image*

Introduction

Ha Jin, the author of *Waiting*, has received many awards in American literature, such as the 50th National Book Award by *Waiting* in 1999, and the 25th PEN/Faulkner Award for Fiction by *War Trash* in 2004, etc. So, in America, many critics have spoken highly of Ha Jin. *The New York Times*, *The New York Review of Books*, and *The Washington Post* gave great praise to his works. Many scholars agreed that Ha Jin's works primarily portrayed ordinary people's life with universal themes – love, responsibility and glory (Xuexing, 2015, pp. 4-5).

Until now, Ha Jin has written seven novels, *In the Pond* (1998), *Waiting* (1999), *The Crazy* (2002), *War Trash* (2004), *A Free Life* (2007), *Nanjing Requiem* (2011) and *A Map of Betrayal* (2014), in which Ha Jin has portrayed six protagonists: Shao Bin in *In the Pond*, Lin Kong in *Waiting*; Professor Yang in *The Crazy*, Yu Yuan in *War Trash*; Nan Wu in *A Free Life* and Weimin Shang (Gary) in *A Map of Betrayal*; except Minnie Vautrin in *Nanjing Requiem*, who is an American woman. These six protagonists live in different ages, do different jobs: Shao Bin struggles against his leaders in a Harvest Fertilizer Plant; Lin Kong has to wait for 18 years in order to divorce his country wife; Mr. Yang, a professor of Chinese in Shanning Normal University, talks about his life crazily after a stroke from a lonely cell in a hospital; Yu Yuan, a CPVA captured as a prisoner of war in Korean war, suffers greatly physically and spiritually in a prisoner-of-war camp; Nan Wu, a Chinese immigrant, pursues his dream of poem writing in America with great effort; Weimin Shang, a Chinese spy hiding himself in the C.I.A. in America, struggles between individual and the country. Apparently, Ha Jin puts these six protagonists in different settings; though, the author of this paper still finds some common points shared by these six men: image of intellectuals, loneliness in spirit, and torn emotional world.

A Hidden Image of an Intellectual

Waiting made Ha Jin well known in Chinese-American literature, and it is through Lin Kong that most Chinese readers began to know Ha Jin. As a doctor in the army, the protagonist, Lin Kong, not only performs well in his job, but he also likes reading literary works, such as *Song of Youth*, *War and Peace*, and *White Night*, and so on (Ha Jin, 1999). It is these literary works that brought Lin Kong and Manna Wu to gradually get closer, "Lin and Manna were working quickly. The books were lying on his bed. ... Three or four times her hand touched his as they reached out simultaneously for the scissors. She tried to smile at him but felt herself blushing, so she kept her head low" (Ha Jin, 1999, p. 35). *In the Pond* portrays a worker, Shao Bin, at the Harvest Fertilizer Plant,. Strictly speaking, Shao Bin may not be an intellectual, however,

he is steeped in Chinese painting and calligraphy by self-study: “after blowing on the face of the seal, he stamped it on the paper. The square characters – YOUR BRUSH WRITES, RAISING WIND AND RAIN – appeared in the robust form. Mr. Chai bit his lower lip and said, ‘It’s awesome, simply awesome. The lines are so ancient, so natural and sturdy. I’ll stamp this on all my books’” (HaJin, 1998, p. 147). In *The Crazy* the protagonist – Mr. Yang is a professor in the Literature Department in Shanning Normal University: “his colleagues used to envy his energy and productiveness – he had published more than any of them and had been a mainstay of the literature department, directing its M.A. program, editing a biannual journal, and teaching a full load” (HaJin, 2002, p. 3). *War Trash* tells a story about a soldier – Yu Yuan. Different from ordinary soldiers engaging in arms fighting, Yu Yuan graduated from the Huangpu Military Academy, and was assigned to the 180th Division of people’s liberation army in Chengdu as a junior officer. He likes reading, so when he was captured as a prisoner of war, he was encouraged by *How the Steel Was Tempered*, “I feel for the first time that I was a useful man, and that my life had finally been shaped by a goal. How small an individual was. Only when you joined a cause greater than yourself could you expand your individual role by a ‘multiplier’” (Ha Jin, 2004, p. 171). The next novel – *A Free Life*, has a protagonist named Nan Wu. Nan Wu, an American immigrant from China, tries his best to survive in America by doing various jobs, such as doorman, security guard, waiter, and owner of a restaurant, however, he would not give up his dream of writing poems. “On Christmas Eve, which was a Friday, he wrote a poem for Pingping for the first time in his life. The lines came naturally and effortlessly as he jotted them down in his notebook. Seeing the words on the paper, he was moved, also awed, his vision blurred a little...” (Ha Jin, 2007, p. 619). In *A Map of Betrayal*, the protagonist – Weimin Shang, “as a graduate of Tsinghua University, he was intelligent and better educated than his comrades. In addition, having attended a missionary school for three years, he spoke English fluently” (Ha Jin, 2014, p. 9). He told his interviewer that he read some English books, such as *The Good Earth*, *Sister Carrie*, *Main Street*, *The Scarlet*, and *Gone with the Wind* (Ha Jin, 2014, p. 12).

These protagonists in Ha Jin’s works, without exception, have been labelled with a clear mark of being intellectuals, which cannot be explained by coincidence, while the author of this paper gets some inspiration from Ha Jin’s personal experience to explain it. Though Ha Jin had not received a complete juvenile education because of the Cultural Revolution, he still continued his English study in Heilongjiang University and got his B.A. of American literature in Shandong University; since 1985 he went to America to study poetry and poetics and got his PHD; now he is teaching writing at Boston University. Ha Jin’s experience reminds readers of a description of intellectual made by K. Mannheim in the 1930s who defined intellectuals with two key words, “free-floating, non-attached” (as cited in Gang, 2010, p. 27). These two adjectives are actually reflected in Ha Jin himself and the six protagonists mentioned above. As a diasporic writer, Ha Jin stays in an intermediate situation in spirit; that’s to say it’s hard for him to absolutely be separated from the past experience in China, or completely be mixed in the new immigrant experience, so he is “free-floating” and “non-attached”. Then the author of this paper supposes that Ha Jin transfers his intellectual making to those protagonists portrayed by himself in his novels consciously or unconsciously. Another scholar, Qingqiu has a similar opinion by pointing that, “Since Ha Jin was born in an intellectual family, receiving orthodox education, so his concern of marginal man mainly focuses on intellectuals” (2014b, p. 6).

Lonely Spiritual World

These six protagonists, in their life or their work having the feature of being intellectuals, also live in a lonely world spiritually. Those lonely protagonists often make themselves hard to be accepted by the outside world because they think others cannot understand their own thoughts. However, these lonely protagonists actually don't want to indulge in loneliness, but have strong desire to talk with others.

In *Waiting*, Lin Kong has two women in his life, Shuyu and Manna, who both love him deeply; Lin Kong has a daughter with Shuyu and twin sons with Manna, but the two marriages fail to give him the warmness of family. On the one hand, he thinks his first wife, Shuyu is a rustic woman whom he cannot communicate with; on the other hand, he finds the marriage with Manna gradually gets unbearable even after waiting for 18 years because of the trivialities of family life. Therefore, Lin Kong's heart is filled with loneliness in the form of being unable to find a person to talk his thoughts freely and frankly. In *In the Pond*, apparently Shao Bin struggles with those leaders in the Harvest Fertilizer Plan and Dismount Fort for his personal interests, but in fact, the loneliness in his deep heart is the impetus developing the novel's plots: on the one hand, his deficiency in communicating art makes it possible that those selfish and greedy leaders bully him; on the other hand, the weapons used to fight is his talent of Chinese painting and calligraphy which can be regarded as his talking desire. What's more, at the end of the novel, when Shao Bin thinks he can get a bright future by working for Yang, the Party secretary of Dismount Fort whom he ever fought against, his wife Meilan is not happy by saying, "We've lived in this pigpen too long! I can't stand it anymore" (Ha Jin, 1998, p. 175). So, it is reasonable to suppose that Shao Bin would suffer an extra layer of loneliness because even his wife cannot understand him. As for *The Crazy*, the protagonist Professor Yang seems to be caged both in his academic career and his private life. He cannot express his thoughts or deal with his personal stuff freely, so when he has a stroke he talks freely in the form of crazy words: sometimes he makes up ridiculous stories, sometimes he imitates female to sing revolutionary songs in Cultural Revolution and Peking Opera, and even imagines himself to be a revolutionary martyr who is shouting "Long Live the Communist Party" before killed; he courses his wife for cheating, says sweet words to his lover, mentions his sufferings in the Cultural Revolution by singing opera, and recites some ancient or foreign poems. His cries, roars, ridiculous and affected speech should be interpreted as the drain of his loneliness caused by his failure in marriage and academy. The next example is Nan Wu in *A Free Life*. Apparently, Nan Wu's loneliness is derived from his former girlfriend Beina who betrayed him, so his marriage with Pingping is no more than an expediency to cope with the loneliness in his deep mind.

Nan wandered away from their house, alone with his numb heart. On occasion when he and Pingping quarreled, he'd get away awhile. ...if only there were a place where he could stay a few days when his house got too raucous and too maddening. If only there were a friend to whom he could unburden himself. ...every time after he and Pingping fought, he'd go either to the town library or to a bookstore for an hour, or just work off his anger in the kitchen of the Gold Wok. But this evening, he had nowhere to go, so he walked along the lakeside alone (Ha Jin, 2007, pp. 372-373).

Actually, Nan Wu's loneliness is rooted in his pursuit of spiritual freedom which finally pushes him to quit other jobs but just only focus on poem-writing. When looking back, Nan Wu realizes that a free man has to "bear loneliness", and "give up the illusion of success" (Ha Jin, 2007, p. 86).

In *War Trash*, Yu Yuan's loneliness can be found through the whole story. As a soldier, he has to obey the order to engage in the war to resist U. S. aggression and aid Korea. Since then he has left his mother

and his fiancée; then he is captured and put in prisoner-of-war camp in Busan where he is reluctant to get close to any political party. Especially when he is sent back to China he finds that his mother already dead for a year and his fiancée already declared to cut relationship with him. It is clear that Ha Jin has portrayed Yu Yuanas as a lonely man like a camel walking through so much disaster. Once interviewed, Ha Jin said, “I want to tell a story about how an ordinary soldier’s spirit struggle when facing wars (through *War Trash*). It is a very individual story, instead of collective experience. The POW’s voice had been deprived” (Ha Jin & He Xi, 2013). So, as a POW, Yu Yuan lived in embarrassment, and his true feeling must be ignored, which put him into a lonely cell.

As for a cell, *A Map of Betrayal* also designs a cell for the protagonist, Weimin Shang. Shang is a Chinese spy lurking in C.I.A. in America. To finish his job, he leaves his newly-married wife, Yufeng and old parents, changes his name, disguises himself as a translator working in C.I.A. and since then he has never come back to hometown. For hiding his true identity, Shang marries an American wife, Nellie, and even has a daughter, Lilian, but neither of them cannot really goes into his deep feeling. Shang has a study at home, he “read and wrote a lot, often deep into the night, in the study that he kept strictly to himself. In their everything was in order, and he wouldn’t let Nellie tidy up the room for him... whenever he found she had entered the study in his absence, he’d blow a fuse” (Ha Jin, 2014, pp. 92-93). This study, rather than a secret place for his spying job, is a cell where his loneliness has been deposited.

Ha Jin himself always said, “I always feel an irresistible loneliness. Because of my situation, I have to work hard for life. On the other hand, many writers are not good at social communication, which is an occupational disease for writers. So, it is harder for writers to be accepted by the main stream of society, no matter where they live, China or America. When I decided to write in English, I have already accepted the truth that I am in a lonely situation, and I have keynoted my novels with such loneliness” (Ha Jin, & He Xi, 2013). As a diasporic writer, Ha Jin, now far away from his hometown, though he had won many prizes, still felt that there was certain distance between his English writing and his mother tone and between the American culture he now was in and his parental Chinese culture. This distance made Ha Jin feel lonely, so when Ha Jin portrayed those protagonists in his novels, he, consciously or unconsciously, set them in a lonely spiritual world. Additionally, Ha Jin thought that “the art of Russian realistic novel has achieved a rather high level” (Qianqiu, 2014a, p. 85), and was influenced by Russian realistic novel writing, particularly Anton Chekhov who portrayed a lot of lonely protagonists.

Torn Emotional World

The six novels by Ha Jin, although they don’t primarily focus on the protagonists’ emotional stories except *Waiting*, still mention their romantic feelings. In *Waiting*, Lin Kong doesn’t love his former wife Shuyu, but when he divorces Shuyu and marries Manna, he finds Shuyu was not so unbearable and Manna also becomes impenetrable. So, Lin Kong’s emotion is always split between the two women: the 18-year-waiting just ends the former split emotion between him and Shuyu, while the new marriage starts a new split between him and Manna. *In the Pond* seldom touches the protagonist’s emotional world, but there are some details reflecting the split between Shao Bin and his wife Meilan in their relationship. For example, at the very beginning, Meilan firmly believe in “Bin’s ability to earn more than a common worker, and that was shy she had married him” (Ha Jin, 1998, p. 88), but actually Shao Bin doesn’t get the house and the whole family has to live in a very crowding dormitory given by Melian’s working unit, which makes Meilan often complain. In *The Crazy*, Professor Yang’s emotional world is first crashed by his wife’s cheating, and then his affair with one of his students, Weiya finally turns into an excuse held by Mrs. Peng, which in

the end kills him. In *War Trash*, at the beginning, Yu Yuan has got a half jade hairpin given to him by his fiancée as their love token; however, ironically when he is sent back as a POW the same token witnesses the breaking between him and his fiancée. So maybe the author Ha Jin has already implied Yu Yuan's emotional world will be split into two halves like the jade hairpin. In *A Free Life*, there are two women in Nan Wu's emotional world: Beina is his first lover who dumped him and influenced the marriage with his wife Pingping; affected by the failure of the first love, Nan Wu for a long time cannot bring Pingping into his deep heart; even when he indulges himself in poem-writing he cannot help recalling the time with Beina. Therefore, his emotional life has been cut into two parts: of Beina and Pingping. Compared with the former five protagonists, Weimin Shang in *A Map of Betrayal* has been put into a completely split emotional world. There are three women in his life. His Chinese wife, Yufeng, is the one he spends the whole life missing but finally never sees anymore; American wife, Nellie, is a perfect cover to hide his spy identity but he actually doesn't love her; Suzie, his mistress, is the one from whom he can find spiritual support and even finally he speaks out his spy secret to. These three women complicate Shang's emotional world, whom, to some degree, the author Ha Jin portrays metaphorically: Yufeng and Suzie both are Chinese, so Shang loves them instinctively; Nellie is an American who gives him a family and a daughter, so though Shang doesn't have the same feeling toward her, he still cannot leave her. Just as he says, "the two countries are like parents to me... They are like father and mother, so as a son I cannot separate the two and I love them both. I can't possibly hurt one of them to promote the well-being of the other" (Ha Jin, 2014, p. 260).

Ha Jin is good at realistic writing, so in his novels there is seldom romantic feeling, for most protagonists' emotional worlds cannot be a whole due to some subjective or objective reason; their torn emotional world is the reflection of the cruel reality.

Conclusion

Ha Jin portrays six men in his six novels that differ in their occupations, and experiences, but they share some common points: as intellectuals or the of sort, they have stronger pursuits of spiritual freedom, suffer more pain from loneliness, and they usually have a torn emotional world.

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Imagology of Comparative Literature and a Study of Coleridge's Orientalism

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[Abstract] The imagology of comparative literature is a study which concentrates on images belonging to a specific foreign culture in literary works. In the west, it has a long history and widespread application, while domestic scholars have paid less attention to it, whether to its concept and usage. The author of this essay proposes that the imagology of comparative literature not only digs out or merely compares the remote alien images, but also reveals the motivation of writers, and thus, has a thought-provoking significance. The author adopts D. H. Pageaux's three-way division of the attitudes towards "the other", and uses specific oriental writings by Coleridge to expound the poets' understanding and attitudes towards the east to gain a better knowledge of how western poets construct the image of the east in their writings. The study clarifies some prejudices against the romantic poets and further explains the role of English romantic poetry in the communication or clash between the oriental and western cultures.

[Keywords] imagology of comparative literature; Coleridge; oriental writing; the other

Introduction

What is known as the imagology of comparative literature, "is not only concerned with the study of images but the construction and description of a foreign image in a specific nation's literature" (Moha, 2001). Imagologie, as a jargon, was introduced into literary studies by Hugo Dyserinck, a well-known German scholar famed as the father of European imagology. The Aachen school under his guidance played a significant role in developing and deepening the research into imagology. According to his proposition, "the focus of imagology is the origin, development and influence of the image; in other words, the focus lies in the 'image of the other' and 'self-image' on both literary level and non-literary levels" (Dyserinck, 2007). Rang Marc Moha, a French specialist in imagology sees two major research arenas for the study of imagology: "one of them is to study the original travel notes, most likely the works of literature, which, in one way or another, is related to the explicit description of a foreign country, or an overall module knowledge of a foreign country" (Moha, 2001). As a matter of fact, his essay written in 1992 entitled, "A Tentative Discussion of the Research Theory and Methodology", summarizes the definition, theoretical basis and research methods systematically and explicitly. He maintains that two respects of imagology manifest clear and unique characteristics. One is the interdisciplinary feature, which means the study of imagology is multi-faceted in that it includes many subjects such as literary history, politics history, and nationalistic psychology, etc. The other is that imagology is bordered with many new literary theories like semiology and aesthetics of reception.

The reasons why the author chose to interpret Coleridge's oriental writing from the perspective of imagology are as follows: 1.) The soul of poetry is the image. In the oriental writings by the romantics, it is seldom seen that a romantic poet talks about his love or hatred openly and directly. Instead, their sentiments were usually found in vivid expressions through the images they created about the orient. 2.) The primary pursuit of imagology is "to scrutinize how the images are represented as well as their formation and influence. In addition, it aims to reveal the roles of the images to play in the encounter between different cultures" (Dyserinck, 2007). The two aspects mentioned above exactly coincide with

the ultimate goals of the romantic poets in their oriental writings. 3.) Foreign images, which are regarded as “the other”, come in “a variety of forms, whether they are specific description of humans, artifacts, sceneries, or concepts or speeches”. In all, they are the sum of relevant subjective feelings, thoughts, ideas and objective images (Liu, Hongtao, 1999). This point also fits very well with the images in the oriental writings by the romantic poets.

The Three Major Attitudes towards Cross-cultural Encounters

D. H. Pageaux’s essay *l’Imagerie culturelle in Images et Systèmes: le Roman* is a landmark for the establishment of the basic principles of imagology. Pageaux paid particular attention to “the other” and he proposed that, under most circumstances, “the communication is just one-way talk... Facing a foreign country or an alien culture, people expects no mutual influence, nor did he want any feedback or any empathy from the counterparts. “The other” is not only to be gazed but must always remain silent” (Moha, 2001).

Simultaneously, however, Pageaux proposed that when “I” looks into the other, his image, to a certain degree, also reflects the image of “me”: “the image of the other reveals I in the world (including the space both at home and abroad) and my relationship with the world. The image of the other is just like a speech of middle-lower significance. It is paralleled with my speech, co-exists with it and, to some degree, copies it so that other issues could be expressed” (Moha, 2001). In addition, “the relationship between I and him is no longer the one characterized by the expressing and the expressed. Rather, it is an extension of oneself as well as the space one inhabits. The foreign culture is scrutinized while the corresponding foreign images are made” (Liu, Yaqiong, 2008). Furthermore, Pageaux believes that in cultural communication, it is of great significance to distinguish whether the communication is one-way or two-way, single or mutual in meaning. On account of this he made a specific division of “my” attitudes towards “the other”, which is threefold.

Attitude One

“The reality of a foreign culture is considered, by either a writer or a social group, superior to one’s own local culture. The sense of superiority wholly or partially influences a foreign culture. As a result, the local culture becomes devalued and is thus deemed as inferior or insignificant. The positiveness in the foreign culture heightens the negativenss of local cultures” (Moha, 2001). As far as Pageaux is concerned, if a writer holds such an attitude in his composition of a foreign country, he will clearly see the merits of foreign cultures and the shortcomings of the local culture. Nevertheless, there may be a risk that one sinks into a trap where he will overly develop a non-rational worship towards the culture of the other. Under such a circumstance the description of the other is no longer an image but an illusion.

Attitude Two

“Exactly contrary to the first attitude, the foreign culture is deemed as inferior or negative in contrast of the local culture, and thus from it derives a sentiment of abhor, which in turn generates a positive value, a whole or partial illusion corresponding to the local culture... Under such a situation what is revealed are fake relationships and communications. The foreign country is not a space of recognition but a space of cogitation” (Moha, 2001). Conspicuously, Pageaux believes that the second attitude is also by nature one-way, and the writers holding such a sentiment are meant to devaluate the other so as to heighten his own status. There lies a huge gap between “I” and “the other” and therefore the relationship between the two is insincere and false.

Attitude Three

“The realities of foreign culture are considered as positive. It sure has a place to detain itself in a gazer’s culture. The gazer is also concerned with the receiver, so both of the parties are deemed as positive. The mutual respect gives rise to a positive value recognized by both of them and should be named as “friendliness”, which is the only real, two-way communication” (Moha, 2001). This attitude is the only one Pageaux recognizes as the real relationship marked by mutual dialogues. What’s more, he creatively proposes a standard – “friendliness”. However, there is a problem with this standard in that its connotation is too wide and the meaning is too obscurely vague. A more detailed, clarified, specific interpretation is to be expected.

In the following part, the author will expound the romantic poets’ oriental writings in accordance with Pageaux’s proposition on the three attitudes towards “the other”, and attempts to dig up the characteristics of the romantic oriental writings as well as the reasons behind such writings.

Who’s the Other? – Coleridge’s Mohammed

The poem entitled “Mohammed” was written by Coleridge. The image of Mohammed in the poem presents itself as a vivid example of the “illusion” proposed by Pageaux. As the title suggests, the protagonist in this poem is Mohammed, the Prophet of Islam. In the poem, he is depicted as a God’s messenger dedicated to the mission of clearing or even overthrowing the corrupted religion in European.

*“Utter the song, O my soul! The flight and return of Mohammed,
Prophet and priest, who scattered abroad both evil and blessing,
Huge wasteful empires founded and hallowed slow persecution,
Soul-withering, but crushed the blasphemous rites of the Pagan
And idolatrous Christians. For veiling the gospel of Jesus,
They, the best corrupting, had made it worse than the vilest.
Wherefore Heaven decreed the enthusiast warrior of Mecca,
Choosing good from iniquity rather than evil from goodness.
Loud the tumult in Mecca surrounding the fane of the idol;
Naked and prostrate the priesthood were laid, – the people with mad shouts
Thundering now, and now with saddest ululation
Flew, as over the channel of rock-stone the ruinous river
Shatters its waters abreast, and in mazy uproar bewildered,
Rushes dividuous all, – all rushing impetuous onward” (Coleridge, 2004).*

The reason why the image of Mohammed is described as an “illusion” is that the image of a passionate fighter varies significantly from the well-established image in most Europeans’ mind. In the middle of the eighteenth century, the renowned French writer Voltaire wrote an essay entitled “Mohammed the Prophet”. In the story, Mohammed and his troops swept through Mecca, a city where he was deported relentlessly. Mohammed in the story was a violent and shameless cheat. His biological father was then the leader of Mecca. In order to establish the absolute authority of Islam and eliminate the influence of the polytheism, Mohammed asked a slave to poison his father and then killed the slave to keep the secret.

In addition, Edward Gibbon, the outstanding English historian of recent modern times, the writer of *The History of The Decline and Fall of the Roman Empire*, is also worthy of mentioning this account. He argued that the Arabian religion resembles that of the Indians in numerous aspects, embodied by the worship towards the Sun, the Moon and many major stars. In other words, bright shining subjects were seen as visible gods. What's more, he also talked of metempsychosis and a resurgence in Arab's religion. On this account, he commented, "About the blind superstition of the barbarism, referring to the regional gods, various stars, air and lands along with their sex, titles and status, of which I know nothing, nor am I interested in it" (Gibbon, 2009).

As for the Koran, which enjoys the paramount status in Islam, was also severely criticized by Gibbon, who described it as a randomly made-up story with the sole purpose of satisfying Mohammed's personal will and vanity. He said the book is filled with ridiculous stories. For instance, the trees are walking to meet him; the stones are saluting respectfully; from his fingers dropping out of clear spring water; he could make the dead alive all over again, etc. These stories, however, "are all industriously kept track of on the palma or the scapula of the sheep; these single pages, not only messy in order but in sequence, are all cast into a huge wooden trunk taken care of by his wife" (Gibbon, 2009). Every time he was asked by people to demonstrate his miraculous power, Mohammed always found a variety of excuses, "he always obscurely and boastfully talks about the power of God's and the Prophet's... ..and he hides himself behind the true will of the God, saying that the God would not allow him to perform miracles, a behavior which may reduce the values of the belief towards him and may also intensify the guilt of these non-believers. Nevertheless, the humble or angry tone in his defense manifested his sorrow and weakness" (Gibbon, 2009).

As Edward Said proposed, Muslims are significantly different from the Indians though both belong to the east. The latter should never arouse a sentiment of fear or terror in the European's bosom, while the former is not necessarily the same. As for Europe's deep devotion towards Christianity, "Islam is a permanent scar...the encounter of the Europe and the East, especially with Islam, has made Islam a symbol of outsider, against which the whole European civilization since the middle ages was established" (Anidjar, 2008). The founder and spokesman of Islam Mohammed was then regarded as "a spreader of false prophet, as well as other symbols of corruption, obscenity, and many other kinds of evils" (Said, 2009).

Conspicuously, the passionate fighter in Coleridge's poem departs so far away from the evil and corrupted images carved on the European's mind. Therefore, the poet actually conducts an illusion-like fascination about Mohammed, who was beatified in the poem's context. With Mohammed's historical triumphs, Coleridge actually utters his desire of restoring the spirit of true Christianity.

Conclusion

In the poem Coleridge explicitly expressed his disgust against the dominant Christian thoughts in England: "And idolatrous Christians. For veiling the gospel of Jesus, they, the best corrupting, had made it worse than the vilest." In Coleridge's views, it was such a ridiculous move for Christians to worship statues made of wood or stone. "There are so many terms and metaphors for heathenism, but the most appropriate word should be stupidity" (Dembski, 2005). The Christians of such kind are no longer Christians in the real sense, but are subject to severe punishment. According to the Old Testament, Ahab, who was then the emperor of Israel, exasperated Jehovah for the worship of the wrong idol Baal and

therefore, the altar was totally ruined, just like the temple in the poem. God no longer bestows his grace upon Israel but places guilt on it. Consequently, Israel suffered a three-year long drought throughout.

As a matter of fact, Coleridge was a steadfast believer of Unitarianism, so the targets he attacked or satirized were those holding the belief of Anglicanism, which differed from him so widely and deeply. The latter were loyal and solid believers of the Trinity. For instance, Augustine, in his mostly renowned work, *On Trinity* had the following comment, “Holy father, holy son and holy spirit are by nature one entity... ..they are mutually dependent and related. Father cannot exist without son, and son cannot exist without father, while the holy spirit cannot exist without father and son. There is a god-quality in the Holy father, holy son and holy spirit” (Chen, 1999). Coleridge thought the above opinions so repulsive because ideas as such weaken God’s utmost glory and power, and it may result in people’s doubt in the only one God, but worship the three of them at the same time, thus a chaotic confusion may occur. Therefore, “When Coleridge talks of Anglicanism, he equalizes it to the source of superstition, corruption and repression... ..Coleridge dislikes the Church which bows to the political power and serves for worldly purposes. The center of his criticism lies in that he contends the English Anglicanism is corrupted and violent. The religion ceases to be a humble Christian-worshipping one but is filled with mystery and is belonging only to the bishop earning 18 grands per year. It no longer swears oath to the God but to Satan” (Liu Yahoo, 2007).

By comparison, however, Islam, led by Mohammed, had only one God on their minds. For this reason, it deserves the admiration of the English Anglicanism. What is described above fits very well with the first situation proposed by Pageaux, since the poet sees some components in the Arabian culture superior to the counterpart in the local culture. In the process, he also realizes the shortages of the national culture and the merits of the other’s culture and thus, develops an overly worship and obsession towards the other’s culture.

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Humanistic Spirit Behind the Postmodern Narrative Strategies of Kurt Vonnegut's *Slaughterhouse-Five*

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[Abstract] In Slaughterhouse-Five, Kurt Vonnegut stimulates open thinking by rebuilding the fantastic world with characteristics of postmodern art. Particularly, he uses various postmodern narrative strategies as repetition, parody, collage, and montage, etc., with the purpose of breaking the traditional narrative model. Finally, through analyzing the unique narrative perspective and techniques, we can find the novel vividly and forcefully reveals the absurd reality of society, as well as Vonnegut's deep humanistic concern, which exists behind the seemingly ridiculous narration.

[Keywords] postmodern; narrative strategies; humanistic spirit

Introduction

Kurt Vonnegut, one of the well-known writers in the United States, has earned a high reputation among critics and readers. *Slaughterhouse-Five* is Vonnegut's masterpiece, based on his own experiences when he was captured in the Dresden bombing during World War II (Wu, Tao, & Wang, 2013, p. 26). In *Slaughterhouse-Five*, Vonnegut stimulates open thinking by rebuilding the fantastic world with characteristics of postmodern art. Particularly, he combines fact and fiction by using various narrative techniques of repetition, parody, collage, and montage, etc., for the purpose of forming an open structure. This paper first introduces some characteristics of the postmodern narrative. Second, it makes a detailed exploration of the unique narrative techniques Vonnegut uses in *Slaughterhouse-Five*, such as repetition, parody, collage, and montage. Even today, Vonnegut's creative artistic spirit and peculiar narrative techniques still influence the lives and thinking of modern people. What's more, Vonnegut's deep humanistic care exists behind the seemingly ridiculous narration. By analyzing the postmodern narration in this novel, readers can better comprehend and evaluate this great work's practical significance.

Characteristics of Postmodern Narration

Compared with modernism, Brian McHale, a famous American scholar who writes many fiction and poetic works on postmodernism and narrative theory, claimed some characteristics of postmodern narration from the following four aspects. First, postmodern narration contains the principle of uncertainty. Actually, most postmodernists are not certain about the transparency of language, the organic universe, and the knowledgeability of the world. For this reason, readers can often find bifurcating plots, figure-like characters, open endings, play with words and typography, the death of the author, and fragmented narration in many postmodernist writings. Second, writers always use fictional literary writing in postmodernist fiction. Many postmodern writers, especially meta-fictionists, focus their attention on the language and process of story-telling, and "the reality" or "the world" acquires a problematic status in their writings. Third, an artistic and stylistic eclecticism is always included in postmodernist fiction. There is hybridization of forms and genres, mixing styles of different cultures or time periods, and de-and re-contextualizing styles in architecture, the visual arts, and literature are evident. Fourth, in postmodern

novels, writers tend to break the traditional contract between the author (as a giver) and the reader (as a receiver) and revise the conventional role of the reader (McHale, 1987, p. 437).

Generally speaking, postmodernists don't pursue the writing skills of modernism any more. Postmodern writers usually broke traditional writing rules and adopted new and creative narrative techniques, such as parody, narrative ambiguity, language games, collage, montage, and meta-fictional skills, etc. Therefore, the characteristics of postmodern narration include uncertainty, drama, artistic writing styles and so on. Most postmodernists were skeptical about the transparency of language and the organic universe. Thus, readers could often find open endings, plays with words, the death of the author, and fragmented narration in postmodernist writings. Postmodernists focused their attention on the language and the process of story-telling. They sought to reveal fiction as fiction. In their works, they made a comment here and there in the process of creating the fiction so that they drew the readers' attention to the nature of the fiction through this method.

Postmodern Narrative Strategies in *Slaughterhouse-Five*

In the process of creating a postmodern work, authors usually adopt some postmodern narrative strategies, such as repetition, parody, collage, and montage, etc. Similarly, Vonnegut subverted the traditional writing skills in *Slaughterhouse-Five* to reveal the absurdity of reality and his humanistic concern behind the seemingly ridiculous narration.

Repetition of Language and Structure

In this novel, it's not difficult to find the sentence "So it goes," which frequently appears in almost every chapter, especially when a certain event about death happens. Actually, the impressive "So it goes" is repeated more than 100 times, and it's full of helplessness, indifference, ridicule, and humor. Whenever a bunch of terrible things happen to creatures or cities, "so it goes" will appear in the text. Vonnegut uses this simple sentence to avoid describing the gory death in detail. On the other hand, he deliberately emphasizes the indifference to individual life because death can be seen everywhere in World War II, which vividly expresses his pain, suffering, and disappointment towards reality.

Moreover, the repetition of structure expresses the repeated emergence of Billy's memory. As for Billy, the destruction of Dresden is firmly imprinted on his mind, which appears up to three times in this novel. For the first time in his memory, "Billy was on his way to a Lions Club luncheon meeting" (Vonnegut, 1991, p. 58). As the text describes, "Billy drove through a scene of even greater desolation. It looked like Dresden after it was fire-bombed – like the surface of the moon" (Vonnegut, 1991, p. 59). The second time Billy remembers Dresden is one hour before he was kidnapped by Tralfamadore while he was watching "a movie about American bombers in the Second World War and the gallant men who flew them," and "the formation flew backwards over a German city that was in flames" (Vonnegut, 1991, p. 74). Soon afterwards in a hospital, "Billy shared a room with a Harvard history professor named Rumfoord" who was writing about the history of the Army Air Force in World War II (Vonnegut, 1991, p. 183). On one occasion, "Rumfoord had a problem about Dresden" and he "talked to Lily about the bombing of Dresden one time, and Billy heard it all" (Vonnegut, 1991, p. 191). Therefore, the painful memories came back again. Obviously, the repetition of language and structure in *Slaughterhouse-Five* vividly reveal the cruelty of humanity in the massacre in Dresden, which is considered a strong condemnation of the war.

Parody of Jesus Christ and the Garden of Eden

In the novel, Vonnegut transfers many features of Jesus to Billy. When Billy “found himself bobbing in place in a railroad yard, there was rows and rows of boxcars waiting” (Vonnegut, 1991, p. 65). Here, the scene implies that Billy is in a great deal of pain, just as Jesus experienced. In addition, after the death of Weary, who took Billy as a burden, everyone blames Billy for Weary’s death. Even Paul misunderstood and constantly sought revenge on Billy. Similarly, Jesus, in the Bible, is also an innocent person. For the reason of his abuse and incomprehension of the enemy, Jesus chooses to accept death. Billy also knows the time when he is going to die, and he frankly tells everyone that “it is the high time I was dead,” and “a certain man promised to have me killed” (Vonnegut, 1991, p. 142). This brings readers to naturally think of “The Last Supper,” in which Jesus tells his disciples that a person wants to kill him. However, in the entire novel, Billy is the postmodern parody of Jesus. He is a funny and ridiculous role. Vonnegut uses this technique to deconstruct the spirit of the Christ. The similarities between Billy and Jesus are overturned because of their differences (Xu, 2007, p. 26).

After Billy is kidnapped by the flying saucer, he is kept in a zoo. Then “a mate (Montana) had been brought to him from Earth, who was a motion picture star” (Vonnegut, 1991, p. 132). Finally, “Montana came to love and trust Billy,” which makes Billy feel that “it was heavenly” (Vonnegut, 1991, p. 133). In Billy’s opinion, Tralfamadorian is a peaceful planet that is far away from Earth, where he can escape from the indifferent world, just as the Garden of Eden was without conflicts and wars. When the creatures on Tralfamadore send him back to the earth, he is expelled out of the Garden of Eden like Adam (Zhao, 2011, p. 106). In addition, Vonnegut parodies the images of Adam and Eve, which often appear in *Slaughterhouse-Five*. Billy said, “If you look in there deeply enough, you’ll see Adam and Eve.” And when “he stared into the patina of the corporal’s boots, (he) saw Adam and Eve in the golden depths” (Vonnegut, 1991, p. 53). He also supposed “everybody turned into a baby, and all humanity, without exception, conspired biologically to produce two perfect people named Adam and Eve” (Vonnegut, 1991, p. 75).

Collage and Montage

Another postmodern narrative skill in the novel is collage. Vonnegut uses the collage of various history texts, most of which are quoted in italics, to constitute an inseparable part of the whole text. In the first chapter, the history text is extracted from a history book about the massacre. Charles, the author of this book, makes a clear difference between history and romance. He argues, “History in her solemn page informs us...” while “Romance dilates their piety and heroism...” (Vonnegut, 1991, p. 15). In the process of writing the novel, Vonnegut often mixes collage fantasy with reality. To make the readers shuttle between reality and fantasy, his true purpose is not to create fantasy but to reveal fact. In *Slaughterhouse-Five*, the bombing of Dresden is the true experience of the author. It not only takes away countless people’s lives, but it also leaves a psychological trauma that can’t be healed in the survivors. After the war, Billy can’t eliminate concern in his heart, causing chaos in the space to be recognized and to be sent to the bedlam at last. He needs to find a sally port for his inner breakdown. As a result, he receives enlightenment from a fictional novel. And he cures his spiritual wound by using fantasy and dream. Billy gets married. He has a son and a daughter to be married. This coexistence of reality and fantasy break down the traditional narrative mode. It suggests that the novel is a fictional world that is created by language. The novel points out the functionality of text and exposes the cruelty and absurdity of war (Xu, & Li, 2012, p. 149).

One of the most remarkable features in *Slaughterhouse-Five* is its nonlinear narrative structure, which is discontinuous and incoherent. Vonnegut puts away the traditional design of plot, using “Billy’s time travel” to replace it. Time does not need to point to a direction such as from past to future. Hence, we can find the depiction of space in the novel. The time concept of the people on Tralfamadorian is that everything on earth can happen in the same time and exist forever. Throughout the novel, Vonnegut intends to tell us the ending of Billy at the beginning of the novel: Billy will be kidnapped and taken to Tralfamadorian in 1967; Billy will be killed in a shooting by Paul on February 13th, 1976. Readers already know the final destination of the universe: the people on Tralfamadorian bomb the new rocket fuel while they are developing it. In postmodernism, the disappearance of history means life is split and interrupted (Wang, 2012, p. 65). By using the skill of montage, Vonnegut combines the different stories together, which happen in different spaces. The bombing of Dresden is the true historical event, but Vonnegut does not describe it like a traditional history writer does. The statement of the event is caused by an optional disturbance of some messy factors and the optional change of scene. The history scene has mixed with the fictional scene, and “fiction” presses on “reality.” What Vonnegut would like to express is that history can never escape the form of “textuality” or “illusory.”

Humanistic Spirit behind Postmodern Narration in *Slaughterhouse-Five*

The postmodern narrative strategies that appear in *Slaughterhouse-Five*, such as repetition, parody, collage, and montage constitute it as a successful work of literature. In the novel, Billy travels back and forth between the earth and the planet Tralfamadore, and the time travel makes everything meaningless, regardless of sickness and death, happiness and sadness. The obscure novel cannot bring any wonderful feelings to our comprehension. Instead, it challenges people’s bottom line of spirit again and again.

Absurdity of Anti-Hero

At the beginning, the readers may laugh at the absurdity of the text. Surprisingly, readers see half of the time that their minds will be filled with impossibility. Until the last minute, they are probably driven crazy because of the text and cannot help but have a fit of hysterics because of the disorder. All the postmodern narrative strategies show the readers’ feelings as chaos and randomness. It’s interesting, and we can see that absurdity is the best summary and compliment of *Slaughterhouse-Five*. However, real life, as the cliché goes, can often be more absurd than literary work. Most people in the world are like Sisyphus, condemned perpetually to pushing a boulder up a mountain, from whence it will inevitably roll back down again (Camus, 2005, p. 89). Generally speaking, most traditional heroic images gain recognition for their very high qualities, such as powerful affection, a firm will, persistent pursuit, remarkable abilities, being a godlike classical hero or a humble individual hero, representing confidence, strength, and human morality. However, postmodern novels, especially black humor novels, have created a group of anti-heroes with the mark of abnormality and weakness.

In this novel, Billy has nothing to say about being a hero, nor does he have any obvious heroic features. As the author points out, there are few characteristics and dramatic conflicts in the story because all the people are powerless and dispirited under the control of great forces. Compared with the traditional heroic image, Billy is just like a clown standing on the old stage, alone and sad. “He was a funny-looking child who became a funny-looking youth – tall and weak, and shaped like a bottle of Coca-Cola” (Vonnegut, 1991, p. 23).

Struggle Against War

Based on his own experiences of the war, Vonnegut talks about Billy's experience in participating in World War II. Rather than like a soldier, Billy is more like a listless flamingo tripping in the war. He has no beliefs about serving his country or ambitions about fighting to the end. Desperately, he is ready to quit the fight or wait for death. Of course, Billy attended the war without anyone's expectation, including his own. He joined the army as a chaplain's assistant, an unimportant position with little responsibility. The reason Billy can survive the war is that he has been hovering behind German lines after the German army wiped out the infantry regiment he had joined. Therefore, just as the novel appropriately describes, "The Germans found him to be one of the most screamingly funny things they had seen in all of World War Two. They laughed and laughed" (Vonnegut, 1991, p. 90). Here, the protagonist Billy surprised all of the readers, and the traditional heroic image has been thoroughly subverted, since what we can find from the anti-hero are some human failings as voluptuousness, indolence, and unsteady features, etc. Confronted with frustration and suffering during his life, Billy is powerless to change or resist reality, which is very different than traditional heroes. However, it is just because of the absurd narration that the cruelty of wars is exposed. Thus, the war is sharply condemned and criticized, and the anti-war theme of *Slaughterhouse-Five* is fully deepend.

Pursuit of Freedom

It's not surprising that Billy is an incompetent and submissive lightweight. However, submission turns out to be the only right attitude to everything that has happened in his life. The so-called Tralfamadore and time travel is just the clinical manifestations of schizophrenia, as well as his potential escape from real life and its duties, which represents the anti-hero's flightism and egoism. On one hand, Billy attracts readers' attention to the true nature of war – injustice – revealing that whether the country is prosperous or in recession, the average people always suffer in the war, which is exactly where the significance of the subtitle, "The Children's Crusade," lies. On the other hand, Billy's escape from reality and imaginary time travel can also be seen as a kind of victory and carnival spirit. Despite Billy getting involved in the war, he has a freedom of spirit and mind. Compared with the cruel war and suffering in reality, the liberty and equality on the planet Tralfamadore is actually Billy's pursuit and yearning.

In any war, if the original objectives turn out to be military ranks, medals, and money instead of faith, wisdom, freedom, responsibility, and patriotism, or if honor means a bloody massacres and the countless deaths of innocent people, then what sense does it make to talk about bravery, strength, or struggle? Thus, instead of meaningless sacrifice, it is better to run away from war. In some sense, this is not a simple escape, but an angry rebellion to achieve the ultimate goal of freedom. The anti-hero Billy intensely and decadently rebels against society, realizing freedom and true self in a totally different way than the traditional heroes.

Implications and Conclusion

With some unique postmodern narrative skills in *Slaughterhouse-Five*, Vonnegut breaks through the traditional narrative model. Meanwhile, he abandons the traditional creative method and uses various narrative techniques to express a severe story in order to reveal the essence of war to deepen the theme of anti-war (Chang, 2014, p. 28). In this way, this novel achieves Vonnegut's original intention at last. In *Slaughterhouse-Five*, he writes about the most excruciatingly painful things. His novels have attacked our deepest fears of automation and the bomb, our deepest political guilts, our fiercest hatreds, and loves. No

one else writes books on these subjects; they are inaccessible to normal novelists (Shields, 2011, p. 254). It is a book that can offer its readers a better understanding of the contemporary human being's experience of the world. Finally, through analyzing the unique narrative perspective and techniques, we can see that this novel vividly and forcefully reveals the absurd reality of society, as well as Vonnegut's deep humanistic concern that exists behind the seemingly ridiculous narration. In addition, with particularly incisive and vivid characterization in *Slaughterhouse-Five*, although Vonnegut attempts a completely different narrative strategy with the traditional literary works, the themes and thoughts are still perfectly in keeping with traditional literature. If traditional literature praises the beauty and criticizes the ugliness of human nature, then unconventional postmodern narration shows an absurd world with chaos and disorder. Likewise, it takes the responsibility of exploring human nature in literature, sticking to individual spiritual freedom in a collapsed world in spiritual ruins.

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An Analysis of *The Invention of Solitude* Based on Speech Act Theory

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[Abstract] *Speech Act Theory* regards saying something as doing something, which brings literature into the scope of speech acts and lays the foundation for the interdisciplinary research on *Speech Act Theory* and biography. *The Invention of Solitude*, written by American Jewish writer Paul Auster, is an atypical biography that mirrors his distinct postmodern biographical concepts. First, the nature of biography is performatives, which emphasizes reconstruction of the self. Second, biography is a combination of illocutionary acts and perlocutionary acts. The realization of biographical value relies on the interaction between biographers and readers and the negotiation between construction and interpretation.

[Keywords] *Speech Act Theory*; *The Invention of Solitude*; nature of biography; realization of biographical value

Introduction

The Invention of Solitude, American writer Paul Auster's (1947 -) first published book, has received wide acknowledgement and is essentially taken as an atypical biography, because it breaks the canonical form of traditional biography and shows postmodern features with respect to construction, genre, authenticity and narrative strategy. Thus, it is not only the door to Auster's literary world, but also an important postmodern biography practice that may contribute to the research of postmodern biography theory. As a literature practice, *The Invention of Solitude* can be understood as a speech act that performs an action by saying something. Hence, Speech-Act Theory is employed to analyze Paul Auster's distinct biographical concepts in *The Invention of Solitude*. First, this paper reviews research on *The Invention of Solitude* and postmodern biography. Second, it illustrates the basic theories of Speech-Act Theory. Third, it mainly probes into Auster's biographical concepts in *The Invention of Solitude* with the help of Speech-Act Theory, which focuses on the nature of biography and the realization of biographical value.

The Invention of Solitude

The Invention of Solitude, first published in 1982, is Paul Auster's biographical work that has never shined as brilliantly as his other works like *The New York Trilogy* (1987), *Moon Palace* (1989), *The Music of Chance* (1990), and *The Brooklyn Follies* (2005). However, it is generally acknowledged as the foundation of understanding Paul Auster and his literary works, which makes it significant and valuable.

To some degree, *The Invention of Solitude* seems like a kaleidoscope referring to a variety of themes, such as Jewishness, identity crisis, fatherhood, writing, solitude, and memory, which never cease to haunt his works. Hence, many researchers have paid close attention to these themes. Carsten Springer (2001) combined the other works of Auster with *The Invention of Solitude* and found that identity crisis is the parent subject embodied in most of Auster's works from which derives the sub-subjects, like Jewishness, writing, solitude, and so forth. Richard Tetek (2008) shows interest in "solitude," probes into the role it plays in Auster's literature and even the world, and thinks that "solitude" is a double-edged sword, which is the elusion of the world, harm to others, and the muse of Auster's writing. The father-son relationship is another significant subject in *The Invention of Solitude*. The first part of it is actually the biography of

his father. Thus, "father" is an important image in the work. The image of the female barely appears. Rachael McLennan (2012) suggests, however, that even the female image of Ann Frank still represents the image of the father, which is the consolation for the loss of father. Jewishness is a subject closely related to fatherhood. Derek Rubin (1995) researched the way that Jewishness reflects in *The Invention of Solitude* and pointed out that this biography embodies Auster's concern of Jewry and his quest for identity. Thus, the research on the subjects of *The Invention of Solitude* has involved many aspects and made great achievements, which contributes to the understanding of this work and even the whole literary world of Paul Auster.

Since *The Invention of Solitude* is reckoned as an atypical biography of distinct postmodern features, postmodern biography research is, no doubt, an important research perspective. In fact, biography is an ancient independent literature genre. The biography has undergone three important periods: the classical period, the Renaissance, and the 20th century. It is exactly in the 20th centuries that the biography thrives. Nigel Hamilton (2007) and André Maurois (2014) analyzed the development of the biography and built the framework of biographical literature. Thus, biography practice and theory developed hand-in-hand. Especially, in 1927, Virginia Woolf (2001) proposed the "new biography," referring to the modern biography that shakes off the fetters of the inanimate Victorian biography. Since the 1970s, postmodernism has deconstructed and subverted the paradigm of traditional biography with parody, irony, decantation, and so on. David E. Nye (1983) and Roland Barthes (2001) researched the "new biography," or postmodern biography theories and applied these theories to the writing of the biography. Paul Auster is a representative of postmodernism whose works embodies this typical postmodern feature. *The Invention of Solitude* cannot be exempted. Some researchers have also noticed this feature. William Dow (1998) analyzed the authenticity of this biography and thought that it subverted the paradigm of traditional biography and denied the existence of the certain and unitary self. Bc. Hana Lyčková (2009) examined the "self" in *The Invention of Solitude* and found a "self" to be uncertain, plural, complex, and fragmented. Although some scholars have researched *The Invention of Solitude* from the perspective of biography, interdisciplinary research may open up new horizons. Thus, this paper analyzes Auster's distinct biographical concepts embodied in *The Invention of Solitude* with Speech Act Theory.

Speech Act Theory

Speech Act Theory is the major theory of pragmatics. In the 1960s, Oxford philosopher John Langshaw Austin (1911-1960) first put forward this theory in his lectures delivered at Harvard University and later illustrated this theory systematically in his book *How To Do Things with Words* (1962). Austin mainly distinguished "constatives" and "performatives" and proposed three different speech acts, including locutionary acts, illocutionary acts, and perlocutionary acts. Based on the research of Austin, American philosopher of language John Searle (1932-) made some revisions about felicity conditions and classes of illocutionary acts and proposed indirect speech acts.

Austin and Searle established the basic framework of Speech Act Theory, which is widely accepted and used. Although Speech Act Theory is the major theory of pragmatics, its application is not limited to the field of linguistics. On the contrary, the interdisciplinary research of this theory has been an inevitable trend. It has been applied to philosophy, psychology, literary criticism, and so on.

J. L. Austin (1962) pointed out that there are some utterances that "[t]hey do not 'describe' or 'report' or constate anything at all, are not 'true' or 'false'; the uttering of the sentence is, or is a part of, the doing of an action, which again would not normally be describe as saying something" (p. 5).

As a type of utterance, literature shouldn't be simply perceived as a description or statement. A famous American literary critic and psychologist, Joseph Hillis Miller (2002), believed that literature is a speech act, and literary works are performative rather than constative. Thus, Speech-Act Theory literary criticism can be a scientific and practical tool of literary criticism.

Analysis of *The Invention of Solitude*

The Invention of Solitude consists of two parts: "Portraits of an Invisible Man" and "The Book of Memory." The former is the biography of his father, and the latter can be seen as an autobiography. Inheriting skepticism, subversion, and deconstruction of postmodernism, this biography opposes centrality, integrality, and unity and shows Paul Auster's postmodern biographical concepts in respect to the nature of biography and the realization of biographical value.

Nature of Biography: Reproduction or Reconstruction

The nature of biography has always been a controversial topic. J. A. Cuddon (2013) defines biography as "an account of a person's life, and a branch of history" (p. 78). Some scholars, however, claim that biography is a genre of literature. Each side has persisted in its own views for quite a long time. The debate on historicity and literariness decides the competition for the nature of biography: reproduction or reconstruction, which can be illustrated by Speech-Act Theory.

It is widely acknowledged in linguistics that "the nature of linguistics as a science determines its preoccupation with description instead of prescription" (Hu & Jiang, 2002, p. 29). According to this point of view, language is the description of how things actually are and the reproduction or copy of the real world. This opinion can be understood by John Langshaw Austin's "constative," which refers to "a 'statement' that can only be used to 'describe' some state of affairs, or to 'state some fact', which it must do either truly or falsely" (1962, p. 1). Based on this assumption, most scholars accept the opinion that literature is simply the reflection or imitation of the real world, and biography is a reproduction of a person's life. Hence, traditional biography demands copying real life.

As a biographical text, *The Invention of Solitude*, first, is definitely a statement that attempts to describe the life of his invisible father and the author, himself. In the first part, Auster imitates the paradigm of traditional biography by delineating his father based on the facts, such as the empty house, family photos, newspapers, letters, and other's judgement. However, this reproduction proves to be ineffective, for Auster "struggles to achieve two impossibilities: to resurrect the dead and to portray the invisible" (Benziman, 2013, p. 465). Sam Auster's absence in the life of Paul Auster creates a gap of understanding between father and son. When alive, the elder Auster refuses understanding himself and being understood by others. He wanders like a ghost in the world so that no one can capture his total image. After the death of Sam Auster, Paul Auster can not perceive his father's private life and inner world any more. Hence, he recognizes, "right from the start, that the essence of this project is failure" (Auster, 1988, p. 21). The further he goes in this description, the more he realizes that this task is absurd and the biography can not reproduce his father. Besides, whether the portrait of his father is true or not actually doesn't make any sense for him because the gulf between father and son will never be bridged and the pain caused by the absence of the father's will never be eased. All his feelings about his father will haunt him forever. Therefore, the reproduction of life is apparently not Auster's ultimate aim.

By distinguishing "constatives" from "performatives," Austin (1962) proposes that some utterances are performative, which indicates "the issuing of an utterance is the performing of an action – it's not

normally thought of as just saying something” (pp. 6-7). For instance, when uttering the sentence, “I name the ship *Queen Elizabeth*,” the speaker actually performs the action of naming the ship. This sentence can’t be judged by true or false. Austin (1962) claims:

“*[T]o say something is in the full norm sense to do something – which includes the utterance of certain noise, the utterance of certain words in certain construction, and the utterance of them with a certain ‘meaning’ in the favorite philosophical sense of that word, i.e. with a certain sense and with a certain reference” (p. 94).*

Based on this argumentation, literature is performative. It follows that literature constructs events actively and creatively rather than describing them passively. Miller (2002) argued that literature belongs to the realm of the imaginary, and “every sentence in a literary work is part of a chain of performative utterances, opening out more and more of an imaginary realm available to the reader” (p. 38). Applying this assumption to biography, it can be seen that the biography is people’s act of construction and imaginary.

Generally speaking, *The Invention of Solitude* is an utterance constructed by language, or a product of saying something. It definitely reflects the author’s act of reconstructing, for different authors may reconstruct heroes differently in biography based on facts. Paul Auster is obsessed with the quest for identity. He denies the existence of certain, integrated, and unified selves and believes that the self needs to be negotiated in writing. In the first part, “Portraits of an Invisible Man”, the gap between father and son makes it necessary for Auster to reckon, or imagine the inner world of the father according to what remains. He says, “My choices are limited. I can remain silent, or else I can speak of things that cannot be verified” (1988, p. 21). This biography is actually reconstructed based on Auster’s memory and understanding of some facts that “do not always tell the truth” (Auster, 1988, p. 21). The second part, “The Book of Memory”, is written in third person because Auster (1988) believes that “I” “cannot speak of itself, therefore, except as another” (p. 133). He denies the existence of the entity of the self and thinks that self needs to be invented by writing. Thus, the reconstruction of self can be seen as the center of *The Invention of Solitude*. Galia Benziman (2013) points out that *The Invention of Solitude* conveys a mixture of the two simultaneous projects: “redefining yourself as a son, reinventing yourself as a writer” (p. 464). As Chinese scholar Qian Zhongshu (1990) stressed, a biography always mirrors the self of the writer. “Portraits of an Invisible Man” mirrors a son’s yearning for his father but doesn’t wind up with the end of biography but lasts in the Auster’s autobiography. Writing helps him understand his father-son relationship, the connection between him and others, and realize the meaning of writing.

In a word, *The Invention of Solitude* is a speech act which is more performative than constative. The reconstruction of the self weighs much in Auster’s biography. Through this act of reconstruction, Auster brings his father to life, verifies the existence of the father and meditates on the identity of the self and the connections between self and others.

Realization of Biographical Value

Austin distinguishes the locutionary act, illocutionary act and perlocutionary act from three senses. As for the illocutionary act, Austin (1962) felt that people perform illocutionary acts when “asking or answering a question, giving some information or a warning, announcing a verdict or an intention, pronouncing sentences, making an appointment or an appeal or a criticism, making an identification or giving a description” (p. 98). For instance, when someone says, “Would you mind turning down the light?” he actually hopes that you can turn down the light. The utterance then has a force of request. An

illocutionary act is conscious, for speakers always have their aims or wants to achieve a kind of effect. This act is governed by the speaker. The perlocutionary act is just the opposite. It refers to the acts that “produce certain consequential effects upon the feelings, thoughts, or actions of audience, or the speaker, or of other persons, and it may be done with the design, intention, or purpose of producing them” (Austin, 1962, p. 101). Through the classification of these three different speech acts, it’s easy to find that to say something is to do something, and speech goes hand-in-hand with acting. Any utterance is the unity of contradiction combining speech and act, consciousness and unconsciousness.

According to Professor Zhang Xinke (2004), the realization of biographical value relies on two significant processes: the writing of the biographer and the comprehension of the reader. The former conveys the intention of the biographer and can be thought of as an illocutionary act. The latter refers to reader’s interpretation of the biography and can be regarded as a perlocutionary act. Through constructing *The Invention of Solitude*, Auster indulges in the reconstruction of the self, including his meditation on fatherhood, Jewishness, chance, echo of death and life, as well as writing. As Professor Yang Zhengrun (2009) stressed, the interpretation of the hero is the third important factor of the biography. Any biographer should undertake the responsibility of describing the hero’s life and interpreting him. But no matter how deep he penetrates into his soul or comprehensively probes into his identity, Auster never declares the existence of a certain self, which makes the text open to the readers. Since the illocutionary act usually does not equal the perlocutionary act, the intention of the biographer and the interpretation of reader may not mean the same thing. Thus, the biographer’s interpretation of the hero requires being limited into a certain scope in order to enable the reading freedom of the readers.

John R. Searle proposed indirect speech act in his book *Expression and Meaning: Studies in the Theory of Speech Acts*. There are cases, he argued, “in which one illocutionary act is performed indirectly by way of performing another” (1979, p. 31). For instance, people may perform an act of request by ask a question: “Can you open the window?” Indirect speech acts contribute to the deviation between intentions of biographers and comprehensions of readers, for readers may not perceive the indirect speech act. In *The Book of Memory*, Auster muses on Jewish culture and fate by recalling Ann Frank, Descartes, and Israel Lichtenstein’s *Last Testament*, which reflects on fatherhood by telling the story of Pinocchio, and so on and so forth. However, whether readers can capture his intentions or not remains unknown. Thus, the realization of biographical value is dominated by both biographers and readers.

Conclusion

The Invention of Solitude shakes off the yoke of the traditional paradigm of biography, reflects Paul Auster’s postmodern biographical concepts with respect to the nature of biography and the realization of its biographical value. In this research, Speech-Act Theory offers new perspectives and tools for literary criticism, which embodies the trend of scientific research in the future. This paper just makes a brief analysis of *The Invention of Solitude*, and takes for it as a springboard for the research on features of postmodern biography. However, more work still needs to be done to deepen and broaden the understanding of Speech Act Theory as a literature criticism tool.

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Ecocriticism in “Big Two-Hearted River”

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[Abstract] This paper makes an ecocritical reading of “Big Two-Hearted River,” explores the hero Nick’s ecological awareness from the aspects of his relationship with the natural environment and his attitude toward animals, and analyzes his behavior in nature and its consequences, finding that there is contradiction in his ecological awareness and behavior. For this, the paper tries to provide a tentative explanation.

[Keywords] ecocriticism; ecological awareness; behavior; contradiction

Introduction

“Big Two-Hearted River” is the concluding story of Hemingway’s short story volume *In Our Time*, which was published in 1925 (Donaldson, 2000, Chronology, p. x). Literally, it is a record of the hero, Nick Adams’ experiences of hiking, camping, and trout fishing. While writing the story, Hemingway “was trying to do the country like Cezanne and having a hell of a time and sometimes getting it a little bit” (Baker, 1972, p. 200). Since Hemingway told Gertrude Stein that this story is about “100 pages long and nothing happens and the country is swell, ... it is swell about the fish” (quoted in Reynolds, 1995, p. 41), critics have tried to interpret it by extratextual evidence, either from Hemingway’s life, or from other Hemingway stories, and the story itself seems meaningless.

However, “Big Two-Hearted River” is first and foremost a story about outdoor life. The detailed description of the natural scenery and the hero’s hiking, camping, and fishing is “a remarkably vivid celebration, something akin to a eulogy, of outdoor life” (Brogger, 1999, p. 20). As a story of outdoor life, it inevitably deals with the interaction between man and nature. Thus, this paper intends to find out Nick’s ecological awareness by analyzing his relationship with the natural environment and his attitude towards animals, and it intends to explore his behavior and its consequences in nature.

Man’s Relationship with the Natural Environment

The Way of Reproduction of the Natural Environment

“Big Two-Hearted River” consists of two parts, with Part One mainly about Nick’s hiking along the river, camping, and cooking coffee; Part Two is a detailed record of his fishing for trout. Hemingway wrote this story in third-person narrative with a focus restricted to the character Nick. This approach, according to traditional narrative theory, marks an exclusively subjective perspective. Carl Ficken argues that “Big Two-Hearted River” “represents Nick totally as a Center of Consciousness...There is nothing else to feel and see except what Nick feels and sees” (Brogger, 1999, p. 21).

The story begins with a gloomy picture of the burned-over country. As it moves on, Nick walks to the river, and “looked down into the clear, brown water, ...and watched the trout keeping themselves steady in the current... only to hold steady in the fast water again” (Hemingway, 1987, p. 163). Only in paragraphs two and three of Part One, “hold” and “steady” are repeated four times, which is the most distinctive feature of the trout in the river. These repetitions “seem to express Nick’s obsession with control and balance” (Brogger, 1999, p. 22). From the outset, Nick pays much attention to the controllable

and balanced part of the natural environment. Nick notices the tension between the trout and the fast moving water, and the trout seem to fight with the water and try to gain control and balance. Nick's observation reflects he himself is "a man attempting to recover a sense of control in his interaction with nature" (Brogger, 1999, p. 20).

Part Two starts with a specific and detailed description of the river. "The river was clear and smoothly fast in the early morning. Down about two hundred yards were three logs all the way across the stream. They made the water smooth and deep above them. As Nick watched, a mink crossed the river on the logs and went into the swamp" (Hemingway, 1987, p. 173). This description enables readers to feel the vitality and excitement concealed behind the superficial calmness. The observer, here, must be emotional. "Nick was excited. He was excited by the early morning and the river" (Hemingway, 1987, p. 173). What Nick cares about that morning is fishing, so he only pays attention to the river, which is full of promise of fish, and seeing this makes him excited. Brogger's (1999) argument can well support this: "His reflections on the landscape are goal-directed and limited. If he may be said to have an eye for detail, it is a narrow one guided by his obsession with the tasks at hand, which embody his need for predictability and order" (pp. 24-25). Nick's specific perception of the river that morning bespeaks his identity as a fisherman in the natural environment, and he views the environment as a fisherman does.

This part ends with a description of the swamp. "In the swamp the banks were bare, the big cedars came together overhead, the sun did not come through, except in patches; in the fast deep water, in the half light, the fishing would be tragic. In the swamp fishing was a tragic adventure" (Hemingway, 1987, p. 180). As Waldhorn (2002) observes, "Objective, external, the description relies for its impact upon the controlled release of Nick's response to pure visual stimuli. Not until the rather mysterious word tragic does emotion implode upon Nick's and the reader's consciousness" (p. 33). Through Nick's eyes, we feel the terror from the natural environment, the swamp. For the environment he is not familiar with or can not control, Nick's reaction is fear, dislike, and the desire to escape. His attempt to recover a sense of control in the natural environment is confirmed by his fear for the uncontrollable aspect of the environment.

The natural environment, in Nick's eyes, is limited. He only recognizes the controllable part of the natural environment that can meet his needs with its helpfulness; otherwise, it would be terrifying and "tragic". This reproduction of the natural environment reflects that in Nick's relationship with the environment, Nick is the central subject, while the natural environment is only a passive object. Nick perceives it in terms of his needs.

The Significance of the Natural Environment to Man

The natural environment, especially in Part One, seems friendly and helpful to Nick. When "Nick looked at the burned-over stretch of hillside", and "expected to find the scattered houses of the town and then walked down the railroad track to the bridge over the river", "The river was there" (Hemingway, 1987, p. 163). As Brogger (1999) observes, "to him [Nick] nature exists to fulfill his expectations, to affirm what he is already cognizant of" (p. 25). Nick "knew where he was from the position of the river." "Nick kept his direction by the sun" (Hemingway, 1987, p. 165). Nick has a very good sense of direction here. He knows exactly where he is and where he wants to go, and everything goes as he expects. For him, the predictability of the natural environment and "the unpredictability and disordered state of the society" form "a sharp contrast" (Chen, 2002, p. 9). Being in nature makes him feel comfortable and confident.

As Nick walks, the environment provides him with some enjoyment and pleasure. The sweet fern gives him a good smell. The pine trees give him a comfortable place to rest and sleep. Besides the

material convenience, the natural environment also provides Nick with spiritual relief. “The story, as critics have long argued, suggests the slow, silent recuperation of the human mind from the psychic trauma of (probably) World War I” (Strychacz, 2000, p. 81). The stream, the trout, and the kingfisher are “very satisfactory.” “Nick felt happy” (Hemingway, 1987, pp. 163-164). One important reason for his happiness is that “He felt he had left everything behind, the need for thinking, the need to write, other needs” (Hemingway, 1987, p. 164). No matter what these needs are, entering the natural environment gives Nick a chance to escape from his troublesome needs and provides him with a space of consolation. Therefore, he feels comfortable, happy, satisfactory, and safe.

However, the natural environment is also a challenge, especially when he fishes. As he steps into the stream, “It was a shock...The water was a rising cold shock” (Hemingway, 1987, p. 175). Nature begins to present its many facets to Nick, no matter whether he accepts them or not. When Nick tries to get a grasshopper, it flees for its life, yet is taken by a trout. Nature displays its own order of existence, which is independent of man’s control and expectation. This competition in nature seems to inform Nick of the uncontrollable and unpredictable aspect of the natural environment, and also prefigures the inevitable future competition between Nick and the trout. The further Nick walks to the stream, the more hostile the environment becomes. “Now the water deepened up his thighs sharply and coldly” (Hemingway, 1987, p. 176). When Nick fishes in deep water, he fights hard with the big trout, but it flees. Things seem out of control. “The thrill had been too much. He felt, vaguely, a little sick” (Hemingway, 1987, p. 177). The uncontrollable and unpredictable aspect of the natural environment has presented itself to Nick, and made him down and sick. After the thrilling and exciting fight with the big trout, “He sat on the logs, smoking, drying in the sun, ...slowly the feeling of disappointment left him... It was all right now” (Hemingway, 1987, p. 177). Leaving the water, resting on the logs and watching the scenery around help Nick to recuperate from the failure quickly. Nick begins to perceive the many facets of the natural environment, which helps him to be broad-minded and to learn real nature as it is.

The natural environment, on the one hand, is a friendly, helpful and pleasant space where Nick can escape from those troublesome needs and regain a sense of control and spiritual peacefulness, which is just what Nick wants from this journey. On the other hand, the natural environment also has its hostile and unpredictable side, which Nick does not realize at first, and the encounter with which makes him sick. Later, he begins to perceive that the many facets of the natural environment just exist objectively, independent of man’s will, although he is not ready to accept and face them.

Man’s Attitude toward Animals

Nick’s attitude towards animals is mainly reflected by his interaction with the grasshoppers and the trout. When Nick climbs the burnt hill and reaches its top, he notices “The grasshopper was black...They were all black ” and tries to find out why. “He realized that they had all turned black from living in the burned-over land” (Hemingway, 1987, p. 165). Nick catches a hopper to have a close look and then lets it go. When he catches hoppers for bait, he catches them when “the meadow was wet with dew...before the sun dried the grass” because otherwise “he would have to crush many of them, slamming at them with his hat” (Hemingway, 1987, pp. 173-174). He seems to care about the hoppers. However, it has to be noticed that Nick “had wondered about them...without really thinking about them” (Hemingway, 1987, p. 165). He does not care about the grasshoppers for their own sake. When he catches hoppers, he does everything just to his own advantage. He catches hoppers when the meadow is wet because at that time, the hoppers “were cold and wet with the dew, and could not jump.” After he catches enough, “he had rolled the log

back” so that “he could get grasshoppers there every morning” (Hemingway, 1987, pp. 173-174). With all his knowledge and skill, Nick presents himself as superior with absolute advantage and control over these tiny creatures. It is obvious that they are not equal; thus, his kindness may just come from his sense of superiority over them, and that is a natural compassion the stronger has for the weaker.

The process of Nick’s fishing the first trout also shows that he is a gentle, kind, and considerate fisherman. The small trout he does not want he sets it free. When the trout stays steady in the moving stream, Nick touches it to make sure it is all right and then feels relieved. However, for the big trout, it is different. Nick is very disappointed when a big trout runs away. He tries to figure out the trout’s feeling. “He’d bet the trout was angry. Anything that size would be angry” (Hemingway, 1987, p. 177). What he really cares about is that “That was a trout. He had been solidly hooked... By God, he was a big one. By God, he was the biggest one I ever heard of” (Hemingway, 1987, p. 177). He thinks of the big trout’s feelings not because he really cares about them but because he regards it as a very good prey. It is not that the trout is angry, but that losing the trout makes him angry. Nick’s imagination of the trout’s feelings is shaded by his desire to catch it and his disappointment of losing it. Here, Nick regards it only as a prey, and catching it can give him a sense of control and fulfillment. When resting on the logs, Nick smokes and tosses the match into the water. “A tiny trout rose at the match, as it swung around in the fast current. Nick laughed” (Hemingway, 1987, p. 177). His laugh here may show that he is immediately amused by the tiny trout’s attempt to get the match. It may also be his self-mocking of the failure to catch the big trout. Besides, it may be a satisfactory laugh because of his superiority over the tiny creature. The trout, big or small, are all inferior to him, and they exist for him to fish. He is the one who has absolute power over the trout and decides their fate. Thus, he can let go the unwanted trout, feel angry at losing the big trout and laugh at the tiny one.

Nick is not a greedy fisherman. When “Nick had one good trout. He did not care about getting many trout” (Hemingway, 1987, p. 178). Later, when Nick cleans and washes the two big trout, “He laid them side by side on the log. They were fine trout” (Hemingway, 1987, p. 180). Whether intentionally or not, Nick puts them in a way of exhibition, which is probably an exhibition of his achievement and success. Nick regards animals as a resource, either as bait or food. He has a strong desire for big trout, the successful fighting with which can give him a sense of achievement, control and success. He believes in man’s absolute power over animals. In their relationship, there is an obvious hierarchy. Man is superior, while animals are inferior. They are not equal. However, behind this primary attitude, Nick’s kindness to animals should not be overlooked. He knows them well, cares about their lives, and avoids killing those unwanted ones. Although this is not the mainstream of his attitude to animals, it can show his vaguer ecological awareness.

Man’s Behavior in Nature and its Consequences

Nick’s behavior in nature is mainly related to two things: camping and fishing. In both cases, Nick tries to gain control over nature through his behavior. As Thomas Strychacz (2000) points out, “Nick Adams in “Big Two-Hearted River” seems poised to restore human existence to a natural order.” “Nick’s refusal to think, his steadfast determination not to hurry, his attention to the minutiae of his camp and its natural setting—all of this bespeaks a mind fragile with shock as it attempts to construct new grounds for a sane existence” (p. 81). The new grounds come from Nick’s control over nature, which he can seldom enjoy in human society, especially in the war. To Nick, “control is matter of competence, and competence is a

matter of being familiar with the simple tasks of outdoor life” (Brogger, 1999, p. 25). Therefore, Nick’s camping and fishing possess a spiritual dimension.

The process of making the camp suggests that Nick has a good knowledge of outdoor life and that he is forceful and experienced in action. He first looks for a level piece of ground, chops out two projecting roots, smooths out the sandy soil, and spreads his blankets. Then he ties the ropes to two pine trees and pulls the tent up. Finally, he fixes cheesecloth across the open mouth of the tent to keep out mosquitoes (Hemingway, 1987, pp. 166-167). He makes the camp step-by-step in an orderly way. Keeping himself preoccupied with the camping arrangements makes it possible for him to leave “everything behind” and to gain a sense of control and happiness. For Nick, the tent “smelled pleasantly of canvas. Already there was something mysterious and homelike. Nick was happy as he crawled inside the tent...Now things were done...Now it was done...That was done. He had made his camp. He was settled. Nothing could touch him. It was a good place to camp. He was there, in the good place. He was in his home where he had made it” (Hemingway, 1987, p. 167). This repetitive description shows “Nick’s exhaustion yet also a near-triumphant sense of finality” (Strychacz, 2000, p. 83). The tent he makes is a tangible and final outcome of his control over the environment.

However, beneath his sense of control, Nick is also fragile. After he makes his camp and settles inside, he feels that “Nothing could touch him” (Hemingway, 1987, p. 168). He finds a long nail and drives it into the pine tree to hang his pack up so that it is sheltered. After he cooks his food, he does not eat immediately, for “he was not going to spoil it all by burning his tongue” (Hemingway, 1987, p. 168). Before eating, he looks at the tent once more to make sure it is all right. All these detailed actions show that Nick is nervous and cautious, since he lacks sense of security. No matter what he worries about, he is very careful to protect himself. With as strong a desire as he has, he is also cautious and prudent enough to protect himself, to set limits for his action and to avoid doing things beyond limits.

Nick’s fishing process also presents his desire as well as prudence. During his fishing, five trout bite the bait. His reaction shows that he wants to get big trout for which he could take a little risk even. At the same time, he knows exactly his situation and his risk won’t go beyond his limits. For instance, to get big trout, he walks from shallows to deeper water, where he fights with a big trout. The fighting makes “his heart feeling stopped with the excitement.” But in the end, “the leader had broken,” and “His mouth dry, his heart down,” “Nick’s hand was shaky...The thrill had been too much” (Hemingway, 1987, pp. 176-177). He really tries hard to get the big trout and that the situation out of control displeases and frustrates him. Nick does not like challenges. After a rest, Nick catches the third trout, a big and satisfying one; therefore, he is not so eager to fish at that time. For those things he can’t control, he won’t make every effort to try to control them; instead, he just does not do them. Consequently, when the fourth trout is off, he takes no further action. When the environment becomes complicated and unpredictable, Nick chooses to quit fishing that day. “Nick did not want to go in there now...In the swamp fishing was a tragic adventure. Nick did not want it” (Hemingway, 1987, p. 180). Nick’s prudence to choose an easier task and to avoid facing challenges entitles him to enjoy a sense of success and keep himself safe. At the end of the story, Nick goes back to the camp, and Hemingway (1987) writes, “There were plenty of days coming when he could fish the swamp,” (p. 180) which seems to suggest that Nick might face the challenge sometime in the future.

Conclusion

In Nick's relationship with the natural environment, Nick is the center and the environment is a dependent and passive object. Nick tries to control and make use of the natural environment, which most of the time can satisfy his needs and bring him happiness. Beneath this major relationship, there are clues showing that Nick also perceives the many facets of the environment, although he is not ready to accept and face them, which shows the germination of his ecological awareness. Nick regards animals as a resource, which only has an instrumental value. In his eyes, men and animals are not equal, and man is superior to animals. Although sometimes he is kind to animals, he does not care about them for their own sake. His kindness just indicates his sense of superiority over them and is a natural compassion the stronger has for the weaker. Thus generally speaking, Nick's ecological awareness is mainly anthropocentric.

Nick is "a man attempting to recover a sense of control in his interaction with nature" (Brogger, 1999, p. 20). With as strong a desire as he has to control nature, Nick's behavior may seem a little conservative because he does not make every effort to try to control it and sets limits for his own actions in nature. Zhu Hua (2005) states the significance of his abandonment of fishing the swamp like this: "His abandonment of fishing there is symbolic on at least two levels: he is unwilling to violate its existence; second he believes that the swamp has a right to continue its intrinsic values" (p. 32). I don't think Nick has this awareness when he stops fishing there. What Zhu Hua states, in my opinion, is the objective consequence of Nick's abandoning fishing the swamp. Since he does not fish the swamp, this action actually protects the independent existence of the swamp and, meanwhile, protects Nick himself from the possible hurt from it. Since he seldom goes beyond limits, he gets what he wants from nature without harming himself or interrupting nature too much. His conservative behavior is inconsistent with his anthropocentric thoughts. It is this contradiction, prudence, conservation, and desire of not losing control that guarantees the wholeness of both nature and himself. Man's behavior and ecological awareness are not necessarily in accordance with each other; therefore, to protect the environment, more measures should be explored besides improving people's ecological awareness.

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Impoliteness in Plot Development in G. B. Shaw's *Pygmalion*

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[Abstract] Impoliteness can be considered to be the opposite of politeness. It plays an important role not only in daily communication, but also in literary works. *Pygmalion* is one of the masterpieces of G. B. Shaw's dramas, which contains a lot of impolite phenomena. This paper focuses on impoliteness in plot development in *Pygmalion*, specifically, the transformation of the protagonist Liza from a Cockney flower girl to a fine lady and from a graceful lady to an independent woman.

[Keywords] *Pygmalion*; impoliteness; plot development

Introduction

Pygmalion is the masterpiece among Shaw's plays (Bloom, 1988). The plot of *Pygmalion* concentrates on Liza and Higgins, and it can be summed up as follows: "Liza seeks out Higgins, is bought by him and her education starts. On the half way through her training, Higgins makes a test of Liza which turns out to be unsuccessful. After a period of further training, the experiment is entirely successful and the pupil turns against the teacher. Further struggles take place between them and results in the adjustment in their relationship" (Morgan, 1980). In her transformation, Liza experiences two stages: from a Cockney flower girl to a fine lady and from a graceful lady to an independent woman.

Impoliteness is very important to human communication, and it is vastly used in literary works. In his 2008 impoliteness model, Bousfield talks about impolite beginnings, impolite middles, and impolite ends at the discursive level. He makes a summary of response options to an impolite triggering event: response or not a response. For a response, he further divides it into "counter or accept"; for "counter," he further divides it into "offensive and defensive" response. The ends of impoliteness can be one of three settlements: submission to the opponent, a dominant third party intervention, or compromise (Bousfield, 2008). Looking at the change in impoliteness triggering, the response to impoliteness, and its settlement, we can see the change of the power of the characters, the deterioration of their conflict, and, thus, the development of the plot. A comparison and contrast between how Liza responds to Higgins's impoliteness in Act 1 and how Higgins responds to Liza's impoliteness in Act 5 can provide a very good example in revealing the plot development.

Impoliteness in Liza's Transformation from a Flower Girl to a Fine Lady

In Act 1, when Higgins meets Liza and other people at St. Paul's Church, Higgins acts as the impoliteness trigger by pointing out explicitly Liza's local accents or improper pronunciation and taking notes of every word the flower girl utters. Culpeper has noticed that the more powerful person usually has more freedom in carrying out impoliteness and usually makes use of the on-record impoliteness strategies (2008). This is the case of Higgins because from the dramatic dialogues in *Pygmalion*, we can see that Higgins not only triggers the impoliteness but also utilizes on-record impoliteness strategies as "swear," "interruption," "call her bad names," and "threaten," etc., and combines several of them together, boosting the intensity of his impoliteness. For Higgins' triggering of impoliteness, Liza, who is low and inferior in social and economic status, selects "respond" rather than "do not respond." In Act 1,

altogether, she has 46 turns, of which 16 turns are related to Higgins. Among these 16 turns, 7 are indirect complaints of Higgins's interference of her freedom to sell flowers, 2 are when she talks to herself to complain about her bad fate, 3 are her responses to Higgins' impoliteness, and 2 are her odd noises of "Ah-ah-ah-ow-ow-ow-oo" and an exclamation of "Garn." In front of Higgins's impoliteness, Liza selects to respond and her response is defensive rather than "offensive," and the final settlement of the impoliteness is usually her submission to her opponent.

When choosing to respond, the recipient can either accept the face attack or counter it (Bousfield, 2008). In *Pygmalion*, at the very beginning when Liza carries a heavy Cockney accent as a flower girl or even before and during her phonetic experiment, Higgins is explicitly doing face damage to her, and during Higgins's impoliteness, she chooses to "counter" instead of "accept," and her options of countering the face attack are mainly defensive and rarely offensive. According to Bousfield, when a recipient counters face attacks defensively, it is usually because of the power imbalance between the interactants (Bousfield, 2008). He lists such strategies for defensive countering: abrogation (role-switching as a defense), ignore the face attack (whether explicit or implied), offer an account (explain), plead, and opt out, almost all of which are utilized by Liza when she is a flower girl.

"Offer an account" is a defensive strategy that Liza utilizes mostly. For example, when she is warned that Higgins has taken down every word she has uttered, she becomes so frightened and offers an account as her defensive response: "I'm a good girl, I am." (Shaw, 1916). The same utterance is repeated when Higgins asks Mrs. Pearce to take all her clothes off so that she could have a bath and replace her dirty old clothes with some new ones when she is at Higgins' home. "I am a good girl" is repeated several times in Act 2 by Liza as a kind of explanation when Higgins threatens her with being walloped with a broomstick, sleeping in the back kitchen among the black beetles, being beheaded by the police at the Tower of London, or coaxes her with giving her enough money to take rides in a taxi to buy chocolates to eat and gold and diamonds to wear.

"Plead" is another defensive countering of Liza to Higgins' impoliteness. In Act 1, when she considers that Higgins might be a policeman who has the right to take her to the police station for her speaking to a man, she becomes so frightened and pleads to Pickering to explain to Higgins that she does nothing else except that she asks Pickering to buy some flowers from her. In Act 2, when Higgins worries that she would only drink if Mrs. Pearce gives her money, she feels hurt and wronged. Besides her own defense, she is pleading for Pickering to help her.

"Ignore the face attack" is still another defensive strategy by Liza to Higgins' impoliteness. In Act 1, when Higgins is explicitly damaging her face by saying "A woman who utters such depressing and disgusting sounds has no right to be anywhere – no right to live..." she only utters such strange sound like "Ah-ah-ah-ow-ow-ow-oo!" without daring to even raise her head. When Higgins laughs at her by imitating her strange sound, she is tickled by his performance and laughs herself, merely saying "Garn!" When Higgins asks Mrs. Pearce to put her in the dustbin before her new clothes come, her response to his impoliteness is once more the strange sound that she makes. When Higgins is openly depreciating her poor English to Pickering, "You see this creature with her kerbstone English: the English that will keep her in the gutter to the end of her days. Well, sir, in three months I could pass that girl off as a duchess at an ambassador's garden party. I could even get her a place as lady's maid or shop assistant, which requires better English," she ignores his face attack and asks instead, "What's that you say?" This is countered back by Higgins's even more impoliteness: "You squashed cabbage leaf, you disgrace to the noble architecture of these columns, you incarnate insult to the English language: I could pass you off as

the Queen of Sheba...” (Shaw, 1916). Here, we can see if Liza counters Higgins’ face damage with the defensive strategies, then Higgins will counter back offensively, utilizing the on-record impoliteness strategies like “Call h bad names,” “swear,” “use taboo language,” and “sarcasm” (Culpeper, Bousfield, & Wichmann, 2003). These countering back strategies clearly indicate that Higgins is more powerful and superior, while Liza is much less powerful and inferior in social status before her transformation. However, whatever countering strategies one chooses, making countering back itself can arouse even more impolite countering, and in this way, the conflict becomes more and more severe, paving the way for the plot development.

Impoliteness in Liza’s Transformation from a Graceful Lady to an Independent Woman

With the plot development of the play, the phonetic experiment is carried out smoothly. Liza is very quick in hearing and diligent in her training. After six months of their cooperation and hard work, the experiment turns out to be very successful. Both Higgins and Pickering feel excited and tired, as well, when they return home that night. By then, the flower girl has been thoroughly transmitted to a duchess. Together with her transmission, a soul is born, and Liza evokes from confusion, ignorance, and illusion to coherence, knowledge, and reality. However, what makes the conflict more severe is the fact that Higgins only accepts the outside transformation as a sign of his scientific success and his satisfaction of vanity. He does not allow the existence of the soul. On the inside of Liza, however, the birth of a soul is even more important than the outside transformation because it is this conscience that makes her finally an independent woman. The growing of Liza’s soul is totally through her rebellion to Higgins in Act 4 and Act 5 in which the climax of the whole play lies.

If Act 4 is the climax of the conflict, then Act 5 is its settlement. In Act 4, the impoliteness is seemingly triggered by Liza because she surprises Higgins when he comes back into the room looking for his slippers and finds that Liza is writhing on the floor and having his slippers flung at him in rage and despair. In carrying out her impoliteness to take her revenge on Higgins, Liza utilizes the impoliteness strategy of “Challenge – ask h a challenging question, critically question h’s position, stance, beliefs, assumed power, rights, obligations, ethics, previous actions, etc.” Impolite, face-threatening challenges can be defined either as being rhetorical challenges or as being response-seeking challenges (Bousfield, 2008). In Liza’s impolite challenges to Higgins in Act 4, she asks Higgins a series of challenging questions, including both rhetorical questions and response-seeking challenges. Look at the following example:

Example 1:

Liza: What am I fit for? What have you left me fit for? Where am I to go? What am I to do? What’s to become of me? (Shaw, 1916, p. 106).

In the above example, Liza asks five challenging questions at one breath. These challenging questions can either be considered as rhetorical challenges or response seeking challenges, for “the differences between rhetorical challenges and response-seeking challenges are fuzzy and not at all clear” (Locher & Bousfield, 2008). However, no matter what kind of challenging question it might be, both kinds are face-threatening. Although rhetorical challenges do not require an answer, they activate in the minds of the interlocutors what the given answer actually is. Thus, one controls one’s interlocutor into actively thinking about the impoliteness thereby increasing the chances of face damage being inflicted. Response-seeking challenges do require an answer but an answer which is controlled to the extent that, ultimately, the answer is face-damaging to the individual uttering it. If we consider Liza’s challenges as

rhetorical, they are partly giving vent to her anger and frustration and partly attacking the face of Higgins, who is the cause of her misery and the target of her criticism. If these challenges are considered to be response-seeking, then a response from Higgins is invited, expected, or even enforced. In fact, out of enforcement, Higgins makes his response to these challenging questions, suggesting that Liza could marry somebody that his mother knows.

Example 2:

Higgins: I daresay my mother could find some chap or other who would do very well
(Shaw, 1916, p. 107).

This is definitely beyond the agreement of Liza because Higgins knows clearly that he is the person she would like to marry. In order to take further revenge, she continues to ask him challenging questions:

Example 3:

Liza: What else am I to do (besides selling myself)? (Shaw, 1916, p. 107).

Liza: Do my clothes belong to me or to Colonel Pickering? (Shaw, 1916, p. 107).

Liza: ...Please will you tell me what belongs to me and what doesn't? (Shaw, 1916, p. 108).

Liza: Will you take these to your room and keep them safe? I don't want to run the risk of their being missing (Shaw, 1916, p. 108).

All these challenging questions are response-seeking. In responding to these questions, Higgins is made to look so face-damaged that he becomes more and more violent, swearing and abusive, making the offensive-offensive pairing of his countering to Liza's impoliteness:

Example 4:

Higgins: What the devil use would they be to Pickering? (Shaw, 1916, p. 108).

Higgins: You may take the whole damned houseful if you like. Except the jewels. They're hired. Will that satisfy you? (Shaw, 1916, p. 108).

Higgins: If these belonged to me instead of to the jeweler, I'd ram them down your ungrateful throat (Shaw, 1916, p. 108).

When Liza asks him the challenging question "whether these clothes belong to me or to Pickering?" Higgins feels puzzled and angry, replying in another rhetorical question, "What the devil use would they be to Pickering?" To this rhetorical question, Liza can choose either to respond or not to respond. In order to hurt Higgins, Liza responds to him with a statement: "He might want them for the next girl you pick up to experiment on." This is a great insult to Higgins, and he feels extremely hurt. So, in his responses to her other challenging questions, Higgins becomes hotheaded and utilizes swearing words, taboo words like "the devil" and "the damned," and even the threat, "I'd ram them down your ungrateful throat."

After making Higgins so angry that night to take her revenge, Liza does not stop there and continues to trigger impoliteness to Higgins in Act 5. Besides the impoliteness strategy of "challenge," she is utilizing "sarcasm" to annoy Higgins. She greets Higgins very formally together with the very formal title of "Professor" and talks about health and weather with him, which are the only two topics that he has taught her. This is quite face-damaging and revenge-taking, for being a pupil, Liza is challenging the authority of her teacher. Higgins loses so much face that he chokes. Liza goes on threatening the face of Higgins indirectly by praising Pickering and owing all her success to Pickering's teaching her manners, mentioning nothing about Higgins's effort in the course of her training. She also criticizes Higgins's lack

of manners by mentioning his bad habits of taking off his boots in the kitchen, and treating her as a flower girl after she has become a lady, etc. Higgins is desperately annoyed, grinding his teeth and swearing in a very impolite and face-damaging manner: "I'll see you damned first" (Shaw, 1916, p. 128) he says when she suggests that he should call her Mrs. Doolittle instead of Liza. When Liza makes some mistake in her expression and Higgins is trying to correct her, Liza challenges him, saying, "I'll talk as I like. You are not my teacher now" (Shaw, 1916, p. 135). When Liza tells him that she would marry Freddy, Higgins shows contempt for this good-for-nothing young man and calls him "a fool, rubbish, and a poor devil" and condemns him: "Damn his impudence!" (Shaw, 1916, p. 135). The most intolerable thing comes when Liza says that she would be an assistant to Higgins's student, who is Hungarian, and the conflict of the play comes to its peak.

Example 5:

T1 Liza: I'll offer myself as an assistant to that hairy faced Hungarian.

T2 Higgins [rising in a fury]: What! That impostor! That humbug! that toadying ignoramus! Teach him my methods! My discoveries! You take one step in his direction and I'll wring your neck. [He lays hands on her]. Do you hear? (Shaw, 1916, p. 137).

In T1, Liza is challenging Higgins that even if he does not want to marry her, she could support herself by relying on herself. Higgins is greatly hurt and insulted and tries his best to prevent Liza from doing so. He is utilizing the combined impoliteness strategies in his response to Liza's challenge. In his response, the utterance of "That impostor! That humbug! that toadying ignoramus!" is already impolite as it is, as it combines three instances of "taboo language." The imperative sentence, "You take one step in his direction and I'll wring your neck" boasts the "threat/frighten" strategy of being killed if she really does so. However, when further combined with the interrogative "do you hear" (which forces feedback from the target of the impoliteness, Liza), the impoliteness in the utterance becomes even more damaging. The face threat is intensified by the "post-strategic" interrogative.

Conclusion

To summarize, Higgins and Liza enjoy different social and economic statuses before the phonetic experiment. Higgins belongs to the upper class with a sound financial basis, while Liza belongs to the lower class and seeks to alter her fate through education. She is not triggering the impoliteness and counters Higgins' impoliteness defensively rather than offensively. At the end of the play, after her education from Higgins and Pickering, she gains her own consciousness and soul and experiences the changes from a poor flower girl to a graceful lady, and then from a lady to an independent woman. With the change of her social status, she becomes more powerful, and the distance between her and Higgins is shortened. Not only can she trigger impoliteness to enact revenge on Higgins, but also she makes offensive counter to Higgins's impoliteness. Power in the play is not static; it is rather dynamic. Power relations change with the development of the plot. Therefore, analyzing the impoliteness of the characters in different stages of the play can reveal the conflict, its development, and, ultimately, the development of the plot.

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In Search of the Relationship between Self and Society: Reading Paul Auster's *Moon Palace*

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[Abstract] *Moon Palace*, written by American Jewish writer Paul Auster, is one of his novels that explores the seeking for identity. It not only demonstrates a constant awareness of the complexity of human beings' subjectivity, but also explores the main characters' changing identities in dealing with the mutable and mysterious world. How the interaction between self and society can affect one's identity construction is also reflected in the novel.

[Keywords] Paul Auster; *Moon Palace*; interaction between self and society

Introduction

Moon Palace, first published in 1989, tells us a legendary life story about Marco Stanly Fogg and his struggle to find identity during the period from his late adolescence to his early adulthood. As Paul Auster's fifth novel, *Moon Palace* has its own features. Different from *The New York Trilogy*, which is considered unconventional detective stories, the protagonist in *Moon Palace* is no longer a detective, but an ordinary college student. Even though the life story of Marco can remind the reader of Paul Auster's own life experience sometimes, *Moon Palace* still cannot be categorized as an autobiography like *The Invention of Solitude*. Research on this novel mainly focuses on the study of chance and identity. However, the relationship between people and their peers and environment is also a major concern of this novel. How identity can be affected by the change of environment and the change of the relationship with others is also reflected in the novel. Thus, this paper will probe the question of how the interaction between self and society can affect one's identity.

Moon Palace

As Auster's earliest and most time-consuming work, *Moon Palace* is of great significance. However, the research for *Moon Palace* at home and abroad is little. First, there are some general recommendations and comments about this novel, like Harold Bloom's edition in *Modern Critical Views* and Jessica Grim's article in the *Library Journal*. Second, there are some writers who put their attention on the geographical elements in the novel, like Christian. Christian attaches much attention on the frontier-like settings. Salah el Moncef is concerned with Auster's dominant rhetorical practice – the use of paradox. Shostak (2007) also mentions something about the paradox. She proposes that Paul Auster addresses the epistemological contradiction between a post-structuralism reality as constructed by the subject through language and an acknowledgment of materiality and the real of referential history. Another perspective is psychology. Anniken Telnes Iversen (2005) thinks that the main concern of *Moon Palace* is identity. Andrew Edward van der Vlies (1998) also noticed the problem of identity in his work, *In Search of Self: Explorations of Identity in the Work of Paul Auster*.

Postmodernism is a consideration since Auster is a postmodernist. However, unlike other research, Kanae Uchiyama (2008) found a different angle. He points out that the contradiction between postmodern

thoughts and ethical issues and uses the Levinasian concept to compromise them. Levinas proposes the notion of the “passive” subject who is obligated to respond to the other’s calling or demand. By showing the Levinasian concept of the subject, the author intends to suggest that deconstruction and ethnics can coexist, which is helpful in exploring ethical issues in Auster’s works. Weisenburger (2003), on the other hand, notes that *Moon Palace* is preoccupied with the problem of the inside. Its action unfolds through a series of quests for natural language, like fathers, authority, and history, which always occur within claustrophobic interiors.

In conclusion, research and papers about *Moon Palace* have mainly focused on the writer, writing techniques, or background, and most of them paid attention to postmodernism, caring about the problem of lost identity, but ignoring the contact between human beings and society. Therefore, it is of great importance to explore how the interaction between self and society can affect identity.

The Interaction between Self and Society

The subjectivity of human beings has always been a major concern of Western philosophers. According to French philosopher Sartre (1905-1980), “the being-for itself is such an existence that as it exists, there is no support, and there is no basis” (1943, p. 139). He emphasizes the supremacy of individual existence, and he also asserts that the prominent characteristic of man’s existence is individuality, emphasizing the uniqueness of each individual, which is one of the fundamental viewpoints of modern Western humanistic philosophy. German philosopher Heidegger (1889-1976) has a more profound understanding of this point. He stresses that “the existence of individuals is the basis of the existing of everything else. Only from the existence of individuals, can we understand the existence of everything else. However, the understanding of the existence of individuals does not depend on the existence of other things, but from the existence of themselves” (1927, p. 122). These philosophers all view human beings as isolated individuals, and the building of one’s identity is self-dependent. Therefore, the relationship between self and society has been suspended.

In *Mind, Self and Society*, George Herbert Mead, an American philosopher, sociologist, and psychologist, who epitomized the thought of symbolic interaction theory, proposed: “the self is something which has a development; it is not initially there, at birth, but arises in the process of social experience and activity, that is, develops in the given individual as a result of his relations to that process as a whole and to other individuals within that process” (1934, p. 91). This theory exposes the relationship between self and society. Symbolic interaction was invented by George Herbert Mead and American sociologist Charles Horton Cooley (1864-1929). Mead argued that people’s selves are social products, but that these selves are also purposive and creative. First appearing in the 18th century, Scottish philosophers Hume (1711-1776) and Adam Smith (1723-1790) were representatives of the theory. They put forward that if people want to realize the scientific study of human beings, then they have to attach importance to the basic fact that human beings are interacting with each other. The theory developed in the late 19th century. American philosophers William James (1842-1910), John Dewey (1859-1952), and G. H. Mead (1863-1931) were all great figures who play important roles in the development of the theory. In his book *The Principles of Psychology* (1890), William James put forward the notion of “self” and considered it to be “act depending on the social situation that it is in and that people had as many social selves as they did social situations they participated in” (1890, p. 34). John Dewey later took the personality as a sort of habit and insisted that there was a strong connection between individuals and society.

As an important work of Paul Auster, *Moon Palace* also explores the subjectivity of human beings. And this exploration can be divided into several phases. In *Moon Palace*, Marco and the other main characters, Barber and Effing, go through several identity changes. The change of environment and the relationship with others can be considered as main factors that cause this change of identity.

Analysis of Moon Palace

Moon Palace takes Manhattan and the U.S. Midwest as its background and centers on the life of the narrator, Marco Stanley Fogg, and the two previous generations of his family. The story revolves around Marco's struggle to find his identity and the life experience of Effing. It's about how people gradually lose and regain their identities with the changing of their relationships with the outside world and other individuals.

The Gradual Loss of Subjectivity

In *Moon Palace*, the main character Marco suffers greatly in the first stage of his life. After the death of his only relative, Uncle Victor, his life began to change greatly: "I began to vanish into another world" (Auster, 1989, p. 3). It is in such a world that he gives up on life and stops caring about his future. He depicts his life at that time as "my life had becoming gathering zero, and it was a thing I could actually see a palpable, burgeoning emptiness" (Auster, 1989, p. 24). Piece by piece, he could watch himself disappear. Meanwhile, the relationship between him and society is becoming weak. He starts to tell lies and strange stories to others in order to hide what he is really up to. This behavior keeps him increasingly hidden and isolated emotionally, until he eventually gives up contact with other people. According to G. H. Mead, "selves can only exist in definite relationships to other selves" (1934, p. 109). However, Marco walls himself up in the delirium of his project, hesitates at every possible opportunity, and watches for time to run out. Little by little, Marco retreats from social contact, and after graduation in the early summer of 1969, he spends virtually all his time alone. These can all be considered as hints that imply the gradual loss of his subjectivity. In the eyes of other people, he is an incomprehensible person and is incompatible with the society. When he is eventually evicted from his rented room, the landlord Fernandez describes Marco as a fuck-up and even suggests that he see a doctor. He is considered as an outsider of society.

Marco eventually turns himself into a nothing, a dead man tumbling head-first into hell. As Canadian philosopher, Taylor Charles writes, "an individual is constituted by the language and culture which can only be maintained and renewed in the communities he or she is part of" (1985, p. 55). However, as an outsider of the community, Marco is totally abandoned by society during the period when he becomes a vagrant in the Central Park. Solitude is another notion mentioned several times during that period of Marco's life: "the park offered me the possibility of solitude, of separating myself from the rest of the world" (Auster, 1989, p. 56). He suffers from a severe identity crisis and his life is full of uncertainties at that moment.

In *Mind, Self and Society*, G. H. Mead proposes that "it is the social process itself that is responsible for the appearance of the self" (1934, p. 61). Thus, any change of the social environment can alter the behavior of individuals. So the one thing that stops Marco from falling is that "I learned that there were people who loved me. To be loved like that makes all the difference" (Auster, 1989, p. 50). Therefore, the interaction between men and society account for his change of identity.

The Gradual Regaining of Subjectivity

In many of Auster's works, the quest for identity is a constant issue that emerges from his repeated representations, and *Moon Palace* is also a record of an engagement with the meaning of being human, as well as the seeking for identity.

Mead proposes that "our morality gathers about our social conduct. It is as social beings that we are moral beings. On the one side stands the society which makes the self possible, and on the other side stands the self that makes a highly organized society possible" (1934, p. 101). In *Moon Palace*, Marco's suffering turns him into a vagrant, and his reduction culminates in a feeling of complete loneliness. At that time, his self-identity gradually is lost. He can not be considered as a "moral being." Then, there comes another radical change in him. Just as he is shivering and delirious with fever in a small cave in Central Park, he is saved by his friend Zimmer and a relative stranger, Kitty Wu. Therefore, Marco regains connection with society. It is as if Marco wakes up from a nightmare and begins to reevaluate his thoughts and actions. His subjectivity and self-identity begins to be reconstructed. "I was desperate for a certainty, and I was prepared to do anything to find it" (Auster, 1989, p.74). Different from the period after his uncle's death, he has been fundamentally passive, trusting his fate to chance, to others, to the world, or to anything but himself. He now begins to feel that his life has a purpose. During this period, Marco enters into the so called stage as "generalized other," which is proposed by G. H. Mead, who says that "the organized community or social group which gives to the individual his unity of self may be called 'the generalized other'" (1934, p. 104). Only by taking the attitude of the generalized other toward himself, in one or another of these ways, can he think at all. At the end of Marco's month at Zimmer's, he starts a relationship with Kitty Wu; he begins to work on a translation task, and he takes on a new attitude toward life. The connection between him and society becomes strengthened. In the process of interacting with society, Marco gradually regains his subjectivity. He gradually takes on his responsibility as a human being living in society. He takes on the job as Thomas Effing's live-in companion, which, although it is not a career choice, is a long-term commitment. This period of time can be seen as a time that Marco's identity gets rebuilt. Kimmel Douglas and Irving B. Wiener say that "people who have a clear sense of their personal identity generally feel good about themselves, work constructively toward well-defined goals, seek out and feel comfortable in close relationships with others, and remain relatively free of anxiety, depression, and other symptoms of emotional distress" (1985, p. 390) This description fits Marco well after he takes on his responsibility and gets back to living in society. Marxism believes that the essence of human nature is not the abstraction of a single person inherent. In reality, it is the sum of all social relations. Therefore, people are social animals, and the meaning of being a human being should be considered in the social context.

The Seeking for Identity

The notion of identity has always been a major concern for many philosophers, and this notion emerges from Auster's repeated representation in his many novels. His novels always remind the reader of questions such as who we really are and what identities we have in the society. In *Moon Palace*, after Marco finds himself a job as a life-companion for Effing, the story of Effing begins to be told to us. It is obvious that Effing's life story bears a close resemblance to Marco's own struggle to reach point zero. As can be seen, "but given the circumstances, this behavior did not strike me as usual. I had done my fair share of screaming during the storm in Central Park, and my situation has been far less desperate than his" (Auster, 1989, p. 165). The period during which Effing lives in a cave also reminds Marco of his own

experiences. "I had my own memories of living in a cave, after all, and when he described the loneliness he had felt then, it struck me that he was somehow describing the same things I had felt. My own story was just as preposterous as Effing's" (Auster, 1989, p. 183). Therefore, even though the story is not about Marco in the third part of the novel, the seeking for identity and subjectivity are still main concerns that leave us a room to ponder. As the story of Effing develops, we get a clear picture of the relationship between him and the outside world.

In the story, Effing employs Marco in order to have his autobiography written. Relating his life story, we get either in its full version as a kind of disguised direct speech of Effing or as an indirect version summarized by Marco. Effing talks about an important period in his life as an artist. Effing was once named Julian Barber and in 1916, as artist Julian Barber, Effing experienced a series of misfortunes while on a painting expedition in the Utah desert. Accident gives him the opportunity to abandon a frigid wife, and he contrives both a new self, as well as a new fortune during the Jazz Age stock market boom. During this period when Effing is spending his time traveling around the American southwest, he gradually loses connection with the outside world. As suggested by G. H. Mead, "the social process, through the communication which it makes possible among the individuals implicated in it, is responsible for the appearance of a whole set of new objects in nature, which exist in relation to it" (1934, p. 91). However, alone in the lunar landscape of the American Southwest, the first time Julian Barber buries his dead traveling companion, the link between him and the outside world becomes weak, and the attachment to the same world that other men live in is gone. "Once Byrne was gone, there would be nothing to think about anymore, and I was afraid of that emptiness, it scared me, half to death" (Auster, 1989, p. 161). Julian Barber suffers a breakdown, howling "almost constantly for three days" (Auster, 1989, p. 165). In the months that follow in the cave, he even kills the Gresham brothers to avoid any link with the outside world. After that, he adopts a new identity and renames himself. According to American philosopher and logician Kripke (1986), "names are socially inherited, or borrowed, it is a sign of social connection." Therefore, after Julian Barber changes his name into Effing, he loses his identity at the same time, and "Julian Barber was dead; he wasn't an artist anymore, he was Thomas Effing, a crippled expatriate confined to a wheelchair, and if anyone challenged him about his identity, he would tell him to go to hell. It was that simple. He no longer cared what anyone thought, and if it meant that he was going to lie about himself now and then, so be it, and he would lie" (Auster, 1989, p. 190). For his whole life, Effing has been trying to avoid as much social connection as he can. Thus, he cannot be categorized as the "generalize other" as G. H. Mead defined. According to Mead, "selves can only exist in definite relationships to other selves" (1934, p. 109). In conclusion, the identity of Effing is unstable all the time.

Conclusion

Czech-born writer Milan Kundera (1988) once pointed out that, "all novels, of every age, are concerned with the enigma of the self. As soon as you create an imaginary being, a character, you are automatically confronted by the question: what is the self? How can the self be grasped?" (1988, p. 23). This is also one of the themes of *Moon Palace*. It demonstrates a constant awareness of the complexity of any exploration of identity.

In *Moon Palace*, both Marco and Effing suffer from the loss of self-identity and experience a period of time when there exists no connection between them and society. They also share the similar experience of losing subjectivity. *Moon Palace* presents a record of the protagonist's attempts to make sense of

experience, particularly in relation to others. It is a record of Marco's search for identity, the meaning of being a human being, and his place in the world.

In conclusion, by presenting the life stories of Marco and Effing, Paul Auster thoroughly analyzes the relationship between individuals and the outside world and how society can affect the change of one's identity.

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Paradox and Confusion – Faulkner’s View on the Races in *Intruder in the Dust*

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[Abstract] In American literature, William Faulkner has proved himself to be the most productive and creative fiction writer. He shows genuine concern for the people of the American South, especially for the Southern Blacks. Through exploring Faulkner’s novel Intruder in the Dust and his personal, historical, and social background, we can conclude that Faulkner could not escape the combined social, historical, cultural, political, and familial influence of his own time, and as a result, his views of Blacks are characterized by his limitations, inner paradox, and confusion.

[Keywords] William Faulkner; races; paradox and confusion

Introduction

William Faulkner was born in New Albany, Mississippi, on September 25, 1897. As a prolific writer, he became very famous during his lifetime. As a Southern writer, black characters play a pivotal role in Faulkner’s novels. In *Intruder in the Dust* (IID), Faulkner reveals his deep thoughts of the racial problem and tries to find a compromise for the present race problem in the South. As Ralph Ellison declares: Faulkner is a writer who has confronted Negroes with such mixed motives that he has presented them in terms of both the “good nigger” and the “bad nigger” stereotypes, and who yet has explored perhaps more successfully than anyone else, either white or black, certain forms of Negro humanity (1995).

By exploring Faulkner’s views about the races in *Intruder in the Dust*, on the one hand, we can see Faulkner shows his sympathy towards the Blacks and his condemnation of racism and slavery. On the other hand, influenced by his social and family background, Faulkner’s works reflect the stereotyped views of the Blacks and his partiality for the Southern tradition. Therefore, we can conclude that Faulkner could not escape the combined social, historical, cultural, political, and familial influence of his own times, and as a result, his views of Blacks are characterized by his limitations, inner paradox, and confusion.

The View about the Races

In *Intruder in the Dust*, Faulkner suggests how people have to change for things to get any better in the new historical background. This is a novel that was written at the very beginning of the civil rights movement. In some sense, it responds to growing racial tensions in the South and to what Southerners perceived as an increasing tendency on the part of the federal government to intervene in the racial problems of the states.

In the new political and historical background, Faulkner begins looking into the near future and tells a story of how he hopes things will someday be. Besides the exact social and contemporary description of the South, he also represents Chick Mallision’s growth in understanding of the injustice that is his heritage and the means of overcoming it. Chick’s final vision of the problem and of a possible solution is Faulkner’s personal goal, which the novel makes us want him to reach. In the reading and analysis process, of course, we come to know the vision of Chick and, further, the vision of Faulkner.

The Views about Blacks

In *Intruder in the Dust*, there are two major Black figures and a few others. Aleck Sander is one of the two major Black characters. In Faulkner's description, some Blacks have more virtues than other Blacks that were mentioned in his former novels, such as Aleck Sander's being intelligent and courageous. On the hunting trip, he has the ability to throw his tap stick at rabbits with an accuracy almost as great as Charles's ability to shoot a gun at them (Faulkner, 1982). This is the mysterious power of the Blacks; the thing that enables Aleck to be able to "see in the dark like an animal" (Faulkner, 1982), to hear the mule coming down the hill two minutes before Charles and Miss Habersham hear and see it when they are out at the graveyard (Faulkner, 1982). Moreover, he intuitively knows what to do in whatever situation. All of his qualities seem exotic, strange, and supernatural. However, Faulkner can't escape his stereotype of Blacks that are in his mind. For instance, in contrast with the mind of the white boy, Aleck does not seem as clear-sighted. When Charles asks Aleck to go digging the grave with him to prove Lucas' innocence, he laughs at Charles' apology for Lucas: "Aleck Sander laughed, without mirth or scorn or anything else: with no more in the sound of it than there is anything in the sound of breathing but just breathing" (Faulkner, 1982).

When digging Vinson's grave, Aleck Sander performs in a quick, sure, and thoughtful way. He is more resourceful than Chick while going to Beat Four to open Vinson's grave, besides being able to see and hear much more clearly in the dark.

Besides Aleck, the old Black man Epharaim also seems to be more intelligent than Chick's father. His remark, "Young folks and women, they aint cluttered. They can listen. But a middle-year man like your paw and your uncle, they can't listen. They aint got time. They're too busy with facks" (Faulkner, 1982) not only proves true in the discovery of Chick's mother's ring, but more importantly, in helping the boy prove that Lucas is not the murderer of Vinson Gowrie.

Lucas is another main character in this novel, and the typical conflict happens in the relationship between Chick and Lucas. Many critics point out that Faulkner does not give enough space to Lucas, the most important Black character. According to critics' statistics, Lucas acts very passively for two-thirds of the book, so he cannot represent a typical Black. While Margaret Walker believes that "Lucas is the only one of Faulkner's black characters who approaches or approximates a man... Lucas repeatedly asserts his manhood. He not only asserts it, he maintains it and acts with the dignity he feels befitting his manhood."

Lucas Beauchamp is a Black man who refuses to follow the pattern of behavior prescribed by the White society. In the first encounter with Chick, a twelve-year old child, Lucas saves him when he has just fallen into a stream, and then Lucas provides Chick warmth and food. From this point on, the Negro begins to command the white boy. "Come on to my house," Lucas says (Faulkner, 1982), and Chick follows rather than leads. All of this makes Chick feel that Lucas is a "negro" and is not playing his correct racial role of inferiority. In his mind, he feels an instinctive respect for him and associates the Black man with his own grandfather. Even when Lucas is brought to the Jefferson jail accused of murdering a white man, he turns immediately to Chick for help, commanding him in the same manner as on the day of the mishap at the creek: "You, young man," Lucas says. "Tell your uncle I want to see him" (Faulkner, 1982).

When Lucas refuses payment, Chick drops the money to the floor. After Chick has refused to pick up the coins, Lucas orders Chick's Black companions to return the money to the White youngster. Finally outside the house again, Chick seeks to rid himself of the symbol of his shame by throwing the coins into the creek, though he recognizes that "Lucas had beat him" (Faulkner, 1982). In order to pay back the

kindness, Chick sends Lucas and Molly a new dress- only to have a gallon of molasses sent to Chick. This time, Chick is more frustrated than ever, "Because this time Lucas had commanded a white hand to pick up his money and give it back to him" (Faulkner, 1982). From all these views of Chick, we can't agree more with Walker's words. Lucas, as a Black man, has his own self-recognition and dignity, which is always neglected by former Black writers of the South, including Faulkner in his previous novels.

Miss Habersham, a white old woman and the childhood friend of Lucas's wife, Molly, helps Lucas, together with Aleck and Charles. This kind of natural human communion, the decorum of natural human relations, is contrasted with the artificial rules that so rigidly govern social behavior at large.

The Views about Whites

Chick is one of the most important Whites in *Intruder in the Dust*. Growing up in the South, Chick Mallison is steeped in his society's belief in White superiority and its prejudices against the Blacks. To him, Black people are an abstraction he has grown up with, just as the North is "an emotional idea, a condition of which he had fed from his mother's milk to be ever and constant on the alert" (Faulkner, 1982). At the start of Chick's hunting trip, we encounter a "nigger" hunting dog: "A true rabbit dog" with "some hound" in him, perhaps "a good deal of hound," "Maybe mostly hound" ("a mulatto," so to speak), "Which it took but one glance to see had an affinity, a rapport, with rabbits such as people said negroes had with mules" (Faulkner, 1982). However, the stereotypical views of the Black are often in conflict with his daily experience. His black playmate, Aleck Sander, has given him a good lesson about the Black's intelligence and natural superiority on the hunting trip and in opening the grave. Furthermore, the main plot between Chick and Lucas proves that Chick's stereotype of Blacks has been changed.

But at beginning, his mind still is deeply influenced by his stereotypes of Blacks, such as when he was saved and provided with food and warmth by Lucas. However, Chick begins the first touch with the special Black and becomes intensely aware of the fact that Lucas is a special Negro. In order to reestablish his white superiority, so Chick offers Lucas 75 cents, but he is refused by Lucas. As a result, Chick feels "debased not merely his manhood but his whole race too," (Faulkner, 1982) and childishly wishes that Lucas "would just be a nigger first, just for one second, one little infinitesimal second" (Faulkner, 1982). From that, it can be concluded that Charles can not escape the influence of his own White society. However, in Charles' mind, he is constantly torn between two feelings. On the one hand, he shares the community's desire that "We got to make him be a nigger first. He got to admit he's a nigger. Then maybe we will accept him as he seems to intend to be accepted" (Faulkner, 1982). On the other hand, he seems to become more closely bound to Lucas. The more Chick learns about the Black man, the more he sees Lucas's difference from other Blacks and the more he admires the way that Lucas maintains his dignity. It shows that Lucas never exhibits the human traditional demands of the Southern Negro and persistently refuses to surrender to the destined pattern and position of the Negro. Later, Chick tries several times to establish the proper White-Black relationship by buying gifts for Molly and Lucas, but he never succeeds in paying back Lucas's hospitality. Finally, the seventeen-year-old boy learns "whatever would or could set him free was beyond not merely his reach but even his ken; he could only wait for it if it came and do without it if it didn't" (Faulkner, 1982). Charles feels, desperately that "This time [Lucas] had commanded a white hand to pick up his money and give it back to him" (Faulkner, 1982).

This experience significantly reshapes his opinion of Lucas, a Black. Lucas never succumbs to the prescribed code of behavior for a "nigger." He holds fast to his dignity. That's why Chick has the strong

desire to repay Lucas's generosity when Lucas was put in jail. Besides, he believes in Lucas as a human being, the same as White people. Consequently, Chick believes in Lucas's probable innocence and fears that Lucas may die "by shameful violence not because he was a murderer but because his skin was black" (Faulkner, 1982). After opening the coffin, the discovery proves that his conscience about Lucas's innocence and the Blacks' humanity is correct.

One of the most special aspects of this novel is that Faulkner tries to find the solution for the race problem from the young. With Charles's growth, he pays a more critical examination to the Southern society and its prejudices against Black people. He is indignant at the townspeople planning to lynch and burn Lucas simply because he is Black. He calls them "fools" and is ashamed of their lack of humanity and their failure to apologize to Lucas for their evil intension. However, he also admits that his native land and his people have "integrated into him whatever it [is] that has compelled him to stop and listen to a damned high-nosed impudent Negro" (Faulkner, 1982).

When Chick is undergoing confusion about the traditional moral code of society and his own experience, an important character intrudes into his thinking. Gavin Stevens, the uncle of Chick, is a "law man," a position that ranks notions of unquestionable authority and singularity as "god," "Father," and "Definition," and he works on the side of monologist power (Allen, 2000). What's more, the lawyer not only plays "uncle" but "father" in the life of the boy. Therefore, the boy has a "blind and absolute attachment" to his uncle "Which he never tried to reason about" (Faulkner, 1982). The uncle has never given up the chance to indoctrinate his nephew in White supremacy, as seen in the fact that he is already determined that Lucas is guilty before any actual evidence is presented (Faulkner, 1982). The inherent criminality in Lucas is to refuse to behave like a "nigger." So, he blames Lucas in prison: "Lucas, has it ever occurred to you that if you just said mister to white people and said it like you meant it, you might not be sitting here now?" Refusing to listen to any explanations, Gavin even suggests that the Black man plead guilty and then he will try to persuade the judge to send him to the penitentiary to avoid being lynched by the Gowries. He never tries to believe in Blacks and only trusts White supremacy. All these are the results of his stereotyping of the Blacks.

However, Faulkner creates an ingenious twist. This time, Gavin makes a mistake in the case of Lucas. As a man who speaks more than he acts, Gavin Stevens then relates to Lucas: Sambo had more abstractions of the South and the North. He talks about the White man's guilt and responsibilities, but he stresses more that the Whites and the Blacks should "confederate" so as to "prevail" over the North, disembodying Lucas from the reality of ordinary human life. He talks about Sambo's capacity to wait and endure and survive" (Faulkner, 1982), the homogeneity of the South and its people of "durable and lasting value" (Faulkner, 1982), the necessity of resisting the North and defending that homogeneity so that Sambo may be recognized as "a human being living in a free country and hence must be free" (Faulkner,1982). In brief, his doctrine displays a combination of White conservatism and moderate racism.

A Confused and Paradoxical View of the Race

Born as a grandchild of slave-holders, raised in a family that styled itself as aristocratic, shaped into a very defensive Southerner, and especially as one whose youth witnessed the hardening of the stone age of Jim Crow, and whose later life experienced the torrential civil rights movements and violence, Faulkner could not have escaped the Negro or the unending controversy regarding race in the South.

The Southern writer has very little choice – if he is to write about the South, he must write about the Negro. Negroes are an inescapable part of Southern life, confronting the White man from birth to death, present for the ecstatic and mundane parts of human existence (Tischler, 1969).

Intruder in the Dust was written in 1948 and was the best seller of all Faulkner's books; it was received with good comments from critics. It is one of Faulkner's most enjoyable and accessible texts, but it also provides one of the few instances in which Faulkner's fiction comments directly upon a contemporary political situation. Examining the political and historical context of *Intruder in the Dust* enables readers to deeply understand this novel and the ideas of Faulkner on the race issue. During this period, the racial condition was very severe. Truman, who stood on the civil rights, was selected as President of the United States. The President's general position on civil rights was challenged by the Democratic Party, popularly known as the Southern States Rights Wing. Even the Grand Dragon of the Ku Klux Klan predicated bloodshed if the proposed civil rights legislation was enacted. Combined with this background information, analyzing the new trend of Faulkner's view on race is not as difficult as before. Faulkner himself described the novel as "a mystery story plus a little sociology and psychology" (Blotner, 1974). The social conflict became sharpened as commented by Thadious Davis.

They do reveal, however, a decidedly new trend in Faulkner's artistry, an evolution in his craftsmanship that reflects his increasing interest in how racial identity is formed and maintained. This ongoing investigation of the culturally constructed elements of racial identity is, in turn, embedded in the structure of his novels, which literally represents constructedness in the narrative itself. "Race" and "art," thus became, in Faulkner's later career, functions of one another (Davis, 1983).

Obviously, Lucas is the person who tries to search his racial identity. He is different from the former Blacks in Faulkner's novels. Lucas Beauchamp, a mulatto, refuses to follow the pattern of "nigger" behavior prescribed by the White society. He ordered help from the White boy whom he saved and he refused any payment from the White boy many times. His actions even made Chick feel "beat" (Faulkner, 1982). Obsessed with and anguished by the shameful act that subverts his mentality, Lucas is "debased not merely his manhood but his whole race too" (Faulkner, 1982). Lucas wishes "in the black abyss of the rage and impotence: if Lucas would just be a nigger first, just for one second, one little infinitesimal second" (Faulkner, 1982).

As an important race novel, the main Black figure doesn't occupy the largest part of the novel. However, the focus is put on the White boy, Chick. Yet, Faulkner makes a great change this time. *Intruder in the Dust* just tells us a story about a native Southern White boy that grows when he comes in contact with Blacks. Even when he (Faulkner) fails to fully comprehend the nature of Afro-American signifying – to use a term common in both Black folklore and critical theory – Faulkner provides images capable of deconstructing the binary oppositions on which racial privilege depends. Among the most powerful of these images are Stupen's fights with the slaves, Chick Mallison's initiation in *Intruder in the Dust*, and the eloquent silence of Lucas Beauchamp's gold toothpick *Go Down, Moses* (Fowler & Abadie, 1986).

Originally, Charles shows us that he is shaped by the Southern social conventions that establish false distinctions among men. He feels, as he later realizes, as the town reacts, the necessity of making Lucas act like a "nigger." But through experience and with contact with Lucas, Charles sees Lucas as an emotional idea, a condition, and recognizes him as a living person with dignity and humanity. The recognition of Lucas as a human being, just like white people, makes Chick believe in Lucas's innocence. As time passed, Charles has matured enough to see not only his own ingrained racism, but also the source

of this racism. He feels that "he is responsible for having brought into the light and glare of day something shocking and shameful out of the whole white foundation of the country he himself must partake of too since he too was bred of it" (Faulkner,1982). The last, but not the least, person is Charles's uncle, Lawyer Gavin. He does not appear in the first part of Faulkner's novel. In some sense, he represents the major Southern White's position. Liberal-minded as he is, he has never done away with the indoctrination of White supremacy.

In *Intruder in the Dust*, the writer's desire to show his ideal race relation is more obvious than in previous novels. Lucas and Chick form a completely new relation. In some sense, they are equal. This ideal master-servant relation not only reveals that Faulkner tries to find out the solution to the severe race problem in the South, but also tells us that his limitation is in erasing the slavery system.

In the last part of the 1940s, the Blacks Rights Movement became more and more severe, which directly influenced the mind of Faulkner. In this novel, he talks about not only the race relations and discrimination, but he also associates them with the growth of a young boy. Because of the intense Black movement, his point of view about racial problems becomes more moderate, and he tries to find a solution for the social problem, such as the friendship between Blacks and Whites, like Chick and Lucas.

"Negro" to the South is as fish to water. Almost at any stage, the core of Southern life and history is unavoidable. Towner declared: When the modern Southerner speaks so vehemently about maintaining the Southern way of life, he is not talking about old economics or regional folk patterns [...]; he has in mind one specific subject – racial relation" (2000).

So, as a major Southern writer, Faulkner's novels focus is placed on Blacks.

Conclusion

Generally speaking, Faulkner is one of the best authors on racial matters, and he received sufficient support from Whites, as well as African-American critical responses. In the 1989 Faulkner and Yoknapatawpha Conference, Eric J. Sundquist's opening speech revealed a comment regarding the writer's career: "Faulkner's position as a modern novelist and as one of the most important American writers on the problem of race is surely secure [...]. Although Faulkner's novels bring to a pitch the literary confrontation with race hatred in the early twentieth century, there are, by the same token, limitations to his vision" (Fowler, & Abadie, 1986).

With the social, and historical changes, Faulkner's attitude towards Blacks changes correspondingly. For example, in one of Faulkner's public speeches, he would say Negroes were forced by whites to be what they are and deserve sympathy. However, in another speech, he could be heard saying that Blacks were not ready and could only aspire for second-class citizenship. As a Southern writer, William Faulkner elevated the Yoknapatawpha series woven out of "his postage stamp of native soil" (Faulkner, 1956) to a height unrivalled in American literary history. As a Southern writer who goes through great change, no matter whether or not it was in society, history, or politics, Faulkner was an enlightened intellectual who always changed his view of Blacks. Faulkner insisted "the problem of the human heart in conflict with itself alone can make a good writing because only that is worth writing about, worth the agony and sweat" (Faulkner, 1950).

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Thomas Hardy's Animal Poems Seen in the Light of Animal Ethics

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[Abstract] *Under the influence of contemporary biological, philosophical and ethical ideas, Thomas Hardy's poems turn out to contain the idea of animal ethics. By writing poems showing his concern, care, love, and respect for animals, poems revealing human beings' lack of the above-mentioned virtues, and poems criticizing man's brutality towards animals, Hardy proves himself to be a lover of animals, an ardent supporter of animal rights, a fighter against cruelty to animals, and a poet, with animal ethics.*

[Keywords] *Thomas Hardy; animal poems; animal ethics; care and love for animals; criticism of cruelty to animals*

Introduction

The background to the study of Thomas Hardy's animal poems in the light of animal ethics is that England in the 19th century witnessed an outburst of enthusiasm for animal protection. First, some animal-protection organizations were founded. What needs to be particularly mentioned is that in 1824, the Society for the Prevention of Cruelty to Animals was founded and later became the Royal Society. Second, some animal-protection laws were enacted. What also needs to be mentioned is that in 1822, the world's first major animal protection legislation – Ill Treatment of Horses and Cattle Bill (i.e. Martin's Act) was enacted and was later given royal assent as An Act to Prevent the Cruel and Improper Treatment of Cattle. Third, many books concerning animal rights were published. Also at this time, *The Rights of an Animal* by Edward B. Nicholson, was published which argued that animals have the same natural right to life and liberty as human beings do (1879).

Furthermore, the idea of animal rights is advocated by some philosophers, biologists, and ethicists. The British philosopher John S. Mill endorsed the issue by arguing, "Granted that any practice causes more pain to animals than it gives pleasure to man; is that practice moral or immoral? And if, exactly in proportion as human beings raise their heads out of the slough of selfishness, they do not with one voice answer 'immoral,' let the morality of the principle of utility be forever condemned" (qtd. in Garner, 2005). Likewise, the British biologist Charles Darwin showed himself to be an advocate of this issue in *The Descent of Man, and Selection in Relation to Sex* by stating, "the lower animals, like man, manifestly feel pleasure and pain, happiness and misery" (1871/1981). Darwin's idea of integrating humans into the animal kingdom is noticed and taken down in Hardy's literary notebook, "in the eyes of science man is not 'higher' than the other animals" (Mallett, 2009). Apart from British advocacy, the concept of animal rights was also supported by the German philosopher Arthur Schopenhauer, who wrote that Europeans were "awakening more and more to a sense that beasts have rights, in proportion as the strange notion is being gradually overcome and outgrown, that the animal kingdom came into existence solely for the benefit and pleasure of man" (Phelps, 2007).

As a writer who was, to large extent, influenced by Darwin and Schopenhauer, Hardy turned out to be an ardent supporter of animal rights and a fighter against cruelty to animals. In a letter to the Secretary of the Humanitarian League on 10th April 1910, Hardy wrote, "Few people seem to perceive fully as yet that the most far-reaching consequence of the establishment of the common origin of all species, is

ethical; that it logically involved a readjustment of altruistic morals by enlarging as a necessity of rightness the application of what has been called 'The Golden Rule' beyond the area of mere mankind to that of the whole animal kingdom" (Hardy, F. E., 1962). "The Golden Rule," sometimes referred to as "The Ethic of Reciprocity," means "Whatever you wish that others would do to you, do also to them" (*Matthew*, 7:12). This remark clearly shows Hardy's standpoint as a writer of animal ethics, and he factually applies what he says to both of daily activities and his writing, novels and poetry alike. Hardy's animal poems are concerned with various kinds of animals, including dogs, cats, horses, cattle, sheep, and birds, to name just a few. Hence, it is of great significance to study of Hardy's animal poems in the light of animal ethics.

Literature Review

Related research both home and abroad is very inadequate. Foreign studies are mainly found in terms of Hardy's novels, such as *Jude the Obscure*, *The Woodlanders*, and *Far From the Madding Crowd*, in which Hardy shows his sympathy and love to animals, as can be seen, for example, in Phillip Mallett's essay "Hardy and Philosophy" (2009) and George W. Sherman's essay "Thomas Hardy and the Lower Animals" (1946). In China, Jiang Huiling, in her "An Eco-Ethical Analysis of Thomas Hardy's Animal Poems," argues that Hardy endowed animals with subjectivity, harbored great sympathy towards animals and sharply criticized man's cruel injury to animals, and what Hardy longed for was the harmony between man and animals (2015). In another essay, "A Comparative Study of Hardy's and Larkin's Poems about Suffering Animals," Jiang proposes that both of them show sympathy to animals, criticize anthropocentrism, and make an ecological blueprint. The difference is that Larkin was more critical while Hardy was more conservative; Larkin was objective while Hardy is subjective (2016). Hitherto, there is a lack of study of Hardy's animal poems in view of animal ethics, which is the focus of this essay.

The term "animal ethics" is so novel that it is even impossible to find a definition in published dictionaries. A tentative search in Wikipedia shows that animal ethics is "a term used in academia to describe human-animal relationships and how animals ought to be treated. The subject matter includes animal rights, animal welfare, animal law, speciesism, animal cognition, wildlife conservation, the moral status of nonhuman animals, the concept of nonhuman personhood, human exceptionalism, the history of animal use, and theories of justice" (Wikipedia, 2015). In light of animal ethics, the analysis of Hardy's animal poems will focus on "human-animal relationships and how animals ought to be treated" and will be dealt with from the following four perspectives.

Demonstration of Care and Love for Animals

First and foremost, Hardy shows his concern, care, love, and respect for animals in his poetry. Hardy's basic concept concerning animal ethics is shown in a letter written to a lady of New York in answer to an inquiry she has made, in which Hardy remarked, "The discovery of the law of evolution, which revealed that all organic creatures are of one family, shifted the centre of altruism from humanity to the whole conscious world collectively" (Hardy, F. E., 1962). As far as the meaning of the word "altruism" is concerned, Hardy means that human beings should not only care about themselves, but also show unselfish concern to animals' happiness and welfare.

Hardy's care and love for animals first went to dogs. In the poem "Ah, Are You Digging on My Grave?", as a sub-theme, he sings praise of dogs' virtue of loyalty by saying "What feeling do we ever find / To equal among human kind / A dog's fidelity!" (2001, p. 330). Despite the generally-accepted

interpretation of the ironic ending of the poem which shows that the dog's visit to the mistress's tomb is just by accident, as far as the major theme of the poem – no love or hate outlasts death – is concerned, the dog's failure to commemorate its mistress does not negate the fact that he was once “one true heart ” to her when she was alive.

In an elegiac poem “Dead ‘Wessex,’ the Dog to the Household,” Hardy shows his deep love to his faithful and unflinching pet dog “Wessex,” the loss of which leaves him bereaved. The company of the dog for walking on that grassy path up the hill, the lovely jumping or trotting of the dog on the stair or path or plot , etc., all have disappeared due to the death of the dog.

Apart from the love of dogs, Hardy was a passionate cat-lover as well. In his old age, at least eight cats were living at his house, Max Gate, and in the afternoon, saucers of milk were placed on the lawn for visiting cats. In April 1901, when one of his favorite cats was run over on the nearby railway line, Hardy exclaimed woefully, “The violent death of dumb creature[s] always makes me revile the contingencies of a world in which animals are in the best of cases pitiable for their limitations” (Millgate, 2004).

In the poem “Snow in the Suburbs,” after describing the heavy snow and the comic movement of a sparrow in the tree to avoid the falling snow-lump, Hardy brings into sight a black cat:

*The steps are a blanched slope,
Up which, with feeble hope,
A black cat comes, wide-eyed and thin;
And we take him in. (2001, p. 732)*

The stray cat is rather thin, suffering from coldness and hunger, and he comes to Hardy's house “with feeble hope,” presumably because he has been rejected or dispelled by other households, possibly due to its symbol of evil omens. As luck would have it, the Hardy family generously and considerately take him in, which shows Hardy as a man of benevolence and compassion in the treatment of animals.

Revelation of the Lack of Care and Love for Animals

In addition to the poems showing concern, care, love and respect for animals, there are also poems revealing the lack of these and the resulting bad consequences. When one of his favorite cats died, Hardy wrote an elegy in dedication to him, entitled “Last Words to a Dumb Friend,” in which a strong sense of loss and pain is shown. After recollecting the moments they stayed together and praising the cat of its docility, Hardy makes some introspection:

*Strange it is this speechless thing,
Subject to our mastering,
Subject for his life and food
To our gift, and time, and mood;
Timid pensioner of us Powers,
His existence ruled by ours (2001, p. 657)*

In Hardy's mind, it is wrong to regard the relationship between a cat and its owner as that of subject and master, and animals' existence is not supposed to be ruled by human beings. Otherwise, the animals might live in timidity and under stress.

The same idea is also shown in another poem “The Calf”:

*Whether we are of Devon kind,
Shorthorns, or Herefords,
We are in general of one mind
That in the human race we find
Our masters and our lords. (2001, p. 945)*

The personified calves are telling the readers that they unanimously think that human beings are their masters and lords. But how can the calves have such awareness? Therefore, it is actually human beings’ consciousness that they are superior to the calves and gain the upper hand in the man-and-animal relationship. The calves’ complaint continues as follows:

*When grown up (if they let me live)
And in a dairy-home,
I may less wonder and misgive
Than now, and get contemplative,
and never wish to roam. (2001, p. 945)*

The life of the calves is completely determined and controlled by human beings. If human beings want to raise them for meat, they will be slaughtered; if human beings want to raise them for milk, they will survive and work strenuously in a dairy, which may not necessarily be a better fate because they might be overused and will not be able to roam freely as when they were calves. Hardy’s criticism of the view on the inferiority of animals is in correspondence with the idea of the German philosopher Albert Schweitzer, that is, “To the man who is truly ethical all life is sacred, including that which from the human point of view seems lower in the scale” (Joy, 1947).

In some people’s eyes, the animals are not living things but bags of meat, as can be seen in the poem “Bags of Meat,” the last stanza of which tells us

*Each beast, when driven in,
Looks round at the ring of bidders there
With a much-amazed reproachful stare,
As at unnatural kin,
For bringing him to a sinister scene
So strange, unhomelike, hungry, mean;
His fate the while suspended between
A butcher, to kill out of hand,
And a farmer, to keep on the land;
One can fancy a tear runs down his face
When the butcher wins, and he’s driven from the place. (2001, p. 807)*

We can see that the feeling of the beasts taken to the market or fair is a mixture of surprise and blame towards their owners for taking them away from home to a sinister place which is “So strange, unhomelike, hungry, mean.” There are two kinds of fate for them: either to be slaughtered by the butchers or to toil in the field for the farmers. Even though the latter fate is also not so satisfactory, compared with the destiny of being killed, it is still the best choice, and this explains why one of the beasts sheds tears

when he is unfortunately delivered to the butcher. As a matter of fact, the animals have no choice at all, and human beings fail to give adequate consideration to their feelings, let alone their rights.

Criticism of the Ill-Treatment and Cruelty to Animals

In addition to revealing human beings' lack of concern, love and respect for animals, Hardy all the more criticizes their ill-treatment and cruelty to animals, such as that of horses. In his daily life, Hardy could not bear seeing the abuse of over-driven horses, and it seemed that he equated them with laborers and the ranks in the army. What is more, he would like to praise passengers who got down and walked to lighten animals' loads for their fundamental virtue of loving-kindness. In a reply to W. T. Stead, who had asked him to express his opinion on "A Crusade of Peace" in a periodical to be published under the name of *War Against War*, Hardy wrote, "As a preliminary, all civilized nations might at least show their humanity by covenanting that no horses should be employed in battle except for transport. Soldiers, at worst, know what they are doing, but these animals are denied even the poor possibilities of glory and reward as a compensation for their sufferings" (Purdy, 1954).

The poem "Horses Aboard" shows Hardy's sympathy towards and criticism of the ill-treatment of the war horses.

*Horses in horse cloths stand in a row
On board the huge ship that as last lets go:
Whither are they sailing? They do not know,
Nor what for, nor how.
They are horses of war,
And are going to where there is fighting afar;
But they gaze through their eye-holes unwitting they are,
And that in some wilderness, gaunt and ghast,
Their bones will bleach ere a year has passed,
And the item be as "war-waste" classed.
And when the band booms, and the fold say
"Good bye!"
And the shore slides astern, they appear wrenched awry.
From the scheme Nature planned for them --
wondering why. (2001, p. 785)*

The wretched war horses have no idea where they are heading for and what they are going to do, so to speak, unaware of their fate. Tragically, the predestined result for them is that when they become exhausted, "gaunt and ghast," and die on the battlefield where they will be classed as "war-waste" and, thus, their miserable lives comes to an end. According to Millgate (2004), Hardy had already expressed his distress at the involuntary and uncomprehending sufferings of horses and mules on the battlefields of the Boer War. In the summer of 1901, Hardy said that it was, in any circumstances, "immoral and unmanly to cultivate a pleasure in compassing the death of our weaker and simpler fellow-creatures by cunning, instead of learning to regard their destruction, if a necessity, as an odious task, akin to that, say, of the common hangman" (1978). Only when the war is over, could the horses be freed from harsh treatment. As is illustrated in the poem "And There Was A Great Calm" (On the Signing of The Armistice, Nov. 11, 1918), "Worn horses mused: 'We are not whipped to-day'" (2001, p. 588).

Other than showing consideration to war horses, Hardy's criticism of cruelty to animals also goes to common animals. Based on Florence Hardy's recollection, "The sight of animals being taken to market or driven to slaughter always aroused in Hardy feelings of intense pity, as he well knew, as must anyone living in or near a market-town, how much needless suffering is inflicted" (1962), as can be seen in the poem "A Sheep Fair":

*The day arrives of the autumn fair,
And torrents fall,
Though sheep in throngs are gathered there,
Ten thousand all,
Sodden, with hurdles round them reared:
And, lot by lot, the pens are cleared,
And the auctioneer wrings out his beard,
And wipes his book, bedrenched and smeared,
And takes the rain from his face with the edge of his hand,
As torrents fall.
The wool of the ewes is like a sponge
With the daylong rain:
Jammed tight, to turn, or lie, or lunge,
They strive in vain.
Their horns are soft as finger-nails,
Their shepherds reek against the rails,
The tied dogs soak with tucked-in tails,
The buyers' hat-brims fill like pails,
Which spill small cascades when they shift their stand
In the daylong rain. (2001, p. 731)*

We can imagine the situation with which the sheep are confronted at the fair. It is a rainy day, and the sheep become "sodden" because they have stayed in the rain for a whole day. There are so many of them within a limited and constrained space, and they "jammed tight"; it is impossible for them "to turn, or lie, or lunge," and even though they struggle, it is in vain. They can do nothing but suffer the tiredness, humidity, and suffocation. By showing the poor condition of the sheep, Hardy insinuated his criticism.

Hardy as an Animal Protector in Real Life

Hardy not only embodied animal ethics in his writing but also applied it to his daily life. For instance, he became the first honorary member of the Wessex Saddleback Pig Society in the hope that he could encourage the use of a humane killer. He was also a member of the Royal Society for the Prevention of Cruelty to Animals. Interestingly, even in terms of making friends, Hardy was concerned about the would-be friend's attitude towards the protection of animals. Millgate, in his essay "The Hunter-Gatherers: Some Early Hardy Scholars and Collectors," recorded an anecdote about a person named Howard Bliss, who "recommended himself to the Hardy's by his musicianship... and by his passionate opposition to all forms of cruelty to animals" (2002). As a result, he was accepted as a friend of the Hardy's and kept in good company ever since. Another friend of Hardy was Rev. T. Perkins, rector

of Turnworth in Dorset, with whom Hardy had sympathy for his staunch support of the principle of justice for animals.

Hardy's concern about animal welfare and animal rights was everlasting when he was alive and even tends to have posthumous influence. At the age of 77, in a self-elegy entitled "Afterwards," Hardy expressed his great regret that upon his death that he could no longer show love and care to the beloved animals.

*If I pass during some nocturnal blackness, mothy and warm,
When the hedgehog travels furtively over the lawn,
One may say, "He strove that such innocent creatures should come to no harm,
But he could do little for them; and now he is gone".* (2001, p. 553)

In Millgate's opinion, Hardy's concern as he comes to the end of his life is simply "to set out what he regarded as the basic record of his career, pay tribute to his forebears, obtain a final hearing for his thoughts on the nature of existence, cruelty to animals, and other favourite topics" (2004) from which we can see that human beings' cruelty to animals was still one of Hardy's major considerations in his extreme old age. Moreover, in his will, Hardy left, as a bequest, a sum of money to the two related animal protection societies "to be applied so far as practicable to the investigation of the means by which animals are conveyed from their houses to the slaughter-houses with a view to the lessening of their sufferings in such transit" (Hardy, F. E., 1962).

The English poet Charles Day Lewis paid tribute to Hardy in his poem "Birthday Poem for Thomas Hardy" as follows:

*I fancy the beasts and flowers there beguiled
By a visitation
That casts no shadow, a friend whose mild
Inquisitive glance lights with compassion,
Beyond the tomb, on all of this wild
And humbled creation*

*Great brow, frail frame's gone. Yet you abide
In the shadow and sheen,
All the mellowing traits of a countryside
That nursed your tragic-comical scene;
And in us, warmer-hearted and brisker-eyed
Since you have been.* (1979, p. 65)

Indeed, "Great brow, frail frame's gone", but it is beyond doubt that Hardy is "a friend whose mild / Inquisitive glance lights with compassion" to animals and plants alike, and not only he himself is an advocate of animal ethics, but he also makes others "warmer-hearted and brisker-eyed", including his contemporaries, people today and generations to come in the future.

Conclusion

In a defense against the charge of pessimism, Hardy argued, “On the contrary, my practical philosophy is distinctly meliorist. What are my books but one plea against ‘man’s inhumanity to man’ – to woman – and to the lower animals?” (Gibson, 1996), which denotes that the relationship between man and animals is definitely one of the major concerns in his whole writing career. From Hardy’s demonstration of care and love for animals, revelation of the lack of care and love for animals, and criticism of the ill-treatment and cruelty to animals, we can safely say that Hardy was a lover of animals, an ardent supporter of animal rights, a fighter against cruelty to animals and a poet with animal ethics.

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On Keats's Fervent Political Attitude and Democratic Thoughts in His Early Poems

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[Abstract] Beauty is an eternal theme of Keats's poems. Just because of his devotion to sensuous beauty and imagination, he was criticized, standing aloof from social reality and not being concerned about politics. In effect, his poetic creation was never dissociated from social reality. This paper will use New Criticism theory to explore his very overt political attitude and democratic thoughts in his early poems; thus, the profundity of Keats's poems can be revealed.

[Keywords] Keats; political attitude; democratic thoughts; New Criticism theory

Introduction

Throughout Keats's poems, we can sense that he was possessed by a selfless devotedness to beauty. Artistic beauty is the most distinctive features of his poetry. Although all of the great Romantics valued the ethics of beauty, Keats's sense of beauty was more profound than others'. Beauty was the adornment of Shelley's poetry; it was the very essence of Keats's (Matthews, 1971). There was, in his poems, not only a constant enjoyment of the beautiful, but also a thirst for it never to be satisfied. Shelley admired the beautiful, but Keats was absorbed in it and admired it no more than an infant admired the mother at whose breast he fed (Matthews, 1971). If the word beauty was used in his sense and not in the common contracted sense, we may truly say that he was and must have remained more than any other poet of his time, a worshipper of beauty.

Just because of Keats's immersion into the fancy of sensuous beauty and imagination, many critics have agreed that Keats's poems were far away from social reality and politics, and he was reluctant to pay close attention to the political situations and ideological trends of the society. This paper will apply New Criticism theory to explore Keats's fervent political attitude and democratic thoughts in his early poems. Keats shows his consideration of politics and social reality, so he can write poems of profundity.

Literature Review on Keats's Realistic Attitude

As far as Keats's attitude towards social reality and politics is concerned, there are controversies among the critics. There are altogether two basic tones: the first group agrees that Keats's poems were far away from social reality and politics and that he was reluctant to pay close attention to the political situation and ideological trends of society. Keats's life, works, and times have been minutely documented in his first biographer's, Richard Monckton Milnes, *Life, Letters and Literary Remains of John Keats*. However, the idea of his minimal worldly presence was accepted throughout the nineteenth century and has continued to influence critical approaches to Keats and his poems for the greater part of the twentieth (Roe, 1995). In 1847, critic William Howitt pointed out, "On this world and its concerns [Keats] could take no hold, and they could take none on him. The worldly and the worldly wise could not comprehend him, could not sympathize with him" (as cited in Roe, 1995). David Masson in 1860 said more directly, "In short, [Keats] kept aloof from opinion, doctrine, controversy, as by a natural instinct; he is most at home in the world of

sense and imagery, where it was his pleasure to weave forth phantasies” (as cited in Roe, 1995). Masson’s words set a typical sentimental image of a poet who was “by a natural instinct” unfit for intellectual life, and dissociated from the tumultuous goings-on of the everyday world. Thus, the poet of sensual imagery and fantasies was thought to step out of history and into a supposedly separate world of aesthetic. William Michael Rossetti in 1887 in *Life of John Keats* said,

Keats took “but very faint interest” in “political matters”: his early death “doomed [him] to be the poet of youthfulness” and “by being the poet of youthfulness he was privileged to become and remain enduringly the poet of rapt expectation and passionate delight” (as cited in Roe, 1995).

This kind of image of Keats endured to the twentieth century. In 1907, Stopford A. Brook had this extraordinary account of Keats:

Keats was a poet who had no regard whatsoever for humanity or “the excitement [and] the turmoil” of contemporary events: “He has, in spite of a few passages and till quite the end of his career, no vital interest in the present, none in man as a whole, none in the political movement of human thought, none in the future of mankind, none in reality, equality, or fraternity, no interest in anything but beauty” (as cited in Roe, 1995).

A late, but representative, expression of Keats’s unworldliness was made by Paul de Man (1985):

The pathos, of course, is that he never reached these days, but he was no longer able to write by the time he realized this. In reading Keats, we are therefore reading the work of a man whose experience is mainly literary. The growing insight that underlies the remarkably swift development of his talent was gained primarily from the act of writing. In this case, we are on very safe ground when we derive our understanding primarily from the work itself. (p. 31)

Although Paul de Man does not banish context entirely, he avoids considering Keats’s illness and death. Instead, he dismisses Keats wholly to literary existence. By the end of the twentieth century, Keats was presented as “the most apolitical of the great Romantic poets” (as cited in Roe, 1995) in an account of the revolutionary context of Keats’s times. These commentators and passages quoted above have presented us a totally “de-historicized” Keats. Keats’s dedication to poetry is said to be a kind of enthrallment that isolated him from the movements of contemporary life.

The other group believes that Keats took the creativity in imagination and eternal beauty as the ultimate goal of life is a representation of his escape from human suffering in reality. He lived in his world of imagination and beauty without being concerned about the chaos of the earthly world.

As a matter of fact, he was not aloof from social reality. On the contrary, in his early period of creation, he had a very overt realistic attitude, an especially very fervent political attitude and democratic thoughts.

The Influence of Leigh Hunt and His Life Experience on Keats’s Realistic Attitude

As Levinson suggests, Keats’s career has been mapped as an aesthetic education in which he was tutored by Hunt in the Cockney School before moving on to a “higher” education from Shakespeare and Milton (Cox, 1998). Keats’s life and work was greatly influenced by Leigh Hunt in the beginning of his poetic career.

Hunt was the editor of one of the period’s most important periodicals, the author of the popular and controversial *Story of Rimini* and a political martyr for the left who occupied in the crucial years from 1815

to 1820, a unique position of cultural significance. The Cockney School of second-generation Romantics would never have been formed without Hunt's ability to bring very different people together. As a young man, Hunt developed an interest in politics and poetry. Leigh Hunt became friends with other young writers who favored political reform, including Percy Bysshe Shelley, William Hazlitt, Henry Brougham, Lord Byron, Thomas Barnes, and Charles Lamb. In the fall of 1816, Keats also joined the group that already gathered around Leigh Hunt through the introduction of Charles Cowden Clarke. As a collection of friends, the circle was formed on the basis of shared beliefs and practices. They were often together, at Hunt's cottage or elsewhere, in order to exchange ideas and poetry. Their focus was always on the particular historical movement defined by the fall of Napoleon, by hopes for reform and the actuality of reaction, by Waterloo and Peterloo, by contested definitions of religion, sexuality, nation, and rights. The Hunt circle existed in order to imagine a society that could overcome the divisions of, among others, rank, or status.

The leader of the circle – Leigh Hunt, was a radical activist and poet. He was willing to go to jail for his beliefs. He upset authorities by pointing out on the first page of every edition of the *Examiner* that half the cost of the price was the result of the government's "tax on knowledge." In 1812, Leigh Hunt and his brother John Hunt were arrested and charged with libel after publishing an article criticizing the Prince Regent. The brothers were found guilty and sentenced to two year's imprisonment and given a 500-dollar fine. In prison, Leigh Hunt didn't give up his beliefs and continued to edit the *Examiner*.

So the close contact with Leigh Hunt and Hunt's circle is the inspiration of Keats's attitude towards social reality. He had also been enthralled by another kind of romance other than Spenser's – the romance of the London circle of artists and intellectuals who supported progressive causes and democratic reform and opposed the aristocratic counterrevolution then waging war on Napoleon. Indeed, in these liberal circles of the Regency bourgeoisie, Keats might have even hoped to attract attention even as an outsider, on the strength of his political enthusiasm and poetic talent.

Moreover, his life experience, including the early death of his parents, his unfulfilled education, an unhappy medical career, and so forth, also were nourishment of his realistic attitude. These experiences enhanced his populace consciousness and strengthened his determination to pursue equality and freedom. His realistic attitude surely would be reflected in his poems. In fact, many of Keats's early poems are the ones that sing praise of freedom, equality, and universal love.

The Reflection of His Realistic Attitude in His Early Poems

His poem "On Peace" was composed earlier than March 31, 1814, and no later than May 8, 1814, because this was the only period in which Hunt and the English liberals had hopes of liberty and peace in Europe. In April 1814, the kings of Europe had defeated Napoleon, but amid the general optimism in England, liberals, including Keats's "On Peace," called on the victors to support reform.

*Oh Peace! and dost thou with thy presence bless
The dwellings of this war-surrounded isle;
Soothing with placid brow our late distress,
Making the triple kingdom brightly smile?
Joyful I hail thy presence; and I hail
The sweet companions that a wait on thee;
Complete my joy let not my first wish fail,
Let the sweet mountain nymph thy favorite be,*

*With England's happiness proclaim Europa's liberty.
Oh Europe, let not sceptred tyrants see
That thou must shelter in thy former state;
Keep thy chains burst, and boldly say thou art free;
Give thy kings law—leave not uncurbed the great;
So with the horrors past thou'lt win thy happier fate* (as cited in Finney, 1936).

The five last verses of the sonnet seem to be an exhortation to the French Senate, which was drafting the new French constitution, presented to the Senate for ratification on April 6, 1814. The sonnet, "On Peace," though clumsy and shrill, does show Keats's early concern about politics. This early work has already foreboded Keats's expectation to involve his political attitude into his artistic pursuit.

In February 1815, Leigh Hunt was released, and Keats offered a sonnet, "Written on the Day That Mr. Leigh Hunt Left Prison," through Charles Cowden Clarke. In this poem, Keats said that "for showing truth to the flatter'd state, / Kind Hunt was shut in prison," (1-2) and he compared Hunt with "daring Milton":

*In Spenser's halls he strayed, and bowers fair,
Culling enchanted flowers; and he flew
With daring Milton through the fields of air:
To regions of his own his genius true
Took happy flights* (as cited in Finney, 1936).

These lines reflect his enthusiasms to support Leigh Hunt and to pursue democracy, as well as freedom. The publication of this sonnet in the *Poems* of 1817 would have been noted by the conservative reviewers who would later attack him as an associate of Hunt's.

The epigram, "Written on 29 May, the Anniversary of the Restoration of Charles the 2nd," may be regarded as a companion-poem in spirit and in style to the sonnet "On Peace." Keats composed this sharp and rapier-pointed epigram on May 29, 1815, and the text of the second was written like this:

*Infatuate Britons! will you still proclaim
His memory, your direst, foulest shame
Nor patriots revere?
Ah! When I hear each traitorous lying Bell,
'T is gallant Sydney's, Russell's Vane's sad knell
That pains my wounded ear* (as cited in Finney, 1936).

Obviously, Keats mocked these "Infatuate Britons," who celebrated the Restoration of Charles II every year. He showed his indignation to these people's abandonment of the public and their pursuit of monarchy, and he believed it was the "direst, foulest shame" of a country. He showed his admiration for the English patriots – Sir Henry Vane, Algernon Sidney, and Lord William Russell – who wanted to overthrow the monarchy. The "traitorous lying Bell," which pains the poet's "wounded ear," is echoed by the church bells in another poem entitled, "Written in Disgust of Vulgar Superstition." The church bells call the people to hearken to "the sermon's horrid sound" and to feel "a chill as from a tomb." Hence, they lost the right to have affable and tranquil conversation. Keats was greatly irritated by the melancholy tolling of church bells. He showed his hostility to the beliefs and practices of Christian sects that suppressed the people's voice and give hypocritical preaching. They formed a sharp contrast with the beauty of nature as well as literature.

The sonnet “On First Looking into Chapman’s Homer” is a vivid expression of the emotions of literary discovery. It is a masterpiece of poetic symbolism; the expression of sensuous, emotional, and intellectual experience through imaginative symbols (Finney, 1936). At the very beginning of the poem, the poet travels in the “Realms of Gold,” which is full of freedom and vitality and where he has many discoveries. Keats cannot help bursting out his emotions of wonder and delight towards classical literature and art. It is well-known that Homer’s epic and ancient Greece were very charming and beautiful, making people admire them wholeheartedly. However, the discovery that makes Keats more excited is that he “heard Chapman speak out loud and bold” in his translation of Homer’s *Iliad* and *Odyssey*. Chapman’s translation is easy and smooth, powerfully energetic and permeated with poetic charm. It is an integral whole with the Greek spirit of freedom. Here, Keats’s praise for Chapman also shows his distinctive democratic attitude. After Keats composed this sonnet in October 1816, Leigh Hunt printed it in full in *The Examiner* on December 1, 1816. Leigh Hunt said in his article that this sonnet had cleared away the New Classical way of writing since Charles II. New Classical poet Pope also translated Homer’s epic, but he adopted the heroic couplet, which made the epic stiff and overcautious. So, his translation could not express the original poem’s charm and feeling. Hunt held the view that poetry should convey true sentiment. Superficially, it is about the problem of art and aesthetics, while its essence is in politics. It opposed the suppression of democracy and the restriction of freedom, as well as the protection of the aristocratic benefit and ignorance of common people’s life in politics. Keats’s sonnet is a good example in response to this idea in poetic practice. He stands close with Chapman and likes the free and natural writing style; this shows that his spirit is interlinked with Chapman’s. Accordingly, Keats doesn’t stand aloof with politics and reality, “It was a challenge to modern political authority, fronted in aesthetic terms” (Kandl, 2001).

Many critics believe that *Endymion* is the expression of surrealistic imagination, and there is no reflection of social reality in it. In their opinion, Keats believed that the world is tumultuous, so he wanted to be far away from the chaotic place to seek happiness and freedom in his pure beautiful world, and this also shows his shrinking away from politics. We cannot deny that he really portrayed a world of beauty in his poem. It is a fairy land full of vitality and sweet dreams, but one shouldn’t conclude that Keats wanted to retreat from reality. In the Preface to *Endymion*, he wrote:

The imagination of a boy is healthy, and the mature imagination of a man is healthy; but there is a space of life between, in which the soul is in a ferment, the character undecided, the way of life uncertain, the ambition thick-sighted; hence proceeds mawkishness, and all the thousand bitters which those men I speak of must necessarily taste in going over the following passages (as cited in Bush, 1959).

The space of life, fermenting soul, and an uncertain way of life cannot be perceived without real experience from life. Thus, Keats’s pursuit of beauty and his poetic experience is based on reality. To some extent, we can say his consciousness of imagination is a kind of critique, a denial of the ugly social reality.

Conclusion

From the above examples, we can see that Keats’s early poetry is social poetry, arising from a concrete social context and engaging debates over cultural, religious, and social issues that we would see as political or ideological (Cox, 1998). He would express his love and hate freely. There was a political basis in his pursuit of poetic art and politics, which thawed in his poetry, becoming one part of his poetical experience. For example, in the title of “On First Looking into Chapman’s Homer,” Keats doesn’t actually “read” Homer at all, but “looks into” it, absorbing bits and pieces as he likes. The poet’s purpose is to go into the

kingdom of poetry and dissolve with it. Just as Newey (1995) said in “Keats, history, and the poets” that “On Chapman’s Homer inscribes, not revolutionary dissidence, but a progressive ideology of upward mobility, inward penetration and procurement” (p. 184).

We cannot deny that in the mature period of his poetic creation, especially in the culmination year of 1819, Keats was totally immersed in imagination and the pursuit of eternal beauty. However, the realm which Keats sought was not dissociated from social reality. Although there are contradictions between beauty and social reality, these contradictions and sufferings made the poet think further about beauty and art. So, on the one hand, Keats’s concept of beauty was coming from reality, and on the other hand, it was superior to the social reality. He expressed his utter detestation and discontent towards the British reality through his pursuit for beauty and art. His joy in the artistic beauty was, in a sense, a mild protest against the brutal and cruel society in which the struggles of a man from a poor family like his were too grim and hard. Without the deep consideration of human life and reality, Keats could not write poems of profundity. His perception of reality added new elements to his poetry and finally became his poetic thoughts.

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The Returning of Harmony in Joyce's *Ulysses*

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[Abstract] James Joyce, one of the greatest practitioners in the history of literature, devoted himself to his art throughout his life. His *Ulysses* took the course of English literature into a completely new direction. This essay sets out to demonstrate that the theme of this book is the returning of harmony. This essay attempts to analyze it with Jung's theories of collective unconscious, archetypes, and some oriental ideas of harmony, especially the ideas of harmony in Taoism.

[Keywords] Joyce; *Ulysses*; Androgyne; Rebirth; Mandala

Introduction

It was on February 2, 1922, that *Ulysses* was finally published in its entirety, and thus the course of English literature took a new direction. Joyce went on to doing much braver modernistic experiments in it. From then on, there came the more forceful impact of Joyce's literary revolution that few later novelists of importance, in any of the world's languages, have escaped its aftershock (Zhang, 1998).

Different people understand this book in various ways. This essay advocates that the theme of the book is the return of harmony, and attempts to analyze it with Jung's theories of collective unconscious archetypes and some oriental ideas of harmony, especially the ideas of harmony in Taoism. This essay intends to introduce the world to a new perspective to appreciate Joyce's *Ulysses* by combining the modern world with ancient collective unconsciousness and by fusing Western and Oriental ways of thinking through archetypes. This essay also aims at arousing people's attention to Joyce's harmonious ideas, so people are able to feel the unique and everlasting harmony in Joyce's apparently chaotic *Ulysses*.

Theories of Archetypes and Ideas of Harmony

Archetypal criticism is a powerful school in the history of literary theory, especially from the 1950s to the 1970s. Frazerian myth and anthropology, and Jungian collective unconscious laid the theoretical foundation for archetypal criticism (Wilfred, 2004).

Jung asserted that beneath the unconscious of all persons, there exists a primeval, collective unconscious shared in the psychic inheritance of all members of the human family (Guerin, 1999). The contents of the collective unconscious have never been in the consciousness and owe their existence exclusively to heredity. The collective unconscious is made of archetypes (Zhu, 2005). Archetypes are essentially unconscious contents that are altered by becoming conscious and by being perceived. Jung indicated that myths are the means by which archetypes become manifest and articulated to the conscious mind. He thought myths are "depersonalized dreams." Jung detected an intimate relationship among dreams, myths, and art in that all three serve as media through which archetypes become accessible to consciousness (Jung, 1958).

The forefather of Chinese Taoism, Lao Tzu, left the world *Tao Te Ching*. Tao is the marrow of Lao Tzu's Taoist theories. Tao means "The Way" or "Law". If all things go their way under Tao, they can exist harmoniously (Lao, 1985). Lao Tzu's offspring gradually developed his dialectical thoughts of unity and harmony. One of the greatest outcomes is *The Secret of the Golden Flower*, which is about Taoist

methods for clarifying the mind. The golden flower symbolizes the quintessence of the path of Taoism. It talks about the methods of feeling the harmonious intercourse of one's Yin and Yang to see the golden flower so that one can achieve complete self-realization (Cleary, 1991). In *The Secret of the Golden Flower*, Jung found certain primeval unconscious images. With it, he found the connections between ancient occultism and modern psychology, and the connections between Western alchemy and Eastern alchemy. Therefore, Jung, at last, found this pilgrim's mental progress in the flowing stream of human being's unconscious psychology (Liu, 2004). From then on, Jung's mind was broadened by the ideas of Taoist harmony fulfilled through the harmonious combining of yin and yang and returning to the self.

The Returning of Harmony

Androgyne

The ideas of androgynes were first put forward by Plato. Later, many scholars talked about this ancient archetype – androgyne. For example, Lacan raised the concept of “the lack” (Wang, 2004). Silversman (1983) argued that the human being “derives from an original whole which was divided in half and that its existence is dominated by the desire to recover its missing complement” (p. 152). Jung (1969) found the archetypes of anima and animus. With them, Jung explained human beings' androgynous tendency.

Men with their animas and women with their animus have been eagerly looking for their other halves. Sometimes, the more eagerly they do that, the more chaos they may make. In chaos, human beings can become very frustrated, becoming drifting elements, only unconsciously searching for their other halves. If they want to change that sort of situation, they must realize the condition at first and then dare to make efforts to go on searching. Only when those two halves meet with each other and thoroughly intercourse with each other will there appear harmony.

In the early part of his *Ulysses*, Joyce depicted two wonderful pictures of Molly and Bloom, who loved each other very much. Obviously, once both Bloom and Molly found their androgynous halves, they were able to form harmony through the complete unity of those two androgynous halves. However, once their son Rudy dies, the connections between Bloom and Molly are fewer and fewer. They feel very empty and miserable. They dare not look for comfort from each other. Therefore, they both begin to pray for something that can comfort their painful hearts a little bit, though both of them know clearly it is only a kind of temporary compensation and almost useless. However, their playing with others makes their contradictions sharper. From the moment Bloom gets Boylan's letter to Molly, the name of “Boylan,” like a ghost, haunts Bloom the whole day and makes him suspicious and gloomy. It is the case with Molly. She even wants to take revenge by playing with Boylan. The more separated Bloom and Molly become, the two androgynous halves feel more pain and become more helpless.

The shadow of his parents' separated androgynous halves haunts Stephen and makes him distressed. His family is a “‘Bleak House’, as Stanislaus had nicknamed the terraced red-bricked tomb of their family's hopes” (Costello, 1992, p. 214). Stephen's father, Simon, is an alcoholic loser. Poor Mrs. Dedalus puts her hope into her Catholic religion, but Simon is a nationalist. Therefore, these two androgynous halves go further and further away from each other. Stephen, as the eldest son, becomes the poorest victim. After Mrs. Dedalus dies, the family eventually collapses. Stephen is haunted by his mother's ghost all day long.

Lao Tzu (1985) once said, “Returning is the movement of Tao” (p. 152). In *The Secret of the Golden Flower*, it states, “When an extreme is reached, there is a reversion” (Cleary, 1991, p. 20). Jung once

talked very philosophically about this natural law, saying, “Every good quality has its bad side, and nothing good can come into the world without at once producing a corresponding evil” (Li, 1989, p. 77). Hence, the crises in *Ulysses* indicate the future process of harmony.

In Bloom and Molly’s times, having a son meant them having the driving force of one’s life and hope. Although ten years have passed since Rudy’s death, thoughts of their lost son always occupy Bloom and Molly’s minds. They have been consciously or unconsciously looking for their hope. Therefore, both Bloom and Molly show their instinctive interests in Stephen. Bloom, Molly, and Stephen seem to be connected by some unseen thread. With several previous meetings of Bloom and Stephen, their final meeting is at the maternity hospital that night. There, Bloom at last meets his spiritual son. Through the description of Stephen by Bloom, Molly also has the chance to think about Stephen and to show her strong jealousy for other’s having such a good son.

Rebirth

Jung (1969) introduced five types of rebirth: metempsychosis, reincarnation, resurrection, rebirth and participation in the process of transformation (p. 116). He (1969) also said, “We have to do here with a purely *psychic* reality” (p. 116). Rebirth is an affirmations counted among the primordial affirmations of mankind which are based on archetypes. There are mainly two main groups: one is the experience of the transcendence of life and the other is that of one’s own transformation according to Jung (Jung, 1969).

As written in *The Secret of the Golden Flower*, “The life of the spirit comes from the prior death of the mind. If people can kill the mind, the original comes alive” (Lü, 1962, p. 26). It is in the *Circe* episode of *Ulysses* in the brothel that Stephen and Bloom experience the rite of Stephen’s rebirth. It is there they experience the climax of chaos, and it is there that indicates the end of an old phase and the beginning of a new one.

The ritual ceremony really begins when the piano begins to play and colors come out. The gold, pink, and violet colors set up a mysterious and holy background for the whole ceremony. The tune of a waltz begins the ceremony mildly. Stephen first puts his holy ashplant, which symbolizes the Cross that can bless him all the time, on the table. He seizes Zoe, starting his rebirth ceremony.

When the prelude of the pianola ceases, there comes the next step of the ceremony. “The lights change, glow, fade, gold, rose, violet... The air, in firmer waltz time, pounds” (Joyce, 1996, p. 677). The background colors become more changeable, and the tune becomes more strengthened and intensified. At that time, Stephen and Zoe circle freely. Then Joyce personified a day with the portrait of the dancing of different hours. The gradual vivid coming of the hours not only symbolizes the whole process of a human being’s life, it even symbolizes the cycling process of mankind and the universe. The appearing of the night hours indicates the darkness and chaos of the modern world. Meanwhile, it indicates the coming of the rebirth period and the coming of a new dawn. Zoe and Stephen turn boldly with a looser swing. Then, Stephen seizes other partners. There comes the climax of this period of the ceremony. Everyone begins to dance. Stephen snatches up his ashplant from the table and takes the floor. With the only accompanying of his Cross, the ashplant, Stephen bravely begins his “dance of death” (Joyce, 1996, p. 680). Thus, there appears the last period of his rebirth ceremony, and it goes to the climax of the rite. During his ritual ceremony, with the magic rebirth power, Stephen at last dares to say “No” to all his confinements. At the climax of his ceremony, “The couples fall aside. Stephen whirls giddily. Room whirls back. Eyes closed, he totters. Red rails fly spacewards. Stars all around suns turn roundabout. Bright midges dance on wall. He stops dead” (Joyce, 1996, p. 680). In his symbolic death, he finds his new life. Then and there, he sees

his mother. The whole situation becomes hell-like. Even though there are all kinds of pressures, Stephen boldly resists all of them. Hero-like words come from his mouth, “No! No! No! Break my spirit all of you if you can! I’ll bring you all to hell!” (Joyce, 1996, p. 682). He becomes not afraid of them at all and sees them all trivial compared with his artistic ideals. After shouting loudly to all the pressures that are restraining him, “Not hung!... He lifts his ashplant high with both hands and smashes the chandelier” (Joyce, 1996, p. 683). Stephen’s rebirth rite ends with “Time’s livid final flame leaps and, in the following darkness, ruin of all space, shattered glass and toppling masonry” (Joyce, 1996, p. 683). He is renewed.

From the moment they leave the brothel, Bloom and Stephen begin to communicate more and more extensively. Bloom finds that there is a certain analogy between him and Stephen. When they talk about the tragedy of Kitty O’ Shea, who is Spanish, Bloom shows a photo of Molly to Stephen, for Molly looks Spanish, too. In the whole novel, it is the first time and the only time that the three faces of Bloom, Molly, and Stephen appear at the same time. It is Stephen, the hope, who gives Bloom the chance to show Molly’s photo. It is also Stephen who enables Bloom to reappraise Molly’s beauty in this photograph. Stephen not only arouses Bloom’s deep love for Molly, but also offers him courage and bravery to carry forward his deep love. Bloom invites Stephen to his home. Here the relationship between the senior and the junior reaches the climax, and the communion between them is at the closest it can be. Then, there comes the time for Stephen, the hope, who sends Bloom to the harmonious reuniting with his androgynous half, Molly. Stephen raises his ashplant, the Cross of himself, aloft. He also begins to chant the one-hundred and thirteenth psalm. In *The Secret of the Golden Flower*, it says “Those in the light cannot see a single thing in the darkness, whereas those who are in darkness can see everything in the light” (Cleary, 1991, p. 86). They are now completely embraced by the stillness of midnight. Until now, Stephen, the hope of these two androgynous halves, Bloom and Molly, has led Bloom out of the bondage of sin and error. He has completely aroused Bloom’s love towards Molly. He has given Bloom immense energy and courage to meditate about his relationship with Molly in a deep and thorough manner and to exert his harmonious reuniting plan with Molly, his androgynous half.

Mandala

The mandala is a representation of the universe and everything in it. In the sphere of religious practice and in psychology, the mandala denotes circular images. As psychological phenomena, they appear spontaneously in dreams in certain states of conflict and in certain states of schizophrenia (<http://www.abgoodwin.com/mandala/introductionto-mandalas.Shtml>). Often, the mandala archetype is an attempt at self-healing on the part of a person or a community. The mandala has appeared throughout history as a universal and essential symbol of integration, harmony, and transformation (<http://www.ronteachworth.com/mandAbt>). To the Western world, the popular reintroduction of the mandala concept can be specifically traced to the work of Jung, who rediscovered the mandala as a basic structural device in the alchemical tradition of the West, and as an integrative art form used by individuals as part of a process be called individuation (Goethe, 1959). In the Eastern world, the Chinese mandala in Taoism – the Tai-chi mandala – is one of the most popular ones. Jung associated Western ones and Eastern ones persuasively (Goethe, 1959).

When Bloom gets into his bed, he knows that Boylan is just one more in the series of impressionable victims of Molly’s repetitive allurements, and he, Bloom, is the only one that can occupy Molly’s bed and her heart all the time. Therefore, Bloom’s equanimity is re-established. Seeing Molly, his beloved, Bloom

is full of love and passion towards her. Then, the androgynous halves form a picture of the Tai-chi mandala with their bodies and minds. The Tai-chi mandala formed by Molly and Bloom begins to swing forward through space by the rapid rotation of the earth. As in *The Secret of the Golden Flower*, “the revolving of Heaven never stops for a moment. If you are actually able to join yin and yang in tranquility, the whole earth is positive and harmonious” (Cleary, 1991, p. 58). Thus, the revolving of the Tai-chi mandala is flying toward harmony.

After a long time of idling, these two androgynous halves at last go back to their roots. They meet with each other again and reunite harmoniously. “Womb? Weary? He [Bloom] rests. He has traveled...Where? ‘ • ’”(Joyce, 1996, pp. 870-871), Joyce used the very meaningful but very mysterious symbol “ • ” to answer this question. In this essay, it is in Molly’s dream that is similar to a womb and where new psychological birth comes about that they reunite psychologically. Stuart Gilbert (1963) pointed out in the diagram of his *James Joyce’s Ulysses*, the symbol of the last episode is “Earth” (p. 38). In the place that is Mother of all, people will travel through Molly’s almost punctuationless, 20,000 word monologue. This Earth rotates and rotates. In *The Secret of the Golden Flower*, “Turning the light around is done ...by the mind...After long persistence, the spirit congeals; only then do you see the mind-eyes become clear” (Cleary, 1991, p. 66). In the most open place of man’s psychology, those androgynous halves go back to their root.

That quite feminine word “Yes” begins this process of reuniting. Bloom confidently asks Molly to prepare breakfast for him the next morning. This does successfully arouse Molly’s attention. The memories of a party at Georgina Simpson’s remind her of the odd stock of knowledge of Bloom that she admires so much. She also expresses her attitude towards Bloom: “he was very handsome at that time” (Joyce, 1996, p. 879). On thinking about Josie’s bad fortune in marrying a man who has become a lunatic, she feels very satisfied that Bloom has the advantages of cleanliness and respectability in his habits.

In the second section of this episode, Bloom’s behavior in the courting days come back to Molly’s mind. Every trivial thing makes her remember their deep love and the warmth makes her so happy.

In the sixth section of this episode, Molly’s thought goes back to Bloom’s asking for next morning’s breakfast, and she begins to realize how considerate he is. Probably, she feels very lucky that she has not lost Bloom yet, and Bloom has not changed the routine completely by now. Having been influenced greatly by his hope, Stephen, Bloom also imposes upon Molly again his own values by telling her about Stephen. Bloom’s brave and confident behavior does draw much of Molly’ attention and does make her think more differently about him. His behavior successfully arouses deep unconscious affection for him in Molly. She thinks that it is quite possible for them to restore their physical relationship, planning to give Bloom one more chance to re-establish full sexual relations. Needless to say, Bloom will be very glad to accept Molly. The physical merging of yin and yang must enable further psychological intercourse.

In the dream of Molly and the memories of Bloom, their psychological intercourse is completed. Joyce described the scene when Bloom and Molly were completely passionate towards each other for the first time on Howth Hill from different perspectives. Through the wonderful scene woven by the two perspectives of Molly and Bloom, the content of the mandala formed by them is vividly portrayed. It happens on Howth Hill, which is covered by the tranquil blue sky, embraced by all kinds of beautiful green flora interlaced with brightly colored blossoms, and it echoes with the sounds of sea waves. The scene begins with Molly’s unconscious inspiration of Bloom’s passion and Bloom and Molly’s intimate chat. Then, attracted by each other’s physical charms and moved by each other’s romantic words, Bloom and Molly perform a passionate lovers’ wooing and engagement. The last few words in Molly’s dream

goes like “Yes I said yes I will yes” (Joyce, 1996, p. 931). This “Yes” not only indicates Molly’s positive attitude to Bloom and their previous relationship, but also refers to their future relationship. The “Yes,” which begins the last episode and ends this episode, draws a complete and perfect circle. Within this mandala, these two androgynous halves, Bloom and Molly, at last reunite harmoniously with each other. Integrity and harmony are formed. Jung (2003) commented as: “She now takes her ease in the gardens of the earth, for her husband is home again, all his wonderings over. A world has passed away, and is made new” (p. 170).

In *Ulysses*, it seems that Joyce was expecting the harmonious international relationship, too. These expectations are mostly within the scope of culture and the realm of ideology. While Joyce was singing “Love’s Old Sweet Song” and arranging a harmonious reunion for the old couple, Bloom and Molly, he was also doing the same thing for the world.

Conclusion

In *Ulysses*, through the epitome of mankind in one day, Joyce had presented all aspects of life, one of which is the relationship between a husband and a wife, and relationships in the world. Joyce sensitively picked up the androgyne archetype. Through the description of Bloom and Molly, two androgynous halves’ harmonious reuniting process, Joyce depicted androgyne as a symbol of opposites’ harmonious unity. The rebirth ceremony of Stephen, Bloom, and Molly’s hope, does encourage the androgynous halves greatly. After bitterly drifting and searching, the two androgynous halves, Bloom and Molly, at last reunite with each other harmoniously. The harmonious and thorough fusing of yin and yang forms the mandala in which harmony, integrity, and completeness will forever exist. As for the relationships in the world, Joyce expressed the same idea. Joyce advocated that harmony in a family is the source of domestic happiness; family harmony is the key to solving social chaos.

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A Study on the Psychological Trauma in Toni Morrison's *Beloved*

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[Abstract] *Beloved* presents the readers a terrible living circumstance of African Americans in the past hundreds of years. It also reproduces their traumatic history filled with hardships and sufferings. This thesis analyzes the characters' traumatic symptoms in *Beloved* and Morrison's use of traumatic narrative to cure their psychological trauma. It also points out that only when they get rid of trauma and pursue their own identity, can they create their new lives.

[Keywords] *Beloved*; psychological trauma; identity

Introduction

Toni Morrison was the first black woman to receive the Nobel Prize in Literature. She was the second of four children in her family. As a child, Morrison read constantly; among her favorite authors were Jane Austen and Leo Tolstoy. Morrison's father told her numerous folktales of the black community. Morrison's *Beloved* tells the story of an escaped, emancipated woman slave named Sethe who was a mother of four children after the Civil War in Kentucky. *Beloved* was written on the basis of a true story. In a society that was characterized with male domination and white priority, black women were just men's accessories. As the most silent and helpless group at the bottom of society, they were subjected to oppression from racism and sexual discrimination. This novel tells a story of a female slave, Sethe, who was pregnant, fled to Cincinnati, Ohio, from a slave manor in Kentucky. In desperation, she killed her baby girl named Beloved, who had just learned how to crawl, in order to avoid her baby repeating the slave life she herself had suffered. Sethe killed her baby girl out of love. "You love is too thick"; "Too thick? Thin love aint't love at all" (Morrison, 2000, p. 164). After 18 years, when slavery had been abolished, the daughter killed by Sethe returned from the grave to Bluestone Road 124 and lived together with her, her mother-in-law Baby Suggs, her other daughter, Denver, and her lover, Paul D. The ghost punished Sethe day and night and requested her countless love to revenge her. "Sethe was flattered by Beloved's open, quiet devotion" (Morrison, 2000, p. 57). She even lured Paul and destroyed her mother's life, which had just become better. Sethe was saved by her daughter, Denver, and the other black men, at last. At the center of this novel is Sethe's burden, a past which is dominated by an oppressive master text. This thesis is composed of two parts. First, this thesis analyzes several main characters, their traumatic memories, and their hopes of the future in the novel. Second, this thesis discusses the course of how the Blacks trace the history of the nation and struggle to explore the outlet of their future from the aspect of psychological trauma.

The Application of Trauma Theory on Literature

Contemporary trauma studies date back to the 1980s. The understanding of trauma is an event in the subject's life, defined by its intensity, by the subject's incapacity to respond adequately to it and by the upheaval and long-lasting effects that it brings about in the psychological organization (Garland, 1998). It is believed that the pain of psychological trauma will be somehow hidden in the unconsciousness of people. "The ordinary response to atrocities," writes Judith Herman "is to banish them from consciousness. Certain violations of the social compact are too terrible to utter aloud: this is the meaning of the word

unspeakable” (Herman, 1992). Some survivors will find it hard to live, for they are trapped in physical symptoms, such as insomnia, nightmares, headaches, or nausea.

American scholar Cathy Caruth asserts that there is no fixed definition of trauma, and trauma is given different descriptions and names in different periods (1996). Psychological trauma, as a basic concept of traumatic theory, is a traumatic experience in the mentality, the mind, and the self-world. It is not like a physical wound that can be cured by medical treatment. Psychological trauma is an experience of an unexpected event that happens too fast to think about and needs full understanding, and, therefore, it unconsciously imposes the relations with survivors in nightmares. Therefore, it is the psychological trauma caused by an event or disaster in which victims heal their wounds. The core connotation of “trauma” is that a person is unable to construct normal cultural identity of his or her individual and group association. It invades, prolongs, and compulsorily repeats in a person's life (Tao, 2011, pp. 117-125). We see a lot of war, genocide, sexual assault, and natural disaster in traumatic works of literary history. After the “911” terrorist attack, many writers like John Updike, Ross, and Pynchon wrote traumatic novels based on the event that have used splendid literary imagination to talk about this tragic history, especially in the description of people's psychological trauma.

Virginia Woolf has pointed out writing's importance for the female. Morrison cured her pain from her failing marriage through writing, and she directly describes the physical and psychological trauma of women in her works. Morrison, edified deeply by tradition of the blacks, spent her childhood in songs of her mother and grandmother. “Some old pieces of song he'd learned on the prison farm or in the War afterward. Nothing like what they sang at Sweet Home, where yearning fashioned every note” (Morrison, 2000, p. 30). Many traditional art forms of blacks are used in her works to cure pains. In her opinion, blacks should find the opportunity to speak about their trauma so that they can forget it and regain themselves. Dominick La Capra believes that to cure trauma is a process of phonation: one can distinguish the past and the present and remember what happened to themselves or their families, as well as know their present lives clearly, after curing one's trauma, and then they will have a good and happy future (2001).

Traumatic Symptoms of the Characters in *Beloved*: Invasion, Avoidance and Overreaction

Generally speaking, traumatic symptoms can be divided into three categories: invasion, avoidance, and overreaction, and all of these can be seen in Sethe. She struggles with her past's painful memories day and night. For her, time ceases at that miserable moment when she kills her daughter with an axe. That moment would unconsciously invade her mind. Either a scene or a word remind her of those miserable memories in Sweet Home. She is trapped in the past and has no hope for the future, but it is not her willingness. She wants to bury the past in despair and has made it a permanent secret in her heart over the past 18 years. She never left No. 124 except for her work time, and she also made Denver do so. Her two sons ran away. She never expresses her love for Denver, whom she takes as her only company. She lives in an isolated house and never asks help from her neighbors or visits them for company, for she was hurt by her own group, and she cannot forgive their betrayal at all. So, when the murdered child returns from death, she is desperately in need for her mother's love and attention, and Sethe thinks that she can finally lay down her terrible past and live a peaceful life. As the text describes, “Sethe was flattered by Beloved's open, quiet devotion” (Morrison, 2000, p. 57).

In addition, Denver's automatic deafness is also a kind of avoidance. Denver's classmates suspect her mother is a murderer, and she asks Sethe. She loses hearing automatically when she was to get the answer. "She was too scared to ask her brothers or anyone else Nelson Lord's question because certain odd and terrifying feelings about her mother were collecting around her thing that leapt up inside her" (Morrison, 2000, p. 102). This automatic deafness is a kind of traumatic symptom, which is called no organic change in one's body. That is, one's organ does not have any disease, but one's subjective willingness leads to the loss of its normal function of feeling and contacting the outside world. As the text describes, "I need to know what that thing might be, but I don't want to" (Morrison, 2000, p. 205). Denver's heart is still filled with the trauma in her childhood after her two brothers' recovery, but she did not have an individual memory of her injury. "The first thing I heard after not hearing anything was the sound of her crawling up the stairs. She was my secret company until Paul D came" (Morrison, 2000, p. 205). Therefore, she has no impression of her mother's cruelty. She loses her hearing when she wants to prove that her mother is that cruel woman who killed a baby (her brother's words). Obviously, Denver's deafness is a kind of traumatic symptom, which is her automatic reaction to avoid trauma. Although their physical trauma has been healed, their psychological trauma has not been eliminated.

Interruptive narrative is also a way to avoid trauma. Sethe's milk was sucked by the whites, and she was beaten heavily on her back, leaving bitter chokecherry tree scars. She refused to think of these painful things before Paul D's visit, preferring nothing remain in her mind. The physical and psychological insult made her believe that being a slave was more terrible than death. Sethe had typical post-traumatic disorder after this. She did not want to talk much about her traumatic experience; but once she remembered, she would repeat it again and again. Sethe usually remained silent, but when she was talking about her traumatic experience, she is with Denver. There are two reasons for her to keep silent: one is that she does not want to think about or tell of those miserable traumatic experiences; the other is that she deliberately does not want to let her daughter know about the cruelty of slavery so she can avoid the effects of it. Denver is always asking her mother about the past to satisfy her curiosity, but Sethe usually interrupts their conversations.

Besides invasion and avoidance, readers can also find overreaction in Sethe. Sethe decides to give up the new life with Paul D for taking care of Beloved, the daughter who had just learned how to crawl. She believes that she has been forgiven because of Beloved's return, and she makes her decision to be a good mother to satisfy all of Beloved's requirements. However, Beloved is not satisfied. Her purpose is not to forgive her mother. Denver works for Mr. Baldwin, a white man, in order to help her mother. Once again, Sethe mistakes him for the school teacher. She thinks the last scene is repeated again, and she cannot bear to lose her baby again, so she is ready to kill him. This behavior fully embodies her overreaction on trauma.

Treatment of Psychological Trauma in *Beloved*: Facing the Past and Returning to the Black Community

Judith Lewis Herman, an American scholar and the pioneer of contemporary trauma research, points out that the recovery from trauma includes three stages: first, the main task is to establish a safe place; second, recall and mourn; third, rebuild relations with people around (Herman, 1992). However, in fact, no single recovery follows this sequence, and recovery is not a simple process. People who have traumatic experiences will develop huge psychological crises and diseases that lead to post-traumatic stress disorder, characterized by insomnia, nightmares, depression, anxiety, and short-term psychosis, etc.

These symptoms result in the loss of confidence in themselves and society, self-abasement, a sense of guilt, and many phenomena not adaptable to society. Psychological trauma theory emphasizes healing victims' psychological trauma through witness and narrative (Wang, 2010, pp. 68-74). Witness and narrative are methods of modern narrative therapy. As the typical method of postmodern psychotherapy, narrative therapy was initiated by Michael from Australia and David Epston from New Zealand in the 1980s (Xiao & Li, 2010, pp. 29-33). Narrative therapy believes that the personality and the self are shaped and exist through narrating the life process (Cheng & Liu, 2012, pp. 76-80). People can only feel time through narration and combine the fragmented events to fuse the past and present history. Victims' painful crying is not to revenge, but to tell (Tao, 2011, pp. 117-125).

Sethe lives a terrible life as she attempts to avoid the things that will remind her of the past, and she tries to forget her past as a slave. She tries to take back some control over her inner world, but the terrible past and the already crawling baby keep haunting her. As a black woman with no voice to speak, she has no past. Sethe is a brave soldier, for she looks for freedom bravely, not waiting passively. She determines her own life. She wants to change her destiny after experiencing slavery's cruelty. At the same time, she does not allow her child to repeat the experience. Therefore, she chooses to run away. Although she nearly goes to heaven by running away with so much difficulty, she still gives birth to Denver and flees to free land. However, she attracts other black companions' jealousy when she and Baby Suggs hold a Thanksgiving party for her companions. Nobody tells her before the school teacher arrives: "Nobody warned them" and "Maybe they just wanted to know if Baby really was special, blessed in some way they were not" (Morrison, 2000, p. 157). After that, Sethe closes herself off. She raises her children in the haunted No.124 without help from a man or any company, but, in fact, encouraging and closing cannot help her recover from her trauma. Compared to Baby Suggs, Sethe is lucky because Baby cannot recover from her past, but Sethe recovers from her trauma with the help of Paul D., Denver, and her black companions. Sharing traumatic experience with others is the crucial prerequisite to establish a meaningful world. Once their trauma is identified, victims can establish a sense of order and justice, which is helpful for trauma recovery. Therefore, facing the past plays a crucial part in recovery. The traumatic characters in *Beloved* are a group of people trapped unconsciously by racial memory; they live in the shadow of the past, from which it was difficult to extricate. In the face of the call of a new life, should they forgive or hate? Baby is Morrison's fictional ideological guidance, and they did "let down the guard" (Morrison, 2000, p. 140).

Beloved is not only a tragic history of African Americans' oppression and humiliation, but a history of resistance. Finding themselves means the deconstruction of the past and the reconstruction of the present. The blacks finally get rid of the shadow of the past to cure their trauma through the reproduction of memories. Morrison shows the historical harm to blacks and uncovers the veil of the history through *Beloved*. In her opinion, if one refuses to recall the past, his or her psychological trauma will be more serious. Sethe deliberately avoids her painful memories about her baby's death and the experience in Sweet Home, but actually such repression is bad for her.

Breaking history and memory will be an obstacle for one to build a stable personality. Paul D's appearance in her life gives her power and opportunity to reconcile with the past. When Paul D kisses her flogging scar on her back and holds her breast, she is reacquainted with her body through which her desire bursts out. Paul D promises her that he would be there if she goes the wrong way in her looking back to the past. He invites Sethe and Denver to attend the carnival in the town where she enjoyed herself, thus he helps her enter into community life again. Sethe regards their hand-in-hand shade as a beautiful

symbol of a happy future, but it ends when Beloved returns from the grave. Sethe gives everything to Beloved, regardless of Paul's opposition and anxiety. Sethe constantly talks about her experiences of the past to satisfy Beloved's curiosity and questioning. Once Beloved induces the desire to talk about their past, they are fully devoted to it, ignoring their great pain.

Beloved describes the healing power of the black community. Denver bravely goes out of No.124 and asks for help from the black community when her mother is wrapped in Beloved's entanglements. Denver is, no doubt, the link between Sethe and the black community. Denver is lonely in her childhood, and she craves mother's love, but she has never had it: only a ghost accompanies her. She is afraid that her mother would kill her one day when she knows her mother has killed her elder sister, but she loves her mother very much. "All the time, I'm afraid the thing that happened that made it all right for my mother to kill my sister could happen again" (Morrison, 2000, p. 205). A group of former slaves lives in the Cincinnati black community; they share the same experience and trauma that cannot be expressed with words. Their envy of Sethe and Baby's generosity and happiness leads to their betrayal. They even do not try to make them up in the past 18 years until Denver's request. Thirty black women unite to expel ghosts in order to save Sethe. Finally, the ghost disappears with the threat of their power. Sethe gradually recovers from the trauma of losing Beloved in the friendly and harmonious atmosphere. She finds herself and finally recovers from trauma when she regains the sense of safety in her community. Baby Suggs has always believed that blacks are a family, and they should help each other. She entertains the whole community with black strawberry dinner, enjoying the happy time. However, what she receives is just people's indifference when she is in danger. She cannot understand it and dies. But Morrison affirms the importance of the black community. In Morrison's view, the community's position is irreplaceable. Narrating trauma and facing it to overcome the anxiety, fear, and disturbance plays an important part in curing trauma of marginal groups in society. Sethe finally gets out of the trauma's shadow with the help of family and the black community. She retells her traumatic experiences and recalls traumatic memories to experience it again, which helps her face life in the future more confidently.

Implications and Conclusion

From the perspective of clinical psychiatric analysis, Wilhelm Reich points out the phenomenon that those patients who are not willing to communicate with others is called "armor," a state of defense. Sethe and Paul D both produce an "armor" to protect themselves, and they resist pains and refuse recalling. (Reich, 1980). They did not want to say a word about the past. Finally, the black group expels the ghost through songs, and then Paul D opens the "rusty cigarette box" on her chest, directly facing the past, and does his best to begin a new life with Sethe. The reactivation of shielding memories and the forced entry of traumatic experience brings pain which makes people unable to forget it. Recovery from trauma is not that one can forget it or heal it completely, but it is the repair and formation of the understanding of trauma and the consciousness of self-identity. Cultural traumatic theory and ethnic literature have one thing in common: both pay attention to identity. The trauma of a certain group will affect their identity.

In *Beloved*, psychological trauma is cured by the characterization of memory. The traumatic history of the black nation is narrated by Morrison vividly, especially in the traumatic experience of the black women. The black women play an important part in traumatic treatment and cultural inheritance. They not only take their own trauma seriously, but they also guide the black men to face their own traumatic history. How the black nation finds and faces the fact of their history and gets out of the calamitous

destiny to remain in the permanent viability of national culture and embrace a new life with the true, kind, and beautiful nature is the most valuable implication from Morrison.

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Interpretations of Freudian-Based Personality Structure in *Mrs. Dalloway*

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[Abstract] *Mrs. Dalloway* is Virginia Woolf's first mature novel, in which Woolf successfully depicts what the protagonist, Mrs. Dalloway, has done in a single day. This paper attempts to study Virginia Woolf's *Mrs. Dalloway* from the perspective of Freudian-based personality structure theory. It mainly focuses on Mrs. Dalloway's struggles among the id, the ego, and the superego, revealing how the three parts in the personality structure are contradictory in her whole life. The psychological study of the main characters provides readers with an access to the further understanding of Virginia Woolf's works and social issues of that historical period.

[Keywords] Virginia Woolf; *Mrs. Dalloway*; personality structure; Freud; struggles

Introduction

Virginia Woolf (1882-1941), who was both noble by birth and by marriage, made huge contributions to English literature. She never went to formal school on account of her health problems, however, she had a multi-faceted and quite profound education from her father's library at home. She produced an enormous quantity of writing in fiction creation and literary criticism: *To the Lighthouse* (1927), *A Room of One's Own* (1929), *The Wave* (1931), and so on (Woolf, 2005). As one of the three creators of stream-of-consciousness writing, she paid greater attention to people's interior worlds than their characterization and the works' plot. She tried her best to "portray the inner life, bringing to attention the acting of the mind, which is often irrational, mysterious, subconscious, and fluid" (Chang, 2006, p. 438). Her achievements and innovation in literature still have an impact on today's literature.

Mrs. Dalloway was written by Virginia Woolf in 1925. It was created from two short stories, "Mrs. Dalloway in Bond Street" and an unfinished story, "The Prime Minister". Considered Woolf's first mature experimental novel, this novel tells a story in which one day's activity of an upper-class middle-aged woman, Mrs. Dalloway, is depicted. The one-day activity described functions as a time machine, for during it, her mind travels through her thirty-year past life. From the descriptions of Mrs. Dalloway's life details on one day, Virginia Woolf attempts to shape her experiences of a lifetime and the whole society of Britain before and after the First World War.

Research on *Mrs. Dalloway* was conducted both abroad and at home since its publication. Most of the multiple perspectives of literary criticism include sociology, feminism, and stream-of-consciousness writing techniques. A few have focused on psychoanalysis. It is true that the exterior world of the post First World War, and the feminist elements are part of the reasons leading to Mrs. Dalloway's depression; however, Woolf suffered from mental illness for a long period of time and her knowledge of Freud and his followers should be taken into consideration when analyzing her novels and the characters in them. It is acknowledged that Virginia Woolf accomplished her great works under the serious pressure of mental illness. As an active member of Bloomsbury, she was involved in publishing Freud's works. As a matter of fact, Virginia Woolf could not escape herself from the impact of psychoanalytic concept, and furthermore, her life and writings have been interpreted from the perspective of psychoanalysis, as well. This essay tries to apply Freudian-based psychoanalysis to interpret *Mrs. Dalloway* to reveal why Mrs.

Dalloway becomes ambivalent, although she owns every valuable thing in the eyes of others and, thus, makes a contribution to developing Virginia Woolf's study. The protagonist's inner world is mainly explored to embody the imbalance of her personality and the disharmony of her id, ego, and superego.

Freudian-based Personality Structure Theory

Freudian-based personality structure theory was fully depicted in the book of *The Ego and the Id*, which was published in 1923. Three structures of the mind are the id, the ego, and the superego. The id belongs to one's instinct, which one gets by birth. It is the basis of the personality structure, which is the unconscious part. The id does not change with the external world directly, since it follows "the pleasure principle." The ego obeys "the reality principle," and it postpones the satisfaction of the id's needs until the appropriate conditions appear. The ego is the most flexible structure, and it strives to keep the balance among the id, the external world, and the superego. The superego takes action according to "the moral principle," and it attempts to achieve perfection. The superego includes two aspects: the ego ideal and the conscience. One forms the superego from rewards or punishment in past experiences. The three aspects of the personality structure interact with one another repeatedly in one's whole life. They are interdependent sometimes and contradictory at other times. Through the analysis of *Mrs. Dalloway* from the perspective of Freudian-based personality structure, this essay tries to figure out what leads to Mrs. Dalloway's depression. What is the root of her problems?

Freud and Woolf

Sigmund Freud (1856-1939) was one of the twentieth century's greatest minds and the founder of the psychoanalytic school of psychology (Freud, 2009). Throughout the twentieth century, the Western world has been greatly influenced by Freud's psychoanalysis. It has quickly led to a new kind of interpretation of art and text, especially literature. Bloomsbury, whose main founders were Cambridge graduates, became the first place in Britain where Freud's works and ideas were introduced and accepted in the 1920s. In his autobiography, Leonard Woolf was celebratory about the Hogarth Press's connection with Freud: "The greatest pleasure that I got from publishing the psycho-analytical Library was the relationship which it established between us and Freud..." (Woolf, 1967, p. 64). As a very important member in the Bloomsbury group, Virginia Woolf knew Freudian-based psychoanalysis very well, although she was afraid of being analyzed because of her trauma from her premature sexual experiences. Both Freud and Virginia Woolf shared their research focus on the human beings' minds. "Woolf's work invites endless psychoanalytic interpretation because of the ways it skirts 'madness'..." (Roe & Sellers, 2005, p. 256). Her responses to Freudian-based psychoanalysis were, however, complicated and sometimes contradictory.

Mrs. Dalloway's Struggles Between Id and Ego

Sigmund Freud divided the personality structure into three parts: the id, the ego, and the superego. The id conceals all kinds of instinctive impulses that would not be tolerated by the ethics and moral principles of human society. The id's final aim is to eliminate human beings' tension. Peter Walsh and the young Sally in the novel represent the id of the personality structure, for both of them are governed by "the pleasure principle." Sally, who was born in a family with many children and little property, refuses to follow any social rules as a female. She is ambitious and radical when she is young, but she is also driven by a relentless urge for pleasure in life, and she cares nothing about social values. The young Clarissa is very

attractive to the young Sally, who contains more basic animality. Sally is full of vitality and passion, which earns Clarissa's attention any time. Freud claims that human beings possess androgynous characteristics both in physiology and psychology. Virginia Woolf thinks androgynous men and women are more flexible and more mentally healthy. The protagonist in Mrs. Dalloway admires Sally, who has the androgynous features she lacks. Their relationship surpasses the normal relations of friendship, representing Clarissa's id, since she cannot forget the special kiss from Sally, who often acts according to her own will, regardless of others' opinions.

Another character Clarissa loves is Peter Walsh, who typically represents the id. Peter, who is noble by birth, is obsessed with satisfaction of his instinctual needs, regardless of social custom and conventions. He is dismissed by Oxford University, and he rushes to marry a woman he meets on a boat going to India as soon as Clarissa decides to marry Peter. He is unemployed and expecting to marry a twenty-four-year young widow in India when he is fifty-two in the marriage. His unrestrained pursuit of pleasure leads to his tragic fate, which makes Clarissa upset every time when she thinks of his failure. Peter never finds it possible to adapt himself to his environments. Peter considers that Hugh Whitbread, who even remembers his aunts' birthdays, does not have heart or brain and nothing but the good manners and the breeding of an English gentleman.

The embodiment of contradiction in Clarissa's thoughts is observed in many aspects. For instance, when she reaches the Part gate on the way to the florist, "she felt very young; at the same time unspeakably aged. She sliced like a knife through everything; at the same time was outside, looking on. She had a perpetual sense, ...out, far out to sea and alone; she always had the feeling that it was very, very dangerous to live even one day" (Woolf, 2003, p. 52). Since she has just recovered from an illness, everything that catches her eyes on the street is seemingly beautiful; however, she desires to escape to the sea to seek safety. At the beginning of that morning, Mrs. Dalloway is happily on the way to buy flowers herself for a party; however, she is captured by the memory of the past of thirty years ago. Her instinctual desires are always with her. The contradictions and her memory about youth represent her struggles between the id and the ego in the personality structure.

Clarissa's Choice of Ego Over Id

Mrs. Dalloway's choice of marriage claims her top priority of the ego over the id. When Clarissa is with Peter, they do not need to talk more. They can understand each other without a word sometimes. It is not exaggerated that Peter is Clarissa's soul mate to some extent. Both Peter and Clarissa enjoy the company of their youth time. Compared with Peter Walsh, Mr. Dalloway has conservative instincts, which gives Clarissa a sense of safety. Clarissa looks down upon the people who are disgraceful and good-for-nothing; therefore, she dumps the unsophisticated Peter Walsh and chooses the pragmatic Mr. Dalloway. Clarissa, who feels one-day's living is even dangerous, is attractive to Mr. Dalloway. Marriage to Mr. Dalloway means abundant material rewards, a stable life, and noble social status, although Mr. Dalloway is kind of numb and indifferent, and romance is always far away from his mind. What's more, "Peter wants everything," and Clarissa desires space in the bottom of her heart.

Mrs. Dalloway assumes the marriage with Richard Dalloway will be enough to guarantee her satisfaction and a sense of security. However, she keeps losing her real self in her marriage. For example, after she comes back from the florist, she is shocked to hear the news that Mr. Dalloway will not be home for lunch because he is invited to Lady Bruton's dinner party without her. Clarissa is seriously hurt by Lady Bruton, a famous housewife in London who is from a decent family of upper-class society. She

cares much about other people's attitudes towards her, which shows she is stuck in an anxious state of personality structure. The huge hurt she gets from her rebuff at Lady Bruton's party indicates her struggles for upper-class society's recognition. Clarissa makes every effort to be a faultless housewife, but she feels the pretending and affectation exhaust all of her interior strength and energy. Even in this living condition, she cannot successfully integrate into upper-class society; affliction takes the opportunity and occupies her mind once again.

We can use Freudian-based personality structure to explain Clarissa's struggles between the id and the ego. Clarissa and Peter Walsh were childhood lovers, and each of them thinks the other is his or her worse self. They can share their inner thoughts of each other without words. Clarissa's memory about Peter after thirty years is still very clear, although he is not a traditional gentleman like Mr. Dalloway. That Clarissa fails to realize that the tacit understanding between her and Peter suggests that Peter is actually the id side of Clarissa. All of Peter's actions are driven by the id of the personality structure. Clarissa once assumes "thank Heaven she had refused to marry him!" (Woolf, 2003, p. 52). To Clarissa, her whole life would have been full of ridiculous and casual affairs if she had married Peter.

Mrs. Dalloway's Struggles Between Ego and Superego

Clarissa cannot find fulfilment in being the role of mother to Elizabeth. She is alienated from her own daughter. She is bothered by the fact that Elizabeth is very close to the governess, Miss Kilman. Clarissa dislikes Miss Kilman from the bottom of her heart; however, she cannot make the decision to fire her, for her husband thinks highly of Miss Kilman. Sometimes, Clarissa comes to believe that Miss Kilman is the one who possesses her daughter and takes her daughter away from her.

The role of the wife of Richard Dalloway cannot fill the void in her heart, either. Clarissa sleeps alone in the narrower bed of a small room. Richard Dalloway is distant and aloof in nature and hard to have an intimate relationship with. Instead, Clarissa is full of passion and energy and desires to share her opinions on social problems and art issues. The couple has little in common.

Clarissa is convinced of the treasured memory in her youth because her married life has been a continuous struggle. The three roles Clarissa plays in her marriage put her into an awkward and suffocating situation. She is not recognized by the upper-class as a housewife, she is a mother with anxiety, and she cannot find any comfort or hope in her marriage at all. Her real self is lost when she is aging.

The ego is a complex psychological process of the mixed organizations, and it is an active medium that exists between people and the outside world.

Suicidal Intention

"We must not believe, certainly, that a change in woman's economic condition alone is enough to transfer her, ...; and this explains why the woman of today is torn between the past and the future" (Beauvoir, 1972, p. 131). Death is a permanent theme in Virginia Woolf's works, and many of her works show her exploration of life and death. From the moment Mrs. Dalloway leaves her house for flowers at the beginning of the day, the reader is ushered into her journey of discovery. The fresh air, the walk in the London streets that she likes better than in the country give her energy and pleasure after she has just recovered from an illness, so much that she cannot help recall her 18-year-old age. However, this fancy does not eliminate her idea of escaping from reality, and she thinks of death and asks herself, "Did it

matter that she must inevitably cease completely; all this must go on without her.” The reader may wonder what the eternity Clarissa is seeking is for.

On the way to the florist, Clarissa thinks about the deaths of her parents and sister; Clarissa is led to believe that living one day is even dangerous. Her loss of family and the trauma from the First World War make her feel scared and uncertain all the time.

Mrs. Dalloway is keen on holding parties, for, in her mind, a party is a symbol to accomplish her social value as a perfect hostess. On the surface, she is beautiful, graceful, and charming. She has a lovely daughter and a considerate husband, and she leads a decent life with a senior social status. However, she is living on the edge beneath it all day. Mrs. Dalloway is shown in constant struggle, and she has to compromise in order to get peace of mind in many aspects. When Sally Seton, Clarissa’s friend, appears unexpectedly and the Prime Minister appears as expected at the party, she finds herself enjoying the party less instead of more. Indeed, she has the feeling of being something not herself, so much so that she retreats to the attic with suicidal intent. She finally realizes that she loses herself in the party she used to think of as the food for her soul. Freud’s student, the faithful follower of Freud, Jung, believed that “the more secular, materialistic, and compulsively extraverted our civilization has become, the greater the unhappiness, ‘senselessness and aimlessness’ of our lives” (Jung, 2013, p. 129). Clarissa should have come to the conviction that she achieves her goal of making others like her party, but she is unable to share in the gaiety of the party herself after a few hours of agonized pondering and reflection.

Relief from Septimus’ Suicide

As a mental patient, Virginia Woolf could not ignore the impact of the First World War, and so it is for Mrs. Dalloway, who has just recovered from illness. On the way to the florist that morning, she has thought of death three times. Leaving her house, “nothing would change without her.” At her party, she feels lost in grief again, and she goes to the attic, wondering if she can jump off the building.

As a survivor of the First World War, the lunatic Septimus is a poet, full of emotion and passion before the war. He volunteers to join the army as soon as the war breaks out, for he expects to “save an England which consisted almost entirely of Shakespeare’s plays...” (Woolf, 2003, p. 95). When the war ends, he never gets over the morbid feelings of his friend’s death. He is harassed by terrible hallucinations all the time.

The existence of Septimus warns Clarissa and brings her significant enlightenment. He commits suicide to resist the repression from the outside, of which Clarissa assumes Sir William is the representative; Septimus kills himself instead of following the current fashion, and he takes his own life to achieve freedom and the independent spirit. As an upper-class housewife, Mrs. Dalloway cannot and is not willing to break up with the social convention. She compromises by hiding in the attic while the party is still on. Mrs. Dalloway protects her pure and lonely soul in a passive way; however she admires Septimus’ courageous way of fighting for spiritual freedom. This is another kind of contradiction.

Pursuit of Perfect Life (The Awakening Journey)

Unlike Dr. Bradshaw and Hugh Whitbread, who both abide by the traditional social custom and convention to the full, Mrs. Dalloway has the ability to realize her self-reflection. The party shows her whole awakening process. The party does not go well in the first place. The appearance of the companions in her youth reminds her of the most valuable period of time of her life with Sally and Peter in Brouton, reading Shakespeare’s poetry together and having heated discussions about social problems.

Everything around her has been altered since her status changes from “Clarissa” to “Mrs. Dalloway.” After both Peter Walsh and Mr. Dalloway make fun of the party by criticizing Clarissa in their different ways, “the party made her feel quite sick to know that it was all going wrong, all falling flat” (Woolf, 2003, p. 184). However, she tries to find a way to remit the sense of frustration and discontent by smiling to everyone and talking to everyone. Mrs. Dalloway is stuck in the contradiction between Clarissa’s ego and the superego, which are fighting against each other at that moment. Something deep in her heart is awakened, and she begins to highly doubt her life. The doubt is what her superego structure has observed. At the arrival of Sir William Bradshaw, the suicide message of Septimus is spread, and Clarissa’s and Septimus’ lives intersect here. Elaine Showalter thinks Septimus is “the scapegoat for Mrs. Dalloway’s failures” (Showalter, 1977, p. 247). She relives Septimus’ suicide, for she accomplishes her mission in life: the superego is finally included. Afterwards, she is not the superficial upper-class woman, but a complete and harmonious human being. With the help of Septimus’ suicide, Mrs. Dalloway has rebuilt her personality structure and completed her journey of self-discovery. This rebirth gives her the energy of life. She goes back to the party to talk to Peter Walsh and Sally Seton. With courage and wisdom, she can face the past and her former lover without regret and sees a profound future is ahead of her. In *Mrs. Dalloway*, Virginia Woolf is searching for the ideal harmony among the id, the ego, and the superego of the personality structure.

Implications and Conclusion

Freudian-based psychoanalysis has a huge impact on the development of literary criticism. According to Freud, the personality structure consists of three parts: the id, the ego, and the superego. The conflicts among them are ubiquitous and inevitable. If a part overdevelops, it may eventually lead to the imbalance of personality. Only when the three parts balance one another can one’s personality develop harmoniously and achieve the self-realization.

Both Virginia Woolf and her literary works are valuable fortunes to English literature. Further study and reading can help readers to better understand her creative practices. With the attacks of economic waves, the process of Clarissa’s awakening can also remind people of the key importance of good mental health in order to avoid being lost in a fast-changing world.

Through the interpretation of personality structure in *Mrs. Dalloway*, this essay attempts to arouse more people’s interest in Virginia Woolf’s novels and further their understanding of *Mrs. Dalloway*. It is of great literary and social significance. The study of personality structure in Mrs. Dalloway highlights Virginia Woolf’s sincere concerns for exposing social issues as a humanitarian. The humanitarian concerns embodied in *Mrs. Dalloway* can provide some inspiration for contemporary society in China, especially for women living in today’s China, which is at the stage of a huge transformation because of the attacks of economic tides, for the quickly changing world confronts the traditional values so much that it inflicts people with a sense of insecurity. A healthy personality structure is also encouraged by analyzing the characters from the psychoanalytic approach.

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Women's Search for Identity in the Novels of Chinese American Women Writers

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[Abstract] *In the alien cultural context, Chinese American women suffer from oppressions of gender, culture, and race. Among these women, there are Chinese mothers and American-born daughters. In the constant conflicts between two cultures, Chinese American women finally found a way out, making their voices heard, thus setting up their identity.*

[Keywords] *Chinese; American; women; identity; culture*

Introduction

Identity, a complicated issue, is composed of people's race, nationality, gender, profession, values, language, religious belief, and so on. Among these factors, race, nationality, and gender are the most important and difficult. For those who were born and brought up in the same place and culture and who are of the same race, the issue of identity is not so complicated. However, for some people, identity is quite difficult to establish. Chinese Americans, particularly, females, form a good case. As Chinese, whether born in China or America, they are undoubtedly outsiders in the American culture. As women in a patriarchal society, they are "the other." In addition, in a society ruled mainly by whites, they are considered lower class. Therefore, generations of Chinese American women have kept silent, letting their existence be ignored. Having long suffered from this discrimination, Chinese American women finally realized that they had to make their voices heard. Many of them used their pens to tell their stories, or their mothers' or their grandmothers'. In their writings, their hard struggles were portrayed; long-lost memories were dug out; suppressed emotions were let out; identity was finally established. Most importantly, through this process, the history of Chinese Americans was rediscovered and rebuilt.

***The Fifth Chinese Daughter* by Jade Snow Wong**

As soon as it was published, *The Fifth Chinese Daughter*, an autobiographical fiction of Wong before she was 24 attracted many readers not only in the US, but also in Germany and England (Wu, 2009). It received many important literary awards, such as the Commonwealth Club's Medal for Non-Fiction, 1951. However, what deserves more attention is that it has paved the way for a younger generation of Chinese American female writers.

In this book, Wong told the story of a young Chinese American girl and how, in the conflicts between Chinese traditional culture and American culture, she became a successful woman. Some critics argued that its success was closely related to the historical background when the war between America and Japan broke out. The Chinese had changed into loyal friends of America, and native Americans were curious about the life of Chinese Americans. Meanwhile, the US government had a need to set up an example of "model minority" who, in spite of racial discrimination, realized his "American dream" through determination, perseverance, and hard work. It's true that in *The Fifth Chinese Daughter* Wong portrayed a girl who exactly followed this mode. At that time in the Chinese community, girls, although had more freedom and

rights than their counterparts in China, had to obey their fathers. Many social rules oppressed them. Most girls would not go to college, not to mention pursue their identities. Unlike other Chinese girls, Wong fought for her freedom, and she took part-time jobs to afford her daily necessities. With the help of some white people, she entered college and got a job after graduation. Through this, she made her voice heard in her family and the entire Chinese community. However, as a minority in the American society, she was still considered as “the Other.” According to Said’s theory, “The relationship between Occident and Orient is a relationship of power, of domination, of varying degrees of a complex hegemony” (Said, 1979). In a society dominated by the Occident, Chinese have little authority. Before graduation, she was told that she’d better search for a job in Chinese companies or she would be hit hard by racial discrimination. Despite the fact that she luckily got a decent job, thanks to the war, it was still evident that Chinese Americans had a large number of difficulties to face in order to survive in American society. The second generation of Chinese American females, unlike their mothers, whose focus was on survival in an alien society, strived for their positions. They had a strong desire to be Americans, to not be “the Other.” With few choices, they had to set up their identities according to the stereotype of the mainstream standards at that time – a “model minority.”

***The Women Warrior* by Maxine Hong Kingston**

Maxine Hong Kingston is one of the most popular and influential Chinese American writers, and, undoubtedly, the most well-known one. Her works were selected to be in the *Norton Anthology of American Literature* and high school textbooks. Her first novel, *The Women Warrior*, a milestone of Chinese American literature, became a huge success as soon as it was published (Jin, 2010). It was awarded the National Book Critics Circle Award for Nonfiction in 1976. Hong explored her own identity in this book, criticizing both Chinese and American cultures, while learning a lot from both. In the fight against patriarchy, gender discrimination, and racial discrimination, “I set up the identity as a Chinese American.”

In *The Women Warrior*, Kingston told five stories, interpreting different images of Chinese women from a feminist perspective (Wu, 2009). These five stories portrayed the cultural tensions in the lives of Chinese immigrants, thus constituting generations of Chinese immigrants’ reclaimed voices. Hong employed the technique of combining fiction with the “truth”, memory, and myth, reinterpreting Chinese legends, creating appealing stories. With her bicultural background, Kingston had a profound understanding of the interactions, as well as the contradictions between Chinese and American cultures. In her works, the pursuit of identity is portrayed from different angles: cultural identity, class identity, gender identity, and ethnic identity. Through these stories of Chinese women, Chinese American females’ protest against American mainstream culture, the patriarchal society values, and racial discrimination was powerfully illustrated. In this novel, faced with two totally different cultures, races, and languages, the heroine had to go through many traumatic events. She protested when called Niggle Yellow, but was ignored; she hated the white boss when she was fired because of race, but she was too incompetent to fight against him. As a Chinese, as a female, she was deprived of the equal rights to say “No.” As immigrants, losing homes in China, all of them had a deep sense of belonging nowhere. For the first generation of them, the moment they set their feet on the American continent, their traditional values and Chinese cultures were being broken down because of racism. Although they lived a life in America, they still considered themselves to be Chinese, and America was a foreign country. Their roots were in China, a hometown that was impossible to go back to. For the second generation, born in America but brought up in Chinese families, they undoubtedly were faced with a cultural dilemma – American, Chinese, or? In *Mona in the Promised Land*,

Gish Jen (1997) expressed it clearly, “You said we weren’t Chinese anymore, the parents had to accept we would be something else” (p. 83). Kingston recalled that her mother cut her tongue when she was a little girl. Her mother explained that it would make her speak English better. “I cut it that it would not be tongue-tied...you’ll be able to pronounce anything. Your frenum looked too tight to do those, so I cut it” (Kingston, 1989). It hurt her both physically and spiritually, making her feel inferior and voiceless, which could be viewed as a symbol of Chinese voicelessness in American society. Unable to represent themselves, they had to be represented.

According to R. D. Laing, “Ethnicity and ethnic identity may be of greater subjective importance for those ethnic groups which face institutional discrimination, inequality or separation from group members by externally-imposed territorial borders” (Krause, 1996). Chinese women, represented by the female characters in *The Women Warrior*, were stereotyped as degraded by American mainstream culture. As a minority in American white society and marginalized, they were deprived of equal rights. A deep sense of isolation and rootlessness was among them. Then, she said that wherever they happened to stand, that place belonged to them, just like other places. However, because of the second wave of feminism and the civil rights movement, they had a chance to make their voices heard, fight against patriarchy and racial discrimination, and break off the hierarchy. In *The Women Warrior*, the protagonist asked her mother whether it made sense if they were no longer attached to any place. The mother told her story of the No-Name-Woman, the secret of the family, hoping that she would learn a lesson from her aunt, behaving properly. While she, a girl born and brought up in the US, held a totally different opinion, telling the secret to others, as her rebellion against the traditional culture. The portrait of other women in the following stories showed that the protagonist hoped to, like a woman warrior, break through the restrictions, find a place for herself between the two cultures. The stories of the mother, Mulan, and Ts’ai Yen spoke of the writer’s willingness to be a brave, independent Chinese American woman with self-esteem.

The Joy Luck Club and The Bonesetter’s Daughter by Amy Tan

Amy Tan is viewed as being as influential as Kingston, Morrison, and Nabokov, and honored as “another pioneer” among American minority writers in the 20th century. In a multicultural background, she combined legend, folk tales, and family memories together to explore the relationship between genders, races, and identities, and, most important of all, the conflicts between Chinese culture and American culture (Jin, 2010).

In *The Joy Luck Club*, Tan told the stories of four mothers and four American-born daughters. Mothers left China and came to America, hoping to have a brand-new life, only to be involved in a different, but still bad situation. When they came to America, it was a time in the history that Asian immigrants, especially Chinese, were suffering from serious racial discrimination and hurt. In particular, Chinese women were considered, and even portrayed in the press, as slaves, even sexual objects without their own feelings and thoughts. For the sake of safety, they hid their Chinese dress, becoming “invisible.” Life was tough for the mothers in *The Joy Luck Club*. They were oppressed by racial discrimination, but, unable to fight against it, they were forced into silence. In turn, their silence made the oppression seemingly reasonable. Therefore, with increasing oppression and silence, Chinese American women were faced with the problem of life or death every day. The four mothers in the book all had the experience of doing humble jobs in terrible conditions. Besides their hard life conditions, their mentalities suffered greatly, as well. As a minority in white society, they were always in fear of being hurt by the whites, so they all had a sense of insecurity and anxiety. Their weekly meeting to play mahjong were the way to relieve their anxieties. Having lived in

America for several decades, these mothers insisted on speaking Chinese because the “mother language is a powerful tool to fight against cultural hegemony” (Marina,1993). They insisted on speaking Chinese although they knew clearly that speaking English was beneficial to them. Actually, that can be viewed as, according to Edward. W. Said, as a resistance against cultural hegemony.

Things were different in the case of the four daughters. They dreamed to be accepted by American mainstream culture. They spoke American English, dressed in American ways, and ate American food. They preferred boys with parents from New York to Chinese boys. In their eyes, their mothers’ lives were miserable, so they tried their best to escape such a life and become real American women. They denied any Chinese characteristics. They denied the fact that they were Chinese, trying to make white friends. They viewed their mothers as “the Other,” outsiders, and invaders. Between Chinese advice and American advice, they tended to chose the latter, but they had to admit that one significant shortcoming of American advice was that it had so many orientations that it was confusing and misleading. They felt uncomfortable and confused. Ironically, in the process of trying to immerge themselves into American society, they suffered from racial discrimination. A good case in point was Mrs. Jordan’s disapproval of her son’s marriage with Rose. On the other hand, it was hard for them not to be affected by Chinese culture as represented by their mothers. In the conflicts of the two cultures, with the help of their mothers, they finally found a way out, identifying themselves as neither Chinese nor American, but Chinese American, a new identity.

Another book, *The Bonesetter’s Daughter*, viewed as an autobiography of Amy Tan, deeply explores the relationship between Chinese mothers and daughters, a common topic of Chinese American female writers’ novels. In the book, the daughter, the mother, and the grandmother’s different life experiences and similar emotional sufferings are vividly portrayed, and their struggle to fight against discrimination in an alien culture is expressed.

One significant thing in *The Bonesetter’s Daughter* is that thsee three women, although born and brought up in different cultural backgrounds, all suffered from being voiceless. The grandmother was a victim of patriarchy in China. Unlike other girls of her age, she lived a rather free life in her girlhood, her father loving her greatly and teaching her a lot. However, she lost her father and her husband on her wedding day. She tried her best to tell people who the murderer was, but in vain: no one was listening. Desperately, she decided to kill herself, but failed. The unsuccessful suicide left her depressed . For her daughter’s sake, she lived. Still for her daughter’s sake, she died. Unable to speak, she left her daughter a letter telling her all the secrets of her life, the daughter’s birth, and the death of her husband and father. It was this letter that changed her daughter’s – the protagonist’s mother – life. The grandmother’s short life was a tragedy. When she died, she was nearly nameless. She couldn’t speak, and no one cared what she wanted to express, even her daughter. Being nameless was a symbol of having no social status and, significantly, no identity.

The mother’s life was made up of two parts. She spent her girlhood and had her first marriage in China. Indeed, with a job and a caring husband, she didn’t suffer greatly from patriarchy at that time. Her voice was heard and respected. However, in America, language became a major barrier for her. Because it was hard to communicate with others, she had to rely on her daughter to translate for her. While the great gap between them and the hidden secrets made their communication difficult, they didn’t tell each other their own thoughts and feelings. In the alien culture, she was forced into silence, just as other Chinese American women had been. Trinh T. Min-ha (1989) pointed out that Chinese American women were not only victims in a patriarchal society, but they were also natives of their motherland in the third world, so they were “the Other” automatically. These three layers of discrimination and prejudice disturbed them greatly (p. 38). As

a minority with cultural hybridity, far away from their motherland, Chinese Americans were deprived of their original racial identity, which meant a loss of rights. Chinese Americans' silence actually resulted from the conflict between the leading American culture and the weak Chinese traditional culture. These Chinese American mothers had to live a marginalized life, out of the mainstream. They were greatly puzzled about their real identity and the stereotype created by American mainstream culture. However, it was impossible for them to go back their motherland because they belonged nowhere. Their home could only exist in their memory, so they had to look for a spiritual home, politically and socially.

The daughter, Ruth, wrote for others, but never once wrote for herself. She routinely got silent for a week every year. She enjoyed it because she didn't need to care for others in that week. In her family, with her boyfriend and his two daughters, she unconsciously played the role that the American mainstream culture requested her – a Chinese American. She took care of them, which they took for granted. The communication between Ruth and her mother was not good, either. Like other Chinese mothers and American-born daughters, they had problems understanding each other, making them tired. The tenseness in the mother-daughter relationship, to some extent, represented the encounter of and conflicts between the Chinese and American culture in the alien cultural context. Fu Mingduan (2013) illustrated in her book that if the mother's silence was the result of her helplessness in the face of the strong alien culture, then the daughter's silence was her rebellion against the weak culture represented by the mother (p. 59). There was a double-identity dilemma of “past and present, tradition and rebellion, China and America.” For the American-born daughter, the loss of maternal love symbolizes the loss of motherland; separation with her mother symbolizes the separation with her cultural roots.

Conclusion

Sheila Rowbotham pointed out that, when hopeless, the oppressed become extremely silent, and when the change in their life went beyond limits, words were inadequate to express the hurt; sometimes, language might be considered as not existing, although silence does not mean that pain does not exist (Fu, 2013). Silence is not a sign of being without thought; instead, it is as powerful as word, even more powerful sometimes. Once silence is broken, its destructive power will disappear, and a positive power will rise. Kingston stated in an interview that Chinese American women needed self-expression in order to be free and open-minded, and only when their stories were listened to could they link the isolated and hurt self with community (Shan, 2009). When, finally, these women in the book told their stories in written words, they made others, as well as themselves, learn who they were, regaining their identity. The main topic of the book – the search for the family name – was virtually the search for their identity. At the end, the family name was recalled; thus, Ruth and her mother walked out of their respective plights. The reconciliation of the mother and daughter symbolizes the deconstruction of the binary opposition between Chinese and American culture.

In *Between the Worlds*, Amy Ling (1990) says that every Chinese walking into the world has to take this historical gift, accepting history in his rebellion, and understanding rebellion in the pursuit of history (p. 148). Given the inclusive Chinese culture and open American culture, the two cultures, in the long run, will reach a coexistence based on mutual understanding. Gish Jen argued that Americans have changed a lot in communication with each other, that there is no completely pure race, nor pure Chinese American, and that a simple single identity only exists in the imagination (Fu, 2013). Through the painful pursuit of identity, Chinese American women realized that their identity is not an issue of A or B, but A and B. In the

multicultural historical background, affected by such factors as gender, race, and culture, Chinese American women have formed a mixture of identity in the alien cultural context.

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MOOC in English Teaching in the Military University

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[Abstract] *The year of 2012 is called “The year of the MOOC.” MOOC, as a new and popular teaching mode, is welcomed all over the world, not only by the local universities students, but also in the military universities. This paper focuses on the application of MOOC methods in English teaching in military universities, tries to evaluate the recent MOOC modes, and selects the most suitable one for English teaching in the military universities.*

[Keywords] *MOOC; English teaching; military universities; disruptive innovation; instrumental learning*

Introduction

As Xia Chunming, Pei Xiaoqin, and Du Longbing wrote in their paper, *The Development of MOOC and Its Influence on Distance Education* (2014), “MOOC (Massive Online Open Course) is a recently-emerged and fast-developing novel online learning model of distance education. Its platform has characteristics of large-scale interactive participation, high-quality educational resources availability and returning back to ultimate source of study.” Recently, the rapid development of MOOC instruction is having great influence on the development of in-depth innovation of distance education and the Chinese open-course system. At the same time, it will push forward hybrid teaching and learning model research and practice, an academic affairs regulation system reform and innovation, and gradually change the modes of learning, lifestyle, and the ways of thinking and activities of learners.

From 2008, many colleges and universities in these countries began to launch company and curriculum that have the characteristics of MOOCs. MOOCs have blossomed everywhere (Jiang & Wang, 2014). The UK’s famous Open University launched its own MOOC – Futurelearn. Germany launched “Iversity.” By the end of 2013, the registered students of “story of the future” lesson had more than 8 million people, which was the largest number of students registered in a course in Europe. The European Union launched an online education platform that transcends national and ethnic groups: OpenupEd. In October 2013, the French government launched the France Universite Numerique (FUN) and plans to develop its own MOOC. In Asia, there is “Edukart” in India; Japan has “Schoo.” East China Normal University professor Chen Yukun said: “MOOC’s development in China in 2013 with Shanghai Jiao Tong University was the first to join the world’s largest MOOC platform as a symbol” (Chen, 2014). Subsequently, Tsinghua University, Beijing University, Fudan University, and other well-known universities signed a cooperation agreement with MOOC platforms. China’s First MOOC platform, led by the university-“online school,” started in October. A number of social education institutions have established their own online education programs. Sina, Netease, and Sohu have opened their own online education institutions. Some people even called 2013 the Chinese first year of MOOC (Guo, 2014). Now, there are more and more universities, as well as network education companies, and network technology companies actively invested in the construction of MOOCs. The development of the MOOC is extremely rapid, and is still growing.

However, after such an upsurge, the MOOC has also suffered a challenge. Internationally, the MOOC entered a relatively calm period in 2013 after it experienced rapid development in 2012. Audrey Waters proposed an Anti-MOOC in 2013. However, surprisingly, one of the founders of the famous MOOC movement, George Simon, a Canadian scholar at Athabasca University even said: “If 2012 is the first year of the MOOC, then 2013 will be reversed MOOC” (Chen, 2014). Why did Simon George’s opinion suddenly change? In fact, Simon George is the famous initiator of Unicom. He pointed out that study is not only a person’s activities, but the process of connecting specialized nodes and a source of information. He insisted that technology has restructured our lives and learning styles. Regular education is no longer the subject of our study, and informal learning becomes an important part of our study. George Simon says that the MOOC has been away from Unicom's teaching philosophy, and does not reflect open, connected concepts. In this regard, he is very unsatisfied, thereby proposing the idea of the “Flipped MOOC.” He believes in a large number of online courses in the name of the subject of MOOC, but still in a very traditional way of teaching. The Anti-MOOC is that the class can return to the pattern of Unicom and any excessive reading is inappropriate (Chen & Lin, 2014). These scholars have a cool attitude towards MOOC, and they criticize and reflect upon it. This rational reflection is the need for further development of the MOOC. In contrast, the voice of China is relatively quieter because we still don’t have the essence of MOOCs, and we need a longer period of time to explore the localization development of the MOOC (Chen, 2014).

Review of Military English Teaching in China

Recently, with the development of an international military revolution and the fast pace of the Chinese characteristic military revolution, the needs for military talents are increasing rapidly; at the same time, military English, as an important quality of military talent, plays a significant role in military talents’ training. In order to get the details, we distributed a questionnaire among 30 military universities and tried to analyze the situation of English teaching in China.

The questions include the starting time of military English, the types of courses, the teaching methods, the teaching materials, the achievements, and the problems. Obviously, military English teaching has achieved a great harvest during these past 30 years. Most of the military universities have already noticed that English is a tool and only when it is combined with military character can it be called a major and serve the development of the army. Under this circumstance, military English teaching has been one important part of college English teaching, and most universities have set up military English programs.

Although it has achieved many successes, it still has such a large distance to meet the requirements of military-talent training. So, to overcome the difficulties and progress more, we should improve the following: First, bridge a good relationship between college English and military English; college English is the basis for military English, and it provides a good platform. Second, increase the lack of unified teaching programs and teaching hours; in some universities, the is only taught as an elective course. Third, further develop military English teaching research, as the research papers and books are very few, and the quality is low. Fourth, set up standards for textbook writing as there is no common currently. Nowadays, some kinds of military English textbooks are appearing, but the contents are totally different, focus on different aspects, and have no common rules and requirements. Last but not least, improve the ability of the teachers.

Teachers Pay Attention to Language Knowledge, Neglect Language Ability

Teachers of English in China's military university excessively emphasize imparting knowledge, emphasizing the explanation of the basic concepts of the language. This neglects students' English application abilities, communicative language abilities, and learning abilities. Also, they are neglecting the combination of English and military knowledge. So, students have only a professional knowledge by intensive training in narrow military concepts in their major. With this teaching model, students accept knowledge in passive way; they do not want to explore new knowledge by themselves. Under these circumstances, students who will be the future officers of our army are not competent for future missions.

Teacher-Centered

In the course of teaching, teacher or student-centered training produces very different teaching processes and results. Military universities' current principal teaching activities are still teacher-centered. Teachers, based on student knowledge, independently design teaching objectives and manipulate all teaching activities. Teachers have an absolute advantage in the distribution of teaching time. Teachers are the absolute authority in teaching, and they judge the right or wrong in learning. Most military university teachers are accustomed to the use of the expository method to carry out teaching. Most teachers believe that teaching methods can impart a lot of knowledge in a limited time. This avoids wasting time that may be caused by other teaching methods, and makes it easier to grasp the progress in the classroom. Thus, for teachers, the teaching method is beneficial for completing the task of teaching, and they receive immediate, and good results. For students, this approach eliminates the reflection on the teachers' questions, as they have trouble speaking about the subject.. They regard this method as enjoyable.

Teacher's Lack of Teaching Ability

In military college English teaching, the teaching method is obsolete, and the efficiency of teaching is low. Teachers are still teaching language knowledge from textbooks as the main method. They explain new words, grammar, and syntax in the text. Language knowledge is an important task, but it is not, and should not be, the ultimate goal of language teaching. It should not only allow students to gain knowledge, but also let students use this knowledge. Current Chinese English teaching has some achievements, including college students at military universities, students' English levels are improving, many students can pass CET4 and CET6, and a growing number of students in the practical application of English ability has greatly improved over the past. But after all this, it is still a very small proportion of students. In addition, with the network developed in the military in the information age, students have understood various types of knowledge that is no longer found in textbooks but from network platforms. The teacher's lectures are often unable to meet the needs of students, so the interaction between students and teachers can only take the form of questions and answers in class because of limited time and the heavy workload. So, teachers rarely have time for students to discuss issues in class, which results in students getting their opinions directly from their teachers without time to seriously consider or derive alternative conclusions. The reason for this is, I believe, is due to teachers not implementing new teaching theories and ideas, which does not create a good opportunity for English students' comprehensive application training. On the current form of military college English teaching organization, the main focus is on the large class, and varying degrees of the students sitting in the same classroom with the same textbook. In using this approach, it is easy to over-emphasize the teaching of knowledge on the principles

and objectives of the establishment of teaching, paying attention to test scores, and the lack of training of students' military abilities.

MOOC in Military English Teaching

MOOC is a big data, big school innovation, and comprehensive in a completely open class. It should be said that the soul of the MOOC is its philosophy and its university spirit, which is that its big data era dares to face the major challenge of social transformation (Sang, Xie, & Yang, 2014). People have different views about MOOC's development prospects and influence, but one thing that is for sure is that MOOCs transmit a high-quality, open, innovative, and independent spirit (Ren, 2013). Big Data, MOOCs and foreign language teaching give a strong sense of the times. From the beginning of the rise, the real promoter has been big data to make the MOOC, a product of the times, grow vigorously. In the development of the world. Big data is a trend, MOOCs are a hot spot, and foreign language is an essential tool for people to pursue the connection of international standard (Chen, 2015). The arrival of the MOOC can bring reform of military English education in China.

Combine MOOC and Traditional Classroom Closely

The MOOCs, massive open online courses, have clear teaching goals: concentrated knowledge and strong interest; however, they cannot completely subvert traditional classes, cannot take the place of the teachers' inspiration and guidance, and are only a supplement to traditional classes. MOOCs have the advantage of distance education, and the traditional classroom compensates for them, because they are unable to have face-to-face communication and practice. It is one of the sustainable development methods to combine MOOC and the traditional classroom. There are two main ways to combine MOOCs and the traditional classroom: one is to make MOOC a curriculum resource, and try to introduce, supply, display, and support the traditional classroom. In the universities' English teaching classrooms, it can enhance curriculum interests, and enrich the classroom teaching form. Second, make the MOOC the students' own learning curriculum resource. Let the students study independently or in groups, so that the MOOC can aid traditional classroom teaching. Integrating MOOCs and traditional classes can generate online learning and student's own face-to-face interaction. Students can use this platform, which provides virtual communities for learners of the same interests to form study groups, arrange exchange of online learning, and engage in face-to-face interaction. At the same time, it also can generate online learning and local teachers' face-to-face interaction, cooperation among many excellent teachers, and connect online teaching and local classrooms. Teachers can guide their students, have discussions with them in the local classroom to allow them to preview or consolidate the knowledge. All of these things require teachers to spare no effort in the teaching design and the exploration of courses related to MOOC resources. Then, based on the basis of the MOOC, they can combine MOOCs with traditional classrooms.

Changing the Role of the Teacher and Student, Truly Taking Students at the Center

In the teaching of English in universities, it is not wise to take textbooks as the blueprint. We need to learn more about students interests, what benefits them, and what are the current fashionable subjects. In the past teaching reform, "change the roles of teachers and students" has become a stereotyped topic. However, after numerous calls, the reform failed to change the roles. Reform cannot be an effective solution for this situation. Under the traditional mode, university education is dominated by the teacher, focused on the teaching. The teacher has always been the source of professional knowledge, the initiator of courses, and the controller of study. In the current university teaching situation, teachers have pressures

for academic research; some teachers even take the academic research as the center of their work. So, how should students be cultivated in this teaching atmosphere? The MOOC focuses on the creation of the teaching environment, which is the innovation of the whole education process from the curriculum design to the teaching evaluation. Teachers guide and service students. On the MOOC platform, the focus of the learning process is turned from teachers to students. Students no longer passively receive knowledge but actively participate in the construction process of knowledge. Students can select what they are interested in in the course through the MOOC platform and be responsible for their own learning. Students are the consumers, builders, and participants in courses that promote diversification and individuality in English teaching. At the same time, the MOOC changes the evaluation methods of education with the support of big data and teaching that can evaluate and guide each learner's learning behavior, learning process, and learning performance. The teachers' roles change from "teacher" to "tutor," and then a new relationship between teachers and students emerges.

Strengthen the Construction of Teachers

Facing this new teaching mode, teachers in military universities in China must face certain impacts and challenges. Teachers should deal with the opportunity and challenge with initiation, adapt the teacher's role, renew education ideas, break out of the traditional teaching mode, and explore the teaching methods of the MOOC era.

First, improve the teaching ability of college teachers in the face of such challenges. We should not only reflect the practical application of computer technology, but also seriously consider the teaching ability of the teachers. A course that is loved by students is the embodiment of a teacher's comprehensive knowledge level. When learning from a MOOC, we should pay attention to the teacher's knowledge structure and professional spirit. Second, improve the teachers' ability to spread knowledge. In addition to the teachers' wealth of knowledge, teachers need to use effective methods to spread this knowledge. In the process of spreading this knowledge, we need to take the students' cognition structure into consideration and then give them a gradual way to acquire knowledge. Also, interaction between teachers and students is required. The college English classroom is not the teacher who lowers his or her head to the computer screen and disregards the student. In the college English class, taking the MOOC into the traditional classroom can not only make it become vivid, but also strengthen the interaction between teachers and students. Through the problem of the interaction, the students can give feedback to the teacher in time. Third, improve teachers' ability to create. Some teachers have been actively involved in MOOC construction and have said that joining the MOOC is affected by the sense of crisis instead of passion. The MOOC has led to fierce competition among countries, schools, and teachers. In the case of teachers, learning and spreading knowledge is not enough; we should have the ability to innovate knowledge. It can be predicted that when the MOOC is developed to a certain stage, the traditional teaching mode will be no longer popular. The competition will focus on new teaching content, which is the inevitable law of the development and advancement of science and technology.

Conclusion

In the background of big data, the MOOC has benefits in teaching. But it can't take the place of the traditional classroom. So, we should take advantage of its benefits and make it help our traditional classroom. The enlightenment of the MOOC for university English teaching in China is that we should

combine MOOCs and traditional classrooms closely, change the role of the teacher and student, truly advance students into the center of teaching, and strengthen the construction of the teachers' staff.

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A Comparative Study of the Pursuit of Love of Juliet and Zhu Yingtai in Light of Western and Chinese Cultural Perspectives

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[Abstract] *Juliet and Zhu Yingtai are heroines of two plays with different ways of defending their love and different attitudes towards their parents' arrangement of their marriages, which were affected by their philosophical thoughts and social backgrounds. This is well-proved if considered in light of Western and Chinese cultural perspectives.*

[Keywords] *Juliet; Zhu Yingtai; cultural differences*

Introduction

Love is an eternal theme in literature. *Romeo and Juliet* and *Liang Shanbo and Zhu Yingtai* are two well-known love tragedies, which depict young people who had courage to pursue their own love and resist the feudal forces. In the past, these two plays have been analyzed by many scholars because they have high reputations in both the West and China. Many researchers have made comparisons between these two compositions from different aspects.

First, many scholars have studied *Liang Shanbo and Zhu Yingtai*, and *Romeo and Juliet* from the standpoint of themes, plots, characteristics of the protagonists, and their artistic forms. For example, Tan Zongyan wrote “An Analysis on the Differences between *Romeo and Juliet* and *Butterfly Lovers*” (Tan, 2007). Through the comparisons of the two works, the paper explored their differences and related cultural orientations from their differences in the plots and leading characters. Second, there are comparative studies from the perspective of tragic aesthetics and psychology. For example, in 2009, Wei Mina published a paper entitled “Stirring and Plaintive – A Comparative Study on Tragedy Aesthetics of *Romeo and Juliet* and *Butterfly Lovers*”, which made a comparative study of their tragic love, subject to the guidance of tragedy aesthetics and theories in the aspects of tragic character, tragic plot, and tragic image. Third, some scholars appreciated them from the viewpoint of culture. For example, in 2002, Cheng Ying published a paper entitled “The Magnificent Sun vs. The Graceful Moon – A Proposed Analysis of the Differences between *Romeo and Juliet* and *The story of the Butterflies* and the Cultural Contributing Factors of These Differences”, which analyzed the characteristics of the protagonists, the spirit of the tragedy, and the denouement that are associated with their cultural backgrounds. Another example, in 2008, is Liu Hong, who wrote “A Cultural Comparison between *The Butterfly Lovers* and *Romeo and Juliet*” in which the cultural differences between East and West were studied. In addition, there have been some studies from other perspectives, such as Hu Qi’s comparative study from Freud’s theory of Eros instinct. However, there are very few studies centering on the two heroines’ pursuit of love in light of Western and Chinese cultural perspectives.

This paper intends to explore Juliet and Zhu Yingtai’s different ways they defended their love and the different attitudes of their parents’ arrangements of their marriages, which were affected by the social backgrounds and philosophical thoughts in order to enhance a better understanding of the two plays and to deepen readers’ aesthetic appreciation of these classic works.

Similar Plots, Similar Themes

According to Aristotle, who authored one of the most authoritative treatises on tragedy, plot is one of the most important constituents of tragedy (1996, p. 11). *Romeo and Juliet* and *Liang Shanbo and Zhu Yingtai* still share some similarities in the plots and the main themes, although they were created in different backgrounds. First, the experiences of the protagonists, especially the heroines, have some similarities. Their social statuses are relatively low, and they are also regarded as appendages of men at that time. The two plays depict similar stories in which the heroines are forced to accept an arranged marriage, but both do not yield to it. The two females are portrayed as frank and fearless women who have the courage to revolt against the oppression of traditional feudal ethics and search for true love. Second, both plays show the confrontations between free love and feudal forces, presenting how the heroines struggle against oppression. In addition, they show the heroines' resistance to the unfair treatment of the traditional feudal society, eulogizing their spirit of pursuing freedom (Li, 2010).

Different Philosophical Thoughts, Different Ways to Defend Their Love

A country's dominating thought exerts an influence on the formation of the character of its people. Westerners believe that the harmony between man and nature is achieved through constant struggle, which makes them aware of the difficulty of human survival. "The opposite, conflicting and negative concept has been a key tone of Western philosophy for more than 2000 years" (Chen, A., 1996, pp. 100-104). Therefore, the heroes in Western tragedies are usually endowed with an indomitable fighting spirit, and they affirm the rationality of struggle for destiny.

Juliet revolted publicly when she was forced by her parents to get married to a man she did not love, ignoring her parents' blame: "Proud can I never be of what I hate; But thankful even for hate, that is meant love" (Craij, 1914, p. 785). Juliet adopted many means to deceive her parents to defend her love and guard her own happiness, such as telling lies, and suspending animation, etc.

After learning her cousin Tybalt was accidentally killed by Romeo, Juliet did not care about Tybalt. The person she worried about was Romeo. She even scolded her nurse when the latter spoke ill of Romeo: "Blister'd be thy tongue, For such a wish! he was not born to shame: Upon his brow shame is ashamed to sit; For 'tis a throne where honor may be crown'd Sole monarch of the universal earth" (Shakespeare, 1952, p. 75). Regardless of the death of Tybalt and the feud between the two families, Juliet is brave to marry Romeo, which demonstrates her dauntless spirit to pursue her own happiness. Her love for Romeo is simple and fervent without any impure factors. When Juliet wakes up from the pretended death and finds Romeo dead by her side, she resolutely pulls out a dagger and kills herself by his body. The young people behave courageously in guarding the freedom of their love and the independence of their marriage.

However, Confucianism is regarded as the center of Chinese traditional culture and has had a great influence on Chinese people's thoughts for thousands of years (Yi -jie & Tang, 1991). Many doctrines in Confucianism are the principles of behavior for the Chinese people, such as "three cardinal guides and the five constant virtues" (Li, & Yu-ning, 1994, p. 156). Before Zhu Yingtai leaves home to study, she picks a blooming flower and put it in the flower bed, then prays that the flower would wither if she becomes a scandal to the family. Zhu Yingtai is one kind of Chinese ancient female. Although the females struggled to some extent for personal liberation, their thoughts, influenced deeply by Confucianism, still abided by the feudal ethics. For example, ladies were not allowed to attend school in the patriarchal society, and this is why the phenomena of girls attired in men's clothes to go to school appeared. In order to have an equal opportunity of attending school with men, Zhu Yingtai dresses herself up as a young man and shows her

resistance against unfair treatment in a patriarchal society. But Zhu Yingtai knows clearly that it was improper for men and women not to keep their distance, which caused her to conceal her true identity for three years to protect the reputation of her family and herself.

In addition, The Golden Mean, another aspect of Confucianism, stresses that people should consider the overall interest of society and advocate coordination among man, nature, and society (Yi-jie, & Tang, 1991). The ideas of stressing the overall interest gradually blocked the Chinese people's requirement of personality and fettered Chinese female individuality, which made them acquire a submissive national psychology.

Although Zhu Yingtai displays her determination when encountering parental authority, she still has to obey her parents' decisions. Zhu Yingtai tells her parents that she has fallen in love with Liang Shanbo without any sense of shame and begs her parents to cancel her engagement to Ma Wencai. "I don't care whether you return the gifts or not. I just will not be available on that day. I will not marry Wencai Ma, even if he were the emperor's son" (Dai, & Fan, 2000, p. 181). Through these words, it is clear that Zhu Yingtai expresses her sincere love for Liang Shanbo and her determination to pursue her own happiness. Unfortunately, she is too weak to fight for her future. In ancient China, Chinese girls were required to obey the orders of their parents before they got married, especially of their fathers. Zhu Yingtai had to submit to her father's authority to marry Ma Wencai in the end. Zhu Yingtai pretends to agree to the arranged marriage, but she chooses to jump into the grave where Liang Shanbo is buried without hesitation. She insists on following her love to realize their reunion even though he has died.

Distinct in Geography, Different in Expressions of Love

Western civilization originated from ancient Greece. The agricultural development was severely restricted because of narrow land. Thus, the ancient Greeks took advantages of being close to the ocean to develop marine commerce in order to maintain their lives, forming their expansionary maritime cultural characteristics that emphasized freedom, independence, and dignity of the individual. The ancient Greek culture influenced Western thought profoundly.

In the process of seeking love, Juliet's love is demonstrative and passionate, and influenced by Western culture. She admires Romeo bravely when they encounter and fall in love at first sight at the ball. When Juliet refers to her nurse for Romeo on her own initiative, she says boldly, "Go, ask his name. – If he be married, My grave is like to be my wedding bed" (Craij, 1914, p. 771). After learning Romeo's identity, Juliet does not change her sincere heart. The behavior of the protagonists exudes their spirits of pursuing human nature and struggling against fate. Romeo jumps over the wall in order to see Juliet privately in the garden, and he is willing to abandon his family name. In times of having conflicts with Tybalt, Juliet's cousin, Romeo expresses his reluctance to duel with him in order to protect his relationship with Juliet. Juliet also shows her persistent love. Although they have many obstacles, Juliet still firmly abandons her modesty and shyness as a girl of a noble family and says boldly, "Where and what time, thou wilt perform the rite; And all my fortunes at thy feet I'll lay, And follow thy my lord throughout the world" (Craij, 1914, p. 773). She bubbles with enthusiasm and undoubtedly chooses to pursue true love.

Compared with Juliet, Zhu Yingtai's expressions of love are relatively conservative, deeply influenced by the specific Chinese geographical position. The story of Liang Shanbo and Zhu Yingtai takes place in the East with stable social attitudes. The Chinese culture originated from an agricultural culture. A self-sufficient agricultural economy gradually resulted in a semi-closed social environment, which contributed to forming the restrained and conservative character of the Chinese people in ancient times. In most cases,

it was disgraceful for a girl to express her love for a man in ancient China. Compared to the passionate expressions of Juliet, “Fain would I dwell on form, fain, fain, deny what I have spoke: but farewell compliment!” (Craij, 1914, p. 773). Zhu Yingtai just shows her heart implicitly, and even secretly turns to her teacher’s wife for help when she conveys her sincere love. In the play, Zhu Yingtai finds that Liang Shanbo is a reliable and honest man after three years of staying together, but she is shy to express her admiration for him. Even when they part at the Eighteen-Li Pavilion, Zhu Yingtai conveys her emotions for Liang Shanbo six times indirectly and euphemistically by employing different suggestive images, such as a pair of magpies, and a pair of mandarin ducks, etc. The lack of straightforward expression of love causes Zhu Yingtai to lose the precious opportunity that might have assured their relationship, which indirectly leads to their tragedy.

Different Social Backgrounds, Different Attitudes of Love

The formation of a person’s personality is often determined by his or her social background. Social customs also confine the thoughts and behaviors of people. *Romeo and Juliet* was created by Shakespeare during the Renaissance period. The Renaissance, as a whole, advocated man’s right to pursue beauty, wealth, and worldly happiness.

The English Renaissance appeared in the late 15th century. It not only promoted the development of capitalism, but also affirmed the pleasure of present happiness to make the value of people-centered humanistic ideas pervasive. Under the pioneering and adventurous social background, Shakespeare depicted Juliet as a girl pursuing her own happiness and freedom with fearless courage and adoring individuality. Compared to Zhu Yingtai, Juliet shows greater independence. She believes that love is not necessarily linked to family background, and she does not suppress any personal desire for any other reasons. She decides to get married without caring for anything else. Romeo and Juliet fell in love with each other when they first had eye contact at the ball held by the Capulets. They confide their admiration for each other on the balcony on the same night. The next day, Romeo and Juliet hold a wedding without their parent's consent. Then, they both die for love on the fourth day. Within just four days, they experience their acquaintance, love, and death.

The stories of Liang Shanbo and Zhu Yingtai take place in the Chinese feudal society when the social position of the female was inferior to that of the male (Zhu, 2014). The old feudal dogma of “a woman without talent is virtuous” demonstrates the inferior social status of the female. Therefore, Chinese females shaped an obedient character. Obedience is one of the virtues of women in the feudal society. Under the circumstances, women could not make a decision on their own marriage, and it was natural that marriage should be decided by parents, helped by a matchmaker according to the feudal customs.

Zhu Yingtai, the girl who has the courage to pursue marital autonomy, is still unable to completely break the shackles of feudal ethical principles. Although she is determined to marry Liang Shanbo, she still obeys the social customs. She hints to Liang Shanbo that he is to propose to her for marriage within three months, and she goes back home to wait for him to come in order to render their marriage legal. Zhu Yingtai is one of the representatives of traditional Chinese girls who lived in the shadow of feudalism. She even asks her teacher’s wife to act as a matchmaker between them. She does not dare hold a wedding privately with Liang Shanbo, as Romeo and Juliet did. Zhu Yingtai has to choose to succumb to her parents' arrangement rather than pursue her happiness courageously.

In addition, in the Chinese feudal society, people emphasized the indispensable position of agriculture instead of commerce, which limited the development of commerce and restricted the creativity of people.

At the same time, they emphasized the essentials of morality and ignored individual character. Thus, people had to rely on nature and society. Lack of an economic base resulted in their dependent personality. It is not difficult to find that Zhu Yingtai shows such dependence. Although Liang Shanbo and Zhu Yingtai love each other deeply, they dare not revolt against feudal customs. Even when Liang Shanbo comes to visit and talks about marriage, Zhu Yingtai tells him helplessly that she has to obey her parents' orders. Thinking that the orders of her parents should not be violated, Zhu Yingtai takes the filial ethics into account and agrees to the marriage to comply with ethical standards at the expense of pursuing true love.

Besides, the rigid hierarchical system had profound influence on ancient China. It advocated that a marriage should be between families of equal social rank in the feudal society. That's why Zhu Yingtai's father does not accept his daughter's idea of marrying Liang Shanbo, a man of poor origin. From this standpoint, we can say that Zhu Yingtai tries to break with feudal conventions with her rebellious spirit. However, she is powerless when she is faced with strong feudal forces. The behavior of Zhu Yingtai boldly challenges the feudal institution, but the death of the protagonists shows that the feudal forces had the upper hand in the end.

Conclusion

Romeo and Juliet and *Liang Shanbo and Zhu Yingtai* are two classic works enjoying high reputations. In these two plays, two heroines present different attitudes towards love and different ways of defending their love while influenced by the background of two nations, regions, social backgrounds, and philosophical thoughts. Marine culture caused Westerners to possess frank and open character and to express feelings boldly and straightforwardly, fighting actively for their own happiness. However, inland agricultural culture made Chinese people form a more conservative character when they were faced with love, and they did not have enough courage to struggle for their own happiness. All these make clear that it is the differences in culture that make the stories and values different. So, it is necessary to study the culture behind literature. Comparison for the sake of comparison is of no use. Getting revelation and inspiration from comparisons is the purpose of the comparative approach in literature studies.

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The Spiritual Journey of the Nameless Heroine in Margaret Atwood's *Surfacing*

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[Abstract] From the ecofeminist perspective, informed by Karen Horney's "theory of the self", this paper identifies and explores the spiritual journey of the nameless heroine in *Surfacing* by Margaret Atwood. It displays the heroine's physical and spiritual agony which resulted in her psychological fragmentation: self-split and self-reconstruction; it probes into the heroine's mind to find out the psychological root for her self-split.

[Keywords] self-split; loss of identity; self-reconstruction; ecofeminist

Introduction

Margaret Atwood (1939 –), born in Canada, is a poet, novelist, remarkable literature critic, and the author of about 40 literary works. As "the Queen of Canadian Literature", she's won many literary honors, received calls for concern from critics, and is loved by readers (Ding, 2007, p. 4). As a female writer, Atwood is always concerned more about women who are trying to survive and pursue their true selves in the present society. Most of her works present women's living situation and their spiritual process of being lost, awakening, pursuing and self-reconstructing in the patriarchal society.

In 1972, her second novel – *Surfacing* came out in which Atwood perfectly combined her ecological awareness and feminist thought by applying ecofeminist thoughts consciously or unconsciously. In *Surfacing*, a nameless narrator, accompanied by her lover and a married couple, returns to a small cabin in the wilderness of northeastern Quebec, where she grew up. The others look on the trip as a vacation and chance for the men to take some photos for a book they're trying to put together, but the heroine is searching for her father, who has disappeared.

The heroine suffers a psychological split of self because she undergoes an unfortunate love affair with a married man and is forced to have an abortion. Her journey of seeking for self begins from searching for her father. As the days pass, each character's individual ugliness and weakness are exposed. In order to quest for her true self, the heroine has to quest physically and psychologically and drifts in and out of reality, remembering painful episodes of her past.

Since *Surfacing* was published, many studies on it have been conducted. Many critics analyzed this novel from the perspective of eco-criticism, feminism or a national point of view. In recent years, many Chinese critics have become interested in Atwood's literary works. In *Margaret Atwood and Her Writing*, Fu Jun described Atwood's life experiences, literary creation and academic critiques. Moreover, Chinese researchers have created a series of critical articles about *Surfacing*, such as "The Harmonious Development of Men and Nature: the Ecological Thinking Reflected from Atwood's *Surfacing*" by Xie Kui (2007), "The Diversified Themes of *Surfacing*" by Wang Xiaoying (1997), and "Female Real Self Regained through Deconstruction of Male Hierarchy: Feminist Ideas in *Surfacing*" by He Xu (2002), etc.

Nowadays, with the highly-developed material civilization, many people have serious mental pressure and are suffering from spirit desolation. Especially for women, in the male-dominated world, women are on the marginal position either in marriage or social life, suffering from self-split as the result of oppression

and depression. Therefore, from the ecofeminist and psychological angle, this paper penetrates into women's spiritual world and their painful struggle for survival in a male-dominated society and serves as a theoretical solution and enlightenment to solve ecological problems and human spiritual suffering.

The Divided Self: The Heroine's Swinging between Reality and Memory

Nurtured in the patriarchal values, women are submissive to adjust themselves to the well-established traditional role; on the other hand, they are on the marginal position either in marriage or the society, suffering from men's oppression, which makes them suffer from anxieties and be dissatisfied with the social and family condition. As a result, a psychological self-split occurs. In *Surfacing*, the heroine goes through a traumatic experience of abortion under the pressure of her ex-husband, who cheats her and finally divorces her. As the result of the painful abortion, she feels a section of her own life is sliced from her. She gets self-split and suffers from the spiritual torture. During the journey to looking for her missing father, she is like a pendulum that swings between truth and memory. The journey is also regarded as the one for the heroine to search for her self.

It is after her abortion that the heroine feels that her head is divided from her body, and "if the head is detached from the body", she understands, "both of them will die" (Atwood, 1972, p. 87). Thus, terminating her pregnancy, she feels that she has allowed herself to be cut into two. "Woman sawn apart in a wooden crate, wearing a bathing suit, smiling, a trick done with mirrors, I read it in a comic book; only with me there had been an accident and I came apart. The other half, the one locked away, was the only one that could live; I was the wrong half, detached, terminal. I was nothing but a head, or, no, something minor like severed thumb; numb" (p. 127). The abortion hurts her deeply. The feeling that she kills her own child obsesses her and she feels guilty for it, for she could have said no but she didn't. The painful marriage and abortion make her split in the self. She swings between truth and memory, in which she is searching for her self and trying to regain it.

Just like what Atwood states in the novel, "she has fully assimilated this false version of her past, which she herself invented, into her present psyche" (1972, p. 80). As far as the heroine is concerned, her past is so painful that she tries to avoid facing the truth so that sometimes she tells lies which are actually contrary remarks on her past.

When the heroine recalls her ex-husband, readers are given such a fond picture that he loves her. But on other occasions she reveals his carelessness to her. She says her husband loves her, but in fact, "for him I could have been anyone" (Atwood, 1972, p. 175). She even goes so far to say that she and her husband sign papers and she describes the wedding day. However, he is a married man and he has a big family, "he showed me snapshots of his wife and children, his reasons, his stuffed and mounted family, they had names, he said I should be mature" (Atwood, 1972, p. 175). When she is forced to get an abortion, her husband even leaves her for his real child's birthday.

The heroine is no longer a whole person, and the split of self makes her uncertain of her past experiences. The uncertainty is clear when the heroine is speaking of her feelings of safety about her childhood home, "I always felt safe here, even at night. That's a lie, my own voice says out loud. I think hard about it, considering it, and it is a lie: sometimes I was terrified" (Atwood, 1972, p. 82).

Between truth and memory, the most often appeared image is the fetus, which seems accusing the mother for her weakness. The heroine doesn't want to, but is often obsessed to recall it. "I lay on the bottom of the canoe and closed my eyes; I wanted him not to be there. It formed again in my head" (Atwood, 1972, p. 167). For most time, the heroine is not willing to think about what happens in the past or now. Memory

and imagination are mixed which shows the spiritual struggle for self. "I knew when it was, it was in a bottle curled up, staring out at me like a cat pickled; it had huge jelly eyes and fins instead of hands, fish gills, I couldn't let it out, it was dead already, it had drowned in air. It was there when I woke up, suspended in the air above me like a chalice, an evil grail and I thought, whatever it is, part of myself or a separate creature, I killed it. It wasn't a child but it could have been one, I didn't allow it" (Atwood, 1972, p. 167).

In the imagination, the heroine is facing the truth that she dare not face in reality. Also, in the imagination, she tastes the pain she tries to avoid in reality. For the fetus, she feels guilty, and she thinks she is the killer. Recalling what happens in the past, she will gradually realize her powerlessness in face of men around her and her weakness as a mother unable to defend her fetus. It is the fetus that makes the heroine step on the journey to search for a new life.

Loss of Identity: Namelessness of the Heroine

As the result of the oppressive patriarchal conceptual framework, female voices have on the whole been startlingly absent. Men are forged to be ahead while women are pushed further to the margins or reduced to the stereotype of traditional women, such as tender mother, submissive wife on one hand, silly girl or bitch on the other hand. It seems always to be heard like this: male voice: "We won!" and the female voice, adoringly: "I know, darling!" It is as if women are happy to sit in the shadows keeping silent and let men doing all the talking and the shouting. It is men, in an overwhelmingly male-dominated world, who have created this situation. Women, in such a world, don't know who they are and finally lose their identities.

In *Surfacing*, Atwood does not give the heroine a name which causes readers' curiosity and thought. Rigney states, "If one cannot communicate, cannot feel, has no name, has been so thoroughly divided, one is, like Atwood's protagonist at the beginning of the novel, psychologically dead" (Rigney, 1978, p. 106). Some critics think that the namelessness of the heroine reflects the living and spiritual situation for women in the patriarchal society.

Just as Elizabeth Grose says: "We had the word 'men', at the same time, we had another word: 'woman'. But their problem is not only their word's differences. Between them, they have a great wide gap" (1989, p. 121). Many women, like the nameless heroine, live by the value standards given by men. How to please men and to be their substitutes is an important thing for women to do. In that way, women couldn't be equal with men in their thoughts and status. They need not have their own social values. They are regarded as the evidences of men's existence and the adornments for men so they need not have their own social and spiritual activities.

Under such circumstances, they lose their identity. They don't know who they are and where they are from. They are confused about the values of their existence. The feeling of being lost causes them great pain and makes them start to think about their identity and step on the journey to search for the truth finally. Many critics call the nameless heroine in *Surfacing* the Surfacer, as she strives to surface from her miserable past experiences to find her true self. Catherine McLay, for instance, sees the novel as an exploration "of a contemporary problem, the search for unity in a self which has become divided, (and claims that the conclusion is) ultimately, an affirmation of the self in its two faces of mind and body" (1975, p. 82). The heroine's journey to look for her missing father has another implication, that is, the journey in quest for her own self.

In fact, through the namelessness, Atwood tells a story of how the heroine finally achieves her self from the feelings of being lost and depicts the living situation for women.

The Psychological Roots Causing the Heroine's Self-Split

The heroine experiences spiritual repression and a loss of identity. For being regarded as tools for men, she escapes from reality, in hope of lessening the fright and agony in mind. The nameless heroine has undergone such a desperate state of mind, confused and terrified, not knowing what to do or where to go. Therefore, it is necessary to further explore the psychological roots for the self-split. According to Karen Horney's "theory of the self" (as cited in <http://en.Wikipedia.Org/wiki/Karen-Horney#Theory-of-the-Self>), the "ideal self" is the person's mind, but not all the time his behaviors follow the "ideal self"; he has to act by following the others to satisfy the external world. As mind and behavior become more separated, the "real self" becomes more unsteady, disembodied, more invested, and eventually lost. A person's split is originated from the discrepancy between his self-expectation and the realistic world.

Trapped in the patriarchal shackles for women, the nameless heroine suffers from the loss of her will. Her inner split increases with the threatening inner conflicts between the "real self" and the "ideal self". The pressure from the inner conflicts results in the individual's self crisis, which leads to the split. In the novel, the heroine's self-split arises when their idealized self is trapped in the relationship with men. In fact, the heroine becomes uncertain of whom she is as the result of the oppression from men. Some symptoms of the self-split appear in her self-exploration. Recognizing her status in the relationship with men and unable to strike a balance among these conflicts between "real self" and "ideal self", she has a hard time recovering her integrated self and identifies herself with a victim in the male-dominated world.

In *Surfacing*, the nameless heroine suffers from the conflicts in her inner soul. When she sees the dead heron at the pond, she feels like "a complicity, blood on her hand, as though I had been there and watched without saying 'No' or doing anything to stop it" (Atwood, 1972, p. 153). When she recalls those little animals killed in jars by her brother, she thinks "Because of my fear they were killed" (Atwood, 1972, p. 154). She feels even guilty when she thinks of her forced abortion because "I could have said 'No' but I didn't" (Atwood, 1972, p. 170). The nameless heroine feels that it is her fault for all of the deaths. But in her heart, she wants to say no to all of them. Atwood presents the heroine's strong will to prevent the killing through the capitalized letter N in the word "no". However, before she gives up the belief that she is a powerless woman who is imposed by the patriarchal society, she can do nothing but break down mentally.

Simply speaking, in the process of struggling against the patriarchal shackles, on one hand, women may adjust themselves to their traditional role imposed by the patriarchal society habitually; on the other hand, their personal will cannot get satisfied with the dreary social and family condition. Thus, they find it difficult to follow their "ideal self", and therefore sink into a dilemma, facing all the contradictions between the individual and patriarchal society and suffering from the conflicts between the "ideal self" and "real self". The heroine is suffering from a self-split. She has to fight and refuse to be so in order to survive physically and psychologically.

Self-Reconstruction for a New Life

Atwood depicts the spiritual journey in which the heroine suffers from men's oppression, loses herself, searches for, and finally regains herself and her life. Just as stated above, in *Surfacing*, the heroine's journey to look for her missing father is regarded as one quest for her own self. The reason for her losing self is her painful past experiences while the abortion is the key and a clue, along which the heroine finishes her spiritual journey. The abortion makes her hurt and feel guilty. So, to regain her self is to face the experience of the abortion correctly. When the nameless heroine tries to search for herself, the diving into the lake

water is the turning point which signals the beginning of her recovery process. Just as the heroine says, “the lake was the entrance for me” (Atwood, 1972, p. 172).

According to Morey, “Women often regard entering water as an expression of anger and loss, seeking escape, empowerment, and restoration of selfhood” (1992, p. 213). There is a long, detailed description of how the heroine dives deep into the lake with the pale green water darkening around her, “My spine wiped. I hit the water and kicked myself down, sliding through the lake strata, gray to darker gray, cool or to cold ... Pale green, then darkness, layer after layer, deeper than before, sea bottom ...” (Atwood, 1972, pp. 165, 166). This dive into the bottom of the lake can be regarded as a descent through time and space into the past or another world. As the heroine is probing deeper and deeper towards the lake bottom, she is actually probing deeper and deeper into her psyche and searching for her true self.

The heroine’s crucial discovery occurs when she dives down into the lake. To her surprise, she encounters the drowned body of her father. It reminds her of her aborted fetus. She has been so repressed from the memory of her aborted child. Now she bravely faces it and acknowledges that “I killed it. It wasn't a child but it would have been one, I didn't allow it” (Atwood, 1972. p. 168).

Then in the final section of the novel, the nameless heroine finally regains herself and achieves a new and more hopeful wholeness. She reconstructs herself through the impregnation. She can't help recalling her first pregnancy and the forced abortion, which inflict great pain on her body and mind. So she is determined to have a new fetus and will protect her fetus just as she says, “This time I won't let them” (Atwood, 1972, p. 194). When she makes love with Joe, she hopes to become pregnant again, as if “I can feel my lost child *Surfacing* within me, forgiving me, rising from the lake where it has been imprisoned for so long, its eyes and teeth phosphorescent; the two halves clasp, interlocking like fingers, it buds, it sends out fronds” (Atwood, 1972, p. 193). The aborted child forgives her, and she achieves self-reconstruction.

Just as the name of the novel suggests, the nameless heroine finally rises to the surface. Although she still has no name, she has hopes for the future. She will break away from the traditional values for women in the male-dominated world and finally achieve her self-reconstruction after a long spiritual journey.

Conclusion

In *Surfacing*, the nameless heroine went through a long painful physical and spiritual journey, experienced the maltreatment of nature and the oppression of women, and suffered greatly in a patriarchal society. But fortunately, the heroine achieves her self-reconstruction. In Atwood’s eyes humans must abandon their conquest of nature and return to the embrace of mother nature, since humans are just plain members of the earth community. To do that, humans are supposed to have ecology-oriented thoughts and actions. What is conveyed in the novel is the ecocentric equality among all the members of the biotic community, taking the world as an interrelated one and respects all individuals, humans and non-humans. It is necessary for the members on earth to build a harmonious relationship with each other.

Today, we are living in an interdependent world; all living things, humans, animals and plants, as integral part of a visible ecosystem, have rights. So, our society must replace the idea that man is distinct from and superior to the rest of the world with the consciousness that human beings coexist with other beings on earth and that we should value both biological and cultural diversity, then the world will be a better and more harmonious place for men, women and all other life or non-life forms in nature!

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Chinese Taoism and Eugene O'Neill's Dramaturgy

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[Abstract] As an Irish immigrant, Eugene O'Neill was born with Catholicism, yet he was deeply influenced by Oriental religion and culture. This essay aims at disclosing how his preference for, and sympathy with, Chinese Taoism actually molded the artistic charm and depth of thought in his dramas. Based on digging out the roots of O'Neill's Catholic belief and the sources of his Taoist wisdom, the roles of Taoism on shaping his narrative strategies and confirming his identity are illustrated by the incarnation of Taoism in his plays.

[Keywords] Chinese Taoism; Eugene O'Neill; Dramaturgy

Introduction

The early 20th century witnessed the aggravated alienation of humanity with the decline of social values and beliefs with the flourishing of western industrial civilization and the prevalence of materialism. Confronted with a crisis of belief and the distortion of spirit among modern people, Eugene O'Neill resorted to Taoist wisdom to deepen his profound philosophical thinking and inquired into human nature and the meaning of existence. Orientalism, "the most important and distinctive aspect of his art, and yet the most difficult to define" (Simon & Parsons, 1966, p. 208), deserves deep research and is of great significance to interpret the charm of his plays. This essay first digs out the roots of O'Neill's Catholic beliefs and his apostasy of it. Second, it examines and identifies the sources of his Taoist wisdom. Finally, it illustrates the incarnation of Taoism in his plays as a possible perspective to interpret his artistic charm and depth of thoughts in his dramas.

The Apostasy of Catholicism

In the 19th century, especially around the Irish Potato Famine, more than a million Irish immigrants fluxed into America, among whom were O'Neill's parents. After the American Civil War, the immigration rush witnessed a boom from three million in the 1870s to five million in the 1880s and then nine million in the early 20th century (Tindall, 1989, pp. 521-522). Those already settled down Americans regarded the new immigrants as a great threat. As a descendant of Irish immigrants, Eugene O'Neill, without a settled home, had a stronger desire for cultural identity than his peers. His father's occupation as an actor heaped up more discrimination. "We considered the O'Neills shanty Irish," said a Chappell girl, "and we associated the Irish with the servant class" (Sheaffer, 1973, p. 50). Spiritual identification was strongly desired to compensate for the lack of belonging in actual life. O'Neill narrated the confusion and selection of identity among Irish immigrants, and disclosed that their shared cultural identity decided their strong bonds even more powerfully than their social class and status (Porter, 2009, p. 45).

Eugene O'Neill's parents both were pious Catholics, and sent him to a church school when he was a child. Growing up in such environment, O'Neill was endowed with strong religious inclination. Catholicism symbolized the unique ethnic identity and united individual families among the Irish people. O'Neill confirmed the importance of Catholicism in his plays – once you are born with Catholicism, you

will live with it. Catholicism was an integral part in the Irish people's heart just as a lifelong bearing. His mother became a drug addict from overdoses of morphine injections to save her from dystocia while delivering O'Neill. The stings of conscience and sense of guilt made O'Neill a Catholic disciple. He naïvely prayed for his mother's abstinence from drugs with the help of God, yet his mother's suicide when he was only fifteen totally disillusioned him.

The more resolute he was to break with God, the stronger his desire was to seek a new spiritual haven. The power of belief was needed to confirm his cultural identity and reduce his puzzle in reality. Getting lost in belief, O'Neill suffered from anxiety for an identity and a spiritual emptiness. As a Catholic apostate, a man who abandoned his inborn religious beliefs from an early age, O'Neill began his hard journey of seeking a new belief in anguish. All through his life and literary creations, O'Neill sought for an ideal spiritual belief to secure his identity and sense of belonging. His strong zeal for religion and the lack of his inborn Catholic belief paved the way for a new religion or belief.

The Sources of Chinese Taoism

The early twentieth century saw a multitude of books on Eastern religion and philosophy, which aroused the keen interest of a large group of Western scholars. The Western thinkers O'Neill most admired, such as Emerson, Shopenhauer, Nietzsche and Jung were all influenced by Oriental mystical theories to different degrees. Since the first fully translated version of *Tao Te Ching* emerged in 1842, the Western world never ceased to witness new versions coming out every year. This ancient Chinese classic has been interpreted in numerous ways to satisfy the wishful fantasy of the West towards the East as the other. Chinese Taoism, along with other great intellectual and religious traditions of Asia, "in all sorts of ways has entered into Western thought and imagination" (Clarke, 2000, p. ix). When the great terror occurred that was caused by highly advanced science and a greatly developed civilization, it was natural for the West to shift its focus to the East for remedy. The East was labeled as an irrational culture to form a perfect match with the rationality of the Western culture.

Among the fifty-three volumes related to religion in his personal library were books on Christianity, Frazer's *The Golden Bough*, Albert Churchward's *The Origin and Evolution of Religion* and eight books on Oriental religion and philosophy. Inevitably, his interest in Chinese Taoism was the strongest among various schools of thoughts. O'Neill referred to Legge's translated version of Taoist classics and formed deep and lasting interest in Chinese philosophy. In his letter to Carpenter in 1932, he claimed, "The mysticism of Lao-tse and Chuang-Tzu probably interested me more than any other Oriental writing" (Simon & Parsons, 1966, p. 211). Carpenter regarded O'Neill's late plays as "detached drama", being "more concerned with internal feelings and attitudes", while detachment is part of the core ideology of Chinese Taoism.

When his third wife Carlotta, who loved Oriental things, told her general contractor for the Tao House that she wanted something primitive on the outside but with a Chinese interior in observance of Chinese Feng Shui, she perused the books on Chinese Taoism presented to her as gifts by their friends and left marks on sentences, such as "Tranquility bordering on oblivion is the ideal" and "Inaction is itself an art" (Robinson, 1982, p. 170). Carlotta cuts O'Neill almost from any outside connection to help him concentrate on creation during the last phase of his writing career. In addition, the couple used to read to each other, so it was natural for O'Neill to sympathize with his wife's appreciation of Taoism. Tao House, a villa of typical Chinese style, bought by Eugene O'Neill's Nobel Prize money, was the house he lived in for the longest time during his drifting life. It was in this house and during this period he achieved the

culmination of his dramatic creation. Naming the house “Tao” was O’Neill’s special way of confirming his lifestyle and belonging.

The Incarnation of Chinese Taoism

Eugene O’Neill as convinced that the theater should not be a refuge, a forgetting, but instead an inspiration that lifts people to go beyond to a transcending plane. According to him, the theater should “reveal to us what we are and give us what the church no longer gives us – meaning” (O’Neill & Floyd, 1981, p. 52). He firmly believed that any author of a big work could not avoid focusing on this topic, “or he is simply scribbling around the surface of things and has no more real status than a parlor entertainer” (Bogard & Bryer, 1988, p. 311). O’Neill enshrined the theater and feverishly explored the deep meaning of the existence of the human being. In his dramatic representations at various periods, “the sense of endlessly seeking a higher ground for human experience is never absent from them” (Manheim, 1998, p. 136).

According to Chinese Taoism, Tao is the root that begets all the things in this earthly world, while the nature guides the way of Tao. Thus, only by resorting to the rules of nature can a human being resist the various lures of modern civilization to avoid losing his own nature. His deep-seated hatred towards so-called modern civilization urges him to try every possible means to wake people up from being too greedy and destroying the nature. He had obvious “attempts to view man and nature as one (Robinson, 1982, p. 9) to maintain human’s *The Touch of a Poet*. O’Neill identified a fundamental struggle at the heart of American culture – the struggle between pragmatic, materialistic greed, essentialized in the success myth, and the search for spiritual transcendence. As pointed out in *More Stately Mansion*, the spiritual freedom and eternity lies only in the harmony between man and the nature.

Life accompanying death and death generating life, this is the transmigration cycle. The belief of transmigration in Chinese Taoism that things go back to their origin in cycles endowed O’Neill with wisdom to face up to the past, the present and the future and also life and death. Transmigration, suggesting a special dimension of the past, is embodied in O’Neill’s works either as the theme of the play in *Desire under the Elms* or directly formed the plot in *Lazarus Laughed*. “Human hope is the greatest power in life and the only thing that defeats death” (Estrin, 1990, p. 3). Actually, *Fountain* is a metaphor of eternal life in cycling. There is no ending at all to *Anna Christie*, for death is not the end of life but the birth of another. The theory of being immortal by attaining Tao from Taoism gave O’Neill the power to confront the terror of death and secure the identity in this life.

Eugene O’Neill is thought to be “the tipping point for American drama” even more than Shakespeare was for British drama” for “he frames the narrative of the history of American drama”(Connolly, 2010, pp. 19-21). Although “the advent of World War II and his increasingly poor health shattered his struggle to unify his sympathy towards Chinese Taoism with the conflicts of American society” (Schevill, 1973, p. 192), O’Neill skillfully manipulated various dramatic techniques to echo the changes of American society. Taoism helped him go beyond the traditional Western binary concepts to achieve a new dimension of dramatic creation. In his struggle for a synthesis of Eastern and Western thought, O’Neill achieved a new dimension in his plays; that is, to balance good and evil, to endure the raging polarities of existence, to reconcile pipe dream and reality. The clear-cutting pattern of binary concepts, “the beautiful” and “the ugly”, “the good” and “the evil”, “reality” and “dream”, “truth” and “lies”, “comedy” and “tragedy” were blurred in terms of characterization, themes and styles in O’Neill’s later plays.

O'Neill succeeded in transforming American drama into an internationally respected art, for "his plays were fashioned into the substance of an American idiom" (Krasner, 2005, p. 145).

Eugene O'Neill's lifelong wish was the submission of sense to intuition, which is linked to "the creative impulse in life" (Bagchee, 1990, p. 93). The wisdom of mysterious intuition and insight from Chinese Taoism certainly enlightened his dramatic creation and alleviated his anxiety for belonging. His early plays of the sea, which viewed the mysterious ocean as human's destiny, exhibited his initial sympathy with Taoism. While the direct quote of lines from Lao Tzu and Chuang Tzu in his middle plays powerfully attest that O'Neill not only read the translated versions of those Taoist classics, but also put them into flexible use. Enlightened by Taoism wisdom, O'Neill naturally reconciled all the seemingly opposite items in his later plays. The audience, critics and other playwrights were exposed to unfamiliar contents and forms out of his efforts of integrating the East and the West, the ancient and the modern.

Conclusion

The entire life of Eugene O'Neill was a journey of seeking identity and belonging through diversified possibilities in his plays. He sought, through his writings, to ease the pressures and storms within him, to justify himself to himself, if not to the world (Sheaffer, 1973, p. 47). The Chinese Taoist philosophy permeated his works and shaped his lasting artistic charm. Seemingly opposite concepts formed a type of natural harmony in the deep structure of his narration, and O'Neill skillfully adopted various dramatic techniques to cast his own narrative poetics. His understanding and interpretation did not necessarily match the original connotation of Taoism, but his flexible manipulation of Taoist wisdom, successfully contributed to his unique dramaturgic narration, secured his own cultural identity and formed a spiritual haven for himself and his peers.

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The Themes between Emily Dickinson's and Sylvia Plath's Works

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[Abstract] Emily Dickinson and Sylvia Plath are two outstanding poetesses in the American literary world. They both compose their works with themes of death, nature, love and feminism. They share some similarities, but there are mostly differences. The aim of this study is to probe the changes and development of the female consciousness on different social issues in the light of woman writers to comprehend their works better.

[Keywords] theme; similarity; difference; death; nature

Introduction

People in modern society have become more concerned about the rights of women. They present their thoughts in writings and participate in different activities. The poetic creation of the eminent American poetesses Emily Dickinson and Sylvia Plath reflected this particularity of American literature. Their poems have long been studied by many domestic scholars, who have tried to interpret and analyze their works from different perspectives, such as Fan Gexin (2003), Zhu Xiaoying (2004), Geng Weiling (2009), Song Haiyan (2009), Zhai Yan (2010), Ye Jinmei (2010), Si Aixia (2008) and so on. Some of them researched their literary techniques; some probed the female consciousness embodied in their works, and some studied the eco-feminism and female experience. Emily Dickinson was one of the pathfinders or pioneers in English and American modern poetry. She had a particular insight to life and society. Her prudent and sensitive heart allowed her to capture the meaning of death and life. In her poems, particularly the theme involved with, or based on, love, nature, immortality, beauty and her death attracted a number of readers with its idiosyncratic, changeable and unpredicted attraction. Sylvia Plath was an industrious and brilliant modern American poetess. She received the Pulitzer Prize in 1982 after she died nearly 20 years before. There seemed to be a dark world in her mind, her black artistic world is made up of stress, bitterness and the solitude of life. Many themes of her poems were involved with the black color and she revealed the conflicts between her inner world and complicated emotions. Immortality was the main theme of Plath's poetry (Rosenblatt, 1979). Actually, her poems reflected her agony and frightening experiences. Her poems are like a window that can express all the sadness and loneliness; therefore, they seem extremely frantic. The study on these two outstanding female poetesses can enable us to recognize the inner world of the women in American society and see how they solved the problems they encountered, how they enlightened people and with the authority to do what they could to ensure the rights of women politically and economically, and how they comprehended the Sino-America cultural differences for mutual communication.

Themes on Death

Similarities on Themes of Rebirth

Although most poems written by the two writers referred to the death theme, the similarities of their poems also reveal the theme of rebirth. In Dickinson's 1775 poems, nearly 500 poems described death or involved death. Death was the main source of Dickinson's creation; it was the center of Dickinson's

poetic world. She wrote many aspects about death and searched for the implications and influences of death. From her personal perspective, death was one of the true parts of real life. Thought about dying always accompanied her. She wasn't afraid of dying, but she was nostalgic for living. The experience and feeling of death was mysterious and unimaginable, it couldn't be experienced when one was alive. This feeling fascinated her; meanwhile, it also revealed the feeling of living. Therefore, Dickinson's poems also expressed and indicated her desire for living.

Sylvia Plath's poems about death were also full of desire for living. In her poems, the theme of rebirth was cherished and focused by the critical world. Many of her poems were based on a death theme, but they were also connected with life, and even unseparated with it. In her poems, the transformation from death to living was a kind of formation that was made up of three parts. They were "go into darkness, die, and rebirth" (Song, 2009). Plath tried to go back to origin so as to restrict man's spiritual belief and natural inspiration. This "origin" and "savage" were fit for the living state of natural life. In the primitive conception, real and pure death did not exist; death equaled rebirth. Death and rebirth were continuously in strong contradiction and conflict; she didn't really want to die when committing suicide, because she knew the maid would come to her house at a calculated time. But something unexpected happened. The shape of her body when she was found dead indicated that she wanted to show her strong opposition to the masculine world that she was not defeated lying to death, but standing. This emotional power made Plath achieve a return to rebirth of spirit. So, Dickinson and Plath emphasized the rebirth, even though most of their poems were involved with death.

Differences in Dickinson's Immortality vs. Plath's Indication of Indignation

The experience of death is mysterious and can't be understood by people who are alive. Death strongly struck Dickinson's aesthetic consciousness, it seemed that death was a kind of comfortable feeling or experience, and it is like the bridge to arrive at immortality. Although Dickinson always doubted whether people could go into Heaven and become immortal or not, she still hoped that death was the easy way to get to immortality. Therefore, her poems also made people feel death is another form of living. Only through dying, could people be embraced by immortality and reach the eternal state. She praised immortality and revealed that the death consciousness influenced the life consciousness – the immortality after dying made people eager to achieve. In Dickinson's famous death poem "Because I Could not Stop for Death----" the poetess tried to analyze her desire for immortality. "Because I could not stop for Death----, He kindly stopped for me-----, The Carriage held but just Ourselves-----, And Immortality. We passed the School, where Children strove, At Recess-----in the Ring-----, We passed the fields of Gazing Grain-----, We passed the Setting Sun-----, I first surmised the Horse Heads, Were toward Eternity-----" (Lu, 2014). The poem obviously describes the situation after people die; in the poem, the narrator seems not dead, but just transformed from the living in real life to the immortal living in Heaven. At the beginning, the poet is invited to the Carriage by the God of Death. The poet, seated with Death and "immortality" reflects on uncountable love and the desire for life. The poet uses "strove" to imply the meaning that "life is struggling and strove", even the children who are at recess are fighting and struggling. The playground is like a circle or ring, it symbolizes the eternity of life. "The School" symbolizes the life of childhood, "The Setting Sun" represents the life of old period. "The Fields of Gazing Grain" symbolizes adult life. "We passed the Setting Sun----" also indicates and infers "life" and "death". At last, at the end of this poem, there is a dash, this dash has deep meaning, it indicates that the poem finishes, but the meaning does not stop. The poet seems to claim the short time of life and the

eternal edge of death. The poem shows that the poet had a kind of unclear feeling toward death and immortality, but it expressed the poet's desire for immortality.

In most of Plath's poems, she also described death; meanwhile, they also showed her indignation. In her famous poem "Daddy", especially at the end of the poem, the poet shouted "Daddy, daddy, you bastard, I'm through" (Ye, 2010). She is eager to receive her father's love and care, but her father died in her early times; she is so crazy to love her father that she hates him because he didn't give her much love. Therefore, such deep love is transformed into her indignation. Perhaps, "Daddy" also represents her husband who fell in love with another woman. This also makes Plath full of indignation. In another poem "Lady Lazarus" dramatizes her life in a more gruesome way. It is about her repeated attempts at suicide, "I have done it again. / One year in every ten / I manage it ----"; she has done it three times in her thirty years of life. There is indignation of suffocation and oppression (probably by the male gender). And there is indignation of revenge, a kind of striking back, even in death. When Plath split with her husband, she took her children to live alone. So she always felt oppression and sadness, depression and indignation of her inner world that couldn't be set free, and so she decided to commit suicide and wrote many poems about death. She hated her husband who represented the male behaviors to women and all the males that oppressed and imposed her. The compositions of death poems are perhaps the best way to release her indignation to the world.

Themes on Nature

All Agree that Creatures in Nature have Anima

Nature is harmonious; it can't be expressed by artistic ways. Dickinson and Plath both consider that all the creatures in nature have anima. They emphasized on the relationship between humans and nature, and they also speak highly of nature. Dickinson was a sensitive and careful poet; her inner world was very intricate. Although her life experiences were not rich, she always had deep personal experiences with nature and life. Most of her poems about nature were created based on everything in nature, and they were alike because of her prudent insight and particular understanding by her readers. Dickinson's nature poems have no clichés and imitations. She created her own styles as much as possible. She used daily materials to create new images, and her images were simple things that we encounter in our daily lives, even though these things have anima, and reflect the relationship between human beings and nature.

Plath's poems on nature focused on something unusual, such as some bacteria of plants. She used them to find out the relations between life and nature. She could see the characteristics of human beings, which indicated that nature and human life were firmly connected with each other. She also considered all the images have anima. The anima of these things reflected her meticulous insight and painstaking inner world. Therefore, these two writers were so careful to observe the natural world that they could express their feelings about nature in different ways.

Differences in Dickinson's Love and Worship to Nature vs. Plath's Research into the Consciousness of Life

Dickinson had a love for nature. In her lifetime, she created 254 poems about nature to indicate her real love (Yan, 2010). Poems about nature were just like her daily living zone; she hid her emotions and love into her poems. We can understand and realize Dickinson's experience, life and the world around her. Since her life circle was very narrow, her style inclined to be careful observation and introspection. She always captured many simple and small scenes, such as flowers, grasses, worms and birds, even the

sunset and the four seasons of a year. Therefore, her nature poems also inferred the mystery between universe and life. She reckoned that everything in nature was alive, and humans were just a part of nature; people learn knowledge and obtain power from nature. She had a positive attitude toward the beauty and holiness of nature. She pointed out that humans should get on well with nature harmoniously. Therefore, she was so fascinated about nature that she worshipped it.

In some of Plath's nature poems, she expressed her consciousness of life. "The Consciousness of Life" includes the following aspects: first, the self-realization and self-experience of the subject of life to their living situations; second, the love, cherish and attitude toward life; third, the understanding and thinking about the phenomenon and essence of life. Plath cared more about life, and she stretched the consciousness of life to the natural world. In her poems, she observed the natural world professionally so that she could search the features of humans and the implications contained in nature. For example, in her poem "Tulips", she described them as terrible babies, even like cruel African cats which were opening their big mouths. She made the plant have an animal's behavior, even like a person's actions, so much that the plant began to own life consciousness to open their mouth, and it seemed to swallow something. This description was so concrete and suitable to show the life consciousness of her creation.

Themes on Love

Their Desire for Love

Dickinson and Plath's love poems mainly contained one implication of their theme of love: the desire and sadness to love. Dickinson in her poems wrote that love with her lover would find the accommodation of heart; that feeling was really unusual. Her heart was full of love; love was the origin and action of her creation, and love made her gain power. She had a strong desire for love, but her living circle was very small; she couldn't acquaint with more people, so therefore, the opportunities for her to find true love were hardly possible. She was very lonely and always stayed at home; in her lifetime, she only had two love experiences (Si, 2008), but they had no results. Her persistence and infatuation with love couldn't receive any reward, and this made her feel very sad. Her unforgettable love experiences made her work harder to create them. Her love poems were full of sadness, loss and loneliness. On the one hand, it reflected her strong desire for love, and on the other, it also represented the contradiction and sadness of her mind and heart.

Meanwhile, in Plath's love poems, she reveals her desire and sadness to love. Although Plath had married Ted Hughes, after they separated, she became very lonely and sad, and her life was short of love and care, but full of stress and sadness. In her poems, she wrote "a living doll everywhere you look." For her, a woman was just like a doll for men; they could throw it anywhere. This made her feel very sad and she wanted to get more love and tending.

Difference in Dickinson's Love and Religion vs Sylvia Plath's :ovesplit

Love is the eternal theme of humans and the origin of creation, as well Dickinson's love connected religion. In Dickinson's family, there were five people; except for her, the other family members were Christian, but she didn't believe in Christianity. She tried to accept the religious belief, but she couldn't resist the strength of sub-consciousness to the love of "truth" and "beauty". Her belief of religion was the belief to the love of "truth" and "beauty". In the past, there were two love experiences; the first time was when she fell in love with a preacher, a man she considered as her closest friend in the world. But the preacher was already married and had several children, so Dickinson had to hide the first love which had

no result in her poems; she enjoyed her love of his own. The preacher symbolized the Christian and Christianity. She wanted to receive them and hinted that she wouldn't. She permitted the "truth" and "beauty" in her life, and she also considered that religion was not the symbol of love of "truth" and "beauty". Therefore, her relationship between love and religion was complex and unique.

From the year Sylvia Plath became acquainted with Ted Hughes in 1956 and married him, to their separation in 1962, was about 7 years. During this period, Plath and her husband loved each other, and they went around Britain and America, encouraging themselves to create excellent compositions. Under this circumstance, Plath published her first poetry "Colossus J"; their love drove her to step into a new phrase in her career. To some extent, her husband was her spiritual support, however, he split up with her, causing mess and trouble in her life. He was like the devil in her poem "Daddy"; her love experience was one proportion to construct the poem. The strong love and hatred in the poem brought a kind of frightening and false idea to readers. Her deep love also brought misery and sadness to her; all in all, her love was her nightmare and psychological scar.

Themes on Feminism

Similarities on Self-Destruction and Harmony Between People and Nature

In Dickinson's lifetime, she had never married, and she could not change the situation. So, she chose to live in seclusion. She had clearly known that once she went into marriage, she would be bonded no matter what struggle and effort she made, and marriage wouldn't prevent her from losing her freedom. Marriage for her was just a cage. It was also like a religious ceremony that made women in the lowest states. Therefore, she discarded marriage and had no true love from others. This led to a serious result that she started to write many poems about death. She felt no stranger to death, and even worshiped to go into heaven. She chose to write death poems to destroy herself and to connect with God and heaven. She considered that self-destruction could make her immortal.

Plath had strong self-consciousness. This self-consciousness developed in the wake of the development of her social life. Her life became miserable when she lost her father and husband, so this self-consciousness threatened her health and psychology. At last, it made her frantic and destroyed her. Her creations in her later years were very negative under mental stress. Her way of love and attitude toward life were in disorder, so she was extremely frantic and in a bad situation. Eventually her tragedy came into being.

Dickinson's personal world was full of melancholy, so she expressed her agony and confusion through descriptions of nature. She described the singing bird, beautiful flowers, the setting sun and the scenes all the year around. All of these took on a kind of personification under her subjective feeling. Her interest was not obviously to describe the state of the natural world, but she was not satisfied with the quiet and plain scene in nature, she wanted to go into nature and become close to it, become one part of it. She considered humans as one part of the nature world, and nature brings happiness and harmony to people. Therefore, she focused on the construction of a harmonious world between man and nature. In Plath's poems, the sea or ocean was a usual image, but each had an inseparable relationship with man and life. She used the ocean to symbolize life. It was reasonable, because it had a relationship with the origin of life. The life of a human being and the natural world connected with each other. Not only was it the origin and the guarantee of life, but also the home of the spirit. Human beings should get on well with nature so that the harmony between people and nature could co-exist forever.

Differences in Dickinson's Traditional Feminism vs. Plath's Revolting Feminism

Dickinson's traditional female consciousness was very strong. Not only was she willing to toast bread for her father, but also printed colored cloth. She was an obedient girl and served her family members, cooking for her mother, and taking good care of her brother and his wife. She considered that life was just to do housework and serve people. On the other hand, at that time, the Victorian culture influenced everything in society, and women could not talk about sex or all the topics involved with sex. At the same time, men were in a dominate state; women were peeresses and imposed upon by men. Women suffered from these oppressions and their minds were full of pressure. They could only serve and care for their families. Dickinson could write poems to express and reduce her pressure. In a word, the traditional and conservative culture, and social background made women including Dickinson, stifled and pessimistic.

Plath was different from Dickinson; she was brave, and dared to fight against those in society. At that time, men also dominated society. She was unsatisfied with the current state; therefore, her revolted consciousness came into being. In her only novel "the Bell Jar", her revolting spirit completely was revealed. She exposed American society, a dark, despairing, vanished world where people were like living in hell. She felt the depression from society. People were forced to obey all the principles. This made her furious. The implied meaning of the title "The Bell Jar", is a cover or lid that restricted people's actions, especially women's activities. The bell jar also symbolized the stereotype of American society; it controlled women and made them desperate. So Plath decided to fight against the stressed atmosphere. From another point of view, Plath was unsatisfied with men's dominating state and women's subordinate state. She opposed men treating women as dolls. So she wrote many poems revolting against this unfair situation. The awakening of self-consciousness as a main body in society contradicts with women's social status and it leads to a yielding situation, which led to her breakdown and despair (Zeng, 2013). What she did had a strong effect, but her individual power was so limited that she could not change women's miserable lives.

Conclusion

The comparison of the two poetesses provides us with a new way to study and explore their creations. It will promote a good understanding for Chinese researchers of American literature and the development of female consciousness so that we will learn more about different cultural backgrounds for the promotion of various writers who made contributions to the world. In particular, Plath's creations reflected the different and various demerits in a capitalistic society, and women's miserable lives in a modern society. As a female writer, she revolted against the cruel society, set feminine-consciousness against it and regarded it as the target of revolt, struggle and castigation, and attempted to overthrow the masculine world and publicize feminine-consciousness.

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Brief Analysis of Chinese Students' Errors in English Reading

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[Abstract] On the basis of theories of psycholinguistic perspective in language teaching and communicative approach in language learning, this paper briefly analyzes some tangible errors of Chinese students in their reading in line with the author's own teaching experiences. This paper is an attempt at overcoming the obstacles that exist between the text writers and the text readers and enabling the latter to become effective readers.

[Keywords] psycholinguistic; communicative; errors; reading comprehension

Introduction

English reading has always been considered one of the most important parts of foreign language learning. Without reading, nothing can be done in the development of competence in listening, speaking, writing and translating. Reading courses, or rather, intensive reading ones make up a large component of the curricula. Obviously, students and teachers should pay great attention to the importance of reading courses. And what is reading? How can Chinese students achieve proficient reading?

As we know, the psycholinguistic model of EFT is a meaning-based model proposed by Goodman (1967) and Smith (1971). Goodman believed that in the reading process the “reader reconstructs, as best as he can, a message which has been encoded by a writer as a graphic display” (1973). Smith said, “...skill in reading actually depends on using the eyes as little as possible, ...as we become fluent readers we learn to rely more on what we already know, on what is behind the eyeballs and less on the print on the page in front of us” (1978). The psycholinguists assume that if the reader has the ability to select the productive language cues, he can decode, through his psycholinguistic processing, the message in the text, and share much of information which the writer intends to convey.

The communicative approach of EFL, which prevailed after World War II, holds that “the primary goal of most foreign language learning is to develop the ability to use real and appropriate language to communicate and interact with others, and the goal of foreign language teaching is to extend the range of communicative situation in which the learners can perform with focus on meaning without being hindered by the attention he must pay to linguistic form” (Littlewood, 1981). In the communicative teaching model, the class is student-centered, and communicative activities are performed between students and the teachers, and students and students. But efficient communication still depends on successful decoding of the “meaning” of the discourses; that is, a listener must instantly make out what a speaker wants to get across. And communicative efficiency means that students should be able to do so efficiently in all of the four skills. So reading competence, which can be considered as a communication between readers and writers, should also be brought into full consideration.

There should be something in common with both the psycholinguistic perspective of EFT and communicative approach of EFL: reading (and listening) should be regarded as an active psycholinguistic process; a text (or discourse) is assumed to have its potential meaning, and it's real meaning depends on

the reader's (or listener's) interaction with the text (or discourse). The relationship between a writer and a reader may be represented in this simple flow chart:

Writer or speaker → Text or discourse (with message or meaning) → Reader or listener

This proceeding clearly shows that the purpose of reading is to try to get out of a text as much as possible the message that the writer has tried to put into it. However, we may find it vulnerable: the result of the readers' interaction will vary from one to another, and a reader does not necessarily achieve what the writer expects. There is much that remains to be explored with in the span between the writer and the reader: what constraints prevent the reader from sharing the message (meaning) with the writer? A teacher's role, I think, is to bridge the gap and help the students become efficient readers.

Some Tangible Errors in Reading Comprehension

The Chinese language is totally different from the English language. The former belongs to the Sino-Tibetan language family and the latter to the Indo-European language family. Therefore, when Chinese learners attempt to understand a text in English, they face linguistic problems in various respects: spelling, gender, verb forms, tenses and word order. In addition to these, this author would like to discuss some other obstacles between writers and readers.

Lexical and Syntactical Errors

Words such as “imaginative” and “imaginary” and “respectable” are often misunderstood and misused by Chinese learners as in their mother tongue these words have virtually no inflexions. In my classroom, however, I have found my students are more liable to stumble over articles and prepositions. I believe the reason is that these particles are never used in the Chinese language and hence, they are difficult to handle. For example, they may find it difficult to understand these two sentences:

I am never at a loss for a word, and he is never at a loss for the word.

A woman without a man is like a fish without a bicycle.

The first speaker aims at “his” proficiency of wording and “my” casual choice of words, and the second speaker wants to tell that a man is no more necessary to a woman than a bicycle is to a fish. The Chinese student might feel at a loss for the meaning because he or she often overlooks the confusing “small words” such as articles and prepositions. Students may be asked to distinguish varied shades of meanings when particles are used before the teacher offers his help.

Chinese is an analytic language and the relationship between the different parts of a sentence is based on reasoning. English, however, is a synthetic language and the relationship between the different parts is usually decided by analysis of those connecting words and the sentence structure. Naturally, in most cases the ambiguity can be cleared up when we look at the context, but sometimes even the context doesn't help. We have to be clear about “Which governs what” before we have a better understanding, especially those lengthy ones with complicated structures. Look at this sentence:

The start-up program for the reactor must not be commenced before completion and formal acceptance of fire precautions and associated installations by the competent authorities in question and by the insurers or their representative.

For the Chinese students who are not used to the connecting words “of”, “by”, and “for”, etc., this sentence is really a challenge for them. A careful analysis based on common sense and grammatical knowledge can solve the mystery. The key to the problem lies in the two series of related phrases:

*Completion of associated installations by the competent authorities in question
Formal acceptance of fire precautions by the insurers or their representative*

Another example:

The president said at a press conference dominated by questions on yesterday's election results that he could not explain why the Republicans had suffered such a widespread defeat, which in the end would deprive the Republican Party of long-held superiority in the House.

It's not easy for a Chinese student to smooth out the complicated structure of this long sentence at first sight. In order to decode these graphic signs, a grammatical analysis is necessary, but this can be done by the students before or after class. Only when the students fail to present an acceptable explanation should the teacher do the job for them ("That-clause" is the object of the verb "said" and "which-clause" is used as an attribute modifying "defeat").

When the reader reconstructs meaning from the text, he has to unavoidably use the graphic symbols, syntactic structures and semantic systems of the language. The teacher's task is to point out possible difficulties for the students and guide them to attack these problems.

Meaning "Between the Lines"

Moreover, Chinese readers often get lost while reading paragraphs with implied meanings or meanings "between the lines". Suppose the students are asked to read the following paragraph:

"If you are interested in buying a pair of contact lenses, be prepared to pay \$200 or more. Generally, there are three main reasons why people want contact lenses. You may need them because the cornea of your eye is misshapen and ordinary glasses are not satisfactory. If so, you'll be in the group that comprises 1 to 2 percent of contact lens wearers. But you may want them for a sport, avocation, or vocation. Perhaps you're a baseball player, a boxer, a swimmer, an aviator, an actor, or perhaps you're engaged in an industry where flying particles may endanger your eyes. If you get your contact lenses for one of these reasons, you are in the same group with about 20 percent of the users. But if for some reasons, you feel that glasses are handicapping your appearance and you would rather have invisible glasses, you'll have lots of company. About 79 percent of lens users hope to improve their looks."

The students are then asked to make a decision: which of the following can represent the writer's intention? A or B?

- A. To give the reasons for people wearing contact lenses.*
- B. To say that man is sometimes vain.*

In accordance with my experiences, many readers will prefer *A* because they can easily find enough evidence to support that decision. If we take the paragraph into further consideration, however, we find that they have failed to notice the rational relationship between the users; that is, the writer never fails to mention the percentage of users when giving each reason. The majority of wearers seem to feel that contact lenses are more attractive than glasses. Although the writer purposely establishes his contextual relationship within the paragraph, it may still be difficult for the students to work out what the writer really means to transfer.

Anaphoric Expressions

Anaphoric expression is another pitfall for Chinese students in their reading comprehension. According to Gui Shichun (1991), reference, substitution, ellipsis and lexical cohesion are often talked about under the topic of anaphora in Halliday and Hasan's writings. By reference and substitution, the author means the fact that a writer refers back or forward to a word, a fact, a sentence or whatever has been mentioned somewhere else in the text. Besides pronouns, almost all other parts of speech can be used as reference words. Usually these words closely follow the parts they refer to, but sometimes they appear far from the mentioned parts. Students should be able to identify the co-reference, and, if necessary, they should be asked to search the adjacent text until they find the required referents. Here are some examples:

- A. *He gave her a letter. This gave her food for thought.*
What made her think : the letter, or the fact that he gave it?
- B. *They all said the same.*
The same as who, or what?
- C. *Perforated ceilings and plenums above same are equipped to make every room well-ventilated.*
The pronoun "same" refers to what?
- D. *Therefore, confidences result in dishonor, and they are as dangerous for the person to whom they are made as they are for the person who makes them.*
What do the pronouns "they" "them" "who" "whom" stand for?

Dislike of needless repetition is the reason why the reference and substitution systems are used. For the same reason, a writer likes to omit rather than repeat certain kinds of information that he thinks a reader's common sense can readily supply from the context. This omission is called an ellipsis. To deal with ellipsis, students must be aware that the information is incomplete and that they are able to retrieve what is left unsaid. Able students will resort to their non-visual knowledge and grammatical analysis to tackle the problem. But for a weak student, he may have trouble with the following two example sentences:

- A. *He told us where it was hidden and despite the disapproving glances of the others promised to show us the way.*
- B. *The main point made by the first speaker and the man who followed him on the panel coincided.*

Who promised to show us the way in Sentence A? And what coincided in Sentence B? The students could be asked to repair the omissions.

Different Ways of Thinking and Expression

Chinese people and English native speakers have different ways of thinking and modes of expression, owing to their respective and unique social practices and geographic environments. In this connection arises the problems in our students' comprehension of their English texts: because we don't have their experiences, we don't know what it means, not only linguistically, but also emotionally and cognitively.

A case in point is the English way of negation. We often come across statements which are affirmative in form but negative in content, or vice versa. "I know better" means "I don't think so",

while” I couldn’t feel better” is understood as “I’m feeling great”. The following two sentences may also puzzle the Chinese readers:

You could have come at a better time.

I hope you’re none the worse for that fall from your horse.

To Chinese students, English-speaking people have a peculiar way of negation in the above two sentences. In my class, only efficient readers can understand the first sentence as “You have come at a wrong time” and the second one as “I hope you weren’t hurt by the fall from your horse.”

Ambiguity sometimes arises when Chinese people and English-speaking people look at things at different angles. Look at these sentences:

I was sitting behind a pint.

He was not the eldest son of his father for nothing.

In my class, not all students can understand the first sentence as “I was drinking beer” and the second one as “He was a capable eldest son of his father”. Influenced by their own idiomatic ways of saying things, Chinese students have an inclination to mistake an English idiom for a Chinese one. My students are liable to be misled by the following expressions:

After the party, he footed the bill. *(He did not tread on the bill.)*

She laughed her head off. *(She didn’t hold someone up to ridicule.)*

She was a walking skeleton. *(She was not an utterly worthless person.)*

The interference by the mother tongue is sometimes very strong. Whenever problems arise, teachers of English should give heed to rectification of the misunderstanding.

Non-Linguistic Information

Reading needs both visual and non-visual information. If a reader lacks non-visual information (what he has already known about the reading text, about the language, and about the world in general), his interpretation of the visual information will be severely limited, because what he can see is his brain’s interpretation of the brain” (Smith, 1978). This is an interaction between thought and graphic design. Therefore, in order to decode those graphic designs, a reader must be equipped with both the knowledge of the language and of the world, just as Scott (1984) says, “reading is essentially a ‘top-down’ process, whereby the reader samples the text visually”. A teacher may take these two things into account. One is that the reading material should be readable for the Chinese students; the other is that the necessary prior knowledge should be provided in one way or another. For example:

Shall I compare thee to a summer’s day?

Thou art lovelier and more temperate (Shakespeare)

Regarding a Chinese student’s knowledge, spring is a pleasant season while summer is usually associated with unbearable heat. But in England, summer is mild and comfortable. Obviously, some geographical knowledge should be introduced here.

Descriptions of figures, customs, and geographical features, etc. can provide possible sources to explore. Usually background knowledge is imparted by the teacher, with students listening passively to the teacher’s introductions. With a view to communicative processing, the teacher can leave this job to the students, if possible.

Conclusion

In this study, I can quote several more restraints which hinder Chinese students from efficient reading. However, my intention here is not to make an overall description of the known facts, but to bring our attention to some of the pitfalls, which particularly trap Chinese students into misunderstanding.

To make the reading class more efficient, we have incorporated some foreign language teaching techniques for many years into the present framework. However, this does not mean to completely discard the traditional ways or adopt an out-and-out new foreign approach. As we are teaching Chinese students inside of China, any teaching methodology deviating from the concrete situation is neither possible nor realistic. The correct attitude we should have is to adopt advanced foreign theories on the one hand, and build on the strengths already inherent in the present teaching framework on the other. In conclusion, since a reading class is by nature a text-based one, we should go into further study of the constraints existing between the students and their texts, in order to help them remove impediments to the communication between writers and readers, and enable them to become effective readers.

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Interpretation of *A Rose for Emily* from a Feminist Perspective

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[Abstract] *A Rose for Emily*, Faulkner's most representative of the classic short stories, is an American Southern Gothic love story. This thesis mainly studies the subjective and objective factors that caused Emily's, the protagonist's, tragic life from a feminist perspective by profoundly analyzing feminism consciousness contained in the novel, and further deepens the awareness of woman's issues.

[Keywords] *A Rose for Emily*; Puritanism; noble culture; patriarchal system; feminism

Introduction

William Faulkner was an American writer of novels, short stories, poetry and occasional screenplays. In his works, he created different female characters who resisted cruel reality resulting from social changes or economic developments, that reflected the social reality in the South during the American Civil War. *A Rose for Emily* is one of his most famous representatives of short novels, which tells the tragic story of the heroine, Emily. The novel describes a woman who was deprived of a normal relationship with others and how she escaped from reality and eventually become insane. Emily was beautiful and elegant, but lonely. Her father was arrogant and had a strong sense of family hierarchy. Emily was prevented from marrying people in the town and all the young men who were pursuing her were driven away while her father was still alive. After her father's death, Emily fell in love with Homer Barron, a foreman from the North. When she found that Barron had no real intention to marry her, she could not accept it. In order to keep her lover forever and maintain her reputation, Emily poisoned him and desperately hid his body in her house. After this, Emily isolated herself from the outside world and slept in the same bed with Barron's dead body for about forty years until her death.

Definition and Development of Feminism

Feminism is a collection of movements aimed at defining, establishing, and defending equal political, economic, and social rights for women (Freeman, 1984). In addition, feminism seeks to establish equal opportunities for women in education and employment. The term "Feminism" first appeared in France and the Netherlands in 1872, Great Britain in the 1890s, and the United States in 1910. The *Oxford English Dictionary* listed "feminist" in 1894 for the first time and "feminism" in 1895. The *UK Daily News* first introduced "Feminist" to the English language, importing it from France and branding it as dangerous (Freeman, 1984). Prior to that time, "Woman's rights" was probably the term used most commonly, hence Queen Victoria's description of this "mad, wicked folly of 'Woman's Rights'". Feminist theory, which emerged from these feminist movements, aims to understand the nature of gender inequality by examining woman's social roles and life experience; it includes developed theories in a variety of disciplines to respond to issues such as the social construction of sex and gender. Some of the earlier forms of feminism have been criticized for considering only white, middle-class, and educated perspectives. According to Guerin, "Feminist literary critics try to explain how power imbalances due to gender in a given culture are inflected in or challenged by literary texts." According to Maggie Humm (1997) and Rebecca Walker (2001), the development of feminism historically can be divided into three

waves. The first wave refers to the movement of the Nineteenth Century, and deals mainly with suffrage, working conditions and educational rights for women and girls. Writers such as Virginia Woolf are associated with the ideas of the first wave of feminism. In her book, *A Room of One's Own*, Woolf describes how men socially and psychically dominate women. The argument of the book is that women are simultaneously victims of themselves, as well as victims of men, and are upholders of society by acting as mirrors to men. She recognized the social constructs that restricted women in society and used literature to contextualize it for other women.

The second wave deals with the inequality of laws, as well as cultural inequalities, which range from the early twentieth century to the 1960s. The key event that marked the reemergence of this movement in the postwar era was the surprise popularity of the book, *The Feminine Mystique*, written by Betty Friedan (1998). The movement encouraged women to understand aspects of their personal lives as deeply politicized, and reflective of a sexist structure of power. If first-wavers focused on absolute rights such as suffrage, second-wavers were largely concerned with other issues of equality, such as an end to discrimination.

The third wave of feminism, dating from the 1960s, was seen as both a continuation and a response to the perceived failures of the second wave (Humm, 1997). The movement arose as a response to the perceived failures of and backlash against initiatives and movements created by second-wave feminism during the 1960s to the 1980s, and the realization that women are of “many colors, ethnicities, nationalities, religions and cultural backgrounds”. The third wave embraces diversity and change. In this wave, as in previous ones, there was no all-encompassing single feminist idea.

Domestic and Foreign Studies of the Novel

Domestic Studies

Xiao Minghan (1999) indicated that it was the Puritanism and Patriarchal ideology of the townspeople that resulted in Emily's tragedy. Emily was treated as a symbol of tradition in Jefferson; her feelings were ignored by the townspeople, as well as her right to have a normal life. Emily just wanted to keep her love in her own way, which was to kill her lover. Emily became a killer from a woman who was eager for love. She was also a victim of Patriarchy and Puritanism womanhood.

Differently, Liu Xinmin (1997) thought that Emily was a woman who refused to accept new things. For instance, she refused to pay taxes and asserted, “I have no taxes in Jefferson”. On the contrary, Homer was a representative of the new bourgeoisie. When her lover, Homer, was prepared to leave her, she poisoned him. What she had done was just to protect her reputation, which illustrated the banal minds of the declining aristocracy and the battle between the new and the old order.

In Zhu Zhenwu's (2004) opinion, this story is a horror fiction. Emily poisoned Homer to keep him forever once she realized Homer would leave her. Unfortunately, she also killed her spirit at the same time and what left her was loneliness and helplessness. Nevertheless, Emily carried her head high enough; even when we believed that she was fallen. In order to ensure her superiority as a “southern lady”, Emily insisted her father was still alive. She did not obey the law and did not tell others the reason she bought the “arsenic”; she refused to pay taxes and asserted she had no taxes in Jefferson. What Emily did reflected the internal factors of the southern failure and the vileness of the aristocratic nature.

Foreign Studies

Victor Strandberg (1994) remarked that *A Rose for Emily* could be seen as the cream of Faulkner's works. He said, "With his customary economy of style, Faulkner indicated that Emily carried a huge burden of psychological determinism in a visual image – a tableau: As a lender figure, Miss Emily was in white in the background; her father was a spraddled silhouette in the foreground, and his back to her and clutching a horsewhip". Emily's father drove away men pursuing his daughter and kept Emily in the house, which ruined her normal life. Thus, Faulkner's overall design led readers in favor of Emily, "highlighting the virtues of courage, honor, and endurance in her life story".

William Robert (1994), the author of *William and Southern Women*, held such an opinion that Emily's father didn't prevent her from the outside world by a strong arm. "He confined her to the orientation of ladies worshiped in the old and stubborn southern system", which prevented her from those pursuing her and the outside world. Eventually, it ruined her life. That is to say, it was rightly class that made Emily become a spinster.

Feminine Consciousness in *A Rose for Emily*

Loss

Emily was taught the Patriarchy and Family Concept by her father since she was a young girl. Her father thought it was protection for Emily by preventing her from the outside world, so he always insisted protecting Emily in his own way. In order to maintain a noble status, he drove away any men pursuing his daughter. However, this kind of protection is like an invisible power, which prevented Emily from the outside world since she was a little girl. Since her development of socialization was interrupted, the growth of Emily was abnormal, no matter in act or psychology. She was unable to establish a normal personality. Her life should have been a naive and beautiful time, but it became dull due to submitting to her father's consciousness. Her father was her center. She did not dare to speak her ideas or express her will. Emily was conquered completely by the patriarchal society. She was so obedient so that she lost her female consciousness and the value of her existence. She was satisfied with things as they were and also gave up the right of possessing happiness. Therefore, when her father died, she could not accept that the man defining her, reflecting her and judging her had disappeared, so she told the townspeople that her father didn't die and she refused to dispose of his body. After her father's death, she just stayed in her house sad and lonely. She was like a lonely rose and withered at last, during her long-term self-constraint.

Recovery

Emily could not accept the fact that her father died and kept herself in the house for such a long time. Homer, like a fresh wind, made Emily feel refreshed. From her appearance, we could see that she cut her hair short so that she looked like a girl. In the American South, the decision of a woman choosing her boyfriend and marriage should be arranged by her men kinfolk; the man who she married should have a similar background with hers. However, Emily did not follow this rule; she just did it by herself and for herself. Thus, the townspeople stopped her behavior and called it a "disgrace to the town and a bad example to young people" (King, 1986) in many ways. She stayed with Homer, ignoring the gap of their social status, and the scandal she caused. It was hard for her, a girl raised under the Patriarchy and Family Concept, to make such kind of decision. Emily's bold action had an impact on old social tradition. We can see that Emily was trying her best to get rid of the bonds of class and the image of the "southern gentlewoman". She was bravely pursuing her happiness. From some details, we can infer that Emily was

a romantic and pure woman who looked forward to a beautiful love. For instance, she ordered a set of men's apparatus which had "Homer" engraved on them. She designed her marital house by herself. There was a rose-tinted curtain, lampshade and dressing table. At that time, Emily's mood liked the color of rose and she was full of the infinite hope of life.

Dissimilation

When Emily wanted to live a normal life, and have own her love, staying with Homer, the townspeople were opposed to their love. On the one hand, they played Emily's father's role, preventing and controlling her. They could not allow the "monument" to become "the bad model of young people". On the other hand, when Emily fell in love with Homer and ignored the concept of class, she found she relied on the wrong man. Homer had an uninhibited heart and a nature of looking forward to freedom. He declared that he did not intend to get married. He did not consider Emily's feelings and wanted to abandon her at any time. Emily wanted to keep her love in side, therefore, she poisoned Homer and stayed with his body. She took the road of a split and dissimilation personality. From this point, we can see that it was the townspeople and Homer who led to the dissimilation of her consciousness. Emily tried her best to fight against reality and attempted to control her own fate. The author feels that Emily should be understood and complimented because she set a good example for women who lived in that society. What she did should tell women that they could be themselves. They can also have the right of having love and living their own lives. Furthermore, Emily's tragedy tells readers that a woman's fate was nothing but a pathetic ending under Patriarchal oppression.

Conclusion

Emily was a victim under the pen of Faulkner. In the patriarchal culture and the oppression of southern womanhood, she tried to take fate by the throat. However, she was not able to dominate her own destiny, and became a victim of the traditional culture. She chose an extreme way to retain Homer, poisoning him and keeping his body for more than forty years. She finally took control of Homer and let herself become active from being passive. Meanwhile, she was also brave against the patriarchal society in her way. But it is worth noticing that, she seemed to be a victory against the patriarchal society, while the fact of the matter was that it was a failure. With such an extreme way to retain Homer, Emily spent the rest of her life with a cold body. She did not defeat the patriarchal society, but instead she became the victim of it. Faulkner created the psychological distortions of the southern traditional lady's image; we can feel her helpless pain and loneliness. In order to pursue her own happiness, Emily fought bravely against the patriarchal oppression, and tried to break away from the cage of the traditional southern lady's image, but failed anyway.

Feminist reading is not just a kind of judgment or appreciation, but a kind of thinking. This thesis provides a new perspective in the reading of *A Rose for Emily*, which can help readers understand its profound meaning better. This research has a deficiency because we cannot understand the real situation of women through just this research. We do hope this thesis can contribute some useful ideas to future research on this topic and make literary works play an educational function better.

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The Heroic Image of the Diligent, Brave and Romantic Hero: Louis L'Amour's *American Western Legend*

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[Abstract] *This document provides a detailed study on Louis L'Amour's American Western Legend. He was famous for a long writing career and for the high quality of his work. American Western Legend is his representative and best novel. This paper discusses the heroic image of the diligent, brave and romantic hero of this book. The author spoke of his childhood, his inner quality of intelligence, goodness, integrity and the sense of mission, his personality of diligence and boldness, his spirit of heroism and the reality, as well as the combination of romance and hero image.*

[Keywords] *heroic image; brave and romantic hero; personality of diligence; constant struggle*

Introduction

Louis L'Amour was famous for a very long writing career. His novels include a large number of books of western history and the natural scenery, so they have the reputation of being "historical sight novels". *American Western Legend* is his representative and best novel. It contains a profound philosophy, reflects the American beliefs and values, and embodies people's wisdom. The leading character in this novel, Val Teliewa Lyon, is a typical cowboy hero. He has a sense of justice, and he is a lonely hero who always gets pleasure in helping others. He firmly believes that life can only be created by hard work! This paper first introduces American western literature, as well as Louis L'Amour. Then it analyzes the heroic image in *American Western Legend*, written by Louis L'Amour. Finally, it applies construction theories and personal development of modern society.

American Western Literature and Louis L'Amour

Henry Nash Smith successfully turned us back to the meaning of cultural studies about western literature (1950, p. 265). The cultural heritages provided by American western literature have had a huge impact on the whole world (Wang, 2015, Chapter I). Even today, it is still very important. Western literature in the United States shows the readers another world; that is, people live a vagrant life, but they never lose confidence in stability and a prosperous life, a vast grassland, small pubs, gunfights, energetic and resolute and indomitable cowboy heroes and their romances, western traditional entertainment filled with rough and turbulent characteristics, which are fascinating (Chen, 2004, pp. 54-55). They have different behavior criteria and lifestyles (Luo, 2009, p. 57). Dwight David Eisenhower was born in Texas, a state in the western United States. He was the man of the hour in the world, the supreme commander of the Allied forces in Europe during the Second World War, and from 1953 to 1961 he was the 34th President of the United States. When Eisenhower served as commander of the European Battle Zone, he was hard-working. But before going to bed at midnight, he enjoyed reading the novels describing the western United States in the late 19th century. His wife Mamie regularly sent him the latest novels from the United States. Eisenhower would also give the curled western novels after he read them to his bodyguards (Xie, 2015, p. 51). During the 1980s, Ronald Reagan became president of the United States, and he loved

recalling the life in the westerns. He often took photos of his western farm life, such as chopping wood, riding a horse, wearing a cowboy hat and so on. When he suffered an assassination attempt, injured, and in the hospital, he was still carrying a western novel with him.

Louis L'Amour (1908-1988) was famous for his long writing career, the huge number of books he wrote and for their high quality. His novels are vivid and interesting, and they are concise and easy to understand. His novels include a large amount of western history and natural scenery, so they have the reputation of "historical sight novels". He was the world's best-selling author after World War II, and was awarded an "American Congressional Gold Medal" and the "American Presidential Medal of Freedom" (website: <http://www.docin.com/p-1118751629.html>). The theme of his novels is mostly about the development of the West in the United States. He is especially good at telling stories and recording details. Since his first novel was published, he became many people's favorite author. Many of his works have been adapted for the cinema. In an interview, he said, "I think I am a factory" (website: <http://www.docin.com/p-1118751629.html>). Louis L'Amour wrote about 100 books, and more than 400 short stories. He compiled biographical data for over 1000 famous Western gunman. A factory, in fact, he was! His works have been translated into more than ten languages and are loved by readers throughout the world.

Louis L'Amour himself said, "My great-grandmother was killed by Indians. I am familiar with all the famous gunners – those who are competing for sheep and cattle, those who fight against Indians in their lands...At that time, the wilderness in the West is beyond I can describe, but in fact, guns and Indians are real. I ride my horse, hunting, traveling to the west. When I describe a spring, the spring is there and the spring water is also cool and delicious." *American Western Legend* is his representative and best novel. The leading character in this novel, Val Teliewa Lyon, is a typical cowboy hero. He has a sense of justice, a lonely hero who always gets pleasure in helping others. He has superb riding techniques and he can shoot without fail. He was born with a noble temperament. His courage, initiative, sense of justice and mission represents a true national spirit – "the spirit is gradually disappearing under the pressure of monopolies and foreign forces" (Elliott, Zhu (Trans.), 1994, p. 424). His parents were killed when they encountered bandits, leaving the orphan growing up with hatred and riding alone in the wild western field. He has a sense of justice but expects nothing. The only thing lingering in the depth of his consciousness is the beautiful little girl he protected in his childhood. The hero image of Val Teliewa Lyon who is hard-working, brave and romantic, the beautiful and wise images of several females, the hopeless villains and robbers, and the intrigues and gunfights that can happen anytime and anywhere captivate readers in fantasy of the mysterious western world in the United States. At the same time, the novel provides us with a wealth of historical knowledge, which enables us to enjoy both the noble art and entertainment.

The Reason for Going West and Val's Experiences on the Road

Val Teliewa Lyon lived in Cornwall, England in childhood. In 1849, when he was 12 years old, he had worked in the mine for a year. Like many boys, he turned pale. But when he fished some time before, his whole body was beautiful bronze. His father was not willing to let Val live a life like himself. He stayed underground all day, and then he decided to go to California to mine for gold. Val said goodbye to his hometown, setting foot on the gold rush road. Passing through a wooded edge, Val and Liedawei Magelita (the daughter of a friend of his father's) saw their family member (Val's mother and Magelita's parents) killed by a gang of bandits. At that time, the seeds of hatred and revenge were buried in Val's

heart. Magelita's mother's sister adopted her, but Val and his father continued traveling to California. His father lost his life before long when he fought with a gang of bandits.

The Inner Quality of Intelligence, Goodness and Integrity, and the Sense of Mission

When the author tells of the hero's rich and adventurous life in the West, he focuses on the beliefs and values of life, showing the true spirit of the West which is more courageous, full of wisdom and endurance. When 1859 came, ten years had passed since he left his hometown. During this time and the following years, Val Teliewa Lyon was always a kind, warmhearted and ambitious person. He was also glad to help others. He rescued Meilisha Tenei, a girl with blonde hair from a flashy boy. He then helped her open a snack shop, so she could live on her own. "Don't mention it. Whenever you have money, you can return it to me. What did you say, you can sing? Tell Limond Jonice you can sing there. Let customers put money into the tank. You guessed it, this place has no entertainment" (L'Amour, 1981; Hu (Trans. in 1988), p. 152). He also generously lent Dan Clyde, a penniless actor, \$20 in gold, entertained him, let him live in his house, gave him some advice and found singing venues for him.

He knows how to get on with the employees and knows a great deal about the ore. A lot of people appreciate him but they cannot retain him. "Teliewa Lyon took over bankrupting the mine several times, made it proceed, and then sped away. You can't keep him no matter how much money you give him" (L'Amour, 1981; Hu (Trans. in 1988), p. 49). At that time, his hatred for the murderers who killed his parents had germinated in his mind. He saw these gangsters when they killed his parents, so he has been looking for them. He also looked for the opportunity to meet with them so he went to a new mine. Four of the men who killed his parents have died. The rest of them will come here because pots of gold and silver attract them. They are not miners, but wolves.

Teliewa Lyon was invited by miners Will Crokkit to see his mining area. After looking around the area, Teliewa Lyon knew Albert Hesketh who was working in Crokkit's mining area was cheating him, but Crokkit was not aware of it. Teliewa Lyon didn't turn a blind eye to it, but reminded him, "Crokkit, someone in your mine harbors ulterior motives." "You dig in a wrong direction. Someone working there knows clearly, I am afraid there's something behind it" (L'Amour, 1981; Hu (Trans. in 1988), p. 172). "No matter who he is, people working there fire a gun, and then some good stuff falls off the walls. He stops working and cleans this space very carefully. What he ignored is that when you blast a hole, the stones thirty or forty feet under the lane sometimes fall into pieces. What happened here is the case. This person or these people cleaned up somewhere near the face, but forgot to clean up the pieces of stone behind the stone lane" ((L'Amour, 1981; Hu (Trans. in 1988), p. 173). "What if they play more tricks? For example, the higher goal is your mine?" (L'Amour, 1981; Hu (Trans. in 1988), p. 174).

Unfortunately, he failed to convince Will Crokkit. Later, it proved that Teliewa Lyon was right. Albert Hesketh cheated Will Crokkit and he got the entire mining area. In order to get Crokkit's stocks, Hesketh planned to kill Crokkit. Teliewa Lyon Tried to fight against the dark and evil forces, and help Will Crokkit beat Hesketh.

Teliewa Lyon would not take advantage of people. McNeil sold him a field at 200 yuan, which he thought good because his wife was ill. Teliewa Lyon observed the vein rocks and got a good intuition, so he offered, "McNeil, I think you are right. I think this field is good. I won't take advantage of you, if I dig into the best place, I would also like to give you 5 percent" (L'Amour, 1981; Hu (Trans. in 1988), pp. 138-139).

The Personality of Diligence and Constant Struggle

The entire novel highlights the diligence and boldness of the protagonist. He works hard and has a solid style. His diligence and boldness are everywhere, helping others, developing the good and punishing the wicked, stretching justice, leisure and entertainment. He hates to be a loser, so he constantly works and never quits. When he and Margarita were framed in the mine, he managed to find a hoe, and Teliewa Lyon constantly tries to dig a hole into the wall. He works passionately and indefatigably in order to get out of the trouble. "He works for over an hour without taking a break" (L'Amour, 1981; Hu (Trans. in 1988), p. 482). He has nothing to offer but blood, toil, tears and sweat. "He waves the hoe, because he knows that there are no other ways. He lives and struggles and works. He will go on working and go on struggling as usual. He will never give in and never give up. If only he knew what happened, maybe he would give up. But life teaches him everything except step back" (L'Amour, 1981; Hu (Trans. in 1988), p. 483). Napoleon Bonaparte said, "The man who has made up his mind to win will never say impossible." Perhaps Teliewa Lyon didn't know Napoleon, but he acted and followed that rule. Dust falls on his shoulders, back, and sweat flows from the chest and back. He didn't stop working. He was full of energy and dug the hole carefully. He knew what he should do and what he must do. He had some difficulty in breathing, for the air was thinner and thinner. He had to dig a hole in the wall to let air come in, or he and Margarita would die there. Karl Marx said, "There is no royal road to success, and only those who do not dread the fatiguing climb of gaining its numinous summits." Teliewa Lyon gains the numinous summits! He kept working until rescuers arrived.

The entire novel demonstrates Teliewa Lyon's brave and hardworking personality since he arrived in the west. He made every effort to forge ahead courageously and he stressed practical results. His diligence and courage are everywhere: when he helped others, when he stuck to his value orientation of justice and justification, honesty and credit, and when he had entertainment in his spare time. He hated failure, so he never quit; he worked all the time. He is always thinking about the future. He keeps his mine or his work on his mind all the time. He won his life by working hard and won others' respect because he was a down-to-earth doer. Teliewa Lyon often worked in his mines alone, digging out more ore and picking out the best.

A variety of labor scenarios goes through the novel, stressing the importance of hard work in the development process of the West. This national spirit is valued a lot in today's society. Americans, more than most people, believe that history is the result of individual decisions to implement conscious intentions. For Americans, more than most people, history has been about that. This sense of openness, of possibility and autonomy, has been a national asset as precious as the topsoil in the Middle West. But like topsoil, it is subject to erosion; it requires tending. How to tend it? Americans still need the spirit of the diligent, brave and romantic hero in this book. The energy, the faith, and the devotion he brought to readers will continue to light the world and all who love it.

The Spirit of Heroism and Mystery and Reality

The author has discussed the vicious criminals who are despicable, cunning, greedy and arrogant. Teliewa Lyon, the hero in the book, is the kind of person with heroism and mystery. On the one hand, he is simple; he is brave, he tells the truth, he is a good gunman and he is never really defeated in the long run. On the other hand, Teliewa Lyon is also fearless and kind of a mystery. When he sees something unfair, he will fight with the robbers or thieves, maintaining justice in his own unique way. Two of the murderers who killed his parents were shot by his father, and he killed the rest; for Alfie who entangled Melissa, he

helped her to get rid of him; for Albert Hesketh, a conspirator and robber, he dealt with him, until Albert Hesketh died; when Jim Redbeta and his camels had no news, he intuitively went to save Jim who was badly wounded. For the people who wanted to kill Jim Redbeta, he shot them one by one without mercy; for Kelby Vaughan who wanted to rely on a woman to live, he drove him away unceremoniously.

Teliewa Lyon didn't care about other people's assessment towards him. He always kept a certain distance from other people, but he was never far away either. He didn't want to settle down in a fixed place, which was different from the others. Whatever other people told him, good news or bad news, his expression would barely change. He had no passion for material comforts; on the contrary, he was always deep in thought when he was alone. He worked hard but had no interest in seeking money, so he was able to neglect sleep and meals and never got tired. He acted unconventionally, and he was changeable, so in other people's opinions, he was uncertain and kind of mysterious. Even for a person who had met numerous people, it was uncertain about what he was thinking about.

As a distinctive cultural figure, Western heroes once prevailed among Americans. They reflect the spirit of Western heroism. In glory days of Westerns, western heroes are the representatives of advancement, justice, and courage via their stereotypical elements and embellishment of the Western Myth. However, time witnessed different presentations of western heroism. We should know that Teliewa Lyon advocated freedom, and he didn't want to be involved in any disputes, but eventually justice is damaged and weak members in the society are powerless, and the heroism spirit drives him to stand up to save the threatened people. In the book, we should see, the violence of the heroes means beautiful, but the "violence" is unable to integrate into reality. Violence, after all, does not meet the standards of a civilized society, so it only exists in a state of anarchy. When the evil forces have been eliminated and the social order returns to normal, advocating violence must be excluded. The book, for violence recognition and beautification to the American western heroes, is closely related to the history of the development. In the remote western land, new immigrants just settled down, and the society is basically in anarchy of the wild times, so personal and property safety of the residents is often threatened by the wicked or hegemony. It is difficult to establish a free and equal competition environment. In the face of a cruel destroyer, unsound laws and weak democratic procedures do not play a role. In the west, people don't follow the laws but follow the natural rule that the strong win and the weak fail. In their eyes, laws are only rules to control individual behaviors, but these rules may at any time be stamped by gunmen or shameless persons. In the absence of force protection, building a civilized society is stupid and a childish delusion. If we do not rely on the force, social morality and justice cannot be achieved. According to this logic, heroes as the embodiment of justice must use violent means to maintain justice outside the scope of the law. In reality, the individual is likely to remain totally independent and free in a civilized society, which is ideal.

The Combination of Romance and Hero Image

Another attractive part in Louis L'Amour's *American Western Legend* is the depiction of the combination of romance and hero image. The book is about a hero and a beauty. Only a hero may be monotonous. Without love, the hero will be a soul without a purpose. Without love, the hero will be an emotion without a heart. Without a beauty's love, he is a face without expression, a heart with no beat. Without a beauty by his side, he is just a flame without the heat. When a beauty appears, it not only meets people's ideal pursuit, but also enriches their lives. When Teliewa Lyon fought with the evil forces and helped others enthusiastically, his emotional feeling was blank. Though friends advised him to find a woman, get married and settle down, he didn't. He often remembered that night, the trembling child (Margarita) in his

arms. He covered her mouth in order that she would not shout out, and they survived. She lost her parents that night. Although he was frightened, he had to be brave because she needed him to be. Her needs made him stronger, and he had always been very strong over the years. He said he was going to marry her.

Teliewa Lyon knew the news about Margarita from Dan Clyde. He learned that Margarita was a famous actress at that time. Teliewa Lyon saw her when she came to his area to give a performance. Teliewa Lyon was shocked at her beauty. But she was the same Margarita in his memory. In fact, Margarita never forgot the boy who helped her on that cruel night. It was he who held her tightly when she was in extreme horror. He helped her father load the wagon before and her father spoke highly of him. After her parents' death, she went to her aunt's. When she became an actress, she chose to go to Sacramento in California to perform, because Teliewa Lyon once sent her a letter and told her he was in Sacramento.

After Margarita arrived in California, she was harassed by Albert Hesketh, and he also wanted to kill her. Teliewa Lyon bravely stepped forward, showed his hero image perfectly to save her. During these days, conspiracy and murder showed up by turns, the schemer, the assassin, the seducer, and the impure persons were gradually eliminated or punished. Whenever she needed him, he would be there. Whenever she was in trouble, he was always near. Whenever she felt alone, whenever she thought everyone had given up, she could reach out for him, and he would give her his everlasting love. This brave boy, Teliewa Lyon, is full of courage, strength and justice. He developed a firm and unyielding character. People say that he resolves her danger, maintains her safety, gives her happiness and nourishes her love!

Conclusion

A good book can open people's eyes, it can teach people things beyond their class, and it can move people's minds. *American Western Legend* does all of this. Teliewa Lyon, the hero in this book, doesn't believe tears or fate. He believes that the realization of dreams relies on their own brave fight! We deeply understand his phrase, that is, "Cease to struggle and you cease to live". In real life, Teliewa Lyon, an ordinary person, has become a huge legend. He is the real American western legend! The USA is full of vitality, not only because it is a new nation, but more importantly because its development is filled with these spirits.

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On *The Grapes of Wrath* from an Ecological Feminist View

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[Abstract] John Steinbeck is a great writer who won the Pulitzer Prize for fiction in 1939 and the Nobel Prize for literature in 1962. His novel *The Grapes of Wrath* is considered as his best work. It describes the story of many farmers and their migration in the 1930s because of the economic panic. Steinbeck paid more attention to nature and women in this novel. It also shows his ecological thoughts in advance. This thesis aims at analyzing *The Grapes of Wrath* from an ecological feminism view and the enlightenment to human beings.

[Keywords] ecological; feminist view; John Steinbeck

Introduction

John Steinbeck's most famous novel, *The Grapes of Wrath*, was published in April, 1939, and has achieved great popularity and sustained criticism. The author won the Pulitzer Prize for fiction in 1939 and the Nobel Prize for Literature in 1962. This work describes the story of many farmers and their migration in the 1930s economic panic. In the Thirties, the Great Depression spread, and life became more and more miserable (Zang, 2004, p. 63). People became jobless and hopeless because of the disaster. During that period, many American peasants went bankrupt, and migrated to other places. They made every effort to survive. This book gives a vivid and detailed description of the history during this period about the struggling of the peasants. This novel also expresses the unjustness of the social economy, at the same time, showing a theme of the broken "American Dreams" (Li, 2009, p. 204).

An ecological feminist view was reflected in *The Grapes of Wrath*. It was mainly as a result from the author's background of life. In the 20th century, John Steinbeck already believed that man could not survive without nature, although man had the power to change nature (Ma, 2009, p. 45). His father served as the Country measurer for many years. His mother, Olive Hamilton Steinbeck, a former school teacher, fostered Steinbeck's interest in reading and writing in his infancy. When he was young, he spent his resting time working on nearby farms. These experiences among the working classes in California would serve as the source material for some of his best writings. Those days which he spent at the farms and factories gave him firsthand observation of the attitudes, manners and language of the laborers, and consequently provided the authenticity to his depiction of the lives of the workers.

His grandfather and his parents deeply loved nature. Therefore, the author also cultivated the sense of worship of nature from his childhood. In addition, he depicted the classic image of women, because in his heart, women had the same power as men. The author combined both together organically to show his own exploration of nature and the emphasis on women.

Since it was published, *The Grapes of Wrath* was very popular with critics. In different periods, literary critics interpreted this novel from sociological criticism, myth and archetypal criticism, structuralism, and ecological criticism theory, etc., respectively. This article intends to interpret this novel from an ecological feminism view to reveal John Steinbeck's deep reflection of the interpersonal relationship, the harmonious relationship between man and nature, and the relationship between men and women.

An Introduction of Ecological Feminism

The concept of ecological feminism appeared for the first time in the work of *Woman or Dead*. In 1974, French ecofeminist Françoise d'Eaubonne first put forward the term “ecofeminism” in her book *Le Feminisme ou La Mort* and it appealed to women to participate in saving the planet.

In her work, the author put women and ecology together, thinking about the ultimate reason of the dominance of women and the nature was the existence of the binary thinking of society and the patriarchy. With the outbreak of various kinds of natural disasters, women reflected greater initiative in the movement to protect the environment, thus they had a closer link with the ecological environment, which also triggered an ecological cultural ideological trend in women.

She stressed the potential of women in solving the global ecology crisis and appealed to women to lead an ecological revolution to save the earth, and build a new kind of relationship between man and nature, men and women. From her point of view, the identity of women and nature was the primary content of ecofeminism.

One of the major representatives of the ecofeminism is Carolyn Merchant. In her book *The Death of Nature: Women, Ecology, and Scientific Revolution*, she investigated the relationship between a traditional view of nature and the modern ecofeminism movement. Traditional conception considers the spirit better than the body, so the male earns higher status than female (Wei, 2014). According to this logic of domination, it is reasonable that humans dominate nature. Carolyn Merchant may consider that the oppression of nature and the control of women are the same on the thinking framework, so she created a critique of dualism.

Ecofeminism has been widely accepted and developed in contemporary society. John Steinbeck expressed his deep ecofeminist thought in his novel *The Grapes of Wrath* in order to remind people to reconsider the relationship between men and women, men and nature and women and nature (Wei, 2014). Ecofeminists pay great attention to environmental destruction, for example, the reduction in forests, water pollution, air pollution, light pollution, noise pollution and so on. They think that industrialization, urbanization and the monetary economy brought by capitalism bring direct harm to the female (Wei, 2014).

The Sources of John Steinbeck’s Ecological Thought

John Steinbeck was not only concerned about ecology, but was also focused on the female. The most important and precious point of view in *The Grapes of Wrath* is the author’s ecofeminist thought, which came from two critical women in his life: his mother Olive Hamilton and his wife Carol Henning. His mother educated him a lot in his school days, while his wife helped him greatly with the creation of his whole life. In this novel, Steinbeck expressed his awareness of the ecofeminist. He advocated that the destruction of nature by human beings was almost the same as the destruction of women. At the same time, he also expressed his hope of constructing a harmonious relationship between man and nature, and men and women.

Throughout his whole life, John Steinbeck created many works, most of which were related with the ecological point of view. Jay Parikh once said: “In American literary history, few writers stubbornly concerned the traits and the fate of their own countries like John Steinbeck” (1995, p. 102).

John Steinbeck was born into a decent family. He loved reading because his mother was a woman with a deep cultural background and she influenced him greatly when he was young. Steinbeck’s sister Elisabeth recalls, “In Steinbeck’s house there were plenty of books which were within our reach... We could choose

the books freely and no one compelled us to do so, regardless of approval or disapproval” (Demott, 1984, p. 12).

His mother was an optimistic woman, and always dealt with family affairs very well. Every member felt the happiness, warmth and sweetness in her family. She was such a kind and happy person who always praised trust, love and honesty as the most important things in a harmonious family. Also, she always sought every opportunity to make the family members feel the beauty of life. So, this happy and warm family environment was critically helpful to Steinbeck’s later writing.

Carol Henning, his wife, was also a critical woman throughout his life. Carol and Steinbeck met in 1928 and married in 1930. She was a very talented woman – a poet, cartoonist and ironist, which is so amazing as a woman. Carol supported more of the peasant movement during the Great Depression than Steinbeck himself, which affected Steinbeck’s literary career greatly. Steinbeck really benefitted greatly from this important woman throughout his life, because his life experiences with this woman helped him create those vivid and classic female images in his works. Looking at the characters in *The Grapes of Wrath*, as an example, readers can deduce that the image of Ma Joad was primarily derived from Steinbeck’s wife. So, it is obvious that *The Grapes of Wrath* could not be completed without his wife’s help.

Analysis of the Ecological Feminist in *The Grapes of Wrath*

Analysis on the Nature Description in The Grapes of Wrath

In *The Grapes of Wrath*, the author described that the industrial development in the United States was based on the crazy plundering and destruction of nature, which resulted in the peasants losing their homes, drifting from one place to another, and poverty. The growing scale of industrial production and modern civilization broke the balance of nature, which forced the farmers to have to rely on industry to make a living.

On the contrary, when there was an agricultural society, people knew very well that excessive reclamation of land would cause severe consequences, such as barren land, sand stone and so on, but they still wiped out the natural environment for their selfish interests. After industrial civilization, the farmer finally ended up far away from their homes. In the description of this phenomenon, the author showed his view of nature, in that if humans neglected nature, then nature will be bound to cause more serious consequences to humans in return. Getting along well and developing together is the only way to achieve long-term stability for both nature and human beings.

Analysis of the Female Images Depicted in The Grapes of Wrath

In this book, the author depicted deep and selfless motherly love from two characters, Ma Joad and Rose of Sharon, especially Ma Joad. In the novel, it can be seen that Ma Joad, who has strong determination, is the soul of the entire family. Ma Joad is always optimistic to everything even when she faced the Great Depression. In order to support and protect the family in the critical moment, she was brave enough to struggle against the patriarchal society. Ma Joad is really the backbone of the family not only in body, but also in spirit, because she is such a selfless, firm and indomitable woman.

Changing may be the particular word to be used to describe Rose of Sharon. At the beginning of the novel, Rose of Sharon is a spoiled girl. She never helps anyone, so she is the most selfish member in the family at first. Furthermore, she doesn’t have any sense of responsibility to her family. However, everything is totally different when she found out that she was pregnant. She becomes kind, mature, reliable, and smart, only because she is going to have her own baby. She is going to become a mother, and her life becomes totally different than before. When she can feel the little creature is growing in her body, she becomes so

kind and mature. She believes that she should take care of her little baby and take responsibility for the baby. It is clear that her pregnancy represents her hope for the future.

Through the shaping of these kinds of female images, the author praises the selflessness and greatness of women, which also shows that they have a similar quality with nature, and shows his feminist viewpoint further.

The Enlightenment of Ecological Feminism in *The Grapes of Wrath*

The novel reveals the problems between humans and nature. The author does not purely criticize patriarchy and the unfairness toward nature and women which comes from the society. He criticizes the patriarchy, and at the same time, he also explores the subtle relationship between women and nature. The author believes that the only way to change the current relationship between humans and nature, and among humans is to change the patriarchal society and change the concept into one of equality. Love, which is advocated by ecological feminism, becomes the rule of survival in society. Only in doing so, can we handle the relationship between man and nature better. Especially in modern society, with the development of science and industrial technology, life of the human society becomes more and more indifferent. Humans plunder nature even more severely. All of these problems should be given a higher degree of attention from us. So it is very important to realize the harmonious development of man and nature through the interpretation of ecological feminism.

Conclusion

To sum up, *The Grapes of Wrath* is not only a documentary literature which reflects the social reality of the United States during the 1930s, but it also shows the ecological feminist point of view to the readers through the description of nature and the depiction of female images. Therefore, there is no doubt that readers cannot neglect both its literary value and the reference value about the problems between man and nature. We should protect the environment and claim the rights of women. It is urgent to build a harmonious relationship on the earth. We should also think deeply about our interaction between man and nature from the perspective of women and nature.

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The Analysis of Nancy's Character in *Oliver Twist*

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[Abstract] *Oliver Twist* is the first Dickens' novel about social problems; it has an important position in the history of literature all over the world. It is also popular material that filmmakers extremely love. It clearly and profoundly makes people understand the dark side of the society at that time. Nancy is a character depicted successfully in this work. She has a good side, and at the same time, she is also one of the thieves. It is too late when she repents. It is this dark society which makes her become an individual who is full of contradictions and struggles, and her inner contradiction causes her tragic ending.

[Keywords] contradiction; duplicity; self-abased

Introduction

Charles Dickens was a great British writer in the 19th century (Chen, X., 2014, p. 156). *Oliver Twist* begins with the description of the living conditions of Oliver to describe the extremely miserable living conditions of the children who live in the hospice. Malnutrition is widespread among young children who are still in developmental stages. They can only drink a bowl of very thin gruel every meal, without any other food. Unless some important festivals come, they will get a small piece of bread besides a bowl of gruel. In the film of *Oliver Twist*, even such kind of scene can be seen: the children with a spoon scraped the remnants sauce in the bowl painfully, and even wiped clean everything in the bowl to his mouth with their red, cold finger. The bowls even do not need to be washed and cleaned because they were scraped abnormally clean by the children.

Even in doing so, the children still can't be full. There are full of despair and helpless at this woman. What they can do is only sit at the table rigidly, and pegged to the great pot of porridge. Their desire and helpless look is enough to make everyone's hearts break. At this moment, there are even some children sucking their fingers hard, as it seems that the flavor of the food's residue can alleviate their hunger to a certain extent. In the novel, the author also mentioned that the children are often longing for the porridge that accidentally spills over. Therefore, it is this kind of a miserable life, and the hero in this novel, Oliver, spends almost all of his childhood in such an environment.

As an outstanding critical realism writer, Dickens reflected the injustice and the dark side of the British society from the novel at that time. He also told the readers that the life of the ordinary people was so hard in the capitalist social system. Dickens himself was once known as the eyes in the Victorian era by some literary critics because he had shown the social phenomenon in the form of a novel again to the readers all over the world. It can be inferred that the content of the great work *Oliver Twist* is a true description and reflection of the social reality in Britain. The words that Dickens used to depict the orphans' life in the hospice was also very vivid through which he profoundly revealed the dark nature of the capitalist society. In 1834, which was a few years before the great work *Oliver Twist*, the British parliament passed the new Poor Law, abolishing the history of direct relief to the poor, which had lasted almost for a century, to set up the workhouse to directly accept the poor, which deepened their suffering.

The hospice in this novel is a real image of the workhouse at that time. The poor people were abused in the hospice, starved to death, and the shadow of death hangs over them all the time. However, those

staff who were responsible for the operation of the workhouse, the manager and the director, were wealthy enough, and they abused their power for personal gains. In the novel, the hospice was portrayed thoroughly, which profoundly reflected the social problems. That is why some literary critics think that Dickens' novel is serious literature, and at the same time, the novel reveals a profound social problem, which played an important role for the development of society and its progress. This is also the reason why this great work was deeply loved by readers and audiences all over the world, and the main reason why it was made into films many times. *Oliver Twist* marks the very beginning of Dicken's literary life. This novel is an exposure of bourgeois society (Song, 2003).

Literature Review

Power refers to the clear distance existing between two communicative participants in different social statuses with one more powerful than another (Liu, 2015). Before the 1830s, Britain was an agriculture country. At the beginning of 1832, the British parliament passed a series of acts, which greatly promoted the development of capitalism. With the increasingly deepening of the reform of industrial capitalism, the widespread use of the machine caused huge unemployment, social wealth was increasingly concentrated into the hands of a few people, and inequality increased.

All sorts of malpractices of capitalism also appeared. In this case, the romantic literature movement began. Gradually, as a kind of movement, critical realism literature rose, and started a brilliant achievement. A batch of outstanding critical realism writers came into being, and they became active in the English literature. They mainly reflected the feelings and desires of the poor majority, the petty bourgeoisie, nobles, clerks or orphans as the protagonists in the novels as positive images. This novel clearly shows the real picture of British society at that time by telling the fate of these people to the readers.

Dickens is a representative writer of critical realism in British literary. His works have rich content and deep thought which sharply criticized the capitalist social system at that time and from which all kinds of evils derived. In 1838, he published a famous realistic novel, *Oliver Twist*, which was also his first social problem novel. The novel is set in London, the capital of Great Britain, and tells the sad story of an orphan Buddha, revealing a wide array of social evils, such as the demanding hypocrisy of the hospice, the plight of child labor, as well as teenagers cheated into criminal gangs and other social problems. The book has been presented on the stage and screen many times. In 2005, the world-famous director Roman Polanski also made it into a film.

The Analysis of Nancy

Though *Oliver Twist* is the hero in this work, a number of scholars believe that the most successful image in this novel is Nancy. Of course, Oliver is the leading role in this work. Greed and corruption are themes because people take advantage of Oliver (Huang, & Chen, 2008). Although his experience and personality left a very deep impression on the audience, the image of Nancy has great practical significance from the perspective of social significance.

As a young woman, Nancy's state of mind is very complex, which is closely related to her upbringing. She doesn't even know a little about her young life at an early age, because she was brought up in group of thieves. She has never met any kind people in the process of her growth, until the last moment when she met a man Mr. Brown, and Miss Merry, but it is too late. Therefore, her personal ending ended in tragedy; she was cruelly killed by the robber Skyes. So, it can be inferred that, her fate

was doomed, just as once the orphans stepped into the underworld in the realistic society, there was almost no possibility to turn back.

Since she grew up in a den of thieves from childhood, Nancy has a very clear clue about everything dark and ugly in the theft gang. She rejects the treacherous, brutal, ugly humanity deep in her heart, but anyone with a conscience will always have a certain emotional place in their hearts for where they grow up. She not only hates this place, but at the same time, she can't completely give it up. When faced with the hero Oliver, she is sympathetic, and takes him even as her brother. In order to save him, she disregards her own safety, but she is the one who brings Oliver to the thief personally.

On the one hand, Nancy envies those who were educated, and the happy women who have a happy family from the bottom of her heart. On the other hand, she feels too humble to try to get such a good life. At this time, her heart was filled with contradictions. When Mr. Brown and Miss Merry advised her to turn over a new leaf, to a completely new man, she decisively rejected their offer, and also rejected her inner pursuit of a completely new life. Through the above plot, the audience doesn't find it difficult to see that Nancy's real inner struggle is real existence, and also complying with the general psychology of people. Even in today's society, many women offenders will like Nancy who has such a kind of mind, and they will have contradictory thoughts after. Just like Nancy, although she cannot tolerate Sykes' sin, she still would not leave him.

Therefore, there are also some people think that Nancy's behavior is unreasonable. But her behavior is indeed real. The human heart is very unpredictable. Like Nancy, she makes choices in the end, which make the readers sigh with regret.

So, it is this kind of contradiction character, Nancy's inner struggle that makes her attract a greater audience, and impressed them the most. The individual image of her is full of contradictions. It is the overall environment of the British society at that time. Just as capitalist society, which is dark, lets her struggle with pain and sufferings, but unable to get relief. Nancy's outlook on life and values are full of contradictions, so her heart is always in contradiction and struggling. Because of this, it can be said that Nancy is the one of the most successful images in the whole work.

The Dual Nature of her Outlook on Life which can be Seen from Her Way of Dealing with Things

In terms of Nancy's personal philosophy on life, she hopes to be able to engage in a legal and promising industry; she tried to conceal her own life to people, trying to escape from the law and conscience condemnation. She is yearning for a normal life, but she's been living in a gang of thieves, and grows up pick-pocketing, losing the opportunity to study normal life skills. In the best time of forming her outlook on life, world outlook, and the values, she can only do some illegal business deals. It can be said that this experience makes her lose the foundation of becoming a normal, law-abiding person. Her heart has been full of pain; on the one hand, she desperately wants to get rid of that kind of illegal, unearned life, but on the other hand, in order to make a living, she can only go steal.

The dual nature of her value. Although she grew up in a den of thieves, Nancy has the ability to distinguish between good and evil, and judge the merits. In this sense, she still has correct values. But, in her body, correct values cannot make the correct actions. It can be proven to be correct from her attitude toward Oliver.

On the one hand, her inner goodness makes her sympathize with Oliver because of his misfortune; on the other side, she is under the threat of a thief head, and drags Oliver back to the den. At the same time, she knows that their behavior is wrong, and her heart is filled with regret. But after Oliver begins a new

life, she managed to catch Oliver back under the request of the thief head. However, in the den, she desperately protects Oliver from being mistreated. At this point, her values still can't really decide her behavior. At this point, she realizes that his life is in danger under Mr. Brown, and decides to rescue Oliver. At this time, she makes the correct choice under the guidance of her own value. Even if she once wonders for a long time in front of Mr. Brown's home because of the shame and inferiority, but she still firmly follows her inner guidance in the end.

Nancy's love views are contradictory. Many forms of love appear in *Oliver Twist*, whether between man and woman or parent and child (included adopted children) (Chen, 2011). Love view means the fundamental views and attitudes to the problems of love, including the definition and nature of love, love position in social and personal life, and standards and attitudes toward love, etc. In general, love is actually a reflection of personal outlook on life. It will be in a different historical period, influenced by various factors. These factors include economic conditions and state of mind, etc.

In the film, Nancy loves Sikes deeply, who is the second leader of the den. When Dickens designed the two person's names, it also can be said that the author focused on both of their English names, the initial letters of which are N and S, respectively, which also are precisely the magnetic poles. This implies that as love between these two people, they actually have an irreconcilable conflict. Nancy misunderstands the habits of following Sykes forced by life as a kind of love, a kind of habit. Although she knows well that Sykes does not really love her, and he is a felon, yet she still hasn't made up her mind to leave him, and still puts him as her lover. She believes that love is loyal enough, but lacks reason.

In fact, Nancy's love view is a reflection of her outlook on life. Because of some special factors, which mainly come from the restriction of economic conditions in this novel, she can only be attached to the gangsters. Although her conscience sometimes tells her that this is wrong, and sometimes she would hate Sykes, it cannot separate her from Sykes. It is influenced by the social status of Britain at the time, and it also affects the decision of her own state of mind. Though, once she wants to leave Sikes, she can't really determine their ideas. Even with the man who gives her a start to a new life, and even helps her leave England, so she can thoroughly leave this life behind and go to a land of opportunity, she finally gives up. Nancy even has the fancy that Sykes will change himself for the sake of her. Even when Sikes kills her, she still has a trace of fantasy.

These are the reflections of the love between Sykes and Nancy. She is an ordinary girl who is longing for love, eager for warmth. However, it is this contradictory love that completely wrecks her possibility of the pursuit of happiness, and eventually ruins her own life.

Conclusion

Nancy is the tragic ending. It is not only her personal tragedy, but also is the tragedy of the dirty chaos of the entire society at that time. Her inner contradiction and struggle, her contradictory outlook on life, values and love have made her completely lose the opportunity to pursue happiness. Perhaps her final ending in the novel is the best relief for her whole life. Nancy was a poor figure, as it were, shaped by social injustice.

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“Raise Your Hopeful Voice”: Analysis on the Relationship between Cinema Language and Sound Image in *Once*

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*[Abstract] This paper analyzes the relationship between cinema language and music/sound image in the film *Once* (2007) in terms of the non-musical characteristics, as well as the musicality and nationality perspectives. It attempts to explore that the use of music image and cinema language is not only an important storytelling device for Irish cinema, but also a powerful metaphor in itself. The function of musicality and nationality produces the distinct aesthetic in Irish film studies. Furthermore, it established in the 21st century the characteristics that would provide continuity for Irish cinema language and sound image during the new era.*

[Keywords] cinema language; music image; nationality; musicality; Irish identity

Introduction

This paper selects the Irish film *Once* (2007) as a case study because it is a musical movie among contemporary Irish cinema, which reflects the generic conventions of the lives of the Irish people and Czech immigrants and it is also popular with Chinese audiences. This popularity is exemplified by the film's music and one of the film episode songs *Falling Slowly*, which became well known throughout Ireland, and then began to set the standard for love songs since the release of the film in 2007 (Liu, 2007). Therefore, by describing the movie *Once*, this paper will seek to demonstrate a fresh literature theme, and the original music leitmotiv of the Irish people's life. Moreover, this paper will also analyze the affective significance of the film songs in terms of the relationship between cinema language and sound/music image, and explore the artistic accomplishment of the Irish identity and nationality.

Non-Musical Characteristics

Before undertaking this analysis, attention will be focused on the film production and the outline of the film story. It is also necessary to examine the historical literature on the relationship between cinema language and sound/music image in cinema in general. Situating this work in its context affords the opportunity to address the issues of why, and under what sort of social conditions this particular film was made.

Production Information

Based on a romantic story written by John Carney himself, the film *Once* was produced and was directed by John Carney in 2006. This independent film tells of the sweet relationship between a guy, a vocalist street musician, and a girl, a Czech immigrant flower seller. It is their musical interests which bond them together. Their shared goals lead to an emotional connection, which is complicated in their personal lives, and these personal issues are reflected in their songs and music. Since it was released in 2007, the film *Once* has won 21 awards and 30 nominations including Best Achievement in Music Written for Motion Pictures, Best Original Song for the song *Falling Slowly* in Oscar 2008, and so forth.

Film Synopsis

A Dublin guy (the Guy) plays guitar and sings his own songs on Grafton Street which is located in the Dublin shopping district. He is struggling with his performance when a young fellow attempts to steal his earnings. Once, a young Czech immigrant flower seller (the Girl) happens to pass by and is attracted by his music. Despite his annoyance, she persists in questioning him about his songs (www.imdb.com).

The next day, when they have lunch together, the Girl tells the Guy that she is a musician, too. So they visit a music store where she regularly plays piano. The musical and potentially romantic connection increases when they sing and play the song *Falling Slowly* together, they quickly patch things up. They therefore start to write, rehearse, and record songs, and get to know each other. Meanwhile, the Guy is thinking about and writing about his ex-girlfriend who moved to London. The Girl encourages him to move there, win his girlfriend back, and pursue his musical career. Being invited home to dinner by the Girl, the Guy discovers that she has a daughter and lives with her mother. Soon after, the Guy makes his decision to move to London, but he wants to make a high-quality demo of his songs to take with him. For this very reason, he asks the Girl to record the demo with him (www.imdb.com).

After recruiting some musicians, they start to rehearse and then go into the studio to record. Even though they lack experience, they quickly impress the studio engineer after their first song *When Your Mind's Made Up* was recorded. After the all-night session wraps up successfully, they walk back home. The Girl reveals that her husband is joining to live with her in Dublin. Before leaving for London, the Guy buys the Girl a piano, then makes a call to his ex-girlfriend who is pleased about his imminent arrival (www.imdb.com).

The Relationship between Cinema Language and Sound Image

Kathryn Kalinak analyzed how it is important to note the relationship between the images and music because the quality of the music is reflected in the images presented; and in the way that the distinctive musical passage is repeated (and varied) throughout a musical text in such a way that it is almost waving uninterrupted from the beginning to the end (Kalinak, 2003). Therefore, it is necessary to consider the interaction between music and the filmic narratives and from these consider how this relationship can support a further music-image drift from a mutual synaesthetic dependency in the cinematic illusion.

In a number of his writings and his discussions of synaesthesia, Sergei M. Eisenstein demonstrates how he sees and structures his films musically. With Eisenstein, there is a sense not only that he wishes to arouse a certain musicality within the silent image, but also that he has a deeply poetic ability to play sensorial evocations off one another. In other words, if we accept Eisenstein's claim of a correspondence between the music and the picture, then we can imagine that the musical development will match that of the image. The music then should demonstrate different meanings with close-ups and with wide shots within the film (Bordwell, 1992).

In fact, the image, sound effects, dialogue, and music are never separated from each other during the viewing experience, thus, they form a certain expression of combination. From this point of view, there are some possible narrative/music relationships discussed and argued by a number of film scholars and theoreticians that need to be considered. Kathryn Kalinak claims that there is a synchronization of music and image, and Eisenstein demonstrates the synaesthetic relationship between picture rhythm and musical movement. Claudia Gorbman also reminds us that either the music "resembles" or it "contradicts" the action or mood of what happens on the screen (1987, p. 14). Gorbman then further summarizes the concepts of the parallelism and the counterpoint relationship in between music and image.

The Use of Cinema Language

Since the principle of montage invented by D. W. Griffith and Sergei Eisenstein has long been regarded as the basis of film art, for decades filmmakers not only have developed the use of montage but have also reached the point of abandoning it (Silbergeld, 1999).

Andre Bazin was not only a theorist and aesthetician but also an extraordinarily perceptive critic. He fully appreciated the signifying operations of individual films (Katz, 1979). It is therefore understandable that he could offer so many interesting suggestions for the contradictions between his theoretical and critical work. In *the Ontology of the Photographic Image* (1958), Bazin developed, in detail, the argument that cinema is also a language. He noted that: “the perfect transparency was precluded by the current limitations of film technology and might indeed never be possible” (Bazin, Vol. 1, 1958, p. 44). This contradiction is again found in one of his favorite images for the relation between film and reality: “an asymptote, a curve which gradually approaches a straight line but which meets it only at infinity” (Bazin Vol. 1, 1958, p. 52).

Early in the 1950s, Andre Bazin began to challenge the montage theory (Katz, 1979). The theory he proposed was that of the “long take” (Bazin, Vol. I, 1958, p. 36). Bazin criticized Eisenstein’s theory that took shots as primary materials into which montage alone could generate life and thus produce art. He pointed out that montage theory put too much emphasis on editing (Gray, 1967). Actually, Bazin argued a single shot in itself is a forceful representation that possesses the power of intense artistic compression. To Bazin, “if elements within the composition of shots are brought effectively into play, a film can be completely constructed of long takes” (Gray, 1967, p. 224). Of course, this is not the only idea behind Bazin’s aesthetics and theory. Bazin’s theory influenced the art of world film enormously, especially when directors who applied the principles of the long take in their filmmaking appeared in a number of countries since the 1950s.

The long shots have been fulfilled in the film *Once*, for example, at the scene from 1’18’’ to 3’31’’, the Guy is singing with his guitar on Grafton Street in Dublin, he is also struggling with his vocals and his thoughts, when a young fellow attempts to take all his earnings; he traces the young fellow throughout several streets and then runs into the famous yard of the St. Trinity College of Ireland. The only one long shot records both of the two people’s movements, their talk, as well as the view of Dublin city center. As we know this film is made by John Carney, and this is an independent film with low-budget. The synchronized relationship between the actors and the view therefore has proved some of the features of the New Wave Cinema led by French film critics, such as the low-budget film production and the non-professional actors and so forth. Additionally, the two non-professional actors speak with a very strong local Ireland accent, which demonstrates the Irish identification somehow.

The Use of Music and Musicality

Between 1970 and 1999, film songs still played the most important role in Irish cinema; they encouraged Irish people to work hard for an ideal life. However, rather than just composing or choosing simple music for relevant movies, during this period, the theme music became mature, and therefore, some good music themes played the role of the narrative function with the appropriate image together. The relationship between music and image was getting richer and more colorful, and the synchronized relationship between music and image which was popular in the 1970’s Irish cinema was developed; as for the parallel relationship between music and image which was adopted in the 1970’s Irish cinema, it was used

continually resulting in it becoming a more popular Irish film music technique during the period from 1970 to present (Liu, 2007, p. 184).

Furthermore, many sorts of theme songs appeared in movies during the time, and theme song scoring therefore showed considerable range and versatility. A new function of Irish theme songs was widely used. In early Irish cinema, the theme song used to be sung by the actors/actresses. During that period, the new theme songs appeared on the screen as sort of a voice-over, which were scored by appropriate composers, rather than the diegetic theme music. Melody and lyric were both still combined with the content of films. Thus, the theme music could still reflect the instructive meaning of the film, explaining the character's feeling as well as demonstrating the vivid landscape.

As Claudia Gorbman notes, "music serves the classical Hollywood film style through its 'inaudibility' and subordination to the film narrative, creating a sense of continuity and unity" (1987, p. 76). Theme songs/music represented the meaning which could not be shown directly through the film itself. They linked the relevant montage image, and then became the parallel relationship between the music and image. But rather than simply analyzing this use of music in the film *Once*, I would prefer to explore the notion of music as an example for contemporary Irish cinema style. Musical concepts like rhythm, pace, and the use of themes and variations can help us understand the mixed feelings in *Once*.

For example, the theme song *Falling Slowly* plays different role and represents various meaning. Firstly, the song appears in the film at scene 14'28" to 20'20", starts by the Guy, the melody and the song lyric here help audiences to understand the guy's feeling as non-diegetic music. At the same time, the montage image provides a parallel function in that it shows the friendship and the potentially connection between the Guy and the Girl when they sing chorus together. Therefore, the parallel relationship between music and sound image is demonstrated obviously on the screen.

Nationality, Rhythm and Pace

The use of music and the arts (here, I talk about cinema language) was advocated in Irish cinema since the 1970s. As a result, music must be used to "teach and manipulate the people", and a "composer has to have a concept of what he wants to do in his music," that is he should not just "express his feelings without contributing anything to society," but rather be "careful controlling all those pitches" (Mittler, 1997, pp. 41-43).

Therefore, in the film *Once*, in order to convey the music's nationality and demonstrate the life of Irish people and the immigrants (Czech), rather than using traditional Irish instruments in traditional Irish folk music, the piano is used in a Western symphony in order to transfer different messages, and thus it enhances the musicality and the nationality for the film. For example, guitar here is used as a transformation by the Guy to the Czech girl. On the other hand, interestingly, John Carney shows his music talent in describing the characters. For example, it is significant that the Guy always plays his guitar in different tunes to transfer different messages, such as calling another person (an equivalent music version of Morse code). The guitar here can be used as if it was a telephone or a mobile phone, and at the same time, it also exemplifies the Guy's characters.

Furthermore, music not only signals emotional change, it also often coincides with the beginning of onscreen action. Gorbman identifies the co-ordination of music and action "as a Hollywood convention allowing music to remain unobtrusive" (1987, p. 79), while in *Once*, the musical rhythm and pace and *mise-en-scène* are presented in the same scene. The matching of the two is often so close as to attract audiences. One of many such parallels between *mise-en-scène* and music occurs in the first shot, the use

of music is adopted from the local pop rock, while the perspectives of both the rhythm and the pace have been changed in order to make it suitable for singing.

Implications and Conclusion

The splendid film song creation in Irish cinema represents two perspectives on the creative transition from simple to mature perspective. First, the relationship between the cinematic language and music/sound image is upgraded to a blend of sound and image, rather than merely music synchronizing extremely with pictures on screen. Second, as the relationship between music and other sound elements, although the oneness of pure music has not been substituted by the all-round film music, it has been realized and balanced in association with sound. Moreover, the achievement of outstanding film songs in cinema provides a good example of blending nationality with modernity. It draws on the mainstream music, incorporating Irish native music, especially when used for the representation of Irish nationality and Identity. This made it easily understood by a mass cultural audience worldwide.

This paper has demonstrated the theme music in the film *Once* (2006) in terms of the non-musical characteristic, as well as the musicality and nationality perspectives. First of all, music is a powerful signifier of atmosphere, and more than any other filmic element, it focuses on the level of emotions rather than that of intellectual understanding. In *Once*, the theme song *Falling Slowly* reinforces the mood of the images and contradicts it. This use of music corresponds to attention in the film as a whole.

Secondly, this film combines both full-bodied nationality and lyric melody, utilizes various visual and listening technologies of music and image, and represents the vivid and splendid scenery of Ireland, as well as the cultural customs and traditions of the Czech immigrants. *Once* is a typical Irish narrative, as every element has a clear function in telling the story. As the result of the low-budget independent cinema, Irish cinema in this period put much more emphasis on describing the lives of European immigrants than it did on promoting the instructive propaganda.

Moving away from the political issues, my suggestion is that Irish film is one of the multiple voices telling the story, but the story itself is also musical. Thus, music and Irish identity is not only an important storytelling device for Irish cinema, but also a powerful metaphor in itself. The function of musicality and nationality produces the distinct Irish film studies aesthetic. Furthermore, it established in the 21st century the characteristics that would provide continuity and raise the hopeful voice for Irish cinema language and sound image during the new era.

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An Analysis on Injustice of William Faulkner's "Dry September"

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[Abstract] Injustice is the key word in "Dry September", written by William Faulkner. Keeping the content of injustice – the defective social situation, the Black's unjust treatment, women's unequal status, and people's disharmonious social relationship in the main line, the author narrates the life stories of disadvantaged groups of the Blacks and women who, in the novel, occupy main positions, and help readers deeply understand the work. Considering the political perspective, this paper discusses how Faulkner meditates on something, such as economy, culture and religion, and demonstrates the unjust facts of the unreasonable reality in society.

[Keywords] William Faulkner; "Dry September"; injustice; social reality

Introduction

William Faulkner, a Southerner, found, in one small imaginary corner of the state of Mississippi, deep in the heart of the South, enough material for a lifetime of writing (Zhu,1998). "Dry September" is a case in point in which William Faulkner explores the inner world of human beings and the struggles in people's minds; he criticizes the class system and inequality of different classes in the South. It is true that his success rebounded honor upon him. Based on a criticism of injustice, Faulkner elaborates on many problems that deal with religion and politics. He combines Southern history with people's lives, and the characters in the novel effectively carry their personalities from the page and are closely linked with a heavy flavor of life. The short story "Dry September", unfolding realistic society, clearly reveals the injustice. As a result, the Southern literature, the Southern environment and people's inner worlds appear exactly before the readers.

A lot of research has been done on "Dry September". Wei Xinjun, for instance, expounds on connotation from a special point of view (2008). This paper, beginning with a political perspective, presents the unjust factors in society. Faulkner describes the lives of the main characters, and the background of the politics, economy, culture and religion, and the criticism of injustice is depicted in the following aspects.

The Embodiment of Society Lacking Justice

Brian Barry defines social justice: "the most righteous society is such a society, in which, the most disadvantageous group enjoy the highest level of living regardless of its composition" (Barry, 2011). In the American South then, people couldn't live such a life that the injustice of society becomes the focus to be criticized in "Dry September," especially the different social statuses between the White and Black people. In addition, what the low social status of white women really mean has been stated in this novel. All of these unjust traits are embodied in a special construction of the story.

The European experimenter Joyce, employed multiple-perspective narrative in his works. In "Dry September", the beginning is just devised from multiple-perspective narrative style. With the five characters coming on the stage, people's experiences in the 1930s are shown in the writing. Set in flashbacks, the story provides peoples' lives in an imaginary town Jefferson, which interests the readers greatly. Meanwhile, the readers feel confused about so many characters and messy plots that they can't

find the developing lines, not to mention the time and space sequence. Furthermore, the following discontinuous events are confusing. Actually, the special construction and the motif are auxiliary to each other, even exactly refract the chaotic social condition.

The whole world is encountering great evolution after the Civil War. Northern capitalism is flourishing and the southern plantation system has been declining; people come to receive new concepts of life and increasingly understand industrial class. Nevertheless, people still keep their own values and standards of behavior in their minds. Thus, the contradiction becomes visible in people's moods and all kinds of groups hold their own opinions. The Whites stick to their own interests; the Blacks look forward to a perfect future; White women are expecting their romantic love. On this condition, the characters in the story raise their voices, contend for their fates or yield to the harsh reality. The southern history after the American Civil War was vividly recorded in the novel

Moreover, the writer always changes focuses of the story in description. For instance, at the barber's, people often jump from one piece of content to another in their conversations so that the readers could hardly keep up with the writer. They couldn't understand the story, even they couldn't find the author's writing aim. The readers almost know nothing about the story until they piece up it with paragraphs gathered from one by one. In fact, they are faced with a challenge of understanding while reading. Nevertheless, Robert Merrill puts forward that the mess on the surface is just a brilliant writing strategy (Merrill,1999); Faulkner reveals the dark reality from a unique visual perspective. The frame of the novel seems in disorder but actually it is a metaphor for the unfair and irrational fact of the social injustice.

The Unfair Social Status of the Blacks

In America, two issues of importance are always linked together: race and gender. First, "Dry September" aims to reveal the former. In particular, Blacks still can't gain their rightful place even after the American Civil War. In the article "Thoughts on American Civil War", the nature of the war was concluded that it had progressive significance but not justice (Chen,2010). Actually, "Equal but Separate" appears during the Reconstruction of Jim Crow South (Charles, 2002). Obviously, equality hasn't arrived in the South. In the view of P. S. Foner, Blacks still live at the very bottom of society and they don't have any political power; the racial relations are being poisoned by a lot of atrocities and illegal punishment (Foner, 1983). Particularly, the protagonist Will Myers, in the novel, reflects the unfair social status of the Blacks and becomes the novel's theme – criticism of the injustice.

Since the 17th century, when African black slaves were trafficked to northern America, Whites took it for granted that the Blacks had an inferior quality. The Civil War, in Lenin's opinion, abolished slavery so that it was great, historical and progressive. Therefore, the black Will Myers should be liberated from the slavery. In fact, Will Myers does get freedom, but only from the Emancipation Proclamation, but not in reality. Obviously, the South was thrown into political unrest and social chaos. The southern planters were so confirmed with their traditions that they couldn't accept the fact that their racial system had been shaken. They used various means to exclude the Blacks from a fair social system because of their fear and loss of reform. In the meantime, the ridiculous and pathetic ending of Will Myers implies that it is useless to keep silent for the Blacks; it is necessary to take a more positive attitude to find their way out; only by the Blacks' collective wills and efforts, can they be emancipated.

To some extent, people regard this novel as a very powerful story to attack racial myth, of which the core lies in white racial superiority and black racial inferiority. The town of Jefferson is chosen as a typical scene in the story in order to connect the ideological theory in the Southern culture. Thus, the new

criticism in American literature has been launched in a profound cultural background on the basis of some sentences of the story: “Do you mean to tell me you are a white man and you’ll stand for it? You better go back North where you came from. The South doesn’t want your kind here.” All these words manifest the Black’s unfair social status.

Faulkner also quotes the doctrines of the Old Testament: “Do not spread false reports. Do not help a wicked man by being a malicious witness” to support the essence of the story (The Holy Bible, Chapter 23). People indulge in talking about Minnie Cooper even though they haven’t the total confidence in the veracity of the story. Yet whenever mentioning about the Blacks, people always used the word “evil”. They would rather believe rumors than facts to trample Will Myers’ dignity without any mercy. The integrity, morality and justice of people’s minds completely vanish. Faulkner hints about the criticism of injustice on the black in the society.

The Inequality between Males and Females

The concept of rights came into women researchers’ visual threshold long ago. Rights bear a negative effect on women since it possesses masculine traits. The gender and social inequality is reflected in “Dry September” more truly.

The white protagonist Minnie Cooper feels so lonely, and she is afraid of being discarded by her peers that she spreads rumors that she has been raped by a Black to appeal to people. Therefore, she holds the position of conflict; that is, the event of rape leads to a murder in the town. Certainly, her lies just come from the inequality that women routinely face in their lives. They were not prepared to settle for being ruled ruthlessly by men; they were not willing to suffer from the mind trauma. Minnie Cooper proves that women could do what they want at the expense of sacrificing their fame. This is compatible with what Leslie Fiedler puts forward that women will betray their principles or will be absolutely loyal to their faith for being short of standards and pride in morality (Fiedler, 1998). Tracing back to its source, Minnie Cooper’s tragic fate is exactly the consequence of an unjust social condition.

People have changed greatly in thinking since the Renaissance is surging forward and they have begun to pursue freedom and happiness. In particular, Jean-Jacques Rousseau advocated that man is born free and people are aware that man is a free moral being (2003). Influenced by such ideas, the female protagonist, Minnie Cooper, made an effort to fight against Southern patriarchy and Puritanism. However, in the patriarchal society, she becomes selfish because of her twisted mind and she derives her fun at the cost of the Blacks, which shows her sad and poor inner world filled with hypocrisy. Faulkner paid much attention to the destiny of the female. The story attributes female oppression to the power of the patriarchal society so that Minnie Cooper’s failure results from a disillusionment caused by injustice. As a matter of fact, Minnie Cooper is a representative of the new southern women, not only to endure, but a brave girl with vitality and passion to struggle against male chauvinism and realize her dreams. She needed more courage to support herself in a male-dominated society. Faulkner shows sympathy for women in the story “Dry September”, and in the meantime, he shows respect to female’s self-awareness and compassion to female tragedy. Faulkner implies the inequality imposed on women and it is natural where there is oppression, there is resistance.

The Disharmonious Relationship Among People in Society

The characters in the story are just like what the French critic Edmund Ma Ne thinks: “the situation in ‘Dry September’ is as the same as that in the Old Testament: people are moving forward by feeling their

way in the history that hasn't been clarified" (Li, 1980). In the story, "Dry September", various characters were created based on real life to symbolize the turbulence in society, which was endowed with the ups and downs and a disharmonious relationship in society.

As a turning point in American history, the Civil War played an important role for both America and the Blacks. For one thing, a series of literary works appeared about the South reflecting the social reality at that time. For another, it is essential to awaken the Black's consciousness for freedom. The Blacks began to take an active part in the struggle for their own rights in politics, economy and culture. Meanwhile, the white women wished to find their ideal mates because of their noble origins. There will be a conflict between the men and women in their pursuit of life, which can be mirrored from a couple, Mclendon and his wife, in the story. To some degree, we can say the Blacks have made progress in striving for freedom after the American Civil War. But the white woman is still treated rudely by her husband and she has to grin and bear it, which indicates the disharmonious relationships among people. At the same time, the unfair fact suggests that not only the Blacks, but also white women haven't obtained equal rights. The black man, Will Myers, had no equal discourse right and felt confused and angry when beaten. He becomes the representative of the Blacks who are still ruled by the Whites and they still stand in an unequal status. The fair seeds haven't been planted in Blacks' hearts so it is very hard for them to find partners on the way to justice. Correspondingly, the white man, Mclendon acts as a guard to protect the Southern belle. In order to satisfy himself, he even commits disastrous crimes against his own conscience, even murder. The barber, Hawkshaw, represents justice, being convicted by his own conscience and gets away from the group persecuting blacks. This character is chosen, aimed at calling for a brighter society. These disharmonious relationships among the Whites and the Blacks reveal the injustice in society and are crucified in the story.

American history is partly about how the Whites oppress the Blacks. The notion of superiority is yet monopolized by the Whites with the abolishment of slavery. Racism is an attitude with self-centeredness and discrimination is the persecution through external behaviors. This discrimination not only lies in the superficial meaning between the color white and black. The color "white", virtually symbolizes the positive brightness; the color "black" is means negative corruption. Consequently, the racial problems are involved in so many domains throughout history, psychology and culture. The conflicts between the Whites and the Blacks uncover the complex relationships among people in society.

Conclusion

How should we evaluate Faulkner? The great translator Li Wenjun says, "In general, he is an author who is firmly rooted in American local-color and has sincere feelings for the common people; the reason why he focuses on something contrary to humanity is because that he hopes the disgusting things will disappear forever" (Li, 1980). Faulkner can be regarded as one of the humanists supporting tolerance, innovation, equality, mutual understanding and cooperating. He was a celebrated writer who was concerned about human beings' hardships and always provided people with encouragement and confidence

"Dry September", on the one hand, sketches a clear picture about the post-war situation disclosing people's miserable lives, the inequality among them and the prejudice against the black in society; on the other hand, in this story people try to express that they are expecting an equal world. Take some events about the protagonists for example, Minnie Cooper's longing for romantic love, the white barber's return to human nature and the white Mclendon's crimes – all of them connect with the theme of criticism on

inequality that we should praise people's conscience, call for equality and freedom, and move ahead toward our dreams.

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A Study on the Evolution of Virginia Woolf's Eco-Feminist Perspective from *Mrs. Dalloway* and *To the Lighthouse*

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[Abstract] Virginia Woolf, a pioneer in the feminist movement, had a keen awareness of disorganizing the patriarchy society, and whose eco-feminism perspectives in her writings underwent a change. This study is intended to examine how Virginia Woolf's eco-feminist awareness evolved and became exemplified in her novels: *Mrs. Dalloway* and *To the Lighthouse*. By exploring the relationship between women and nature, women and men, and women and their social roles in the novels, this study reveals the evolution of Woolf's eco-feminist awareness: from "Dominating nature and women" to "Liberating nature and women", from "Androcentrism" to "Androgyny", and from "The Angels in the house" to "Financially independent women".

[Keywords] eco-feminism; patriarchy society; liberating; androgyny; financial independence

Introduction

Virginia Woolf (1882 –1941) has been regarded as an outstanding English writer of the twentieth century. She was one of the best-known members in the London literary society and an influential figure in the Bloomsbury Group of intellectuals. The novels *Mrs. Dalloway* (1925) and *To the Lighthouse* (1927) are among her best works. In the book-length essay, *A Room of One's Own* (1929), she clearly expressed her idea that a woman must have money and a room of her own if she is to write fiction. Woolf's writings, with an acute awareness of the damage of the contemporary life, condemned the British patriarchal culture (Shihada, 2005). She made comments on the oppression and repression of women writers in her time and discussed at length the relations between men and women in society and specifically about the need for women to achieve freedom.

Mrs. Dalloway, first published in 1925, details a day in the life of Clarissa Dalloway, a fictional high-society woman in post-First World War England. It is a story not only of Clarissa Dalloway, but also of human life, and about its tension between misery and happiness. Told from the viewpoint of an omniscient and invisible narrator, the novel does not possess a vivid plot; the actual events are secondary to what people spend much of their time pondering: memories, regrets, and hope. *Mrs. Dalloway* presents a wretched picture of the alienated and isolated modern world with its destructive forces of power-struggle, economic depression and war.

To the Lighthouse, first published in 1927, is regarded as Woolf's autobiographical novel. The novel focuses on the Ramsays and their visits to the Isle of Skye in Scotland. *To the Lighthouse* provides a comprehensive introduction to its engagement in major themes that have dominated all great literature, such as love, death, and the meaning of life.

Virginia Woolf established herself as a distinguished feminist writer in her treatment of women's helpless situation. She unveiled the causes of women's oppression and provided us with a comprehensive answer for these women's issues. This study aims to examine how Woolf's feminist awareness evolved from *Mrs. Dalloway* to *To the Lighthouse*. Therefore, it may contribute to a clear outline of the relationships

between women and nature, women and men, women and their social roles in the male-dominant society, so as to reveal the evolution of Woolf's eco-feminism thought.

Literature Review

Definition of Eco-Feminism

Eco-feminism connects the ideas of ecology with feminism. Its core purpose is to reveal the much oppressed and alienated situation of women, as well as that of nature, under the patriarchy system through a way of combating man and male-centered ideology (Shi, & Zuo, 2012). The term eco-feminism is believed to have been coined by the French writer Françoise d'Eaubonne in her book *Le Féminisme ou la Mort* (1974). From the belief that there are particular and significant connections between women and nature, ecofeminism interprets their repression and exploitation in terms of the repression and exploitation of the environment. Vandana Shiva (1988) claims that women have a special connection to the environment through their daily interactions and this connection has been ignored. Eco-feminism, an activist and academic movement, argues that there are very important connections between the domination of nature and the exploitation of women.

Eco-Feminism Critique on Literary Works

The "eco-feminist framework" or eco-feminism critique, was first outlined by Creta Gaard and Lori Gruen in 1993 in their essay *Ecofeminism: Toward Global Justice and Planetary Health*, which instructed by eco-feminist theory or by the politics of feminism more broadly, can be also understood as using eco-feminist principles and ideological discourse to critique literary works including their structure.

Eco-feminism critique is mostly found in the English-speaking countries, thanks in part to *The Norton Anthology of Literature by Women*, one of the two most widely-read feminist works in the West today (Leitch, 1991, qtd. in Zhu, 2001). As feminist thoughts centering on eco-feminism grew in some areas as it was criticized, vegetarian eco-feminism contributed intersectional analysis, and eco-feminisms that analyzed animal rights, labor rights and activism as they could draw lines among oppressed groups. However, the inclusion of non-human animals were viewed as essentialist.

According to Barry (2002), the eco-feminism critique has taken a variety of new routes, considering gender relationship in terms of Freudian psychoanalysis as a concrete political investment. Specifically, modern eco-feminist critique deals with issues related to the perceived intentional and unintentional patriarchal programming within key aspects of society including education, politics and the work force. Feminism, both as a theoretical analysis of gender inequality and oppression and as political movement, has used literary texts extensively in making and disseminating its meanings.

Woolf, born in the Victorian era, came to maturity as a feminist writer in modern times. As one of the feminist writers who wrote in the patriarchy society and one of the pioneers of feminism, she was really concerned about the marginalization of women. Zhu (2007) points out that Woolf's writings and thinking were intertwined with feminism in the first half of the century. Hence, it is significant to probe into the evolution of Woolf's feminist thoughts from these two novels, *Mrs. Dalloway* and *To the Lighthouse*.

Review of the Comparative Analysis of Mrs. Dalloway and To the Lighthouse

Mrs. Dalloway and *To the Lighthouse* have been frequently studied in various aspects since 1960. Some studies have focused on the female protagonists' struggle with Jungian social masks and their private identities creation under patriarchy through the major characters, Clarissa Dalloway in *Mrs. Dalloway*, and

Mrs. Ramsay and Lily Briscoe in *To the Lighthouse* (Miles, 2011). Wang (2008) studied these two novels from a feminist perspective by virtue of deeply exploring the protagonists' paradoxical psychology-inner hope versus reality, arguing that a glimmer of hope all along exists in people's hearts when they confront reality. Cui (2011) examined the communicative skills of the two novels, including verbal skills and non-verbal skills, which can be sub-divided according to their communication content and communication media. She put forward that both verbal skills, inclusive of ordinary conversation and self-disclosure, and non-verbal skills, taking in body language, figurative language and intimate relationship greatly threw light on the rational and unspeakable inner-heart experience. Wang (2012) analyzed the Victorian Complex in Woolf's *Mrs. Dalloway* and *To the Lighthouse*, arguing that Woolf perfectly associated her Victorian complex with her literary writing. *Mrs. Dalloway* and *To the Lighthouse* were understood from a social and political perspectives based on a theoretical notion of "ideology". Furthermore, special metaphors and images, new narrative techniques and spatial treatment of language were also contrasted.

In previous studies of *Mrs. Dalloway* and *To the Lighthouse*, scholars have made great efforts to explore them from as many potential perspectives, including patriarchy repression, Victorian complex, aesthetics element, narrative method and skills, and language styles, etc. Undoubtedly, these studies have given an insight into the novels and the author. However, among these analyses, studies on feminism growth in Woolf are relatively rare, so this study aims to explore Woolf's mental process of eco-feminism awareness. Namely, it is intended to analyze the two novels from the perspective of eco-feminism to probe into the development of Woolf's eco-feminist view.

An Eco-Feminist Analysis of *Mrs. Dalloway* and *To the Lighthouse*

This section discusses Woolf's eco-feminism evolution exemplified by *Mrs. Dalloway* and *To the Lighthouse*. In the age of Woolf, people were affected, especially after the First World War, by the collapse of traditional concepts and values. With an acute awareness of the ravage and damage of contemporary life, Woolf's perspectives of feminism underwent a great change.

The feminist protagonists like Clarissa Dalloway, Mrs. Ramsay and Lily are representatives in her society. She was also extremely concerned with the women's movement of the time and maintained a lasting relationship with it. She was active in the campaign for women's suffrage and was a member of people's Suffrage Federation. Virginia Woolf's feminist criticism changed the perception and reception of her life. In this study, Woolf's female protagonists are taken as key evidence and examples to manifest how Woolf's eco-feminism developed over time.

From Dominating Nature and Women to Liberating Nature and Women

Women and nature in *Mrs. Dalloway*. Woolf, through the depiction of harm to nature and women of war in *Mrs. Dalloway*, conveys an idea that women are as pathetic as nature when the war erupted; men ruined nature without any mercy or compassion, in the same way that they spoiled women.

It is obvious that trees are mentioned repeatedly and are the striking representatives that suffer greatly from men's ruthlessness and ignorance. Trees share the same right to life with all other beings, just as Woolf refers, "leaves were alive; trees were alive. And the leaves being connected by millions of fibers with his own body, there on the seat, fanned it up and down" (Woolf, 2000, p. 50). But this right was always neglected. Even when Septimus noted such revelation, "Men must not cut down trees. There is a God" (Woolf, 2000, p. 54) as there should be no repression on women, the revelation was never heard. Men declared war as they cut trees and oppressed women. After the war, lots were destroyed, including the

beautiful villages, and a large number of luxuriant trees. Nature and human beings were robbed of peace and hope as well, as Woolf describes “the European war, smashed a plaster cast of Ceres, ploughed a hole in the geranium beds, and utterly ruined the cook’s nerves” (Woolf, 2000, p. 64).

While nature was suffering what it did not deserve, women were, at the same time, deprived of the hope and happiness of their lives. Rezia was one epitome of these pitiful women. Her wretchedness showed especially when her husband suffered a mental disorder after the war. And she was totally engulfed by the desperation and prolonged her last gasp. Moreover, Rezia was never alone, because many women were going through the same hard way, or may be even harder.

Women and nature in *To the Lighthouse*. In *To the Lighthouse*, women were more likely than men to experience, understand and perceive the nature world. Women have been greatly attached to the nature, as Woolf describes, Mrs. Ramsay “felt rise in a rosy-flowered fruit tree laid with leaves” (Woolf, 1994, p. 242).

As for the understanding of nature, women are emotional while men are rational. When attacked by her husband in the name of his uncompromising Reason or Logos, Mrs. Ramsay defends herself in the name of people’s feeling. She thinks that they should have at least been considerate so as to let James go to bed with the delight of the possibility of going to the lighthouse.

While women attach their emotion to everything in nature, men skimp on the appreciation of the nature world and even scorn the feebleness of it. Mr. Ramsay is a typical representative of the old patriarchy society. Being self-centered, he seldom spares others’ feelings. Contrary to her husband, Mrs. Ramsay is full of sympathy.

In addition, the image of the Lighthouse was a symbol of the enlightened attitude of men towards nature. The Lighthouse is composed of light, tower and hill. Light represents heat, warmth, showing love, care, wisdom, yearning and direction, the tower represents resistance, firm will and incommutability, and the hill near the foot of the tower represents determination and firm position, and the water around the lighthouse represents symbolized purity. Water is the fountainhead of life, and the ocean nourishes the universe. Life exists in the water, grows in the strength and flows out of the water. The lighthouse was solid as a rock in the waves. The light of lighthouse in the night is unselfish and it self-sacrifices to guide the boats in passing the hidden shoals and dangerous reefs.

For Mrs. Ramsay, the lighthouse is a victory and success that she will never find in her marriage no matter how hard she strives. Mrs. Ramsay has realized that this sort of light is remote and untouched at the beginning when her husband denies the certainty of reaching the lighthouse because of the bad weather, just as the change of fixed roles of women are hard to achieve on account of the male-dominant society.

For Lily Briscoe, the lighthouse is a symbol of her unfinished painting. Although at the beginning, she gets trapped in the conflict of masculinity and femininity, she gradually understands and combines the two in the real sense through painting. She manages to assert her identity and maintain her integrity as an individual. In addition, the name of another leading role of *To the Lighthouse*, Lily is actually the name of one kind of flower (Wang, 2010, pp. 215-216).

Mr. Ramsay at first is relentless in his thoughts about the trip to the lighthouse, but he finally reaches the lighthouse with his children, as well as his wife’s last will.

From dominating nature and women to liberating nature and women. In *Mrs. Dalloway*, men perceive the victory of war as the fulfillment of their power and the symbol of their social status, and they are aggressive, possessive and dominant over not only women, but also the nature, as Li and Zhao (2011, pp. 10-11) described. Although the war is over, the destructions and desperations brought by the war to

women and nature are far from over. The War deprived men of their health or even their lives, robbed women of happiness, as well as stripped the nature of its stability and harmony. Woolf expressed clearly that men, women and nature always coexist, live in harmony or destruction at the same time. If men destroy the nature, then at the same time, they are destroying women as well as themselves.

While the relationship between men, women and nature presented in *Mrs. Dalloway* is catastrophically destructive, the one revealed in *To the Lighthouse* is much more friendly and peaceful. When Mr. Ramsay, carrying his wife's last note, is on the way to the Lighthouse with his family, he shares his sandwich, bread and cheese, happily, simply. He is no longer the self-centered man as he was before. When he finally reaches the Lighthouse, he is suddenly enlightened. It suddenly dawns on him that life needs not only reason but also understanding and compassion. And when they reach the Lighthouse, they hear the slap of the water and the patter of the falling drops and a kind of hushing and hissing sound from the waves rolling and gamboling and slapping the rocks as if they were wild creatures who were perfectly free and tossed and tumbled and sported like this for ever, This is the power of nature, and they finally realize the power.

From "Androcentrism" to "Androgyny"

The two selected novels are set in a strong male-dominant background, but the men-women relationships presented in these two novels do not have much in common. In *Mrs. Dalloway*, women, such as Mrs. Dalloway and Sally Seton, were greatly oppressed by men to the marginalized corner and even had to sacrifice for the patriarch system. Men are always "the subjects and the dominators of the society" and women "the shadow and the Angel in the House" as Miao (2009) describes. Mrs. Dalloway's marriage with Mr. Dalloway is based on financial and prestigious concerns rather than following her own desires.

However, a striking characteristic we cannot afford to neglect, the prominent binary opposition, though some people suggest there are implications of union between the male principle and female principle in *To the Lighthouse*. For example, in the end of this novel, Mr. Ramsay completes the journey to the lighthouse together with his children and is understood by his children, so he is an androgynous figure. Another example is that Lily Briscoe achieves the final androgyny after she obtains and absorbs the couple's male and female qualities.

Lily Briscoe gains her own way in combining the maleness and femaleness in her mind and settles her doubts of her own value in art creation. She becomes aware that the cooperation of Mrs. Ramsay's spirit and Mr. Ramsay's journey to the lighthouse helps her understand the ideal relationship between man and woman and secures the perfect creation state of androgynous mind in which the male and female element are harmoniously united (Zhu, 2007, p. 60).

Androgyny is, for Woolf and many feminist critics, a way of liberating women from the negative forces placed by the patriarchy on their sex. And the situation of androgyny, that is the balance of men and women, should be dynamic, which means that if women are incomplete, neither will the men be.

From "The Angel in the House" to Financially Independent Woman

Women and their social roles in *Mrs. Dalloway*. The relationship between women and their social roles discussed here mainly refers to the occupation of women in a society. Occupation, as a symbol of financial independence, of women serves as a new standard of feminism awareness development.

Mrs. Dalloway, from the upper class, is not supposed to do housework, nor is she supposed to work outside of the house. Rezia, as another victim of the patriarchy society, relies on Septimus both spiritually and emotionally.

Sally was also defeated and accepted her female identity that was only accepted by the patriarchy society, although asserting herself as a woman and demanding equal rights for women. Another example of the unconventional woman is portrayed through the character of Elizabeth Dalloway. Elizabeth has an ambition to have a career and a professional life. She planned to be a doctor, farmer, or to go into Parliament. But under the influence of her mother, Elizabeth has to choose to submit to the male-dominant society.

Although these women with different personalities are from different social statuses, they are victims of the patriarchy society. Miao (2009, p. 14) points out that “They are just shadows who have cooperated with patriarchal institutions. In addition, they also worship Proportion and Conversion, following the patriarchal ideology and carrying out female’s duty as housewives”.

Women and their social roles in *To the Lighthouse*. Much the same as Mrs. Dalloway, Rezia and Sally Seton, Mrs. Ramsay, being an undisputedly understanding wife and loving mother as well as in her circles a young lady of note, acts perfectly in her female role. Dedicated as she has been to the daily routine, Mrs. Ramsay seems to have forgotten her existence as a complete individual. And it is only when the night is deep, the turbulence has faded, can she realize she herself is completely surrounded by the great sense of loneliness and emptiness.

As opposed to Mrs. Dalloway and Mrs. Ramsay, Lily Briscoe, interpreted as the embodiment of Woolf, is the debut of Woolf’s new feminist role. Although Lily Briscoe admires the kindness and graciousness of Mrs. Ramsay, she contrives not to blindly worship her. On the contrary, she inspects her from different facets with independent spirit and mature thoughts. She reposes her essence of life on herself and her literary creation rather than settle for the marriage that Mrs. Ramsay arranges for her. She even has the epiphany that it’s only literature can last forever. Lily is one of the few characters who maintain their existence by in *To the Lighthouse*. She is an independent and free thinking woman who eventually reaches her target and becomes an artist.

From “The Angel in the House” to “Financially Independent Woman”. Clearly, almost all of the women mentioned above conditioned themselves to explicit social roles – angels in the house. They were cultivated to be the “good housewives” without being aware that they are conspirators of the patriarchal society which may take form in the modern world. In *Ecofeminism* (1993), Vandana Shiva, Maria Miescritique and Evan Bondifustigate found that modern science and its acceptance are viewed as a projection of western men’s values and that the privilege of determining what is considered scientific knowledge has been controlled by men, and for the most part of history restricted to men. Before marriage, women have to economically depend on their fathers and families. After marriage, they all have to depend on their husbands emotionally and financially, whether they are reluctant to or not. Among them, Lily Briscoe is an exception. Lily may be considered to be a prototype of the modern female but this prototype is not as perfect as expected, because when Lily chooses to pursue her career as an economically independent woman, she has to pay great price for her financial independence, which is that she remains single, as described “not a woman, but a peevish, ill-tempered, dried-up old maid, presumably” (Woolf, 1994, p. 363). On the contrary, Lily is telling us that the slightly modern female prototype is not so acceptable for those who live long under the collapsing values of the patriarchy society.

Conclusion

By means of the analysis of the relationship between women and nature, women and men, and women and their social roles in these two novels, readers can gain an insight into how Woolf’s feminism goes from

“ruling nature and women” to “liberating mature and women”, from “androcentrism” to “androgyny” and from “the Angels in the House” to “financially independent women”.

Woolf’s philosophy of life and identification of women are reflected clearly in her novels. She grew up with an intense interest in feminist issues, and her novels hold the key to the meaning of life and the position of women. From *Mrs. Dalloway* to *To the Lighthouse*, Woolf established a new formula for personal development. She aspired for the wholeness of personality – androgyny, the blending and balancing of reason and emotion, which implies that the traditional gender identity that restricts personal development can be reformulated through the equal acquisition of the positive feminine and masculine traits. Woolf’s point is that women shouldn’t lose their femininity, and also shouldn’t be limited to it, but the woman of the future embraces her femininity and masculinity and makes a choice of how to use that within herself to achieve fulfillment.

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Love Being the Theme, Kindness Being the Core – An Interpretation of Mrs. Gaskell’s Novels from the Perspective of Ethical Conception

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[Abstract] Elizabeth Gaskell, also called Mrs. Gaskell, was one of the most well-known British feminist writers in the 19th century. Her works are notable for her simple and fluent writing style and an extensive range of subjects which offer not only a vivid portrait of social lives, but a profound discussion on society and ethics as well. Employing ethical literary criticism, the author of this paper interprets Mrs. Gaskell’s novels from the perspective of ethical conception to find out the ethical theme and core embodied in all of her novels. It is considered that the ethical theme of love runs throughout all of her novels and a kindness tendency is at the core of the ethics. What is analyzed in this thesis could bring something new to studies on Mrs. Gaskell.

[Keywords] Mrs. Gaskell; ethical conception; love; kindness tendency

Introduction

As is well known, British literature of the 19th century was remarkable for its emphasis on morals and moral education, making people set up value orientation in ethics and guiding society into a virtuous cycle. Mrs. Gaskell, one of the major novelists of critical realism in the mid-19th century, wrote about half a dozen novels (Chen, 2004, p. 64). Despite various subjects of her novels and widely different characteristics of her characters, an ethical theme with love, virtue and tolerance is a leading thread throughout all her novels. In *The British Literature in the 19th Century* published in 2006, Professor Qian Qing comments that Mrs. Gaskell’s works, full of preaching, mainly appeal to people of every class for abidance to Christian spirit – mutual tolerance, help and love to achieve family harmony and social stability” (2006, p. 276).

During the 1970s-1980s, studies abroad began to focus on themes like female politics and ideology in Mrs. Gaskell’s novels. In the 1990s, when a large number of her works were republished, the research of Mrs. Gaskell began to boom. Much more critical attention was paid to her works in 2007 when *The Cambridge Companion to Mrs. Gaskell* was released, which points out that Mrs. Gaskell’s industrial novels manifest many new meanings previously neglected (Matus, 2007, p. 6). Compared with the study abroad, domestic studies are not substantial. Critics and researchers have illustrated her and her works simply from the perspective of class conflict and the struggle of Marxism. It has been in recent years that the studies of Mrs. Gaskell have begun to attach importance to the discussion of such themes as feminism including feminist narrative theory, Christian belief and even social dissimulation.

The author of this paper employs ethical literary criticism to interpret Mrs. Gaskell’s novels. In China, as a new literary criticism methodology, ethical literary criticism was first put forward by Professor Nie Zhenzhao in 2004. He says, “Ethical literary criticism is a research method to read, analyze and interpret literary works, to study literary authors and literary problems from perspective of ethics” (2010).

As a matter of fact, ethical literary criticism is the implication of ethics in literature study (Nie, 2012, p. 48). Some concepts in the ethics category have been extended and implied under the view of ethical literary criticism. If the concept of Christian ethics is formed in this way, the sub branches of ethics, such as love and tolerance might well be the practice of it. Unitarianism’s doctrines like mercy and universal

love influenced Mrs. Gaskell deeply, which made her novels present Christian morality and ethics. In this paper, Mrs. Gaskell's works will be discussed in light of ethic literary criticism to explore the ethic theme of love and the virtue of human against evil.

Ethical Theme of Love

From the angle of ethics, love is the eternal theme of Mrs. Gaskell's novels. Behaving altruistically, protagonists in her works make every effort to benefit others and advocate good and forgiveness. In *Wives and Daughters*, Molly contributes her love and kindness not only to her families, but her friends as well. In *Cranford*, women in the village give their love and help to each other. And in *Marry Barden* and *North and South*, the class conflicts and differences are resolved by cross-class love and tolerance, and thus both sides achieve self-redemption.

Love Between Families

Christian doctrine highlights holy love to God which is reflected not only from the worship and prayer to God, but also from the love among families and Christian brothers and sisters. Love among families is the primary requirement for people and the basic guarantee to social order. In the early 19th century, capitalism was advancing and people's desire for money ruled their lives. Mrs. Gaskell advocated universal love between people as upheld in the Bible to counterpoise against the value of capitalist egoism in that she realized the damage and evil consequence to the society brought about by it.

Conjugal love is the most natural affection. The criterion of a happy marriage in Mrs. Gaskell's novels was mutual trust, care and respect. In *Mary Barton*, John Barton loves his wife so much that he can't believe his wife's death. Although John Barton never expresses his love in words, readers can feel the deep love from his anxiety after his wife's death. In *North and South*, Mrs. Hales, Margret's mother, abandons her comfortable home in the South and starts an unfamiliar and unstable life in the North. Mrs. Gaskell, meanwhile, never conceals the character flaws of the protagonists. Mr. Haskell is not brave enough to tell his wife the real reason that he resigns his post as a clergyman and moves to the North. It seems to the author, those are disadvantages of character but not evil of moral quality, which cannot damage conjugal love substantially.

Concentrating on the virtue of maternal love, Mrs. Gaskell believes that a child's birth is a woman's highest point of life. Sylvia tastes the first happiness in her life when her baby was born. In addition, Mrs. Gaskell highlights perpetual maternal love and the significance of its education. Ruth, the unmarried mother, loves her son very much and wants to educate him to be an upright, good man. She, therefore, takes pains to keep her promise in educating her son. Though Mrs. Thornton is cold and rough to others she thinks that the sorrow of her son may be the most heart-breaking thing in the world.

One of the most regrettable things to Mrs. Gaskell was the lack of paternal accompaniment. Being motherless at the age of three, she was brought up by her aunt in a large Unitarian family where she obtains endless love. She, therefore, has the desire for paternal love in her fathers and daughters getting along in harmony in her creations. Mary and her father are completely bound to each other after her mother died. Rough and taciturn as he is, Mr. Barton is gentle and careful with his daughter. In *Wives and Daughters*, Molly and her father are as close as good friends. The father goes all out to make sure daughter the doesn't lose maternal love just because of the loss of mother. Mrs. Gaskell created families where, despite the absence of mothers and the existence of diversity, the members of the family are able to defeat the difficulties and live harmoniously.

Mrs. Gaskell created novels of mutual love and help between brothers and sisters. Some help each other at the expense of the benefit of their own in crisis, and others provide company and attention in common life. In *Cranford*, Miss Deborah takes responsibility for supporting the family and taking good care of her younger sister Matty. In *Wives and Daughters*, Roger of Hamley's is never jealous of his brother Aspen, who is more favored by his parents, and he keeps the secret and helps him out with his own money in crisis. Mrs. Gaskell highlighted love among families and once wrote to her eldest daughter, "it is unbearable for me to imagine you and your younger sister do not love each other anymore" (Chapple, 1966, p. 330).

Love Between Friends

In her novels, Mrs. Gaskell portrays love outside the family, as well as inside it. According to the Bible, all Christians, God's children, are brothers and sisters. It is non-kindred love that makes them feel the sense of belonging to family when facing adversity. Mrs. Gaskell did not disclose as much money relations between people as other contemporary authors; on the contrary, she focused on traditional tender feelings among unimportant persons in remote villages or industrial cities, manifesting their relation of affection.

In *North and South*, Higgins raises the orphan of his workmate. In *Sylvia's Two Lovers*, Hyster's mother buys a second home for Sylvia and her daughter. In *Ruth*, the Bethans takes in unmarried mother Ruth and her son. In *Cranford*, Miss Matty breaks her sister's house rules and allows the maid, Martha to date a young man and they help Matty keep her home when she breaks. And in *North and South*, Margaret and Bessy Higgins, who come from absolutely different worlds, finally become good friends. Margaret visits them with food and interesting outside information. Suffering from a respiratory tract disease and hard-working every day, Bessy regards Margaret as her universal spiritual pillar.

Universal Love Across Class

Loving relatives and friends is the duty of every Christian, and love beyond relatives and friends is still demanded by the Bible. Two of the Ten Commandment state "love the lord" and "love your neighbors as yourself". If you don't love your neighbors, including your enemies, you can't love the lord, since all the Christians are the Lord's children.

In the mid-19th century, industry and commerce were developing in England. The fast development of industry in Manchester, the center of the cotton-mill where Mrs. Gaskell lived and worked, brought profound profits to government and mill-owners on one hand, but on the other hand, it took the poor working-class to a very desperate state. Workers were working in terribly harsh environments without enough food and clothes, while capitalists were living abundant and luxurious lives. In *Marry Baton*, Mrs. Gaskell depicted this sharp contrast. Davenport, a poor worker, has to live in a small and cold cellar with his children starving to death. Mr. Carson, a mill-owner, lives in a good house furnished lavishly, enjoying their own luxuries and never showing their sympathy to the poor, much less do anything to help. Social class conflicts were completely revealed at the time.

Moreover, with the completion of the British Industrial Revolution, the spirit of the time was to pursue benefits and successful profit-makers became the models of society. Life of Christians was not praising, but making profits. Utilitarianism and egoism prevailed profoundly. Bentham, the representative of utilitarianism, maintained that moral judgment for criteria lay in the feelings of bitterness and joy. Accordingly, enjoyment is virtue and suffering evil, therefore, enjoyment and virtue are becoming the synonyms (Luo, 1988, p. 369). The more money a person earns, the more noble, and more moral he or she

presents. Rationality of pursuing profits was confirmed from the perspective of moral ethics. Regarding workers' hardships, being the wife of a Unitarian priest, Mrs. Gaskell deemed that the working class was the lowest of the society and capitalist utilitarianism made their state more miserable. In *North and South*, Bessy works in the cotton mill where the miller refuses to provide a kind of wheel that blows the cotton dust away and so she dies from lung disease. The miller-owners' selfishness, hypocrisy and mercilessness caused the poor's hatred towards them and their relationship became more and more antagonistic. In both *Marry Barton* and *North and South*, Mrs. Gaskell described the strikes and even violent clashes.

Mrs. Gaskell disapproved of solving class conflicts by violence. Instead, she advocated the principle that universal love of Christianity could be the only means to reconcile the class conflicts and solve social problems rather than violence. Thus, her industrial novels presented brotherly reconciliation of workers and capitalists but not their fighting against each other. In *Marry Barton*, such reconciliation prompted by this universal love comes at the point when young Carson dies. After he is delegated by the labor union to murder the miller, young Carson who is cruel and atrocious to workers, John is stricken by his consciousness when he sees the man's grief from the loss of his son. He realizes that the poor and the rich, the workers and owners are the same as brothers in pain, which is in line with the Christian creed that God is Father of man and all humans are full brothers and sisters. Mr. Carson doesn't want earnestly that, in his later years, anyone will experience such bitterness as he does. Finally, in the story, it is the universal love, the Christian ethic, that resolves the class hatred and makes them brothers and sisters with mutual love.

Kindness Tendency Being the Core of Ethics

Doing good is the eternal pursuit in human ethics and good is usually reflected by evil. Mrs. Gaskell, with a strong sense of morality, was concerned about good and evil, the essential question in morality and ethics in her novels. She deemed that such virtues as goodness, mercy, tolerance, altruism and rationality, in conformity with Christian ethical ideology, were all benefactions; and those behaviors opposite to them, like lying, murder, and insincerity were evil. She argued that, dispelling evil for good was the nature of humans, though. Thus, characters who have done evil could, in her novels, be changed into good people through salvation, which manifested the view that evil will be defeated by good.

Virtue of the Kindness Tendency of Human Nature

Mrs. Gaskell seldom created out-and-out evildoers in her writings, and thus, few endings with evil for evil are seen. Kindness tendency was the ultimate goal pursued by all her characters and, to Mrs. Gaskell, kindness was a virtue existing in people, like courage, honesty, mercy, tolerance and altruism. One of the profound virtues in Mrs. Gaskell's female protagonists was courage. Molly, in *Wives and Daughters*, replaces Cynthia to see Preston alone to have Cynthia's letter back in order to help her get rid of his entanglement. It is because of her courage that Molly succeeds in getting Cynthia out of trouble and gaining final victory.

Another essential virtue is honesty whose tenet is correspondence of works and words. In *North and South*, Margret has agonized since she lied to the police that she was not on the spot of accident, in order to protect her brother. Honesty, the essential foundation of who he or she is should be first term morality. It is important to the moral quality of a person and is even related to the social status and reputation of a family. Though Margret is adamant, decisive and her lie is just for self-protection, she is wracked by suffering and moral censure. The strong moral self-discipline manifests her pursuit to honesty and the seeking of goodness.

Mercy is a virtue and the premise of goodness and courage. Molly's courage, honesty and noble love warm Mr. Hamley, who suffers the grief of losing his wife and son. She never spares any effort to help her friends. The nature of morality makes people with evil such as selfishness and vanity reflect and confess. People with mutual hostility forgive each other and become friends in harmonious circumstance. Mrs. Gaskell told a truth that good is rewarded. Molly is beloved and obtains the happiness of love finally owing to her mercy and kindness.

Forgiveness is a virtue. Moral people are likely to forgive others who make errors, as God does. John Baton, a kind and honest worker, is unemployed and struggling to survive as many of his workmates in the economic depression. He murders the son of the mill owner who has no regard for the workers' lives. Finally, Mr. Carson perceives God's decree, after reading the Bible, which he has neglected for a long time and he forgives Baton, who confesses his sin prior to his death. Mrs. Gaskell told readers that never forgiving will hurt others, even themselves. In *Sylvia's Lovers*, the tragedy would not have happened if Sylvia had forgiven her husband.

Self-Redemption Dispelling Evil for Good

In the Bible, Jesus suffers and dies for human's sins and humans gain rebirth. Atonement is the basis of the Christian ethic. It is on the basis of sin that Adam and Eve commit against God's will. Mrs. Gaskell, a Unitarian who opposed the theory of original sin, deemed that humans are born innocent and they become evil only because they are seduced. Human beings have duality in good and evil, but evil can be turned into good through salvation due to the human nature of goodness. Morality is the motivation that makes humans dispel evil for good. Mrs. Gaskell believed people could take advantage of the kindness tendency to achieve moral points by following religious doctrine, good education and self endeavors.

Ruth, in *Ruth*, came from a poor family, suffers all kinds of disdain and humiliation after she is seduced, cheated on, and becomes an unmarried mother. Still, Ruth doesn't despair, but instead makes every effort to conduct her self-salvation. Mrs. Gaskell presented universal love in Ruth by portraying her loyal soul beneath the seeming fall. When Bellingham is dying of the plague, Ruth steps forward to take care of him, thus Bellingham recovers at last, while she herself catches it and dies of it. Ruth's charity moves people who disdained her and she gains their respect. She compensates and salvages herself with her life.

Compensating for evil deeds is the manifestation of turning to good. In *Sylvia's Lovers*, Philip runs away from home as he is too shameful to face his wife after he is caught in the lie. He then joins the army and saves Reid King in the war, but ends up being disfigured. Afterwards, he returns to his hometown and meets his wife and daughter without being recognized. Not until he is dying after he saved his daughter in the sea does Sylvia recognize and forgive him and he leaves peacefully. Philip commits a crime but he achieves self-salvation by praying within and atoning with action.

Salvation requires precondition including instinct kindness and undying conscience after evil deeds. Ruth, kind and beautiful, elopes with the man only because she is too innocent to resist the seduction. Philip was born kind and loves his wife deeply and devotedly. Having committed crimes, they are always condemned by their conscience and then strive for kindness. Moral force originates from the capability of telling good from evil, which can be cultivated and improved by moral example and education. For instance, Ruth's moral emotion comes from the education and influence of Priest Benson from whom she learns a lot, on one hand to educate her son, and on the other hand, to improve herself. Her cognition and ethical thoughts gradually come into being, which constitutes the power of periling evil for good.

Mrs. Gaskell believed that religious faith was essential in salvation. Being a Christian, Mrs. Gaskell held that evil is what destroys morality and betrays Christian spirits, and good is what surpasses moral rules. Bible ethic is the standard that turns evil to good. Having prayed, Ruth and Philip not only obey the laws of the Bible but they also reaffirm their faith and conduct charity surpassing moral principles by giving their lives for others.

Conclusion

The main line of Mrs. Gaskell's novels is an ethic net woven by love and kindness. The theme of love goes throughout all of her novels and goodness becomes the ethical core. Her pursuit of love and evaluation of good and evil correspond with the core of Christianity. So, it is obvious that the ethical thoughts in her novels rely on Christian ethics. Her thought of mutual help, the conviction of the innate goodness of humans and altruism form a sharp contrast, and an effective and efficient criticism to the capitalist egoism popular at that time. To portray moral and ethical problems was the hallmark of British realist literature in the 19th century. Inheriting and developing this tradition, Mrs. Gaskell created many works with happy endings expressing the morality that good is rewarded. Though at the end Ruth and Philip die from saving others, they leave peacefully, and gain forgiveness and self-redemption.

However, her gentle attitude and ideal solutions to the social problems presented in her works have been a continuously criticized target of critics who argue that it is immature for Mrs. Gaskell to use Christian kindness to solve the complicated problem of humanity. In spite of its limitations, this notion has revealed that Mrs. Gaskell was making efforts to seek the way of salvaging the dying society that was facing a crisis of lacking faith and virtues, which deserves to be praised in light of the social conditions of that time.

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Foul Play, Ideology and Make-Believe: Narrative Strategies and Subtext in Joyce's "Clay"

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[Abstract] *"Clay" is conventionally read as illustrating one aspect of the general paralysis James Joyce portrays in his Dubliners, a work focusing on the self-deceiving mind of the sweet, naïve protagonist, Maria, who is allegorically construed as representing "Ireland herself". A thorough analysis is conducted here of the subtle narrative structure and the intricate narrative perspective, and reveals the underlying subtext which regards the folly of the character as symptomatic of the restrictive ideology of paralytic Dublin and attributes the causes of the paralytic state of the character to the hidden social forces working on the character.*

[Keywords] *Joyce; "Clay"; subtext; ideology*

Introduction

The stories in James Joyce's *Dubliners* are often read collectively as a portrayal of the general spiritual paralysis of Dublin, a work initiated and validated by remarks Joyce himself made on the stories. In this critical context, each individual story in the collection is read as illustrating one aspect of the general paralysis, fitting in with Joyce's overall plan for his *Dubliners*. "Clay", a deceptively simple story, is conventionally read as caricaturizing the naïve, self-deceiving old spinster Maria, whose smug complacency is understood to be present in the Irish national character that partly accounts for the paralytic state of Dublin (Startup, 2001). This paper attempts to disentangle the narrative intricacies of the story and to arrive at the reading of the subtext (Shen, 2005), which attributes the causes underlying such folly on the part of the protagonist to the ideological control of the social milieu. The subtext shifts the blame to the suffocating ideology and sees Maria's self-deception as a symptom of the blinding forces working on her which deny her both the opportunity and the possibility of self-knowledge.

"Listen" Between the Lines

On the simplest level, "Clay" tells the story of Maria's evening out on the Hallow Eve, a story presenting some domestic scenes similar in its festive spirit to, say, the family Christmas episode in Charles Dickens's *A Christmas Carol*. In this Joyce story, there is also a certain amount of caricature, exaggeration, and sentimentality characteristic of Victorian Dickens, but Joyce's early 20th century short story is much subtler and nuanced in meaning, a result of employment of the then emerging modernist narrative strategies. Assuming the modernist conception that form is content and content is form, modernist criticism of "Clay" has identified some of the formal features of the story and has since shed much light on its meaning (Head, 1992).

Structurally, critics have recognized tripartite division, as a general rule, in Joyce's stories and in this light, the progression suggested by the changing settings from the laundry, through the streets, to Joe's house has been interpreted as a journey from inferno through purgatory to paradise (Startup, 2001), a seemingly upward development foretold by Maria's anticipation of a merry evening at the Donnelly's. In the laundry scene when the story begins, Maria is found to be looking forward to her evening out, and her

anxiety to see her folks on this festive occasion is shown by her vicarious trip through the city to Joe's house – her careful calculation of the time to be spent on tram ride and the money to be spent on gift-buying; Maria seems to be carried away by this happy feeling all that evening. However, what has really happened deflates the reader's expectation of an enjoyable evening for Maria and the narrative does not seem to confirm to an upward movement. At tea-time at the laundry she becomes the laughing stock of the inmates; the journey through the streets proves to be awkward as the bakery clerk makes fun of her, and the cake which is thought to be a great treat gets lost in her confusion when she is spoken to by a "colonel-looking" gentleman; and at the Donnelly's, children play tricks on her.

The seemingly upward progression of the narrative is ruthlessly deflated when the narrative events discreetly refute Maria's complacent comprehension of what's going on around her and her perception of other people's opinions about her seems to be self-deceptive. While at the laundry, she reflects on how nice she has been treated both by the people she works with and by her folks who she visits occasionally; when she is out in the street, she thinks about how seriously she has been taken by the clerk in the bakery, and how nice she has been talked to by the "colonel-like" old gentleman; at the Donnelly's she can only think about how hospitable she has been received by her folks. The narrative details falsify her complacent perception of other's opinions of her. She must finish all of her work before she can go away: permissions are given provided she does her job. People say nice things about her to use her as a laborer and helper: behind the niceties is her kitchen drudgery of scrubbing the pots shiny clean. Her fragmentary reminiscences of the past reveal that she has been sent to the laundry operated by the protestant charity institution to be rid of by Joe and his brother whom she once nursed as a nanny. When she sits among the Donnelly's, playing with the comforting idea that Joe has "never been so nice with her" and entertaining herself with the thought that she is treated like a family member, the talk Joe strikes up with her makes it obvious that her perceptions are too self-flattering. Joe is self-centered, paying no attention to Maria's concerns; and everyone else is doing whatever they want without paying adequate attention to the guest. They are enjoying having their own way with Maria and are just being polite with her, while she delights self-effacingly in others' good spirits.

Critics have made ingenuous comments on the intricacy of the narrative point of view here and have identified the convergence of the third person point of view with the consciousness of the central character (Head, 1992). The seemingly narratorial comments that "Everyone [at the laundry] was so fond of Maria" and that "Often [Joe] had wanted her to go and live with them" take on a dramatically ironic tone. Here, the technical distinction made clear by Prof. Shen Dan of limited third person narrative point of view between circumspection and introspection is useful (Shen, 2004). In "Clay", the portrayal of peripheral characters is limited to outward observation, while the narrative point of view converges with the consciousness of the protagonist, an aesthetic effect technically confirmed by changing Maria/she/her into I/me while making no great semantic incongruity for the story as a whole. And for the most part of the story, the seeming third person narrative voice actually comes from Maria's consciousness.

Although Maria displays no conscious disappointment at some of the happenings, dramatic irony is achieved when the reader reads between the lines and sees the ensuing events in their proper light. Though narrated in a controlled tone, these events discreetly give Maria away: while she sees herself an admirable figure, she makes a sad picture of herself sitting "on the little stool at the end of the car, ... with her toes barely touching the floor", and going all the way to the Donnelly's, mindless of the nasty weather. In the eye of the reader, she presents the pathetic image of a little old maid who possesses nothing that can be admired of the kind of woman she sees herself to be: no beauty nor marriage, no

family nor children, no wealth nor social standing. Maria's fear of "being in the way" and her desire to be included in the social circle lead to her vain efforts and a losing struggle to live up to the ideal she sets up for herself as when she spends all she has on the gifts for others and then loses them.

Much modernist criticism in this line seems to hold Maria answerable for her folly and makes her the object of ridicule. Psychoanalytic readings seem also to confirm such orthodox interpretation of this story, which read Maria's blushing, witchlike laughs, confusion, and smiles as signs of the hidden desires she unknowingly suppresses that, at times, surface unexpectedly to mock her (Norris, 2003). However, Joyce's exceptional compassionate tone in portraying Maria in "Clay" seems to come into conflict with such interpretations. A closer look at both the narrative structure and the narrative voice here seem to reveal a subtext which shifts the blame onto the various forces working against the naïve, but sweet, protagonist, and that Maria's willing self-deception is but symptomatic of such blinding forces.

Epiphany Denied

In pursuit of the significance of the modernist story which shuns the more dramatic representation of social reality in the realist literary tradition in favor of a more lyrical narrative, critics have made the observation about the structural function of the epiphany. Structurally, epiphany comes at the crucial moment in the modernist story which when cast in its light will usually take on a different meaning. Critics have made the distinction between the modernist epiphany during which a major character in the story intuitively experiences a certain revelation about the social reality, and the more traditional epiphany when the revelation dawns on anyone other than the character concerned. The epiphany in "Clay", critics argue, is the more traditional type instead of the typical Joycean epiphany since Maria experiences no revelation at the crucial moment when a critical piece of knowledge is withheld from her (Head, 1992). A closer look at the narrative strategy here shows that, rather than making the story sound traditional, Joyce's use of this intricate epiphany reveals the thematic concern of the story unobtrusively.

The epiphanic moment comes when Maria is urged to participate in the divinity game hinted by the name of the story, and is blindfolded to pick from an assortment of things; one thing that is believed to foretell her fortune. The narrative perspective at the moment is unmistakably that of Maria's because the knowledge of the "soft wet substance" is only denied to Maria as she is the only person blindfolded. It is only fair that in the game, one person is blindfolded while drawing her lot. Though as a listener to the blindfolded person, the reader does become critical of what he hears and starts to *see* the foul play while Maria, the one blindfolded, is the one person ignorant of these goings on, and picks up a prayer book as instructed to be put under her hand by Mrs. Donnelly.

From the outset, Maria's inclusion in the game is inappropriate since Clay is the game designed to foretell the future of young girls. When insisted upon to join in, Maria gives in, not wanting to spoil the fun for the children. She laughs her awkward laugh as she does whenever she feels embarrassed at the slightest allusion to her marital status, a telling laugh that echoes an earlier one when the inmates at the laundry joke about the ring and Maria makes a half-hearted denial – which might prove to be just the indication of her hidden desire for it. This time the laugh is foreboding since the people including her in the game may not be as disinterested as they might appear. Mischievous children intend to disgust her with a piece of disgusting clay, an act betraying their dislike of Maria. Mrs. Donnelly, who a moment before appeared good-humored when the next-door girl got the ring, makes sure that Maria gets the prayer book, a sign that Maria is destined to go to the convent in the coming year and live a celibate life, just as her life is at the present. Despite Maria's self-flattering belief that "Joe's wife [i]s ever so nice with

her”, Mrs. Donnelly seems to believe, and it might as well be the belief of the people who come into contact with Maria, that anyone who leads a lowly life as Maria is in the way of their life and should be confined to the convent.

The contrast between Mrs. Donnelly and the children’s activity and Maria’s passivity renders the act of blindfolding a symbolic gesture of the outside blinding forces in that Maria’s blindness is worked on and her simplicity is taken advantage of by the people around her and she is made to believe an artificial arrangement to be a divine plan. Even if those desires – perfectly normal of any ordinary woman – buried deep in her should surface unconsciously from time to time to confuse her, Maria should be content with the status quo since it is a divine dictate. Had the unpleasant knowledge of that piece of clay been disclosed to Maria, the children’s practical joke might have jostled her out of her complacent view about her life, but the opportunity is lost as the knowledge is withheld from her, and in its place a deception is imposed. An epiphanic moment of self-knowledge is thus denied to Maria, and she remains a static character, experiencing no intellectual development throughout the story, or even throughout her life: even at the advanced age she appears in the story, she still demonstrates a girlish innocence.

Deception in the Name of Divinity

The gap in the narrative and the silence against all this merry-making and the din of loud empty expressions of civility – which at times almost border on sentimentality, are very noticeable. The absence of the critical piece of information put the game at the center of the story: not only the title of the story refers both to the name of the game and to the name of the mysterious substance unnamed or unnamable, but that the game is greatly foregrounded throughout the story: the tea-time joke of the inmates at the charity institution, the mention of the wedding cake at the shop, and the loss of the cake as a result of the confusion when speaking with the colonel-like gentleman in the tram are all the hints and telltale clues leading to the game. The divinity game not only assumes the structural centrality in the story, but it also attains a metaphorical status when game playing can become as serious as life. In life, as in the game, Maria seems to be blindfolded. She hears without seeing and, for her, hearing is believing. Even the opening laundry scene finds Maria living as “always” in such a make-believe world. “Maria, you are a veritable peace-maker!” says the matron, and “Mama is mama, but Maria is my proper mother,” says Joe. Maria comprehends these words at face value as compliments and takes pride in them, blind to the hidden truth in them. But the reader understands better: the two qualifiers “veritable” and “proper” disqualify the perceptions the two nouns signify. The dramatic irony is achieved by what people said and what they actually did to Maria. The real world Maria inhabits is one where nobody shows any real human interest in her as a woman. The illusive view Maria cherishes of herself as a wanted and respected woman might only be an unrecognized reaction to the kind of social exclusion she secretly fears and fights so hard to dislodge from her awareness. Her naïve belief in people’s nice words about her and her indulgent thinking of people’s good intentions toward her might well be her coping strategy with living in a society where she possesses nothing that her society values enough to include her. These comforting, though self-deceptive, beliefs help her to live in an illusion of a dignified life.

What is tricky about the narrative perspective of this simple short story is not only the convergence of the third person point of view with the consciousness of the protagonist, but that the protagonist is one who is blinded and narrates under a blindfold. She reports to the reader what she hears without seeing what the reader can see, a fact driven home when the reader comes at last to the game scene and witnesses the very act of a blindfold being put on Maria. While for the most part of the story the third person

narrative point of view can be construed to converge with Maria's consciousness, there are disruptive places and a conspicuous rupture comes near the end of the story when the narrative voice becomes unquestionably omniscient. It is after Maria's little singsong during which she makes the mistake of repeating the first part of the song. "But no one tri[es] to show her her mistake." It might be out of civil considerations that the Donnelly's do not think it proper to point out the mistake and embarrass Maria, or it might be that Maria has already overstayed her welcome, and the children are sleepy and they are eager to be rid of her. Whatever the reason, Maria is again kept from being told the truth and the sudden shift in narrative perspective also shifts the cause of the protagonist's naivety from herself to the external forces working against her.

Conclusion

Modernist short stories are ambiguous because the writers intentionally withhold their authorial comments from the stories. "Clay" is a subtle, rich and nuanced modernist short story, and though an early work of James Joyce, it has already demonstrated Joyce's narrating virtuosity. Joyce's unassuming style can be deceptive and the deep-seated subtext emerges only after an adequate appreciation of the careful authorial manipulation in the narrative. Like the undisclosed content of the letter in Poe's much commented-upon short story "The Purloined Letter", or the never named operation in Hemingway's "Hills Like White Elephants", narrative silences and ruptures might reveal more. There are worlds behind what's said and what's unsaid just as what's beneath the "tip of the iceberg", and the discovery of new worlds constitutes the ultimate pleasure of a reading exploration.

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Contrast between *Pride and Prejudice* and *Wuthering Heights* – Analysis of Marriage Views between Jane Austin and Emily Bronte

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[Abstract] *In the 19th century, among so many British social problems, there is a typical problem, which is women, especially their marital problems, marriage is a reflection of women's value. Literature trend in this period is critical realism, and critical realism reveals the money, the negative effect on the human nature, the most representative writer of critical realism in this period is Dickens, and of course, it also appeared many other famous people. Britain in this period also appeared a large number of outstanding women writers, their love stories expressed the author's understanding of the social relationship and marriage and view. The most important two women writers are the author of *Pride and Prejudice*, Jane Austin and the author of *Wuthering Heights*, Emily Bronte. They're both classic textbooks described the protagonist's love and marriage, and they merciless exposed and criticized the existing social injustice, corruption and the pain, to satirize the ugliness of the bourgeoisie. This article aims to *Pride and Prejudice* and *Wuthering Heights* these two works to analyze the same and different marriage of the two writers.*

[Keywords] *Jane Austin; Emily Bronte; marriage; contrast*

Introduction

The late 19th century in Britain, also known as the Victorian Era in history is considered to be the one of the most brilliant periods in history. Britain in this time quickly developed into a rich, advanced industrial country, with the development of capitalism, a powerful working class, made the social contradictions increasingly intensified, the country witnessed the biggest difference between rich and poor and the sharpest conflict. A historian said this period was full of various activities, constantly change, new ideas and heroes, the era of social unrest. This period of literary genre is the critical realism, critical realism writers are not only for simple sermon, the most main idea is to regard money is everything, so at that time social criticism and satire are focused on upper class' vulgar(Arlene Young,1999).Then it changed people's ideology, an important social problem is women, especially women are aware of their own aspects of politics, education, and social status inequality, they began to wake up, they began to think seriously about and treated their own marriage problems, wanted to get rid of marriage was dominated by men(Evans,1984). At this time, when it comes to Jane Austin and Emily Bronte, who represented by a series of female writers, they are women who existed in the 19th century. They began to cry for their works which were unfair treatment issued, they began to challenge the traditional view of women, they called for equality and freedom of love and marriage, women also have the right to choose marriage.

Marriage value views still have a big influence on our modern life, different people hold different views towards marriage, and it already has many papers focused on the analysis of marriage. As the society develops, the expectations of women's marriage are still affected by family backgrounds, including degree of education, even women themselves and so on (Jane Austin, 1990). The most important is to have a correct marriage view and to own the true happiness. So this paper still has practical significance. This paper first, from the family backgrounds of Jane Austen and Emily Bronte, identifies that family background can be a factor which influences people's marriage views. Second, it

examines and analyzes the contrast of marriage views about true love and twisted love, it combined the views with the stories in books to give a more profound understandings. Finally, the contrast of marriage views between Jane Austen and Emily Bronte from feminist perspectives as a feasible way to improve the social status of female, and a powerful weapon for women (Bronte, 2001).

Analysis of the Cause of Different Marriage Views from Different Family Backgrounds

Jane Austen is listed as a novelist in the English Romantic period, but she, instead, presents the features of realism. In 1775, she was born in the personage of the village – Hampshire, a small town in southeast England, where her father was rector of the church. She was the 7th child of the family. Her father exerted a great influence on her. Jane Austen was influenced by her family and expressed an interest in 18th century literature. She wrote 6 novels throughout her life. Her novels centered on love and marriage. The plot of her novels, though fundamentally comic, focusing on the state of women in marriage, highlight the dependence of women on marriage to secure social standing and economic security. Charlotte Bronte's four novels are, to different degrees, based on her own experience and feelings and the life around her. First, she exposes the cruelty, hypocrisy, inequality and other evils of the upper classes, and on the other hand, she shows the misery and suffering of the poor and thus, presents a vivid realistic picture of the English society. Second, she mainly writes from an individual perspective and puts her own feelings into her main character. Thus, she is a subjective writer, tending to write about themselves and to recreate a world of their life and experience. Thirdly, there is an intense love for the beauty of nature and she has an obvious contempt for the worldly ambitious and success, for she believes only in hard work, self-discipline and high intelligence. Another phenomenon in her novels is that her heroines – all her novels have heroines instead of heroes – are never provided with the traditional virtues and are all about lonely and neglected young women with a fierce longing for life and love just like her sisters and herself. In Bronte's works, it is easy to find that her writing is marked by an intensity of a volcanic imagination and fiery passion.

Their work is the heroine throughout different means for women's equality and freedom. The woman characters in *Pride and Prejudice* and *Wuthering Heights*, these two typical women fought for love and marriage, they were all women's love and marriage in Victorian period, the writers in these works thought that marriage could not only be determined by men, women also had the right to pursue love, true love was the base of marriage of both sides. But they also had different points of view, Jane Austen thought that love and money were both important in deciding on a marriage, this is a kind of ideal love and marriage, because you know that if love without financial base, their marriage would not get happiness, they would worry about their life. And Emily Bronte believed that the status of men and women in love both sides is equal, cannot take the money and social status to measure the relationship between them, the fit of the mind is the soul of the marriage, if two women are following their minds, they could understand each other, but in the real marriage and there is a contradiction, also is the gap between love and family (Liu, 1993).

Contrast of Marriage Views- True Love and Twisted Love

Jane Austen and Emily Bronte's marriages have a lot in common: they believed in true love, they are all about British middle-class women's marital problems, and they believe love is the basis of marriage. The idea is inseparable with two personal life experiences. We know, Jane Austen and Emily Bronte, at a young age, have been through a few times in love and marriage, they all look forward to a deep-rooted of

love can happen to them, so they can get the persistence of love eventually, but this kind of love idea leads to their lifelong not to marry.

Pride and Prejudice mainly tells the story of rich, young arrogant Darcy and average household of beautiful, intelligent girl love story named Elizabeth. We know that because of Darcy's status and enviable economic income, under the social background at that time, attracted many girls' admiration, so Bennett's independent, thoughtful daughter Elizabeth is no exception. Elizabeth is a dynamic and confess the truth of the girl, when Darcy and her meet for the first time, two people have good feeling and love, so Elizabeth like all the girls want to Darcy to invite her to dance, but due to the arrogant Darcy and his disdain for the Bennet family, and he later alienates the relationship between friend Bingley and his sister Elizabeth, Elizabeth again believe love. All of these make Elizabeth's goodwill to Darcy into doubt, even hate him. When Elizabeth faces Collins proposal of marriage, for the first time such a proposal in the environment is very attractive, after all, Collins has certain social status and economic strength, cannot be independent on women in the economic and social status is low, in such conditions, marry a husband have assets is then the only option for any woman, although there is no love between the men and women, as the writings say marriage is a truth universally acknowledged. No property of women to marry a man with property, it is a way of survival for women. In the face of such a tempting proposal of marriage, Elizabeth flatly rejected the Collins proposal of marriage, refused to Elizabeth is the main reason which don't love him. Following by Elizabeth refused to Darcy's first marriage proposal, a very attractive a proposal, after all, handsome appearance and rich Darcy property makes Elizabeth echocardiography. But think of Darcy's arrogance and look down on others, give a person a kind of commanding, swaggering feeling, so Elizabeth thinks she would not fall in love with such a person, and there will be any love between them. By Elizabeth's hesitation and refusal, we can see the awakening of women at that time, they won't easily like I used to put their happiness (Jane Albert, 2006). Later, after Elizabeth's deep understanding of Darcy, he also accepts the advice of Elizabeth to change himself, and finally the two people's misunderstanding lifts, as does the animosity; Elizabeth begins to have further understanding of Darcy's behavior and personality, and finally gradually falls in love with him. So Elizabeth accepts Darcy's second proposal, be well, Jack shall have Jill. At the same time, in Austin's book, she also analyzed Elizabeth friend's Charlotte and Collins' marriage. Their marriage was well in Charlotte's life, there used to be described as long as you can forget about Mr. Collins, really have a comfortable atmosphere inside and out. Austin also saw little sister Lydia and Elizabeth's marriage, their marriages were based on each other's impulses and the pursuit of appearances, finally passed the money to solve the marriage crisis. Austin believed that marriage based on wealth and beauty was not happiness; happiness was just a castle in the air for these people. Therefore, in the novel we see Elizabeth and Darcy's marriage is established on the basis of feelings, but more important to Austin was the love marriage and property, position. Love is important, but an economic foundation is also another important guarantee of marriage (Zhu, 1995).

Emily Bronte was a poet and novelist, she was regarded as one of the most talented Bronte sisters, especially in poetry creation. She only wrote a novel, and only this great novel, *Wuthering Heights* and made her reputation. Fox felt *Wuthering Heights* was one of three greatest novels at that time, and in the future, writers in their efforts to conquer reality used the novel as their power source. Because she could see human nature of violation, Victorian values and ideas, she thought beyond her era. The novel tells the story of a tragic love story, the work of the protagonist Heathcliff is a gypsy waif, at a young age was the master of *Wuthering Heights*, Sean adopted, and Sean's daughter Catherine gradually fell in love with the

man other people all look down upon. Heathcliff also falls deeply in love with Catherine. But after the death of Sean, he is the son of Catherine's brother, she treated him poorly, and insulted him constantly. Although Catherine loves Heathcliff, sometimes she tries to get romance, and passion from Heathcliff. But all of this makes Catherine very contradictory; on the one hand, she wants to get the spiritual love, a comforted heart. On the other hand, she doesn't want to marry him, she thinks marrying him will disgrace her identity, and she doesn't want to let others look down upon her, yet she can't get rid of the influence of traditional view of marriage – she is longing for the inside of a suitable marriage. When Catherine saw cowardice, saw their slim love, then, she saw Catherine to Edgar ambiguity, On the other hand, he can't stand her brother indignities, abuse of him. He angrily left *Wuthering Heights*.

Three years later, he came back, he found that covet vanity and secular driven married Catherine rich kids Edgar, in this narrative works, she loved Edgar, because he was handsome, young, rich and cultured. Although Catherine loved Heathcliff, but finally rebelled against his own heart, Catherine betrayed them between the kinds of love from within. Heathcliff's return to *Wuthering Heights* broke her quiet life, and Catherine doesn't know how to deal with Heathcliff, because in her heart, she still loves this man. She and Heathcliff recurrence of old but Heathcliff mercilessly tortures her, and Catherine was in severe pain, in the end because I can't stand belong to two people love and body and mental breakdown, later gave birth to a daughter Catherine k after the early death. After the death of Catherine and Heathcliff grief, lose her life will be hell. Catherine's death makes Heathcliff began to revenge the people around him. First he married Edgar's sister, he did not love her, and was cruel to her. At the same time, in retaliation for Hindley in his hour of his abuse, he had complete control of Hindley and his sons, and later, Heathcliff had complete control of the hill, Hindley, and died miserably. The tragedy of Heathcliff himself by the next generation, the daughter of Catherine Heathcliff forced marry her sick son, soon died, his son study of heathcliff started violently towards Hindley's son and Kathy. Then day by day, he has been upset by Catherine's memory and lived in pain, in the final days of his life, he often yelled, dear, come to me, without your soul, I can't live. He began to realize that his revenge was meaningless, and his lost love would not come back. He started thinking about death as a reunion with Catherine, he finally went to death. From *Wuthering Heights*, we see the Emily Bronte praised by the kind of pure, pure love. The weakness of Catherine, vanity, a criticism of Catherine's death is Emily Bronte betrayal of the love as a kind of punishment for her, and at the same time a series of revenge by Heathcliff is the betrayal of love (Yang, 1983).

Conclusion

Austin and Bronte believe love is a supreme power and play a role in the marriage, but their view of marriage is different. Austin thinks a happy marriage must be based on love, but in real life, because women have no economy source, Austin's marriage also includes economic and social status as an important guarantee of a happy marriage. Bronte thinks love should not have any impurity of the tacit understanding of mind, love doesn't have anything to do with other people, only the two people; their love is supernatural, and their love will conquer all things (Albert, 1990). Bronte in Heathcliff and Catherine's characters are digging into the deepest part of the human soul and finally found the human psychological secrets of the most secretive, shows natural human nature. They finally can't be together because of the reason of being influenced by traditional moral concept. So, Bronte arranged such a plot at the end of the novel: she wrote that a small boy sees Heathcliff and Catherine's ghost wandering in the wilderness. This is Bronte's reaction against traditional morality, Catherine and Edgar's traditional

marriage did not bring happiness to Catherine, is bound to her love for Heathcliff, and eventually, Catherine's death ends the marriage. This is a satire on the traditional marriage, so Bronte is against the traditional view of marriage.

Jane Austen and Emily Bronte stressed that true love is the foundation of the marriage at the same time, also that love and marriage have different specific interpretations (Liu, 1993). Their marriage on behalf of women's marriage in the 19th century, encourage women to get rid of the shackles of traditional ideas, to have courage to pursue their own happiness, has a certain feasibility. Austen promoted real love and marriage, a rational marriage, and Bronte advocated a simple love, a blend of two lovers' hearts, and a kind of romantic love. Anyway, Austen and Bronte, to different degrees, in their literary works expound their thoughts and make a lot of progress. These novels are not only a literary thought treasure, but at the same time they improve the social status of female, and also provide a powerful weapon for women.

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The Role of Money in Marriage – Analysis on *Pride and Prejudice*

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*[Abstract] Money in life has always been and will continue to occupy a more and more important role in various fields, even love, which has always been regarded as sacred, eternal, because of the money involved, changes completely in its content. In the novel *Pride and Prejudice*, Austin, using her female delicate brushwork, describes love and marriage of her age, meanwhile she also reveals the role played by money in marriage, which have certain reference function to analyze the views of marriage in today's society.*

[Keywords] love; money; marriage

Introduction

Jane Austen lived in a male-centered era, in which women had no right to accept inheritance of property, and had no right to go out to work, thus marriage especially that with certain economic foundation is the best way for the female who want to survive, to obtain the most basic living guarantee. Influenced by this concept, Austin, in her masterpiece "*Pride and Prejudice*" lays emphasis on the description of several different marriage associated with money. This point in the first sentence of the novel had indicated that "It is a truth universally acknowledged, that a single man in possession of a good fortune, must be in want of a wife." (Jane Austen, 1992). Here the author used "in possession of a good fortune" to modify a single man, we can see that money is important to both men and women. A man must have enough economic base to attract the eyes of a woman; while for a woman, to protect her future life, what she first see is whether the man is rich rather than his moral character. This view has led to considerably seemingly absurd, unhappy marriage. According to the concept of economics, the personality in marriage can be divided into consumptive type, transactional type and creative form in order to better explain the author's view on marriage.

The Marriage in the Eyes of Consumptive Personality

For the people owning consumptive personality, they ignore their own personality value, but to obtain and get; therefore, money is aimed to take away by force. In the novel, Lydia and Wickham's marriage can be described as the most absurd, the most aborted marriage, is also the best representative of this kind of marriage (Li, 2011). In less than two weeks, Lydia fell in love with Wickham, about whom she knew nothing at all and soon they hastily decided their marriage. This kind of "love at first sight", to a large extent, was based on physical mutual attraction, there was no love at all. Lydia was beautiful but ignorant and flirtatious, reckless. She's usually very emotional. She chose man's standard, only by looking at his face. Thus, when she met the handsome, ambitious and the same superficial Wickham, the two soon shared the same rotten tastes, casting reason, morality in the back of the head (Tong, 2011). They were so irresponsible, did not think of the consequences, which not only hurt themselves, but did harm to the family. Their such imprudent marriage was also doomed to be ended in failure.

Born in the lower middle class, parents can not leave any legacy, so Wickham's desire for money was greater. Although there was no money, he still lived a dissipated life. He looked very personable, and spoke honeyed words, who had a fatal attraction for young girls like Lydia that was given to vanity and

was lack of social experience (Tong, 2011). He eagerly wanted to solve the money problem through marriage, for which he had attempted to lure Darcy's sister, but Darcy foiled his plot. And his elopement with powerless, unprofitable Lydia, initially meant to be accompanied on the way to escaping, his marriage to Lydia is made under the condition that Darcy came forward for him to repay all the debt, to buy him an officer, and to offer Lydia 1000 pounds. The final pair were married. And shortly after their marriage, when finally the passion disappeared, Wickham continued pleasure enjoyment in town, while Lydia sought refuge by hiding in her sister home. Thus, in the passion of the blind marriage, money occupies an irreplaceable role. In the eyes of the author, this marriage that only wants to obtain has not a point of merit, but the product of ignorance and stupidity (Li, 2011). And in today's world the marriage also can be seen everywhere, like the "flash marriage", which is not deliberate and irrational.

The Marriage in the Eyes of Transactional Personality

The people having a transactional personality, regard themselves as a commodity, pay attention to the maximum rate of return on investment; therefore, money plays the role of "profit" in the marriage of such people (Qu, 2009). In Collins and Charlotte's marriage, they respectively harvested each other's profit. As Mr. Bennet's nephew, Collins had the right to inherit his property. Collins was vulgar, ignorant, but good at playing up to those in power. To have a reasonable excuse to accept future inheritance, he came up with a method which he thought to be proper and generous: to marry a daughter of the Bennet family. But when his proposal to Elizabeth was refused, once again he proposed to Elizabeth's girlfriend Charlotte and soon married. Collins chose Charlotte, obviously not because of love, he had explicitly expressed the reason why he married: first, set a good example of the parish; second, to promote happiness through marriage; third, to complete a lady's advice on his marriage. Therefore, by analyzing his proposal to two women in three days, we can see he just wanted to complete his marriage, the greatest "profit" as soon as possible. Who he got married to and whether there in emotion are beyond the scope of his consideration.

Charlotte, rich in mind and reason, deeply understood people's perceptions of marriage in her age, and she also clearly knew her own conditions: a member from a dilapidated aristocracy, no property, an ordinary girl of 27 years old, belonging to the old girl, so when Collins asked her to marry him, based on practical considerations she immediately agreed. Although in her deep heart, she knew he was unreasonable, unsociable, staying with him was really a nuisance, and his love to her must be a castle in the air, she still wanted him to be her husband, because in her opinion. "Marriage is her usual target"(Jane Austen, 1992): Generally, a young woman who was born in a poor family but received good education, saw marriage as only a decent retreat. And Collins just had this requirement: he had a good job and then later he can inherit a legacy, thus, he could provide enough to have a comfortable life without suffering from cold and hunger. When facing the dilemma between love and money, Charlotte wisely chose money. Because marriage was based on material, Charlotte was at least economically satisfied. However, such marriage focusing too much on money is not happy at all. In this kind of marriage, they live in their own world, each takes what he needs and they lack of real communication.

The Marriage in the Eyes of Creative Personality

Creative personality is the production type, the people owning this personality use their own strength to create or to give; so, money, as a symbol of the joy of the harvest exists in the marriage of such people. Elizabeth and Darcy's marriage is undoubtedly what the author strongly praises and worships. It is the embodiment of the author's own views on marriage, the combination of the pair is really built on the

foundation of love, so it is the perfect example of the creative personality of marriage (Zhao, 2007). Elizabeth was clever, lovely, and independent. She had courage to pursue love, and she pursued equal mutual respect between love and marriage. In the face of the Collins' proposal, she flatly refused, although in the eyes of the people, marrying Collins was the best choice, because Collins would inherit her father's property, but she simply cannot accept and tolerate Collins' stupidity and arrogance, more important is that she didn't love him. In her marrying attitude, she regarded love as a prerequisite, which was not recognized by people (Zhao, 2007). So, what she refused was more than just Collins, but the concept of marriage centering on money of her era. Similarly, in the face of Darcy for her first confession, she was surprised, only because in her eyes so arrogant a person could condescend to express his love to her. However later she became angry, because Darcy continued with many, rude words, he felt she was born of humble parentage, friends and relatives had no breeding. From his face Elizabeth easily seen: Darcy thought that she would be happy to accept his confession, which makes her more disgusted. Elizabeth refused the profession, because she felt Darcy hurt her self-esteem, he put them under the unequal position. She could not accept the love was not built on the basis of equality, regardless of the wealth, high social status. Her bottom line of a person cannot be touched, that is: (Zhao, 2012). A person can't lose independent self, and one need to defend the freedom of the individual.

Darcy, from a wealthy family, had huge wealth and high social status so that he had a stable and secure life. Elizabeth had lovely eyes, light body, decent conversation, sharp thinking, all these characters were different from those upper-class women he came into contact with (Qu, 2009). Thus, Darcy was deeply fascinated, but at the same time, he looked down upon Elizabeth's family and social status, so he urged Bingley to leave from Jane, and even when he expressed love for Elizabeth, his arrogance caused by Elizabeth's strong criticism. He did not realize that his pride had caused great damage to other people after the failure of the marriage proposal. Thus, a story began between a less affluent middle class girl, and a noble young gentleman. They were attracted by each other's personality and temperament. And meanwhile they misunderstood because of personality conflict. At the end of the novel Darcy gradually corrected his arrogant personality and for Elizabeth he came forward and silently solved the marital crisis in Lydia and Wickham, and as a result, he won the respect of Elizabeth (Tong, 2011), finally through the twists and turns of the feelings and life suffering, the pair finally overcame the limitations, overcame the each other's "arrogance" and "Prejudice". They entered the marriage hall, contained the life of ugly, corrected a worldly prejudice, and brought happiness, peace, joy and warmth to the relatives and friends around.

On the way to true love of marriage, money also played a certain role, especially in solving the marriage of Lydia and Wickham, nevertheless, Elizabeth always saw love important, especially after she understood Darcy's fine character, she is willing to adjust herself to maintain understanding and harmony between them (Long, 2010). Because she knew: maintaining a truly happy marriage need them to have their own share of family and the responsibility to marriage, need them to pay all, after all, home is love of the harbor, in which they know each other, they hug each other to spend the long journey of life.

Conclusion

All in all, through the description of a few different marriage, Austin shows former women's only option in dealing with marriage, which reflects the author's views on marriage: love is the cornerstone of marriage, marriage purely for money and marriage is not desirable while marriage without taking into account of money is stupid. Especially when love and money can not be met at the same time, the choice

of money is understandable (Zhao, 2012). When people in modern society are in the pursuit of love and marriage, they face the same problems. Love is pure, it is the love between the two hearts of the collision, a tacit understanding between each other. But when love need to use money to filter, love will degenerate, lose its original luster and fragrance. Nowadays a lot of people put money in a happy marriage, money, judge family's harmony and stability through money. Because money is necessary for a happy marriage material, living in the bustling world, people are inevitably affected by some friends and relatives and his heart will desire the upper society, therefore, natural love and devotion has ceased to exist, and people have to face the temptation of money and the choice of marriage. In the reality of marriage, money sometimes really can bring happiness, can come to some material enjoyment, can solve real difficulties of a family, and can make broken marriage continue to exist under the lure of money. About marriage, if it is a personal choice, regardless of what standards and aims he or she makes, they are blameless; are blameless (Li, 2011), but if a society's values is based on money as a measure of the main indicators of a happy marriage, it will cause great damage to the society. Therefore, such a marriage view is not advocated. But in any case, the hero Elizabeth and Darcy's perfect marriage has been the ideal of all the people of the state of marriage.

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The Symbols in James Joyce's "Araby"

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[Abstract] James Joyce, the world-noted Irish writer of stream-of-consciousness, creates a world of symbolism in many of his works. In his short story "Araby", James Joyce built up typical settings by creating several symbolic imageries. By analyzing the symbols in *Araby*, we may gain a deep insight into the story and learn the main theme in *Dubliners*.

[Keywords] James Joyce; "Araby"; symbols

Introduction

The protagonist in James Joyce's short story "Araby" – "I" – is a boy so young and immaculate. He lives together with his aunt and uncle in North Richmond, a dark dead end. With misty affection for "Mangan's sister" – a beautiful and quiet girl, "I" admires her all the time with "my" pure eyes. When "I" have a chance to have a talk with the girl, she's talking about Araby, "I" subconsciously assure her that "I" will bring her something (Hu, 2003, p. 137). "I" affectionately wait for the day when "I" can go to the bazaar. My uncle, however, cannot understand my thoughts and comes back so late that evening; "I" finally get that one florin from his hand and dash to catch the train, only to find it is also very late. When "I" get to the bazaar at last, to my great shock and disappointment, it is not at all a wonderful land, instead, it is just dirty and dark, which completely breaks "my" imagination. The experience brings the epiphany of a young boy through a sharp feeling of agony.

As in *Araby*, James Joyce used several symbolic imageries to create typical settings, which helps the plot develop and indicates the hero's characteristics. By analyzing the symbols in *Araby*, we may have a deep insight into the story and learn the main theme in *Dubliners*.

A symbol, in literature, as is defined, is a thing that stands for or suggests something else by reason of relationship, association, convention or accidental resemblance, especially a visible sign of something invisible (Deng, 2002, p. 155). Sometimes, symbols are created by the artists in their works, and by doing this, the artists can interpret the objective world in a subjective perspective. So, symbolism is an important means for a writer to create excellent works.

James Joyce's *Araby* set an excellent example of symbolic writing. The reader may feel the outstanding effect in this short story.

The Blind North Richmond Street and its Blind People

As mentioned before, "I" live in North Richmond Street. It is "blind" (being a dead-end street) (Hu, 2003, pp. 136-137). In addition, the surroundings are all unpleasant. "My" house is full of "musty air". The houses in the street "had grown sombre" (p. 135). When my aunt and "I" go marketing, we are "jostled by drunken men and bargaining women, amid the curses of labourers, ..." (p. 136). Through such descriptions, James Joyce reveals to the reader not only the air mingling over the family, but also the whole downward spiritual state of the community living along the street. And instead of being aware of it, people on North Richmond Street simply indulge in it, as we read that for all day long, men in the street, and "my" uncle, for example, are always drunk, and seem to forget everything.

As James Joyce indicates, the main theme of the stories in *Dubliners* is spiritual paralysis. The condition of North Richmond Street is good proof of this. We can see the same state in the family, the community, and we can still expand the scale – to the whole of Ireland. All people living along all the streets in the country are almost the same. James Joyce turns to voluntary-exile to get rid of the unpleasant things in Ireland, and so does the boy in *Araby*, the story. He has a strong hatred for the street, as is demonstrated by the sentence, “I was thankful that I could see little of the street (p. 137). At “my” age, in or out the story, pains of growth always linger inside. When the living environment is so dull and intolerable, the depression of the teenagers will transfer to their living surroundings and, in turn, feedback to them again, in such an endless vicious spiral, we can see one angry young man, or a group of them, even more. Streets like North Richmond are just the settings of the angry young people.

In addition to North Richmond Street, the description of such a dark and dirty place is very typical. James Joyce adopts two “blinds” in the story: North Richard Street was “blind”, “An uninhabited house of two stories stood at the blind end, ...” (p. 135); and “I” hid myself behind a blind from being seen by Mangan’s sister, the girl who has got “my” fancy.

The first “blind” is used as an adjective, meaning that the street is closed at one end, which hints that people living in this street have difficulty communicating with the outside world. They lead a blind life. The adjective actually indicates the situation of the closing up of Dublin, as well as Ireland. But it seems that people living in the street are all content with the situation (Zhang, X., 2004, p. 160) while the boy wishes to get away from it. The contrast helps the plot develop.

As for the second “blind”, with a similar foundation in the story, is a noun, a protective covering that keeps things out or hinders sight, through which “I” can venture to peep “Mangan’s sister” – the girl “I” fancy secretly, while it can also keep “me” from being discovered by the other side. Mangan’s sister can’t see “me” since “I” hide myself behind the blind. However, the blind also prevents “me” from seeing her clearly, which indicates that the boy’s dream (a crush on Mangan’s sister) was only a childish one. It is hard to realize that “I” only watches her from behind a blind: the girl “I” think “I” know actually is just an image that “I” try to imagine, but not real. “Blind”, here, serves as a pun to hint at my “blind” ardor and love to a young girl – so blind that when talking about *Araby* with her, when she said that “I” should go there to have a look, “I” decide without any suspect and hesitation, and even blindly promised that “I will bring you something” (Hu, 2003, p. 137), so blind that “I” forgot I was penniless.

So a blind street, and blind people, young or old, living along there, form the typical air of the time, which is supposed to be a miniature of the whole nation.

Our Former Tenant

At the beginning of the story, a priest had been a tenant of the boy’s home. “In his will he had left all his money to institutions and the furniture of his house to his sister” (p. 135). In this way, the priest was indeed a good citizen of Dublin. In addition, from the names of the books that “I” found left by the priest, “The Abbot, The Devout Communicant and The Memoirs of Vidocq” (p. 136), one of which is about religion and two are about exploration, through which we can see is that the priest is also a man full of imagination. He had given his life to both piety and flights of imaginations.

However, the priest had gone, just like his “rusty bicycle-pump” (p. 136), deserted and forgotten by other Dubliners. If all the good citizens had all gone away, how could Dublin be a good city? The priest, in this way, becomes a symbol of the vital past, a contrast to the “blind” and paralyzed present. It also hints that the freedom of Ireland has gone and people then have no passion for a bright future.

On the other hand, the priest was also a symbol for religious belief because of his special status. In fact, from the above analysis, the priest was a man full of imagination. But on the other hand, a priest should have been conventional. This imaginative priest, thus, in some way represents Joyce's doubt in the belief of Catholicism. Meanwhile, with a heart full of fantasy being covered under such a serious identity, his thoughts had never been discovered during the years when he was a tenant of "our" house, for he never revealed his fantasy. It's a pity that he failed to make his imagination and liveliness known until his death. All of these, together with his body, were buried in the darkness and hopelessness of North Richmond Street. He also had probably experienced the disappointment, anger and frustration that "I", as a young boy, am experiencing now.

Mangan's Sister

Mangan's sister was the girl to whom "I" had paid lots of attention. "I" watched her secretly, "I kept her brown figure always in my eye", and when "I" was doing strange prayers that "I" didn't understand, her name sprang to my lips (p. 136). These are all evidence telling us that Mangan's sister is the boy's dream, or his idol. But in the entire story, the girl's name hasn't appeared – what "I" know about my dream is only something superficial. My dream is just like the temple in the air, forming in the boy's mind without any deep thinking or any deep understanding. "I", like Mangan's sister, just as I like *The Memoirs of Vidocq*, a book I found in the priest's remains – "I liked the last best because its leaves were yellow" (p. 135), then "I" liked Mangan's sister best just because, maybe, "Her dress swung as she moved her body, and the soft rope of her hair tossed from side to side" (p. 136).

This, of course, agrees with the boy's age and his experience. He was a growing boy and was forming his own views of the society, but still too young to have a proper understanding of the real world. Although we know that his dream could be easily broken, the most important thing is that he had a dream. Having a dream is also vital not only for young people, but also the Irishmen who, at that time, were under the control of the British government. The boy, in such adverse circumstances, was attracted deeply by the ideal, which hints the eager desire of Irishmen toward a beautiful life. While "Mangan's sister", though at a good age, was not permitted to go to *Araby*, she was somewhat imprisoned, just like the Irishmen at that time, without any freedom, both physically and mentally. For her, *Araby*, to some extent, was a bazaar with a magnificent glow, just as holy as it was in "my" mind. In the two, or more, or all the young people's heart, it is just a sharp contrast to North Richmond Street, it is a promised land, full of beautiful wares and unimagined goods, a place sending out lights of liberty and enlightenment.

Araby

In the story, the word "Araby" plays an important role, as it is the title word. And *Araby* is such "a splendid bazaar" that Mangan's sister recommended "me" to go. *Araby* is an old name for Arab. Besides, in the story, it casts an Eastern enchantment over "me". *Araby* is a place in Dublin with Oriental fragrance. And we can also see that the boy had a strong desire to make a trip there. It can be concluded that *Araby* is a dreamy new world for the boy, as Mangan's sister is a fairy who guides him there.

However, it seems that other people, especially the elder people living on the street, paid little attention to my desire. And my uncle just "answered me curtly" (Hu, 2003, p. 138) when "I" told him my plan to go to *Araby*. And he also got home too late that night to let me go to *Araby* on time. This indicates again that Dubliners, as well as the Irishmen, were all spiritually paralyzed. They paid little attention to

their dreams (Zhang, J., 2004, p. 107). They were well intentioned, but narrow in view and blind to higher values. This is what Joyce felt disappointed in.

To “my” delight, “my” aunt indeed cared about “my” wish to go to Araby and blamed “my” uncle for being late. This shows that Joyce wanted to hold his wish for the future of Ireland. And when “I” got a florin from my uncle, “I” went to Araby immediately. However, on my way there, the condition seemed to be more unpleasant. The train was “deserted”, “bare” and it had “an intolerable delay”. Even when the train started “slowly”, “it crept onward among ruinous houses” (Hu, 2003, p. 138). This all indicates the difficulties one will confront on the way to the dream place. But anyhow, at last, “I” arrived at Araby late at night. If it was lucky for someone to finally reach their dream land, then when it turned out to be a place that was exactly as dull and dirty as where one always lived in, or even worse, the feeling of cruel disillusionment brought on by the truth is incomparable. The more magnificent the imagination, the cruel reality is.

Araby, the dreamy new world for the boy, turned out to be “darkness” and “silence”. And the people who served me at the stall spoke to the customer “out of a sense of duty” (p. 138), which further disappointed the boy.

There is a casual dialogue between two men and a woman in the bazaar. This dialogue had no special setting or surprise ending, but it was so real that when we read the words, we can imagine the scene in our mind (Dai, 2005, p. 42). But it is the dialogue, in addition with the other things the boy met in Araby that disappointed him. This is an allusion of the life of the young adults in Dublin who have the characteristic of ignorance and conventionalism. On the whole, the bazaar indicates that even when the Irishmen were chasing their dreams, they would be disappointed because of their own society and their blindness to the possible future. Joyce was greatly discouraged about reality.

Other Subtle Symbols

Except for the major symbols in “Araby”, there are still some subtle ones that should not be ignored. At the beginning of the story, we can see “a central apple tree” in a “wild garden behind the house” (Hu, 2003, p. 135). Upon seeing the words “Apple tree”, we can immediately think of the myth of Adam and Eve in the Garden of Eden. In this story, the apple tree is a symbol for the boy’s first love, as well as the wish to try something new (Li, 2002, p. 28). But the tree was in a wild garden behind the house. The condition was so oppressed that the tree might not grow robustly, which means that a trial for a new thing wasn’t encouraged by the Irish society, and the boy’s love towards Mangan’s sister couldn’t breed any results.

In the third paragraph, “light from the kitchen windows had filled the areas” (Hu, 2003, p. 136). There are also some other descriptions of light, such as “Some distant lamp or lighted window gleamed over me” (p. 136). From the above analysis, the dark blind street can be regarded as a symbol for Ireland. So here, the light becomes a symbol for the nation’s future. However, the light was from the kitchen window, dim and subtle. Here, Joyce seems to indicate the gloomy future of his own nation, hopefully though, he himself is not quite sure about the future.

This story is about a boy’s first confrontation of his growth problem. People may have made adjustments to this problem, and may have worked out certain provisional solutions, but, when looking back, he still recognizes it as a problem, and an important one. The sense of isolation and disillusion that sprang from the boy’s experience – though it may seem trivial – becomes not less, but more, aggravated and fundamental in the adult’s experience. The story is not merely an account of a stage in the process of

growing up; it does not merely represent a clinical interest in the psychology of growing up. It is a symbolic rendering of a central conflict in a mature experience.

Conclusion

In summary, from the setting of North Richmond Street to the young people who have dreams: “I”, Mangan’s sister; and even the priest, our former tenant, and then to the disillusionment: “my” wonderful imagination, just like the fantasy that used to exist within the priest, if we’d like to have a further consideration, once such dreams may also have always existed within people like my aunt, who, day-by-day travel across the dirty street to buy wares for the family, and my uncle, who drinks too much each day, most probably, is willing to return to the moment when they’re still young and full of dreams, but then they have to face the reality, get so used to it, to avoid the attack of anger and agony, they gradually become paralyzed in spirit. It might be the worst state that one day people begin to realize that they can never change their lives, they can never leave the street they curse each day, and they finally become someone who they used to hate most. James Joyce penetrates his own worry and anger towards his nation in *Dubliners*. This is a warning to himself, as well as to his nation. He doesn’t mean simply to reveal the spiritual paralysis. There are undercurrents beneath this state of paralysis. The sharp pain the young man feels should have twinged the nerves of his country people, thus the significance of the symbolic meanings of the short story really make sense.

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The Mutual-Construction of Cultural Memory for Chinese Cross-Cultural Researchers

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[Abstract] *Chinese cross-cultural researchers are the carriers and transmitters of the Chinese culture, as well as the absorbers and introducers of foreign culture. The cross-cultural research they conduct under this cultural identity can form a cultural memory. The new culture established based on this cultural memory can develop harmonious and efficient cross-cultural communication. To build the new culture, people need to conduct a rational analysis about the cultural identity of Chinese cross-cultural researchers, and explore how to enhance their cultural identities. Mutual-construction can be considered as a feasible and efficient way to build a new culture.*

[Keywords] *cross-cultural research; cultural identity; cultural memory; new culture; mutual-construction*

Introduction

Cross-cultural research in the sense of modern science of China started in the 1980s. Due to the strong dependence for language tools in cross-cultural research, scholars and teachers in the foreign language community become the major force in the cross-cultural research field within China at first (Jia, 1997). Later, with the development of international academic exchanges, as well as the improvement of China's foreign language teaching, cross-cultural research gradually connected with the international community. Now, it covers communication, anthropology, psychology, linguistics, culturology, sociology and other subjects, and these subjects continuously intersect and integrate with each other. China's cross-cultural researchers have also moved beyond the circle of foreign language teachers, and have spread over various related disciplines, especially over linguistic culturology, international relationships and national studies (Hu, 1999). The researchers play an essential role in China's diplomatic exchanges and cultural construction. To analyze and research the cultural identity of this group will be beneficial to the clarification of other countries' understanding of China's cross-cultural research, and at the same time, it will also carry out related works in a thorough way and create a foundation for communication theories suitable for their own cultures.

China's cross-cultural researchers mainly learn and master one or more foreign languages after they have studied their mother tongue. At this time, they are already mature cultural individuals in China from the sense of sociology. In the socialization process for decades of years, their thinking modes and behavior patterns have already left an indelible Chinese cultural imprint, which is the guidance for personal behavior and the criterion for judging other people's behaviors. In the process of cross-cultural research, the culture carried by foreign languages, namely the ideas, values and world outlook embodied in the culture will be surely connected with the Chinese cultural imprint formed before. The result of the connection is repulsion or mutual-construction. Repulsion will lead to confusion for cross-cultural researchers, whereas mutual-construction will encourage the formation of a new culture, which is a rational integration of Chinese culture and foreign cultures, as well as a value galaxy based on recognition

and understanding. Therefore, mutual-construction is the direction for this author to explore and analyze the cultural memory of Chinese cross-cultural researchers.

Language and Culture

Language and culture are the important definitions in human beings' scientific and academic history. The numbers of definitions for culture, according to scholars' statistics, had exceeded 450 at the beginning of 1980s (Chen, 2001); as for language, there are also some descriptions from different perspectives, such as physiology, psychology, pedagogy, anthropology and sociology. For the two definitions, because different scholars have different research aims and interests, then their starting and ending points, as well as the perspective for seeing questions would be varied, so there are many definitions and descriptions. In order to discuss them more conveniently, this paper regards language as a symbolic system which has material outer covering for pronunciation and, generally speaking, possesses documented form, created for communication and exchange for human beings. Culture embodies the thoughts of people toward nature and society, and the resulting values, as well as overt behavioral patterns. From these, we can see that culture, originated from the ideas for human beings towards nature and society, has relationship orientation; and that the goal of language is to enhance the communication and exchanges for people, so, language has a relationship coordination. Then, we can conclude that language and culture are interdependent and cannot be separated from each other. If there is no need for a formative relation from the culture, then language would have no reason to exist anymore; if there is no coordination for relations from the language, then culture would have no foundation to exist. In human society, no culture could be separated from language, and all languages carry culture. Language and culture must be interwoven with each other (Chen, & Han, 2007).

Cultural Memory

Memory, as a research field, has been one of the major subjects for a long period of time. Memory, under the psychology perspective, mainly starts from the psychological function of human minds and pays attention to an independent person in how he receives, explains and reserves the information he obtains, and whether he can reproduce the information or not (Bartlett, 1998). The information mentioned mainly refers to knowledge and skills. It places the memory under the observation of sociology, but its research is divorced from the psychological function of the human mind to emphasize the memory's dependence for social interaction. Social interaction refers to one, or multiple, personal relation network(s) for human beings. The relation network has a huge impact on the formation and maintenance of individual behaviors and attitudes. In other words, if there is no communication practice with others, it will be hard for individuals to establish behaviors which have social values, or form attitudes with social values. Behavior and attitude, as representations of memory, are the products of relation, and once they are separated from the relation, they would lose their meanings. Because behavior and attitude belong to the culture analyzed in this paper, memory, under the sociology field, is the so-called cultural memory.

Cultural memory is a term of sociology and history, which was presented by Jan·Assmann, the professor of Egyptology in Heidelberg University of German, on the basis of group memory proposed by French sociologist M. Halbwachs (Welzer, 2001). Group memory mainly emphasizes the constraints of individual history memory from a society or group, whereas cultural memory describes the impact of text, picture and ceremony enhanced in multi-intergenerational repetition as traditions on time consciousness, historical consciousness, self-consciousness and the world picture of individuals (Miao, 2008). Because Assmann primarily uses cultural memory to explain historical questions, therefore, in his theory, he

mainly emphasizes the impact of historical, religious, mythical and philosophical models on individual spiritual life (Schraten, 2011).

In light of different questions people want to solve, this paper will have something to reserve and create when using cultural memory. From the perspective of language education, cultural memory should be regarded as the influence of cultural information carried by one kind of language and subsided by the history of the nation, country or group on value, thinking model and behavior pattern of language users. When it comes to foreign language teaching, cultural memory also includes learners on the basis of their own national cultures made a mutual-construction by rational analysis of foreign cultures carried by foreign languages. In a word, the cultural memory analyzed in this paper refers to China's cross-cultural researchers' recognition of values, thinking models and behavior patterns in foreign nation's culture expressed by one language in the process of research; meanwhile, they made a mutual-construction between one kind of culture carried by foreign language and Chinese culture carried by Chinese in the aim of enhancing the harmonious communication between China and other countries, and then it would form a new culture which is inclusive, valuable and instructive.

Cultural Identity

The cultural identity of Chinese cross-cultural researchers discussed in this paper are the carriers and transmitters of Chinese culture, as well as the absorbers and introducers of the foreign culture bases on two or multiple languages and cultures. The reason why we made this judgment is the rational goal of cross-cultural research, namely absorption, promotion and communication. In order to promote, Chinese people need to have our own roots; in order to absorb, they need to have relevant ability; in order to communicate, they need to have equal status. Chinese people's recognition for this cultural identity is the root for promoting national culture; the holding of this cultural identity of foreign language learners and users would form the ability to absorb foreign culture; the ability developed and formed on the basis of root would create equal status. In the situation of equal status, the two communicative sides are the carriers and transmitters of national culture as well as the absorbers and introducers of the foreign culture respectively. From the perspective of cultural adaptation and cultural introduction, the two communicative sides which are representatives of foreign culture to each other cannot situate in a equal status with respect to the ability of language culture. However, if we target harmonious communication, we can surely build a new culture. In this culture, the status of both communicative sides are equal. The corresponding German word of new culture is KultuR. This written form shows the symbolic meaning of the word: the "Kul-" which represents one culture from left to right and the "-tuR" which represents another culture from right to left are close to each other from the viewing angle. This can be used to show any two cultures exist in the world, although they are different, they still have some similarities, meanwhile, they develop towards each other, and have a reciprocal momentum and will communicate and integrate. What's more, from the overall viewing angle, the similarities are more than differences between the two cultures, which means when it comes to cultural communication, we can seek common ground on major questions while reserving differences on minor ones. KultuR is constituted of "Kul-" and "-tuR", which shows KultuR, as a new culture, is formed by rational integration on the basis of existing culture, rather than a culture coming from nowhere just like water without a source or a tree without root. Alienating the letter "r" in standard spelling into "R" is to show that the new culture is not only a simple merger and piecing together for the original culture, but also an integration and even a surpassing.

Therefore, the process of forming KultuR is surely a process of mutual-construction with original cultural identity.

To sum up, in the cross-cultural research process which targeted participating in and enhancing cross-cultural communication between China and foreign countries, Chinese scholars should abide by the cultural identity as the carriers of Chinese culture, strive to build the cultural identity as the absorbers of the foreign culture, and be committed to establishing the cultural identity for themselves as the transmitters of Chinese culture as well as the introducers of the foreign culture.

How to Strengthen the Culture Identity of Cross-Culture Researchers in China?

As mentioned all along, our cross-culture researchers are always in a process to confirm their culture identities. Since the purposes and the identities have been clarified, how to strengthen their multiple culture identities has become a new noticeable problem.

The Carriers of Chinese Culture

An individual of cross-culture researchers of China develops under the Chinese culture environment. Generally speaking, the world outlook, life outlook, and values, as well as the ways of thinking and behaviors of the researchers all penetrate into the Chinese culture memory. The individual certainly becomes the carrier of the Chinese culture when it acts as a member of a nation or a community and a culture memory participator. Culture identity can make the individual work, study and live successfully in the corresponding social environment. However, if we want to develop an identity from the Chinese culture carrier into a Chinese transmitter, we should make the culture memory become a reality; in other words, we should externalize the culture memory in forms of language communication and other communications rather than only keep the potential culture memory. Only when the culture memory has been externalized can it become popular. The externalization lets us know what and why.

If we want 'know why' about the culture memory, we must change our acquisition to learning. As acquisition develops naturally in social evolution, it is unconscious. Learning is conscious, on the contrary. In order to learn things from acquisition, we should reflect reasonably on the ways of thinking and behavior which are formed, to seek the high-level value basis and the theoretical foundation to do so rather than thoroughly changing the ways of thinking and behavior. The only way to achieve this goal is cultivate the sensibility of our own culture, which requires the longitudinal consciousness on history on one hand, and comparative consciousness on cross-culture, on the other hand. Historical consciousness encourages us to think why things can change with time going by while the cross-culture comparative consciousness makes us to think what the things look like and the reason why they look like that. If we lack these two, everything seems insignificant, which turn out to be automated patterns. As this pattern cannot be expressed, it can only guide us rather than others; meanwhile, it can communicate in the same society and community rather than benefit culture communication development.

If cross-culture researchers want to be real Chinese culture carriers and transmitters, they must cultivate the sensibility of their own culture, and externalize the unconscious culture memory to conscious culture knowledge. They should also perceive the consciousness of their own culture.

The Receiver of Foreign Languages

Most of the cross-culture researchers in China get to know the foreign language culture through acquiring in their own country as they grow up. At the same time, they have formed their values, ways of thinking and behavior, which can reflect the Chinese culture. This culture memory is the basis of behavioral

expression and value judgment of the researchers. As the judgment has strong stability, it can change appropriately but not completely. Just like the “script” (Schema) can only assimilate and adapt the extraneous messages. Assimilation classifies the new messages into the script, while adaption changes the script in order to let the individual adapt to the new environment. They complete the original script to benefit the individual to acknowledge, behave and judge. In this occasion, the foreign language culture becomes a kind of resource which can assimilate the original individual script and promote the adaption of the individual.

Along with the economic integration and the economic globalization, the world presents a diversified feature day-by-day. On this occasion, if any nation, country, community or even person stand still and refuse to make progress, they will be finally abandoned by history; even they may still survive for a period, but they still may lose many wonderful things. Faced with this situation, the cross-culture researchers of China should have multi-cultural consciousness which requires us to admit equal status on the culture of every country, to critically recognize the values of different cultures. Similarly, the researchers should realize the values of another country’s culture, and do their best to absorb different kinds of cultural knowledge that contain certain values for our Chinese culture.

Cross-culture researchers in China have direct contact with one or several kinds of foreign languages that contain certain culture. They generalize the values, ways of thinking and behavior standards of the people in the relevant countries and present them as a kind of explicit knowledge. The learners can know what and why through this way. The sharing of the culture memory in the language is called “know why”. We should analyze this kind of culture memory reasonably through many strategies such as acknowledging, admitting, quoting and displacing. The cross-culture researchers in China become the receivers of foreign culture by acknowledging and admitting the foreign culture in foreign languages. And we become the introducers of foreign culture through quoting and displacing.

Chinese Culture Transmitter and Foreign Culture Introducer

The cross-culture researchers of China change their identities from carriers to transmitters, and from the receiver to introducers of Chinese culture. Even it has practical and strategic significance; if we can only compare these two cultural identities rather than fuse them, we can only seek knowledge in the cultures rather than innovating a culture. Culture knowledge seeking refers to transmitting the culture as knowledge, while culture innovation refers to creating a new culture. Culture knowledge seeking develops the cross-culture communication and creates use value rather than a new value, while culture innovation can make communication more efficient and harmonious and create new values, as well. Therefore, culture innovation belongs to a higher level.

If we want to achieve culture innovation in cross-culture communication, we must depend on culture mutual-construction. Mutual-construction is a kind of approach aimed at creating a new culture. The subject of mutual-construction is the cross-culture researchers of China and the objects are Chinese culture and foreign culture. There are two levels in mutual-construction in this essay, one is on the object, and the other is the members of the subject when it acts as a community. Based on Chinese culture, the object mutual-construction can create a new culture to guide cross-culture practice through methods of acknowledging, admitting, quoting and displacing. Among them, quoting and displacing are more useful. As the new culture has surpassed two original (or several kinds) of culture, it can govern the behavior in the relevant culture category and create a new kind of culture situation. This new kind of culture situation brings a new feeling to both sides of the communication. It just feels like the Chinese in the Chinese

culture situation and foreigners in their own culture situation. The reason why a new kind of situation can be produced is that the new culture brings a new culture memory to its own members. When the subject acts as a group, the mutual-construction of members in the group means that when the culture memory acts as a kind of group memory, it should develop in the frame that is created by the group. Therefore, the culture memory has the ability to govern and control. The researchers form a unique group, and every member of the group will have different feelings and achievements during the practicing of cross-culture researching. When all the experience is exchanged, it can create a kind of culture memory which is the raw material of the new culture. So, the cross-culture researchers of China should exchange their experience extensively under proper conditions, and at the same time, Chinese society encourages and supports this kind of experience summary, personal reflection and the research on academic achievement. Only in this way can we create the colonial culture memory of the cross-culture researchers through mutual-construction.

Conclusion

From every point of view, the cross-culture communications of all the nations and countries in the world are becoming unavoidable facts. At the same time, it will sustain for a long time. Therefore, the cross-culture researchers in China act as one of the subjects of communication. How to accomplish their mission better has become one of the focus issues in our educational circles. This essay demonstrates the culture identity of cross-culture researchers in China and based on this, it constructs the culture memory through mutual-construction, and then makes the new culture necessary and possible to promote the developing of cross-culture communications between China and other foreign countries efficiently and harmoniously.

However, the cross-culture belongs to the practical field. No matter how many theoretical discussions there are, they cannot replace communication practices. Even the foreign language learners can easily know what and why about the foreign culture, but it is hard for them to apply the culture. Therefore, they can use and create conditions to internalize the external knowledge. If we want to internalize the knowledge, we have to learn. So, the learners should work positively based on the knowledge-learning, skill-cultivating and will-establishing.

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A Study on the Bobo Culture in America

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[Abstract] *This paper studies the Bobo culture in America. It explores the changes and development in the intellectuals in America and the origin of the word “Bobos”. It also examines Bobo features through such aspects as consumption, business, modernization, and spiritual life, etc. As a special group of people in America, the Bobo culture has great influence on young people.*

[Keywords] *Bobos; culture; Bourgeoisie; Bohemian; features*

Introduction

In America, the cultural war between the Bourgeoisie and the Bohemians raged through the industrial age. It took different forms over time, and it was fought on different battlegrounds, but the main themes were fairly constant. There was always, in America, a Bourgeois strain of people – materialist, rationalist, and technological (Brook, 2001, p. 17). They aspired to refined tastes and genteel manners. And there was always a Bohemian strain of people – artist, anti-rationalist, and spiritual. They admired authentic furnishings adventurous styles, and naturalistic manners.

However, the grand achievement of the educated elites in the 1990s in America was to create a way of living with affluent success, and at the same time, as a free-spirit rebel. Particularly in the business sectors dominated by information age elites – high technology, the media, advertising, design – business leaders seem to have embraced an official ideology: constant change, maximum freedom, youthful enthusiasm, radical experimentations, repudiation of convention, and hunger for the new. It seems that both the educated in China and in other countries are living, or at least thinking they live, for new ideas, new thinking, and new ways of thinking.

The Origin of the Concept – Bobos

According to *Encyclopedia Britannica*, the definition of Bohemian is:

Bohemians are inhabitants of Bohemia, Czech Republic. Bohemian is the term used to designate inhabitants of the former kingdom of Bohemia, located in the modern day Czech Republic. The name is derived from the Latin term for the Celtic tribe inhabiting that area. Today, for the Czech speaker, the word Bohemian is still often synonymous with the word Czech, although its prevailing use tends to be in old-fashioned or poetic contexts, especially in light of the profound influence of the imported secondary meaning of the word.

A secondary meaning for the term Bohemian emerged in early 19th century France. The term was used to describe a group of artists, writers, and disenchanted people of all sorts who wished to live a non-traditional lifestyle. In the 15th century, King Zikmund of Bohemia ejected all Roma from Bohemia; they fled to France, where they were sometimes called “Bohemians” (*Encyclopedia Britannica*, 1911, pp. 135-136).

And the definition of Bourgeois is:

Bourgeois roughly refers to businessperson, a capitalist who engages in industrial commercial enterprise, belonging to the middle class, regarded as conservative, materialistic and conforming to the standards and conventions of the middle class

(Encyclopedia Britannica, 1911, p. 148).

And according to David Brook's (2001) descriptions, the Bobos are educated elites who have blended the 1960s counterculture with 1980s materialism. They are the combination of the 1960s' hippies and the 1980s' yuppies. The Bourgeois boors have experienced an inversion. A twist of Bohemianism has turned the boobs into "Bobos". This latest neologism belongs to David Brooks, who sketches the features of the Bourgeois-Bohemians.

Bourgeoisie and Bohemian

The Bohemians believe that there is no structured coherence to the universe. Reality can only be grasped in fragments, illusions and intimations. So, they adore rebellion and innovation. The Bourgeois realm is the realm of business and market. The Bohemian realm is art. The Bourgeois prefer numerical and mechanistic modes of thought. The Bohemians prefer intuitive and organic modes of thought. The Bourgeois like organizations. The Bohemians value autonomy and regard the Bourgeois as conformist herd animals. The Bourgeois love machines; the Bohemians prefer the intimate humanism of the pre-industrial craftsman. When it comes to manners and consumption, the Bourgeois love poise and polish; the Bohemians love authenticity and naturalness. The Bourgeois worship success; the Bohemians build a set of status symbols around anti-success. The Bourgeois seek tangible improvement. The great goal of the Bohemians is the expansion of the self.

On the other hand, Benjamin Franklin celebrated a characteristically Bourgeois set of virtues:

The Bourgeois virtues include frugality, honesty, order, moderation, prudence, industry, perseverance, temperance, chastity, cleanliness, tranquility, punctuality, and humility. This is a class of people who believed in cultivation and self-improvement. They went in for clean, classical styles, not gaudy baroque ones. Their manners were respectable, not decadent or florid. They were smart but not overly intellectual. Their clothes were made but they tended to favor modest hues. They believed in making money, but also in using wealth for self-improvement, not self-indulgence. They savored refinement, but were put off by grandeur and by the extravagant gesture. They wanted to appear more refined than the working masses, but not as flamboyant as the spendthrift. They were not called the middle classes for nothing. They were comfortable with prudent moderation and loathed extremes (Benjamin Franklin, 1986, pp. 49-50).

Contradictions and Reconciliation in the Emergence of the Bobos

It seems that in America, the new upper middle classes are building a social hierarchy that would distinguish themselves from the coarse class. In the past 20th century, the Bourgeois and the Bohemian could be easily distinguished. In fact, the Bourgeois world is capitalism and the Bohemian is the representative of the counterculture spirit (Brook, 2001, p. 46). The Bourgeois seemed to be square, and practical. They were the defender and governor of tradition and middle-class morality. Most of them worked for corporations and preferred to live in suburbs. On the other hand, the Bohemians were the representatives of the free spirits, who flouted and defied convention. Among them, a lot of people were artists and intellectuals – the hippies and the Beats. In the old schema, the Bohemians were the radicals of the 1960s and the Bourgeois were the enterprising yuppies of the 1980s.

As time went on, the Bourgeois and the Bohemian have become mixed together. It is more and more difficult to tell one from the other. In America, especially among college-educated people, many seem to have both rebellious and social-climbing attitudes at the same time. They seem to have both the

countercultural spirits of the 1960s and the enterprising energy of the achieving 1980s, and this group of people are the so-called Bobos in America (Brook, 2001, p. 49).

Karl Marx once said that classes inevitably conflict, but sometimes they just blur (Marx, 1986, p. 87) The appearance of the Bobos has terminated the culture war, at least within the educated class. A third culture, that is, the Bobo culture, is the reconciliation between the Bourgeois and the Bohemians.

Manifestations of Bobos in Various Aspects

Bobo's Consumption Rules and Modes

Shopping and consumption may not be the most intellectual exercise on earth, but it is one of the more culturally revealing activities. Indeed, one of the upshots of the new era is that Karl Marx may have had it exactly backward. He argued that classes are defined by their means of production. But it could be true that, in the information age, classes define themselves by their means of consumption. The Bobo people redefine what it means to be a cultural person. There are altogether 7 rules in their consumption activities.

Rule 1. Only vulgarians spend a lavish amount of money on luxuries. Cultivated people restrict their lavish spending to necessities. For example, when it comes to a room as utilitarian as the kitchen, the sky's the limit. Until the Bobos came along, the kitchen was a reviled part of the house. In today's educated-class homes, the kitchen has become the symbol of domestic bliss, the way the hearth used to be for Bourgeoisie.

Rule 2. It is perfectly acceptable to spend lots of money on anything that is of "professional quality," even if it has nothing to do with your profession. One of the results of this trend is that there is an adventure gap opening up between members of the educated class and their belongings. The things they own are designed for more dangerous activities and then they actually perform. The hiking boots that are designed for the Andes spend most of their time in the farmer's market.

Rule 3. One must practice perfectionism of small things. A person with an elevated sensibility gets a life-affirming rush while opening soup with a particularly brilliant can opener.

Rule 4. One can never have too much texture. The educated elites prefer to build environments full of natural irregularities. For the Bobos, roughness connotes authenticity and virtue. So, the educated elites love texture. They prefer rough area rugs woven from obscure grasses over shiny wall-to-wall carpets, bumpy wooden toys over smooth and plastic ones, wild flowers over smooth tulips.

Rule 5. The educated elites are expected to practice one-downmanship. It is necessary to go down the social scale and purchase objects that once belonged to people much poorer than himself. The aim is to surround himself with products that purport to have no social status significance because they were once owned by people who were so simple and virtuous they did not realize how fashionable they were.

Rule 6. Educated elites are expected to spend huge amounts of money on things that used to be cheap. They spend their money on peasant goods that are created in upscale versions of themselves. They are able to cultivate ever finer tastes about ever more simple things.

Rule 7. Members of the educated class prefer stores that give them more products choices than they could ever want, but they do not dwell on anything so vulgar as price. Members of the educated elite are distinguished not only by what they buy, but by how they buy. This is because educated elites refuse to be merely pawns in a mass consumer society (Brook, 2001, pp. 128-131).

In general, members of the educated elites attach more spiritual weight to the purity of their food than to five of the Ten Commandments. And thus, Bobos insist upon natural ingredients made by pesticide-averse farmers who think globally and act locally. Karl Marx once wrote that "the Bourgeois takes all that is sacred and makes it profane" (Marx, 1986, p. 235). The Bobos take everything that is profane and make

it sacred. They have taken something that might have been grubby and materialistic and turned it into something elevated. The Bobos take the quintessential Bourgeois activity, shopping, and turn it into quintessential Bohemian activities: art, philosophy, social action.

Bobos' Attitudes on Business

As Brook (2001) described, today, business is not about making money, it is about doing something you love. Life should be an extended hobby. Moreover, business, which was once considered soul destroying, can actually be quite enriching if one turns his profession into a craft, using natural products, like apples, and transforming them via old-fashioned artisanship into wholesome products like cider. In his packaging, he can exercise high aesthetic judgment, employing cutting-edge artistic design to give him a cosmopolitan feel. The Bobos have invaded the business world, and they have brought their countercultural mental framework with them to the old conference rooms of the Bourgeois. Especially in the business sectors dominated by information age elites – high technology, media, advertising, design – business leaders have embraced an official ideology that will look very familiar to radicals and Bohemians: constant change, maximum freedom, youthful enthusiasm, radical experimentations, repudiation of convention, and hunger for the new. Today's countercultural capitalists live, or at least think they live, for new ideas, new thinking, and new ways of thinking.

Bobos and Modernization

The center of gravity of the American business culture has moved westward and youthward. Impressive formality has been replaced by open-minded daring. Corporate America has gone more casual. Today, being a CEO means that he has such lofty and daring theories and ideas that he needs a team of minions chasing him around with ropes just to tie him down. The Bobos, as described in America, have a kind of higher selfishness. As in so many spheres of Bobo life, all that was profane has been made holy. Businesspeople talk like artists. Corporations enthuse their social missions. Managers emphasize creativity and liberation. Most of them would like to say, "I am not a businessperson, I am a creator who happens to do business" (Brook, 2001, p. 55).

Members of today's affluent class are suspicious of refinement and genteel manners. So, the new elites disdain all the words that were used as lavish compliments by the old gentry: delicate, dainty, respectable, opulent, luxurious, elegant, splendid, dignified, magnificent and extravagant. Instead, the new elites prefer a different set of words, which exemplify a different temperament and spirit: authentic, natural, warm, rustic, simple, honest, organic, comfortable, craftsman-like, unique, sensible, and sincere.

Bobos will never refuse any approach of communication, or transportation. They like everything to be shared, such as the information from magazines, movies, TV, and especially Internet. It seems that they are making the most use of the modernized techniques and actually as described, they are making the most profit from the modernization.

As for their attitudes toward government and policies, the Bobos are not so interested in policies, but they will support their government policies. They are not radical and irrational; rather, they are modest, and neutral in their attitudes towards society.

Bobos' Evaluations of Their Work

Workers in this spiritualized world of Bobos capitalism are not the heroes of toil. They are creators. They noodle around, experiment and dream. They seek to explore and then surpass the full limits of their capacities. And if a company begins to bore or stifle them, they are gone. It is the ultimate sign of privilege

– to be able to hit the road in search of new meaning whenever that little moth of tedium flies in the door. Self-cultivation is the imperative with the emphasis on self. Work thus becomes a vocation, a calling, an amateur hobby. And the weird thing is that when employees start thinking like artists and activists, they actually work harder for the company.

Intellectual life of the Bobos

Now intellectuals tend to minimize or deny the gap between themselves and everyone else, not define it. The central feature of the information age is that the tangible reconciles with the intangible. It has taken products of the mind and turned them into products of the marketplace. The very meaning of the word “intellectual” has changed over the last 50 years in the way the word “gentleman” changed in the 1950s before. Once “intellectual” referred to a small and select group. Then its meaning broadened and broadened to include more people. There is no longer a small rarefied intelligentsia living in New York, San Francisco, and Boston (Brook, 2001, p. 53) Now there is a massive class of educated analysts and “opinion leaders”, who have made the old Bohemian neighborhoods unaffordable for anybody without stock options or large royalty checks. Now university blast-fax press releases to let others know that their faculty members are available to comment on the controversies on cable talk shows. But the crucial change is not merely that more money and greater opportunities are available for those who are good with ideas.

All the intellectuals and cultural players enter the marketplace with certain forms of capital. They may have academic capital (the right degree), cultural capital (knowledge of a field), linguistic capital (the ability to use language), political capital (the approval positions or affiliations), or symbolic capital (a famous fellowship or reward). Intellectuals spend their careers trying to argument their capital and convent one form of capital into another (Brook, 2001, p. 178). Young intellectuals must know how to invest their capital to derive maximum “profit”.

Environmentalism, Healthism, and Egalitarianism of the Bobos

The people who speak most devoutly about smashing order and instituting a perpetual revolution – the capitalists of the corporate world – are the ones who strive most earnestly for success. Countercultural capitalists have transformed work into a spiritual and intellectual vocation. They have created an ethos that of environmentalism, healthism, and egalitarianism. If these people believe nothing else, they believe that one should never damage his own body, which means that drinking and carousing are out. They prefer some self-disciplined activities like jogging, and cycling, by working out; these people have even reduced leisure time to a form of self-discipline.

It is perfectly fitting that the two leisure-time institutions that have thrived during the Bobo age are health clubs and museums. Both places offer sensual satisfactions in uplifting settings. For the Bobos, work is not boring. It is interesting and challenging.

While travelling, the Bobos are generally looking to get away from their affluent, ascending selves into a spiritually superior world, a world that has not been influenced much by the global meritocracy. Therefore, Bobos are suckers for darkly garbled peasants, aged farmers, hardy fishermen, remote craftsmen – anybody who is likely to have never possessed or heard of frequent flier miles. The pace of life is so delicious in such places. But the lease on the vacation rental only goes for two weeks, so Bobo travelers often do their spiritual development quickly. At the top of the leisure status system are those vacations that involve endless amounts of agony and pains. They want to spend their precious weeks off torturing themselves in ways that will be intellectual and spiritually enhancing. If there is an easy way up to the

mountain, they will take the tougher one. This is their struggle – between autonomy and submission, materialism and spirituality.

Individual pluralism is the foundation of Bobo spiritual life. Fulfillment can be sought through perpetual self-expansion. And freedom leads to order. They seek their own paths in an open and tolerant manner, without trying to impose their own paths in others. They desire freedom and diversity (Brook, 2001, p. 178).

Conclusion

In the information age, people are trying to provoke a certain type of thinking. Gone is the old emphasis on scientific analysis and narrow specialization. This is a group of people who grow up with the word “potential”. They are trained, nurtured, and educated. They have been freed of old restrictions and they have forged new bounds. The intellectuals understand the word better because they experience the same sorts of pressures that confront many people. The tensions between ambition and virtue, the distinctions between pleasant, but shallow, status and real accomplishment are well understood by young Bobos in America.

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Philosophical Taoism – A Guide for Happy Life and Administration

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[Abstract] Taoism, an important and influential school in “a hundred schools of thought contend” in the Warring States Period, is one of the leading branches of ancient Chinese philosophy. The idea of naturalness and non-action in the guidebook “Dao De Jing” provides practical guidance for life and administration.

[Keywords] Philosophical Taoism; naturalness; non-action

Introduction

Philosophy refers to the collective designation for the various schools of thought. There are three most influential philosophy systems in the world – Chinese philosophy, Western philosophy and Indian philosophy. “Chinese philosophy has developed over several thousands of years. Its origin can be traced back to the Xia, Shang, and Zhou dynasties. It began to take definite shapes during the Spring and Autumn Period and enjoyed thriving development because of the emergence of the “a hundred schools of thought contend during the Warring States Period” (Liao, 2011). In such a long history of Chinese philosophy, the following three branches have had a dominated position: the philosophy in Pre-Qin times, the orthodox philosophy during the Han Dynasty, and metaphysics during the Wei and Jin dynasties.

The philosophy in Pre-Qin times is the beginning of prosperity of Chinese philosophy, marked by the emergence of various philosophical views, i.e. “a hundred schools of thought contend” in the Warring States Period. The most influential schools are Confucianism, Taoism, Mohism and Legalism, and later Confucianism and Taoism became leading branches of Chinese philosophy.

“Chinese philosophy lays stress on spiritual existence, practice, morality, harmony and intuition. Every school of ancient Chinese philosophy can be considered to be a kind of moral philosophy because the common feature of every philosophy is the stress on moral practice” (Liao, 2011). According to Chinese philosophy, spiritual life and self-cultivation in morals are more important than material life, and wisdom and lasting value are seeking harmony and maintaining equilibrium.

Taoism

Taoism is a native and representative school of Chinese ancient philosophy, which does not adhere to formal rules of structure and system in thought, but gives philosophical ideas through reflecting on life’s experiences and intuition, so it is a practical guide for life and even administration (Ye, & Zhu, 2010). The major beliefs of Taoism are theories of “Yin-yang”, “Five Elements” and “Eight Trigram”. Yin and yang are two complementary forces or principles that make up all aspects and phenomena of life. The Taijitu diagram clearly demonstrates the relationship between yin and yang. Yin and yang are opposing and mutually rooted, and can mutually transform. The maximum effect of one quality will be followed by the transition toward the opposing quality – qualitative change. Yin and yang are always in dynamic balance – quantitative change. The following is a Taijitu diagram:

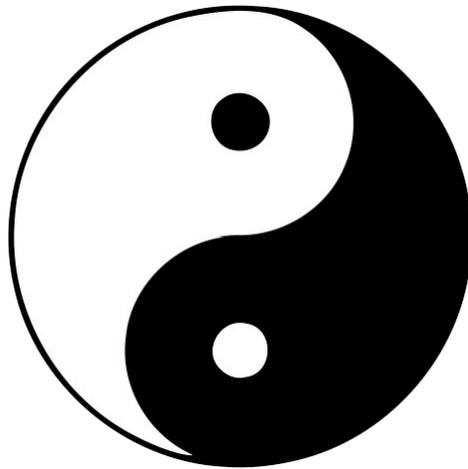


Figure 1. Taijitu Diagram (available from http://image.so.com/i?src=360pic_normal&q=太极图)

Five Elements theory is a system of five phases used for describing interactions and relationships between phenomena. Five Elements refer to wood, fire, earth, metal and water. The following picture uses generating cycle and overcoming cycle to indicate the relationship of the five elements (Wang, 2004).

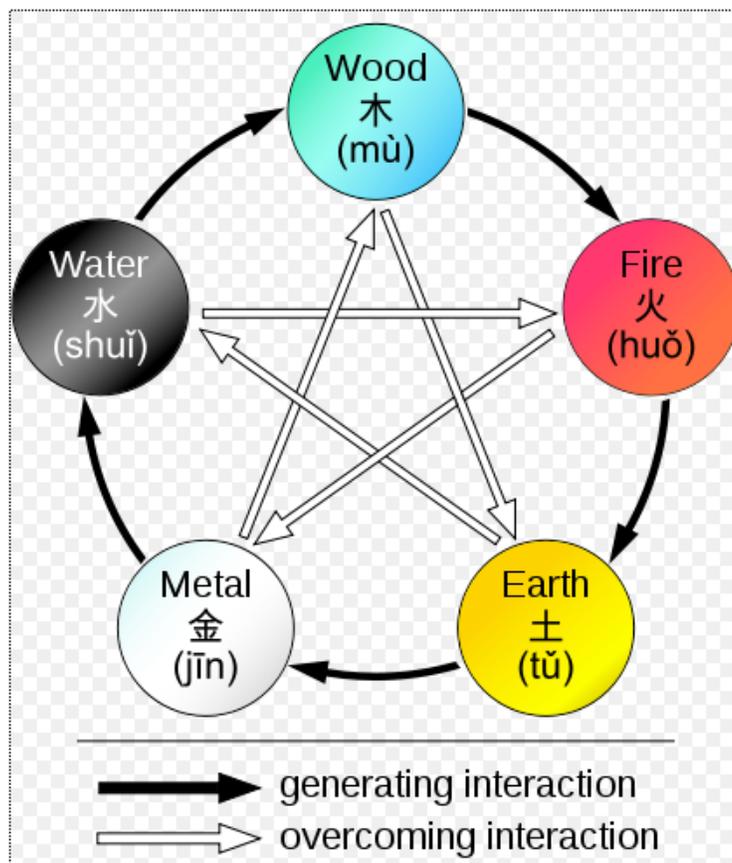


Figure 2. Five Elements Theory (available from http://image.so.com/i?src=360pic_normal&q=太极五行图)

Eight Trigrams are used to represent a range of interrelated concepts based on the theory of yin-yang. Each consists of three lines, either “broken” or “unbroken”, representing a yin line or a yang line, respectively. The following passage describes the origin of “Eight Trigrams” (Wang, 2004).

“The Limitless (Wuji) produces the delimited, and this is the Absolute (Taiji).

Taiji produces two forms, named yin and yang.

The two forms produce four phenomena, named lesser yin, great yin (the Moon), lesser yang, and great yang (the Sun).

The four phenomena act on the eight trigrams.

Eight eights are sixty-four hexagrams.”

The original purposes of “Ying-yang, Five Elements and Eight Trigrams” are for fortune-telling, divination, drawing magic figures, chanting incantations, practicing geomancy for selecting a site for a tomb or house, selecting an auspicious day for marriage, a funeral, or a shop-opening, etc. The theory of “Five Elements” is the source of Traditional Chinese Medicine. And in fact, these theories of Taoism are the basis of many other ancient branches of Chinese philosophy. Laozi is the founder and “*Dao De Jing*” is the guidebook of Taoism.

Biography of Laozi

Laozi, a great philosopher in the Spring and Autumn Period, has been honored as the originator and founder of Taoism. The first record and biography of him appear in the great book of history, “*Historical Records*” by Sima Qian. Laozi was born in the village of Qurenli, County of Ku, the State of Chu. His family name is Li, given name Er and Alias Dan. He was an archivist at the court of Zhou, in charge of the royal archive records of the Zhou dynasty.

“Dao De Jing”

“*Dao De Jing*” is the guidebook of Taoism, also translated as “The Classic of the Way and Its Virtue”. Sima Qian tells the origin of “*Dao De Jing*” in his “*Historical Records*”. The story is as follows:

“Laozi cultivated Dao and De. In his studies, he strove to conceal himself and be unknown. He lived in Zhou for a long time, but seeing its decline, he decided to leave; when he reached the pass, the keeper there was pleased and said to him, ‘Sir, you are about to retire. You must make an effort to write us a book.’ So, Laozi wrote a book in two volumes setting out the meaning of the Dao and De in some five thousand characters, and then he departed. No one knew where he went in the end”.

The book has two parts – Tao (the way) and De (virtue). Chapters 1 to 37 are about Tao, philosophy of life. Chapters 38 to 81 are about De – politics and military affairs. It is a handbook for rulers, a religious guidebook and a practical guide for human beings living in harmony with the universe. The style of the book is brevity and the use of analogy and paradox.

The main contents of “*Dao De Jing*” are as follows: the origin of the universe, the workings of all the things in the universe, the right way to live and behave, and the right way to govern the state. In a few words, the essence of Tao is naturalness and non-action, which provide important guiding rules for a happy life and successful administration.

Naturalness

Naturalness refers to the natural state of being and an attitude of following the way of nature. A natural state means that everything in the world has its own way of being and development, which occurs independently and naturally without following any human will. Humans should not try to change anything natural and should give up any desire to control the world. In this way, human beings can live a happy life in harmony with nature.

Naturalness provides a good way for self-cultivation and a happy life. “The highest good is like water” is a famous and excellent passage of “*Dao De Jing*”, and the following is the English version:

*“The highest good is like water.
Water is apt to benefit all things and does not compete with them.
It dwells in places people disdain.
Thus, it is closest to Tao.
(The best man should be like water)
In his dwelling, he is at ease with lowness.
In his heart, he is profound.
He is sincere in his dealings with others.
He is faithful in speech.
He is orderly in government.
He is competent in deeds.
He is timely in action.
It is because he is not competitive that he is without any faults”.*

Nothing in the world is weaker than water, but nothing is stronger than water when it comes to breaking something strong. Water is symbol of strength. According to Chinese philosophy, the goal of a happy life is to become a best man. If human beings have the qualities of water, they would become profound in their heart, sincere and faithful in speech and action, and competent in their deeds. That is to say, such people are best or perfect people, and life for perfect people must be happy and satisfied because they have achieved the goal of life.

Non-action

Many passages in “*Dao De Jing*” give the idea of non-action, the guarantee of “naturalness”, meaning the absence of violent behavior or acting naturally. The following are some examples from “*Dao De Jing*”:

“Consider non-action as an action, having no trouble as an affair and flavorless as a flavor” (Laotse, 2006).

Another passage:

*“In the pursuit of learning, every day something is acquired.
In the pursuit of Tao, every day something is dropped.
Less and less is done until non-action is achieved.
When nothing is done, nothing is left undone.
The world is ruled by letting things take their course.
It cannot be ruled by interfering”.*

“Ruling a big kingdom is like cooking a small fish” comes from chapter 60 of “Dao De Jing”.

These statements illustrate clearly and vividly the important rules for administration and governing that the governor should contain his own desires and exercise the smallest interference on the masses. Therefore, non-action is an important political view advising the government to take no action that is not natural or against nature and wishes of the people.

Conclusion

Taoism, one of the most important and influential branches of ancient Chinese philosophy, is still full of energy today. It has been recognized and valued by more and more people in China and in many other countries. *“Dao De Jing”* provides a practical guidance for life and administration. The idea of naturalness and non-action is very helpful in a happy life and a successful and democratic administration of the government. The author here would like to summarize this paper by citing this insightful quotation: “Taoism advocates the doctrine that the Dao is the course, the principle, the substance, the standard of all things, to which all people must confirm. Based on the work of Lao Zi or Dao De Jing, Taoism promotes the belief that a person should live a simple life, not to strive for wealth, fame or power, which will only give one worries and trouble. With proper behavior and self-restraint, a person can achieve great inner strength and a prolonged life. The school favors the political principle of achieving good government through non-action” (Liao, 2011).

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The Discourse of Western Civilization and its Image in the Eyes of the Intellectuals in the Ming Dynasty

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[Abstract] From the perspective of intercultural imagology, this paper tries to analyze the dynamic evolution of construction of the image of the West by the intellectuals in the Ming Dynasty and reveal the struggle between the discourse of both the Chinese and the Western civilization for the universal supreme truth, and how the identification of the Chinese civilization with the mirror image of the Big Other evolved in the discourse of confrontation between China and the West, according to the studies of three important events of culture communication between China and the West, namely, the event of Matteo Ricci's mission in China, the anti-Christian Movement in Nanjing, and later, in the Fujian Province.

[Keywords] imagology; intellectuals; Western civilization; Confucianism; Christianity

Introduction

In recent years, imagology has begun its culture turn, widely borrowing academic achievement from other disciplines; it is concerned with the relationship between discourse and power in image construction, as well as the consciousness of the subject's cultural identity hidden in the discourse of image descriptive texts, and thus, is no longer limited in the traditional sphere of the Comparative Literature (Leerssen, 2007, p. 25). Consequently, concerning intercultural communication between the self and the foreign other, intercultural imagology becomes "a question of no discipline" (Zhou, 2008), which means that the question of exploring the cultural identity of the subject in image construction from the analysis of the image texts becomes the prerequisite for intercultural imagology to conduct a comprehensive multi-disciplinary research by synthesizing the resources from other disciplines. However, the unilateral perspective in intercultural imagology research on image construction could hardly avoid neglecting the activities of the foreign other, on the basis of which the analysis of the subject's identification would be trapped on account of the neglect of the interactivity between the self and the other in the course of image construction. And that is the reason why the research of intercultural imagology on the image of China in the eyes of the West mismatches the question and its method, and thus could hardly make any progress.

Therefore, to respond effectively to the question and explore how the cultural identity of the subjectivity of China evolved and reconstructed its subjectivity in the mirror image forged by the discourse of the Western Civilization, it is quite necessary for intercultural imagology to convert its research on the image of China into the study on the image of the West from the perspective of the interaction between the subject of the self and the foreign other. Thus, it is a possible to get out of the current research predicament that the intercultural imagology should study the image construction of the West from the starting point of the substantial culture communication between China and the West, namely the image of the Western Civilization in the eyes of the intellectuals in the Ming Dynasty.

The Discourse of West Civilization and its Image Presentation

The contact between China and the Western Civilization since the 16th century is the beginning of the large scale and substantial culture communication for both sides. The image description constructed by

China and the West since then is not only the cognitive practice, but also expresses the cultural prejudice for each other, on account of the fact that both China and the West adopted the image presentation strategy according to their own interests, respectively. Hence, from the perspective of the culture interaction between China and the West, the research on the image description of the West by the intellectuals in the Ming Dynasty would offer a better understanding of how the West forged a mirror image of the Big Other to contend for the supreme truth for the Chinese intellectuals in the description of its own civilized image for the purpose of realizing its colonization interests, and of how this mirror image forged by the West influenced its interpretation by the Chinese intellectuals in the evolution of traditional thought of China, which was the foundation for the Western image construction by the Chinese intellectuals.

More specifically, the traditional cultural notion of “differentiation between Chinese civilization and the foreign barbarian” bestowed the intellectuals in the Ming Dynasty the cognitive model to view the West as the “barbarian”. For the Western colonists, the “barbarian” image description means that the attitude of political contempt, cultural conservatism, and economic isolation by the Ming Empire made up the largest barrier to realize their colonial interests in China. Especially as the consequence of the military failure of its colonial conquest strategy, the West gradually realized that a “civilized” image of its own would pave a way for them to enter into China and thus make their colonization activity profitable. From this point of view, the Western countries spared no effort to support the Church’s missionary activities in China for the purpose of preaching the cultural values of Christianity, and finally, Christianizing China. Henceforth, the missionaries tried their best to present a “civilized” image of the Western Christian world with the supreme truth by adopting an academically adaptive preaching strategy that not only emphasized the accommodation of Catholicism to Confucianism in their discourse, but also disguised the Christian values as the scientific truth.

This is clearly exemplified in the introduction of European mathematics by the Jesuits to the literati of China. Matteo Ricci, the great Jesuit who made his successful settlement in China, found it very helpful to illustrate Christian truth to the intellectuals of China by teaching them the hypothetical-deductive method in mathematics. Therefore, the real intent to introduce Euclidean geometry to China was not to improve Chinese mathematics but to build a ladder up to the Christian faith. For Matteo Ricci, mathematics was the indispensable starting point of the path to knowledge from which Christian moral duty and faith was extended (Fontana, 2011, p. 253). That’s the reason why Matteo Ricci stopped his collaboration with Xu Guangqi in translating Euclidean geometry into Chinese after only six books were finished, as Fontana (2011, p. 253) points out; Matteo Ricci didn’t want to divert too much time from the mission’s other activities.

By teaching Chinese scholars European mathematics, the Jesuits successfully presented an image of Christian Europe that its doctrines and values are based on the universal truth. For Chinese intellectuals, if the moral values were built on the scientific certainty, they must be reliable and credible with no delusion at all. That is to say, European science may pave the way for Chinese intellectuals to accept Christian conviction since the knowledge introduced by the Jesuits was in the discourse closely mixed up with the Christian preaching. Longobardo, a missionary successor of Matteo Ricci, once wrote that “it is an established fact for us that mathematics will open the way to what we are seeking We should be able to offer the king philosophy and theology in the shadow of mathematics” (Fontana, 2011, p. 278). Christian theology was offered not only in the shadow of European mathematics, but also preached in the strategy of accommodation to Confucianism which painted the image of Christian Europe the colour of

orthodox. Therefore, the “civilized” image of Christian Europe became quite acceptable for the intellectuals in the Ming Dynasty with its universal reliability proved by the scientific truth and Confucian orthodoxy in the accommodation strategy.

The Image Construction of the West by the Intellectuals in the Ming Dynasty

For the intellectuals facing the ideological crisis in the late Ming Dynasty, the truth in the image of the West presented by the Jesuits’ discourse of accommodation of Catholicism to Confucianism thus was understood in the saying that “there is the same heart and same truth between the east sea and the West sea” as the cultural idealism in the traditional Confucianism reappearing in the West, which therefore further confirmed the universality of the Confucian values. Therefore, the intellectuals from Donglin School, who advocated *Shixue*, a pragmatism in academic trend in the late Ming Dynasty and aimed at leading the social moral values out of the nihilism caused by the overflow of the thought from the last followers of *Wangxue*, a philosophy incorporated both Confucianism and Buddhism by Wang Yangming, sensed the significance in the image discourse of the Western academics by the missionaries that it would be helpful for Catholicism to restore the social morality with its effectiveness in moral practice. Some Chinese Intellectuals, such as Feng Yingjing even welcomed the Western Learning as the “magic medication to save the world from moral corruption” after he read the book *Tianzhu shiyi* (“The True Meaning of the Lord of Heaven”) written by Matteo Ricci (Standaert, 2002, p. 213).

For this reason, in the discourse of “beneficial to the ideology of Confucian teaching” (Xu, G, 1963, p. 432), the intellectuals constructed a “civilized” Western image by the standards of traditional cultural idealism in Confucianism. However, this “civilized” image of the West according to the standard of Confucianism means the castration of the heterogeneity in the Western Christian Civilization, and the image discourse of “Western Confucians” actually expresses the idealism in traditional Confucianism as the Big Other with its supreme truth to criticize the cultural reality in the late Ming Dynasty from the perspective of utopia. And this also suggests that the cultural identity for the subjectivity of Chinese intellectuals was still the cultural values in traditional Confucianism, and hence, the attempt of the West to convert Chinese traditional culture into Christianity ended in bubbles as the image discourse of “Western Confucians” was turned out to be the further confirmation of Confucian tradition as the cultural identity for the intellectuals.

The Jesuits, who opened the door and successfully made their presence in China by Matteo Ricci’s discourse of accommodation of Catholicism to Confucianism, as well as his academically adaptive preaching strategy, however, were no longer content with the fact that the true values of Christianity were flushed away in their Confucian interpretations, and hence, began to conduct a large scale propagation of true Christian beliefs from the request of the Roman Catholic Church, on the one hand, and the impetus of their own religious enthusiasm, on the other hand. Therefore, the preaching strategy was adjusted, which means that the missionary activity was spread from the intellectuals to other social classes, the way of teaching turned away from the discussion of the academic truth to the sermons on the Christian faith, and teaching content made the change from the analogy with Confucianism to its criticism. As a result, in the eyes of those conservative intellectuals who were quite vigilant and sensitive with the traditional Confucian notion to hold back any barbarian conquest over Chinese civilization, there lurked a threat in the discourse of the Western Christianity that it seemed to aim at overthrowing the imperial rule of China and finally turning Chinese civilization into the barbarian one, especially when this threat of discourse was likely proved to be real in the espionage and armed harassment in the southeast coast of China by the

Western colonists. From this point of view, the image of the West in the eyes of those anti-Christianity intellectuals was turned out to be harmful when the European astronomy and mathematic science were blamed as the sinister attempt to subvert the metaphysic basis of the supreme power discourse for the imperial rule in China; as well as when the analogy with, criticism against and transformation of Confucianism by Christian discourse were labelled as the conspiracy to supersede the Confucian tradition and cultural values with the Christian one. Since then, the missionary activities of those churchmen in China were viewed politically as the rebelling against the imperial rule, and culturally the barbarian conquest over Chinese civilization. And thus, the image discourse of the West became the “sinister barbarian” and was mostly expressed in the anti-Christian Movement both in Nanjing and Fujian Province.

The anti-Christian Movement in the late Ming Dynasty was the first case of large-scale confrontation between Confucianism and Christianity since the missionaries’ entry into China. The anti-Christian sentiment was aroused and became stronger and stronger as the missionary strategy was adjusted from accommodating to Chinese culture tradition to showing more heterogeneity of Christianity. Thus, the heterogeneity of Christianity not only reinforced the innate idea of Confucian superiority over the foreign barbarians but also triggered the anti-Christian movement in Nanjing and Fujian Province. The image of the western civilization was transformed from the “Western Confucianism (*Xiru*)” to the “sinister barbarian (*Jiaoyi*)”, because the discourse of the West to present its image was no longer beneficial to the imperial rule of China with its subversive meaning based on its heterodox against Confucianism. The incompatibility of Christian theology with Neo-Confucian dogmas, the mainstream ideology in the Ming Dynasty, was viewed by some conservative Chinese scholar-officials as the heterodox attempting to tamper with orthodoxy Confucianism. According to Mungello’s research, Neo-Confucian morality was based upon a cosmological ground that had explicit religious dimensions. And this is the reason why Matteo Ricci and other Jesuits criticized Neo-Confucianism and favored the “original Confucianism” of Confucius, which lacked these religious elements that conflicted with Christianity (Mungello, 2009, p. 55). Thus, there was an opportunity for the triumph of the missionaries, as the best way to Christianize Confucian China was to supersede all the religious elements in its cultural traditions with the Christian ones. For this reason, the missionaries mocked the religious belief of Buddhism and Taoism by exposing the fallacies in their doctrines and criticized the metaphysic basis of Neo-Confucianism by showing the illogic points in its cosmology, namely, the Diagram of the Supreme Ultimate (*Taiji*).

From this perspective, it is easy understand that the conservative scholar officials of China, in their vigilant and sensitive eyes, viewed the spread of Western Learning in China as the subversive movement, sinisterly aiming at transforming China from the Confucian civilization into the Christian barbarian land. Shen Que, the leading scholar official in the anti-Christian Movement in Nanjing argued in his report to the emperor that the western astronomy introduced by the Jesuits was sinister with its intent to overthrow the primary ground of Confucian moral laws and orders that held since the time of Yao and Shun (Xia Guiqi, 1996, p. 61). Shen’s accusation exposed the missionaries’ ultimate goal to Christianize China that seemed to be verified in a series of preaching actions. The preaching actions, such as worshipping a criminal (Jesus) instead of the Emperor, loving God instead of one’s ancestors, practicing rites that involved mixed sexes in debauchery, were all in serious conflict with Chinese cultural traditions and thus, incurred the indignation of the conservative intellectuals of China. Shen Que even compared the Christians with the outlawed White Lotus sect based on his suspicion of their rebellious actions like holding secret meetings, building a cross on the church with the symbolic meaning to defy the imperial

rules, and making covert contact with European colonists who militarily harassed China's southeast coastal areas. In the eyes of those intellectuals who held a quite negative image of the West, the similarity between Christians and the White Lotus sect, a rebellious organization, meant that their prejudice upon the Christian civilization was built on their solid faith in Confucianism as the supreme universal truth. Therefore, the key to construct an image with its negative or positive sense about the other lies in the struggle over the discourse about the supreme universal truth between the subject and the object in the image construction. For the subject, the image constructor and the object, the image presenter, the supreme universal truth plays an important role as the Big Other with which one is identified and according to which, the negativity and positivity of an image is thus judged.

With this in mind, one could easily explain that the negative image of the West constructed by the intellectuals in the anti-Christian movement was actually the discourse of Confucianism idealized as the supreme universal truth and that the positive image meant the acceptance of the Christianity discoursed as the Big Other. According to the theory of imagology, the image with negative description usually functions as ideology to reinforce one's cultural identity by demonizing the other, while the image depicted positively plays the role of utopia to criticize one's cultural reality by idealizing the other in fantasy (Moura, 2001, pp. 31-40). Therefore, the reason why the image construction of the West was diversified among the intellectuals in the anti-Christian movement could be explained as the discourse struggle between Confucianism and Christianity over the supreme universal truth. As for the intellectuals with a positive image of the West, the Christians bragging about the scientific truth in their teachings and wrapping the heterogeneity in the accommodation strategy presented an image with a discourse of the supreme universal truth as that of Confucianism. And for the pro-Christianity intellectuals, to accept such an image presented by the missionaries meant to admit the moral corruptive reality in the mirror image forged by the Christian civilization discourse which was quite conformed to the moral norm of "original Confucianism". In this way, the image of the West constructed by the pro-Christianity intellectuals was more like a fantasy with Confucian idealism in ancient China than the one with Christianity doctrines. The attempt to Christianize Confucian China by the missionaries thus failed in the shift of the discourse from superseding religious elements in Confucianism with Christian ones to a new belief with Christianity transplanted on Confucianism, referred to by Zürcher (1997) as Confucian Monotheism.

Conclusion

Thus, it can be seen that the image of the West constructed by the intellectuals in the Ming Dynasty was not an unchanging static one, but rather it presented itself as a dynamic division in the discourse interaction between the Chinese and Western civilizations. Therefore, the evolution of the image of the West reflected more of the struggle between the self and the foreign other in a discourse of the universal supreme truth over the Big Other, with which the subject of the self is identified, than the consequence of the evolution of the subject's own cultural identity. More specifically, the discourse of the Western Christian Civilization, together with its knowledge of scientific truth, was aimed to present an image of the West in an expression of the supreme universal truth as the mirror image of the Big Other, which was served as the ultimate basis to criticize and transform the cultural reality of China. Though the mirror image of the West, with its accommodation of Catholicism to Confucianism, was identified with the Confucian cultural idealism and thus, established the basis for the pro-Christianity literati to construct a positive image of the West, it was further confirmed that the cultural idealism of Confucianism, rather than that of Catholicism, became the Big Other for the identification of Chinese civilization. While the

anti-Christianity intellectuals directly rejected the mirror image of the West as the criteria to criticize the cultural reality in China, and even conversely advocated in their conservative notion of Sinocentrism the traditional cultural idealism of Confucianism which held fast as the Big Other with supreme truth. Thus, it can be inferred that the division in the construction of the image of the West by the intellectuals in the Ming Dynasty not only manifested the interaction of confrontation and communication between the discourse of China and the West civilization, but also suggested that the traditional cultural idealism of Confucianism, while competing with the discourse of Christian civilization of the West for the Big Other of universal supreme truth, was constantly resorting to its culture resources for the legitimacy to criticize the culture reality of both the foreign other and the domestic self. In other words, theoretically, the image construction of the foreign other by the subject actually reveals that the subjectivity per se is not in an unchanging static status, but rather in a dynamic evolution of the intersubjectivity which is produced in the interaction between the subject of the self and the foreign other.

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Research on the Manchu Diet Culture Development under the Perspective of Tourism

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[Abstract] Culture is the key to regional tourism competition, and research about the characteristics of cultural tourism resources development is being brought into sharp focus. The Manchu diet culture has both abundant resources and regional characteristics. This article presents innovative ideas under the theme of the operability of the Manchu diet culture development strategy, with the Manchu birthplace, Liaoning, as an example, through the theme planning, the individuality expression, multi-cultures, branding, and innovation mechanism model framework.

[Keywords] Manchu; diet culture; tourism development

Introduction

Manchu is the largest minority group of the most special ones in China. Rheological and social integration of more than three thousand years have gradually weakened the nation's culture or even made it disappear. Only diet culture is still living in the real social life by sending out ethnic flavor, but it also faces a crisis of localization. As a typical form of ethnic identity symbol, playing the national unity and cohesion of diet culture, affinity, enlightenment, and other functions, the inheritance and protection of the Manchu diet culture is of great significance. "Diet as life's Zhi Le, table is the paradise of happiness" (Zhou, 2010). Characteristic food culture connotation is rich; it has all the attributes of tourism resources. It can meet the multiple needs of tourists, from eating, appreciation, learning, making and playing. The Manchu diet culture as an important national intelligence, hub development tourism attraction, and has a strong expansion drive. Digging deeper into the Manchu diet culture, and together with creativity, hotels, farmhouse, and events, etc., will form a unique and attractive cultural theme, which in turn can be fully expressed through the commercialization of cultural themes, will be the key means to innovate the Manchu diet culture theme tourism development, as well as to protect the ethnic culture.

Concept on the Manchu Diet Culture Development

The Levels of Pioneers of the Manchu Diet Culture

Manchu history can be traced back to the pre-Qin period. Fishing and gathering were the Manchu's main lifestyle; they still liked raw food and cold drinks, and woodenware and birch bark were their main diet appliances (Yu, 1986). In the Yuan dynasty, several high grades of complete dinners of the Nv Zhen diet emerged in the < Necessary work at home > "eating category"; there was a record of about six Nv Zhen dishes in the Yuan dynasty. After the middle period of the Ming dynasty, the Nv Zhen people lived an original life of gathering and fishing, but the proportion of agricultural production became more important.

We can see the diet culture formed by the ancient Manchu people in the economic stage of fishing and hunting during the long period was just a simple adaptation to the environment to maintain survival as the first element in the primary level.

The Manchu Diet Culture Level After Entering the Hierarchy

In 1635, Huang Tai-ji formally changed to a tribe known as Manchu; it's the symbol of its formation. Manchu as an original ethnic became the ruler of the central plain, and the changes of the ecological and social cultural environment produced a special Manchu Qing dynasty diet culture (Liu, & Zhang, 2007).

Complexity of the definition of “culture” determines the difficulty of the “food culture” scientific definition. From the form, the diet culture “includes material and spiritual form – the former mainly includes the choice of food, processing, and eating utensils, etc.; the latter embodies people’s cognition to the food, such as the concept of diet, and eating behavior, etc. It is the embodiment of the mental activity on the eating behavior” (Li, 2002). The Manchu diet culture should be the sum of the material, mental state and functional state (Zhou, 2011). Over the years, the research mainly focused on the original material of food, diet characteristics, special diet, development and influence of the diet culture (Lin, & Su, 2015), etc. Han Jing and other people have discussed the Manchu diet culture from the perspective of experience tourism (Han, & Qi, 2007). The Manchu diet culture tourism commercialization, scattered in the local cultural tourism study, has not yet been fully understood or paid theoretical attention to.

Summary of the Manchu Characteristic Diet Culture Tourism Resources

The Manchu Characteristic Culture Tourism Resources of the Staple Food

The Manchu traditional staple food can be divided into pasta, rice and porridge. “Manchu people love pasta; they do not eat rice often. There is a wide variety of food, with deep-fried, steamed, and fried cooking styles. They cook with sugar, or with salt and pepper; they make food into a dragon, butterfly, and flower shape” (Master, 1990). Pasta is an important Manchu staple food, referred as the “pastry bun cake”, which uses various kinds of materials, with various kinds of unique flavors and has the features of being sticky, sweet, sour, and crispy. Sticky is the first feature of the Manchu staple food. In some regions, girls use sticky food as their engagement meal, so their sweethearts “cannot be parted as stick food, our hearts stick together” (Huang, & Shi, 1999). The history, ways of cooking and eating sticky bean paste, Su Zi-ye, pastry bun cakes, glutinous rice cakes, and caramel treats are vivid and interesting (Wang, 2003). The boiled pastry bun cake is called a dumpling, and in the Manchu language, it is also called “Ai Ji Ge Bo”, and the filling is often pork and sour pickled cabbage. The custom of northern people eating dumplings on New Year’s Eve derived from the Manchu traditional festival (He, 2014). Manchu acid Tang looks like noodles, with corn as the main material, popular among the young and the old. Its production technology is unique and graceful; the auxiliary tools are small and exquisite. There are many ways to eat it. Cha Zi, derived from acid Tang, is absolutely a local characteristic of Dan Dong, and there are also many sweet family stories related with it.

The Manchu Characteristic Culture Tourism Resources of Non-Staple Food

The Manchu “dipping” culture. Soy sauce is a main condiment in the Manchu diet, and it can be made into fish, egg, and pork sauce, etc. (Han, 2002). The Manchu people eat by dipping wild vegetables, green Chinese onions, lettuce, cucumbers, and radishes, etc. into dipping sauce; it has become a famous

dipping diet in northeast China. Sauce is also a side dishes for Manchu people; they pay attention to the “four pickle dishes on a table”, and sauce often becomes one of them (Lin, & Su, 2015)

The “curing pickling” culture of the Manchu. The “curing pickling” culture of the Manchu has a long history. Both garden vegetables and wild vegetables can be pickled. Chinese cabbage sauerkraut, “Bo Suo-jie”, as called in the Manchu language, is one of the Manchu original systems of making and storing vegetables so that they can be eaten until the next spring. Chinese cabbage sauerkraut can be eaten in different ways – braised, fried, cold and dressed with sauce, dipping sauce, in a hot pot, in soup, and as a dumpling filling; it is fragrant, but not greasy.

Pot culture of Manchu. Winter is always cold and long in northeast China. To resist hunger and cold, the Manchu people boiled things in a pot in a field in the wild when they went out hunting, gathering or in military war; this was the earliest hotpot. The Manchu hotpot was often multi-purpose copper, using carbon to make fire, it is commonly known as “Chi Guo-zi”. There are all kinds of materials for the hotpot, Chinese cabbage sauerkraut is the most common hotpot on ordinary people’s tables.

The Manchu banquet culture. Food is an effective medium for people to get closer, so the special and colorful Manchu banquet culture arose under the changeable ecological and social cultural circumstance. From the ingredients, there were all-deer banquets, all-sheep banquets, the whole pig banquet, and whole fish banquets, etc., in the Manchu palace. An all-sheep banquet was the result of Islam policy on the Qing dynasty (Liu, & Zhang, 2007). The Imperial banquet embodies an elegant culture and the royal life style. From the people who participate in the banquet, it can be divided into the imperial clan, the clan feast, the nine old feast, the thousand feast, and the family dinner, etc. From its function, it can be divided into weddings, funeral banquets, sacrifices, and so on. The “Manchu-Han full banquet” is the best expression of integration features. From a social class, the Manchu traditional non-staple food is mainly composed of home cooking, imperial cooking, government cooking, and local cooking in a wide range of designs; the main raw materials are wild products from the northeast mountain, local products and vegetables from gardens and they are so-called “communities depend”. The Manchu dishes give priority to meat, and pork occupies a large proportion.

The Manchu Characteristic Culture Tourism Resources of Drinks

Liking to drink and being good at brewing was the Manchu ancients “chew rice into wine” tradition and was also a positive adaptation to the cold climate. There is rice wine, milk wine, liquor, Song Ling wine, sake and ginseng drink, etc. Yellow rice wine is one of the Manchu’s favorite drinks. The most expensive Manchu wine in the Qing dynasty was Song Ling wine; the most special brewing craft lies in the way of storage. Dao Guang Er Wu white wine is the only wine which follows the ancient Manchu wine-making craft currently in China. Manchu people like to drink “Hu Mi tea” in their daily life, frying rice into paste and then mixing it with water. This kind of “tea” smells strong and fragrant. It can stimulate the spleen and stomach, and help digestion. In the summer, they drink “acid” and “heat” soup. “Acid” soup is boiled with vinegar, and sugar. It is drunk after cooling and tastes sour, sweet and is refreshing. “Heat” soup is boiled with herbal tea.

The Manchu Culture Tourism Resources of Diet Etiquette and Eating Customs

The latter Kim ruling class used a lot of Han people and accepted their management policy to guarantee their ruling power and to conquer the Ming dynasty. Thus, the Han feudal etiquette and diet culture thoughts came into the Manchu ancient society, such as various wedding etiquette, and a sacrificial food system.

After Huang Tai ji became the emperor, the Manchu sacrificial food system was truly completed, and became a national custom. A “fresh” system came into being, and there was a strict system of slaughter, and meat provisions, etc. Sacrifices and Manchu dishes mixed well together. On the Manchu folk New Year’s Day, people offer black pudding to solo rod (god); Sacrifices to faint night, then they turned into a wild ginseng dipper elbow, seven stars mutton, seven stars crab dishes; Glutinous rice cake is the offering of the “sacrifice” to Tiao Shen; the Manchu believed in shamanism (Tiao Shen),and they believed all things have a spirit; there was even a mushroom god. This shows how important mushrooms were in ancient Manchu life.

The Manchu Tourism Resources of Diet Literature

The beauty of the diet is an important aspect of Chinese aesthetics, and the Manchu produced a large number of folk literature about the diet culture under the stimulus of the diet. Among them, there are some books about food sources and taboos, such as <Nuerhachi and “gold meat”>, <sticky mouse>, <Nuerhachi and “Hansen”> and so on. Folk diet stories include <“Emperor Kang Xi and Jin Zhou dishes”>, <“Qian Long Beggar’s Chicken”> and so on. There are also some folk songs about the diet, such as the life song, the song of Shang Liang, the song of god and so on.

The Development Mechanism Innovation of the Manchu Diet Culture Tourism

Theme Planning to Innovate the Manchu Diet Culture Tourism Concept

Theme planning needs to create a unique creative perspective, refine the theme concept, and grasp the specificity, uniqueness and marketability of the theme. Theme positioning has to be established scientifically and carefully according to the project target size and relevant policies and regulations, analysis of the demand changes of the market, and a dynamic grasp of the motive and the change of psychological needs of target populations considering the time, space environment for the development of the Manchu diet culture, connotation and characteristics.

Individuality Expressing to Innovate the Manchu Diet Culture Tourism Function

With integration, the diet custom blended the Manchu, Mongol, Han, Korean and other cultural elements in northeast China. Through cultural mapping (Cao, 2012), it expresses the differences of the diet culture of the Manchu settlements, by the creative tourism transformation, and by influencing the tourists experience to affect the sustainable development of local tourism. Meanwhile, the development of tourism influences the local community’s economy, culture, and environment. Ultimately, it affects the local community’s culture protection and inheritance.

Diversity Intermingling to Innovate the Manchu Diet Culture Tourism Path

Many related industries associated with the food culture tourism and derived from the Manchu diet culture cover the first, second and third industry. The Manchu diet culture becomes a breakthrough point to promote the development of regional tourism by elements, industry, means, creativity integration and developing a tourism product chain. At the same time, tourism development will promote the food and beverage industry, as well as the development of Manchu diet culture. The three dialectical interactions promote each other.

Brand Modeling to Innovate the Manchu Diet Culture Tourism Benefit

Brand modeling, in fact, integrates existing resources with available resources. With the abundant Manchu diet culture tourism resources, people need to change ideas, and shape the characteristics of Manchu diet

culture tourism brand image to reinforce the regional tourism competitiveness to realize the sustainable development of tourism benefits through product support and creative packaging.

Framework Modeling to Innovate the Manchu Diet Culture Tourism Product Pedigree

Tourism product development is often a dynamic development model and a general self-organization dynamic development model. Each has advantages and disadvantages. The comprehensive power development model with government as a guide, with professional cooperatives as the carrier, and community participation as the main body helps to avoid the Manchu diet culture tourism product disadvantages.

The Manchu Diet Culture Tourism Product Development Countermeasures

Certified Restaurants are Important Links for Manchu Diet Culture Tourism Development

In today's society, people pay more attention to national innovation, culture and characteristics. Liaoning province is the birthplace of the Manchu, so Manchu people live in every place across the province. The population of Manchu is 5.38 million, more than 50% of the total population, which is the number one minority in China. There are few star hotels developing Manchu theme food styles, and statistics show that there is only one hotel featured as with a Manchu historical culture theme in Shenyang, and there is none in Dandong. Manchu diet culture tourism resources are in a variety of forms; their connotations are rich and have a long history. If combined with tourism designated restaurants (hotels), they will become an international hotel with Chinese characteristics that will make hotels more competitive in the region. These certified restaurants (hotels) can provide guests with an auditory and visual feast not only by the taste of the dishes, but also by combining of elements, such as choosing the location carefully, image planning, theme designing, food composition, food culture implant, and service characteristics. The hotel can also become a Manchu cultural tourist attraction through extension products.

"Farm Stay" is the Main Way to Innovate and Develop the Manchu Diet Culture Tourism Products

There are the Xin Bin, Xiu Yan, Qing Yuan, Ben Xi, Huan Ren, and Kuan Dian Manchu autonomous counties in Liaoning, which are the roots for Manchu diet culture resources. But in many areas, the "farm stay" is only a state of chess with a meal; the homogeneity phenomenon is serious. To make the "farm stay" an experience place of the Manchu diet culture, people need to change from a single product model to a comprehensive product model to make the "farm stay" theme become a focal point of rural tourism. For example, people can create food classrooms, let tourists pick their ingredients, capture the poultry, and participate in the food processing so they experience the traditional Manchu rural life themselves. They can make traditional eating utensils, which may become a souvenir in a farm shop, operate characteristic Manchu processed foods, such as bean paste, caramel treats, pastries, and snacks, etc. In the "interactive farmhouse", tourists can interact with home regulations, traditions, customs, history of cuisine and unique meanings. There could also be a mushroom theme park operation, for example.

The Manchu Garden is an Important Carrier to Develop the Manchu Diet Culture Tourism Product

A batch of folk museums, exhibition halls and national gardens that display Manchu customs has been built all over Liaoning Manchu populated areas. Taking the first national Manchu folk museum of Xin Bin Manchu autonomous county as an example, there are eight galleries with more than 600 exhibits, but there are only a few about Manchu diet culture products. Manchu diet culture tourism resources are displayed

through pictures, objects, images, animation, quizzes and other forms of the excavation; they are important carriers for Manchu diet culture tourism product. Based on cultural scenic spots, all kinds of festival activities will come into being, such as the “hot pot”, “food festival”, and “fishing day”, etc.

Tourism Commodity is the Mobile Business Card to Develop Manchu Diet Tourism Products

Currently, tourists are mostly unable to find a typical characteristic Manchu tourism product or souvenir that they can take with them. The Manchu diet culture tourism commodity has to be combined with the cultural creative industry and draw lessons from foreign experience to show its theme in a flexible and varied form, a lively and lovely image, and a rich and colorful theme, as well as have unique features of the innovation of introduced talents and local artisans, such as a miniature model, films, etc., and gradually they will become competitive in this area.

Conclusion

In the case of too much of the Manchu diet culture tourism resources and the lack of integration development, the main problem is the lack of innovation consciousness and cultural tourism creative talents. Local governments need to act as the organizers and guides, play the role of industry associations, and strengthen the training of county creative talents. The innovation and development of the Manchu diet culture tourism product is a systems engineering project, and it is also the direction and trend of development in the future, so the study space is huge from theory to practice.

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Cross-Cultural Composition and the Zi-Centered Theory

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[Abstract] The systematic negative transfers engendered thus can be easily obtained in four dimensions of cross-cultural composition, namely forms, uses, grammar and texts. Through analysis, this paper maintains that the essential causes lie with the differences between Chinese Zi-centeredness and English Words-as-basic-unit. Then starting from Zi to Words, it explains their motivations, respectively, thus advocating a comparative solution to seek its outlet.

[Keywords] Zi-centered theory; composition across borders; linguistic dimensions; negative transfers

Introduction

It is generally believed that the culture acts correspondingly upon the generation and effect of the texts. In western society one worships and conforms strictly to the expressions of real-attitude ideas or their explicit and coherent flow-out, while the Chinese prefer indirect or roundabout ways of speech in communication in that the hierarchical order and complex relations are hereby attached far more importance to (Young, 1994, p. 120). Although they have studied this issue from several different perspectives, many scholars argue that there ought to be some unique reasons for the interpretation of cultural roles in the production of second language composition. This paper serves as a tentative trial to search those reasons related to cross-cultural factors by means of inter-structural linguistics, which offers a new approach to draw attention to.

Deviations in Composition Across Borders

The cross-cultural negative transference caused by cross-cultural factors may be systematically represented in the following dimensions, showing that it is important to find solutions in this light.

Morphological Strife

The phonetic alphabet is employed by English-native speakers, while hieroglyphics is adopted by the Chinese. English word-formation processes mainly cover three types: derivation, compounding and conversion, when in operation, affixes and word bases often serve as their basis and the positions of their component parts in question can't be altered randomly; for the Chinese, their major technique is none other than compounding whose workouts are mostly made up of radical or monosyllabic morphemes as a great majority are usually positioned flexibly leading to the casual change of the final acquired meanings, such as, "Zhengdou (struggle)", "Douzheng (conflict)", or the like. Another such case involves plurality. Even English major students of higher grades in China normally don't bear in mind the singular or plural forms of the nouns in use. When forming English nouns, they tend to follow the stereotypes encountered in their mother tongue.

Pragmatic Supposition

This hereby refers to the inference of uses of English expressions by extending the pragmatic meanings of their corresponding expressions in Chinese as seen in inappropriate collocations of words, and cultural misjudgment of lexical connotations, etc. As to the former, the different collocations of the Chinese character “da (beat)” ought to be assigned to the various words specified in English. Thus “da dianhua” is equivalent to “call up a phone”; “da shui”, to “fetch water”; “da pai”; to “play cards”; “da maoyi”, to “knit a sweater”, and so on. As to the latter, the Chinese “dragon” serves as an innuendo to royal power, which is a substitute for “dignity, prestige and authority”, whereas in English it simply symbolizes “evil influence”. Or, “Zhangshang Mingzhu (the pearl on one’s palm)” becomes “apple of one’s eye”, and “Huijin Rutu (waste money as if it were as cheap as soil)” becomes “spend money like water”.

Syntactic Diversity

The extent to which the Chinese grammatical practice exerts influence on that of English as represented in cross-cultural composition covers too much, and the mistakes made are amazingly alike. Although the two adhere to the syntactic pattern ‘S+V+O’ strictly on the surface, quite a lot of syntactic differences in typology such as word order, or basic construction, which make the students’ English grammar appear more like that of their native language often lead to some striking errors: the inversion of tenses or aspects, improper choice of predicates, lack of subjects, and paratactic or running-river sentences in composition. Briefly they may be classified into two major types, namely omission of morphological markers and redundant expressions, with the former usually embodied by the absence of connectives beyond clauses or inflectional labels attached to predicates and the missing subjects, and the latter by redundancy in ‘there + be’ or confused sentence order.

Textual Antipodes

The sections of both Chinese and English paragraphs are rather different from each other. First, the criteria on which Chinese paragraphs need to be built can be called ‘casual’, while the English follow the strict rules consistently in that there is only one single and explicit tenor permitted in each paragraph. Thus, the two may be termed in antithesis of emotional to logical section. Secondly, in textual construction, Chinese lining is extended as spirally accumulated which attaches more importance to paratactic arrangement; while English is the linear foregrounding to hypertactic (Kaplan, 1966). Under the influence of cultural negative transference, Chinese students more often, than not, write in cross-cultural composition with more focus on semantic contents, covet the wholeness of paragraphing and regard the inductive as major in textual layout with a result in higher frequency of arbitrary section of paragraphs, occurrence of vague or indeterminate ideas or subjects, default of morphological markers in cohesion, ... etc. (Wen, 2012a).

Analysis on Their Motivation

The authors maintain that all of these phenomena are related to letters or characters, the written forms of language. According to the father of modern linguistics, Ferdinand. de Saussure, there’s a stable convention of passing linguistic knowledge down from mouth-to-mouth among the native speakers, relying on no written forms whatsoever. The nature of language is all along of no concern to its writing system, and linguistic study ought to be conducted without its writing taken into account (Saussure, 2007, p. 49). But to some degree language relies heavily on its writing system, whether phonetic or ideographic, esp. in its historical comparative branch towards which Saussure feels resignedly at a loss, “If a mind is

deprived of letters to think with, most probably what he faces is lack of ideas of what to do in front of a shapeless mess.... Speech sounds which dodge away from their written symbols only represent some vague ideas in that speakers prefer to believe what the words show...” (Saussure, 2007, p. 59). As seen from this, the relationship of interdependence between language and word symbols can't be overthrown easily, so one has to distinguish between the following two cases. One is the dependency of symbols on language, which might as well be called ‘lingua or speech as the basic unit’; the other, vice versa, ‘writing or Zi as the basic unit’.

Different levels of capacities to function against mutation borne at birth may respectively be found in either Chinese or English. The English index against mutation is much lower in that its dominant varieties are lingering everywhere and of higher social dynamicity. One can use English to regulate its writing norm, the former having much more effect on the latter than the other way around, which is said to be lingua or speech-based. The Chinese anti-mutation index is generally held higher and its social stability is higher, as well. As a result of being based on sinogram, the Chinese characters govern the normalization of language that they are embedded in, which function as a basic unit of construction with a triune combination of graphs, sounds and meanings all of which are enclosed in a motivational relationship where the graph-meaning association has to be consistent with that of sound-meaning only to ensure their graphitic embodiment. Otherwise the graphs written down wouldn't be grounded on the objective existence. Viewed from the grammar, the Chinese characters do form the key core of its linguistics, for which at least one can successively find proof for endocentric predicates based on core characters – for example, ‘baobing (remain ill), baobing (become ill suddenly), fabing (fall down with disease), fanbing (be ill), fubing (with illness), wobing (be ill in bed), xiebing (excuse oneself on grounds of illness), yangbing (recuperate)’, and so on. This is the reason why we believe Chinese is a type of language focused on ‘Zi’ as its essence (Xu, 1998, pp. 266/388).

As mentioned above, language and culture are inter-structural. English writing covets the linear structure – normal and orderly – not allowing for the connective bonds between sound and meaning and bearing little relation to the denoted outside in the world of experience, due to which the western culture intends more to set rail to logical arrangements. The basic grammatical units in modern Chinese are phonogram characters directly reflecting their hieroglyphic features, thus being easier to get them associated with the outside world subconsciously. It is during the May 4th period that some Chinese advocate the traditional culture have been retained in the characters in the country (Meng , 2012). What kind of linguistic models for writing remolds what manners of composition? English writing, being symbolist, gives a sense of ‘abstract logicity’ or in parables, ‘mechanic spaciousness’, and generates the microscopic effect of accurate lopsidedness, when employed to express. But the Chinese characters count largely on their hieroglyphic flavor possessing magical logicity or generalized vagueness that is hard to be precisely located in meaning, only to turn to macroscopic all-sided generalization for help (Gu, 2004, pp. 195-196). All the phenomena listed in 2., as belonging to negative transference, are given birth to by such mismatches.

First, viewed from ‘Zi’, it is quite difficult to form a system starting from a ‘word’ in Chinese. The English weak forms such as nominal plurals, verbal tenses and word formation affixes of diverse kinds all have their own explicit functions, where the English plurals are only an addition to its counting system of qualia structure belonging to purely closed convergent sets with no regard to actions or events which finally lead to their insufficient quantification from within compensated for by the mere use of aspects or aspectualizers (Wen, 2012b). But the Chinese characters are mono-syllabic radical morphemes, and the

mainstream of adopting polysemous bi-syllables began later and only become popular so far (XU 1998, p.359). Due to the congenital burden that shackles, there are a lot of limits put on the formation or instantiation of Chinese words, thus the Chinese numbers are being measured by the shapes things look like. Such quantification undertakes the liaison task emitting an overall effect on the grammar around, so things surely can well be counted as well as acts or events are in no need of grammatical aspects for Chinese verbs (Wen, 2012b).

‘Zi’ also exerts a striking influence on word formation structures. Nearly all the majorly employed construction parameters in Chinese are to form compounds in grammatical configuration, and the English formation kinds can be termed quite a lot richer than those in the former. One does not take morphology as seriously for they value parataxis more, which allows limited functional devices, otherwise they would have been borrowed, for example, ensuing from ‘bar’ (‘ba’ in Chinese) ‘jiuba, yangba, wangba, shuiba and ...’ are found, or from ‘gate’ (Chinese ‘men’) more profound ‘yanzhaomen, naifenmen ...’. Accordingly, the more common notions denoted with ‘modifier+head’ in Chinese are expressed by single words in English, such as ‘liyu (carp), heiyu (snakehead), shayu (shark), daiyu (hairtail), where although occasionally similar phenomena can be come across as in ‘man, superman, gunman; westbound, duty bound, hidebound’, they occupy no more than a small portion of a large bulk with poorer performance compared with Chinese. It is believed that lexico-grammar and syntax are present altogether in compounds, so the fact that Chinese morphemes may be positioned flexibly there is just a proof of its syntax being coarse in forms, where the order is left as the only means of representing logical relationship. Whereas to clarify the ambiguity or over-extension brought about by accommodating different formation processes in one and the same construction meanwhile, the English morphemes, used as such, are not as easily interchangeable to shed light on its strictness in syntax.

Secondly, the influence of ‘Zi’ on syntactic structure is consistently inherited all the time. in view of pragmatic convention. As for a symbolic system, the more arbitrary the relationship is between form and meaning, the more linear and hypotactic the structural relationship appears to be. On the contrary, the more motivation one finds, the more nonlinear and paratactic is engendered. The organization of sentences in Chinese follows the nonlinear parataxis of psychological vision, namely the principle of ‘loosely perspectivized’, to make syntactic arrangements. Its typical features include, ‘comma-separated universe as entities’, ‘temporal order foregrounding’, ‘exhaustion of meaning as bounds’ (Shen, 1988, p. 16). Verbs don’t undertake the core role, while the comma-separated universe of discourse emerge as bounds; “90% of Chinese sentences in communication don’t constitute the SVO pattern focused on verbs. The SVO model is not suitable for the Chinese native speakers’ psychological mechanisms. Therefore, the running-river sentences are everywhere in their textual arrangements. The grounding of every comma-separated constituent in logical displays of things is more often regarded as the essence of building Chinese sentences” (Shen, 2001, p. 166). To make a comparison, Chinese syntax is consistent with the bamboo structure: no division between trunks and branches, uncertainty in nodes’ number, indeterminacy in nodes’ bounds, being complex with a mixture of semantic, grammatical and pragmatic factors, hard to define the categories of every intrinsic constituent and pertaining to open sets of syntactic structure whose grammatical analysis has to be made with the help of context of situation. In contrast, the English syntax is held as tree structure whose components branch out from a basic trunk. However complex they are, they always evolve around their parent node; in other words its syntactic habits conform strictly to abstract logic, where case analysis is preferred to overall generalization; deduction to induction, belonging to typically closed structure, not as

closely connected with pragmatic or cognitive factors, which aims at achieving outgoing expressive effects by means of formal strictness (Wen, 2007). Embodied in lexical collocations, the Chinese values semantic outflow emphasizing the overall analogy; the English, with closed formality of logical classification.

Last of all, ‘Zi’ exerts influence on the textual tendency, as well. At this level, a difference is also related to their respective modes of thing. As mentioned above, Westerners rely on the linear analytic thinking model (Kaplan, 1966), possessing something of systematicity, individuality and partial precision, attaching in texture of writing more importance to structural factors and definite functions of clausal elements. While the Chinese with more regard to the spiral one, are used to drawing inferences intuitively and thinking of everything as a unified whole, developing the textual subject spirally in a way both generalized and indeterminate, and thus the Chinese textual structure is supposed to be measured from a macrocosmic and all-sided perspective, intrinsic operation performed mainly by logically semantic trunks.

Conclusion

The various kinds of dominant negative transferences listed above are largely due to the Chinese ontological logic being shifted to that of English subconsciously in cross-cultural composition making the final products inundated with a westernized style. Chinese is always inconsistent with the formal strategies founded by Saussure; in other words, there is an interwoven tension in conflict between the Chinese vagueness and the modernization in pursuit of exactness and quantification (Yu, J., 2012). That’s why we hereby advocate a comparative solution to it seeing ‘word’ as ‘Zi’ not to simply complain about the restrictions or limitations transplanted by Zi-centeredness, but to shed light on the deviations across borders starting from the fundamental difference in units of grammar.

‘Zi’ is made up of character radicals, rather suitable to be called ‘letter morphemes’, whose number is quite limited. There are 560 ones listed by *Chinese Characters Fundamental Radicals* promulgated on Dec. 1st, 1997, while there are only 250 in *Word Ocean Dictionary*, 1999. Even in the most recent *Modern Chinese Dictionary: CE Contrasts* published in 2002, there are no more than 213. How many letters, on earth, are there in Chinese? It is still an issue ready to be agreed on, but one may use quite a limited number of radicals, namely 200 or so, to create an awful lot of, up to millions of characters. Similar to this, although there is a large vocabulary in English, most of them consist of roots and affixes like radicals. According to Zeiger’s *English Encyclopedia*, English morphemes amount to 545, including 359 roots and 186 affixes. Here, one can see that radical components and morphemic components are both practical tools in limited quantities with strong productivity. Thus, the English morphemes are equivalent to the Chinese radicals in function, so to help obtain lexical meaning from the contexts, exterminate the negative transference from Chinese as much as possible and promote the study efficiency, the English word formation ought to be figured out from the radicals of ‘Zi’ in Chinese, of which good command is comprehensively expected.

In the long run, ‘Zi’ is somewhat different from ‘word’. Some Chinese characters themselves can be component morphemes akin to radicals in English word formation, for example, ‘Putao’, ‘Qiaokeli’, and so on. If broken apart, ‘pu’ and ‘tao’, or ‘qiao’, ‘ke’ and ‘li’ do not constitute independent morphemes directed at the meanings of their compounds either. For compounding is overwhelmingly one of its kind in Chinese, except for few components that alter their accomplished positions, such as the ones positioned in front like ‘geng (more)’, ‘ting (rather)’ or the rear-positioned ‘ma?’, ‘ni?’, ‘ba (isn’t it?)’, almost all of

them can be removed flexibly even with some so-called prefixes or suffixes often treated as content words at every chance in Chinese. The meaning of the words made up of the same clusters of characters are likely to be changed together with the shift of their internal graphitic orders, as is found in ‘heping (peace)’ and ‘pinghe (calm)’, ‘jisuan (calculate)’ and ‘suanji (frame)’, ‘haoting (good to listen)’ and ‘tinghao (listen well)’, ...etc. There are only a few exceptions like ‘xiongdi, dixiong (brothers)’, ‘jiankang, kangjian (sanity)’, ‘laiwang, wanglai(come and go)’, whose meanings remain intact after being inverted, but in English the components of a compound are generally positioned fixedly, not to be altered slightly; in other words the internal structure of English words, their external collocations or lexicon result from the inward condensation of syntax, while for Chinese, the iconic mechanisms of both syntax and lexicon tally highly with each other in flexibility. So, one has to avoid the Chinese ‘loose chains’ as much as possible, try to encode the semantic universe in its due order fostering the graded consciousness of logical syntax when building English sentences or texts based on the linear, partial precision revealed by its morphology, and gradually entrench such a habit of ‘you-attitude’ thinking.

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The Reception and Popularity of English TV Series *Sherlock* in China

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[Abstract] This paper, based on 193 valid questionnaires, in terms of the type of audiences and their attractions, and its comparison with other contemporaneous TV series, tries to find out the reasons for the popularity of the English TV series “*Sherlock Holmes*” in China. The visual stimulation, elegant scenes, script plots and the characters’ excellent performances are most attractive for the student group. Furthermore, the development of Internet and the purpose of learning English are tantamount to indirectly accelerating the dissemination of *Sherlock* to students. As for the white-collars, the humorous language and the charming theme are equally important. However, among the elders, the gentlemen culture in *Sherlock* is tempting. Therefore, the positive energy in the high-quality English series “*Sherlock*” is an invaluable cultural resource for the Chinese audience.

[Keywords] questionnaire; “*Sherlock*”; popularity; audience types

Introduction

Sherlock Holmes, a television series produced by the BBC in 2010, was adapted from a famous fictional private detective novel, *The Complete Sherlock Holmes*, created by 20th Century British novelist, Sir Arthur Conan Doyle (1895-1930). As an updated edition, it takes the background from the 19th Century to the 21st Century. Sherlock Holmes, the fashionable and talented detective with his fantastic assistant John Watson, is facing a series of dangerous and unusual events in London. Nowadays, it is very popular with both teenagers and adults in China. Why has it become one of the most highly anticipated play series in China since it was published? How is it accepted? Maybe, different groups of people have different understandings and appreciations of this widespread British play series. This author tries to find out the answers, based on a questionnaire, which consists of several questions, including the jobs and ages of the interviewees, and reasons why it holds a great attraction for them. In the questionnaire, the audiences of this play can be classified into 3 groups: young college students, white-collar clerks in offices, and even adults above 40 years old, according to their jobs and ages. Each group has its own special appreciations for the play, which can outline the reception and popularity of the play series, *Sherlock*, in China.

British and American TV Play Series Began to Land in China Through Video Networks

Early in the 1980s, British TV plays were imported into China and began to be broadcasted in many different TV stations. At the beginning, they aroused no attention among the Chinese audience, but some of the TV series such as *Pride and Prejudice* (*Pride and Prejudice*, 1995) impressed these audiences a lot. And more importantly, Chinese audiences had more access to British TV plays, due to the technological development of modern society, richer network resources, free screen translations and so on. *Doctor Who*, *IT Crowd*, and *Skins*, etc., have already attracted a large group of steadfast fans. In 2010, two plays, *Sherlock Holmes* and *Downton Abbey*, became suddenly popular and outstanding among all the series and attracted more people’s attention. In 2013, Youku and Tudou, two important video networks in China, signed an agreement with the BBC and had the sole rights for the spontaneous broadcast of the third season of *Sherlock Holmes* with screen translations in Chinese provided by official BBC translators. On the first day it was broadcast on the network, it had over 5 million hits which aroused the focus and attention of fans and

media (Ke, 2014). Now, *Sherlock Holmes* has become a household TV plays series and has a large group of fans that can be classified into 3 quite different types, including a young student group, white collars, and older people.

Several factors can be used to explain why Chinese audiences watch *Sherlock Holmes*, among which new media technology has become an unavoidable factor. It has not only provided the high possibility for cross-cultural communications of TV plays, but also a platform for fans to watch these plays and exchange their ideas for watching. If we explore the reasons for these plays' dissemination and the reception of these cross-cultural products, we will first explore the network video and the watching community. Considering the study of reception of foreign TV plays in China by Chinese scholars, four aspects were mainly focused on: first, an important analysis of channels and technology in their communications and their effects upon the audiences watching them (Ma, 2012). Second, the demographic characteristics and viewing motivations of the audience were studied by doing the questionnaire (Wen, 2009; Hou, 2011). Third, how TV fans understood the media culture and their cultural constructions after viewing the plays was explored (Lin, & Tong, 2009; Hu, 2008). By choosing college students as a special audience and one episode as a case study, the reception of the American play was explored (Zhou, 2011). Fourth, trying to find the reasons for foreign TV plays' popularity in China and studying the features of foreign TV plays was researched (Guo, 2009; Liu, 2010). In total, the study of the fans of the wonderful American and British TV plays is still in an initial stage, waiting for the further study. In terms of the dissemination of these plays, Chinese scholars have seriously ignored the fans' attention to the cultural features of TV play in the new media background from our experience. Their studies were more focused upon the analysis of the plays' manuscripts, and less on the audiences, their consumption, and reception and so on, based on two most popular TV plays, *Sherlock Holmes* and *Downton Abbey* (Xing, 2013; Zhu, 2012; Zhang, 2012; Liu, 2012). But so far, few studies on the audience, especially fans of British plays, have been found. Therefore, this article aims to analyze the audience of British plays from cross-cultural dissemination by questionnaire.

Sherlock Holmes, as a mini-play from Britain, is very popular on the internet in China. The majority of Chinese audiences watch *Sherlock Holmes* through the Internet, or through other channels and ways. To investigate the reasons for its popularity, this author tries to conduct a questionnaire survey among the audience to learn what its charms are for different types of audiences. The questionnaire was filled out by 200 people who responded to my questions with patience, and 193 effective questionnaires were acquired, which included 75 students, 76 white collars (under the age of 40) and 42 for the elders (above 40 years old). Among the interviewees, age is an important factor which needs consideration. The data shows that almost all the viewers are young and no more than 40 years old, with those born in the 1980s and 1990s as the majority. They are the main consumers of network plays. Although their number is no sharply different, their reasons for this play are quite different and they have their own preferences.

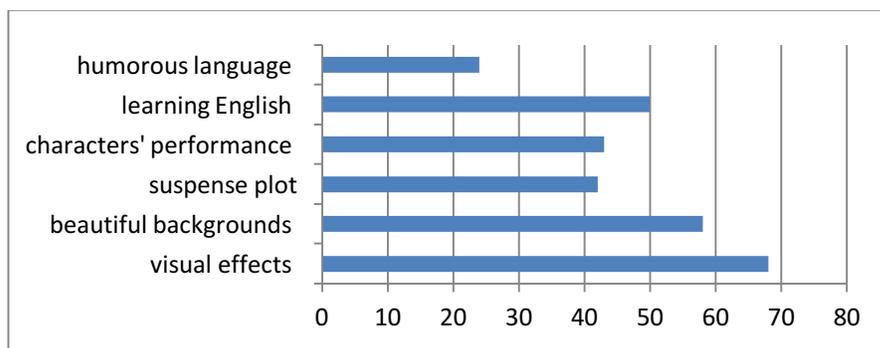
The Popularity of Sherlock Holmes with Students' Viewers

Among the 75 student viewers of *Sherlock Holmes*, 9 (12%) were cult fans who never miss an episode, 45 students (60%) were enthusiastic fans who have seen a majority of episodes in the series, and 15 (20%) were consumers who have heard about *Sherlock Holmes*, but never seen an episode, and 6 students (8%) have never heard of it at all. From the data, it is obvious to see that *Sherlock Holmes* has spread very quickly among students, who account for more than 70% of the viewing audience.

According to the data from the questionnaire, student viewers have spent more hours in surveying the internet than the other two types. Twenty-five percent (25%) of the students spend 1-2 hours each day in

the network, and 37% have spent 3-5 hours in the internet. In terms of time they have spent in watching plays, 48% of the students have spent 3-5 hours and 27% have usually spent 1 hour. The major reasons why *Sherlock Holmes* is especially popular with young students, especially college students aged 18-22 years old, lie in its stunning visual effects, its fluctuating plots and beautiful backgrounds, as well as the wonderful performances of the characters in the play. Another important motivation that students have in watching this play is their need to learn English. Among the 75 student interviewees, we found what attracted the students most was the play's stunning visual effects, which was chosen by 68 students, ranking first among the 6 choice items. The second choice item (58 interviewees) was the beautiful backgrounds. However, the number of students wanting to learn English was 50, ranking third. This may be because of the college students' strong motivation for watching the series. The details can be seen in Chart 1 below.

Chart 1. The Ranking of Attractions for Student Viewers of *Sherlock Holmes*



Stunning visual effects are likely to be the greatest attractions for students. *Sherlock Holmes* can be called a big-budget production series like a Hollywood movie. When Sherlock Holmes is in the center of the screen, various shooting methods are always being used from below and above, and the camera lenses are frequently used for purposeful distortions to strengthen Sherlock's image, to make him seem more handsome and attractive. Sometimes people in the plays purposely hide behind and only take up a little narrow visual space to show their inner tensions and pressure. This visual effect in this play is special and enjoyable for the viewers and is preferred by this group.

Plenty of "suspense" and unpredictable plots have frequently shocked the audience. Every episode is full of clues in the beginning, but these clues stop abruptly when the story reaches a crucial moment. In analyzing each case, the series often expresses Sherlock's dynamic thinking with the help of a mobile screen of Chinese words, rather than other common expressive methods, like an internal monologue. The appearance and movement of these screen words interweave a clue with case-related characters and objects, which keeps the audiences intent while saving time and speeding up the rhythm. As a detective story series, *Sherlock Holmes* not has only winding plots and rich and varied characters, but also has complex and deep meanings conveyed by the plots. Investigating the cases is usually taken as one main line, with all minor characters and emotional clues as auxiliaries for it. There are fast-moving plots and a slow reasoning process. Structurally, every series is fragmented and independent from each other, showing its own complete story as a movie, but a certain continuity still exists among the series.

Another important element lies in the characters' excellent performance. The excellent actors in *Sherlock Holmes* are well recognized, which is one of reasons that make the series so popular. Benedict Cumberbatch who plays Sherlock Holmes charms a lot of young students with his performance, and has received many awards that are the best proof of his excellent performance: BAFTA Nomination for Leading

Actor in 2011; BAFTA Nomination for Leading Actor in 2012; Emmy Award for Outstanding Lead Actor in a Miniseries or a Movie in 2012; USA Golden Globe Nomination for Outstanding Lead Actor in a Miniseries or a Movie in 2013; Emmy Award for Outstanding Lead Actor in a Miniseries or a Movie in 2014. Another important figure in the play is Watson, acted by Martin Freeman, who also has received a long list of awards, such as the BAFTA for Best Supporting Actor in 2011, BAFTA Nomination for Best Supporting Actor in 2012, Emmy Award for Best Supporting Actor in a Miniseries or a Movie in 2012 and Emmy Award for Best Supporting Actor in a Miniseries or a Movie in 2014. Another supporting figure is Moriarty, acted by Andrew Scott, who received a BAFTA for Best Supporting Actor in 2012.

One of the most important motivations for young students to watch TV series is to learn English. First, what's clear is that an English TV series is helpful for students to learn English pronunciation. Phonetics is one of the basic elements in English language learning, including word pronunciation, sentence stress, pause and liaison in the dialogue process. And in different contexts, different tones and rhythms are not available in the classroom or daily life if students don't talk with people who are native English speakers. But when students watch an English TV series, they are in a position to learn the language habits from authentic English pronunciation. The English TV series *Sherlock Holmes* changes the background from the nineteenth century to the twenty-first century, telling a dangerous and unusual adventure of fashionable detective, Sherlock, and his assistant, Watson. It is good that students can enjoy the beautiful scenery and imitate the tone of the voices at the same time.

Second, traditional teaching is knowledge-based, sticking to the classroom, and is monotonous and dull. Because of less positive interactions between teachers and students, students are always feeling bored in the classroom, naturally losing their motivation for learning English. In this context, students have no interest in learning. However, *Sherlock Holmes'* plot is so compact and attractive that it can attract the audience's attention. By watching TV plays, students can learn about the English-speaking countries much better, including the culture, lifestyle and so on.

The Popularity of Sherlock with White-Collar Viewers

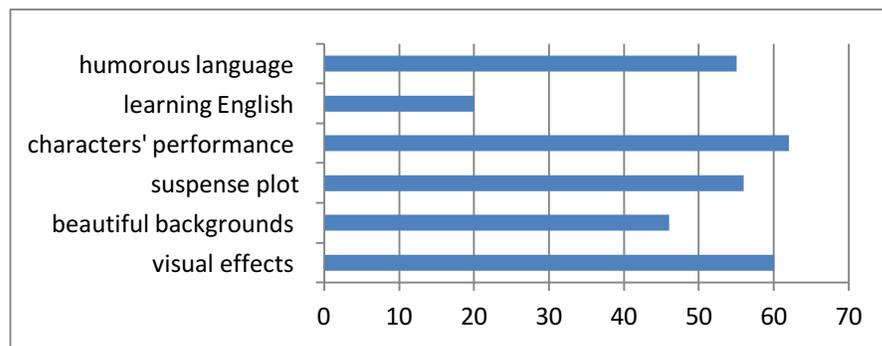
The total population of the White-Collar viewers, roughly aged 25 to 40 years old, was 76. Among the 76 viewers, 3 (3.9%) were cult fans of *Sherlock Holmes* who never missed an episode, 27 white-collar viewers (35.5%), called enthusiastic fans, have seen a few episodes, 26 (34.2%), called consumers, have heard about *Sherlock Holmes*, but haven't seen it, and 20 (26%), called non-fans, have never heard about this English series. The data shows that over 60% of the respondents, including consumers and non-fans, have been classified into a group of those who are not interested in this English series. Compared with the college students' viewers, this group of audience shows less interest in *Sherlock Holmes* because of limited time and definitely because of their more sound judgment.

There is no doubt that the white-collar viewers are also paying attention to the visual effects and plots and so on, but the most important reason for its popularity among this age group is the humorous language and detective plot between characters in this play, which can make viewers or audiences enjoy the conversations. Humor, as a special language, can be closely related to the characters in this play. There is occasional humor and jokes inserted into the dialogue, which seems vivid and natural. In the play, the hero, Sherlock Holmes has a sense of humor, which can also be seen in his assistant, Watson, and his opponents. This funny and humorous language has become one of the special features in the play. Humor, as an essential part of language art, can be regarded as a flavoring agent of one's dull life. In *Sherlock Holmes*, we can see a lot of humorous language, which brings a lot of enjoyment to audiences while they are

confronted with the tense situations. Therefore, *Sherlock Holmes* can be very successful, both in the characters' humor or in showing humorous charms in art.

From the data analysis of the questionnaire, it is not hard to see that many of the white-collar workers, especially those working in offices, were fascinated with *Sherlock Holmes* because they were more interested in the detective story than the young students. Sir Arthur Conan Doyle was a master of the detective story and famous for his suspense plots. Thus, it is not difficult to figure out that there are so many people watching this English TV series that has been adapted from Doyle's *Sherlock Holmes* but more close to modern life. "Suspense" is an expectation and eagerness of readers, audiences and viewers for the ups and downs of characters and of the development of plots. Suspense is an expressive technique in novels, plays, films and television, similar literary works, and also an important device for arousing readers (Lu, 2004). Ancient storytellers in China were always using suspense in storytelling, "if you want to know more about the story, please patiently wait for next time," which was frequently used at the end of each season. Here, there's a need to say this because the soonest broadcast of the next season will be in one year. But how to design the "suspense" to make the viewers still remember the play needs the participatory creations of playwrights, directors and actors and actresses and so on. Therefore, the strong eagerness for knowing the fact will guarantee a higher viewing rate for the next season of *Sherlock Holmes*. The details can be seen from Chart 2.

Chart 2. Ranking of Attractions for White-Collar Viewers



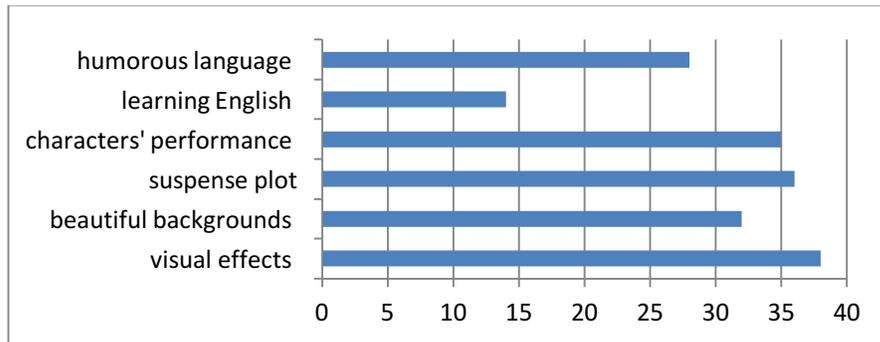
The Popularity of "Sherlock Holmes" with the Group of Elder Viewers

In fact, the viewers of this group, usually older than 40 years old, have very limited access to *Sherlock Holmes* because they have fewer chances for surfing the Internet. According to our survey, the older the TV play viewers, the less time they spend on the internet. Although 24.7% of this group spent 6.8 hours on the computer each day, the majority of the time, approximately 5.0 hours, was spent on their work, including looking for useful material, the latest news, even writing academic articles and so on. In fact, the real viewers of the elders were only 4.8% of the total people in the questionnaire and the time they spent watching TV plays was unexceptionally long, about 5.8 hours each day.

People of this group showed an extensive interest in their hobbies, and had to be occupied with their jobs all day, so they had very limited free time to survey the internet, and, of course, no time to watch the TV play. In addition, they are experienced in social life and can predict the final result even if the plot is complicated and charming. So, the play did not arouse their interest and the number was very limited. As the data shows, 2 viewers (4.7%), including only one teacher and one ardent reader, were called cult fans; 4

(9.4%), were enthusiastic fans and had watched *Sherlock Holmes* without missing an episode; 6 (14.1%) elders had heard about this English TV series and watched some episodes occasionally, and were called consumers; however, about 30 elders (71.4%) had never heard *Sherlock Holmes*, and constituted the largest part and really belong to the type of non-fans.

Chart 3. Ranking of attractions for Elder viewers



Based upon the questionnaire, what specially attract the group of audience are gentry as well as nobility of main characters in the play, except for the visual effects shown in the play, the characters' excellent performance and the charming and complex plots.

The gentry or nobility, as one of the important parts in *Sherlock*, is also the essence of British culture and value orientation and direction. In *Sherlock Holmes*, gentry can be vividly embodied in the main character, Sherlock Holmes, a clever detective, as well as a man of human nature. He is a cool and clever, but a pretentious detective and he busies himself investigating cases. In the viewers' eyes, he is successful in his career, but sometimes can be regarded as a man full of inhumanity. Working together with his fantastic assistant, John Watson, he begins to show love and care to others and becomes a close friend to Watson. Gentry, or nobility, is the fine quality of a perfect man, greatly admired by the audience of this age. To a degree, Sherlock, in the play, is the incarnation of an ideal man in ordinary life. It's no doubt that man is requested for undertaking more in the society, many of whom are considered to be the ridgepole and mainstay. Meanwhile, they are also supporters of one family, and they should take care of their parents, friends, and even their sons and wives. So, nobility or gentry is the special reason for the viewers of this age.

Conclusion

To sum up, there are three types of viewers, including young students, white-collar workers, and elders who share a commonness or similarity in appreciation of *Sherlock Holmes*, but each group has its own specialty. All viewers focused upon the visual effects, beautiful backgrounds, and suspenseful plots, which ranked in the top three among 6 choices of items. However, because of different preferences and hobbies, caused by different age groups, there were some differences in their choices. Among the student viewers, learning English ranked third, which showed the students' strong motivation for learning English. English is necessary to pass for their diploma, their smooth graduation, and even their future career. As for the white-collar clerk, the emphasis was shifted upon humorous language, suspenseful plots and so on, which can be enjoyable to reduce their work pressure. The attractions of *Sherlock Holmes* for this group of viewers is gentry or nobility of the main characters, except for their common factors, because the main characters in

this play are just what they hope to be at their age. This becomes one of the most important reasons for them to watch *Sherlock Holmes*. However, the study also shows that young students are the best recipients of foreign cultural information, but this doesn't mean they are the best analysts, judges, or even critics. The play has produced positive effects, and at the same time, also negative effects upon Chinese viewers. But how to maximize the benefits brought about by this play is a huge task in the future.

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The Application Research of Flipped Classroom in College English Teaching

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[Abstract] *The rise of the Flipped Classroom Model (FCM) provides new opportunities and challenges for the development of college English teaching. Facing the awkward college English teaching situation in China, a new college English teaching model based on the FCM theory has been designed and carried out to meet the needs of non-English major students. A practical teaching experiment which includes quantitative and qualitative research in this paper tentatively proves the validity of this FCM on the improvement of learners' English proficiency, learning motivation, and learning strategies.*

[Keywords] *Flipped Classroom Model; college English; teaching model; autonomous learning*

Introduction

With the development of informational technology and the increasing demand for international communication, the current teaching model in universities all over the world is undergoing a digital, networked, historic revolution. Without a doubt, the flipped classroom is the focus of this revolution, which has brought a great impact on the concept of college English teaching. College English educators realized that college English teaching should put more emphasis on the development of students' competence in English and they have strengthened their commitment to use the internet and computers. Thus, a student-centered teaching method and autonomous learning should be implemented in the process of learning and modern information technology should be put to good use to create a better study environment for students.

Source of the Flipped Classroom Mode

As Bishop and Verleger noted, "The flipped classroom is a new pedagogical method." (2013) "It was inspired partly by the work of Salman Khan, who created a library of free online tutoring videos spanning a variety of academic subjects in 2004, known as the Khan Academy, which many view as a touchstone of the flipped-classroom technique" (Ash, 2012). He repeatedly emphasized the core concept and advantages of the flipped classroom on TED, and made it known. In 2007, two chemistry teachers Woodland Park High School in America, Jonathan Bergmann and Aaron Sams, put this theory into abundant teaching practice, and promoted its application in primary and secondary schools. Since 2011, the flipped classroom has drawn greater attention. According to Min Kyu Kim, So Mi Kim, Otto Khera and Joan Getman, the "Flipped Classroom provides students with access to online video lectures prior to in-class sessions so that students are prepared to participate in more interactive and higher-order activities such as problem solving, discussions, and debates"(2014). "This way of structuring the classroom turns around the more traditional pattern of introducing students to content inside the classroom and assigning homework to engage content at a deeper level outside the classroom. It is referred to as the flipping classroom or the inverted classroom" (Strayer, 2012). Bishop and Verleger pointed out that, "It represents a unique combination of learning theories once thought to be incompatible – active, problem-based learning activities founded upon a constructivist ideology and instructional lectures derived from direct instruction methods founded upon behaviorist principles" (2013).

A growing number of educators are working on the application of flipped classroom. Bishop and Verleger (2013) provide a comprehensive survey of prior and ongoing research of the flipped classroom, which shows student learning is improved by the flipped classroom compared to the traditional classroom and student perceptions of the flipped classroom are generally positive. Bates and Galloway (2012) made their introductory physics course flipped and conducted a practice-case case study. The results prove that student's engagement and learning effects were improved. Strayer (2012) compares the learning environments of an inverted introductory statistics class with a traditional introductory statistics class. Students in the inverted classroom became more open to cooperative learning with the innovative teaching methods.

At present, empirical research on the FCM in China has just begun, and it's still in the phase of theoretical exploration and research design. Therefore, this paper has taken the FCM as a basic paradigm, intends to explore the feasibility and effect of the application of the FCM in college English teaching and improve students' abilities of autonomous learning, English proficiency and learning motivation.

Teaching Design

The Flipped Classroom Model mainly emphasizes the re-planning of the teaching process and the reversal of knowledge's imparting and processing. In the Flipped Classroom Model, the teaching process can be divided into four phases – preparation, autonomous learning, classroom activities and evaluation.

Preparation

The preparation requires teachers to analyze the learners, teaching goals, teaching contents, key points and difficulties in detail. Then, according to the characteristics of the teaching contents, the teacher should provide the most appropriate autonomous learning materials – micro videos or relative textual materials, which should be related to the teaching contents or background information. The videos should be concise, clear, and last no more than 10 minutes. Teachers send the micro videos and textual materials to students through the public network platform.

Autonomous Learning

Before class, students finish the micro videos and textual materials studies on the public network platform. Cooperative learning and group discussions are encouraged in this process, which could help students' cooperative and self-inquiry abilities. For the problems that the students meet in the learning process, they can discuss them with other students. They can also post the questions on the internet or bring the questions to the classroom, asking for the teacher's help.

Classroom Activities

The classroom teaching on the FCM is the process of problems arising, problem solving and knowledge comprehension. At the same time, teachers should make good use of teaching situations and discourse to guide students to solving the problems. Thus, based on the teaching contents and the problems that students encounter in the autonomous learning process, inquiry-based and project-based instructions are performed in the classroom. Students can be divided into several groups for discussion, and after, they exhibit their learning outcome by presentations, debates, interviews or competitions. The exhibition of learning outcome is critical in the entire learning process, which highlights the output of knowledge and the function is to strengthen the students' understanding, the application of their knowledge, and improve their verbal competence. Teachers need to make micro videos targeted to the students' questions to help them solve

practical problems. For each group's learning outcome exhibition, teachers should raise questions to evoke students' thoughts, and require each group to revise their outcomes according to the responses of discussions and teacher's suggestions.

Evaluation

Formative evaluation and summative evaluation function were used as major evaluation tools in the Flipped Classroom. A systematic formative evaluation was comprised of assignment feedback, a classroom test, discussions and the completion of their learning outcome exhibition. Summative evaluation was composed of the results of final exam. Furthermore, teachers should not only evaluate the students' learning effects, but also their own teaching effects.

Empirical Research Design

A practical teaching experiment which includes quantitative and qualitative research in this paper tentatively proves the validity of this FCM on the improvement of teaching and learning effect.

Research Questions

Will the FCM help to improve learners' English proficiency, learning motivation and learning strategies?

Subject

The subject of this empirical research was 60 freshmen majoring Business Administration from Dalian Jiaotong University. All the freshmen took a placement test when they entered the school, and the subjects came from a B-level class. The students fell into two groups – an experimental group and a control group, 30 students each. In the experimental group, the flipped classroom model was used in the teaching process, while the traditional method was adopted in the control group.

Research Method

Quantitative and qualitative research were adopted in this paper. Quantitative research included tests and questionnaires. From the data collected from the tests and questionnaires, we analyzed the validity of the FCM on the improvement of learners' English proficiency, learning motivation and learning strategies. Qualitative research was based on the study of classroom teaching and the teaching process, which could be used as a supplement of the quantitative research for our further analysis and discussion.

Research Procedure

Pre-experiment. Both the experimental group and the control group took the comprehensive English proficiency test, the learning motivation questionnaire designed by Gardner (1985), and a questionnaire of the learning strategies designed by Oxford (1990). The results of pre-experiment showed that there was no distinct difference between the experimental group and the control group

During the experiment. The students' performance in the classroom were observed and recorded.

Post-experiment. Both the experimental group and the control group took the comprehensive English proficiency test and questionnaires again. Random interviews were adopted in this process. All the data collected from the experiment were analyzed by software SPSS 19.0 to further understand the differences between the two groups before and after the experiment. Combined with the results and classroom observation records, we finally obtained the conclusion of the empirical research.

Teaching Contents and Teaching Process

We used the *New Horizon College English* as the textbook. Traditional teaching methods were adopted in the classroom of the control group. In the classroom, teachers put emphasis on vocabulary and grammar, but with few interactions. The FCM was adopted in the teaching process of the experimental group.

Teachers provided micro-videos and textual materials centered around the theme of textbook, but which were more flexible, realistic and updated. In the classroom, on the premise that all students had finished their autonomous learning before class, students were required to discuss and exhibit their learning outcome. The purpose of doing so was to let students learn the language independently, and at the same time, acquire more background information, thus to improve their English proficiency.

Results Analysis

Comprehensive English proficiency. The experimental results of students' comprehensive English proficiency are shown in Figure 1. We can see the comprehensive English proficiency of both the experimental group and the control group has improved, which means both the traditional teaching method and the FCM have a positive effect on the improvement of students' learning proficiency. However, the experimental group improved their comprehensive English proficiency ($t=2.47$, $P<0.05$) more significantly. In their Reading ($t=4.65$, $P<0.05$) and Listening ($t=5.7$, $P<0.05$), the students had greater improvement. Through qualitative study, this author found that the verbal competence of the experimental group was much more significantly improved than the control group. Thus, this author deems FCM will effectively improve students' comprehensive English proficiency.

Table 1. A Comparison on Comprehensive English Proficiency

Variable	Experimental Group (N=30)		Control Group (N=30)		T	P
	Mean	Standard Deviation	Mean	Standard Deviation		
Listening	20.38	2.67	17.46	2.58	5.7	0.01
Reading	32.76	3.27	28.16	3.78	4.65	0.00
Translation and Writing	22.34	1.48	21.66	1.26	1.12	0.41
Total Score	75.48	10.02	67.28	14.24	2.47	0.021

Learning motivation. At the beginning and at the end of semester, the students of both the experimental group and the control group took two motivation questionnaires designed by Gardner (1985), respectively. The results are showed in Figure 1. The author found that after a semester's study, the motivation of both the experimental group and the control group had improved. However, when we compared the results of the two groups, we easily noticed that the experimental group showed a stronger motivation. Thus, we can make the conclusion that English teaching with the FCM can significantly improve students' learning motivation.

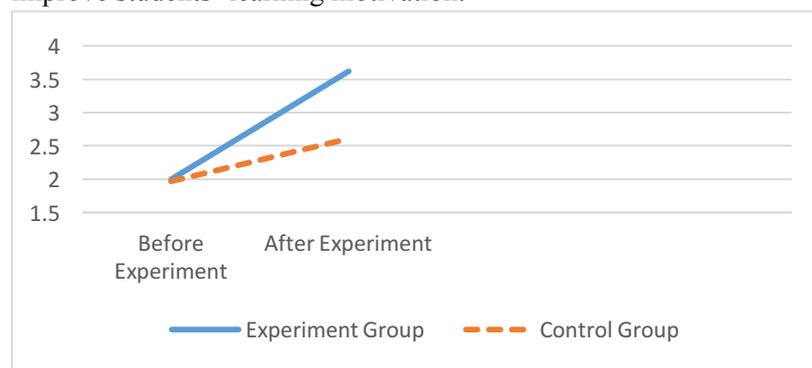


Figure 1. A Comparison on Learning Motivation (N=30)

Learning strategy. SILL learning strategies questionnaire was designed by Oxford (1990), which includes memory strategy, cognitive strategy, compensation strategy, meta-cognitive strategy, emotional

strategy and social strategy. We can measure students' learning strategy usage from the above six aspects. The learning strategies questionnaire used the 5 Likert Scale, the higher the score indicates that in the process of language learning, the more use of the strategy. Yu Yuanfang (2010) used confirmatory factor to analyze Oxford's second language learning strategy scale, and the results proved that the six-zoning design is not suitable for Chinese college students. Based on Oxford's SILL learning strategies questionnaire, she advanced a more suitable learning strategy of quarter-zoning design for Chinese students – social/functional strategy, (meta-) cognitive strategy, mother-tongue-reliance strategy, and compensation strategy. We used Yu Yuanfang's version to test the improvement of learning strategies. The results are shown in Table 2.

At the beginning of the semester, the experimental group and the control group took the learning strategies questionnaire, and they received points of 2.98 and 2.92, respectively. There was no significant difference between the two groups in all learning strategies ($P > 0.05$). At the end of the semester, both the experimental group and the control group took the learning strategies questionnaire again. This author found out that the students of the experimental group used social/functional strategy ($t = 2.5$, $P < 0.05$), (meta-) cognitive strategy ($t = 2.16$, $P < 0.05$), mother-tongue-reliance strategy ($t = 2.33$, $P < 0.05$) and the compensation strategy ($t = 3.27$, $P < 0.05$) more than the students of the control group. To sum up, the students of the experiment group used the learning strategies more efficiently ($t = 2.31$, $P < 0.05$). According to the data collected from the interviews and the experiment results, this author deems that the FCM effectively improved students' abilities of autonomous learning and self-exploration.

Table 2. A Comparison on Learning Strategies

Variable	Before Experiment				After Experiment			
	Experimental Group (N=30)	Control Group (N=30)	T	P	Experimental Group (N=30)	Control Group (N=30)	T	P
Social/Functional Strategy	2.87	3.01	0.54	0.61	3.3	2.9	2.5	0.03
(Meta-)Cognitive Strategy	3.10	3.14	-0.29	0.78	3.41	3.19	2.16	0.04
Mother-Tongue-Reliance Strategy	3.42	3.4	0.07	0.95	3.23	3.3	2.33	0.03
Compensation Strategy	3.24	3.25	-0.10	0.90	3.32	2.95	3.27	0.00
General situation	2.98	2.92	0.77	0.5	3.19	3.03	2.31	0.03

Conclusion

This study found that the FCM will benefit college English teaching. From the perspective of students, the FCM effectively improved learners' English proficiency, learning motivation, the abilities of autonomous learning and self-exploration. However, from the perspective of teachers, the role in the classroom has changed, which brings great challenges to teachers. How to strengthen their professional skill, stimulate students' learning potential and explore effective teaching methods to promote college English teaching reform are the common missions of contemporary foreign language education workers.

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An Investigation into Minority Learners' English Teaching and Learning in Xinjiang and Strategies

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[Abstract] This study was designed to investigate Mongolian students' English teaching and learning in Bayinguoleng Inner-Mongolian Autonomous Prefecture in Xinjiang. The investigation attempts to locate the problems and difficulties in their practice, analyze the causes and find the Mongolian learners' advantages. The purpose of this study is to draw people's attention to English teaching for minority students in Xinjiang so that some measures may be taken to improve the practice.

[Keywords] Mongolian learners; English teaching and learning; strategies

Introduction

Minorities occupy more than 60% of the total population in Xinjiang. Among them, Mongolians are one of the largest populations, and their economic condition, education, and the like, fall relatively behind those of many places inland, which, more or less, have negative effects on their English teaching and learning (Ma, 2008). This investigation was carried out in five secondary vocational schools in Bayinguoleng Inner-Mongolian Autonomous Prefecture in Xinjiang. They include the Bayin Vocational and Technical College, Bazhou Financial School (Bazhou is the short form of Bayinguoleng Inner-Mongolian Autonomous Prefecture), Bazhou Technical School, Bazhou Agricultural School, and Kolar Vocational School. Eight English teachers were interviewed, and questionnaires were designed to examine the students' motivations, learning approaches, and learning preferences, etc.. Two hundred (200) students (122 boys 122, and 78 girls from different majors, from grade 1 to grade 3) participated, and 183 valid questionnaires were returned.

Problems and difficulties hinder their learning progress and prevent their ability from going further. However, Mongolian learners show great potential in language and a strong capacity for oral communication. Based on this, this study, on the micro level, attempts to provide some possible instructional strategies and suggestions. It is hoped that this study may be conducive to improving English teaching for Mongolian students in these schools and educating the learners according to their natural abilities.

Problems in English Teaching

The investigation shows that many secondary schools pay no attention to English teaching. English courses have not been offered for minority learners in these schools. The objectives of English teaching here have not been defined, which has had negative effects on teaching, to some extent. Meanwhile, the school system is not helpful – some required equipment for teaching such as computers, tape recorders, videos, and language labs cannot be provided – which really impedes effective teaching, to some degree.

Another problem is that the teaching materials do not suit the students. For instance, in Bazhou Technical School, students majoring in hotel service have not learned any hotel English at all. Students majoring in automobile maintenance use the books for college students which are so difficult for them, so the students feel it is dull and they are reluctant to learn. In addition, English teaching is being carried out

by teachers with inadequate knowledge and teaching methods of the subject; there are not enough teachers who majored in English in these secondary schools.

Furthermore, teachers have little opportunity for on/off-the-job training, so they employ little theory or instructional strategies. Widdowson (1990, preface xi) points out that teachers who reject theory as being irrelevant to practice not only misunderstand the nature of their work, but also undermine their profession.

Problems and Difficulties in English Learning

Compared with the Han nationality in the same schools, most Mongolian students' English levels are lower. One of the reasons is that they are offered English too late. Another reason is that Mongolian students who study English well have studied Chinese before they learn English.

Influence of Chinese Course

Our national Ministry of Education requires that bilingual teaching should be carried out in minority regions. However, most English teachers are from the Han nationality and few of them know minority languages. Generally, their language acquisition order is L1 (native language: Mongolian) → L2 (Chinese) → L3 (English). In addition, most of the textbooks, reference books, other materials, and literature are English-Chinese versions. If minority learners know nothing about Chinese, there will be many blocks between teaching and learning.

Lack of Cultural Knowledge of the Target Language

In these schools, culture or background knowledge is seldom introduced in the English classes, which causes problems in at least two ways: one way is that learners express themselves inappropriately. A typical example is how they respond to a compliment. They always say "Oh, no", "Oh, never", or similar modest remarks instead of saying "Thank you". The other is that the less cultural information they receive, the less interest they will have, hence, the more dull English learning will be. The teachers interviewed in this study have these kind of experiences with their students: whenever the culture differences between the east and the west are explained or introduced, it completely changes the atmosphere and its unusualness makes it memorable and arouses their interests. Therefore, learning a language is inseparable from learning its culture which will maximize the benefits of learning.

Insufficient Learning Practice

"The more time spent learning any aspect of a second language, the more will be learned" (Spolsky, 1989, p. 166). However, in these schools, non-English major students only have two English classes per week. Or, if their school year is 3 or 4, they only study English for 1 year. Those who major in hotel service rarely go to the hotels to practice English, and those who major in tourism English have little opportunity to practice in scenic spots. If we do not give learners time for memory and opportunity for sufficient practice, how in the world do we expect them to learn?

The Mongolian Learners and Their Learning Advantages

According to Duly, et al. (1982), affective variables also play an important role in making individual differences in language learning. Personality is one of the most important sets of affective variables relevant in L2 learning. From literature review and investigation, Mongolian personalities are well presented: they are self-confident, whatever they say and do, the Mongolian do it self-confidently; they are a carefree, humorous, and open-minded nationality; they are relatively extroverted.

As Duly, et al. (1982) pointed out, the self-confident, secure person is a more successful language learner, and a tendency to be outgoing is connected with L2 acquisition. Researchers have found that people can think more clearly if they are not pressed. But this is not to say that Mongolian learners have no anxiety.

As to their motivation, the 87 Mongolian informants answered this question, “Why do you study English?” The following are their primary answers:

- *“I like it very much that I can talk with our foreign teacher.”*
- *“We can know the different culture of the target language and that enlarges our knowledge.”*
- *“...so I can travel all over the world.”*
- *“I hope to speak excellent English; it makes me a better educated person.”*
- *“We should learn a foreign language or we will fall behind.”*
- *“I’m interested in it because it is useful in obtaining a better job.”*
- *“English is very helpful and important so that we must study hard.”*
- *“It’s for ourselves, for our bright future.”*

Data analysis indicates that the views held by the learners involving integrative, as well as instrumental, values was over 66.03%. Mongolian students are highly motivated.

The investigation into their learning advantages was also carried out in these schools, and both teachers and students were interviewed. The following are major findings: 85% of the informants held the view that speaking is the most important, and their learning preferences were:

- auditory (83%) – preferring listening and speaking activities;
- extroverted (75%) – enjoying a wide range of social, interactive learning tasks;
- global (91%) – enjoying getting the main idea and comfortable communicating even without knowing all the words or concepts.

From the analysis, their learning advantages are in accordance with their personality. In Xinjiang, many minorities can speak Chinese, Uygur, and Mongolian fluently, but they can hardly read and write the languages, even their mother tongue. They show great potential in oral communication.

Instructional Strategies to Improve English Practice

“As a result, learning is best when learning opportunity matches the learner’s preference” (Spolsky, 1989, p. 110). Whatever we do, the ultimate goal is to encourage students to take an active role in their learning process.

Communicative Language Teaching

Communicative language teaching refers to an approach that aims to make communication the goal of language teaching. The emphasis on form, on grammar, is downplayed, and the focus is on using the target language to accomplish a function, and accuracy in pronunciation is emphasized and fostered. In speaking skills, the aim is to be understood, not to speak like a native, and interaction between speakers and listeners is the basis of all activities. Widdowson (1990, p. 161) points out that the communicative approach seems to be more natural and less contrived; on pedagogic ground, it might seem self-evidently preferable to other approaches.

According to Mongolian personality and their learning characteristics, communicative language teaching can be a suitable method and cater to their learning. For an individual, some aspects of language learning are mastered more easily than others. It works because it matches their personality and interests.

Utilizing Communication Strategies

Long (1983, see Widdowson, 1990, p. 23) points out that in native speaker/non-native speaker interactions, both participants collaborate in recipient design by employing strategies for negotiating meaning. Communication strategies are certain kinds of skills and involve verbal and non-verbal strategies which learners may use for breakdowns in communication due to insufficient competence. It is the ability or strategy to get meanings across when learners come across problems because of their inadequate linguistic system; that is, to overcome obstacles, it's necessary to use the strategies.

Mongolian learners have seldom been taught how to use the strategies to compensate for breakdowns. Communication strategies such as compensatory strategies, time-gaining strategies, interactional strategies, and replacement strategies should be taught. In addition, speakers can change their tone of their voices and the emphasis they give. They can speak faster or slower, louder or softer. And if they are involved in face-to-face communication, they can use their facial expressions and body language too. When realizing the importance of these in communication, students will be encouraged to learn to use strategies consciously to make their communication more successful.

Collaborative and Autonomous Activities

Working in pairs or groups. It is through this kind of interaction that researchers believe many aspects of both linguistic and communicative competence are developed. Furthermore, these activities work best in a student-centered classroom. Pair work and group work are effective, cooperative and communicative activities used in large classes, or even with the weaker students, may increase their motivation.

Cooperative learning can be carried out in web-assisted autonomous environment giving the students chances for greater independence. Studies have revealed many advantages of web-assisted language learning and the reasons for their popularity such as vast stores of information, easy access, immediate feedback and interaction, and overcoming obstacles of traditional instructions such as time and geography constraints.

Improving learners' creativity and productivity with Internet access. By giving learners access to the Internet, they can search literature, materials, pictures, words, sounds, and videos etc., prepare PPT, and use e-mail to keep in touch with teachers and classmates.

Improving learners' collaboration through Internet tools. The Internet is an incredible tool for one-to-many communication, but it's equally powerful for promoting one-to-one and team collaboration, all of which enable online collaboration and e-learning. The rest is to let each group demonstrate their ideas and opinions freely in class.

Exposure to the language through web-assisted videos. Web-assisted videos are richer than tapes, as the speakers can be seen. Their body movements give clues to meaning, as do the clothes they wear, and their location, etc. Background information can be introduced vividly. Many teachers and students use Internet-based videos which bring an extra dimension, contribute to learning, and can be most enjoyable and effective anytime, anywhere.

Developing autonomous learning ability in the network environment. Learner autonomy is a goal of education that learners, teachers and instructors should work together to achieve. Teachers can help

students to determine their objectives, defining the contents and progressions. The most important items are monitoring the procedure and evaluating what has been acquired. Teachers can see how well they are doing and what language problems they are having, which can encourage them into further study.

Culture Penetration

Every language is part of a culture and plays a very important role in it. To fully embody a language, we must understand and embrace the culture of the language. As mentioned, in these schools, culture knowledge was seldom introduced, which caused problems in communication, and sometimes the failure to communicate can have serious results.

We should create an educational and entertaining curriculum to enhance our students' knowledge of the culture of the target language. Teachers should explain more cultural knowledge, and let students experience and practice the cultural knowledge in activities. Let them get to know that learning a foreign language well means more than merely mastering the pronunciation, grammar, words and idioms, but to learn the ways in which their language reflects the ideas, customs, and behavior of that society – learn to understand their “language of the mind”.

More Opportunities for Out-of-class Practice

Without practice, learning is likely to be haphazard and uneven; with it, there can be systematic development of fluency and accuracy (Spolsky, 1989, p. 173). In addition to more formal classes in school, students can join English clubs, and English corner; they can learn by tapes, radio, and movies; talk with foreign friends, and practice the language in their field trips, which helps their language acquisition after class. In this context, the more correct pronunciation, intonation, use of words and right structure, gestures and facial expressions, the more language proficient they will become. Some knowledge learned in this situation will be never forgotten.

The reason informal conditions favors learning is that they provide a necessary kind of practice without stress. In this situation, learning takes place in an open or unconstrained areas without anxiety. The natural environment provides a multitude of contextual clues for understanding language in use, and makes it easy to see the rules for language use in different physical and social contexts. Widdowson (1990, p. 15) also said that it is not just that one supplements the other, effective learning would appear to be a function of the ‘relationship’ between formal instructional and natural use, and if one or the other is lacking, they do not appear to benefit as much.

Offering Chinese Course in Advance

From this research, the data analysis showed that 97% of the Mongolian respondents thought it was necessary to master Chinese before they started to learn English. “Chinese is a basic subject to us”, “Yes, ... so that we can learn English better.” This is a special feature in Xinjiang. And it is by the request of “Bilingual Teaching” in Xinjiang because the situation is different from those in other places in China (Ma, 2008). Also, Chinese is the official language in China. The minority learners benefit not only from Chinese language, but also the knowledge of other subjects taught in Chinese. In addition, most of the English teachers in Xinjiang are of Han nationality who know little Mongolian. If a minority learner knows nothing about Chinese, there will be many barriers during their English teaching and learning.

Teacher Education

Learners do not learn effectively without the intervention of properly educated teachers. Besides professional knowledge, a well-formed and knowledgeable teacher can maximize the benefits of learning. First, teachers need evaluation and reflection of practice in reference to theory which aims to provide them with good teaching theories, principles and methods. As Widdowson (1990, p. 33) argued, it is the teachers' tasks to mediate through everyday pedagogic activities; it is their exercise of pragmatism which should achieve the double objective of learning outcome and professional development.

Second, on/off-the-job training for language teachers is necessary, especially in Xinjiang, because it is a less developed area in China. Society and schools should provide more opportunities for teacher development.

Third, good teachers should care more about their students' learning, teaching them how to read and how to think, and how to use their brain. That is, learning to learn, learning to think, and learning to practice. That's the basic and crucial way for them to obtain a large repertoire.

Finally, teachers can take themselves to new heights by harnessing the power of the Internet, especially in less developed areas. No matter what age, college, or major, everyone has the power to transform themselves by making full use of the Internet which enables e-teaching, e-learning, in-service education and continuous education.

The Effort of Society and School

The influence of the society is significant in determining the goals and opportunities for English teaching and attitudes toward the target language. It also will increase the learners' motivation, determine what degree of effort he or she will make, and what cost he or she will pay for the learning. Stern (1983) pointed out that the success of language teaching is dependent upon the major force in society, such as the role or perception of language in that society.

If the society and the schools pay more attention to English teaching, it will be greatly facilitated. According to Spolsky (1989, p. 131), the social context was assumed to influence second language learning in two indirect, but essential, ways. First, it plays a major role in the learner in developing the set of attitudes towards the language, and to influence motivation directly. Second, it determines the social provision of language situation and opportunities of various kinds.

Conclusion

This paper has explored the barriers of English teaching and the learning of Mongolian students in Xinjiang. The study shows that Mongolian students have great language potential and show a strong capacity in oral communication. Countermeasures were designed to promote Mongolian learners' language acquisition. The ultimate goal is to produce effective and efficient English teaching and learning. In addition, within society, schools and programs, every effort should be made to promote effective foreign language teaching-learning professional development.

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Study on Correlation between Levels of Students and Foreign Language Learning Anxiety Degree

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[Abstract] By using Howitz's Foreign Language Classroom Anxiety Scale, undergraduates from the grades of 2012 and 2013 of different levels at Jilin Agricultural University were investigated. The survey data were analyzed by SPSS (11.0) software package to study the relationship between the levels of students and their foreign language learning anxiety. The result showed that the correlation between the levels of students and their foreign language learning anxiety is significant. The study analyzes the causes and discusses the countermeasures to relieve the foreign language learning anxiety.

[Keywords] level; foreign language learning anxiety; correlation; countermeasure

Introduction

Definition of Foreign Language Anxiety

Anxiety is considered to be one of the key psychological variables. It is one of the abnormal emotions, also called mental abnormalities. Wang Yan (2006) referred to anxiety as the fearful state of individuals caused by frustration of self-esteem and self-confidence and nervousness of enhanced sense of failure and guilt due to a threat not to achieve expected goals or overcome barriers. Chen Yao & Li Chang-Jiang (2007) defined anxiety as a kind of fuzzy, unpleasant emotional state with the characteristics of worry, fear, distress and unease. According to the definition determined by Brown (1994), anxiety is related to "unease, frustration, lack of self-confidence, worry and fear." In the Langman Dictionary of Contemporary English (1995, New Edition), anxiety refers to the feeling of being very worried about something that may happen or may have happened, so that you think about it all the time. Anxiety has a significant influence on foreign language acquisition. Therefore, since the 1970s, a large number of scholars at home and abroad have done a lot of research on anxiety. Horwitz was an early influential expert doing research on language anxiety in the field of second language acquisition. After conducting a lot of research on foreign language learning anxiety, he put forward the concept of foreign language anxiety in 1986. Horwitz (1986) held, "Foreign language anxiety is a kind of unique combination produced in the process of learning foreign language and foreign language classroom learning associated with the ego consciousness, belief, emotion and behavior." MacIntyre (1994) defined language anxiety as "the feeling of tension and fear which has the special relationship with the second language acquisition." Scholars at home, such as Wang Yinquan & Wan Shuyu (2001), have defined foreign language learning anxiety as follows "individuals experience the fear when they don't master a foreign language enough to use it".

Classification of Foreign Language Anxiety

Different scholars have classified foreign language anxiety differently from different angles. According to the influence of anxiety on learning, Scovel (1978) classified foreign language anxiety as two types: "facilitating anxiety" and "debilitating anxiety". Based on the research field, Ellis, (1994) classified

anxiety as “trait anxiety, state anxiety and situation-specific anxiety”. Horwitz (1986) pointed out that the second language classroom anxiety includes “communication anxiety”, “test anxiety” and “negative evaluation anxiety”. Chen Jie (1997) put forward two kinds of anxiety: trait anxiety and situation anxiety.

No matter how anxiety is classified, it has a significant influence on foreign language learning. The author of the paper has done research on foreign language learning anxiety in college students from different subjects and studied the correlation between sources of students and foreign language learning anxiety and the research results were published in the 2015 International Conference on Social Science (ICSS, 2015) and the 2015 The Fourth Northeast Asia International Symposium on Language, Literature and Translation. This paper is about the correlation between levels of students and the degree of foreign language learning anxiety.

Research Subjects and Methodology

Subjects

Yong Yan Song & Yin Qiu Song (2015) conducted empirical research on foreign language learning anxiety of college students from different subjects using the same subjects. The subjects in this study were also undergraduates at Jilin Agricultural University from different subjects, and different levels in grades 2012 and 2013. Six teachers in the research team delivered and collected the questionnaires from class. Among the 250 questionnaires delivered, 242 were effective, with effective rate of 96.8%. See Table 1.

Table 1. Grade, Subject, and Level of the Subjects

Item	Grade		Subject				Level	
	2012	2013	Arts	Science	Agriculture	Engineering	A	B
N	104	138	59	61	63	59	120	122
Proportion (%)	42.98	57.02	24.38	25.21	26.03	24.38	49.59	50.41

Methodology

This study also adopted the questionnaire survey method as Song Yongyan (2015) employed in the paper *Study on Correlation between Sources of Students and Foreign Language Learning Anxiety*. The questionnaire consisted of the personal information of different subjects, different levels and different sources and Horwitz’s Foreign Language Classroom Anxiety Scale (FLCAS). The reliability of the scale was very high, so it has been used by many scholars at home and abroad. The scale was composed of 33 questions. Eleven questions were on communication apprehension, 8 on test anxiety, 8 on fear of negative evaluation and the rest on classroom anxiety. All items were scored with a Likert 5 point system, with 1 point meaning “total disagreement” to 5 points meaning “total agreement”. Among all the items, nine questions (#’s 2, 5, 8, 11, 14, 18, 22, 28, and 32) were reversely scored. Collected data were statistically analyzed using SPSS (11.0) software package.

Results and Analysis

Since 2008, the level-based college English teaching model has been implemented. Based on the students’ achievements in the grading test, they are divided into two levels: Level A and Level B. The achievements of students in Level A are higher than that of students in Level B. According to the

achievements in the grading tests of the students from grades 2008 to 2013, The average score of the students in Level A is higher than that of the students in Level B ranging from 19.35 to 25.86.

This research is about the correlation of the different levels of students on their foreign language learning anxiety. The results are shown in Table 2:

Table 2. Descriptive Statistics and Independent Sample t-Test of Different Levels of Students in Each Anxiety Dimension

Item	Level	N	M	SD	T	P
Communication apprehension	A	120	32.6667	6.46169	-1.097	0.274
	B	122	33.6148	6.97154		
Fear of negative evaluation	A	120	22.3500	4.62302	-1.867	0.063
	B	122	23.5738	5.52667		
Classroom anxiety	A	120	16.1167	3.46455	-1.533	0.127
	B	122	16.8033	3.50357		
Test anxiety	A	120	22.4417	4.35947	-2.728**	0.007
	B	122	24.0820	4.96865		
Total	A	120	93.5750	16.11913	-2.098*	0.037
	B	122	98.0738	17.20713		

Note: * $P < 0.05$, ** $P < 0.01$, *** $P < 0.001$.

As shown in Table 2, there are differences in degree of foreign language learning anxiety in students from different levels. The mean value of the Level A students in each anxiety dimension is higher than that of the Level B students, which means the foreign language learning anxiety degree of Level B-level students is higher than that of Level A students. There is a very significant difference in the dimension of test anxiety for different levels of students ($p < 0.01$), and there appears to be a difference in the dimension of total anxiety for different levels of students ($p < 0.05$).

Causes and Countermeasures

Causes of Differences between Different Levels of Students and Foreign Language Learning Anxiety

The result of the research is that the degree of foreign language learning anxiety degree in Level B students is higher than that of the Level A students, especially in the dimension of test anxiety; the anxiety level of the Level B students is much higher than that of the Level A students. The causes are as follows:

Students' foreign language levels. The students in the lower level are poor in listening, speaking, reading, writing, vocabulary, grammar knowledge or one or more of these aspects, which results in their anxiety. They worry about their poor performance in reading aloud, answering questions, speaking and so on. Therefore, they are afraid of being embarrassed and laughed at by the teacher and classmates.

Classroom teaching atmosphere. Gu Jin Zhi and Li Zheng Xian (2010) discussed that classroom teaching atmosphere affects the formation of foreign language learning anxiety, while the classroom teaching atmosphere is determined by the relationship between the teachers and students. If teachers are strict with the students and their attitude towards the students is serious, then the students will feel anxious, especially for those students whose English level is poor. A tense classroom teaching atmosphere will increase their anxiety.

Test anxiety. Guo Hong Xia and Wang Rui Jun (2004) stated that test anxiety refers to students' anxiety caused by teachers' assessing their language knowledge. Liang Dan Xin and Wang Fang (2008)

discussed in their study that every student is afraid of failure in the tests, which is more obvious for the students of a lower level. Therefore, students are anxious in the face of the tests, which results in students test anxiety.

Foreign language learning anxiety has negative influences on students' learning effects, as well as physical and mental health, so it is necessary to take countermeasures to relieve their foreign language learning anxiety.

Countermeasures to Relieve Students' Foreign Language Learning Anxiety

Cultivating students' self-confidence. The students who have stronger self-confidence in language have lower anxiety levels. To improve students' self-confidence, teachers should be good at finding the students' progress and bright spots, giving them timely encouragement and praise. Teachers' encouragement and praise will gradually eliminate students' anxiety. In designing classroom activities, teachers are aware of their difficulty, especially for students with lower levels, so if the activities are difficult to participate in, students with lower levels will have fear and frustration. Therefore, cultivating students' self-confidence can help release their foreign language learning anxiety.

Creating a harmonious classroom atmosphere. Zheng Pei Yun (2003) found that the way teachers ask questions and the difficulty of the questions are closely related to the degree of foreign language learning anxiety when investigating the relationship between classroom questioning and anxiety control. Therefore, teachers should have proper ways of asking questions and ask different questions to different students with different levels, and encourage students to participate in a variety of classroom activities. A pleasant learning experience can reduce students' learning anxiety.

Changing the form of assessment to relieve test anxiety. By increasing the proportion of formative assessment from 20% to 50%, students will have less pressure in the final examination. Meanwhile, various types of test questions are beneficial to students at different levels. The types of test questions should include listening, reading, writing, and translation, etc. The difficulty of the test content should be moderate according to the different levels of students. Assessment form and content should also be different for students in Level A and Level B to reduce test anxiety.

Conclusion

The conclusion of the research is that the degree of foreign language learning anxiety in Level B students is higher than that of Level A students. There is a very significant difference in the dimension of test anxiety for different levels of students, and there is a difference in the dimension of total anxiety for the different levels of students. The research has analyzed the causes of foreign language learning anxiety in different levels of students and put forward some countermeasures to relieve this anxiety. As foreign language teachers, we should realize the influence of anxiety on foreign language learning, and take effective measures to relieve our students' anxiety to increase foreign language teaching quality.

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E-Portfolios Plus: An Objective Way to Assess English Language Proficiency in China

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[Abstract] *It is very dangerous or non-objective to assess foreign language learners' proficiency only by a transcript written exam once or twice a year such as the CET or TEM or PETS, which focuses on organizational competence (in other words: grammatical and textual competence) without pragmatic competence measurements (illocutionary and sociolinguistic). Currently, the testing standard's singleness is the key shortcoming in language assessment. Yang Huizhong (2015) suggests, "A valid testing program must meet all the professional requirements on quality and only a valid and fair test could provide younger people with equity of opportunity for education", for career, even for the world (p. 194). This research tries to explore that the portfolio + written test model may be a better method in the language assessment field in line with the practical usage of English test scores at the professional level, both at home and at abroad. This portfolio plus assessment model may promote, to some extent, or change, the present single written test into a more social and more pragmatic orientation, because the portfolio's main function is a record of the student's behavior and activities during learning.*

[Keywords] *Portfolio plus; English language proficiency; assessment*

Introduction

There are many ways to evaluate learners' output achievements in language learning. At present, the large-scale high-stakes test, however, in China, such as the CET and TEM exams, still only follows a single-track test way to record a learner's score. That is a transcript written exam only, which is too simple, very dangerous, unequal, or inaccurate to measure one's achievements in language learning. As far as English writing competence is concerned, it is the same case in China. The writing requirement at the national level CET or TEM only requires a 200-word composition, and the score is 15 to 20%. It is absolutely impossible to reach objectivity or equality in a student's language capability assessment. According to Bachman's communicative language competence model (1990), language assessment should cover knowledge of the world and knowledge of language (organizational competence, pragmatic competence, strategic competence, psychological mechanisms and context of situation) (see Figure 1.).

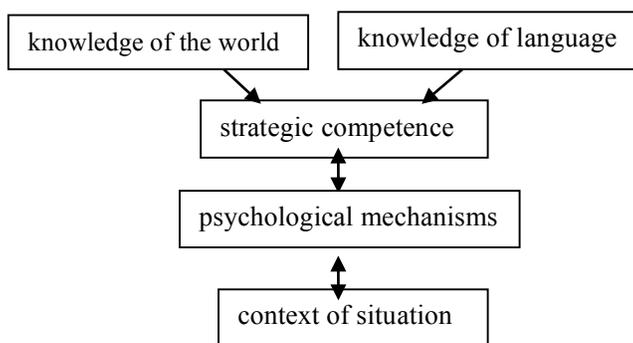


Figure 1. Bachman's Communicative Language Competence Mode (Yang, 2012)

Assessors need to be concerned about the above elements in language assessment as much as possible in China. Thus, adapting comprehensive ways, including a language skills examination paper sheet exam plus social functional performances at the very minimum, are wise choices. Therefore, this paper presents such a method – a written exam plus portfolio method (simply named Portfolio Plus) which guarantees the learners' proficiency to be more equal or more objective, because this design embodies the whole person's competences and development beyond China's present evaluation domain and suggests more social and psychological, humanitarian, personalized and language function features.

The Research Statement

Portfolio assessment is very popular abroad, and it has achieved very fruitful progress in developed countries like the USA and so on. The ASCD (Association for Supervision and Curriculum Development) uses the portfolio as a standard to evaluate the course and teaching in school; and at Taiwan Tech University, assessors log into the learners' web-based learning portfolios to see their learning assessments (Chang, 2002); the UUPP (Urban Universities Portfolio Project) researched how to use the portfolio to support all kinds of learning; the QAC (Quality Assurance Collaborative) has tried to use the portfolio as a promoter to push students' learning (Lopez, 2002). In addition, a very popular skill is using data aggregation on huge amounts of data from the portfolio to obtain statistics reports (Barrett, 2004). Some are using portfolios to construct learning models (Liu, et al., 2002).

At home, the portfolio, as an assessment tool, is still in a basic research period and has not yet been adapted in the large scale high-stakes test in China. Some researchers have mentioned that assessment is a key language competence assessment tool in formative assessment and some agree in terminative ones. Some have introduced basic aspects such as the portfolio or e-portfolio design, characteristics, and the function of the portfolio in teaching and learning (Wang, 2011); some have studied the general assessment strategies, but have fallen short of a systematic standard (Xu, 2002; Wang, 2008); Wang Weijun and Xu Jianli (2014) researched the e-portfolio international statement and intention by combining the world-famous ERIC (2007-2014) database.

As to the contribution of the portfolio or e-portfolio on the writing assessment has achieved certain research progresses, such as Ren Liefeng (2012) tries to use the portfolio's multi-angles model to enrich the senior learner's teaching and writing domain. Zhang Hongxia and Wang Tongshun (2004) proposed that the portfolio is a new concept and new method in assessment and learning writing; Hu Weixing and Lu Xiang (2015) discussed the construction and function of the portfolio in writing; Huang Jizhen (2012) introduced the portfolio evaluation validity of Lynch and Shaw (2005) and some general standards. But most of the portfolio and e-portfolio research is still in the period of the portfolio itself, such as design, construction, and assessment in teaching, etc. The written exam integrates the e-portfolio (simply Portfolio Plus) as a comprehensive way to note the learner's grades, but has not retrieved research results in databases like CNKI and world of knowledge base.

Definition

E-Portfolio Concept

A portfolio is a collection of work developed across varied contexts over time. An E-portfolio can advance learning by providing students and/or faculty with a way to organize, archive and display pieces of work. A second language E-portfolio can have a very specific focus, such as writing, or a broad focus that includes examples of all aspects of language development. Students should have their own portfolios, which can be

a conventional electronic file folder, a small cardboard file folder, a section of a file drawer, or some other receptacle. The E-portfolio should be kept in a readily accessible place on a platform so that students can review or update them easily or show them to others without teacher's assistance (Regis Electronic Portfolio Project, 2003).

Main Contents of this Research

This paper proposes the E-Portfolio Plus formula: paper-based examination + social competence assessment. It means the learner's grades include two parts. One is the paper sheet score, and the other is the portfolio score. The focus concept lies in the purpose of complementing for the deficiency of China's current language assessment mechanism. The final comprehensive score may share by proportion like written exam (CET, TEM, or PETS and other professional exams) occupies 60% or 80%, and e-portfolio shares 20%, then the two scores plus together is the comprehensive score. It shows in the following simple formula designed by this research as follows:

$$\left. \begin{array}{l} \text{Learner's grades} \\ \left\{ \begin{array}{l} \text{CET or TEM or PETS (80\%)} \\ \text{E-portfolio score (20\%)} \end{array} \right\} \end{array} \right\} = \text{comprehensive grade}$$

Portfolio Plus Checklist

Systematic Planning

E-portfolio Plus evaluates English writing competence interactively and collaboratively and doesn't happen automatically, but requires conscious and systematic planning by assessors. Since China's existing English examinations like the CET, TEM, and PETS, etc. have been carried out for many years in China, users already identify with them very much, this research tries to focus on them (they still might occupy 80%), and then add a learner's portfolio for assessing their performance and competence (which could occupy 20%). The specific operation of score calculation may be dealt with by a national assessment electronic platform under the leadership of the Exam Committee in MOE. There are two parts to this system in this platform. One part records the national written exam score (national collection) and the other records the student's portfolio score (the university collects them, then puts them into the system). Since the national written exam score management system is already very mature, this research only focuses on the skills of integrating the portfolio scoring mechanism in arrangement, collection strategy and checklist. The assessment standard and mechanism's key points are as follows.

Integrating E-portfolio Plus Checklist

The awareness of responsibility and excitement are merits to promote on getting things done well. They are the qualities of a person's alternatives of learning or achievements, of course. Their sense of learning, or specifically, of English writing that can result from the use of the portfolio is critically dependent on: (1) their being used interactively; (2) their ownership by the students themselves; and (3) student control of the review process. What embodies the degree of students' involvement is to make up a checklist to get them to join in the assessment.

The checklist is shared by teachers and students:

- Have as much involvement as possible in discussing the accomplishments about the portfolio.
- Promote students to choose the pieces to be included in their portfolio.

- Discuss with students to determine how the work will be assessed, what criteria will be used for assessment, and what score proportion the portfolio will be of the whole score record.
- Organize a workshop or colloquium periodically so that students can review their work with their teachers and jointly set individualized goals.
- It is very important to plan a three-party seminar with parents, teachers, and students to review the portfolios together; this can be done by inviting parents to the school to discuss their children's portfolio with them or by sending some pieces home to the parents and let them give comments.
- Encourage peer review with other students.
- Group review of individual portfolios. In this way, the students will be taught to share opinions and give constructive and positive comments to one another.
- Be sure the discussions of student portfolios are positive, collaborative and under the control of the students whose portfolios are being reviewed, otherwise the process will take on the characteristics of conventional evaluation and grading will not have any beneficial spin-off effects.
- The attitude should always be positive, collaborative, and supportive (Genesee, & Upshur; 2001).

Besides the above checklist for general control for the assessment of the portfolio, a holistic guideline or assessment is needed for all of the students' portfolios and then the grades can be inferred into the files (See Figure 2).

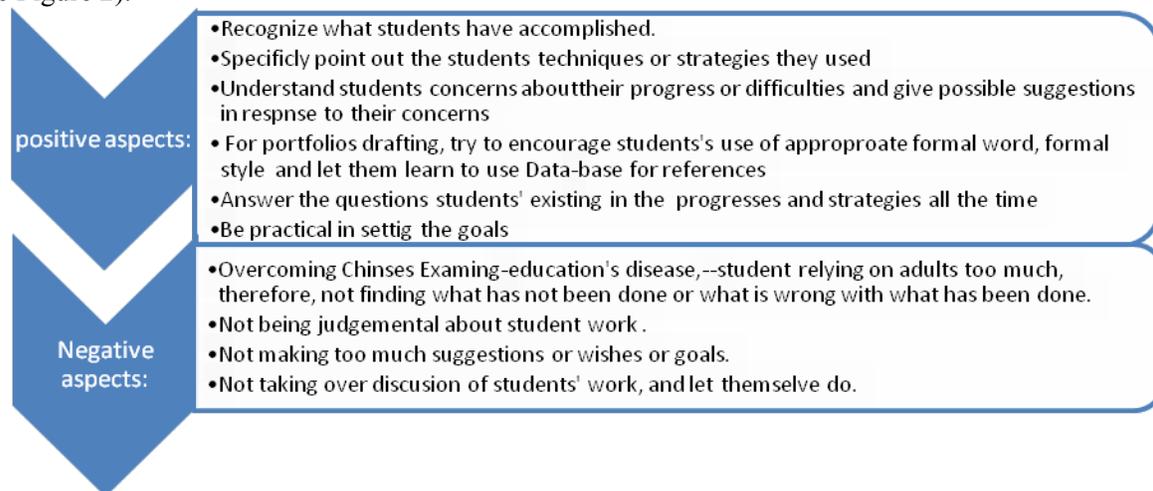


Figure 2. Guidelines for Assessors to Review Portfolios

Guidelines for Student Self-Reflection

Students also need guidelines for reference and general tools for reviewing portfolios. Sometimes assessors often make questionnaires to be used by students to reflect on works included in their portfolios. They can be adapted for specific kinds of work, such as writing assignments, book reviews, or a project related to schoolwork or their general interests. The students may not follow the original questionnaires or respond to them all, but they can add some questions themselves according to their more relevant work. The following questions may be used as reference for students in writing a self-reflection report (Genesee, & Upshur; 2001):

- What makes this a good or an interesting portfolio?
- What is the most interesting part of this portfolio?
- What is the most difficult part of this portfolio?
- What did you learn from doing this portfolio?
- What kind of skills did you practice when doing this portfolio?
- How is this project different from, or better, than the other ones?
- What is the best part in your portfolio? Why?
- What is the weakest part in this portfolio? Why?
- How would you make it better?
- What assistance or resources do you use in this portfolio?

Self-Assistant Reflection – An Objective Way of Assessment

China's many assessment methods treat students as objects of evaluation and put the priority of responsibility and the task of assessment in the hands of teachers or other adults. There is little opportunity for students to assume the position of shouldering the responsibility and control. In contrast, these portfolios may give students the chance to reflect more than before and make decisions by themselves and thus, give them authority to manage their own learning. Teachers or assessors, as partners, do this by asking students to reflect on their work and by being supportive and attentive during such reflections. They encourage students to reflect on their own products, to assess their own strengths and weaknesses, and identify their own goals for learning. The teachers may follow a specific way to give comments or score according to the student self-review reports submitted and perhaps a PPT presentation on their self-evaluation work, as well. Some of the ways to accomplish this may be to ask "w" questions of students to check the following:

- Why each piece is included in their portfolio; what they like about it; what they learned when they did it; and where they could be improve it. Also, they can reference Figure 1 for specifics of writing.
- What are the students' handling skills, current strengths and weaknesses, and where have they have made progress with supporting evidence during the portfolio seminar?
- Which piece is better and why? Let students compare each piece with their work in their portfolios and identify and work out ideas of what they might do differently if they had a chance to redo their pieces.
- What is the best work, or their most improved work, or their most difficult work, and then give reasons.
- When providing responses or feedback about portfolio pieces and the student's reflection on their work, all the personnel involved in the activities need to be interested, supportive, and constructive.
- What can the teacher do and ask the student how they think can strengthen their weaknesses.
- What are their new goals and cooperate with the teacher to set them up.
- What are the students' comments on other students' work to let the students know that this as an integral aspect of classroom teaching and learning, so they will feel satisfied with their self-assessment work and become adept at giving supportive feedback to their peers, sharing their portfolios, and interacting by being non-competitive and student-centered (Genesee, & Upshur; 2001).

Conclusion

The primary value that the portfolio undergoes is the assessment of student output achievements, which are particularly useful in this respect because they provide a continuous record of students' language development in sharing first-hand materials. A further advantage of E-Portfolio Plus is that it can be reviewed by teachers and students together at a certain point of the year, and then teachers can also provide information about the student's views of their own language learning and the strategies they have applied in reading and writing as well. In turn, this feature of sharing can enhance students' involvement in and taking ownership of their learning. Another piece is the student-centered management skills practice: E-Portfolio Plus folder assessment is managed by the students or learners themselves, including the accumulation of the inside content, the cover design, a kind time-honored experiences show, and even a kind of responsibility practice in management and leadership through a collaborative, and holistic way of doing things. Therefore, assessors transfer the above indicators into a kind of score by "Fuzzy Comprehensive Evaluation" methods (Wang, 2008), which fit much better for multi-factors indicator calculation, and then put the scores into the electronic management credit system. Simply, the system may look like the following Figure 3.

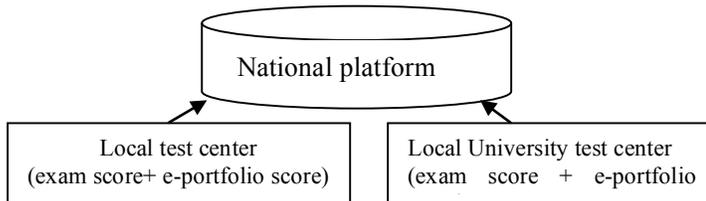


Figure 3. E-Portfolio + Comprehensive Score System of this Research

All in all, students' initial reflections on their e-portfolios+ might start off somewhat simple or superficial and perhaps be repetitious from one occasion to the next. The less things done by students themselves, the more incompetent they will become. Therefore, allow time for students to become comfortable with using the portfolio, develop insights, and offer more effective assessment elements for referencing scores in the time period for learning. This will allow the system to become a successful holistic-personnel assessment and cultivating mechanism and develop a more equal and just Chinese assessment system than before.

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Study on the English Teaching and Learning Connection Between Senior High School and Independent College

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[Abstract] By comprehensively comparing the teaching requirements, teaching materials, teaching methods and assessment methods of senior high school and independent college in English teaching, we found some reasons for disjunction of the two stages. And on this basis, we discuss how to make a perfect connection in different aspects to guide students to change learning strategies and improve the teachers' teaching qualities. This study is significant in that it can improve the teaching effectiveness and promote College English reform in independent colleges.

[Keywords] independent college; college English, senior high school English; connection Study

Introduction

Higher education is developing continuously, and thus, the demand for the popularization of higher education is increasing in the meantime. But due to the restriction of running the schools, the number of the public universities and colleges in our country is limited. To alleviate this contradiction, our country made an important decision in 1999 to further expand the scale of higher education. Under the encouragement of this policy, local and public universities began to explore a new approach of jointly running the schools. More and more secondary schools have appeared and are now widespread, namely Independent Colleges (Pan, & Wu, 2004).

As a new educational model, there are more and more problems for the independent colleges in the process of development, in which teaching quality is reflected the most. However, college English takes up a great part of the entire basic course, and college English teachers will teach the students the comprehensive application abilities of listening, speaking, reading and writing, which employers pay the most attention to. Therefore, among the independent colleges, College English teaching has become more and more important. At present, the reform of College English in the common colleges is in full swing, but the reform in independent colleges is still lacking adequate discussion and study (Liu, 2006).

The Problems of the English Teaching and Learning Connection Between Senior High School and Independent Colleges

According to the investigations and study of the independent colleges in Jilin Province, we found so many problems. Most of the teaching modes of the independent colleges are based on the old school of thought; for example, a great number of teachers are from the old school of thought, and the teaching syllabus, teaching materials, curriculum setting and teaching design copy the old colleges' methods. However, we found that there are so many obvious differences of the training objectives and learning foundations between the independent colleges and common colleges. So, this kind of wrong training mode is not suitable for the independent colleges, and so is the college English teaching. The result of this kind teaching mode is to make a departure between the students' "learning" and the teachers' "teaching". At the same time, we should notice that most of the independent colleges are expanding their scale, and many of them have successfully turned into private colleges. To solve all these problems, we should

correct the contradictions continuously, and discuss the more suitable teaching modes for the College English in the independent colleges. Thus, the students in the independent colleges will make a successful transition from senior high school to the independent colleges.

In summary, College English teachers in the independent colleges should implement the reform which has been adapted for independent colleges' development. Thus, to have an insight into the students' foundation is particularly important. So, College English teachers should have an intensive study of the connection between the senior high school English studies and College English teaching. That will guarantee the quality of College English teaching and then improve the effectiveness of English teaching. This intensive study will play a positive role in promoting College English teaching. Next, the paper will analyze this kind of connection from different levels.

The Solutions for the English Teaching and Learning Connection Between the Senior High School and the Independent College

By comprehensively comparing the teaching requirements, teaching materials, teaching methods and assessment methods of the senior high schools and independent colleges in English teaching, we found some reasons for the disjunction of the two stages. And on this basis, we discuss how to make a perfect connection in different aspects to guide students to change their learning strategies and improve teachers teaching quality.

The Connection of Teaching Requirements

We should start the study from the syllabus, which is the basis of teaching. To have a comparative analysis of Criterion of English Curricula for Senior Middle Schools (2002) and College English Curriculum Requirements (2007) and identify the root problems of the connection will contribute to gaining a better connection strategy.

By comparing them, it was found that the Criterion of English Curricula for Senior Middle Schools and College English Curriculum Requirements put forward different requirements for listening, speaking, reading, writing and vocabulary, and the formulation of the College English Curriculum Requirements is based on the Criterion of English Curricula for Senior Middle Schools; that is to say, the basic transition and connection of the English study between senior high school and college in listening, speaking, reading, writing and vocabulary are satisfied with the requirements. However, there are different emphasis in senior high school and college. The teaching of senior high school pays more attention to the studying of grammar, while college English teaching pays more attention to the pragmatics. So, college English teachers should guide students to master these kind of differences and teach them how to use the knowledge they have learned in the practical application.

The Connection of Teaching Materials

It is well-known that teaching materials are the fundamental basics for a course. The textbooks that are currently used by most senior high schools are almost no different. Although the content of these textbooks is novel, the form is singular. The main reason for this is the training objectives which pay more attention to learning the grammar. When these students entered the university, they found that the teaching materials were various forms which not only cultivated their positive emotions and expanded their horizons in intensive reading classes, but they also increased their reading, speaking and listening skills in other classes. Teachers have placed more attention to the reading and listening to make sure that they can pass the CET4 examination. At the same time, the target of College English is to develop

different kind of skills, such as listening, speaking, reading and writing skills. So how to choose the characteristic teaching materials is key for students in their transition from senior high school to the college.

According to the survey, the independent colleges mostly aim to cultivate the practical and senior interdisciplinary talents. But the teaching materials, which are used by the independent colleges, are the textbooks that were adopted by the common universities to cultivate research-oriented talents. The features of these teaching materials are mostly theoretical, but they are not practical and lack professional pertinence. In the junior stage of College English teaching, most of the materials highlight the practicality and the system arrangement, but there are some aspects that are not suitable for the independent colleges, such as the text content and the guidance for a particular major. At the same time, there are students whose learning foundation is lower. If these students use the same textbooks, they will find the content is more difficult. Thus, the teaching is divorced from leaning.

In the matter of construction of the teaching materials, independent colleges are facing an important choice: either they can continue to use the textbooks which are used by common universities to cultivate the research-typed talents, or they can organize their own teachers to compile textbooks which are more adaptable for their own training objectives and students. After years of development, independent colleges have become capable of compiling their own textbooks. As for this purpose, independent colleges should consider the learning contents and features of the students in senior high school, then strengthen the contact, organize teachers who are capable of compiling teaching materials, formulate a detailed plan, and at last compile characteristic teaching materials step-by-step that are suitable for the independent college students.

The Connection of Teaching Content

In the entire teaching process, teaching content is the key. It is vital for teachers to master the key points and difficulties in the classes in order to achieve the desired teaching effect. However, what college English teachers should teach in the classes depends on the requirements of the syllabus. While as independent college English teachers, what they teach should consider the students' actual situations. First, these students' English foundation is not very good, so the teaching content should be combined with their deficiencies. In the senior high schools, the teaching content mainly focuses on grammar learning because of the pressure of the college entrance examination. But the grammar knowledge of the independent college student is not so sturdy, and when they enter college, they find that little is taught on grammar. So, teachers should make up for the students' deficiency in senior high school, and at the same time integrate new teaching content of college.

Second, it is necessary to give emphasis on some aspects of college English teaching content which is different from that in senior high school; for example, the different skills for college English and ESP learning. In senior high school, teachers and students give equal attention to Mathematics, Chinese and English. However, English has become a Public Course. Most students shift their learning stress to the professional courses. So how to guide the students to learn English effectively is the key. College English teaching focuses more on expanding the vocabulary and improve the application skills of listening, reading, speaking, writing and translation, which is more different from the teaching in senior high school. For the independent college students whose foundation is not very good, they will gradually fall behind and give up at last. So, in this period, independent college teachers should find a perfect way to help students pass this transition period and make a good connection. Not only word memory skills,

listening skills, reading skills, and so on, should be taught, but also important grammar points and vocabulary in the text should be reviewed at the same time. Gradually, students will adapt to the college English learning mode. Then College English should combine professional study to stimulate the students' interest to learn more English, which refers to the ESP (English for Specific Purposes) learning. At last, students can use English to learn more knowledge for their professional study and communicate with others smoothly in English.

Generally speaking, the features of College English include a large amount of information, high requirements (listening, speaking, reading, writing and translation are all covered), and a fast teaching process (one unit should be finished in six class hours). So, independent college teachers should choose the key teaching content and teach more learning skills to students. In a word, the connection for teaching content should consider more transitions from vocabulary, grammar, listening skills, reading skills, speaking skills, writing skills and translation skills in senior high schools to college studies, and at last transfer them to ESP learning. Thus, independent College English can be applied in practice for students.

The Connection of Teaching Methods

For independent college teachers, how to guide students to find the appropriate College English learning method is helpful to cultivate their English learning interests, and ultimately affects the students' learning effects. In the present situation, the college entrance examination is inevitable and is key for students entering universities. Therefore, they must form a habit to adapt to the examination. And high school teachers must also take some measures to meet the needs of the examination, such as letting students do "endless exercises" and give them "spoon-fed teaching". Currently, through English learning in senior high school, students will find that their learning methods are not suitable for their College English learning when they enter into college where there are no endless exercises or teachers' detailed grammar teaching. How to make a smooth transition during this period is more important for the independent college students because of their limited foundation. They will lose their interest in English learning if they cannot find appropriate methods. So, it is vital for independent college teachers to take various teaching measures to guide students to find their own learning methods and stimulate their learning enthusiasm. Consequently, independent college English teaching should be more flexible. It means that the teachings require active, heuristic and automatic methods instead of passive, subjective and spoon-fed methods. Students should be encouraged to study by themselves and teachers should provide more teaching materials for self-study. Considering the uneven level of the independent college students' English scores, teachers can adopt different kinds of teaching methods, such as the "Graded Teaching Method".

In summary, only if independent college teachers apply different teaching methods in their teaching and teach students in accordance with aptitude, the quality and level of the independent college English classes truly can improve. Therefore, the effective connection between senior high school and college in English learning can be ensured.

The Connection of the Assessment Methods

The examination is an important means to check the teaching effect at any learning stage. In middle school, teachers often carry out various examinations, but the only way for evaluation is a text paper. So, it is unfavorable for the students who are good at oral English and are articulate. However, the diversity of the evaluation modes in colleges can meet different students' needs, which includes the evaluation of text papers, students' homework, quizzes, class performance and other kinds of assessments. The final scores

cannot be judged only by a final examination, and must also include other performances and students' abilities. In view of the characteristics of independent colleges, to construct a perfect evaluation mode which is suitable for independent colleges is particularly important.

First, teachers need to make a complete assessment system and introduce it to students who will cooperate with them. Second, teachers should take into account the students' sources and their particularity of independent colleges. Although their learning foundation is weak and they are lacking learning interest and motivation, these students are more active, flexible and open-minded. If teachers can fully arouse their initiative in language learning and develop their advantages through various assessment methods, the learning effect will become better. For example, college teachers will judge students' performance through test papers, their enthusiasm in classes, homework performance, attendance performance and so on. At the same time, teachers will make sample survey or analyze students' achievements to evaluate the effectiveness of their teaching. In this way, students will gradually realize the test paper scores are not their only criterion for their achievements. In addition, teachers must be fair and just in the process of formative assessment and constantly perfect their assessment system.

Formative assessment can be used in foreign language teaching to make teachers master students' learning situations effectively, improve students' interest and motivation for learning English, promote teachers to perfect their teaching content and methods, and finally, improve their teaching levels and quality. As well as a summative assessment, is a kind of comprehensive evaluation after completing a course teaching. The relationship of formative assessment and summative assessment is supplementary. Therefore, independent college teachers should combine both and use both reasonably in College English teaching according to the characteristics of different majors and students' practical situations to develop their learning interests and improve their English levels.

Strengthening the Construction of Independent College Teaching Staff to Guarantee English Teaching Quality

English is a basic subject and plays an important role in higher education. Especially in independent colleges, the quality of English teaching is one of standards to judge the overall teaching quality because of the needs of some specialty characteristics and employment demands. So, it is necessary to strengthen the construction of the independent college English teaching staff according to the existing problems to guarantee the independent colleges English teaching quality.

Teachers in senior high school often attach importance to the students' learning process and certain language skills under the pressure of the college-entrance examination. Thus, a set of fixed teaching modes will be formed in the teaching process. Students pay more attention to the vocabulary and grammar study according to the requirements of the examination. Teaching content and methods gradually become unchangeable. But learning and teaching modes will change when students enter college, because college English teachers' responsibility is not just "teaching". Independent college English teachers should not only place emphasis on teaching the basic knowledge and student's language learning, but they should also attach great importance to the development of student's overall qualities. Especially, independent college teachers should respect students' emotions, treat students equally and create various opportunities for practice and performance, so students will cultivate their abilities in thinking, aesthetics, collaboration, and innovation by completing different kinds of learning tasks.

The key to cultivate all-around developed students is to solve the problem of how to strengthen the construction of the independent college staff:

- a) Changing the teaching concept.
- b) Establishing and perfecting the faculty training system.
- c) Improving the faculty professional level constantly.
- d) Strengthening teaching reflection.
- e) Understanding of independent college students thoroughly.
- f) Conducting teaching research activity positively.
- g) In-depth understanding of national education policies changes.

In summary, the transition between senior high school and college is very important for independent college student's later studies. Only if independent colleges ensure the perfect construction of teaching staff, then a different connection can be carried out smoothly as we have discussed above.

Conclusion

The English teaching and learning connection and transition between senior high school and independent college is very important in the entire foreign language teaching system, and it cannot be neglected as an educational problem. The administrative departments in charge of education at all levels and teachers should strengthen their communication and cooperation. At the same time, the reform of the teaching and learning assessment system should be carried out and students should accept the necessary "connection education", and thus, the English teaching of two stages can be connected smoothly and the students' learning methods can change smoothly too. Therefore, as independent college teachers, we should realize the subsequent effects on College English teaching of the reform in advance and make adequate preparations to improve our teaching quality and effectiveness.

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A Study on the Situation and Countermeasures of Chinese Language Training Industry

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***[Abstract]** This paper discusses the current situation of the language training industry in two stages, namely, the traditional stage and the stage of information internet. On this basis, using SWOT analysis to analyze the Chinese language training industry in the following four aspects: strength, weakness, opportunities and threats. Taking this as a standpoint, the corresponding countermeasures for the development of Chinese language training industry are put forward.*

***[Keywords]** language training industry; language industry; SWOT analysis*

Introduction

As a branch of the 3rd industry, the language training industry is a kind of production and business activity that meets the needs of people's language knowledge and abilities through the teaching of language knowledge and skills (He, 2012). It should grasp the opportunity and accelerate the development in the era of "Internet +". Language training is the first step for people to acquire knowledge, because only with the knowledge and ability of language can we carry out other aspects of the operation and innovation. Language training opens the door to the development of the language industry. The learning of language knowledge and skills makes the cultural level and cognitive ability of people greatly improved. It will be very useful to people in the future if they are engaged in either the language industry research, technical work, in high technology, or even in common work.

The language training industry, both from the macro direction of the national development, social progress, and from the micro perspective of collective innovation and personal improvement, greatly promotes the economic development and social transformation of the entire society, which helps to improve China's soft power and hard power. Based on this, we want to further sort out the development of the language industry from the two stages of the traditional and the Internet, making use of the SWOT analysis to analyze and propose countermeasures to the entire situation of the language industry.

The Status Quo of China's Language Training Industry

China had language training even in ancient times. But as an industry, the Chinese language training industry rose only after the reform and opening up policy in the 1980s. With the opening of China, the influx of foreign advanced technology and talents, and a number of students studying abroad, all of these make the demand for the foreign languages surge (He, 2012). Overnight, foreign languages have become a stepping stone to learn advanced technology. The New Oriental School seized the business opportunity to establish overseas foreign language training institutions for their TOEFL training before they went

abroad. Later, its business gradually expanded by the transformation from the external to both the internal and external; students are gradually expanding, from the university students gradually extending to the pupils.

The language industry is a new industry which is not completely independent from the traditional industries (Hu, 2013). It is new, because this industry is new; it is traditional, because it can't get completely out of the traditional teaching mode. Traditional face-to-face training is the characteristic of many training schools, including the New Oriental School. There are three reasons as follows: first, it is immersive. It lets the students fully participate in an in-depth understanding of the environment. Second, students are influenced by what they constantly see and hear. Language, especially foreign language learning, is fragmentary hearsay; that is, teachers repeatedly teach, students practice again and again, and the teacher repeatedly corrects the pronunciation errors of the students. Third, they include interaction. Tradition teaching allows for the interaction between teacher and students, or the interaction between students be carried out, so that each student has the opportunity to practice. Through the encouragement from teachers and help from students, every student can improve their ability. Thus, face-to-face classes are probably an impassable method in foreign language education, especially in its primary stage. So, the small class teaching is reasonable.

Foreign language training, especially English training for young children and primary school students, is like a workshop, when the size is too large, the quality of the product cannot be guaranteed. Only with a small class size and fine processing, can each student obtain a solid foundation and the teaching effect becomes better. In order to guarantee the quality, the quantity has to be sacrificed; in order to guarantee the effect, efficiency has to be sacrificed. Foreign language training is a skill which should be acquired gradually. As an old saying goes "Soft fire makes sweet malt", which suits foreign language training, because the language knowledge is complex and wide. Native language is like this, and there is no exception with foreign languages.

The above are the traditional foreign language training methods. The following are the information and Internet era methods of the language training industry, fully absorbing the traditional methods, and making good use of new technologies, and new tools, and making constant progress.

The language information processing industry has become a leader in the field of the language industry branch, because each branch of the high-tech, modern language industry cannot be separated from the language information processing. As Chen Zhaoxiong once pointed out, "the language information industry is one of the major industries in a highly information-based society" (Wang, 1993). Computer ensures the writing to be standard and information storage is large. This helps language go through an intelligent, humane and personalized treatment. The language processing industry cannot be bound by time and place anymore. In the information age, the time and space of the classroom extends, and the teachers and students can teach and accept more things. This is in line with the characteristics of the knowledge explosion in the information age. The language training industry has the latest and accumulated network courses and network question banks. Teachers can teach and arrange the homework on the internet, where students can study independently. Many questions can be found in the online question banks, which are convenient for students to collect and collate the information.

In the era of Internet, language training should not only have a large-scale form, but also have a personalized and specialized one. Because this era is not big machine production, which only requires standard parts of the product, it has now entered the post-modern period, which is more mature. Due to the increase of their knowledge and vision, people strive for difference, rather than sameness. This time

not only has such a demand, but also has the conditions to meet the requirements. Language training is like this. In brief, classroom education is appropriate for most students, but maybe not necessarily suitable for students with excellent or poor learning habits. Similarly, the one method fits for the majority, but not necessarily suitable for all. So, the former group needs to choose the appropriate classes equipped with appropriate teachers, in order to adapt to their degree of learning and progress; the latter group needs correspondingly individualized and specialized counseling, to make up for the flaws in their class.

A branch of the language training industry, the language ability assessment industry, has also made great progress in the information age. Both the foreign enrollment and employment examinations and domestic English grade, entrance and title examinations have made full use of computers and copiers after the arrival of the information age, which made the fonts of the materials and papers standardized, thus greatly facilitating the teaching and examination. The language ability assessment industry and language training industry are complementary: the training industry is the entrance and process; the evaluation industry is the exit and the result. The former determines the content and difficulty of the latter; the latter has a feedback and guidance role in the former – the baton role of the College Entrance Examination on high school teaching is very typical. At the same time, the topics can be designed according to the age and interests of the children. And problems can be given automatically according to the degree of the students, and thus, the levels of the children can be measured more comprehensively and more reasonably. In the information age, full use of technology and means in the language information processing industry will make language training and evaluation more effective.

In short, with the Internet, the boundaries of the classroom are not obvious. The class can be moved to any other place. Teachers, and students, including other people, can fully enjoy the convenience of the internet, engage in teaching, learning, research, communication, video, payment and other multiple affairs. “Internet +” will shorten the distance of space, and the efficiency of work, learning and study will be greatly improved. In this case, the language training industry should make full use of the new era of media, and develop suitable language training products for the Internet as soon as possible to improve the efficiency of language training.

Analysis of Chinese Language Training Industry Based on SWOT

The language industry needs overall development, which is composed of: talent, technology, occupation; demand, market, consumption; products, economy, value, resources and other elements. In fact, the analysis of the Chinese language training industry is the analysis of these factors. By adjusting the amount of an element to make up for some short boards, or the order, to achieve the optimization of the structure, the final results can be made to achieve the best quality. The trend analysis of the Chinese language training industry are as follows (He, 2012):

Strengths

Rich resources and a long history. Chinese dialects, 130 minority languages, and more than 100 foreign languages make the language resources rich. A long history allows for a large number of books and languages to be inherited, and provides convenience for the diachronic study of the language.

Rapid economic development and large markets. Economic development provides a strong support for language development, and the development of China’s economy also needs the support and promotion of languages. At the same time, the development of the language industry is closely related to

the market demand, the expansion of the domestic market, and the development of the international market make the demand increase.

Attach importance to language education and promotion. China invested a lot of money to establish more than 1000 Confucius Institutes and classrooms in the world, which is conducive to the spreading of the Chinese language and culture, and lay a solid foundation for the further development of the language industry. Foreign language learning has been paid more and more attention to in every stage of learning, and the family's expenditure on foreign language ranks first among all the subjects.

Weakness

Weak concept. It lacks either the lofty ideals of the late Chinese prime minister Zhou Enlai's "reading for the rise of China", or the idea of New Oriental "find the hope from the despair, life will be brilliant". Thus, industry and learning will lack further planning and power.

Late career, single product, lack of experience and talents. Foreign language training abroad has been carried out for 100 years, but the training industry in China has only been around for 30 years. Due to the economy, science and technology, immigration and other reasons, foreign language abroad is more comprehensive, whereas the foreign language of our country is obviously insufficient.

Poor cooperation, low language utilization. Because of the lack of cooperation, the scale is always on the go, which leads to smaller enterprises and low value. Moreover, production, learning, and research are not fully integrated into one. The specific step is like this: learning and research can be driven by industry, and industrial development; learning can be promoted by research, and the development of industry and research can be promoted by learning.

Opportunities

Central government attaches great importance. He Hongzhi (2012) pointed out that the problem of language is not only cultural and educational, political and economic, but also a safe and strategic problem.

Application of emerging industries and language technology. It was mentioned previously that language processing technology and the Internet are rare opportunities for the rise of the Chinese language training industry. It is the era of high-speed economic development, awareness of increased environmental protection, and the awareness of enhanced global cooperation. In this era, language industry can give full play to its advantages, because of its close combination with the information industry. It can also promote and improve various disciplines and industries to develop meticulously and professionally.

Family's large investment and consumption on education (Jiang, 2010). Chinese savings amount is large. What's more, they are willing to invest in foreign language education for the children. Thus, they are likely to get domestic training, even to travel abroad to study. Language industry has gradually shifted from the high-end to the civilian stage. In particular, foreign language training for children has come to the ordinary people. Some scholars even think that language consumption is of strategic significance for the development of the country and society (Li, 2012).

The following-up of the language industry after the Confucius Institute. The Confucius Institute was invested in by the Chinese government, whose nature is institution, and its aim is to spread and promote Chinese language and culture, not for profit. It is engaged in the cause rather than the language industry. Confucius Institutes and foreign universities have liaison offices, which are convenient for

college students to learn the Chinese language and culture. But teaching resources must be limited, and they are not conducive for other foreign students, university graduates, or other groups to learn. In this case, the private Chinese language training industry will meet the needs of all levels of foreign language learning in foreign countries to the greatest extent, and maximize the promotion of Chinese culture.

Threats

Market competition. Fierce market competition includes not only domestic competitors, but also competition from abroad. The means of competition are diverse, and the fields are complex.

Industry management is not standardized. The awareness of intellectual property rights is weak, and some schools are short-sighted, so fraud occurs.

Conclusion

In the new era of economic globalization, information networking makes the language industry come to the foreground as a new industry. On the basis of traditional methods and the convenience of the Internet, the language industry can constantly introduce new methods and obtain faster development. The language industry is not only a separate industry, but also is a supplementary means of other industries. As each industry can use the “Internet +”, the language industry can also be applied in other industries. As a tool, the application of language is much broader than that just of language as the object of study.

Language training industry operation strategies include:

- a. Establishing the concept of language industry.
- b. Developing home and abroad, internal and external combination.
- c. Combining production, learning and research.

We can take industry as the core and promote the development of learning and research at the same time (Li, 2012).

Language training industry management strategies include:

- a. A comprehensive grasp and overall planning of these elements, turning a disadvantage into an opportunity, and a threat into an advantage.
- b. Implementing a vocational qualification access system on language training teachers. Meanwhile, establishing and improving self-management mechanism of the language training industry to overcome the non-standardization of industry management (Wang, 2012).
- c. Identifying illegal acts of fraud. Strengthening the network management can protect the legitimate interests of the overwhelming majority of the people.

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Gender Differences on Student Satisfaction in the Flipped Class¹

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[Abstract] The purpose of this study is to explore the flipped classroom instruction in a comprehensive university and assess its impact on the satisfaction of different gender groups. Participants are 98 undergraduates majoring in Business English. Results indicate that female students tend to be more satisfied with this approach. When analyzed separately, females rated significantly higher than the males in terms of their preparation for class, performance in class and after-class evaluation of the instructors, while males rated significantly higher than the females in terms of the intact class instruction progress and the interaction with the instructor after class. Pedagogical implications are also discussed.

[Keywords] flipped-class Instruction; gender difference; satisfaction

Introduction

In the flipped classroom, instructors deliver lectures outside of class through technology, such as online videos or multimedia presentations. Students need to watch them before class for preparation, while in the face-to-face classroom, an increasing depth of engagement through active learning will occur between the instructors and the students in a shared environment. The traditional lecture-based approach is transferred to dynamic interaction in class accordingly. All these show the renewal of ideas in resources, instructions and teachers' developments (Jin, 2013). In the online-learning environment, students have to possess new attitudes towards learning. Different from traditional passive recipients of obtaining an education, they are more positive to be engaged in this new mode and automatic learning occurs (Volman, 2005). As for the instructors, their work is converted to plan curricula and to "tutor" students, that is, to satisfy the needs of the students in online learning has become a priority in instructors' preparing their classes.

Under the model of the Flipped-class Instruction (FI), the gender difference has been noted in the learning process. Much of the current literature in the fields of biology, psychology, and behavior management science have shown that males and females showed significant differences in the aspects like "intelligence", "character", "temperament", "creativity", and "achievement motivation" (Guo, 2008). This suggests a need for a wider look at gender differences when teachers are planning their curricula.

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For many years, however, this phenomenon was surprisingly neglected by reviewing the literature while more recent attention has focused on the provision of online learning and computer-aided learning, showing that male students tend to be more willing to learn and use computers than female students. Surveys such as that conducted by Wang (2011) have shown that male students were superior to female students in terms of their computer capacity and that the differences were significant (Wang, 2011). Even though males showed higher overall computer use capacity, Wang (2007) contended that there existed gender differences in students' meta-cognitive strategy use in the online learning environment with males underestimating their own performances. Conversely, Hung, Chou, Chen and Own (2010) identified no difference in strategy use and attitudes towards online learning between genders.

This study aims to explore the gender differences on student satisfaction in the flipped-class instruction by means of implementing the flipped class into a compulsory course called *International Marketing* for English majors. The specific learning factors related will be investigated on how they are influenced by differences between genders. The study presented is valuable for instructors who believe that keeping balance and taking advantage of gender differences in the flipped class will be beneficial both in their preparing for class and in their efforts for developing students' highest potential of learning (Zhang, 2004).

Specifically, the following research questions were tackled:

1. What is the overall satisfaction of the course after implementing the flipped class model?
2. What is the difference in satisfaction between genders when using the flipped class model?

Methodology

The data of this study was collected from an established questionnaire (see Fallows & Bhanot, 2005). It was administered to 98 students majoring in Business English in Harbin University of Science and Technology at Rongcheng. The flipped-class instruction model was implemented into a compulsory course, named *International Marketing*.

Specifically, the 98 English-major participants in this study were enrolled into their professional course study with 50 sophomores and 48 juniors, respectively. The flipped-class instruction model was implemented into the course. During the mid-term evaluation, a questionnaire was administered to the students who were required to give an evaluation of the flipped class model based on their own learning experience. The questionnaire was adopted and the variables were selected from Fallows and Bhanot (2005)'s questionnaire. In order to cater to the Chinese students, the questionnaire was translated into Chinese by two experienced English teachers in Second Language Acquisition (SLA). Four types of variables were represented in the questionnaire: curricula objectives and contents, teaching methods, teaching tools, and teachers' influence. The overall satisfaction was evaluated by the students in the end. Given the contextual differences, the sub-items of the questionnaire selected were ascertained as 19 variables. Students were asked to fill out the questionnaire anonymously. The response rate was 100%, with 36 male students (36.73%) and 62 female students (63.27%) respectively. Given the key gender variable in this study, data were imported into SPSS for analysis with 0 for male and 1 for female.

The questionnaire consisted of 19 items with a 5-point Likert scale rating from 1 (disappointed) to 5 (very satisfied). Table 1 shows the descriptive statistics of variables used in this study. The overall satisfaction of the flipped class model was very high, up to 4.17. The mean scores of the other specific variables ranged from 3.52 to 4.60. This study also examined the factors that influenced the student satisfaction to the course. An independent t-test was employed to explore the differences between the two groups (male/female).

Results

Gender Differences in the Evaluation

First, an independent t-test was conducted to compare the satisfaction scores for males and females (Table 1). There was a significant difference between the two groups ($p=0.02$, two-tailed), with scores for males ($M=4.15$) and females ($M=4.18$), respectively, which indicates that female students were more satisfied with the flipped class instruction than the males.

Table 1. Statistical Description for the Overall Satisfaction of the Course

	Mean	Male	Female	df	p-value
Overall satisfaction	4.17	4.15	4.18	-0.03	0.02

Influence in the Evaluation of Different Factors

In the second stage of the analysis, examinations were performed based on the different gender groups. All the items were regressed as the factors of influencing overall satisfaction in the flipped class. This helped us ascertain how important the different factors in influencing the overall satisfaction with the course between female students and male students, suggesting a better understanding between gender differences.

R squares showed that the variables conducted in this study explained the changes of 73% for male groups and 75% for female groups, implying a goodness of fit. In addition, all variables were significant ($p<.05$) with positive signs. The remaining unexplained 26% variation may lie in the missing variables, some of which were uncontrollable or unobservable in the teaching process.

Some interesting results were found in comparison with data of male and female students in the model. Generally speaking, female students showed more overall satisfactions in most of types of the flipped class than males. To be specific: (i) Differences in objectives and contents: Results showed that there were no significant differences between genders in objectives and contents; (ii) Differences in teaching methods: The biggest difference lies in this factor. Results showed that female students put more emphasis on the overall evaluation of class discussion and course pace. But there was no significant difference in the aspect of self-regulated learning before class; (iii) Differences in teaching tools: In this set of items, differences were observed in only two variables. The results showed that female students thought the partners and display of applications were very important for overall satisfaction, while male ones were not impacted. On the other hand, in contrast to female students, male students considered teaching tools and learning materials before classes as important in the aspect of overall satisfaction. But in the aspect of self-evaluation, the overall satisfaction of female students was far higher than that of male students; (iv) Differences in teachers: the gender differences were observed in the evaluation of teacher activities. The results showed that the interaction and knowledge were considered important when female students formed the overall evaluation of the course. A great deal of previous literature has revealed that female students regarded the contact with the instructor as more important than male students in the learning process (Sun, Tsai, Finger, Chen, & Yeh, 2008). This study confirmed this. On the other hand, in the aspects of tutor's answering questions and comments, the overall satisfaction of female students was lower than that of male students.

Gender Differences in Evaluating Each Factor in the Flipped Class

This section presents the findings of each factor's influence to males and females. A T-test was conducted to those variables which had a significant effect on the overall satisfaction to each factor.

Influence of objectives and contents. As shown in Table 2, female students considered the clarity more important than males ($p=.0029$). However, in the aspects of objectives and length, no significant difference was found between males and females.

Table 2. Differences of Satisfaction of the Factor Related to Objectives and Contents

Variable	Male	Female	SD	p-value
Objectives	4.00	4.09	-0.09	0.2938
Clarity	4.22	4.33	-0.11	0.0029*
Length	4.22	4.16	-0.06	0.3660

* Significant at 0.05.

Influence of teaching methods. Results showed that female students had higher scores in class discussion ($p=0.0125$) than males, but no gender differences were found in the aspects of course planning and course pace ($p>.05$).

Table 3. Differences of Satisfaction of the Factor Related to Teaching Methods

Variable	Male	Female	SD	p-value
Planning	4.22	4.24	-0.02	0.4509
Class discussion	3.88	4.30	-0.12	0.0125*
Course pace	3.55	3.91	-0.36	0.0582

* Significant at 0.05.

Influence of teaching tools. As indicated in Table 4, there were gender differences in the aspect of the importance of teaching tools. Female students paid more attention to partners, displaying more application in class and more self-evaluation than males (0.39, $p=0.0021$, 0.29, $p=0.0618$ and 0.47, $p=0.0063$, respectively). On the other hand, in contrast to female students, male students considered the teaching instruments and learning materials before lectures as important in the aspect of overall satisfaction (0.42, $p=0.0361$ and 0.35, $p=0.0126$, respectively).

Table 4. Differences of Satisfaction of the Factor Related to Teaching Tools

Variable	Male	Female	SD	p-value
Partners	3.77	4.16	-0.39	0.0021**
Teaching instruments	4.11	3.69	0.42	0.0361
Learning materials on the previous lectures	4.33	3.98	0.35	0.0126**
Displaying application in class	3.88	4.17	-0.29	0.0618
Self-evaluation	3.22	3.69	-0.47	0.0063**

**Significant at 0.01.

Influence of teachers. Results showed that male students gave the instructor a higher evaluation than females. In the aspect of tutor Q&A (0.22, $p=0.0100$) and tutor's comments (0.32, $p=0.0069$), there existed significant differences between male and female students. It was hard to conclude that there was a significant difference in knowledge between males and females although the two groups showed different mean scores ($p=.0591$). All the results were shown in Table 5.

Table 5. Differences of Satisfaction of the Factor Related to Teachers

Variable	Male mean	Female mean	SD	p-value
Tutor Q & A	4.77	4.5	0.22	0.0100**
Knowledge	4.44	4.67	0.23	0.0591
Tutor comments	4.77	4.45	0.32	0.0069**

**Significant at 0.01.

Discussion

It is noted that the major findings in the current study are quite interesting regarding gender differences. Contrary to expectations, no matter what it is in the overall evaluation of the flipped-class instruction or in the aspects of each factor which has an influence on the overall satisfaction, female students seem to have a higher level of satisfaction than males.

Objectives and Contents

According to the survey, the two groups did not differ significantly in their overall satisfaction in this factor. However, female students tended to consider that clarity was more important than males did, and the two groups did not achieve significant difference in the aspects of objectives and length.

Teaching Methods

Among the variables constituting the overall satisfaction in this factor, significantly more female students seemed to pay much more attention to the class discussion. The finding gives evidence that female students have generally similar notions as to how do better preparation before class and spend more time in taking actively part in the class activities. The results are in agreement with Ding, Bosker, and Harskamp's (2011) findings which showed that females tended to use more collaborative communication skills, such as group discussion in class, than males. The two groups did not differ significantly in the aspects of planning and course pace, suggesting that both males and females tended to have better adaptability to the new flipped-class instruction model.

Teaching Tools

Similar findings were concluded in this factor. Female students tended to be more active in the aspects of finding partners for cooperation, displaying applications in class and making more self-evaluation than the males. In contrast to the female students, male students tended to pay more attention to the teaching instruments and learning materials before lectures in the evaluation of overall satisfaction. We can infer from such a tendency that instructors need to make a balanced plan to satisfy the different students' needs based on gender consideration by means of learning through practice in the flipped class.

Teachers' Influence

Given that previous studies repeatedly indicated the important role of instructors (Sun, et al. 2008), teachers' attitudes were conducted as a key factor which was expected to affect the overall satisfaction in this study. The findings from the analysis of data suggested that male students were more willing to give the instructor a higher evaluation than females. In the aspects of the tutor's Q&A and comments, male students seemed to invest more effort in them, indicating that the male students seemed to be more willing to listen to their instructor's feedback to facilitate their study in the learning process.

Conclusion

The findings from the data analysis indicated that students in both groups were affected by a variety of factors to the satisfaction of the flipped-class instruction. By and large, female students tended to show a higher overall satisfaction to the flipped class than male students, but there were some statistical differences in specific variables. Female students seemed to pay more attention to the aspects of preparation for class, teaching methods, class discussion, participation of the learning process, communication with partners and teachers, and self-evaluation, while male students were more likely to make use of the teaching tools and learning materials before lectures and they tended to be more active with the instructors' supervision.

Given the limited scope of our study, there are some limitations that need to be pointed out. First, this study has identified the gender differences between student groups. However, the most important limitation lies in the fact that all students were taught by the same teacher from beginning to the end of the course. Additionally, due to the small numbers of the sample, the findings may have limited generalization to other populations. Therefore, further research is recommended with other samples from different universities for better understanding student gender differences in order to better facilitate the new educational tool: the flipped class.

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Direct Use of Corpora in Teaching Vocabulary to Collegians in China

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[Abstract] *This paper proposes new methodologies for teaching vocabulary to college students in China by using corpora directly in the classroom in the following aspects: lemmas and word class, pronunciations, meanings, collocations, semantic prosody, and genre. Different publicly accessible corpora are recommended for different teaching purposes and follow-up activities for vocabulary teaching are provided.*

[Keywords] *vocabulary teaching; free corpora; specific methodologies*

Introduction

It is universally acknowledged that though students can acquire word knowledge through the practice of other language skills, teaching vocabulary directly and systematically is a must. Hunston (2006) points out that the past several decades have witnessed the increasingly significant roles played by corpora and it is no exaggeration to state that corpora have revolutionized the study of language. However, to my knowledge, many educators in China still teach English vocabulary in the traditional way: requiring students to memorize the word list, which has proven to be tedious and ineffective. The present paper establishes novel methodologies of direct use of corpora in teaching English vocabulary to Chinese university students.

Literature Review

Bernardini (2004) claims that by gaining access to authentic materials, corpora offer an ideal instrument to observe and acquire socially-established form/meaning pairings. Bernardini (2000) argues “hands-on corpus exploitation can favor better retention and recall, as learning through data analysis involves a high degree of task involvement”. Mauranen (2004) mentions “corpora are particularly well suited for observing repeated sequences and patterning in language”. Sinclair (1999) holds that with the availability of corpora, we can gain access to much more reliable information, and learners can produce confidently much more idiomatic English effortlessly.

The previous studies have mainly focused on theories on teaching vocabulary with corpora, however, have offered too little on how to do it in concrete and practical ways. Nowadays teachers and students in China get easy access to the Internet and computers in the classroom, more and more (types of) corpora are freely searchable, corpora have become larger and larger, searching tools are increasingly powerful and student-friendly, and all this makes it both possible and necessary to teach vocabulary by using corpora directly in the classroom. Teachers preferably start with free online corpora.

What Corpora are Publicly Available?

Brigham Young University offers the most widely-used online corpora and the eleven corpora work well even with mobile phones and tablets. We can have a one-month free trial of the many corpora at Sketch Engine and there are some open corpora at the great corpus platform. Lextutor is a collection of free online corpora and practical tools for data-driven language learning on the Web. Hong Kong Polytechnic University (PolyU Language Bank and RCPCE Profession-specific Corpora), Hong Kong Institute of

Education, Beijing Foreign Studies University (see the Appendix), Lancaster University (CQPweb at Lancaster) and University of Michigan are also the major providers of publicly accessible corpora. Commercial corpora like Bank of English (BoE) and Oxford English Corpus (OEC) are excluded here.

It is a pity that corpora, including those above, are generally intended for linguistic research, not for pedagogical studies. Some corpora are too big and complicated for non-experts, especially beginners. Learner corpora are not recommended in vocabulary acquisition since the vast majority of the Chinese students at the tertiary level cannot distinguish between grammatical sentences and ungrammatical ones, assuming that all the corpus examples are 100% grammatically reliable and accurate. Thus, choosing appropriate corpora is crucial when it comes to teaching vocabulary.

Hands-On Approaches to Corpus-Based Vocabulary Teaching

Cameiro (2014) lists the following aspects that learners need to know about a word: the meaning(s), spoken and written forms, word parts, grammatical behavior, collocations, register, associations, connotations, and frequency. Basically, I share the same opinion. In what follows, I shall present concrete and workable approaches to vocabulary teaching by harnessing corpora directly in the classroom, some of which I have been using in my teaching.

Teaching Lemmas and Word Class

As Gardner (2007) aptly put it, “in addressing morphological relationships between words, many corpus linguists rely heavily on the concept of lemma”. No one can deny the fact that lemmas help learners expand their vocabulary size effectively and efficiently. To this end, using the Corpus of Global Web-Based English (GLoWbE) is an ideal option. Just enter ‘discover’ into it, and you can get words like rediscovery, undiscovered, self-discovered, pre-discovered, auto-discovered, undiscoverable, discoverer, discovery, and discoverability. If you enter ‘*able.[jj]’, you will get a list of adjectives ending in ‘able’ like admirable, comfortable, and sustainable. More wildcard characters are available at UCREL CLAWS7 Tagset and the wildcard characters can also be used in some other corpora mentioned above. Before querying the corpus, the teachers may let students brainstorm the root ‘discover’ to find its prefixes and suffixes and then use the corpus evidence to confirm their hypotheses. Students will be amazed to find that their vocabulary can be so large, and this will motivate them to learn vocabulary enthusiastically and independently.

Teaching Pronunciations

In teaching vocabulary to learners, exposing them to words in real use involves hearing words spoken so that they can imitate native speakers' pronunciations and intonations in communications. Educators may use a computing device, Ivona Text to Speech (TTS), which converts text to speech. Students can listen to the same text spoken by different speakers from the USA, Britain, Australia and so on. They will be more impressed if the teacher adds their names when copying the concordance line to TTS. Google Translate can also achieve this purpose. YouTube is the largest video corpus and instructors should choose just the short videos to let learners have a taste for pronunciations because they are likely to be absorbed in plots and watching videos is often time-consuming. Luckily, we have the video clip corpus PlayPhrase and each video comes with an interactive transcript.

Teaching Meanings

Hunston (2006) reports “Producing concordance lines is perhaps the most basic way of processing corpus information, and most corpus users rely heavily on concordances and their interpretation” (p. 38). I strongly recommend using the SlopeqBNC. The corpus size is moderate (100 million words), its texts are accurate and reliable, its searching functions are foolproof and anyone can use it without registration.

A corpus cannot tell students what a word means, but sometimes they can guess the meaning(s) according to the context, with the availability of so many example sentences. A case in point is that most of the students think that the word ‘famously’ has the same meaning as the adjective *famous* does. However, numerous concordance lines convince them that it has another meaning: ‘very well’.

The teacher can increase the size of the concordance line(s) by pressing the Ctrl key and the ‘+’ key together on the PC so that students can see the text clearly. Visual data like photos can be processed rapidly and be memorable for students. To illustrate what a word means, the teacher can also use the corpus-based ImageNet, an image database. Both the definitions and images of the word are provided. Bing Images can be used as a picture corpus. Simply looking at the images enables students to glean the different meanings of the word ‘swallow’: ‘uptake’ and ‘a kind of bird’ and the differences between ‘fuzzy’ and ‘hairy’. Images help students have a better understanding of what a word really means. Images show that the adjective ‘prim’ is mainly used to describe a female as being frumpy. Students know the Chinese meaning of the word *grocery*: *zahuodian*, however, they are surprised to find from the images that a grocery is actually quite like a small supermarket in China. This illustrates that offering students meanings of a word and some corpus evidence to show how the word is used is far from enough. Sometimes it is easier and more convenient for teachers to use images to explain what a word means, for instance, I have found that Bing Images works perfectly for concrete and descriptive words, but not abstract words.

Chinese-English parallel corpora should and must be harnessed in teaching vocabulary. Chinese learners usually find it harder to understand the example sentences from corpora in that they are authentic. The Chinese translation facilitates students' comprehending of the concordance line(s), the search word included. The parallel corpora (see the Appendix) tend to be small and many words are not available. Students will develop the bad habit of depending entirely upon Chinese translation to understand the text if teachers overuse them. Some new words like *Zika Virus* and *Donald Trump* cannot be found even in the largest corpora and in this case, teachers can use real-time corpora: WebCorp Live, Monco Corpus and NOW Corpus (News on the Web).

Teaching collocations

Sinclair (1999) noted, “On some occasions, words appear to be chosen in pairs or groups” (p. 115). Firth (1957) referred to a collocation as “actual words in habitual company” (p. 14). Kennedy (2000) suggested that “with a computerized corpus and appropriate software, both significant and more trivial but nevertheless interesting facts about the lexicon of a language can be uncovered” (p. 97) . Kennedy (2000) mentioned, “Altenberg’s study showed that about 70% of the words of running text in the half-million-word London-Lund Corpus are part of recurrent word combinations” (p. 110). Whether one can become a successful learner of English depends substantially on his or her knowledge on collocations and teaching collocations should and must be one of the teachers' top priorities. Collocations are often not easily retrievable from grammars, dictionaries and other resources. Fortunately, the modern corpora have made the task of identifying collocations quite simple and easy.

Just TheWord, which makes use of the British National Corpus (BNC), is the best choice for beginners. Just type a word into the search box and click on ‘combinations’, and the corpus will generate a number of collocation choices for the word. The corpus evidence tells students that ‘learn or study knowledge’ is a wrong collocation and that the correct collocation is ‘acquire or gain knowledge’. Another example is ‘strong tea’ while ‘powerful tea’ is perhaps considered an unacceptable collocation. In this respect, both teachers and students should know that corpora cannot solve all the linguistic problems. By that, I mean that if some collocations are unavailable in the corpus, it does not necessarily mean that they are incorrect. According to the corpus results, it is absolutely right to say ‘remote/slim/slender/fat/slight chance’, there is no collocation of ‘small chance’, but the evidence from larger corpora indicates that this collocation is acceptable while ‘thin chance’ does not exist.

Sketch Engine for Language Learning (SKELL) is perfectly suitable for novices. According to Baisa and Suchomel (2014), the corpus is gathered specially for the purpose of English language learning and contains over one billion words. The sentences from the corpus are shorter than those in other corpora, there are not many difficult words and it is easier for the teacher to copy and paste a complete sentence to WordPad, TTS or Google Translate. Every time the corpus returns approximately 40 results, which is reasonably enough for green hands. Baisa and Suchomel (2014) state that the function word sketch is a corpus-based summary of a word's grammatical and collocational behavior. For example, the most frequently used subjects of the word ‘depend’ are *livelihood, everything, survival, success* and the like and its modifiers are *largely, entirely, heavily, crucially* and so on. Word Sketch function is also used in some huge corpora from Sketch Engine. StringNet is also highly recommendable. StringNet concordances show that the verb ‘mind’ is mainly used in two ways: do you mind if (used to ask permission to do something) and would you mind doing (used to ask other people to do something). Many examples of the sentence ‘I haven’t the foggiest ideas’ are found in the corpus. So, bear it in mind that collocations can also be used at clausal and sentential levels.

When students are quite familiar with the above-mentioned corpora, the teacher can use larger corpora to let them find more collocations. The Corpus of Contemporary American English (COCA) undeniably satisfies their need. It is the only large and balanced corpus of American English and has 520 million words at the time of writing this paper. At this stage, the teacher should raise the awareness of students regarding collocations by letting them observe many concordance lines. For example, students have no trouble finding that the headword ‘necessarily’ is invariably collocated with ‘not’ or ‘hardly’ and they naturally arrive at the conclusion that ‘necessarily’ is only used in negative sentences. Both ‘kind invitation’ and ‘cordial invitation’ are acceptable, but are they interchangeable? Reading the corpus data closely, students notice that the top collocate of ‘kind invitation’ is ‘accept’ whereas the top collocate of ‘cordial invitation’ is ‘extend’. Thus, it is advisable that students look beyond immediate collocations.

The teacher should call students’ attention to the most frequently used collocations. From the COCA, students find 2069 occurrences of ‘the thing is’, which prefaces a reason, point or new information. When teaching the word ‘suffice’, the teacher should cite the examples of ‘suffice it to say’. The greatest heed should be paid to ‘since or from inception’ in teaching ‘inception’. ‘the same (thing) is true of’ must be highlighted if you teach the phrase ‘true of’.

Comparing the function in the COCA helps students gain a good understanding of the differences between two synonyms. The corpus evidence shows clearly that the most frequently used collocates of the word *terrible* are *trouble, danger, rage, conflict, sadness* and so on while the most frequently used

collocates of the word *horrible* are *death, murder, crime, attack, nightmare* and so forth. Students can conclude with ease that the former means ‘not very good’ whilst the latter means ‘nasty’.

Teaching Semantic Prosody (Connotations)

Semantic prosody or connotation is a positive, negative or neutral connotative meaning that a word carries owing to its consistent collocations. Chinese learners usually do not acquire native-like competence of English vocabulary partially for lack of knowledge of semantic prosody. It is understandable because not many teachers know about semantic prosody and few teach it. Xiao and McEnery (2006) contend “semantic prosody can only be reliably observed in a large number of keyword in center (KWIC) concordances”. All the aforementioned corpora can be exploited for teaching it.

From the COCA, it is observed that the following words and phrases tend to have negative meanings: *cause* (verb), *trigger* (verb), *run the risk of*, *be liable to*, *notoriously*, *downright*, *rife with*, *spinster*, *break out*, *vulnerable to*, *aftermath*, *end in*, *because of*, *utterly*, *incidence of*, *incur*, *happen*, *regime*, *commit*, *instigate*, *go* (*extinct/bankrupt/numb*), *leave*(*destitute/vulnerable/helpless*), *induce*, *rather*, and *set in*. The words and phrases with positive meanings are summarized as follows: *reap*, *enhance*, *career*, *bring out*, *keep*(*alive/peaceful/intact*), *provide* and *quite*.

It is found from the corpus evidence and images that word ‘amazing’ invariably carries a positive meaning. It must be pointed out that some words and phrases have mixed prosodies and that many more have only a neutral meaning. The teacher should analyze corpus data when determining whether a word or phrase conveys a positive or negative meaning.

Teaching Genre

I frequently find the sentence “What do you think?” in my students’ compositions and obviously, they have no awareness of genre. Namely, they have no idea some words and phrases are only used in speech or written texts or occur more frequently in one register than another. The frequency of a word or phrase is easily available in a corpus. The frequency of the phrase ‘by the way’ in the British Academic Spoken English Corpus (BASE) is 43.92 per million while its frequency in the British Academic Written English Corpus (BAWE) is 1.68 per million. This proves that it is only used in oral English. The corpus evidence reveals that the word ‘whilst’ is more frequently used in written texts. I discover that ‘in this regard’ is much more frequently used in academic English than in spoken English in the COCA. Carneiro (2014) states “looking at such differences, we can see whether to present vocabulary item like these in a written or spoken context”.

Organizing Follow-Up Activities

Finally, the teacher should provide ample opportunities for hands-on practice with corpus materials. In Quiz Builder (see the Appendix), students decide which word or phrase fits all the gaps in each set and the example sentences come from the BNC, Brown and other corpora. It can also be used for exploring the differences between synonyms. In Cloze Passage Builders, the teacher can enter a passage from the textbook or concordance line(s) into the box and create a cloze. Another cloze creator is CLOZE TEST. More challenging activities are available at Hot Potatoes.

Conclusion

This paper explicates hands-on approaches to corpus-based vocabulary teaching. The highest priority should be placed on teaching collocations and great importance ought to be attached to the most salient

collocations. The instructor should make more preparations before class because conducting online corpus searches is often time-consuming. Teachers can present vocabulary in various ways with pictures, sounds, videos and different text types that appeal to students. Teaching vocabulary should include related hands-on exercises for students to practice the vocabulary just learned and both deductive and inductive activities are equally helpful. In the future, more pair/group activities should be designed for teaching vocabulary by harnessing corpora directly. Regretfully, there is only one computer in the regular classroom in my university and my students have few opportunities to search a corpus. Therefore, it is crucial for the teacher to guide students on how to use corpora outside of the class.

Ideal corpus materials are authentic, accurate, reliable and up to date; free online corpora have become larger and larger and corpus functions are powerful and learner-friendly. It is high time to take the corpora to the classroom so that learners can acquire vocabulary knowledge effectively, efficiently and in fascinating methods. My experiences convince me that students' having direct access to corpora in the classroom benefits them tremendously at that moment and even for the rest of their lives.

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YouTube. Available online at <https://www.youtube.com/>.

Appendix

A list of the major Chinese-English parallel corpora

Beijing Foreign Studies University: <http://111.200.194.212/cqp/>

Hong Kong Institute of Education: <http://ec-concord.ied.edu.hk/paraconc/index.htm>

Peking University: http://ccl.pku.edu.cn:8080/ccl_corpus/index_bi.jsp

Shaoxing University: <http://corpus.usx.edu.cn/index.asp>

Xiamen University: <http://www.luweixmu.com/ec-corpus/query.asp>

Quiz tools

Cloze Passage Builders: <http://www.lexutor.ca/cloze/>

CLOZE TEST: <http://l.georges.online.fr/tools/cloze.html>

Hot Potatoes: <https://hotpot.uvic.ca/>

Quiz Builder: <http://www.lexutor.ca/conc/multi/>

Comparing the Effects of Listening Input and Reading Input on Chinese EFL Learners' Incidental Vocabulary Acquisition

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[Abstract] *This study examines the effects of listening and reading activities on Chinese EFL learners' incidental acquisition in vocabulary form, meaning and production. Each listening activity included a dialogic text and an information-transfer tasks; each reading activity comprised a reading text and five comprehension questions, and each text contained five low-frequency target words for the study of incidental acquisition. The results showed that the Reading Group had a general advantage over the Listening Group in acquisition of all the three vocabulary aspects, and the Listening Group manifested nearly an equal acquisition in word meaning. Overall, the study proves the notably advantageous effects of reading input on word acquisition. Concerning vocabulary acquisition through listening, this study points to the pedagogical importance of increasing opportunity for learners to process input with rich contextual clues through task repetition.*

[Keywords] *incidental vocabulary acquisition, input, listening, reading*

Introduction

It is generally accepted that a considerable percentage of the L2 (second language) vocabulary is acquired incidentally, i.e. as a “by-product” of reading (Nagy, et al., 1985; Nation & Coady, 1988; Nation, 2001). Incidental vocabulary acquisition has thus been defined as “the learning of new words as a by-product of a meaning-focused communicative activity, such as reading, listening, and interaction, which occurs through multiple exposure to a word in different contexts” (Huckin & Coady, 1999, p. 185), and Ellis (2008) defined it as the “learning of some specific feature that takes place without any conscious intention to learn it” (p. 966).

Concerning the notion of vocabulary knowledge, Nation (2001) claimed that vocabulary knowledge is not a single or simple construct, but is composed of such multiple aspects as form, meaning, grammar, collation, and use, etc., and the acquisition of words indicates the mastery of these aspects of lexical knowledge. Plenty of studies have proved the process of reading can result in gains of vocabulary knowledge (e.g. Paribakht & Wesche, 1999; Pigada & Schmitt, 2006), and research (e.g. Vidal, 2003) has also revealed the facilitating role of listening input in gains of vocabulary knowledge. Nonetheless, to date rare attempt has been made to compare the effects of reading and listening input on vocabulary acquisition.

Research Design and Methodology

The present study, with a pre/post-test design, attempts to make a comparison of vocabulary acquisition effects between reading and listening input, and meanwhile, to probe into listening conditions that help facilitate word acquisition. Thus, the two research questions are:

1. What effects do reading and listening input have on incidental vocabulary acquisition in form, meaning and use?
2. What effects do such conditions as contexts and repeated listening have on incidental vocabulary acquisition through listening input?

The participants were 88 first-year engineering major undergraduates in Shenyang Jianzhu University, divided into a Listening Group (LG, n=47) and a Reading Group (RG, n=41). The between-group differences in language proficiency were not evident from a previous exam.

The instruments of the study were composed of two listening activities, two reading activities and a battery of vocabulary tests. The listening passages were two 450-word-long dialogic texts and the reading passages were two 950-word-long descriptive texts. To ensure that the participants' attention was on the main activities and also to check their understanding of the passages, each listening passage was followed by an information-transfer task and each reading passage by 5 multiple-choice comprehension questions. A pilot study revealed the participants in the RG generally spent about 15 minutes to finish one activity (1 passage reading + 5 questions), and in the same amount of time the participants in the LG could finish three times of listening to a passage and the after-listening task. Ten target words of low frequency (Cobb, 2005) were chosen for the study of incidental acquisition. The two listening passages were similar to the two reading passages in content and they shared the same target words (five in each passage), with each word occurring twice in the same passage. In order to enable the participants to be exposed to sufficient information about the target words, when the listening passages were written, sufficient contextual clues were provided in which concepts were purposefully repeated for clarification. For example: *“At the start of the year I felt very **optimistic** for our company. I felt we had a good chance of having an excellent year.”*

Two types of vocabulary tests were administered in the study. The vocabulary pre-test, a revised Paribakht & Wesche's (1997) Vocabulary Knowledge Scale was used to report the participants' vocabulary knowledge in form, meaning and use before the activities (Table 1).

Table 1. Vocabulary Pre-Test (Sample)

Vocabulary Item	I can read the word. √ or ×	If √, the pronunciation of the word is	I know the meaning of the word. √ or ×	If √, it means _____ (in English or Chinese).	I can use the word. √ or ×	If √, please make a sentence with the word.
optimistic		[]				
gospel		[]				
.....		[]				

The vocabulary post-tests included a production test, a form test, and a meaning test. In the production test, ten sentences were chosen from the passages, with the target words removed, and the participants were asked to fill the blanks with the exact words from the passages. For example, *“But we ended with stronger sales than we expected and I am very __ for next year.”*

To check if the participants were able to recognize the form of the target words, each of the target words was put in a wordlist with four similar words, and the participants were asked to mark out the target word. For example, *declare–decline–declaim–incline–reclaim.*

Following Read's (2000) Matching Items, the meaning test aimed to check if the participants were able to recognize the meaning of the target words. The participants were asked to choose three words (including one target word) from the left column and properly match their numbers with their synonyms or definitions in the right column. For example,

1. *complicated*
 2. *chemical* _____ *exceptional; higher*
 3. *optimistic* _____ *difficult and complex*
 4. *advanced* _____ *expecting good things*
 5. *stable*

To avoid a learning effect from one test to another, the three post-tests were delivered separately in an order of the production test, the form test, and the meaning test.

Data Collection and Analysis

To collect data in the study, measures of vocabulary acquisition were obtained from the vocabulary pre-test and post-tests. In the form of percentage, the pre-test rate of a certain target word was calculated from the whole group's vocabulary pre-test scores on the word divided by the number of the participants in the group, and the post-test rate of a certain target word was obtained in the same way. Therefore, the difference between the post-test rate and the pre-test rate of a certain target word was the acquisition rate of the word. Table 2, in the three vocabulary knowledge aspects of form, meaning and use, presents the two groups' pre-test rates, post-test rates and acquisition rates of the ten target words in total.

Table 2. Pre-Test Rates, Post-Test Rates and Acquisition Rates of the Two Groups

	Form			Meaning			Use		
	<i>PR</i>	<i>PTR</i>	<i>AR</i>	<i>PR</i>	<i>PTR</i>	<i>AR</i>	<i>PR</i>	<i>PTR</i>	<i>AR</i>
RG	26.1%	80.5%	54.4%	24.4%	58.5%	34.1%	6.6%	13.2%	6.6%
LG	18.5%	39.1%	20.6%	17.4%	50.4%	33.0%	5.1%	3.8%	-1.3%

Notes: *PR*=pretest rates, *PTR*=post-test rates; *AR*=acquisition rates

Concerning word productive knowledge, it can be seen from Table 2 that the participants' gains in use is rather minimal, and the fact that the learners largely failed to develop productive control over the target words may lead to the conclusion that exposure to the target words six times (3 times of 2 occurrences in the LG) is still insufficient to ensure productive knowledge, just as Schmitt (2008, p. 333) claimed "while it is true that the form-meaning link is the first and most essential lexical aspect which must be acquired, and may be adequate to allow recognition, a learner needs to know much more about lexical items, particularly if they are to be used productively".

Table 2 also shows that the RG has a small form pre-test rate of 26.1%, but an impressive post-test rate of 80.5%, resulting in a big acquisition rate of 54.4%. A similar case happens in the acquisition of meaning, with a pretest rate of 24.4%, a post-test rate of 58.5, and thus, an acquisition rate of 34.1%. These results indicate that reading activities help vocabulary acquisition in the aspects of form and meaning, especially in lexical forms, which is in agreement with some previous research findings (e.g. Brown, et al., 2008; Chang, et al., 2013).

Similarly, Table 2 demonstrates that the LG has a form acquisition rate of 20.6% and a meaning acquisition rate of 33%, a result consistent with the findings of Schmitt (2008), who claims that listeners

acquire vocabulary knowledge in a specific order (lexical forms first, and then, with the repetition of the words, form-meaning links). Though, this study is not able to testify the listeners' acquisition order proposed by Schmitt, it finds out that learners have more gains in meaning than in form as a result of listening activities (33% vs. 20.6%). To examine the between-group differences, ANOVAs were employed and the results of the pretests and post-tests are separately shown in Table 3 and Table 4.

Table 3. Group Differences in Pre-Tests

	Sum of Squares 1	df	Mean Square	F	Sig.
Form	15.591	1	15.591	2.864	.094
Meaning	10.182	1	10.182	6.090	0.016

Table 4. Group Differences in Post-Tests

	Sum of Squares 1	df	Mean Square	F	Sig.
Form	358.961	1	358.961	73.871	.000
Meaning	14.628	1	14.628	3.044	0.085

Table 3 shows a significant inter-group difference in meaning in the pre-test, and Table 4 reveals a significant inter-group difference in form in the post-test. When Tables 2, 3 and 4 are examined together, the moderate advantage of the RG over the LG in form knowledge in the pretest has become significant in the post-test, which indicates that the reading participants have gained apparently more form knowledge than their listening peers. Meanwhile, the significant disadvantage of the LG in word meaning in the pretest has disappeared in the post-test, indicating that the listening participants have obviously gained more meaning knowledge than their reading peers after the input activities.

Discussion

Overall, the study proves the reasonably advantageous effects of reading input on incidental vocabulary acquisition, which is in consistency with the findings of many previously mentioned studies. As noted by Ellis (1995), printed materials are ideal media for vocabulary acquisition. During the process of reading, when students meet unknown words, especially words that make understanding difficult, they can attend to the words repeatedly from the printed texts and infer their meanings from the contexts where the unknown words are embedded. To put in another way, reading creates for students repeated access to unknown words, which helps students consequently acquire vocabulary knowledge in word form and meaning, and even some initial and basic productive knowledge of word can be obtained.

In addition, the study finds out that many of the participants in the LG also gain noteworthy word knowledge from their listening tasks. In other words, they can achieve to both listen-to-comprehend (passages) and listen-to-learn (words) when they perform the listening activities. While the participants listen, they complete the information transfer task by identifying the information required. At the same time, they are able to attend to at least some of the target words, take notes of their forms, and use the contexts to help them establish a form-meaning link. However, with the requirement to dual task being demanding, the gained knowledge of the target words is quite shallow as reflected in the failure to develop productive knowledge. This is not surprising given that the main purpose of the activities is to listening for comprehension and the activities themselves are not directly attracting the participants' attention to the target words.

It is noteworthy that the LG demonstrated nearly equal acquisition of meaning knowledge to their peers in the RG, and to a lesser extent, they could recognize the form of the target words. This can be explained

by the fact of three times of listening to the texts and the rich target word contexts, which somewhat compensated for the disadvantage of not being able to read the passages. As findings in previous studies (O'Bryan, 2010; Chang, 2012; Ellis & Chang, 2016) indicate, text repetition aids comprehension. Rost (2011) believes when listeners meet with difficulties in language processing, they can't use top-down strategies and can only rely on compensation strategies. However, according to Goh (2008), if they have the opportunity to listen to the same material for a second time or even a third time, they are liable to reprocess what they fail to understand and skip in the first listening. By clarifying the propositions of and adding in more details to the initial and partial understanding from the first time, they can increase their comprehension of the material.

Besides, learners' being able to make use of the contexts to infer the target word meaning is another key reason. The contextual clues embedded in the listening passages are designed to help the participants to work out the meanings of the target words. When these unknown words make comprehension difficult, the listeners are able to fall back on the contextual clues and thus make connections between form and meaning of the words.

Conclusion and Implication

A clear picture drawn from the study is that the RG has a general advantage over the LG in terms of acquisition in all the three vocabulary aspects of form, meaning and use. Though, the LG demonstrates nearly equal acquisition of vocabulary knowledge in meaning to the RG. Concerning facilitating vocabulary acquisition through listening, the study points to the pedagogical importance of increasing opportunity for learners to process listening input with rich contextual clues through task repetition. It might be argued that text repetition, as is designed in the study, is only pedagogical but not real-life listening. To put it in another way, repeating a text might help learners comprehend a specific text, but will not help them become better listeners. However, there are real-life opportunities for repeated listening (e.g. viewing and listening to the same film or TV show repeatedly) and good language learners are likely to take advantage of such opportunities. Also, repeated listening can help build listening proficiency by contributing to the development of linguistic proficiency. For example, as learners' lexicon grows, so too will their ability to process text in real time. Therefore, it would be unwise to dismiss text repetition in either teaching or testing listening ability.

The study has also pointed out the possibility and practicality of providing both listening practice and input for vocabulary learning. As is proved in the study, listening to learn and listening to comprehend can occur in parallel when learners have time to process the input, though they involve different processes. Thus, there is a good reason for listening activities to be designed to have the dual goal of comprehension and vocabulary development.

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CALL – A Way to Students’ Learning Autonomy

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[Abstract] As the result of the development of information technology, the outmoded teacher-centered language teaching tradition is being challenged and gradually replaced by the student-oriented approach. This paper discusses and explores how autonomous learning can be obtained by constructing through in-class and after-class task “group project and presentation” with the help of CALL (Computer-assisted Language Learning).

[Keywords] learner autonomy; CALL; group project and presentation; cooperative

Introduction

In college, students are usually given reading tasks in their textbook in intensive reading class, and most of their class time is spent listening to the teacher’s lectures. Acting as purveyors of information and wielders of power, the teachers 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). Listening to the teacher’s lectures, taking notes, reviewing lessons and trying to memorize what is taught is what the students are supposed to do. Teacher’s domination of the classroom activities and the students’ rare participation are the two things often seen. This teacher-centered method, based on the behaviorist learning theory, has affected curriculum and instruction in our country for many years. The application of computer technology and the development of CALL (Computer-Assisted Language Learning) have made the setting for students to learn English differently from the past 5 to 10 years ago; in other words, there are more workable and effective approaches than before. Many audible materials and multi-media software are available, and each textbook has a matched disc, which make students more independent of their teachers, and form challenges to the traditional teaching mode (Cai, 2002, p. 230).

Remarks about the English teaching reforms are so prevailing that we assume that our English teaching has stepped into a new era. However, findings in the investigations conducted at several universities in Dalian show that college English teaching is still undertaken with the traditional mode, and there are even some teachers who employ the multimedia approach, they simply use the projector as a blackboard. *College English Curriculum Requirements* (for trial implement) (2004) says, the objective of college English teaching is to develop the students’ ability to exchange information effectively, orally or in written work; that is, to use English in an all-around way and at the same time they will be able to enhance their ability to study independently and improve their cultural quality to meet the demands of our country’s social development and international exchanges. Thus, applying a student-centered or student-oriented approach by integrating their cooperative learning and autonomous learning via CALL will be an urgent thing to do. From September 2013 to December 2014, I designed and practiced in-class

and after-class task – a group project and presentation – which proved to be effective in nurturing students’ autonomous learning. The group project and presentation refers to the project finished by a group of students outside class and then presented in class by a representative.

What to Count On

The theory of Constructivism is the theory in which autonomous learning is based. It believes that knowledge is not taught, but learned by the learner himself through building up new knowledge on the basis of old knowledge, in a certain setting, making use of certain resources with the help of teachers or learning partners. The concept of “autonomous learning” originated in the 1960’s when there were debates about the development of life-long learning skills and independent thinking. Holec (1981, p. 3) defines autonomy as “the ability take charge of one’s own learning”. Dickinson (1987, p. 11) states 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 goals 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 of the school, and help 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 enables 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, the teacher-centered mode should shift to a student-centered mode.

Cooperative learning is another theoretical basis for developing students’ autonomous 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) asserted, “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 group project and presentation is carried out on the basis of the above theories.

Mechanism of the Group Project for Learning Autonomy

Computer-Assisted Language learning (CALL) is widely used in both English class teaching and students’ after-class learning as the result of the change in teaching method. CALL provides such a learning setting in which knowledge is learned through autonomous study. CALL also provides learners with plenty of chances to use English in an audio-visual communicative setting in and outside class classrooms. It makes it possible for the students to watch real situations, listen to native speakers and, in turn, become familiar with communicative strategy. With the help of multimedia facilities, overhead projectors, local network, and the internet, etc., students learn with greater and better effects. Thus, in such a setting, a group project and presentation could be both feasible and effective in cultivating

students' learning autonomy. The group project and presentation was used in two B-average classes (whose scores in Band-1 test were below 60), 80 students in total. Each semester students were required to conduct four projects.

What group project the teacher designs is a decisive factor. It affects whether the students can fulfill the task successfully or not. Usually, there are three principles to follow: First, design the group project according to the passage students learn. In this way, the students not only better understand what they learn in the book, but they also broaden their horizons. Second, the topic of the group 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 group project should be interesting and demanding, as well. Deci and Ryan (1991) held 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 group project should be varied. It can be a report, a role play, a 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 internet, etc. So, without CALL, the group 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 create a PowerPoint to present it. Outside the classroom, the students must search for related information and pictures and even movies in the library and internet, and download or copy print them. Then the students organize, simplify the materials that best suit their needs. The students are required to use PPT to write their report. Students showed great enthusiasm though they said it was a little bit challenging.

As for how it works, since it is group project, it cannot be finished individually. Students have to cooperate with their peers. Appropriate grouping is essential. Kagan (1992) recommends a heterogeneous team, reflecting varied learning abilities, ethnic and linguistic diversity, and gender mixes. Generally, four students form a group. Several groups have five members. Each group has a group leader who helps to communicate with the teacher and organize the group activities. Other members assume specific roles such as group facilitator, group recorder/folder monitor, group representative and so on.

Each member will be graded according to their contribution to the project in order to avoid a "hitchhiker" (a student who does not do their fair share of the assigned group work) or an "overachiever" or "workhorse" (a student who takes on too much the 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, or MSN, etc.

The group or individual presentation should come next. After the above preparation, each group selects a representative to present their group project. Usually, they have to finish their presentation within ten minutes. The presentation should be given in English no matter whether it is in oral or written form. If there is the need, they can employ multimedia facilities in the classroom. When the students were

asked to present the symbols of China or their hometown, one group of students used a computer and overhead projector to help them. The result displayed 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, the hot pot, and the tea culture. They did their presentation in English with the background music of the Chuan Opera, and the PPT was linked to 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 possible.

After their presentations, it is important for the teacher to evaluate their work and encourage them. Sometimes the teacher needs to point out their weakness. 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.

Positive Effects of the Group Project

The essence of the group 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-oriented mode in teaching. When we apply the group project and presentation method, every student has an opportunity to use English in a real sense when working on their project. The teacher's role has been changed from a lecturer to a facilitator. Students can actively become involved in learning within the environment offered by CALL. Most students like this kind of activity (According to the questionnaire, which was conducted among 80 students in December 2014, 32.5% liked it very much, and 53.75% like it).

Second, students feel that they are strongly motivated and have a sense of satisfaction when they can fulfill the project and present it in class. This kind of task can help ease their tensions and fears, which in turn, can stimulate their 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 of training, they are more confident when they speak English in front of others. More than half of the students investigated say this method is very helpful in building up their confidence.

In addition, students' academic achievements have been improved. Discussing with the groups and observing their classroom performance, I found that the students can speak English better and write better compositions. Most important of all, by accomplishing this creative task, they get to know ways to learn. Therefore, they achieve much more.

Conclusion

The group project and presentation proves effective in promoting autonomous learning. Fox (1998) emphasizes that CALL can provide experimental learning; improve students' motivation; enhance students' achievements; provide authentic materials for study; make them gain greater interaction; satisfy their individual needs; make learners feel independent from a single source of information; learners can gain a global understanding. Those are the reasons why CALL is significant in language teaching and learning. But since the method of group project must be carried with the help of CALL, the university must provide facilities and students have access to these facilities. Sometimes students still feel it is inconvenient for them to use these facilities. Besides, teachers must change their deep-rooted concept of teaching. 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 teaching both inside and outside the classroom. Therefore, how to be a good facilitator need to be further explored.

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Exploration on Formative Assessment In EFL

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[Abstract] The issue of assessment has been one into which a good number of college teachers have been probing. In the process of teaching and learning, formative assessment is now carried out in many places. Teachers can get a clear picture of students' situations throughout the process and adjustments are made accordingly by interpreting the information gathered. The result will be students' autonomous learning habits and highly improved language skills. So, on the condition of proper conduction, formative assessment, which is persistent with the EFL instruction and evaluation trend in the country, will undoubtedly replace the outmoded traditional system of summative assessment. And, good and effective learning of the English language will probably be at hand.

[Keywords] formative assessment; summative assessment; weaknesses; advantages

Introduction

English learning is like a round way tour that involves the efforts from instructors and learners, a two-way communication. The instructors (teachers) should make sure that they have well-organized lectures with enlightening content so that students can get as much as out of the lectures. Furthermore, they should pay close attention to the objectives – students. Teachers should see to it that students are in their best possible state of being to accumulate the knowledge available to them. To fulfill this role, teachers should first well consider the ultimate purpose of their work. Why are they teaching students English? What do they want their students to do with English? Traditionally, English teaching is test-oriented. Students study English for the sole purpose of passing exams. When they are at last freed from the demanding College Entrance Examination, there is yet the CET-4 waiting for them. The first day when they enter college, students are told that they have to pass it, otherwise they won't be able to find a satisfactory job or they may even have difficulty graduating. This being the case, students study again for examinations.

Taking this situation into account, the Ministry of Education published the College English Curriculum Requirements in October, 2007. It officially states the general teaching goal and the corresponding assessment system, and formative assessment is highlighted as an effective way of evaluation and promotion (Ministry of Education, 2007). According to the Requirements, language learning means acquiring the necessary knowledge and skills to apply the language, especially in cross-culture communications. To fulfill this aim, the evaluation system should be changed accordingly. The traditional once-every-term tests should well be abandoned for a better assessment which can fully illustrate the students' grasp of language in more ways than just the score from the exams. In this way, assessment is no longer a means to help teachers to determine whether a student is good at English or not. Instead, as a long-term monitoring mechanism, it becomes an integral part of students' studying and further helps students to change for the better

Weaknesses of Summative Assessment

Summative assessment is the accumulating process which usually takes place at the end of a unit or, more often than not, at the end of a term. Its purpose is to help teachers know whether students have learned

what is offered to them (Nigel, 2002). An opinion of a particular student is often formed based on his performance in a single test.

So far until today, most colleges are still using the traditional summative assessment on students. While there is no denying that the scores may show, to some extent, how well students have grasped the English knowledge for a particular term, we still cannot fail to see there are some limitations in it. At the end of each term, students will be required to take a term exam and get a mark accordingly, which apparently outmoded.

The traditional summative assessment may stress too much on the test results while neglecting the learning process. Language learning is a long and changing process. When there is only a single test to put on students, they themselves, as well as the teachers, cannot get a clear picture of progress in English. Therefore, they cannot make necessary changes in their studying strategies. During a long term when there is no assessment imposed on them, some students may become oblivious of their study until a few days before the final exam and only a couple of sleepless nights, and yet they may manage to pass the exam. So in their opinion, English is just something they need to study for a few days at a time. Summative assessment is no longer a part of teaching and it no longer serves teaching either.

It may also cause test anxiety among students. When tests become the only determining factor of their performance, students will regard it as the ultimate goal of their studying. And more often than not, an examination shows the negative aspect of students' studying. After a test, students will look closely at the questions they cannot answer. The test usually shows what students cannot do. This may cause students' dislike of tests, or even English itself. When an exam is of so much importance to them, students may naturally become very worried and anxious about a test. And the more important the test is, the more anxious they are. No student likes tests. That's why when teachers announce that a test is approaching, students will silently protest and feel tense and afraid. This emotion, if not suitably released with a satisfactory mark after an exam, may go on to interfere with students' further study.

Summative assessment hinders students' all-around development, too. When tests are used as the only criterion of students' mastery of English, students may naturally be misled to study for the tests at the sacrifice of other skills. We all know that testing is theoretical, while language is practical. We learn a language as a tool. We need to use it to communicate with others. But a test paper cannot cover all these and students may naturally ignore those aspects not found in a test paper. It is not surprising to find the students with high marks stand awkwardly, while those with low marks talk freely with foreigners. So, the result of summative assessment will be yet another generation of high-scorers with low proficiency. The language they have learned, in this sense, is only a dead language. So, language is ever evolving and it consists of more aspects than those we can find in a single testing paper.

Apart from the drawbacks mentioned above, students' enthusiasm in learning English may go downhill if this traditional way of assessment is continued. Grading and placing students is the purpose of the traditional summative assessment. Teachers, with the test results, will match students with their scores and a particular student is placed somewhere on a list, mostly consciously, not unconsciously in accordance with the result of a single test. In the ensuing lectures, teachers may quite possibly make students sense their position in the teachers' mind and they will grade themselves in the same way. Once the pattern is set, it will become increasingly difficult for students to get away from it. And the result will be that the excellent students will become more excellent and the average students become more average. Also, summative assessment fails to take into account the students' different English levels. Some students, for various reasons, don't have a good command of English when they enter the university.

However hard they try in the first term, they may still have difficulty catching up with other students, or even worse, they may fail in the term exam. It is understandable that those students may get so discouraged and frustrated that their enthusiasm for English may disappear once and for all.

The above mentioned are just some of the limitations of the traditional assessment system, so it is high time that a new and updated assessment system came out and took place of the outdated one. And the reasonable and workable answer is formative assessment.

Advantages of Formative Assessment over Summative Assessment

Formative assessment as a linguistic term, in contrast to summative assessment, should happen at the end of a studying unit, which is the time when the course is going on to help students further promote their study in or for the units coming up. The vivid comparison made by Robert Stake gives us a clear picture of their differences: “When the cook tastes the soup, that’s formative assessment; when the guest tastes it, that’s summative assessment” (Scriven, 1991). The purpose of formative assessment is to promote language learning by eliciting information about students’ studies and providing feedback about teaching, as well as studying strategies. Based on the information gathered throughout the course study, teachers can diagnose problems and give suitable suggestions and make corresponding corrections (Boston, 2002). Formative assessment has many advantages over summative assessment.

Formative assessment invokes high motivation to students. Different from the traditional summative assessment of test papers, formative assessment employs many forms, mostly lively and interesting. For instance, students can put on their own self-made dramas or learn to imitate a certain character in a movie. In so doing, students can apply what they’ve learned and find areas they are short in. They can also gain more confidence if they are highly encouraged from people’s praise of their work. An important difference between summative assessment and formative assessment is that the former brings about competition among students of different levels, while the latter focuses on the comparison of a particular student’s work at different times. A student needs not to admire and become intimidated by other students’ good performance. The student needs to focus on his own situation and set a reasonable goal for himself. Once the goal is achieved, he will feel fulfilled and become more confident. For example, by designing a portfolio, teachers require students to put their best compositions into it. And after a certain period of time, the teacher will ask them to write another composition and compare it with their former ones. When students find striking improvement in the latter ones, they see their own progress and this positive feeling will help further promote their study.

Due to a possible lack of understanding of teachers and students, there may be a gap between teaching and learning, and formative assessment may bridge the gap. With suitable forms of assessment, students can learn self-assessment. Good understanding of learning goals and assessment criteria helps students to become actively involved in the assessment. With time going on, they can form a correct judgment on their own performance. By that time, they are no longer the passive receivers. They can learn to manage their self-development. McDevitt (1997) points out “The end product of education is an independent learner.” The result of formative assessment will be a generation of autonomous learners.

Formative assessment also points to a clear direction for teachers. Formative assessment draws teachers out of a dilemma. In the past, teachers wavered between two situations. On one hand, they want to teach students practical English language that will be beneficial to students in their future jobs and their future lives. On the other hand, there is the pressing national CET-4. Teachers cannot afford to completely ignore this important exam which may well determine the students’ futures. Now with the

Requirement which calls for the implementation of formative assessment in foreign language learning, teachers are free to do what they want to do and the formative assessment system is an ideal way for them. Teachers may choose the forms of assessment according to students' actual conditions and they may even find different forms of assessment for different students. In this way, they will get a clear idea of students' situations and make reasonable solutions to different problems. After interpreting the information gathered from the assessments, teachers will get to know whether students have followed up or whether the teaching methods are effective. When the answer is no, teachers can adjust quickly to suit students. In this way, teachers will know all the time the progress of their students and the difficulties they have in studying. For instance, by having informal discussions and interviews with students, teachers not only get a better understanding of students' English levels, but they also listen to students' feedback about the effects of their lectures or their teaching methods. So, in the formative assessment system, at the time when students are making progress in studying, teachers are also improving their teaching, so there is no doubt that students will become better learners with high proficiency.

And last, what may seem to be more significant is that it serves to build up people's correct notions of foreign language learning. Many years of test-oriented teaching and learning has resulted in the firm conception of the process of the summative assessment of exams. Formative assessment will be implemented from the very beginning to the end of every term with a variety of forms, such as informal observations and interviews, questionnaires, dialogue journals, testing, and course work, etc., which covers all aspects of a language. People will come to see that to learn a language is to learn in whatever way that may help them to use the language as a medium. Thus, language becomes vivid to them. It comes into their homes and becomes an indispensable part of their lives. In this way, a foreign language is somewhat the same as their native language, and they can even learn to acquire the foreign language in the same way as they do their mother tongue. Once people have a correct understanding of language learning, the language will no longer be mysterious to them and they will grasp it in a matter of time.

Recommendations for Applying Formative Assessment in EFL

In applying formative assessment to EFL teaching, there are several aspects to round out our scope. Teachers, in the first place, should try to achieve high reliability. As a means of evaluation, two aspects – reliability and validity – will certainly be considered. As Simpson (1997) pointed out, the validity of formative assessment consists in the fact that the assessment result, to a large extent, can enable teachers to recognize students' problems and help solve them. Research shows that formative assessment greatly promotes students' EFL studying. So, there is no need to doubt its validity. However, it is not the same with its reliability. Unlike the summative assessment, which consists mostly of objective questions, formative assessment is more subjective. There are three kinds of formative assessment according to different assessors: teacher-assessment, peer-assessment and teacher-assessment. All are done by the individuals and they are inevitably influenced by the students' physical factors such as appearance, communicative ability or even the familiarity between the assessor and students. Different assessors, even the same assessor at different times, may use different criteria in judgment. In order to achieve high reliability, there should be specified rules designated in assessment. In this way, discrepancy may be minimized.

Teachers should then require the students to do more self-assessment. Traditionally, teachers are the dominator in classrooms and students are just the passive listeners. Usually, it is teachers who give the evaluations of students' work. In formative assessment, teachers should give students more freedom and

encourage them to form a correct judgment on themselves. Teachers should believe that students have unlimited potential and that when given opportunities they can do everything well. Once students clearly know their own advantages and weaknesses, they can learn to decide on their learning goals, identify learning resources and choose proper learning strategies. Students have changed from passive listeners into active learners, effective language users.

What the teachers should finally see is the proportion of assessment to the overall teaching time. A suitable amount of assessment is beneficial to the conduction of EFL teaching, but it is only a part of language learning. Teachers should see to it that formative assessment is not carried out so frequently that students get bored with it. In most universities, teachers are facing the problem that they are teaching a big class in limited lecture hours. Teachers have to plan efficiently so that they can teach a lot of knowledge in a limited time to a large number of students. So, teachers should only use formative assessment at necessary times and they may assign some as after-class homework. In a word, formative assessment should not get in the way of normal instruction.

Conclusion

The tendency for College English instruction and evaluation is towards output skills such as spoken and written English, as can be seen from the changes in the composition of the CET-4. Formative assessment, with such forms as the portfolio, just meets this need. It can make up for some disadvantages in traditional teaching and assessing. So, if properly conducted, formative assessment will certainly prove to be an effective assessment system in college English teaching.

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On the Mental Representation of L2 Vocabulary Acquisition and its Implications for the Vocabulary Teaching of English Major

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[Abstract] Cognitive exploration of L2 vocabulary acquisition, proposed by Jiang Nan, is of great theoretical value since it intends to approach the essence of L2 vocabulary acquisition from different perspectives such as the mental representation of L2 vocabulary, L2 lexical development, and L2 lexical processing, etc. Based on this model, this paper analyzes the problems existing in the development of L2 vocabulary acquisition and proposes enlightenment for vocabulary teaching of English majors.

[Keywords] L2 vocabulary acquisition; mental representation; vocabulary teaching

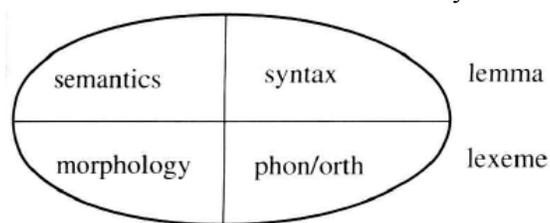
Introduction

As vocabulary is an important part of foreign language learning and study, language acquisition is vital to the second language learners. Not only does language competence, such as listening, speaking, reading and writing, depend on a large vocabulary, but successful communication can hardly do without the help of a large vocabulary. At the same time, it is a common case for L2 learners to make mistakes in using vocabulary (Bruton, 2011).

British linguist D. A. Wilkins (1972) once said, “Without grammar, one cannot express many things, without words, one cannot express anything” (p. 103). This shows vocabulary is essential for the passing of messages in the use of language and vocabulary competence is the core of communicative competence. Therefore, it’s no wonder that language acquisition becomes one of the major tasks of foreign language learning and teaching. Theories on L2 acquisition emerge in an endless stream. In 2000, Jiang Nan put forward a cognitive modal of L2 development and mental representation. This modal is based on the research of learners who learn second language under the environment of classroom instruction. It is a complete and powerful modal and suitable for Chinese learners. This paper first, elaborates on this modal. Second, it discusses the problem with students’ L2 vocabulary acquisition. Finally, it applies this modal as a possible way to improve the vocabulary teaching of English major.

The Mental Representation and Development of Second Language Vocabulary

Jiang (2000) pointed out, “The knowledge of every entry in mental lexicon consists of lemma and lexeme. Lemma contains semantic (semantics) and syntactic information (Syntax), such as word meaning, part of speech, and so on. Lexeme contains form (morphology), pronunciation and spelling (orth phon/) information” (p. 49). Graph 1 shows the internal structure of an entry.

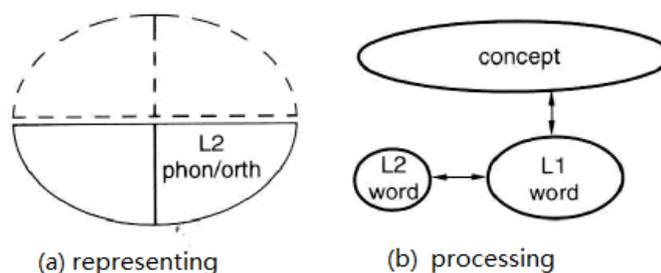


Graph 1. *The Internal Structure of an Entry in the Mental Lexicon* (Jiang, 2000, p. 49)

For the mental representation of vocabulary, the internal structure of an entry in the mother tongue is intact and all the word information is perfectly integrated into an entry; while the internal structure of an entry in the L2 is incomplete or even fragmentary and some word information of an entry is vacant. As a result, when a certain L1 lexical entry is activated, all the word information is drawn from the mental lexicon; whereas the information of an L2 entry which may be drawn from the mental lexicon of the L2 learners is highly limited, even if it's possible for an L2 lexical entry to be activated. Only for some successful language learners can the internal structure of an L2 lexical entry reach a complete state similar to that of L1 lexical entry. One of the purposes of L2 acquisition is to make the internal structure of an L2 lexical entry in the learner's mental lexicon as complete as that of L1 lexical entry. Then all the word information of an L2 lexical entry will be fully integrated into the L2 lexical entry. Once an L2 lexical entry is activated, all the related word information will be spontaneously drawn from the learner's mental lexicon. Jiang Nan pointed out that the process of the second language acquisition developed gradually, all the related word information was gradually integrated into the L2 lexical entry and the learners would acquire vocabulary competence step by step. He put forward the following three stages of second language vocabulary development.

Form Stage

This is the initial stage of L2 vocabulary development. At this stage, what appears in the learner's mental lexicon is just the pronunciation and spelling information of the L2 lexical entry. There might appear a lexical pointer which point to the equivalent in the mother tongue. All the components of lemma are vacant; what forms in the L2 lexical entry is only part of morphological information and phonological/orthographical information. Therefore, this stage is a form stage, as the Graph 2 (a) shows. At this stage, L2 learners have already built up a concept-semantic system which is based on their mother tongue. When learning L2 vocabulary, it is often the case that learners rely on this native language vocabulary system and obtain some lexical and grammatical information of L2 vocabulary by activating the lexical connection between the L1 and L2, as Graph 2(b) shows (Luo, 2008). And the process of obtaining information is not spontaneous, but must be completed consciously.

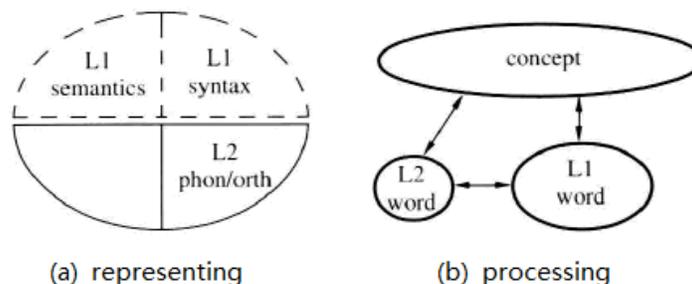


Graph 2. The First Stage of L2 vocabulary Development (Jiang, 2000, p. 51)

L1-Lemma Mediation Stage

When L2 learners study further, all the vacant components of the L2-lemma are replaced by the corresponding ones of L1-lemma (i.e., those shown in Graph 3(a)). As a result, the lemma in the internal structure of L2 lexical entry is represented in L1, although the lexeme is represented in L2. This is the second stage of L2 vocabulary development – L1-lemma mediation stage: the lemma of L1 is copied to the corresponding position in the L2 lexical entry and becomes the intermediary in the use of L2 vocabulary. At this stage, learners use a L2 word by linking the lemma of L1 to the concept instead of

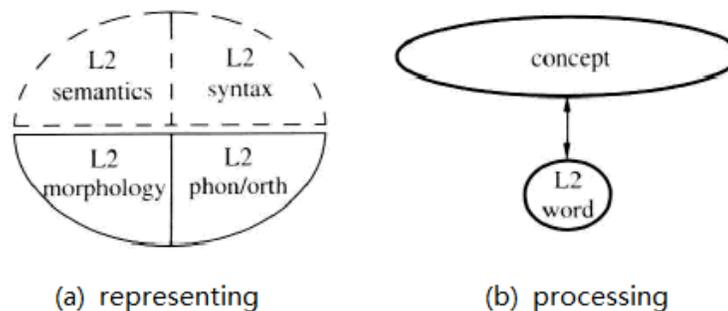
activating the lexeme translated into the one of L1. Therefore, the use of L2 vocabulary has reached a certain degree of spontaneity (as shown in Graph 3(b)).



Graph 3. The Second Stage of L2 Vocabulary Development (Jiang, 2000, p. 51)

L2 Integration Stage

At the last stage, the morphological information of a L2 lexical entry can't be drawn spontaneously when used, because it is still vacant and isn't integrated into the L2 lexical entry. Then at the third stage of L2 vocabulary development, the purpose of the learners' learning is to obtain the morphological information and integrate all the information, say the semantic, syntactic and morphological information, into the L2 lexical entry (as shown in Graph 4(a)). In this process, the direct connection between concept and L2 vocabulary is strongly established in the learners' mental lexicon (as shown in Graph 4(b)). Naturally, learners acquire the L2 vocabulary competence which is similar to the competence in using native language spontaneously.



Graph 4. The Third Stage of L2 Vocabulary Development (Jiang, 2000, p. 53)

Problems in the Process of L2 Vocabulary Acquisition

At the form stage (i.e. initial stage) of L2 vocabulary acquisition, learners in the classroom teaching environment acquire vocabulary by remembering the form and pronunciation of the word, obtain its corresponding meaning in L1 by means of translation and finally, obtain its some lexical and grammatical information by activating the lexical connection between L2 and L1 (Vanniarajan, 1997). Therefore, learners must make conscious efforts to complete this time-consuming learning process, and the learning effect is very limited. Even if the L2 word can be spelled and read correctly, it is only accepted as a receptive vocabulary and impossible to be used correctly in the daily communication.

With the further development of L2 learning, vocabulary acquisition will enter the second stage, and the acquisition begins to relate to the lemma of the L2 word. But the semantic and syntactic information is represented in L1 instead of L2. In other words, in the internal structure of L2 lexical entry, the lexeme is

represented in L2, but the lemma is represented in L1 and the lemma of L1 becomes the intermediary in using L2. This doesn't have any influence on the recognition and comprehension of a L2 word, but exerts great influence on using L2 vocabulary, because at this stage learners use L2 vocabulary by linking directly the lemma of L1 to the concept. In the process of production, if L2 vocabularies are in full correspondence with the lexical concepts of L1, using the vocabulary will be smooth, even after a few times of repetition it seems to be a spontaneous process. Now, it seems that this covers the L2 vocabulary acquisition from start to finish; in fact, this is not the real sense of the whole process (Ma, 2006). If there is no corresponding lexical concept in L1 or the L1 and L2 words are seemingly correspondent but their semantic and grammatical information don't correspondent to each other, errors will occur in using L2 vocabulary (Henrisken, 1997). This is because the information of the L2 lemma should be there but it is occupied by that of L1 lemma. And the morphological information of L2 vocabulary is still vacant.

The third development of L2 vocabulary acquisition is L2 integration stage. At this stage, in order to obtain the ability to use L2 vocabulary as spontaneously as using L1 vocabulary, learners must continue to acquire the relevant lexical knowledge of L2 vocabulary, especially the morphological knowledge before they could integrate the semantic, syntactic and morphological information into the L2 lexical entry (Tong, 2010). However, many learners often mistake the smoother production of L2 vocabulary at last stage for the completion of L2 vocabulary acquisition. Therefore, learners can't use the L2 vocabulary more appropriately and their ability to use the L2 cannot achieve the degree of spontaneity similar to the ability to use L1.

Implications and Conclusion

Although the mental representation and development of L2 vocabulary is divided into three stages, there is no obvious boundary between them, and sometimes they even penetrate and merge with each other. This and problems in the process of L2 vocabulary acquisition together give us the following implications for vocabulary teaching of English major.

The English Vocabulary Teaching Should be Systematic.

Any language is a complete system, and its lexical system is an integral whole which is made up of pronunciation, spelling, morphology, meaning and syntax (Gao & Su, 2009). Thus, at the initial stage of vocabulary acquisition, the teacher's method of explaining lexical forms shouldn't be limited to Chinese translation or English definition. The teacher should explain the various internal relations among the English words. For example, the explanation of paradigmatic relations, say, synonymy, antonymy, hyponymy and homonym relations, may help students master and memorize word sense relations. An analysis of semantic and syntactic collocation constraints may help students master the combination rules of word meaning and make their remembering words more effective.

At the second stage of vocabulary acquisition, in the classroom teaching the teacher should explain the stylistic differences of words and the relationship between register and word choice. In other words, the teacher should explain the style of speaking or writing conveyed by the word, the specific context and suitable scene of using a word. Then, the information of L1 lemma which is activated when the students are using English words is no longer fragmented but relevant to each other on the principle of appropriateness. Even if there is no equivalent lexical concept in L1 or the words are seemingly correspondent because of the semantic and syntactic differences, students can use these English words by as soon as possible finding the appropriate ones in the light of the stylistic and register knowledge. And thus, they make the least mistakes.

In Classroom Teaching, Teachers Should Increase the Input of Highly Contextual Language

The process of L2 vocabulary acquisition developing from the second stage to the third stage can hardly do without the input of highly contextual L2. This is because students will not acquire the meaning of words by paying much attention to the contextual information of the input after the lemma of L1 is copied into the correspondent position of English words and the meaning and other information of English words may be spontaneously acquired through the lemma of L1 (Jiang, 2002). In this case, the morphological information of English words is still vacant from the students' mental lexicon; the semantic, syntactic and morphological information can't integrate the lexical entry; then the final stage of L2 vocabulary acquisition will not be completed. Therefore, in the classroom teaching the teacher should provide the language input which is relevant to the situational and cultural context of English words, as well as explain those relevant stylistic and register knowledge (Elgort, 2011). This kind of highly contextual language input, say reading, audio or video materials, may help students acquire the relevant information and integrate it into the English words so that they can use English words as spontaneously as use Chinese characters.

Teachers Should Provide as Many Opportunities as Possible for Students to Use L2 and Give Them Feedback

In the process of English vocabulary acquisition, the most important thing for students is to use English and get immediate feedback (Palmer & Havelka, 2010). Students' purpose of acquiring English vocabulary is to communicate in English. Only in the process of frequently using English will students' English vocabulary acquisition gradually develop from the cognitive stage to the spontaneous output stage. At the same time this development process is often accompanied by making mistakes. If the teacher can give feedback in time, the development of vocabulary acquisition will be accelerated. The teacher may give students feedback by revising compositions and correcting mistakes made in oral English.

In a word, L2 vocabulary acquisition requires learners to master all aspects of L2 vocabulary – phonetic, morphological and semantic knowledge and to gradually grasp the corresponding concepts and meanings between the L2 lexical items and those of target language. Therefore, teachers should encourage learners to reduce dependence on the mother tongue and exposed students to a large amount of highly contextual language input so that they can establish direct conceptual correspondence between the two languages and can use English words as spontaneously as they use Chinese characters.

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The Executive Power of Foreign Language Teachers in Higher Education Teaching and Its Developing Strategies

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[Abstract] The questionnaire on teaching executive power of teachers in universities indicates that their awareness and ability of doing research and innovation capability, which may determine their teaching executive power, needs to be improved. Teaching executive power is related to the teachers' language background and innovation capability. The development of teachers' teaching executive ability includes three aspects: improve language proficiency, enhance teachers' awareness of doing research, and cultivate innovation capability.

[Keywords] foreign language teachers; executive power; executive power in higher education teaching

Introduction

Executive ability, as a term generally used in the academic field, refers to the effectiveness that guarantees the attainment of a specific aim under the comprehensive impact of different factors. While teaching, executive ability means a teacher's competences to bring his teaching concept, based on his personal experiences and reflections, into practice and to attain his anticipated teaching objectives. Teaching executive abilities mainly involve two elements: the ability to specify teaching activities and the ability to make innovations in the process of teaching; the former stays at the basic level, while the latter is kind of an advanced ability based on the fundamental level (Du & Tian, 2007). Learners' improvement in learning effectiveness and academic proficiency has a lot to do with the teachers' teaching executive abilities. Similarly, the teaching executive power of foreign language teachers largely influences students' development in foreign language learning. What's more, they may determine the orientation of foreign language teaching in higher education. And it is the case in any other courses in higher education.

The Connotation of Teaching Executive Power

With its practicality, teaching executive power has already become sort of a special wisdom established when the instructive activities are attached importance to and the corresponding actions are taken into the teaching process (Zhao, 2012). In fact, it represents the teachers' intuitive responses and conducting proficiency in a specific teaching environment. The development of teaching executive ability is an unconscious progress which attributes to teachers' individual knowledge of an academic field, their accumulative experiences, their enlightenment on practices and reflections on teaching activities. In other words, the teaching executive ability cannot be built up or promoted without teaching practices. Its connotations can be illustrated as follows.

Individualization

Each teacher has his own distinctive charisma and specific way of teaching, which is determined by his age, working experiences, thinking inertia and his behavioral doctrines. It is just because each teacher differentiates himself from any others in many aspects that they literally exert different wits when dealing with teaching problems. Teachers' wits are obviously embodied in various ways, contents and levels.

Based on the same teaching resources, similar teaching concepts and identical teaching modes, teachers reveal diverse features in their practice of teaching, therefore achieving differently in terms of the teaching effectiveness (Slavin, 2004). When asked for the insights into his teaching practice, each teacher gives a distinctive answer. Every teacher's executive ability is featured by individualization.

Integrativeness

Teachers' executive power is the embodiment of an advanced level of cognition characterized by integrativeness, a comprehensive teaching element established in the teaching practices repeatedly performed in the classroom activities, and more importantly, a delicate combination of intuitive perception, integrative thinking ability and decisively implementing power. Teaching is a complicated system which is totally restricted by a variety of factors and processes. In the course of applying the sophisticated system to the teaching practice, teachers have to rely on more profound mechanism, inevitably face the paradox of the identical teaching requirements and the variety of learners' needs, and cope with the uncertainties in teaching practices constantly. Thus, higher education teaching is undoubtedly an integrative situation with the feature of complexity (Zhou, 2010).

Innovativeness

Teaching executive ability involves teaching behaviors rather than the imitation of a specific educational concept or teaching mode, let alone the repetition of a used teaching activity. The learners encountered by different teachers differentiate diachronically and synchronically. Teaching objects and teaching environments are not stable most of time which requires teachers to adjust their teaching methods and contents constantly to face the ever-changing factors in the teaching practice (Yu & Yao, 2005). That is to say, teaching is bound to be an endlessly innovative process. With the innovation in teaching, a teacher's improvement in teaching executive power will naturally follow.

Dynamicity

Teaching executive power is developing continuously, which means it has the feature of dynamicity. Teachers may advance their executive power in teaching by means of learning and referring to the successful teaching strategies practiced by others. Every teacher has his individual wisdom in teaching which may reveal his special teaching quality, and of course, the teaching quality will be the reference of any other teachers inspiring them in their teaching practices (Fan, 2009). However, no teaching behavior can be completely duplicated or relived. The teaching wisdom with explicit individuality is apparently exemplified by the dynamicity of teaching executive power.

The Present Situation of The Executive Power of Foreign Language Teachers in Higher Education Teaching

The key component of teaching is a psychological viewpoint that involves the following four parts: subjects and teaching resources, students and the knowledge they are learning, critical thinking and the skills of problem solving, and finally, the teaching competence and communicative abilities (Slavin, 2004). Teaching executive power embodies a perfect combination of teachers' professional quality, teaching experiences, teaching concept, and concrete teaching modes. With regard to foreign teachers in higher education, teaching executive power reflects the appropriateness of their foreign language background, classroom teaching experiences, ways of thinking in teaching, and the modes to conduct teaching behaviors.

To make clear the present situation of the executive power of foreign language teachers in higher education teaching, a questionnaire has been made on the factors that may influence teaching executive power from four different dimensions: professional ability, ability to specify classroom teaching, ability to do research in teaching, and ability to make innovations. Professional ability consists of basic academic knowledge and the skills of teaching. The ability to specify classroom teaching refers to the competence of classroom activity design, the study and control of classroom teaching, and the ability to organize and evaluate classroom teaching activities. While teaching research ability focuses on whether teachers can deliberately find problems with an eye of a researcher and then creatively solves the problem with the aid of modern educational technology and scientific studying method. Innovative teaching ability refers to the flexibility when coping with problems in classroom teaching based on the characteristics of classroom environment and also under the guidance of teaching objectives (Fan, 2009).

The questionnaires were made both on-line and on-the-spot. In total 368 questionnaires were handed out and 359 valid ones were returned, a rate of validity of 96.5%. The questionnaire is designed with a Likert scale. The answers of the teachers involved in the survey reflect the identification of teachers on their teaching executive power. Based on this information a statistical analysis has been completed. The result indicate that 85.0% of them hold that they are excellent at academic proficiency, and among these teachers 10.7% think that they are extremely excellent, while 4.3% felt they are at an average level. 22.1% teachers thought highly of their abilities to specify their classroom teaching activities; 62.7% teachers insisted that they do well in specifying their classroom teaching activities; and still 10.1% of them were not so satisfied with their specifying abilities. Over half of the investigated teachers felt that they had no outstanding abilities to do research in teaching experience, accounting for 56.4%. 38.3% teachers believed that they had quite high abilities to do research, while 5.3% revealed that they were bad at research into teaching behaviors and no one ticked the answer on the highest scale. As for innovative ability in teaching, 37.2% teachers thought highly of themselves, 57.3% of them were not so content, and another 5.5% teachers didn't think they did well in innovation concerning teaching methods. Based on the findings, a conclusion can be naturally drawn that the ability of foreign language teachers in teaching research and the corresponding innovative competence needs to be pushed further. Only equipped with higher ability to do research in the process of teaching and innovative ability of classroom teaching activities, can foreign language teachers improve their executive power completely.

The Strategies for Foreign Language Teachers of Higher Education to Develop their Executive Power in Teaching

Improve Foreign Language Proficiency

For a foreign language teacher, to lay a solid language foundation is the only way to ensure his teaching executive power. Every foreign language teacher should be a fluent second language speaker with beautiful accent and intonation. What's more, he should be knowledgeable about foreign cultures. The teacher's foreign language proficiency does influence students' interests in learning and learning effectiveness. The essence of foreign language learning is to conduct meaningful learning. Therefore, incorrect language input, coupled with an imperfect accent and intonation, will hinder learners' interest and motivation for learning, which may fail to encourage students to learn actively. That is to say, a foreign language teacher has to be highly skilled at the language he is teaching, knowing well about the function of that language and setting an explicitly reachable and valuable target for students (Zhou, 2010).

Thus, foreign language teachers are required not only to improve their language abilities and broaden their scopes of knowledge constantly, but also to keep extending their cross-cultural knowledge and their studying field of academics. They have to enhance their academic knowledge, as well as the acquaintance of cultural tradition of the target language; and furthermore, they have to cultivate cross-culture awareness and personal qualities to be competent at helping students to develop their interests and abilities of language learning in rather different cultural environments.

Promote the Awareness and Ability to do Research

Compared with teachers of other disciplines, foreign language teachers have less research awareness, due to the instrumentality of languages. However, no teaching activity can be separated from corresponding research. Foreign language teaching is no exception. Consequently, foreign language teachers of higher education have to transfer their stereotyped concept, enhance their research awareness, and develop their interest in doing research. They should accept that scientific research is part of every teacher's duty for work and it will ensure the talent cultivation and their self-improvement. It involves developing their research awareness by means of endless learning and practice. They can choose a specific topic that they are interested in and conform to their research area, based on their learning and teaching background, and gradually combine their teaching practice and theoretical research mechanically to cultivate a favorable atmosphere of promoting teaching by studying.

Develop their Innovative Ability

Innovative ability of teaching reveals a teacher's wisdom and academic knowledge. The key to improve a teacher's innovative ability is to be aware of it first. Foreign language teaching is characteristic of language practice. It not only involves the simple transmission of the required knowledge, but also the training of basic language points. At the same time, language practice should be emphasized because language learning is a process of practice. Innovation means endless change and development. Teachers should manage to meet the students' needs for learning with different teaching methods and lead students to meditate actively. Delicately assisting students to have an insight into difficult language points is what a teacher has to do naturally. What's more, to inspire students to think critically and induce students to find the charming moment of wisdom shining is inevitably the core of teaching of a foreign language teacher (Du, 2007). Only by improving his innovative awareness, can a teacher explore new teaching methods, teaching content, teaching environment and so on. When a teacher can calmly deal with the ever-changing classroom situations and students at different levels, he will be competent at innovating creatively and then exert completely his teaching executive power.

The Key Factors that Ensure Foreign Language Teachers to Implement the Executive Power in Teaching Effectively

Develop a Strong Awareness of Implementation

The concept controls a person's mind which dominates his behavior, and then the behavior will definitely determine the result. To implement the power in teaching is first a kind of awareness, or concept. A teacher will probably overlook his executive power in teaching unless he has a strong mind in implementing it. Therefore, to change the awareness of implementation should be the primary task for teachers to put their teaching executive power into practice. Some activities should be waged to help teachers to enhance their awareness of the importance of implementing their teaching power. A teacher

has to be fully aware that in the teaching process, to conduct his teaching plan and all the tasks completely is of great priority which requires the teacher to improve his own quality in both academic knowledge and personal charisma. This is surely the premise of implementing awareness, because any practice of concept and development of implementing awareness is conducted ultimately by teachers themselves. That is to say, it is necessary for teachers to improve their personal quality and academic competence constantly to cultivate the awareness of implementing the demanding tasks and then to finish the teaching tasks wonderfully and effectively. What's more, to implement clearly is a sort of responsibility that ensures terrific work, which can be exemplified by the fact that responsible teachers will go to the great length to implement the teaching plan and complete the task effectively in spite of the difficulties and overloads. While the comparatively irresponsible teachers will be likely to neglect implementation, run away from the difficulties, regardless of what the outcome will be. Thus, to set up implementing awareness and concept has to start with the cultivation of sense of responsibilities which requires every teacher to be especially explicit with his teaching aim and tasks.

Refine Teaching Plans and Objectives

Whether the effect of teaching implementation can be achieved is largely determined by the refinement of the teaching plans and the competence of a teacher to implement the plans in the teaching process. To refine the teaching plans means all the teachers, teaching groups and the head of the department should work together to prepare for each specific lesson and classroom activity. Every teacher should contribute to the refinement of the teaching plan and be responsible for different tasks in the practice of teaching. The design of the teaching plan has to be identical with the competence of the related teachers whose proposal will be the key elements of the teaching plan. In a word, to refine the teaching plan means that every teacher knows all the details of the teaching task and be sure that they can cope with any problems that may arise in teaching activities.

Construct the Culture of Implementing Teaching Executive Power

The better atmosphere of implementing teaching executive power will dramatically motivate teachers to pursue a high level of teaching. Therefore, the favorable atmosphere of implementation should be developed to provide the teachers a harmonious environment to teach effectively. First, the spiritual culture of the university is supposed to be cultivated, because it is the core of the university culture and it will allow the teachers to focus all their attention and energy on the accomplishment of the strategic aim of the university. It usually embodies the value and concept of the university which will be the essence of all the activities and the centripetal force to attract all the teachers to work for the same conviction of the university. The value and concept of the university is kind of vital impetus to encourage teachers to work passionately without being bothered by difficulties and losses of their own. This is of great importance to construct the implementing power of the university on the whole. What's more, innovating the environmental culture of the university is indispensable for the development of implementing power. The environmental culture of a university, as kind of traditional culture is accumulated in the long run, which is also influenced by the modern civilization. For instance, a university badge, the national flag, a university motto, the portrait of a famous person, and proverbs will all motivate teachers how to finish their teaching tasks, and the reading room of academic features, laboratories, computer rooms, and the multi-media equipment will constantly remind the teachers of their own personal qualities. Of course, in order to develop, any university needs to absorb something outstanding from other universities and societies into its environmental culture to strengthen its cultural life. Only by doing so, can the university

develop generation by generation. At last, the institutional culture of a university needs to be improved as well, which will activate the teachers the most. Thus, the implementing power of the whole university will be advanced.

Conclusion

The academic backgrounds and teaching experiences of foreign language teachers of higher education are the fundamental elements of guaranteeing teaching executive power. A teacher's teaching ability obviously reflects the level of his teaching and definitely determines the atmosphere of classroom activities and the practical effectiveness of specific teaching. Teachers should optimize the direct and indirect experiences in teaching to raise the level of his teaching wisdom. On this condition, a teacher may make further explorations and innovations through ideological activities of higher levels to achieve perfect conduct of a delicately designed classroom activity. And then a contented teaching effectiveness will follow. In terms of foreign language teaching in higher education, with no strong teaching executive power, a favorable teaching effectiveness is difficult to achieve. Only by means of constant self-employment, careful preparation, vivid presentation and enough assignments, coupled with interesting classroom activities of different kinds, can an effective classroom teaching practice be accomplished, thus advancing the quality of foreign language teaching of higher education.

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An Analysis of the Process of the Internalization of English Word Pronunciation through Chinese Learning English in the Listening Flipped Classroom

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[Abstract] *This paper analyzes the word pronunciation process in the English listening process in terms of the knowledge internalization theory under the model of the flipped classroom. The result is that under the listening flipped classroom, the internalization of word pronunciation mainly happens in exact listening and studying in the class. The musicality and voice foundation of students has a positive effect on knowledge internalization and English learning. Thus, it is of great importance to enhance training on musicality and voice foundation in the process of English teaching and learning.*

[Keywords] *listening flipped classroom; the internalization of word pronunciation; knowledge internalization; English listening*

Introduction

China is seeking more opportunities to communicate with other countries, which puts forward higher requirements for English learners in China. Listening is an important language skill which plays a decisive role in language acquisition. However, for most English learners in China, English listening comprehension is a significant challenge (Jiang, 2010). Research on English listening is insufficient and research on the language receiving process is also very scarce, which greatly hinders English listening teaching (Cheng, 2009). “Listening comprehension itself is a process to distinguish, screen, combine, remember, interpret, store and forecast the acoustic signal. If a learner cannot read a word or cannot pronounce it well, it is clear that the voice data of the word is not stored in his cognitive structure. Therefore, he cannot transfer the signals into information quickly and accurately as the separation of an English word’s sound, form and meaning is a major obstacle to improve English listening ability” (Gao, 2007; Shen, 2004; Sui, 2006).

Yet, if we use “word pronunciation” or “phrase pronunciation” as key words to check in the China National Knowledge Infrastructure, there is only one research article on incorrect pronunciation of English words. This author uses the method of classifying study and puts forward that the enhancement of English words’ pronunciation means the improvement of the ability of English understanding and

expression (Zhou, 2014). Clearly, it is important to research the stored process of English word pronunciation.

We will study the internalization process of English words under the model of the English Listening Flipped Classroom. The Listening Flipped Classroom includes five specific steps. Through these five steps, knowledge can be intensified. Studying the internalization of English words through the process of the Listening Flipped Classroom by using the knowledge of internalization is a new method in this field. We know that the process of knowledge internalization is actually a process of the brain dealing with information. Knowledge internalization theory is an important theory of psychological linguistics. Therefore, we can study the reception and dispose of English through paying attention to the process of knowledge internalization. The research explains the memorizing process of English words and then takes related measures to strengthen the students' English learning process. This research is an important breakthrough in the English teaching process and also provides great convenience for students in the process of learning English.

The Connotation and Related Theory of Word Pronunciation Internalization

When a student can read the word correctly after imitating the material, it means that he grasps the pronunciation of the word, but we do not know if he has achieved internalization of the word's pronunciation. According to the theory of knowledge internalization, during the listening process, a large amount of information will go through the process of sensory register which means that the students will meet a great many new words, but only few words can be noticed. Furthermore, for some students whose listening ability is not good enough, they may encounter difficulties; for example, they can hear the pronunciation, but do not know the meaning of the word, or the word they hear goes through the process of knowledge reception, but it cannot go through the process of sensory register because the pronunciation of the English word cannot be recognized, and thus, the word cannot be noticed. To solve this kind of problem, students have to listen and read the word many times, until they can recognize some phonetic phenomena like read though, weak reading and intonation; a lot of words will go into short-term memory and then transfer into long-term memory.

The Related Theory of Word Pronunciation Internalization

Knowledge internalization theory. The process of knowledge internalization is a process of the human brain dealing with a range of information, as shown in Table 1. Knowledge is first perceived by the human brain receptor.

According to the research analyzed from a cognitive psychology aspect, only when one pays attention to sensory information, can the information be dealt with on a deep level. This means that a great amount of information stays in the brain at the same time, but most knowledge disappears because it's not being noticed. Pattern recognition is a matching process between the sensory information and the knowledge grasped before or stored in the long-term memory system, which is a process of transferring and analyzing knowledge for the purpose of recognizing new things and then absorbing or extending the knowledge into the brain's cognitive structure. The knowledge being remembered for a short time is not a kind of simple sensory perception, but permanent knowledge being stored through some forms, for example, meaning, pattern, view, or sound, etc., and being transferred to the long-term memory system and then being stored in the brain for a long time after semantic coding. When the information from the outside environment stimulates the short-term memory system to deal with it, there is also some related

knowledge that comes from the long-term memory system providing help for the process. After all these periods of transforming and processing, the knowledge then can be part of the individual knowledge or experience being stored for further use (Zhang, & Wen, 2008).

See Table One below:

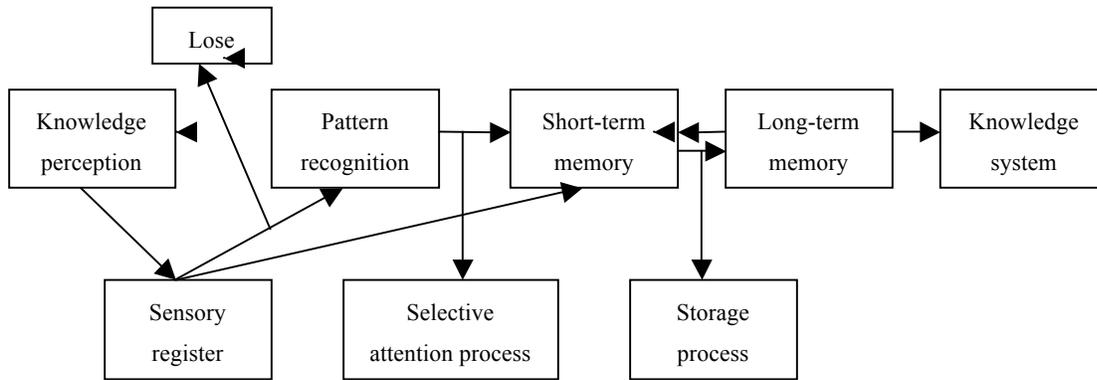


Figure 1. The Theory of Knowledge Internalization

Approach of knowledge internalization. There are at least three methods of knowledge internalization – assimilation, adaptation and gradualism. To a learner, assimilation is the process of new knowledge adapting to old knowledge. Adaptation is a process about old knowledge adapting to new knowledge. Graduation means that students do not reconstruct their knowledge system, but they build a right concept which belongs to the scope of the beginning of cognition (Zhao, 2014).

Introduction of the Listening Flipped Classroom

The flipped classroom is a converse teaching method deriving from the foundation of the traditional teaching form. It means that students learn the related teaching content, which they will learn in the class, by themselves before class through some media resources like a teaching video or teaching audio. Next, students will have a test to check if they grasped the knowledge by the internet. Finally, students will have a discussion in the class to solve the problems that they encountered in the previous studying process. The flipped classroom is an innovative teaching model combining a network of independent study and traditional classroom teaching, which has the feature of high efficiency, flexibility and interaction (Wu, 2015). The concept of flipped classroom was first put forward by Sylvanusn Thayer. The aim is to construct a new teaching model (Wu, 2015).

Combining the foundation of the flipped classroom and the listening teaching steps, we put forward the listening flipped classroom which can be divided into five specific steps which include extensive listening before class, exact listening before class, learning in the class, preparing for the display after class, and displaying in the class. During the process of extensive listening before class, students will have an overall grasp of the listening material and discuss it in groups. Then, it is the exact listening process that requires students to listen to the audio material again and again. Through this step, students will encounter a great number of voice problems. In this period, first, teachers will check if students have studied before class. Second, students put forward their questions and discuss between different groups. Third, students will learn the audio material by following the teacher. Through the third step, teachers will guide students to learn. Next is the period of preparing for the display after class aiming to consolidate

what students have learned in the previous three periods. Finally, is the display in the class. In this step, students show the knowledge they have learned before.

Methodology

We put forward seven hypotheses, and applied the method of questionnaires through the method of t-test and general least squares to compare and analyze the data obtained from the questionnaire.

The Hypotheses of the Internalization Process

A learner can imitate the audio material to learn the pronunciation of English words. He needs to practice again and again while listening and then the pronunciation will become better and better (Zhou, 2014). It shows that when learning English, acquisition of word pronunciation may be a gradual process, or maybe to certain English learners it is gradual.

Here are the seven assumptions:

- Assumption One: Voice foundation influences internalization of English words (Guo, 2003).
- Assumption Two: Musicality influences internalization of English words.
- Assumption Three: Internalization of English word pronunciation is a “gradual” process.
- Assumption Four: There is wrong assimilation of word pronunciation (Li, 2010).
- Assumption Five: In the five steps of flipped teaching class, internalization of English word pronunciation can happen at any step.
- Assumption Six: The internalization of English word pronunciation in the listening flipped classroom mainly happens in the process of exact listening and studying in the class.
- Assumption Seven: The pronunciation of some unknown words cannot go through the process of sensory register during the extensive listening process.

The Test of Internalization Hypotheses

To check these seven hypotheses, we have taken tests, questionnaires and interviews. First, we designed the questionnaire in accordance with the five stages of the listening flipped classroom. Then, in order to ensure the veracity of the questionnaire, it was tested. We then collected the data and analyzed it by the methods of t-test and general least squares. Finally, we obtained results through comparing and analyzing the data.

The data of this survey was from 53 English major students who studied English in the listening flipped classroom for one year. To ensure the quality of the research, the students selected came from classes of teachers who have had four years of experience in digital teaching. All questionnaires were anonymous and the response rate was 100%.

We designed the questionnaire according to the “three stages five steps” teaching process of the listening flipped class. We tested the reliability and validity of the questionnaires, both of which were over 0.7. All questionnaires were valued from 0% to 100%. If it had a complete internalization, it was 100%. On the contrary, if there was no internalization, it was 0%. When the five dimensions were added together, it cannot exceed 100%.

The participants of the research were the 2013 English majors in our school. In their first year of college, they learned English in the model of the flipped classroom. Two weeks before the end of the

semester, we recorded the students' feedback about word internalization in the flipped classroom through the questionnaire.

The main purpose of this survey was to test the seven hypotheses. To achieve the goal, we used the t-test and general least squares. The null means that the average degree of satisfaction was the same. The general least squares method means that the impact of the satisfaction of each project to the whole part did not exist. If the hypothesis was false, it is sure that an impact existed.

The Analysis of the Research Results and Realistic Significance

Research Findings

From the statistical results of the questionnaire, we learned that all students could hear the pronunciation of unknown words in the extensive listening process, but they could not remember them, and the number of unknown words varied from four to twenty-six. This result fully demonstrated the hypothesis that the pronunciation of some unknown words could not go through the process of sensory register during an extensive listening process. We made a scatter diagram of words that could not go through the process of sensory register and students' musicality or phonological competence and discovered that there was no obvious relationship between musicality or phonological competence and the number of words that could not go through the process of sensory register.

After calculation, we learned that the mean of exercise 7.13.19.25 separately is 7.6.16 and 5, which shows English learners in China had incorrect internalization about English word pronunciation in their previous learning process. Therefore, Hypothesis Four is true.

From the statistics of the questionnaire we came to the conclusion that English word internalization happens in the five processes which shows that Hypothesis Five is true.

The mean of question 1.3.9.15.21 is separate from 9.16.15.15.9. During the process of exact listening and learning in the class, the number of internalized English words accounted for 71.88%. Thus, Hypothesis Six is true.

First of all, the main purpose of extensive listening was to solve after-class exercises and check the students' comprehension of the listening text. According to the theory of knowledge internalization, extensive listening goes through the processes of knowledge reception and sensory register. During the two processes, a large amount of information will go through the process of sensory register, but only the information related to after-class exercise can be noticed. Consequently, for most students, only a little information can achieve knowledge internalization and then goes into short-term memory and then long-term memory at last.

The second step is to have exact listening. To achieve this purpose, students were required to learn the audio material exactly and were asked to write down one sentence after listening to one sentence and mark some important phonetic phenomena, such as read through and intonation, and then imitate it, figuring out the meaning of every sentence. In this process, the listener may need to listen many times to grasp one sentence. Therefore, lots of information will go through the process of pattern recognition, which means a lot of information will go into the short-term memory and then be transferred into long-term memory and finally, achieve knowledge internalization. Knowledge internalization must be done by "gradual" internalization because when students listen and imitate the audio material again and again, which is actually a process of right conception to replace previous conception (Zhao, 2014). If, in the phase of extensive listening we only achieve a small amount of internalization of sound and meaning,

which we call the assimilation and naturalization, under repeated listening and imitating, students achieve a large amount of word internalization of sound, form and meaning through “gradual” internalization. Thus, a good control before class is very important in the English listening flipped classroom.

After completing the study task before class, students will have many questions in the classroom. In the classroom, the teacher plays the role of the organizer for learning, the audient, the founder, and is the one who explains of questions. In this process, students can achieve knowledge internalization through exploring and figuring out their questions. From the teaching experience, we know that in this period, most questions are put forward by students and are solved by teachers. Compared to the internalization in the first phase, internalization in this period includes the knowledge internalization of all listening aspects. Furthermore, the internalization of sound is mainly the “gradual” internalization. After this period, most knowledge is stored in the memory and some memory of word sounds will become vague after a few days. Therefore, if the students want to remember this knowledge in their long-term memory and achieve the goal to use this knowledge at any time, they need further practice.

In order to grasp the knowledge better and apply it into practice, students should recall the knowledge they have learned in the class after school to prepare for the display in the next class. The display has many kinds of forms, for example role play, listening and translation, and repeating what was learned in the last class. This process not only refers to the imitation of listening material, but also refers to knowledge perception, sensing register and pattern recognition. Thus, this is a process of knowledge internalization, a process of using the memory and stored in memory.

Following the preparation after class is the display in the classroom. From this step, students will show what they have learned before by role playing, listening and translation, and repeating. Furthermore, this step is also a consolidation of the knowledge they have learned in the entire process. After the process of knowledge perception, sensing register, pattern recognition and short-term memory, the words will go into the long memory, which is the whole process of the internalization of word pronunciation.

Realistic Significance

We added up the number of words that do not achieve internalization after the whole process of the listening flipped class. We have made two scatter diagrams. From the two diagrams, we see that there is no obvious linear relation between voice foundation and the number of words that do not achieve internalization or musicality and the number of words that do not achieve internalization. What’s more, from the analysis of regression, the F-value is not significant, and the P-value is smaller than 0.05, indicating that the regression equation is eligible through the statistical tests.

Actually, the result does not conform to the hypothesis. The data of the questionnaire shows that some students with poor voice foundation and musicality have few words that cannot be internalized, which is opposite to the hypothesis. Therefore, teachers have taken further investigation to test those students with bad musicality and voice foundation. They found that some students who do not have good voice foundation, they cannot integrate the right voice information into sensory register, leading to those psychology words which long-term memory presents incorrect voice features, or they cannot make the correct matches between voice and form. Some students do not have correct judgment on the number of words that do not achieve internalization. Teachers’ investment shows that some students have incorrect voice output, however, the students themselves do not realize it. These results remind us that, teachers’ appropriate intervention and checking is necessary in the process of the English listening flipped class.

Conclusion

From this research, we found that knowledge internalization conforms to the progressive development trend under the professional Listening Flipped Class Teaching pattern. The data analysis indicates that with further study, the fixed knowledge system in learners' long-term memory will be constantly deepened and reinforced, or corrected, and finally achieve knowledge internalization.

The research findings reveal that progressive word internalization is obvious if a student has better musicality. However, the teaching of musicality is usually in the very beginning of teaching, for example in primary school or even kindergarten. At these levels, most areas in China do not have a standardized elementary English teaching system. Therefore, an early stage of education is very important for children. Further study is needed to know which aspects of musicality influences students' English pronunciation. Voice foundation, as the fundamental of English learning, is proven to have an interdependent relationship with the progressive knowledge internalization (Guo, 2006). Thus, students with better voice foundation have weak progressive internalization, which means that students with better voice foundation can probably better accelerate the speed of word learning in the process of word pronunciation internalization. However, students with poor voice foundation may need more listening input or more imitating practice. This also proves one of our hypothesis – students with poor voice foundation more obviously reflect the progressive internalization of word pronunciation.

This research shows that voice foundation has a positive influence on the process and quality of word internalization. Furthermore, voice foundation reflects the level of voice awareness. It has been demonstrated that voice awareness will have different development levels at learner's different age stages. In addition, the English voice awareness of Chinese people has a dramatic relationship with Chinese voice awareness based on Chinese PinYin (Hu, 2013).

Therefore, Chinese learners need to foster voice awareness during the process of learning Chinese PinYin. Moreover, adequate voice foundation knowledge is essential. Before third level education, the fostering of voice foundation is overlooked (Wang, 2001). Therefore, the professional guidance of voice study at third level is extremely important.

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On the Impact of Cultural Context on Pragmatic Failures in the Chinese-English Intercultural Communication: A Contrastive Analysis

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[Abstract] Pragmatic failures often arouse misunderstanding, controversy and even conflicts in intercultural communication. The problems can be largely attributed to the absence of shared cultural context. Comparison between Chinese and English cultures is conducted from the perspectives of conceptual system, value system, thought patterns, and face system. The thesis intends to explore how these social and culture factors influence the profound relationship of language and communication, to seek for effective approaches to avoiding, or at least, lessening pragmatic failures in intercultural communication.

[Keywords] intercultural communication; pragmatic failures; cultural context; contrastive analysis

Introduction

The communication behavior involving different cultures, termed as “intercultural communication(IC)”, occurs whenever and wherever the message sender is a member of one culture and the receiver is another. In intercultural communication, people share less common knowledge of cultural background than that in intracultural communication. Consequently, conflicts and misunderstandings often occur in intercultural communication. Therefore, one’s ability to engage successfully in intercultural communication may be one of the most important skills that should be ever developed.

Related Studies on Pragmatic Failures in Intercultural Communication

Thomas (1983) suggests that a speaker’s linguistic competence involves “grammatical competence” and “pragmatic competence”, and describes the latter as “the ability to use language effectively in order to achieve a specific purpose and to understand language in context” (p. 92). He proposed the term “pragmatic failure” instead of “error” to indicate that the problems which are not lexical or grammatical errors but the inability to understand what is meant by what is said and thus failure in communication (Thomas, 1983).

Communication, as Sperber and Wilson (1986) claimed, “is successful not when hearers recognize the linguistic meaning of the utterance, but when they infer the speaker’s meaning from it” (p. 23). It is an ostensive-inferential process which demands shared knowledge and context among the communicators. But the communicators with different cultural background may have different interpretation for the same context. They hold different views, attitudes, and value system with different cultural presuppositions. They must construct and adjust their own internal cognition, which varies with individual experience. These internal constructions of meaning are not only a matter of comprehension, but also responses to cultural context. That is why pragmatic failures occur more frequently in intercultural communication than in intracultural communication.

Communication is governed by rules which are often tied to a particular cultural context. The concept of cultural context evolves from “context of situation” first proposed by Malinowski in the 1920s.

Then Samovar, et al. (2010) define cultural context as the largest contextual component that is the cultural setting in which the communication is taking place involving history, culture, customs and folks capable of being understood by speakers in a speech community (p.18).

Pragmatic failure can be divided into pragmalinguistic failure and sociopragmatic failure. “Pragmalinguistic failure” refers to the inability in interpreting the linguistic meaning caused by mistaken beliefs about pragmatic force of utterance, which is often revealed as violating the language rule of the target language, transferring L1 language norms, confusing the literal meaning with the pragmatic meaning, overusing complete structure and so on. “Sociopragmatic failure” refers to the expressive inappropriateness resulting from the misunderstanding or the ignorance of social or cultural differences. They can often be detected as inappropriate speech acts, impolite or over-polite expressions, and violation of communicative principles in a given context or with a specific participant.

Thomas (1983) ascribed the causes of pragmatic failures to “pragmatic transfer”, which he defined as the activation of L1 knowledge in the establishment of an L2 speech plan by means of which the learner seeks to realize a communicative goal. The negative transfer happens not only in the aspect of the learners’ native linguistic knowledge such as the native grammatical rules and lexical conception, but also in the aspects of cultural context. Dash (2004) highlighted that interlocutors in intercultural communication were required to be cultural sensitive and objective to avoid prejudice and stereotypical assumptions.

Researchers in various fields of linguistics, anthropology and sociology have made great endeavor to examine pragmatic failures in many different interactive contexts. Many of the researches concerning the impact of cultural context in intercultural communication have been conducted, but there is still lacking in thorough comprehension, especially systematic comparison between oriental and western culture. Therefore, the thesis shall make an attempt from the following four perspectives of conceptual system, value system, face system, and thought patterns.

Conceptual System

Lakoff and Johnson (1980) pointed out that underlying our linguistic system is a conceptual system (CS), which is fundamentally metaphorical in nature. Learners of a second language (L2) are usually lack of the capacity to convey their meaning using culturally appropriate figurative language in the target language. The reason partially ascribes less shared knowledge of the cultural background. Taking dragon as an example, it is the symbol of power and greatness in Chinese culture, but it is assumed as a terrifying monster in English. The Chinese address themselves proudly as the descendants of dragon, which sounds not so favorable in English. Some color items also have metaphorical conceptions. White in English can symbolize purity and has more positive semantic prosody. On contrast, white in Chinese implies sadness and mourning. The non-equivalent concepts of lexis often result in barriers in translation and communication. Such Chinese words as *ren*, *yi*, *li*, *zhi*, *xin* that dominate the ethical values in Chinese culture can hardly find equivalent English expressions. The connotations of some concepts vary with different cultural system, and are much influenced by the factors such as history, religion, customs and conventions, even the external environment like geographical location, weather, and natural resources. For instance, *west wind* in English is usually considered the mildest and most favorable of the directional winds. Whereas its concept in Chinese implies thrilling cold and hash. The subtlety of conceptual differences is of significance to the understanding of language since they penetrate subconsciously into one’s cognitive system and thus affect his phraseology.

Value System

Many of the difficulties communicators confront with also stem from value system. The way we view our world is a function of our culture, and it affects our perception. The contrast of value system between Chinese and English can mainly be summarized in four aspects:

Guilt vs. shame

Ruth Benedict uses a combination of the concepts of “guilt” and “shame” to describe the western and oriental attitude to life (Hu Wenzhong, 1989, p198). The guilt culture depends on internalized convictions of sin, which may attribute to human’s earliest ancestors, Adam and Eve, who ate the forbidden fruit and were driven out of the Garden of Eden by God. So Christianity holds that man is born with sin, and man’s life is the process of atoning for his crime. While Chinese believe that every man belongs to the group where he exists. To maintain a harmonious relationship, man should follow the conventions in the group and devote himself to the society. If not, it would be shameful. So Chinese culture is a kind of shame culture.

Doing vs. Being

Doing, as Stewart asserts, is the dominant activity for Americans (Hu Wenzhong, 1989). The American history is demonstrated by their continuous exploitation of the external world. In the process of conquering nature, it is natural for them to approve of being independent and self-made. On the contrary, the oriental worldview is to keep balance between man and cosmos. So it is vital to maintain the harmonious relationships.

Equality vs. Hierarchy

The essential types of human relationship can be divided into two categories: horizontal and vertical. A horizontal society is based on the principle of assumed equality or egalitarianism. Many western countries have undergone a comparatively long period of democratic system so that equality is highly valued. For example, “You are not playing fair” is a sharp criticism calling for changed behavior. Some countries like China and Japan, however, with a quite long history of feudalism, which belong to the kind of hierarchical and vertical society where people in certain groups have been used to receive preferential treatment. In such a society, an individual’s family background, kinship web, social status and even age can carry great significance. Thereby, the Chinese are apt to enlarge and strengthen their kinship network by means of blood or sworn relationship. It is the reason that Chinese has a large vocabulary on kinship. It is also common to note that Chinese way of addressing by using a person’s rank or occupation, such as Bureau Director Wang, Manager Huang, and Minister Zhang. It is the hierarchic sense that keeps a fundamental and pervasive impact on the Chinese culture.

Individualism vs. Collectivism

In western countries such as England and USA, people tend to have a man-centered view. The concept of individualism is an expression of personality that favors free action and complete liberty. The large number of words with the prefix “self” is a demonstration. On the other hand, the Chinese are more sensitive to the connections they have as members of their social groups. Consequently, they are inclined to be more concerned about the impact of their actions on others of their groups. Harmony is the first consideration. So great emphasis is put on saving others’ face and maintaining the ethical relationship and social order.

Thought Patterns

Cultures do not communicate, people do. One's thought patterns are much affected by the social culture and psychological cognition, together with his personal experience. There appears to be a western preference for a deductive and analytic thought pattern but an oriental preference for an inductive and synthetic pattern.

Deductive vs. Inductive

In the deductive pattern, a topic is introduced at the beginning of a discourse and then the minor or supporting arguments are presented afterwards. It is clear that the American favor the deductive pattern. This pattern is to get the topic directly towards what is most concerned. Details can then be worked out deductively as they are needed. Scollon (2000) had illustrated the thought patterns with a story: When an American businessman was asked what he thought was the most important aspect of business communications. His answer was: "all you need is the five *W*'s and one *H*: what, who, where, when, and how. Nothing else. If it's too long, you lose money" (p. 75).

Whereas inductive patterns place the minor points of the arguments first and then derive the main points as a conclusion from those arguments. The structure could be sketched out as: Because A, and because B, and because C, therefore D. The delayed introduction of a topic may arouse misunderstanding in intercultural communication.

Analytic vs. Synthetic

Americans favor analytic and logical thought patterns. They are apt to analyze the things in sense of their components. So, they place their most interested or crucial points at the beginning of a conversation or a discourse, and then probe into the components. While synthetic patterns emphasize the comprehensive mastery of the thing from all dimensions. In oriental culture, the related factors in communication are synthesized into a unified whole to grasp the totality. It is also revealed in discourse structures with the rhetorical favor for parallelism and antithesis, which is often regarded in English discourse as prolix and verbose.

Face System

Face system can be divided into positive face and negative face. Positive face is also called solidarity face, which refers to the approval of the other person. Negative face is avoidance of imposition. Face system is much influenced by value, worldview, cultural conventions, and social norms, along with distance, power and weight of imposition. Moreover, it varies with context of situations (Scollon, 2000). To a person from a highly individualistic culture, however, face relationship is very much a matter of private affairs. But one's face in terms of collectivism is vital relevance to the honor of the group which he belongs to, whether a family, a company, or an organization.

It often occurs that in an international business negotiation, a Chinese merchant is apt to stress, first of all, the good relationship of both sides in the past, then looking forward to the friendly cooperation in the future as well as some light topics before the discussion of the most crucial and debatable details. It is out of the Chinese convention to maintain a harmonious relationship with others by weakening the disagreeable arguments, if unavoidable, to the least extent. However, the English participants prefer to put the greatest concern at the beginning, aiming at the settlements of the most concerned. They feel confused or even irritated with those "irrelevant" topics. What is more, in some dilemmas, a Chinese person usually concludes with "Let me think it over" or "We will make a study", which means, to a westerner, a promise

for further discussion, but actually is an implication that the issue is hard to accept. This is an endeavor to save other's face. Some English feel quite uncomfortable with the way Chinese make a farewell: "I must be leaving now" or "I have something important to do, so I must go", which sounds too abrupt and even insulting to them. They take it as a complaint or a hint that their conversation is meaningless. In intercultural communication, any expressions violating cultural conventions or threatening face may arouse conflicts.

Conclusion

The analyses made from the four perspectives of conceptual system, value system, thought pattern and face system reveal that Chinese and English are culturally and pragmatically different to a large extent. And the differences often transfer into their language with negative effects. The western culture values more individualism and initiative, and prefer to logic and straight patterns in verbal communication. Contrarily, in Chinese culture, people are more collective-oriented, more inductive in thought patterns, more conscious of their social value and relationship with others, which influences their communicative behaviors as more emphasis on maintaining harmony and saving face. The influence even reflects in their language characterized by circular discourses structures and their circumlocutory phraseology. The differences can cause barriers, confusion or misunderstanding, some of which may result in serious disputes or conflicts by different approaches to handling speech acts (direct vs. indirect), different appreciation of styles (formal vs. informal), different arrangement of discourse (inductive vs. deductive), different treatment of politeness or face, and different emphasis on social and personal values (individual-oriented vs. collective-oriented) and so on. The differences conflict in the verbal communicative acts, bringing about inability to convey or understand the original meaning. And the analysis demonstrates that the pragmatic failures in intercultural communication to a great extent should be ascribed to the negative transfer of the communicators' cultural convention. Therefore, cultural awareness and social-pragmatic competences should be strengthened and cultivated.

What is more, cultural context is a variable that is related to the individual who engages in the communicative activities. Any absolute classification of cultural patterns, in terms of cultural stereotyping, will be too rough and oversimplified. The general discussion of the cultural factors that affect communicative actions in this thesis doesn't mean that the patterns are always in consistency with any participants in any context of situations. Age, sex, occupation, experiences, character, academic background of an individual, as well as the concrete situations make the communication actions diverse and variable. These differences need further study.

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A Study on the Influence of College English Teachers' Roles on Class Atmosphere

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[Abstract] *The classroom atmosphere plays an important role in foreign language teaching. As one of the main characters in the class, teachers play different roles in the process of performing different activities in class. To find the specific roles contributing more to the class atmosphere, in this paper, a survey was conducted from five different types of colleges and universities in Hebei province. Based on the findings, the roles teachers should play in class to promote class atmosphere are listed, thus improving classroom qualities and foreign language acquisition.*

[Keywords] *College English teachers' roles; classroom teaching; class atmosphere; improving classroom qualities*

Introduction

Currently, classroom teaching is still the main form of teaching in all levels of colleges and universities in our country; therefore, classroom teaching is the main way to improve the quality of teaching. Despite remarkable achievements, at present, there still are serious problems in college English classroom teaching, of which a very prominent problem is that the classroom atmosphere is not very good. Although there are many factors that can affect the classroom atmosphere, such as the traditional Chinese culture, "silence is golden", and "emphasize harmony and collectiveness," etc., the role of teachers cannot be ignored. As one of the main characters in the class, teachers play different roles in the process of performing different activities in class.

Since the 1960s, the teaching methods have increasingly emphasized that "classroom activities should be student-centered". The communicative teaching approach in the 1970s advocated "the emphasis of communication in teaching, students as the master in class" (Brumfit & Johnson, 1979). The more classroom activities students participate in, the more likely it is to break the boring classroom atmosphere. This process requires teachers to play a new role. In light of this, a survey on the influence of College English teachers' role on class atmosphere was conducted to find what specific roles teachers should play in class to promote a good class atmosphere.

Class Atmosphere

Class refers not only to the classroom, but it also refers to a social place in which students and teachers interact with each other. Therefore, classroom teaching has a social characteristic. In the context of society, teachers in class should not teach students mechanically on the basis of teaching plans, which are prepared in advance. Students in class are dumbstruck in class and there is no soul for the English class.

An English class with soul requires that there be vivid characters in class, which can play different roles. Vivid characters and roles in English class leads to a vivid class atmosphere, which then facilitates students' English learning in class. A successful role that teachers play in class facilitates students' self-recognition and adapting themselves to the society.

The study of classroom atmosphere started earlier abroad. Former Soviet Union educator J. I. B. Zakov (1980) said, "intellectual activity goes very well in good atmosphere". Williams and Burden (1997) believed that the relationship between teachers and students is the basic element to determine the formation of the best learning atmosphere. A harmonious classroom atmosphere is an important psychological environment in the process of students' creating freedom, while a poor classroom atmosphere will cause students to feel depressed and insecure.

Teachers' roles

Ehrman and Dornyer (1998, pp. 222-223) hold that if the classroom is a stage in a theater, teachers and students are the actors. Generally, the "role" can be defined as a part people play in the performance of social life. Precisely speaking, a role is "a set of norms and expectations applied to the incumbents of a particular position" (Banton, 1965, p. 29).

During the 1970s to the 1980s, educators and linguists had begun to classify the different roles of a teacher. Harmer (1983, pp. 200-205) the roles of a teacher (such as controllers, assessors, and prompters, etc.) depend on the function they perform in different activities. Brown (1994, pp. 160-161) suggested that teachers play many roles in an interactive classroom. Loap Ahmad and Ahmad Zainuri (2013) list the main roles of teachers as the communicator role, counselor role, ethicist role, political role and researcher role in *The Roles of The Reflective Classroom Teacher*.

Domestic studies on teachers' roles are limited. With the reform of teaching, more attention has been paid to the idea that classroom teaching should be student-centered rather than teacher-centered. Wu K. N. (1997) advocated to observe teachers' roles that they played in the classroom and classified teachers' roles into formal ones and informal ones. China's Foreign Education Research Center (2002, p. 226) states that the English teachers' roles are course maker, compiler of teaching materials, designer of CAI, adviser, instructor, organizer and researcher. In addition, researchers such as Shu D. F. (2004) also came up with different classifications about teachers' roles. However, research on the relationship between teachers' roles and classroom atmosphere are limited. On the basis of the above reviews of teachers' roles, both at home and abroad and the fact that teachers' roles in college English class are also different from those in other courses, six college English teacher's roles are of great significance, especially to classroom atmosphere, and therefore, chosen in this research:

- Assessor: Give students feedback on their performance, including assessment and correcting mistakes;
- Facilitator: Offer students proper concrete help, create a better class environment, guide and give advice on how to do well in the activities and facilitate them to learn easier;
- Motivator: Motivate and arouse students' learning interest;
- Organizer: Organize classroom teaching and learning activities;
- Participant: Participate in classroom activities equally with students;
- Instructor: Instruct students in knowledge in English class.

Empirical Study

Research Questions

This paper intends to explore the effect of College English Teachers' roles on class atmosphere, so this study attempts to address the following questions:

1. Do college English teachers' roles affect college English classroom atmosphere?
2. What roles of college English teachers have that affect the classroom atmosphere?

Subjects

The subjects in the study were 216 students (112 girls and 104 boys) from 5 different types of colleges and universities in Hebei province. There were a total of 40 ordinary undergraduate colleges and universities. The survey was conducted by stratified sampling, choosing 4-6 colleges and universities from each kind of school, which included normal, science and technology, financial, and military as much as possible. For every major in each university, we covered all four grades, ranging from sophomores to seniors. Specifically speaking, it included 56 students majoring in English, 32 students majoring in Math from the Comprehensive school at Hebei University and the Tangshan Normal University; 28 students majoring in Electrical Engineering and Automation from the Science and Technology School of Yan shan University, 32 students majoring in Accounting, 36 students majoring in Marketing from Shijiazhuang University of Economics and 34 students majoring in Law from The Central Institute For Correctional Police.

Instruments

The instruments include two questionnaires: The college English teachers' roles students think are important to the classroom atmosphere and the Students' own English teachers' actual roles in class and English class atmosphere, from which all the data were analyzed by SPSS, aiming to find out college English teachers' roles that are important to the English class atmosphere.

The questionnaire in both Table 1 and Table 2 included 30 questions, respectively, about teachers' six roles: Q1 to Q5 are about teachers' role of assessor; Q6 to Q10: facilitator; Q11 to Q15: motivator; Q16 to Q20: organizer; Q20 to Q25: participant; Q26 to Q30: instructor.

Results and Discussion

The data of two questionnaires are shown in Table 1 and Table 2.

Table 1. College English Teachers' Roles that Students Think Important to Classroom Atmosphere

No.	Question	Teachers role	Number	Min.	Max.	Mean	Std. Deviation
1	20-25	participant	216	2	5	4.8719	0.7521
2	6-10	facilitator	216	2	5	4.8002	0.7866
3	11-15	motivator	216	2	5	4.7621	0.7213
4	1-5	assessor	216	2	4	4.6608	0.8312
5	16-20	organizer	216	2	5	4.6152	0.7762
6	26-30	instructor	216	2	5	4.3411	0.8315

Table 2. Students' Own English Teachers' Actual Roles in Class

No.	Question	Teachers role	Number	Min.	Max.	Mean	Std. Deviation
1	26-30	instructor	212	2	5	4.1734	0.7312
2	16-20	organizer	212	1	5	4.1143	0.7811
3	11-15	motivator	212	1	5	4.0211	0.7505
4	1-5	assessor	212	1	4	3.6788	0.7107
5	6-10	facilitator	212	2.5	5	3.6521	0.6915
6	20-25	participant	212	2	5	3.4412	0.7731

As is shown in Table 1 and Table 2, there are big differences between the college English teachers' roles students think are important to the classroom atmosphere and their English teachers' actual roles in class. According to Table 1, the three roles that students think important to the atmosphere are "participant", "facilitator", "and "motivator". However, the three actual roles that college English teachers play most frequently in class are "instructor", "organizer" and "motivator".

Participant and Instructor

From Table 1, "participant" is the role that students think most important to classroom atmosphere, whereas, actually, it ranks last in Table 2, which means, the role of "participant" of college English teachers can give the greatest influence on class atmosphere, at least from the point of view of the students. In contrast, the traditional role of "instructor" is what college English teachers play most in the English class (Table 2), but according to students (Table 1), college English teachers' role of "instructor" would have the least influence on class atmosphere.

Based on this, it can be seen that in the Chinese traditional English teaching mode, teachers act more as knowledge transmitters, attaching more importance to students' marks in examinations instead of developing students' abilities of using English, especially their communicative competence.

With the reform of teaching, more attention has been paid to the idea that classroom teaching should be student-centered rather than teacher-centered. One of the disadvantages of the teachers' role of the "instructor" is that teachers play the central role of knowledge instructor and students are very passive in the class, which leads to a very dull atmosphere. For the sake of the class atmosphere, students want their teachers to participate in the class activities as much as possible, because teachers' participation in the class-activities provide them with a good chance to get closer to their teachers and learn more about them. Harmer (1983) points that teachers' participation would probably improve class atmosphere. In the process of participation, teachers should be very careful to avoid controlling the class and try their best not to make students feel stressed, or afraid to make mistakes, which can also interfere with good class atmosphere.

Facilitator

Teachers' role of facilitator ranked second in Table 1 and second to last in Table 2, which means that students think that the teachers' role of facilitator is good for the class atmosphere, but that actually teachers failed to play the role well. Facilitator is the role to give advice on how to do well in the activities and help students to learn easier.

In the interview, students said that they keep quiet in English class because they had difficulties in class activities or they didn't understand something. They felt that teachers' help in English class would be good to them, and thus, good for the whole class atmosphere.

Suggestions: Teachers in English class should spare some time in class for students to ask questions and they should encourage students to ask them. Teachers should also be very attentive when providing proper help to the students.

Holec (1981) gave the specific parts teachers are supposed to play as “facilitator”: (1) Help the students to enhance responsibility and motivation; (2) Help students make plans and complete their tasks independently; (3) Help students acquire knowledge and monitor the learning process. What teachers should pay attention to is that they are just the role of “helper” instead of the leading role. The main character is still the student.

Organizer

The role of “organizer” ranked fifth in Table 1 and second in Table 2. It means that teachers play the role of “organizer” too often in English class, but actually in the students’ viewpoint, the contribution of teachers’ role of organizer to good class atmosphere is not too much. The role of organizer means teachers organize classroom teaching and learning activities, which is the traditional role of teachers’. The reason why students think the teacher’s role of organizer contributes little to the class atmosphere is that teachers tend to dominate the whole class in the process of organizing and directing class activities, which makes students feel unnatural and psychologically depressed and interferes with a good atmosphere. The implication it held for the teachers is that the words used to organize and direct class activities should be as simple and short as possible.

Motivator and Assessor

The role of “motivator” ranked third in Table 1, the same as that in Table 2; the role of “assessor” ranked the fourth both in Table 1 and Table 2. To play the role of assessor and motivator well and enhance the class atmosphere at the same time, teachers are supposed to give students positive feedback on their performance, including assessment. Even when correcting students’ mistakes, teachers should use acceptable words, which is beneficial to a good class atmosphere.

Conclusion and Implications

There are a lot of factors that can affect the classroom atmosphere, but teachers’ roles do have some influence on class atmosphere. It was found, in the survey, that teachers’ roles of “participant” and “facilitator” have a more positive influence on the classroom atmosphere. In contrast, the traditional roles of “instructor” and “organizer” contribute little to the class atmosphere. The implication it held for the teachers in the English class is that college English teachers, for the sake of good class atmosphere, should participate more in class activities with the students and find what they can do in time to help students in their course of study.

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Strategies in Improving the Teaching of English Reading by Applying Schema Theory

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[Abstract] From the 1960s, a great number of theorists have developed interactive theories of reading. Those theories, which now dominate reading research and strongly influence teaching practice, draw heavily on Schema Theory. This paper applies Schema Theory into the research of English reading teaching and puts forward strategies on improvement of English reading teaching.

[Keywords] strategy; teaching of English reading; Schema Theory

Introduction

Reading is a platform for second language learners to get background knowledge and helps them to build a solid foundation of proficiency in listening, speaking, writing and translating and it plays a significant role in foreign language teaching and studying. Originating from the 1960s, a great number of theorists have developed interactive theories of reading. Those theories, which now dominate reading research and strongly influence teaching practice, draw heavily on Schema Theory. Schema Theory reveals the important function of the readers' background knowledge in reading comprehension. Schemata Theory suggests that our knowledge and expectations about the world will strongly affect our ability to understand new information by providing a framework within which that new information might fit. The basic principle behind Schemata Theory is that texts themselves, whether spoken or written, do not carry meaning. But rather, they provide signposts or clues to be utilized by listeners or readers in reconstructing the original meanings of the speaker or the writer. Reading comprehension is thus an interactive process between the reader and the text, in that the reader is required to fit the clues provided in the text to his or her own background knowledge (Adams, & Collins, 1979; Rumelhart, 1980; Nunan, 1999, p. 257). During the reading process, the schema is the basis for cognition, for all the information processing originates from it. This paper focuses on this theory, and discusses its directory role and applications in the teaching of English reading.

Literature Review

Schema

Frederic Bartlett (1932) is usually acknowledged as the first psychologist to use the term schema in the sense that it is used today. According to Bartlett in his book *Remembering: A Study in Experimental and Social Psychology* (1932, p. 201), the term "schema" refers to "an active organization of past reactions or past experience" (cf Adam, 1979, p. 256). Similar definitions have been offered by other scholars, with variations in wording, as cited below:

"Schemata represent stereotypes of concepts" (Rumelhart, 1977, p. 101; cf. Brown, 1983, p. 249). "A schema is a mental structure. It is abstract because it does not relate to any particular experience, although it derives from all the particular experiences we have

had. It is a structure because it is organized; it includes the relationships between its component parts” (Nuttal, 2000, p. 7).

Schemata are said to be ‘high-level complex (and even conventional or habitual) knowledge structure’, which function as ‘ideational scaffolding’ (Anderson, 1977) in the organization and interpretation of experience. In the strong view, schemata are considered to be deterministic, to predispose the experiencer to interpret his experience in a fixed way (Brown, 1983, p. 247).

A schema is a vehicle of memory, allowing organization of an individual’s similar experiences in such a way that the individual can easily recognize additional experiences that are also similar, discriminating between these and ones that are dissimilar; can access a generic framework that contains the essential elements of all of these similar experiences, including verbal and nonverbal components; can draw inferences, make estimates, created goals, and develop plans using the framework; and can utilize skills, procedures, or rules as needed when faced with a problem for which this particular framework is relevant.

Schema Theory

Background of Schema Theory. In foreign language learning and teaching, reading plays an important role; it is the important approach for students to acquire foreign language knowledge and skills. Rumehart (1977) put forward the notion of interactive approaches in the process of reading, which holds much promise for our understanding of the complex nature of reading, especially as it occurs in a foreign language and culture. This theory holds that the reading process is not only a process of polishing language and concepts, but also making use of the original background knowledge. It can make up for the shortage of the reading ability in comprehension.

As a matter of fact, the emphasis on the role of prior knowledge of the reader in comprehension is not new. As early as in 1781, Immanuel Kant, a German philosopher, asserted that new information, new concepts, new ideas can have meaning for an individual only when they can be related to something the individual already knows. It was not until recently, however, that Anderson, et al. (1977) restated this notion, “Every act of comprehension involves one’s knowledge of the world as well”. The research in Schema Theory, which has shown the role of background knowledge within a psycholinguistic model, has borne out the truth of both Kant’s and Anderson’s observations. With the emergence of Schema Theory, the concern has not been the relationship between the next and a putative stage of language development, but rather the relationship between the reader and the text.

According to Schema Theory, which began to emerge in the late 1970s and became the driving force behind empirical investigations of basic processes in comprehending an aural text, comprehending a text is an interactive process between the listener’s background knowledge and the text. Efficient comprehension requires the ability to relate the textual material to one’s own knowledge (Carrell, 1983). Obviously, schema theory research has demonstrated the importance of background knowledge within a listener-centered psycholinguistic processing model.

Previous studies of Schema Theory. Since the importance of background knowledge in reading is central to Schema Theory. The awareness of the role of background knowledge leads to a series of studies that demonstrate the effect of reader’s background knowledge on reading comprehension. Johnson (1981) investigated the effects on reading comprehension of building background knowledge. This study involved 72 university level ESL students of 23 different nationalities. All the students were exposed to city-wide celebration of Halloween two weeks prior to the research test in which they read a passage

about Halloween. The test consisted of two sections, one with a familiar description and the other with facts unfamiliar even to a native reader. After reading the passage, students were asked to do a written recall, a cloze vocabulary test, and a sentence recognition task. The results of recall suggested that the background knowledge provided by personal experience seemed to enable students to construct meaning in spite of unfamiliar vocabulary and seemed to be a more important factor in reading comprehension than vocabulary knowledge.

Fang Luxia (1988) conducted a study using four short passages. The study involved 84 English major undergraduates in China. The experiment focused on three factors: familiarity, context and language difficulty in which familiarity and context were background knowledge. It was found from the results that background knowledge was the most important factor in reading comprehension. If readers were short of the schemata relating to the text, comprehension would be blocked.

The need to develop students' background knowledge is fully recognized from the above research. Furthermore, much research has been done on the application of Schema Theory. Hudson's (1988) study involved 93 ESL students with different levels of proficiency in an intensive language institute in the United States. Test materials were nine graded reading passages matched to the proficiency levels of the subjects. Subjects were assigned to one of three conditions, termed Pre-reading, vocabulary, and read-test. The results indicated that the schema application treatment was more effective with the readers at beginning levels of proficiency, while the vocabulary and read-test conditions were more effective for readers at the intermediate and advanced levels. It seems clear from the study that for lower proficiency students at least, pre-reading tasks designed to help them apply what they already know about a subject helped significantly in reading comprehension.

More recently, Guyotte (1997) investigated the reading comprehension of several groups of undergraduates at a Japanese university. Guyotte studied the comprehension of three different groups on a passage taken from a medical text. One group consisted of students from a non-medical faculty; another consisted of students from a pre-medical course, and a third group consisted of medical students. In general, Guyotte found that content knowledge had a significant effect on the ability of the subjects to identify logical relationships in the test passage. There are several practical implications of this research. In the first place, it suggests that schema-building activities and tasks, carried out before the students begin to read, will facilitate their comprehension. Training students to make links between the text and what they already know can also help.

Liu Shaolong (1992) carried out a case study of seven subjects in which he discussed the important role of background knowledge in a psycholinguistic model of listening comprehension. The two texts selected differed in topic or content area, one of which was supposed to be familiar to the subjects and the other was not. The results showed that intermediate-level adult listeners with appropriate background knowledge of the topic may have superior comprehension in listening; language deficiency may be compensated by the listener's ability to activate or by being provided with appropriate schemata; relevant pre-listening activities or clues facilitate the instantiation of appropriate schemata and thus listening comprehension.

Strategies in Improving the Teaching of English Reading in Applying Schema Theory

Promoting Students' Motivation of English Reading

Motivation and purpose are very important stimulants in the reading process. The term is defined as “the meaningfulness, value, and benefits of academic tasks to the learner, regardless of whether or not they are intrinsically interesting”. No matter how to understand motivation, it always consists of two sides from the perspective of learning and teaching; that is, one side is that students search for motivation in learning themselves, and the other is that teachers provide something to help students form some motivation. Student's motivation is often low because they have to work too hard on reading and the reading material is not enjoyable. Following are a few points where teachers can make some improvements and break down negative attitudes.

Build a Harmonious Relationship Between the Teacher and Students

The relationship between the teacher and students is critical to promote reading motivation. Teaching and learning seem to be two opposite, or even contradictory, sides from a certain point of view, however, neither of them could achieve success unless the two sides melt into one; that is, a harmonious and supportive relationship should be built between teachers and students. During the process of teaching, the teachers' positive attitude will be very influencing. At the same time, teachers' encouraging attitude is essential in the process of helping students become active readers. To build a harmonious relationship, teachers can also spend time discussing interesting books or articles, which will be much more enjoyable than doing a worksheet. The social aspect of enjoying a story or learning something new is important. It can add a new dimension to the teachers' relationship with struggling students or enhance an already solid relationship.

Help Students' Build New Schemata

As discussed in the previous chapter, Schema Theory suggests that adequate and appropriate background knowledge is vital to achieve reading comprehension: the more background knowledge the reader has in mind, the more efficient his reading will be. Just as Carrell (1983) says, “some students' apparent reading problems may be problems of insufficient background knowledge”. Teachers can help students build and increase their schemata through various methods or activities. Building new background knowledge for reading comprehension helps students develop the knowledge base they need to be successful readers. The more background knowledge one obtains, the newer schemata establishes in his/her brain. The following are some methods on how to increase and enrich students' schematic knowledge.

Giving sufficient input of cultural knowledge classes. One of the most obvious reasons why a particular content schema may fail to exist for a reader is that the schema is culturally specific and is not part of a particular reader's cultural background (Carrell, & Eisterhold, 1987). In other words, the background knowledge that foreign language readers bring to a text is often culture-specific. Thus, in a reading class, it is necessary to provide students with input of the cultural knowledge that may be missing from their schemata.

Reinforcing awareness of different rhetorical structures. Different types of texts have different conventional formal schemata, so “one of the important parts of reading is the recognition of text genres and distinct text types which are deliberately exploited by writers” (Grabe, 1998). Studies show that students can be trained to take advantage of text organization to enhance reading comprehension. Giving some introduction of the rhetorical structure of the text before reading is an important way. In reading

classes, there are some differences in rhetorical structures between English texts and Chinese texts. Like some argumentative essays in China, the structure of this kind of essay is influenced by the stereotype that can be traced back to Ming Dynasty.

Teaching Students' Reading Skills and Strategies

According to the understanding of Schema Theory, several kinds of reading skills and strategies can be applied in the classroom to improve the teaching efficiency of English reading.

Learning to recognize the author's point. One of the most important skills that a student must develop as a good reader is the ability to recognize the main idea, namely, the author's view point, in a reading passage. The reading passage may be a paragraph or some other part of a textbook chapter, an essay, or a newspaper article. For each of these, the author wants the reader to remember something important: his or her reason for writing that passage – in other words, the main point of the passage.

Evaluating a writer's attitude. Writers are not necessarily neutral or objective when they write, particularly if they are trying to persuade readers to agree with their opinions. It is important to tell the students to learn to recognize what an author's attitude is in relation to the ideas or information being presented. This is because such attitudes can influence the ways in which information is presented. Students will be looking at ways in which a writer's attitude may be identified. They will also practice evaluating how relatively neutral or biased the writer's attitude may be.

Reading in details. A second and third reading of a text will also focus on the secondary ideas and details which explain and develop the main ideas. This can be described as a more comprehensive reading. It involves a slower and more careful reading process. At this stage, the student can also try to guess the meaning of unfamiliar vocabulary.

Learning to infer the conveyed message. Sometimes a writer will suggest or express something indirectly in a text. In other words, a writer will imply something and leave it to the reader to infer or understand what is meant. When the writers do this, they rely, to some extent, on the knowledge of their readers-knowledge of a subject or cultural knowledge, for example. Inferring a writer's meaning is sometimes important in the process of understanding a reading text.

Learning to make use of details in the text. Subtitles, summaries, and tables of contents, are aids to efficient reading. They enable students to read selectively. In addition, the first sentences of each paragraph in the article often carry more helpful information, and teachers should remind students to pay special attention.

Conclusion

This thesis has attempted to discuss how to improve students' reading abilities under the guidance of Schema Theory. According to Schema Theory, reading is the process in which readers combine their own background knowledge with the information in a text to comprehend it. As a result, schemata play an important role in people's reading comprehension. It is essential for teachers to help students build new schemata and activate known schemata in reading instruction.

The findings of this paper on Schema Theory and its application in reading instruction, as well as introducing some useful models, practical strategies and hands-on practices for using this approach in English reading classroom proved that students can improve their reading ability rapidly after the teacher adopts schema-oriented classroom activities and strategies, and the teacher could master the skills of

activating and extending students' schemata quite successfully if the training procedures were structured clearly.

To sum up, all of these conclusions have verified the power of schema-oriented reading instruction and contributed to the wider use of such practice and the methodology tank of Schema Theory-based learning.

Limitations and Suggestions for Further studies

Although schema theoretic-based teaching approaches have been identified as effective methods to help students overcome reading difficulties and their value has been verified in this study, more investigation is still needed due to its limitations. This is only a tentative English reading instruction. There is still a lot more for us to explore in the pedagogic values of Schema Theory. Therefore, the author believes that this thesis is only the beginning of such an endeavor and it is the author's hope that further research in this respect will be more frequently carried out in the future.

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Design and Application of Online Courses in Web-Based Language Teaching

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[Abstract] *Information and communications technologies have been widely applied in education and have yielded positive effects. Combining new and advanced technology into teaching has become a trend in today's education field in China. Online courses in second language teaching have broken the limitations of traditional teaching modes and have provided much space for the development of teaching capacity at colleges. However, problems, such as lack of systematic arrangement of the content, monotony of interactive modes and lack of timely feedback, effective supervision and a comprehensive assessment system, still exist in current online courses. These problems can be solved effectively by designing reasonable guiding systems, applying multiple interactive modes, strengthening curriculum feedback and supervision, and establishing a comprehensive assessment system.*

[Keywords] *online courses; language teaching; Constructivism; interaction*

Introduction

As the information and communications technologies become more widely spread in our daily life, more teachers and course designers turn to the Internet to find more effective ways for teaching and learning in the field of education. The advent of online courses has changed the traditional teaching methods, and great vitality has been injected into education. Of all the subjects connected with the Internet, college English teaching, as second language teaching, has benefited a lot from the online courses, which can integrate various Internet resources and convenient communication tools with language learning.

Advanced as they are, online courses have, also, aroused growing concern over their design and application. A famous expert, Warschauer, says that “the key to successful use of technology in language teaching lies not in hardware or software but in ‘human ware’ – our human capacity as teachers to plan, design, and implement effective educational activity” (2000). Moreover, he compares the highly developed information technology to the firefighter’s faucet: once it is open, teachers are easily confused and lost when using these technologies. In China today, English is an important course in college studies, and students are keen to learn it. However, there exist many tough questions bottlenecking English teaching, such as short teaching time, focusing on the form of language and ignoring the meaning of it, putting too much emphasis on external motives for learning and less attention to internal demands of students, etc. Under these circumstances, how to design well-functioned online college English courses with abundant learning resources and good interaction and how to apply the courses into language teaching are of vital significance.

This thesis first introduces the development of web-based language teaching; second, it analyzes the common problems in today’s web-based courses, and, finally, it suggests strategies to solve these problems from the perspective of constructivism.

Development of Web-Based Language Teaching

Web-based language teaching is a product of Internet technology and a new stage of computer-assisted Language Learning (CALL). CALL started in the 1960s and developed in the 1980s with the widespread use of personal computers; it advanced dramatically with Internet technology. Warschauer (2000) generalized the development of CALL into three phases, namely behaviorist CALL, which is based on behaviorist theories of learning and focuses on repetitive language drill practice; communicative CALL, which is based on the communicative approach to teaching and emphasizes students' comprehensive ability to understand and use the language; and integrative CALL, which is based on the technological developments of multimedia computers and the Internet and stresses an integration of language skills in a more authentic learning environment. Bax (2003) challenged Warschauer's division of the development of CALL, and he categorizes it into three approaches, namely restricted CALL, open CALL, and integrated Call. Though from different perspectives, Bax and Warschauer's opinions embody the development of computer technologies and their influence on language teaching.

Web-based language teaching, as a type of CALL, is different from other types. Early Call is basically conducted in a closed system with students studying, practicing, or testing through the computer; web-based language teaching is conducted on the Internet in an open learning environment which is an interaction among people (Warschauer, & Kern 2000).

Problems in the Design of Online Courses for Web-Based Language Teaching

Overflow of Information and a Lack of Curriculum Consistency

There is a great deal of information on the Internet that can be utilized in online English courses to make the content abundant. The information is valuable as a resource to improve students' interests and initiatives in learning English. However, excessive use of the information would make the course overloaded and unsystematic. When designing online courses, some teachers tend to put various resources together, such as documents, videos, audios, and flashes, etc. Abundant as these resources are, they lack coherent connection between each part. Usually, online courses become piled-up resources and an electrical presentation of students' textbooks. Many teachers and course designers hold a false opinion that placing information on the Internet is all that is needed for students to be able to learn effectively online. Facing such kinds of courses, students are more likely to feel confused and miss important learning points, let alone show interest in the courses. Consequently, these online courses based on autonomous studies fail their original aim and become kind of boring e-reading.

Lack of Multi-Modal Interaction

Interaction in online learning consists of four different aspects: they are the interaction between learners and the materials, the interaction among learners, the interaction between learners and their teachers, and the learner's self-interaction. Based on the theory of social constructivism, online courses are in a position to encourage collaborative and situated learning in the context of online education. However, in many online English courses, there is a lack of multi-modal interaction. On the one hand, the interaction between learners and materials is just realized by the easy click of the mouse or the keyboard, ignoring the importance of context in second-language learning; on the other hand, in many online courses, too much attention is paid to presenting the learning materials, leading to a severe lack of interaction among students and between students and their teachers. In that situation, effective interaction between students and their teacher and the interactions among students are often missing. Without the interaction with

teachers and their peers, students often find the online course ineffective, and they may feel reluctant to keep up with the course flow. In a sense, the two-way, online communication becomes one-way, and emphasis is laid on how to teach just like in traditional classroom teaching.

Lack of Timely Feedback in Online Courses

Feedback is important not only in traditional classroom teaching, but also in online learning. Making learners know about their learning state can motivate their learning interest. If a student knows whether he is doing right in the practices or gets a hint about what to do or even a little criticism, he will continue his learning with great interest. Otherwise, he will soon lose his interest without any feedback. Most online courses have very simple learning modes, and the content of the courses is delivered with static HTML web pages. The shortcomings of static web pages are the lack of feedback and prompt updates, which are important in online learning (Zhang, Zhuye, Sun, et al., 2000). Without feedback, learners' enthusiasm will gradually fade, and it will be difficult to judge whether they have progressed in their learning and whether the online course is effective.

Lack of Effective Online Courses Supervision

In online courses today, students are playing the key role. After registration in the course, they can choose learning resources and learning speeds at their own will. There are no definite regulations to students' online frequency and their progress of the course. To the students with high learning autonomy, the online course is an effective way to facilitate their learning, whereas to those who are weak in self-discipline, the courses are of little help to their studies. Furthermore, in most online courses, there is little supervision on students' learning process. How to enhance students' motivation and monitoring their learning process are still unsolved problems.

Strategies to Solve Problems in Designing and Applying Online Courses

Change the Concept of Course Design

As the learning theories and information technologies develop, the concepts to design online courses are also changing from focusing on content to emphasizing learning environment, learning resources, and learning activities. The monotonous technique-supported online courses have changed to comprehensive courses supported by classroom learning, mobile learning, and social learning. Constructivist Theory provides the key guiding theories in designing online courses. According to Constructivist Theory, learning is an active process of creating meaning from different experiences. In other words, students will learn best by trying to make sense of something on their own with the teacher as a guide to help them along the way. Before designing online courses based on Constructivist theory, teachers or designers have to make an analysis of students' knowledge and cognitive characteristics and then design proper learning environment learning resources and learning activities.

The content that is chosen has to be appropriate to be shown on the Internet, and confusion and chaos of information have to be avoided. The organization of the content has to take the learners' abilities into consideration and combine them with their self-selection. The course description, curriculum objectives, chapter objectives, teaching plan, knowledge, and other content have to be clear and be rendered with multimedia forms.

Design Reasonable Learning Guidance

In order to solve the problem of information overflow and lack in consistency, designers can design reasonable guidance. To build effective navigation system is of great importance. A large number of hyperlinks in online courses provide students with individual and self-controlled learning environments; the non-linear organization of information enables learners to jump over pages freely.

However, the freedom in online learning can also cause confusion and loss. Successful online courses should facilitate a sound navigation system and flexible guiding strategies to help learners to avoid loss of direction in online learning. Besides, designers can lead learners into different content with diverse guidance. For college English leaning, designers can use multi-media methods, such as videos, audios, and pictures, and they can also involve the form of debate in the learning guidance.

In the meantime, the interface of the course is required to be user-friendly, and the structure of the course has to be well-organized so that students can have a better experience, and their interest in the course will be enhanced. The frame of the course and the interrelationship among each module have to be clear; otherwise, students may get lost when facing large amounts of information and complex relations between each module. The structure of a network course must consist of clearly designed idea and multifunctions to avoid information chaos and illogical arrangement of the course.

Design Diversified Interactive Modes

Many present online English courses only emphasize the input of language knowledge. The interaction between learners and materials is through the mouse and the keyboard mainly. According to psychologists Chek Rhetra, learners will absorb 10% of what they read, 20% of what they hear, 30% of what they read, 50% of what they watch and hear, 70%, of what they hear and speak, and 90% of what they speak and do (Ellis, 1985). The goal of online English courses is to improve students' comprehensive skills of listening, speaking, reading, and writing. A lot of language environment of English listening, speaking, reading, and writing is needed in the courses to fully develop interactive abilities.

Meanwhile, designers can establish chat rooms, topic forums, FAQ systems, and other asynchronous and synchronous communication tools, such like E-mail, blogs, MSN, etc., to create the interaction. A collaborative learning mode can be introduced in the courses as an effective interaction form. Through collaborative learning, the peer relationship can be strengthened. When working with peers in a group, students' anxieties and uncertainties can be reduced, and their motivation and satisfaction can be increased during the studying process (Sulaiman, Atan, Idrus, & Dzakiria, 2004).

Design Effective Feedback

According to the circular model of communication, as shown in Figure 1, during the process of interpersonal communication, each person acts as both sender and receiver of the information (Osgood, & Sebeok, 1954). As a highly circular and interactive mode, it rectifies the earlier linear models of communication. In the designing of online courses, teachers or course designers have to equalize the status of teachers and students, consider students' learning, feedback, and teachers' guidance as a continuous circular process.

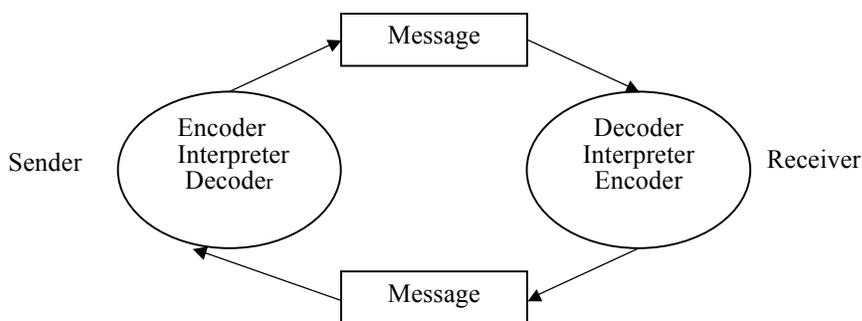


Figure 1. Circular Model of Communication (Osgood, 1954)

Feedback is an important part in an online course, especially in an English course. The timely and effective feedback can not only improve students' learning interest and enthusiasm, but also play a critical role in guiding the students to achieve learning objectives.

The positive feedback, such as "correct," "good," and "well-done," can make the learners feel a sense of achievement and encouragement and maintain learning interest and motivation. It can also make up the lack of emotions in the non-face-to-face interaction to ensure a smooth learning process; other neural feedback methods are also quite useful to adjust learners' learning speed and direction so as to avoid confusion in the online courses. In addition, teachers can provide timely feedback through E-mail, e-homework correction, and other ways to help maintain students' learning enthusiasm and to complete the learning objectives.

Strengthen the Supervision to the Online Course

Online courses require learners' initiatives and autonomy. There exists a huge gap between online learning and traditional face-to-face classroom learning. Without external monitoring and teacher-student communication, students with weak self-discipline tend to be distracted more easily. Therefore, it is very crucial to set up an effective supervision system in the online course. In the background management system, supervision to the students is going on: the numbers of landing, access to the pages, and time for online learning... The supervision is quite necessary for teachers to learn about each student's learning state and his or her problems and to solve them in a timely way. In the meantime, the supervision also strengthens the communication between teachers and students in online learning process.

Establish a Comprehensive Assessment System

It is necessary to build a formative assessment system in online courses to ensure a smooth and effective learning process and help keep learners' enthusiasm up . Traditional summative assessment emphasizes book knowledge and scores on examinations, ignoring its actual use in life and frustrating students' learning interest and initiatives. However, , the formative assessment based on constructivism stresses self-exploration of the knowledge and encourages a self-evaluation of the learners through which they can adjust learning strategies.

In online courses, designers can establish a sound and comprehensive assessment system, including self-assessment, peer- assessment, and teacher-assessment. Self-assessment causes a positive reflection upon learners' learning content, learning process, and learning attitude; peer-assessment ensures more effective collaborative learning and teacher-assessment can help find problems in online learning and encourages students to learn more actively.

Conclusion

With the application of network technology into language teaching, increasing attention has been paid to online courses. In the early stage of course development, there were many questions, inevitably, such as lack of curriculum consistency, monotony of interactive modes, lack of feedback, and a supervision and comprehensive assessment system; designers can solve these problems by applying the Constructivist Theory in course design, designing reasonable learning guidance, diversifying interactive modes, creating effective feedback, strengthening the supervision to the Online Course, and establishing a comprehensive assessment system. The application of the online courses in second-language learning not only provides a new way of learning for many foreign language learners, but also broadens the horizon of teaching for the vast number of teachers in China.

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On the Lack of Chinese Culture in Classroom Teaching of C-E Translation: An Empirical Study

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[Abstract] In the era of globalization, the lack of high-level C-E translation talent becomes one of the major barriers for Chinese culture to continue. Through tests, a questionnaire, interviews and classroom observations, this author carried out an investigation among 300 English majors and 10 teaching staff at a university and found that there is indeed the existence of cultural input imbalance in C-E translation teaching that favors Western culture and discriminates against Chinese culture. By analyzing the causes from two factors, teachers and students, this author puts forward some suggestions, accordingly.

[Keywords] lack; Chinese culture; culture teaching; C-E translation

Introduction

In the era of globalization, increased international exchanges in politics, trade, science, management, and culture have become both a vital element and a professional requisite. These exchanges must be based on an even broader intercultural communication. Unfortunately, there has been an imbalance between the input of Western culture and the output of Chinese culture. At the beginning of reform and opening up, we needed to introduce the advanced Western culture and technology, so the absorption of Anglo-American culture was counted as a permanent pursuit of translation. A large number of British and American works were put into China, making the Chinese culture closer to the mainstream of the world cultures. The general focus on English-Chinese translation in the domestic translation field affected translation teaching. C-E translation had long been ignored in translation teaching, which resulted in the attachment of the teaching theory on C-E translation to the theory on E-C translation. Today, thirty years later, with the rapid development of economy, China has won its status as a political and economic superpower, yet its status as a cultural power is still to be established (Wang, N., 2013). On the platform of globalization, the equal dialogue between Chinese scholars and Western scholars has become a fact beyond dispute, and more and more Western scholars believe that the research on “translation and culture” would not be comprehensive without Chinese culture or Chinese language (Wang, N., 2005, p. 6). The equal dialogue with Western culture must be realized by Chinese scholars. If Chinese scholars are unable to tell the world of our domestic culture in English, then the cultural dialogue would become self-talking and the Chinese voice would not be heard in the multi-cultural patterns in the world (Wang S., 2002, p. 92). Therefore, Chinese scholars have the responsibility to introduce more Chinese culture into the world to let foreigners know more about China and the Chinese culture. At present, translation is still the bottleneck for Chinese culture to continue; the lack of the high-level C-E translation talent is one of the major barriers. Chinese universities are the cradle of Chinese talent, so English education, especially translation teaching in universities, should undertake the corresponding responsibility. For this purpose, this author carried out an investigation at a university to see whether there is “lack of Chinese culture” in the current C-E translation teaching.

Methodology

Research Subjects

An empirical study was conducted at the College of English in Zhejiang Yuexiu University of Foreign Languages. Three hundred students and 10 teaching staff were chosen as the research subjects. The students are junior students of English majors from 20 classes who chose translation as their professional direction, and the teachers are those teaching them C-E translation.

Research Questions

The study was guided by the following research questions:

- i. How about students' English expression ability of Chinese culture?
- ii. What affects students' English expression ability of Chinese culture?
- iii. What do students suggest to improve the current culture teaching in C-E translation class?

Research Instruments

The specific instruments collecting research data include: tests, a questionnaire, interviews, and classroom observations.

Tests. Two test papers were designed in the research: "English Expression Ability of Chinese Culture" and "English Expression Ability of Western Culture." The contents include history and allusion, customs and festivals, idioms, religious culture, famous celebrities, tourism, art, and architecture, etc. Both are divided into three parts. The first part was the translation of cultural words (20 words or phrases); the second part was the translation of cultural statements (10 sentences); the third part was the translation of cultural discourse (1 passage). The test time was 90 minutes, and the full score was 100.

Questionnaire. A questionnaire on "English Expression Ability of Chinese Culture" was made; it contained 13 multiple-choice questions and 2 open-ended questions.

Interviews. Ten teachers and thirty students were selected as representatives to have interviews.

Classroom observation. The author attended several classes to observe the current situation of classroom teaching and made detailed records.

Research Procedure

In February 2015, the author distributed two test papers to 300 third-year English majors at the College of English in Zhejiang Yuexiu University of Foreign Languages. The two test papers were required to be finished within the given time of 90 minutes, respectively, during the students' self-study time in the afternoon. In order to ensure the authenticity and reliability of the test results, the author was there to monitor them. Of all the students' papers, 280 were recovered and were valid. The other 20 students' tests were invalid due to the number of blank or incomplete answers. Test scores were given on the basis of standard grading criterion, which was set up after close consultation with several translation teachers and experts.

Several days after the students completed the test papers, the author distributed the questionnaire to the same students during their self-study time. The author recovered all 300 questionnaires instantly after they finished them. All were valid. The data obtained from the questionnaires was to learn information on the students' learning of Chinese culture in a translation class. Anonymity was adopted to ensure the validity. A quantitative method was adopted in the analysis of the multiple choices, and a qualitative

method was used to describe the students' suggestions on the contents of Chinese culture and ways to improve the ability to improve expression of Chinese culture in English .

The interviews involved two groups: the students and the teachers. Thirty students out of the 300 subjects and 10 teachers of translation were selected to be interviewed. The interview was conducted at the convenience of the interviewees, i.e. the time and place was decided by the students and teachers who were invited to have the interview. Generally, both the students' interviews and the teachers' interviews were conducted three times in February, April, and June; the first round provided rough information, the second round provided details, and the third round went into depth. Each round of interviews lasted about one hour. The interview was conducted leisurely, and the interviewees were allowed to avoid some difficult questions and choose their favorite ones. When they felt hesitant to express orally, they were also allowed to write their opinions. In the process of the interview, the author only raised questions and took notes, trying not to interfere or influence the interviewees' opinions. All were carried out smoothly. A qualitative method was adopted in the analysis of the interview results. In addition, the outline of the students' interviews was consistent with that of the teachers' interviews in order to get different opinions of teachers and students at the same level. Moreover, 12 questions in the interview were all relevant to the 15 items in the questionnaire to some degree.

Results and Analysis

According to the data obtained from the tests, questionnaire, interviews, and classroom observations, numerical statistics and percentages are shown in this part to discover whether there is "lack of Chinese culture" in C-E translation teaching.

Students' English Expression Ability of Chinese Culture

Table 1. Test Results of Chinese Culture Translation

Score section	0-20	21-40	41-60	61-80	81-100
Number of students	7	39	154	78	2
Proportion (%)	2.5	13.9	55.0	27.9	0.7

Table 2. Test Results of Western Culture Translation

Score section	0-20	21-40	41-60	61-80	81-100
Number of students	9	15	165	86	5
Proportion (%)	3.2	5.4	58.9	30.7	1.8

A comparison of Table 1 and Table 2 shows that English majors' English expression ability of Western culture is relatively better than that of Chinese culture, though some of them are poor in both Chinese and English cultures. Most of the students feel ease in expressing popular Chinese culture, such as festivals, food, sayings, and proverbs, but as to the translation of the essence of Chinese culture, such as the classics, allusions, and religion, etc., they are relatively weak.

From classroom observation, the author found that most of teachers would introduce cultural differences through specific examples, and then left the students to draw conclusions about the differences between the Chinese and Western cultures. However, the introduction was dominated by the Western culture. Chinese culture does not receive enough attention, appearing only in questions or simple explanations. Many students do not even know how to introduce the Spring Festival. They only have some sporadic and partial impressions of China's long history and culture, and the folk legends and

stories that are the formation of Chinese civilization. Consequently, they can not fluently express them in English. Even if students had a better understanding of their Chinese culture, they could seldom find the corresponding expressions in English.

Problems Affecting Students' English Expression Ability of Chinese Culture

The problems affecting students' English expression ability of Chinese culture can be generally analyzed from two aspects: students' learning and teachers' teaching.

Table 3. Students' Motivation of Learning English

Motivation	Proportion (%)
Learning western culture and going abroad	11
Preparing for a good job	67
Propagating Chinese culture	3
Having interest in English	14
Others	5

Table 3 shows that students' English learning motivation is quite different. Among all students, 67% learn English in order to pass English exams and find a good job after graduation. According to Canadian psychologists Gardner and Lambert (1972), second-language learners' motivation depends on their attitude and orientation towards language learning. From the perspective of social linguistics, they believe that motivation to learn a foreign language can be divided into integrated motivation and instrumental motivation. According to the present survey, the learning motivation of the vast majority of English majors in the college is instrumental motivation, even "certificate motivation." For them, learning English is only to pass examinations, to get certificates, and to increase their employment opportunities. Such passive exam-oriented learning is not conducive to the sustainable development of college students and hinders the effective implementation of college English teaching.

From investigation, we also found that although students are familiar with their Chinese culture, the lack of the teachers' role in Chinese culture inevitably results in students' improper or insufficient understanding of the English expressions of Chinese culture, and thus, students cannot acquire cultural language effectively. On the other hand, that teachers ignore and neglect Chinese culture certainly influences students' understanding of the role and function of Chinese culture in English learning, which, by extension, has a negative effect on students' learning motivation and interest. Consequently, they fail to take the initiative to put the content of Chinese culture into the process of English learning, which affects students' understanding and output of English expression of Chinese culture, resulting in a vicious circle.

Krashen (1982, pp. 21-24) proposed "i+1" in its "Input Hypothesis" theory, in which "i" represents a learner's current ability of language acquisition. Language input needs to be slightly higher than "i," that is "i+1." There must be sufficient comprehensible input to guarantee the formation of natural language acquisition structure. The ability to use language is not taught, but obtained through the contact of sufficient comprehensible input. Comprehensible input is the key to the acquisition of language, as well as the core of "Input Hypothesis."

As to the input of Chinese culture, the lack of teachers' role in Chinese culture is in violation of "input" requirements, failing to meet students' requirement of natural acquisition of English expression of Chinese culture. In addition, the students' "certificate motivation" drives them to put emphasis on examinations rather than cultural differences, which results in the failure of "considerable comprehensible

culture input.” Therefore, the lack of students’ learning motivation, together with the missing of teachers’ teaching in classroom, leads to students’ “Chinese culture aphasia” (Cong, 2000).

Students’ Suggestions to Improve the Current Culture Teaching in E-C Translation Class

Table 4. Students’ Suggestions for Improving English Expression Ability of Chinese Culture

Suggestions	Proportion (%)
More reading, listening, speaking and practicing	36
Increasing real communication activities	20
Reading classics of Chinese culture in English version	8
Comparing Chinese and Western culture	8
Increasing the proportion of Chinese culture in teaching as well as teaching materials	6
Getting familiar with Chinese culture	5
Arranging specialized courses	5
Holding special lectures	5
Propagandizing through media	4
Self-learning through network	3

It was found that most of the students have the consciousness of inputting Chinese culture, but many are not clear about the methods to improve their English expressiveness of the Chinese culture. Table 4 shows that 36% of the students generally recommend more reading, listening, speaking, and practicing; only 6% think that it is necessary to increase the proportion of Chinese culture in classroom teaching and textbooks; 5% of them suggest trying to get familiar with Chinese culture; 8% of them definitely propose that students read some classical works of Chinese culture in English versions. On the whole, most of the students feel at a loss as to the methods for improving their English expressiveness of Chinese culture and have no clear concept of what to do or how to do so. Scarcely can students put forward constructive suggestions. Thus, students urgently need sound guidance in English expression of Chinese culture.

Discussion

Through a full range of investigation, this study explored the current situation of C-E translation teaching and found that there is indeed a lack of Chinese culture in classroom teaching of C-E translation to different degrees. Although most students are interested in Chinese culture, their overall knowledge of traditional Chinese culture is not as good as it should be. They also have difficulty in expressing Chinese culture in English, the main problem being cultural barriers in expression. It is encouraging that both teachers and students have acknowledged the necessity of learning to express the Chinese culture in English. However, most of the students feel at a loss as to the methods for improving their English expressiveness of Chinese culture, and few can put forward constructive suggestions. The causes of the “lack of Chinese culture” include teachers’ improper teaching ideas, outdated teaching modes and methods, insufficient knowledge of Chinese culture, and limited expressiveness of Chinese culture in English, as well as students’ general lack of intercultural knowledge and intercultural awareness.

With the orientation of cultivating students’ language output competence and intercultural communication competence, the purpose of this research can be realized first by improving teachers’ cultural literacy, transforming their teaching idea and teaching principles, and trying new teaching modes and teaching methods. Along with teachers’ guiding and students’ autonomous learning, language learning is realized by cultural learning in C-E translation teaching to optimize students’ knowledge of the

structures of Western culture and Chinese culture, to improve students' intercultural communication competence, and, finally, to realize the double harvest of knowledge and ability.

Conclusion

In the era of economic globalization and strong infiltration of Western culture, the lack of Chinese culture for English majors is not conducive to the cultivation of high-level intercultural communication talents and, by extension, affects the popularization and dissemination of the Chinese culture. As intercultural communication talents, English majors are shouldering the task of spreading and carrying forward the Chinese culture. Therefore, English majors must attach great importance to Chinese culture ideologically, set up consciousness of cultural equality, and strengthen the learning of Chinese culture consciously in addition to the learning of English and English culture. English teachers also need to develop high consciousness of Chinese culture and cultural literacy. In the teaching process, teachers need to teach cultural knowledge of English and Chinese in a timely way, guide students to analyze and deepen their understanding of Chinese and English cultures, and make up for the current situation by fundamentally cultivating true intercultural communication talents.

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Learner and Instructor Perception of Corpus Use in EFL Writing¹

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[Abstract] *This paper describes a small-scale study of corpora use in the EFL writing class at the tertiary level. Specifically, this study examines the students' and teachers' attitudes and perceptions of using corpora to facilitate the acquisition of English collocation in writing. The results indicate the generally positive attitudes held by students and teachers toward the use of corpora. Furthermore, difficulties and challenges experienced by both teachers and students are also revealed in the findings.*

[Keywords] *perception; corpus; EFL writing*

Introduction

Since the emergence of corpora, they have been widely used in language research. Many studies (Cobb, 1999; Lin, 2003; Todd, 2001; Wang, 2001) have examined the effectiveness of using corpora as a tool for language instruction and L2 writing. It is suggested from the results of studies that corpora can “enrich learners’ understanding of specific uses of target words in a wide variety of contexts and expand their L2 linguistic repertoire” (Yoon, 2004). Despite the positive effects of the incorporation of corpora in L2 writing instruction, Cobb (1997) pointed out some problems or difficulties that learners may experience when using a corpus. For example, students may be overwhelmed by the complex concordancing lines, and the training is not sufficient for them to use corpus technology. In addition, instructors may also encounter different problems when introducing corpora to the writing classrooms. However, aspects such as students’ attitudes and perceptions of the effectiveness of corpora in writing instruction and difficulties and barriers experienced by instructors and students in using corpora remain less studied, especially in the context of China. With the aim of exploring how students and instructors perceive using corpora to facilitate collocation learning and difficulties and barriers in the process, the researcher designed this study to answer the following questions:

What difficulties do students have in using a corpus in EFL writing classes?

What is the students’ overall evaluation of corpus use in EFL writing classes?

What difficulties do teachers have in introducing a corpus into EFL writing classes?

What is the teachers overall evaluation of corpus use in EFL writing classes?

Literature Review

In the literature, relatively few studies have addressed students’ or teachers’ attitudes towards corpus use in writing instruction. With the aim of examining students’ perception of incorporation of corpora, Sun (2000) used questionnaires to investigate students’ perceived effectiveness of a corpus-based lesson. The results of the study show that most students held a positive attitude toward the web-based concordancing, for it provided them with more exposure to authentic language use. Meanwhile, students also expressed their concerns about the incorporation: students think the analysis of concordance output is time-consuming and that they have difficulty in adjusting to the data-driven learning style.

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With the purpose of obtaining deeper insights into how students may benefit from corpus-based writing courses, Yoon (2004) conducted a study to investigate students' corpora use behavior and how they feel about using the corpora in L2 instruction. The results of the survey and the interviews both indicate that students were generally positive toward the use of corpus activities in L2 writing. Another interesting finding is that the participants in this study did not show as much concern about the complexity of the concordance information as in Sun's (2000) study.

The limitation of the above two studies, as the authors suggested, is its relatively small scale and the limited course time, which may prevent the generalizability of the study. Therefore, a study with a larger number of participants is necessary to make a definitive conclusion about the students' attitudes towards the corpus use. Furthermore, little research has been done to investigate the difficulties and problems teachers encounter when they try to incorporate corpora into classrooms. To this end, the researcher designed the current study to address the gaps identified above. Specifically, the study examined the students' and teachers' attitudes and perceptions of using corpora to facilitate the acquisition of English collocation in writing class at the tertiary level.

Method

Participants

The participants of the study were three teachers and three classes (altogether 90) of second year students involved in a 16-week selective English writing course in Northeast Normal University in China. Of the total students, 58 were male and 32 were female. They were from both science majors (such as mathematics, biology, physics, and so on) and art majors (such as Chinese, education, history and so on). The students all took the selective English writing course and their English was at about a higher intermediate level. The three teachers involved all participated in the study voluntarily, and they went through a period of training and practicing of corpus use (Collins COBUILD Corpus in particular) with the help of the researcher.

Instruments

Questionnaire. The student questionnaire used in the study was developed by examining the literature, e.g. Sun (2000) and Yoon (2004), with consideration of the specific context of the current study. The questionnaire was composed of two parts. The first part was designed to elicit students' demographic information. The second part consisted of 17 six-point Likert-scale evaluation questions that focused on students' responses to the corpus pedagogy, including their perceptions of the usefulness of this particular approach. The questionnaire was constructed in Chinese so that the students could fully understand the items. In order to ensure the validity of the instrument, the questionnaire was tested in the pilot study.

Reflectional journal. As the statistical results gained from the survey could not fully reveal students' and teachers' perceptions of corpus-based pedagogy, they were asked to keep reflectional journals, preferably twice a week so as to keep track of the teachers; and students' feelings about the new approach. In the journal, they recorded their opinions, ideas, and difficulties as they went along with the new approach. For the purpose of clear expression, the language of the journal was in their mother tongue.

Semi-structured interview. Semi-structured interviews were conducted with both the three teachers and some of the students. The participants for the interviews were chosen after the preliminary analysis of

the journals and the questionnaires. This enabled the researchers to include the students who favored the corpus use and who were not convinced of the effectiveness of this application. Altogether, 8 students were asked and agreed to participate in the interviews. In the interviews, the students were encouraged to express their attitudes towards the corpus and explain their reasons. All the interviews were conducted by the researcher. Each interview lasted about half an hour and was tape-recorded and transcribed for analysis.

Procedure

The participants worked with Collins COBUILD Corpus (<http://www.titania.cobuild.co.uk>). This corpus was chosen because both the teachers and the students could have free access to the corpus and the majority of the entries come from written sources, which make it more appropriate for a writing course (Yoon, 2004).

At the beginning of the course, the teachers first introduced the Collins COBUILD Corpus, including the usage of concordance search and its value in improving students' knowledge of vocabulary and grammar, especially of collocation. After the general introduction, the teachers gave the students exercises to practice the concordance search and interpretation of the output. Following the training, students were asked to find out their own difficulty in using particular collocations for each writing assignment. Once identifying their own problems, students were required to solve their problems through the use of the corpus. At the last stage, they were asked to summarize the usage of the collocations as a part of their assignments. During the entire course, both the students and the teachers were asked to keep a journal twice a week to record their reflections on teaching and learning the corpus. At the end of the course, a survey was administered to the students to explore their attitudes towards this corpus-involved course. In order to gain deeper insights into teachers' and students' perception, the three teachers and some of the students were invited to take semi-structured interviews.

Results and Discussion

The findings from the surveys, journals, and interviews are presented in the same order as that of the four research questions posted earlier.

Students' Difficulties in Corpus Use

The survey results of the students' difficulties in corpus use are presented in Table 1.

Table 1. Students' Difficulties in Corpus Use

Category	Mean* (Difficulty Level)	SD	Difficult (%)	Not Difficult (%)
Time-consuming data analysis	4.00	1.07	75	25
Limited number of sentences in concordance output	3.71	1.49	43	57
Cut-off sentences in concordance output	3.57	0.9	62	38
Collocate output analysis	3.21	1.42	43	57
Unfamiliar vocabulary on concordance/collocate output	3.38	1.41	38	62
Speed of Internet connection	2.93	1.38	36	64
Too difficult to read texts	3.25	1.04	38	62
Concordance output analysis	3.13	1.13	50	50
Search technique	2.75	1.39	38	62
Too many sentences in concordance output	3.21	1.42	57	43
Access to computer/Internet	3.07	1.27	36	64

*Difficulty level: 1 – very easy; 2 – easy; 3 – somewhat easy; 4 – somewhat difficult; 5 – difficult; 6 – very difficult.

From Table 1, we can see that generally students felt corpus use was neither too difficult nor too easy at the end of the course, for the mean scores of the items center around 3.0-4.0. Among all the problems, the amount of time that was needed to analyze the data was perceived as the most difficult aspect with respect to corpus use (Mean=4.00, with 75% of those students reporting some level of difficulty). Cut-off sentences in concordance outputs posed another problem for the students (Mean=3.57, with 62% of those students reporting some level of difficulty). This finding is opposed to Sun's (2000) study, in which the speed and accessibility of the internet were identified as the major difficulties. This difference can be accounted for by the rapid development of information technology in the last decade. The fact that the students were particularly bothered by these two difficulties might be due to the traditional way of English teaching they received in the past years. In the traditional English class, the students are usually presented with the usage first, followed by the examples of complete sentences. With the use of corpus, however, students need to discover the prototypical usage of a particular collocation from the cut-off sentences of the concordance output. The drastic change of the style of learning, together with the features of the corpus, may make students feel difficulty or even frustration. Meanwhile, students had the least problem with the searching technique and the access to the internet, which suggests that students are well equipped with the computer skills and easy access to the Internet.

The problems and difficulties mentioned by the entries in students' journals fell in the scope of survey questions and also revealed that students have the most difficult time adjusting to the new style of learning, especially during the first few weeks.

In the follow-up interviews after the course, all four interviewees mentioned that they had difficulty, to different degrees, in analyzing the data and the cut-off sentences; sometimes, they were confused. Despite the difficulty, the two students who had positive opinions suggested that with more hands-on practice, this problem was not formidable. As one student put it, "Although I am always puzzled by the concordance output, I have found that practice helps a lot..." Students who were unwilling to accept this new approach stressed that it was extremely difficult for them to figure out the usage by themselves, and they thought the practice was more of a waste of time.

It can be inferred from the findings of the journals and interviews that the degree of difficulty students perceived of corpus use is closely related to how open students are towards the change of the learning style. Therefore, it is very important to explore students' attitudes toward this approach.

Students' Overall Evaluation of Corpus Use

Table 2 reports the students' overall evaluation of corpus use in the English writing class.

Table 2. Students' Overall Evaluation of Corpus Use

Category	Mean* (Extent of Agreement)	SD	Agree (%)	Disagree (%)
Learn more, like more	4.5	1.41	75	25
Will use corpus in future writing	3.86	0.86	71	29
Increase the confidence in English writing	5.07	0.83	93	7
Would recommend corpus use to other ESL students	3.86	1.05	79	21
Would recommend corpus use in the future courses	4.75	1.55	75	25
Overall, corpus is a useful resource for writing	4.87	1.25	88	12

*Extent of agreement: 1 – strongly agree; 2 – agree; 3 –somewhat agree; 4 – somewhat disagree; 5 – disagree; 6 – strongly disagree.

As is shown in Table 2, in general, students were positive towards its use (Mean=3.86, with 79% of the students acknowledging the usefulness of corpus). This is consistent with the results of Yoon's (2004)

study. More than 93% of the students felt that corpus use would increase their confidence in writing to different extents. However, noticeably fewer students (only 71% of the students) would use the corpus in their future writing, which is an interesting phenomenon. Students are less willing to use corpus even if it may make them feel more confident in English writing probably because they consider corpus use too time-consuming, or they were still not quite proficient in using it.

Students' journals revealed students' change of attitudes towards corpus-use during the whole learning process. Generally, when introduced to a new on-line learning tool that provided them authentic language output, students felt very intrigued and excited. As they were given specific tasks to do and had to encounter various difficulties in the actual use of corpus, they began to doubt the worthiness of it; many students expressed that they would prefer to use a dictionary. At the last stage, with more hands-on practice and guidance from the teachers, increasingly more students came to realize the value of corpus use in writing.

From the interviews, we were surprised to learn that all the interviewees (including the two students who are generally negative towards corpus use) agreed that corpus was a useful tool for English writing. However, they had divided opinions when asked whether they would like to use it in their future writing. The two students who were in favor of the corpus expressed that they not only would use the corpus, but also would recommend it to their classmates. The other two students, on the other hand, did not think they would use corpus as a regular tool for English writing.

Teachers' Difficulty in Teaching Corpus

After close examination of teachers' journals and the transcript of teachers' interviews, we were able to summarize the following problems teachers encountered when they taught corpus to the students. Teachings have difficulty in the following areas:

- a. Convincing the students of the value of the corpus
- b. Helping students adjust to the new style of learning
- c. Balancing the time spent on corpus and on other class activities
- d. Spending too much time preparing for the lesson
- e. Teaching and guiding students to discover the usage from the concordance lines
- f. Grasping the searching technique

From the list above, we could see that teachers experience difficulties in various aspects, such as students, time, and technique. Therefore, we can infer that teachers need to be provided with guided support from the institution so as to successfully implement the instruction.

Teachers' Overall Evaluation of Corpus Use

When being interviewed, the three teachers expressed mixed feelings towards corpus use. On the one hand, they felt somewhat discouraged by all the difficulties and troubles they encountered during the process of teaching. On the other hand, they were amazed at students' improvement and enthusiasm. As one teacher put it: "If given enough time and support from the institution, I would like to further explore the potential of corpus in other skill instruction." The data from the interviews also indicated that the support from the institutions is of great importance.

Conclusion

In this study, we explored ESL student and teacher attitudes toward corpus use in learning collocations in L2 writing. From the perspective of students, the findings of the study suggest that, corpus use in L2

writing is generally beneficial to their learning, especially improving their confidence in writing. Students also reported some difficulties they experienced during the corpus use, and analyzing data and cut-off sentences, in particular, pose big problems for them. As for teachers, the findings suggest that they encounter various difficulties. Drawing from the interview data, despite the positive attitude held toward corpus, they felt hesitant about using them in other courses due to the difficulties they experienced. In conclusion, the corpus was well accepted by both students and teachers. However, both students and teachers need to be scaffolded and supported so as to make the best of the corpus in L2 writing instruction.

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Improve English Learning through English Poems

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[Abstract] Poems, the oldest literature form in the world, are the soul of national culture. This paper studies the feasibility of complementing English study with English poems since poetry is almost the pronoun of the word "literature". Poems are easy to recite because they are usually short, helpful to memory because they are rhythmic, beneficial to reinforcement because of their diversity. They can be made to suit to special purpose of the training of pronunciation, the development of vocabulary, the reinforcement of sentence patterns, the use of imagery, and the strengthening of learning interest.

[Keywords] English learning; poems; rhythm; onomatopoeic words; imagery

Introduction

Learning a language includes the study of the language itself and the culture in which the language is spoken. Literature is one of the components of the culture. The learning of a language and the learning of the literature of that language overlap each other with the former concentrating on the material and the latter on the product. Thus, neither is to be done without the other. Although poetry sometimes unique in structure, as is designed for the purpose of meters, rhythms and rhymes, it mostly makes use of normal grammatical structures. Unlike other forms of literature, poems have some advantages, the most one is its size. They are generally so short in size that they are suitable for recitation; they are so rhythmic and lively that they are conducive to memory. They are so diversified in expression that it is possible for various language points to be conveniently condensed. They are so creative and improvable that specific purposes can be met in language study. So poems are helpful in arousing the English learner's interest of learning, correcting their pronunciation, enlarging their vocabulary, and strengthening the practice of grammatical structure. Besides, learning similes and metaphors is helpful for English learners to master the use of imagery.

Suitability for Recitation

Poems are often short in size; sometimes they are composed of only words, phrases, or only a very small number of sentences. But they carry a lot of linguistic knowledge and information. For example, in describing the twelve months of a year, Sir Gregory Gander used four groups of twelve very often used words: snow, flow, blow / shower, flower, bower / hop, crop, drop / breeze, sneeze, freeze or snowy, flowy, blowy / showery, flowery, bowery / hoppy, croppy, droppy / breezy, sneezy, freezy (Liang, 2000). They vividly reflect the natural phenomena in a year and each group rhymes within itself to resemble the unified season. The knowledge of word-formation is also taught, i.e., the adjectival suffix-y. When used in learning English, it is a very good exercise of pronunciation as the five major vowels [əu], [auə], [ɔ], [i:], and [i] are repeated-the first four three times and the last one twelve times (Xiao, 1995).

Another example is a poem written by the American poetess Emily Dickinson whose works are often short and full of philosophical understandings:

*A word is dead / When it is said,
Some say. / I say it just
Begins to live / That day.*

The poem consists of two short sentences of parallel structure: complex sentence and reported speech. And what it conveys is philosophical and powerful. It suggests the practical aspect of language. Such poems can be remembered easily. They are proved to be a pleasurable change of taste and might be remembered all one's life. There are also poems which are simple in structure and with no great theme (Qin, 1986). The following is a poem by William Carlos Williams.

This Is Just To Say

*I have eaten the plums
That were in the icebox
And which you were probably
saving
For breakfast*

*Forgive me
They were delicious
So sweet
And so cold.*

This poem is very simple in structure but is very interesting. Some readers have tried to find a grand theory but failed to do so (Meyer, 1990). We can just accept that there is no need to go beyond the literal sense of the poet's words (Wang, 1989). This poem is a suitable one to be used as a model. Beginners can imitate its writing to write sentences like "I have burnt your house, but forgive me, the flame is beautiful." It is an easy but good beginning.

Conduciveness to Memory

Tongue-shy people stammer when they speak; meanwhile, we wonder why they never hesitate when they sing. Perhaps it is because songs, like poems, often repeat patterns of sound or words, or perhaps it is because of their rhythms. In poetry, the device of ending two or more lines with words that sound alike is called end rhyming; end words that share a particular sound are end rhymes. When used in a poem, end rhymes set up a definite pattern of sounds – a rhyme scheme. Poems often most intimately touch personal feelings. Such feelings are as important in an alien language as they are in one's native tongue. Henry Wadsworth Longfellow's *The Golden Sunset* and W.H. Davies's *Leisure* are typical examples:

The Golden Sunset

The golden sea its mirror spreads

Beneath the golden skies, a

And but a narrow strip between

Of land and shadow lies. b

The cloud-like rocks, the rock-like clouds

Dissolved in glory float, c

And midway of the radiant flood, d

Hangs silently the boat. b

The sea is but another sky, d

The sky a sea as well, e

And which is earth and which is heaven, f

The eye can scarcely tell. e

Henry Wadsworth Longfellow

Leisure

What is this life if, full of care, a

We have no time to stand and stare, a

No time to stand beneath the boughs b

And stare as long as sheep or cows. b

No time to see the woods we pass, c

Where squirrels hide their nuts in grass. c

No time to see, in broad daylight, d

Streams full of stars like skies at night. d

No time to turn at Beauty's glance e

And watch her feet, how they can dance. e

A poor life this, if, full of care, a

We have no time to stand and stare. a

W.H. Davies

This poem is tetrameter in odd number lines and trimeter in even number lines. It sounds somewhat like the Chinese five characters Jueju. The rhyming is at the end of even number lines: abcb defe ghih, so that two lines form a layer. The whole poem is a very vivid picture of sunset.

Possibility for Condensation

When learning a foreign language, it is helpful and important to put the words or phrases of the same meaningful group or of the same field together so that they are associated and remembered easily (Wu, 1987). A poem can offer the readers the opportunity, in a very small space, to learn these words and phrases once and for all. One example is the contrasts between a person (hips, ears, hair, breasts, feet, head, fingers, eyes, navel, mouth, baby, woman) and an office (desk, paper clips, rubber bands, mimeograph ink, casters, switchboard, crossed lines, credit, debit, reject button, reams, Xerox machine, file) made by Marge Piercy in the poem *The Secretary Chant*. In this poem, there are onomatopoeic words imitating the sounds or noises in an office like buzz, click, crackle, zing, and tinkle.

My hips are a desk. /From my ears

Hang chains of paper clips. /Rubber bands from my hair.

My breasts are well of mimeograph ink. /My feet bear casters.

Buzz .Click./My head is a badly organized file.

My head is a switchboard/where crossed lines crackle.

Press my fingers/and in my eyes appear

Credit and debit. /Zing .Tinkle.

.....

Sound quality can also be expressive of meaning in English poetry. Some semanticists, critics and even poets have pointed out that a few sound clusters which do not imitate any particular noise express a

certain associated meaning. They cannot believe some people's ideas. Consider the case of Shakespeare's sonnet.

*Then can grieve at grievances foregone,
And heavily from woe to tell o'er
The sad account of fore-bemoaned moan.
Which I new pay as if not paid before.*

This is the second quatrain of the sonnet. The use of the words "grieve", and "grievances", etc. heightens the sad feeling of the poem, since, conventionally or not, some words beginning with [gr-] seem not infrequently to relate to something unpleasant, to complain or evoke an undesirable rubbing. Such words include "grumble, groan, grunt, grudge, gripe" in one group, and "graunch, grind, grate, grovel, and grub" in another, and adjectives "grim, grisly, gritty, grotty, gruesome, gruff". Definitely, there is no denying here that some other words beginning with [gr-] like grow, grade are exceptional.

Similarly, words beginning with fl-; suggest a moving light as well as a sudden movement. For the former, we have "flash, flare, flicker, flame", for the latter, "fly, flip, flap, flutter". Following is the example explains it.

*I wandered lonely as a cloud
That floats on high over vales and hills
When all at once I saw a crowd
A host of golden daffodils
Beside the lake, beneath the trees
Fluttering and dancing in the breeze
.....
They flash upon that inward eye which is the bliss of solitude
.....*

Here is the first stanza of the well-known poem written by Wordsworth (Pu & Peng, 2000, p. 84). The words "float", and "flutter" lend themselves to the presentation of a moving verbal picture before the readers. In the last stanza of the poem, some of the effects of the moving light of the daffodils are achieved by the word "flash". The word "flash" used in this poem echoes the sense phonetically, and is easy to be associated with the reflected moving light of the garden daffodils under the sun.

Ability to Arouse Interest

Poems always offer topics interesting and important to man (Liu, 2002). Being interested is very important when learning a foreign language, especially for adults. Love is one of the important themes. Lord Byron's *All for Love* serves as a typical example.

All for Love

*O talk not to me of a name great in story;
The days of our youth are the days of our
glory;
And the myrtle and ivy of sweet two-and-
twenty
Are worth all your laurels, though ever so
plenty
What are garlands and crowns to the brow*

*that is wrinkled?
'Tis but as a dead flower with May-dew
besprinkled;
Then away with all such from the head that is
hoary—
What care I for the wreaths that can only give
glory?*

.....
All for Love is full of intense emotions. In the poem, love is first; love is of great power; love means everything. It is for love that he seeks the fame which he dislikes. Nothing but love is everlasting. The tone of the poem is vigorous and forceful. The use of rhetoric questions, exclamation and the rhyme scheme of aabb, all add to it.

In Shelley's *Love's Philosophy* (Pu, & Peng 2000, p. 113), the fountains, the winds, the mountains, the waves and the sunlight are all endowed with life. This is a kind of universal spirit, a kind of universal harmony and a kind of universal love. The dull philosophy becomes a series of sense images, the images endowed with blood, flesh and feelings. It owes much to Shelly's strong love for nature, strong love for life and strong desire for the human being's love that he feels that all things love each other in harmony happily and perfectly. To the poet, love is the beginning of all knowledge, love is the noblest feeling in the world and love is the nature itself. The two rhetoric questions here are worth pondering. It is the poet's monologue to himself, the advice to his lover and an inspiration to the reader.

*The fountains mingle with the river
And the rivers with the ocean,
The winds of heaven mix for ever
With a sweet emotion;
Nothing in the world is single
All things by a law divine
In one another's being mingle----
Why not I with thine?*

*See the mountains kiss high heaven
And the waves clasp one another;
No sister-flower would be forgiven
If it disdain'd its brother:
And the sunlight clasps the earth,
And the moonbeams kiss the sea----
What are all these kissings worth.
If thou kiss not me?*

Creativity for Specific Purposes

In learning a certain aspect of language, it is practical to put many examples of that aspect together to make a poem, so that it can be remembered with ease and interest. In English, negation is quite complex (Li, 1977). There are quite a number of ways: using no, not; using the negative compound: nobody, nowhere; using affixation: in-, il-, im-, ir-, un-, dis-, non-, -less; using words with negative meanings such as fail, beyond; and so on. A typical example is Rice's poem *A Mother's Love*.

... ..

*It is endless and unselfish and enduring come what may,
For nothing can destroy it or take that love away...*

*It is patient and forgiving when all others are forsaking,
 And it never fails or falters even though the heart is breaking...
 It believes beyond believing when the world around condemns,
 And it glows with all the beauty of the rarest, brightest gems...
 It is far beyond defining, it defies all explanation,
 And it still remains a secret like the mysteries of creation...*

It is also possible to put several grammatical points together, e.g., the present perfect tense and the superlative degree, for instance:

That's the funniest thing you've ever said.

That's the silliest book I've ever read.

That's the hardest thing he's ever done.

.....

In addition to grammar, words can also be arranged according to their various relations so that their meanings can be studied and remembered easily. The following section of a poem written by H. S. Rice is such an example with many pairs of antonyms:

*Life is a mixture of sunshine and rain,
 Laughter and teardrops, pleasure and pain-
 Low tides and high tides, mountains and plains,
 Triumphs and defeats and losses and gains-*

Poems also contribute to the training of pronunciation. Many English poems contain almost all the vowels and consonants. Therefore, a successful learning of a little poem may solve the fundamental problem of pronunciation. All the English vowels and consonants are used and some consonant clusters are included in the following work:

George is cheerful all the time.

He is everything but sad.

He is always full of joy

And seldom becomes mad.

He gets up at six o'clock

He never wakes up late.

He usually gets up early.

He never sleeps till eight.

He often drinks his coffee black.

He rarely uses his own cream.

He hardly has a sleepless night.

He scarcely has a dream.

He tries to do his breakfast dishes.

Then puts them on the shelf,

Walks around the kitchen

Humming to himself.

Capacity to Study Imagery

Poems always use imagery to stimulate their senses and imagination in their poems. An image may be a word, a phrase, or a complete sentence that refers to a sensory experience. Poets use images not just for decorative purpose, but to convey his feelings to the reader, to let the reader feel what they feel. In English poetry, similes and metaphors are often applied to create images. Therefore, through learning English poems, the reader can master the use of imagery, especially similes and metaphors.

We perceive the world through our senses. We see, hear, touch, taste, and smell. Poets always stimulate our senses or our imaginative recall through language. They do so by means of images. An

image is a concrete detail that appeals to any of the reader's senses. It is often constructed in a word, a phrase, or a complete sentence. There are many image-making words in any language appeal to sight, touch, sound, taste and smell. An image may also appeal to the reader's sense of motion. Robert Browning's *Meeting at Night* (Li, Wu & Lv 2004 p156) serves as a good example, in which the poet describes how a lover travels to meet his beloved through kinds of images.

Meeting at Night

*The gray sea and the long black land;
 And the yellow half-moon large and low;
 And the startled little waves that leap
 In fiery ringlets from their sleep,
 As I gain the cove with pushing prow,
 And quench its speed I' the slushy stand.
 Then a mile of warm sea-scented beach;*

*Three fields to cross till a farm appears;
 A tap at the pane, the quick sharp scratch
 And blue spurt of a lighted match,
 And a voice less loud, through its joys and
 fears,
 Than the two hearts beating each to each!*

Robert Browning

In stanza 1, images of sight (line 1- 4) and touch (line 5 - 6) dominate. By reading these 6 lines, we seem to see the sea, land, moon and waves. We also imagine the boat drag slowly across the land. In stanza 2 (7-12), the imagery are of sound, touch, smell and sight. We see that to hear the lap at the pane, the sound of speaking voice and beating hearts. We also can feel the warm beach and smell the odor of the beach. We also see the field, farm and blue-lit match flame. All these images let us imagine what the poet describes. Through the image of their hearts beating as one, we could understand how strongly the two lovers' feel about one another.

A good poet does not use imagery merely to decorate his poems. Rather, it tries to make the subject appear to the reader exactly as it appears to him (Maley & Moulding, 1985). Poets always present the subject through imagery as: it looks, smells, tastes, feels and sounds. To the reader, imagery is also very important. It can let the reader easily to seize the poet's imagination. Robert Burns's *A Red, Red Rose* (Pu & Peng, 2000, p. 71) is a well-known poem, in which fine images are created by means of similes and metaphors.

A Red, Red Rose

*O, my luve is like a red, red rose,
 That's newly spring in June.
 O, my luve is like the melodie,
 That's sweetly play'd in tune.*

*Till a' the seas gang dry, my dear,
 And the rocks melt wi' the sun!
 And I will luve thee still, my dear,
 While the sands o' life shall run.*

*As fair art thou, by bonie lass,
 So deep in luve am I,
 And I will luve thee still, my dear,
 Till a' the seas gang dry.*

*And fare thee weel, my only luve,
 And fare thee weel a while!
 And I will come again, my dear,
 Tho' it were ten thousand mile!*

Robert Burns

We see a red rose which is the simile of the girl. She is as beautiful and charming as a rose (Wu, 1994). It is not just any other rose, but a red, red rose. A pale pink rose would suggest a fragile beauty and a shy, withdrawn personality (Keeling, 1923). This image of red rose suggests something vibrant and startling about her beauty. This girl is like a rose that's newly sprung in June, so young and so fresh that she is energetic and vigorous. She is the first, not the last rose of summer. In the second simile, we hear the perfect music of the girl. The tune is so beautifully composed. It stirs up every pleasant feeling in the heart of her lover. In the second stanza, there is an implicit metaphor in line 8 "Till a' the seas gang dry." Here, the reader could feel that the speaker's love is compared to the deepest ocean. His love is as eternal as the seawater. In stanza 3, there is another implicit metaphor "sands o' life." Life is compared to an hourglass in which running sand indicates the passing of time. The author's love will last lifelong. "Ten thousand mile" in Stanza 4 is another metaphor which does not mean literally the distance, but implies that to pursue her love the speaker will overcome no matter what difficulties he may encounter.

Conclusion

Poetry can arouse our emotional feelings, such as surprise or delight. Some English learners agree that to reading the works of some poets such as Shakespeare, Emily Dickinson, and Robert Frost is like the food for the spirit, which take some pleasure in the experience. If we understand poetry, we can get the feelings they express. Poetry has a lot more practical knowledge to offer us, it can help people to become more sensitive to language. No matter what career people take, to think cogently and to express oneself well are abilities backgrounds of a poem since every poem has its own cultural and social backgrounds. Poems reveal the ideas and feelings of that certain background. Therefore, it is a good way to get some knowledge of the cultural and social backgrounds of a poem and refer to the backgrounds when study a poem.

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An Experimental Research on the Application of Process-Product Approach in Teaching College English Writing

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[Abstract] Writing level can comprehensively reflect the degree of mastering a foreign language. However, from the scores of CET-4 or CET-6, the writing score average ranks behind other types. This author analyzes the product-oriented approach and process-oriented approach, then proposes to integrate the advantages of the two approaches during the teaching process. The findings prove that the process-product approach can help us not only assimilate the positive factors of the process-oriented approach, but also appreciate and intelligently use the traditional product-oriented approach. Thereby, we improve the writing competence of non-English major students and at the same time achieve the best teaching benefits.

[Keywords] English writing teaching; product approach; process approach; process-product approach

Introduction

Liu Runqing says that “As one of the four basic language skills (listening, speaking, reading, and writing), writing is the only skill to present the language competence of a language learner” (Liu, 1999). However, it still remains more or less the same for college students’ writing abilities, with their listening, speaking, and reading abilities improved to a certain extent. Students cannot use writing to express themselves well basically (Roberts, 2000). Some of students who have passed CET-4 or CET-6 are still at a loss when are required to write. Therefore, it is a very vital part to instruct writing for English instruction. Although increasing concerns about how to improve the writing proficiency are given by teachers and students, it is quite inefficient to teach college English writing. Indeed, the lack of a proper and suitable approach should rank first. The author attended seven English teachers’ lectures to study their ways to teach writing and interviewed some students about their methods of learning English writing. The findings show that most teachers have been using the traditional product-oriented approach for years. Writing is also not sufficiently highlighted by college teachers. Several teachers even don’t assign writing homework for students; some teachers just simply mention some necessities about writing and after learning several units, teachers may require students to write only once. The low efficiency in the college English writing teaching and the limitation of the product-oriented methodology itself remind us to reexamine the traditional methodology we are using now. As for the process-oriented approach, it’s almost impossible to carry out all the writing steps in short courses. Therefore, the author combined the two approaches together during the process of writing teaching. The author conducted experimental research, which was carried out to test whether the application of the process-product integrated approach is encouraging. The findings will offer insights to the similar context EFL teachers and guide them to choose which method they can adopt according to their conditions. No large-scale investigation focusing on the students’ experience of process-product writing has been reported up to date. This experimental research has the purpose of examining the effectiveness of this combined approach and comparing it with the traditional product-oriented approach to determine which approach is more suitable for Chinese college students. It may suggest a proper way to teach English writing in college. The author hopes that this research can make some contributions to the improvement of college English writing teaching.

Two Main Approaches to Teaching Writing

Product Writing Approach

Richard and Rogers (1982) explain that the approach, called “Product-Oriented Approach”, is the reason that teachers pay attention to students’ writing ability during the process of activity, and the way to measure the writing ability lies in the final product. Teachers mainly focus on students’ final products to see whether the final ones are readable, grammatically accurate, or reasonable in the aspect of structure; students are tasked to practice imitating given models so they can understand how to write phrases, sentences, and paragraphs correctly and reasonably. In the process of teaching models, the relevant information is mainly passed from teachers to students and students give little or no response to teachers. The essence of product-oriented approach is teacher-centered, and there is no communication and no classroom activities. It is just one-sided transmission. This approach is based on the behaviorist theory and it is in keeping with Skinner’s condition theory: in the learning procedure, there are three steps: stimulating, responding, and intensifying (Richard & Rodgers, 1986).

Process Writing Approach

Early in the 1980s to the early in the 1990s, a number of linguists and academics in the United State theoretically and practically demonstrated the significance of process writing. They took the writing process as a very complex psychological process of cognitive and linguistic communicative process. Douglas Wallace, a professor of Northwestern University, first explicitly pointed out that writing is a process in which each step of writing should be taught (Judy, 1981, p. 16). The process approach treats all writing as a creative act that requires time and positive feedback to be done well (Beason, 1993). In process writing, the teacher moves away from being someone who sets students a writing topic and receives the finished product for correction without any intervention in the writing process itself. There are several stages in the process-oriented approach, and different linguistics use different words to describe them. Flower and Hayes (1981) believe that the writing process is featured as continuous interaction, which has three sub-processes: composing, drafting, and revising. The process-oriented approach focuses on the process of writing. The nature of it is student-centered, an active classroom, and heated discussion. There are several stages during the process of writing. The students get to know the whole process of writing.

Comparative Analysis of Two Approaches

Both have merits and demerits.

Table 1. A Comparison of the Two Approaches: Their Merits and Demerits (qtd. in Luo, 2004)

Product-Oriented Approach		Process-Oriented Approach	
<i>Merits</i>	<i>Demerits</i>	<i>Merits</i>	<i>Demerits</i>
1. Sufficient language input	1. Overemphasis on samples and Linguistic knowledge;	1. Students' writing obstacles can be easily detected;	1. Time-consuming
2. Adequate training of composing crafts;	2. Teachers' heavy burden of correction work	2. Reciprocal learning;	2. Not quite suitable for those highly-structured tests;
3. Students' good awareness of developing tight-knitted paragraphs after models	3. Lack of communication and guidance	3. Writing is integrated with other communicative skills	3. Pre-assumption that students have good command of the basic constructing skills
4. Students can have a clear concept of genre knowledge	4. Hard to monitor students' constructing process and difficult to locate students' weaknesses	4. Students can be involved in student-centered classroom atmosphere	4. Classroom disorder, especially in large-size classes.
	5. Poor feedback effect	5. Individual face-to-face guidance	
		6. A better feedback effect.	

Process-Product Writing Research Project

Process-product Writing Approach

Through the analysis of the two approaches' advantages and disadvantages, the author now proposes to combine the two approaches during the teaching process. This new approach emphasizes the characteristics of the process-oriented approach in content, the mode of linguistic thinking, student-oriented concepts, and the characteristics of the product-oriented approach in language skills. The process-product approach is divided into two stages. In the first stage, the process-oriented approach is applied as follows: 1) conduct imagination and excavate content, and 2) guide the mind and make an initial draft. In the second stage, the optimizing stage, the product-oriented approach is applied. It is the time for students to rethink, rediscover, and recreate their first draft. The revising is achieved by self-editing and peer-editing. After revising, students accomplish the writing with a final draft and share their final products with their classmates (Kamimura, 2000).

Design of the Research

In the experiment, students are divided into two groups. The author applies the process-product approach in the Experimental Group (EG), called "the mixed approach," or "the combined approach." The product-oriented approach is applied to the control group (CG). The two groups are from the same level – Level B. All the participants were not told that they are going to participate in a writing research and they were instructed by the same English teacher, who is the author herself. During this experiment, subjects were required to take three tests.

Procedure

There were three sections in this experiment. The first section was composed of students were asked to take the pre-test. The second section was the application of the two approaches; the product-oriented

approach and the mixed approach were separately applied in the process of writing teaching. As for the mixed approach, the teaching procedures were as follows: The language competence training and basic writing skills, then pre-writing activity, drafting, analyzing sample text or essay, revising, and final draft. The third section was to take post-test (Kamimura, T., 2000).

Results and Discussion

Data Analysis of Three Tests

Here, data obtained both from the pre-test, mid-test, and post-test was presented

Table 2. Descriptive Statistics on Scores of Students' Pre-test Writing Assignment

	Group	Number	Mean	VARP
Pretest	Control	55	7.2315	4.4001
	Experimental	60	7.3200	4.3890

It showed there was a slight difference between the control group and the experimental group. That is to say, before the experiment they were at the same level in writing competence.

Table 3. Descriptive Statistics on Scores of Students' Mid-test Writing Assignment

	Group	Number	Mean	VARP
Mid-test	Control	55	7.925	4.0410
	Experimental	60	8.5100	3.4165

Table 4. Descriptive Statistics on Scores of Students' Post-test Writing Assignment

	Group	Number	Mean	VARP
Post-test	Control	55	8.1053	3.3416
	Experimental	60	9.2143	2.7304

The results on the middle test and post-test writing scores of the two groups are shown in Tables 3 and 4. The means between the two groups are very obvious. The Experimental group's means were higher than the Control group's. This means the Experimental group's achievements were better than the Control group's.

Here is the analysis of the two groups according to the content, vocabulary, language use, and techniques, since the combined approach mixed the product-oriented approach and process-oriented approach together. Before writing, the teacher analyzed the sample and the students learned useful words, phrases, drills, and structure from the sample. They knew how to express their ideas and organize a composition (Perl, 1979). At the stage of pre-writing, students were not allowed to write first. They had to collect related information and materials, as they were assigned several minutes. They racked their minds to figure out the outline of the topic. During this period, according to the assigned groups, all the students engaged in heated discussion. All of them got useful materials from others to organize their own composition. There was also a peer review from which students could not only learn the usage of language and improve their writing abilities. At last, the final draft was finished. The process of writing is active (Ferris, & Hedgcock, 1998).

As to the traditional approach, after the teacher analyzed the sample, the writing was done immediately by students in a fixed time. After that, they handed in their final work. The writing was positive and students had no interests in it.

In the present experiment, the author aimed at finding out the effectiveness of mixing the approach with the idea of being fair and benefiting the students in their English writing learning in both the

experiment class and the control class. According to the analysis above, we conclude that it is obvious that the combined approach helps students develop writing competence. Findings for two research questions: From the results, we know that under the two different approaches, students can improve their writing skills in language and content at different levels. The combined approach was more effective, positive, and active. Students get more benefits and achievements from the combined approach. It is more suitable for Chinese students.

Implications and Conclusion

First, the Control group students were spoon-fed the models and imitated the models automatically. There was no response or just a limited or passive response from students to the teachers' information. The students lacked enthusiasm. It ignored the students' creativity. It emphasized the overall character but neglected the individuality. Second, the process of writing was not only to write, but also it was an interaction. It encouraged discussion between teachers and students. It can stimulate creativity. Third, Students showed great interest in the process of writing and got more rewards from it. It was found that the students in the experimental group showed improvements both in content and language skills at the same time. It makes writing more attractive. In addition, drawing on each others' merits and raising the level together, we can get more satisfying results.

To conclude, the process approach can help students overcome their worries about writing. Their attitudes changed from negative to positive and active. They can write a substantial content composition. The product approach can help them overcome the writing problems, such as misused words and disordered sentences, etc. To make the composition more perfect, the combined approach – the process-product approach is an effective way to improve English writing competence of university students.

We totally and uncritically accept the process approach as unwise. We totally repudiate the product approach as ignorant. Therefore, new teaching and learning ways should be tried or explored, and, meanwhile, the traditional approach should not be forgotten or discarded. This paper suggests we should use the combination of the product and process approach to teach writing.

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I am sure that the data and information in this paper are correct and the contents of this paper are cleared for publication. The author retains the copyright to this paper.

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Linguistic Knowledge in Relation to Foreign Language Teaching

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[Abstract] English, as a foreign language, has become more and more important for English teachers. However, some teachers treat English just as a subject and teach their students by means of some common sense, lacking scientific methods. This paper tries to elaborate on the general influences of some basic linguistic theories on the teaching of English as a foreign language. Meanwhile, it further makes a systematic analysis of how language teachers benefit from different branches of linguistics. Finally, there are some methodologies that can be applied in the process of teaching a foreign language, especially English.

[Keywords] linguistics; branches of linguistics; language teaching; methodology

Introduction

Linguistics is the scientific study of language (Zhuanglin, 1988). It includes several established theories, methods, and sub-branches. Linguistics is a subject of theoretical importance that can facilitate other related social sciences, such as foreign language teaching. The development of linguistic research, which has cast light on the nature of language, serves to lay a solid theoretical foundation for contemporary language teaching methodology. There has been research all over the world. There are many problems and solutions that have been put up with about the teaching. In China, most of the teachers simply teach students the knowledge in books; however, they normally ignore the importance of the linguistic knowledge can be applied in the process of teaching. Currently, linguistic theories make greater and greater impacts on foreign language teaching. There is no doubt that the development and improvement of foreign language teaching can never be achieved without the deeply researching linguistics. In most areas of China, most of the foreign language or second language teachers ignore the importance of linguistic theories in the process of teaching. Therefore, this paper aims to list several linguistic theories that can be applied in foreign language teaching.

Linguistic Theories Influence Foreign Language Teaching

Language is the system of arbitrary vocal symbols used for human communication (Zhuanglin, 1988). Language plays the important role of human communication. It is a combination of vocal sounds that have meaning, used for the expression or communication of thoughts and feelings of human beings. Language is one of the basic elements of means of communication and other types of connection among people (Runqing, 1990). In foreign language teaching, English teachers create lessons by means of many areas of linguistics, such as phonetics, phonology, morphology, syntax, semantics, and pragmatics (Yule, 2000). There are many methods that can be applied in the process of foreign language teaching; however, one problem in the process of foreign language teaching is most of the teachers cannot effectively use the linguistic knowledge in teaching foreign languages or second languages. Therefore, some linguistic knowledge will help English teachers in teaching their students. In other words, linguistic knowledge will introduce English teachers to some approaches and methods applied in language teaching and learning. In my opinion, both methodological and linguistic knowledge play an important role in foreign language teaching. Therefore, learning and grasping linguistic knowledge is necessary.

Applied linguistics, in its broad sense, is a branch of linguistics as well as an interdisciplinary area of linguistics which identifies, investigates and offers solutions to language. It uses information from sociology, psychology, and anthropology to develop its own theoretical models of language and language use (Corder, 1973). In contrast, in its narrow sense, applied linguistics is the study of second language and foreign language learning and teaching. It is the study of language and linguistics related to practical problems. It aims to provide language teachers with good language teaching theories, principles, and methodologies. In other words, applied linguistics enables teachers to gain a comprehensive and up-to-date grasp of the theoretical foundations of language learning and teaching. Therefore, teachers can identify the teaching goals and select the teaching content more sensibly and reasonably, as well as adopt teaching methods and techniques more flexibly and appropriately. Since applied linguistics has a direct relation to foreign language teaching, language teaching should learn it more systematically and use it in teaching practice. For instance, discourse analysis differs from traditional text analysis in that it focuses on how sentences combine to form a discourse and how they are used in communication, rather than on the structures of single senses. Applied linguistics plays an important role in foreign language teaching. In the process of foreign language teaching, if teachers can use the linguistic theories during lessons, the class effect can be better.

Cognitive linguistics is a combination of approaches to the study of language that includes a variety of specific concerns and theories. It studies the relationship between language and mind. Our language is a cognitive phenomenon, which reflects our mind, and language conveys meanings that are structured by conceptualization. Cognitive linguistics studies the relation between language and mind. The more teachers learn cognitive linguistic knowledge, the more effective the class can make. A good teacher should know more about the language and the mind of the person. If a teacher knows more about the relation between the language and the mind, it will help a teacher know how to teach a kind of language better. Therefore, cognitive linguistic knowledge plays an important role in the process of teaching a kind of foreign language.

Sociolinguistics is the study of language and society. Sociolinguistics usually covers some topics such as varieties of language, regional and social variations, language changes, etc. Sociolinguistics as a field distinct from dialectology was pioneered through the study of language variation in urban areas. Whereas dialectology studies the geographic distribution of language variation, sociolinguistics focuses on other sources of variation, among them class. Class and occupation are among the most important linguistic markers found in society. One of the fundamental findings of sociolinguistics, which has been hard to disprove, is that class and language variety are related. Members of the working class tend to speak less standard language, while the lower, middle, and upper middle class will, in turn, speak closer to the standard. However, the upper class, even members of the upper middle class, may often speak less standard than the middle class. This is because not only class, but also class aspirations, are important. This is also true of class aspirations. In the process of wishing to be associated with a certain class (usually the upper class and upper middle class), people who are moving in that direction socio-economically will adjust their speech patterns to sound like them. However, not being native upper class speakers, they often hypercorrect, which involves overcorrecting their speech to the point of introducing new errors. The same is true for individuals moving down in socio-economic status. In any contact situation, there is a power dynamic, be it a teacher-student or employee-customer situation; this power dynamic results in a hierarchical differentiation between languages. The social group also uses language in a way that brings unity between people, and members often do not need to be explicit about

meaning, as their shared knowledge and common understanding often bring them together in a way that other social language groups do not experience. The difference with the restricted code is the emphasis on “we” as a social group, which fosters greater solidarity than an emphasis on “I”. The time when “restricted-code” matters is the day when children start school where the standard variety of language is used. Moreover, the written form of a language is already very different from the everyday form. Children with restricted-codes, therefore, struggle at school more than those who speak an “elaborated-code”. According to sociolinguistics, all linguistic variations are equal in their use. There is no such thing as good variation or bad variation. In the process of teaching, teachers can teach students not only the knowledge in the textbooks, but also the social backgrounds of the language and language phenomenon. The so-called “standard language” is, in itself, only one of many variations. So, the materials for language learners should cover a wide range of topics and styles and language varieties. If teachers teach students the knowledge in the textbooks by means of the teaching of the social backgrounds of the language and language phenomenon, the students will learn and acquire the language more effectively. In teaching foreign language teaching, teachers should not only teach their students the knowledge in the textbooks but a teacher should also teach their students the social backgrounds of the knowledge they want to tell their students. The social backgrounds or the social relation between language and society is very crucial in the process of teaching a foreign language. In this way, students can grasp not only the language itself, but they can also understand the culture and social relations under the language. To some extent, this plays an important role in learning a kind of foreign language, as well as the social and cultural background of the country. Knowing the cultural and social background plays an important role in learning a foreign language. Therefore, an English teacher should pay more attention to the use of language in a specific situation.

Pragmatics is concerned with the study of meaning as communicated by a speaker or writer and interpreted by a listener or reader. It is more related to the analysis of what people mean by their utterances. Only when we know the context in which a sentence is produced can we understand its actual meaning and linguistic foundation. There are many theories in pragmatics, such as Speech Act Theory. Pragmatics is a subfield of linguistics and semiotics that studies the ways in which context contributes to meaning. Pragmatics encompasses Speech Act Theory, conversational implicature, talk in interaction, and other approaches to language behavior in philosophy, sociology, linguistics, and anthropology. Unlike semantics, which examines meaning that is conventional or “coded” in a given language, pragmatics studies how the transmission of meaning depends not only on structural and linguistic knowledge (e.g., grammar, and lexicon, etc.) of the speaker and listener, but also in the context of the utterance, any pre-existing knowledge about those involved, the inferred intent of the speaker, and other factors. In this respect, pragmatics explains how language users are able to overcome apparent ambiguity, since meaning relies on the manner, place, and time, etc., of an utterance. In teaching a foreign language, a teacher should tell the students not only the knowledge but also the intended meaning of the knowledge. Pragmatics tells the teachers the knowledge of the language under the surface.

Methodologies Applied in Foreign Language Teaching

As for the foreign language teaching, there are many linguistic methodologies that can be applied in the process of foreign language teaching. Input hypothesis is one of the important theories which can be applied in foreign language teaching.

Krashen's SLA theory is a comprehensive one, consisting of five inter-related central hypotheses: acquisition-learning hypothesis, natural order hypothesis, monitor hypothesis, input hypothesis, and affective-filter hypothesis, and input hypothesis as the core. Input hypothesis is the central hypothesis to Krashen's SLA theories. First, it tries to explain how we acquire language (Krashen, 1981). In other words, language acquisition depends on trying to comprehend what other people are saying. The learners should focus on meaning, but not on form. Second, it also attempts to explain how a learner progresses in acquisition. Teachers should fully use the limited time in class to provide more opportunities of speaking and writing exercises for the students and to provide more comprehensive input to students in order to create a language environment and provide them with good opportunities of learning.

Meanwhile, Krashen emphasizes the unconscious process of learning in acquiring language, which can only be realized in the natural environment. Learning is a process of active construction (1981). Learners do not accept the outside information passively, but actively notice and choose the outside information according to the proceeding cognitive structure and construct the meaning. So, teachers should arouse the students' creativity. Krashen's input hypothesis plays an important role in the process of teaching; it tells the teachers how to teach students effectively.

Conclusion

Linguistics and foreign language teaching have a close relationship to each other. Linguistics provides guidance to foreign language teaching; On the other hand, language teaching practice enhances the linguistic theories. In foreign language teaching, teachers should apply linguistic knowledge appropriately to let students learn English more systematically. At the same time, according to Krashen's input hypothesis, English teachers should enlarge the scope of language, create a good language environment, and provide them with good opportunities of learning. Taking all the above into consideration, linguistic knowledge has a close connection with foreign language teaching. If teachers want the students acquire the knowledge more effectively in the process of language teaching, teachers should use proper linguistic knowledge and methodologies to teach students more successfully.

Teaching is a great job. In the process of the teaching, teaching is not only the role of leader of a lesson, but teachers are also the researchers of the linguistic theory. Therefore, if one person wants to be a teacher, especially a well-qualified teacher, some linguistic theories are necessary. There are many linguistic theories in language, and each linguistic theory plays an important role in not only teaching but also other areas. Everyone has his own way of teaching. Nobody can say which way is the best way to match every student. As for different types of students, teachers should find an effective way to teach different students.

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A Tentative Study of Automated Writing Evaluation (AWE): A Diachronic Research on the Validity of AWE's Feedback

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***[Abstract]** A great deal of research and teaching practices have shown that Automated Writing Evaluation (AWE) has exerted a positive influence on the proficiency of EFL writing. Using statistics, a questionnaire, and interviewing as research methods, 30 English majors have been randomly chosen to be involved in the research; their essays are evaluated in Pigai System. Eight essays selected consist of 4 pairs with the similar topics within 2.5 years of the students' being enrolled in the college. Each pair, one of them being finished in an earlier semester and the other one later, are evaluated at lexical and syntactic levels based on the data offered by Pigai System. Some conclusions are drawn based on statistic analysis of the contrast between the essays of each pairs.*

***[Keywords]** Automated Writing Evaluation (AWE); validity of AWE; diachronic research; feedback*

Introduction

With the dramatic development of the internet, artificial intelligence, and modern educational technology, CAT (Computer Assisted Teaching) has played a more and more important role in English learning and teaching, especially with Automated Writing Evaluation(AWE). Researchers (Shermis & Burstein, 2003; Attali, 2006; Xi, 2010) believe that compared with human scoring, AWE has great advantages, since it can offer timely and efficient feedback, which has saved a lot of time and energy for teachers. This paper first presents some typical research on the effectiveness of feedback of AWE in China and abroad from various perspectives. Second, a diachronic study is conducted with an experiment focusing on the effects of the Pigai System on EFLs' writing at lexical and syntactic levels. In the conclusion, the paper shows students have made improvement in both aspects with statistically typical increases in lexical variation and lexical sophistication and decreases in lexical and syntactical errors. Students become more likely to use clauses and compound sentences in their writings. Meanwhile, some shortcomings of the Pigai System have also been revealed in the empirical research, such as remarks that are too general and inaccurate data, which, also, offers the most direct and efficient evidence to improve the AWE system in the future.

EFL Automated Writing Evaluation Research

The feedback research has always been a heated topic in EFL writing. Recent research of many scholars, teachers and technicians has explored the feedback of AWE from various perspectives (Cheville, 2004; Dikli, 2010; Attali, Lewis & Steier, 2012; Dikli & Bleyle, 2014; Chapelle, Cotos & Lee, 2015). However, whether the research can be applied to Chinese students; English writing is still uncertain, since all their

AWE systems are developed for native English learners and there is a lack of corpus for reference or contrast. Fortunately, some domestic scholars and teachers who have begun to develop some AWE systems that are designed for Chinese English learners. So far, the related research can be divided into four types: first, research on AWE's validity by contrast between AWE's feedback and human scoring feedback (Shi, 2012; Sheng & Yu, 2012); second, research on AWE's models (Liang, 2010; Zhang & Yin, 2010; Ge, 2010); third, a comparative research on China's AWE and AWEs developed in Western countries; for instance, Zuo & Feng (2015) have made a contrast between Writingroadmap and the Pigai System; fourth, research on the efficiency of AWE's feedback from various perspectives, focusing on the effects of AWE on EFL learners, among which mostly are empirical research (Jiang & Cai & Tang, 2011; Li & Huang, 2013; Liu & Wang, 2013; Yang & Dai, 2015; Hu, 2015).

Among the empirical research, most researchers attach great importance to the efficiency of AWE, i.e. how the AWE system helps Chinese students improve their English writing. The Pigai System (www.pigai.org), one of China's popular AWEs, has been selected in this paper to use in exploring the effectiveness of AWE. Li and Huang (2013) find that writing proficiency of students in experimental classes is obviously higher than those in controlled classes after a term-long English writing teaching with the Pigai System. Yang and Dai (2015) hold that an autonomous writing teaching model based on the Pigai System can effectively enhance students' writing proficiency, promote their writing motivation, and improve their self-efficacy by employing such methods as questionnaires, semi-structured interviews, pretests and post-tests. Huang and Zhang (2015) illustrates AWE's different impacts on English writing for different learners. Hu (2015) examines the effects of self-correction via the Pigai System with one essay as an example. The author of this paper tries to seek a new perspective to focus on the process of EFL writing for Chinese students, which is a diachronic research attaching great importance to the effectiveness of AWE by analyzing the dimensions of EFL's writing at various levels or in different phases (Qin & Wen, 2007).

An Empirical Research of Effectiveness of AWE from A Diachronic Perspective

The diachronic research involves the following questions:

- (1) What effects does the Pigai System exert on language usage in EFL's writing practice with AWE?*
- (2) What effects does the Pigai System exert on syntactic complexity in EFL's writing practice with AWE?*

To answer these two questions, 30 English majors are randomly selected to attend the empirical research. All the students are required to finish five essays in each semester since they were enrolled in the college.

The research was conducted based on the data from the Pigai System (www.pigai.org), including the essays of 30 students, holistic evaluation, and specific analytic assessments offered by AWE, the recording of the interviewees, and a questionnaire.

The 2.5-year-research has, altogether, collected 25 essays from the first semester to the fifth (5 essays for each semester). Among the collection of essays, 8 out of 25 have finally been chosen as the research samples, divided into 4 pairs, each of which involves two essays with a similar topic. All the essays were evaluated according to the same rules as follows: 1. The length of essay is expected to range from 200 to 300 words. 2. The TEM-4 (one of China's large-scale proficiency tests for English majors)

evaluating system is applied in these chosen essays, with 100 as the full mark, 50 the lowest, 95 the highest, and 75 average. The detailed information of sample essays can be found in Table 1.

Table 1. Samples

Pair	Titles	Type	Setting Time (Semester)	No.
Pair A	A1: The Importance of Keeping A Good Mood	argumentative	1st	30
	A2: My Understanding of Happiness	argumentative	5th	30
Pair B	B1: On Volunteering	argumentative	2nd	30
	B2: Should We Help Strangers?	argumentative	3rd	30
Pair C	C1: The Relationship Between Doctors and Patients	argumentative	2nd	30
	C2: Students' Rating of Their Teachers	argumentative	4th	30
Pair D	D1: Restrict Mobile Phone in Library and Classroom	argumentative	4th	30
	D2: Addition to Smartphones	argumentative	5th	30

Findings and Discussions

The findings of the empirical research show that students have made some improvement in the EFL writing during the 2.5 year period. For each pair, the later submitted essay, which is longer, gets a higher mark than the earlier one. The gaps between the two in each pair are statistically big, except B, and the biggest gap appears in pair A. See Table 2.

Table 2. Paired Sample T-test of Scores of Pre-Test and Post-Test

Pair	Pair	Paired Differences					t	df	Sig (bilateral)
		Mean	Standard Deviation	Standard Error of Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair A	A1- A2	-5.7167	7.4783	1.3654	-8.5091	-2.9242	-4.187	29	.000***
Pair B	B1- B2	-1.2500	5.8202	1.0626	-3.4233	.9233	-1.176	29	.249
Pair C	C1- C2	-2.5333	5.8294	1.0643	-4.7101	-.3566	-2.380	29	.024*
Pair D	D1- D2	-1.8333	4.9189	.8981	-3.6701	.0034	-2.041	29	.050*

***: $p < .001$; **: $P < .01$; *: $p < .05$

However, a final score is far from enough when evaluating EFL's writing proficiency while other factors, such as language usage, syntactic complexity, structure, idea, and writing conventions should also be investigated. However, only language usage and syntactic complexity will be explored in this paper due to the limited space and features of AWE.

Diachronic Research on Language Usage of EFL's Writing on AWE System

Lexical variation, lexical sophistication, lexical density, and error dimension are examined to see whether they change with the time EFL learners spend on English writing with AWE system by analyzing the data like average word length, TTR, etc., from the Pigai System. Read (2000, p. 200) holds that language usage should be evaluated by several dimensions, including lexical variation, lexical sophistication, lexical density, and error dimension. However, scholars and researchers have not reached an agreement on lexical density so far. Engber (1995, p. 139) believes that lexical density cannot be used as an index to identify the language use for different learners. Laufer and Nation (1995, p. 310) believe that lexical

density cannot not be regarded as a tool to evaluate the language use. So, lexical density is not involved in this paper.

The lexical variation can be assessed by Type-Token Ratio (TTR), which is used to evaluate the richness of language. Some research show that TTR has a positive correlation with the length of the essay. Since all the essays involved in this research are finished according to the same rules, TTR can be safely used as a dimension to evaluate the students' English lexical variation. All the data are put into SPSS (version 21.0) to take a paired sample T-test ($*p < 0.05$). It is found that there appear statistically typical differences of TTR between the two essays of most pairs, which illustrates that students have learned to use more diverse English language to express their ideas and feelings in their EFL writing. The foundation of the experiment are as follows in Table 3:

Table 3. Paired Sample T-test of TTR of Pre-Test and Post-Test

Pair		Paired Differences					t	df	Sig. (bilateral)
		Mean	Standard Deviation	Standard Error of Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair A	A1 – A2	-.41567	1.03263	.18853	-.80126	-.03008	-2.205	29	.036*
Pair B	B1 – B2	-.13700	.62955	.11494	-.37208	.09808	-1.192	29	.243
Pair C	C1 – C2	-.26667	.59203	.10809	-.48773	-.04560	-2.467	29	.020*
Pair D	D1 – D2	-.37733	.66812	.12198	-.62681	-.12785	-3.093	29	.004**

***: $p < .001$; **: $P < .01$; *: $p < .05$

According to the data from the Pigai System, it is found that both high-frequency words and low-frequency words have no significant changes between the two essays of each pairs, which illustrates that the number of low-frequency words maintains a stable level, and, meanwhile, with their TTR improving gradually, the students get to learn more diverse morphological changes and derivative usage of those basic words. On the other hand, for the low-frequency words, the mean of “vocabulary beyond syllabus” remains about 5% with few changes, which also proves that it is a colossal task for EFL learners to acquire low-frequency words. The application of academic words in English writing may, to some extent, reflect the complexity of English language. Generally speaking, the greater the density of academic words, the better the English writing (Wan, 2010). When the density of academic words is put into SPSS, ($*p < 0.05$), as Table 4 shows, there are statistically typical changes between the two essays for each pair. Besides, the average word length, as another dimension to evaluate lexical sophistication, also shows different changes in the four pairs, with pair A and D rising and Pair B and C falling, all of which reach the statistically typical levels. After examining all the essays, it can be concluded that the average word length is possibly related to the topic. Sometimes, theme-related terms used may lead to a dramatic increase in average word length. So, EFL writing is a very complex process, and language usage may be influenced by a few elements, such as the familiarity of writing tasks, English writing techniques, and communicative objectives (Wan, 2010).

Table 4. Paired Sample T-test of Density of Academic Words of Pre-Test and Post-Test

Pair		Paired Differences					t	df	Sig. (bilateral)
		Mean	Standard Deviation	Standard Error of Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair A	A1 – A2	-.01100	.02468	.00451	-.02022	-.00178	-2.441	29	.021*
Pair B	B1 – B2	-.00867	.02224	.00406	-.01697	-.00036	-2.134	29	.041*
Pair C	C1 – C2	-.01533	.02609	.00476	-.02508	-.00559	-3.218	29	.003**
Pair D	D1 – D2	-.01547	.02150	.00393	-.02350	-.00744	-3.940	29	.000***

***: p < .001; **: P < .01; *: p < .05

To evaluate the accuracy of EFL writing, the Pigai System also offers the number of errors from the perspectives of parts of speech and collocation. For the errors from the perspective of the parts of speech, noun errors are tops among all the errors for these 4 pairs; nouns are followed by verb errors. No matter what type the error is, the score on the post-test is dramatically less than on the pre-test. The details are shown in Table 5. For the errors from the perspective of collocation, the changes display differently, with pair B, C, D decreasing and pair A increasing.

Table 5. Language Grammatical Errors (Parts of Speech)

Error Type	Pair A		Pair B		Pair C		Pair D	
	A1	A2	B1	B2	C1	C2	D1	D2
Total amount of error	185	72	177	150	207	117	93	64
Noun Error	19	9	17	13	25	10	16	11
Verb Error	18	3	12	11	16	10	6	4

Diachronic Research on Syntactic Complexity of EFL’s Writing on AWE System

Syntactic features may mainly include three aspects: complexity, accuracy, and fluency. Syntactic complexity refers to the diverse and complicated sentence structures; syntactic accuracy refers to error-free production; syntactic fluency means rapid and efficient production, which assesses the time for the EFL learners to complete an English writing task. This differs from the domain of the research, so a diachronic research will be only conducted from the perspectives of complexity and accuracy.

Many dimensions may be used to evaluate EFL’s writing quality, including average sentence length, number of words in the shortest sentence, number of words in the longest sentence, clause type, number of clauses etc. For the number of words in the shortest sentence, various but not statistically typical decreases have taken place. The number of words in the longest sentence in four pairs have achieved varying degrees of increase. For the average sentence length, the mean of the post-test is bigger than the pre-test in the four pairs, which proves that students can write more efficient sentences with long and short patterns mixed. According to the questionnaires, it can be inferred that students have more confidence in writing long and complex sentences; among the students, over 60% believe that proper use of compound sentences is quite beneficial to raising the score. However, surprisingly, the researcher also finds some data offered by the Pigai System are not accurate. For example, the average sentence length exceeds 30 or even more, and the number of words in the longest sentence goes over 80-100. So, the inaccuracy of data probably exerts negative effects on analyzing the longest sentence and average sentence length, which cannot be judged as to whether they have made statistically typical changes during the 2.5-year research.

Clause type and the number of clauses can be used to evaluate the syntactic structure in EFL learners' writing. Generally speaking, the more clause types and number of clauses, the better the English writing is, which also proves that students have better ability to use language more diversely and flexibly. According to the finding in SPSS test (* $p < 0.05$), the clause type in the four pairs has grown dramatically, as shown in Table 6.

Table 6. Paired Sample T-test of Clause Type of Pre-Test and Post-Test

Pair		Paired Differences					t	df	Sig. (bilateral)
		Mean	Standard Deviation	Standard Error of Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair A	A1-A2	-.86667	1.35782	.24790	-1.37369	-.35965	-3.496	29	.002**
Pair B	B1- B2	-.60000	1.00344	.18320	-.97469	-.22531	-3.275	29	.003**
Pair C	C1- C2	-1.06667	1.36289	.24883	-1.57558	-.55775	-4.287	29	.000***
Pair D	D1- D2	-.53333	1.04166	.19018	-.92230	-.14437	-2.804	29	.009**

***: $p < .001$; **: $P < .01$; *: $p < .05$

The questionnaires reveal that more than half of the students begin to use more clauses and compound sentences, and clause type has taken more forms involving attributive clause, adverbial clause, subject clause, and object clause. The most frequently used clause is still the attributive clause, which accounts for 45%, followed by the adverbial clause at 25%, mostly the adverbial clause of time. For object clauses, subject clauses, predicative clauses, and appositive clauses, the collection accounts for about 30%. Some students confess that they have no clear idea about English clauses, so that sometimes they are not sure whether they use the proper clauses in their writing practice.

Conclusion

Applying AWE into EFL writing practice and tests has been, undoubtedly, a good example for using modern technology in teaching English. A diachronic research on the validity of AWE's feedback is a tentative perspective in the field. However, there are some limitations to the research based on the limited number of samples. From two major dimensions---language use and syntactic complexity--after following the process of students' writing practice with the Pigai System for 2.5 years, the following can be concluded: 1. Students get higher marks in the later essays and the diversity and complexity of language have made clear improvement with TTR and the frequency of academic words increasing dramatically; language errors drop greatly, among which errors of noun and verb account for the most. In addition, the average word length is possibly related to the topic of essay writing. 2. Complexity of sentence patterns has also changed with types of clauses increasing dramatically and the total number of sentence errors decreases a lot. Also, some key dimensions like average sentence length, the number of clauses is not so accurate as reflected by AWE, which probably affects the accuracy of AWE's evaluation. Thus, AWE has played an active role in evaluating EFL writing from a diachronic perspective, which would also boost the renovation of AWE technology.

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Mode of Survey Teaching with a Major Thematic or Historical Event as a Lead

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[Abstract] In English language teaching, the content of society and culture possesses an increasingly important position. Surveys of major English speaking countries, as an important source of social and cultural background knowledge, have become a fundamental subject for English majors for a long time. The mode of teaching with a major historical or thematic event as a lead can make full use of modern teaching equipment, broadly activate students in class, and improve the teaching effect.

[Keywords] survey of major English speaking countries; thematic event; broad participation; teaching reflection

Introduction

In English language teaching, the content of society and culture has become more and more important for the understanding of language. The content of cultural background knowledge is added increasingly into the English language teaching, both in middle schools and in high schools. In order to learn foreign languages well, students should have some knowledge about the cultural backgrounds, such as geography, history, politics, culture, social customs, and even the thinking patterns and attitudes of the people in that country. Some language learners isolate language learning from knowledge learning without realizing that language learning is a complex comprehensive whole of knowledge gathering. Regardless of reading literature or reading newspapers and magazines, language is not the only barrier for correct understanding. The most difficult part usually comes from the lack of cultural background knowledge (Zhang, 2003). Surveys of major English speaking countries are, of course, broadly established in colleges and universities from which English major students learn background knowledge about major English-speaking countries. However, different textbooks are used in different schools, and methods for teaching are also varied (Jiang, 2015). In order to make teaching more effective, many teachers have done a lot of research. Most of the research has focused on the effective combination of teaching with multimedia equipment, with the internet, and with modern teaching techniques; some have focused on the comparison of Chinese and foreign cultures. The author also made some active inquiries into how this course can be taught more effectively and make the students more interested in learning it. The main body of this paper first makes a brief generalization of the investigations of textbooks and teaching mode reformation, then it introduces the result of the investigation based on questionnaires on students' knowledge about America survey. Next, this paper discusses the teaching measures practiced in survey-teaching classes, which focuses on the teaching method proposed in this paper. The last part of the paper generalizes about the teaching mode, and several reflections are discussed.

Reasons for the New Teaching Experiment

Many English learners in Bohai University can speak fluent English, but come across many communication barriers with foreigners; a lack of proper understanding of the cultural background knowledge has been regarded as the most important reason, according to the results from daily teaching contact with them. With

the coming of the information age, a lot of new technologies have been applied in English-teaching class rooms. The new changes not only include new equipment in the classroom, such as multimedia teaching platform, but also include the changes in students' use of modern facilities in their daily learning, such as personal computers and intelligent mobile phones. Textbooks and teachers are no longer the only source of knowledge. All these changes claim a much higher demand on the teachers and their ways of teaching. How to make uses of the new technologies in the teaching and how to better incorporate the new information channels into teaching in the information age has become a challenge. In order to better use the modern facilities in students' learning and to find a more effective method of Survey teaching, a new experiment is carried out from the aspects of teaching content rearrangement and organization of students' learning activities with the intention of finding a more effective way to present the knowledge.

Take the list of curriculum processes proposed by Taba as a reference (Dubin & Olshtain, 2002). This experiment is carried out around the following aspects. The first one is the investigation of the existing textbooks and Students' Status Quo Knowledge on America Survey. The second aspect is the creation of a more suitable learning environment. The third one is rearrangement of the teaching contents, and the last one is evaluation and reflection of the teaching result. The first one can provide information about the students' knowledge structure and the patterns of knowledge arrangements in the textbooks. The second one can offer a learning platform for the students to express themselves and exhibit their learning results. The third one's aim is to find a new method of presentation of the survey knowledge through rearrangement of the teaching contents and reorganization of the teaching resources so as to make students' reception of knowledge more systematic and complete. The last aspect discussed in the experiment can work as a reference for future teaching.

Investigations of Textbooks and Teaching Mode Reformation

Based on the investigation of most textbooks available, it is found that almost all of the textbooks' contents are arranged in the same pattern. As for the teaching mode reform, most researchers have focused on the combination of teaching with multimedia equipment, with the internet, and with modern teaching techniques; some have focused on the comparison of Chinese and foreign cultures. However, the teaching content itself, especially in the aspects of the arrangement and integration, is scarcely touched upon.

This discussion aims to find a mode of teaching and learning of the survey that is more suitable for both the teachers and the students in that it is easier for the teachers to give and for the students to receive so as to further enhance the effect of teaching and learning. The change of modes of the teachers' teaching and the students' learning can make the teachers' preparation more systematic and complete, and it can make the students' knowledge acquisition more systematic and complete. It can also increase the students' analyzing, synthesizing, and criticizing abilities. The teaching mode reformation also aims at fostering students' abilities to solve problems concerning cross-cultural communication and laying a firm foundation for their further study.

Students' Status Quo Knowledge of America Survey, Based on Investigation

The author of this paper made an investigation of the third-year students' status quo knowledge on the British and American survey through questionnaires in the first week of their classes in the second semester in the first half of the year 2011. In total, 200 questionnaires were distributed and 191 effective questionnaires were reclaimed. The total number of the effective questionnaires was 67% of the total number of the eligible students.

All of the correspondents come from the third year English major students of Bohai University in the College of Foreign Languages. The total number under investigation is 200, which is 70% of the total number of the grade.

Altogether, there were 35 questions on the questionnaire on American geography, history, politics, and society; it is supposed to be comparatively easy as general knowledge for English learners as the main target of analysis. In addition, there were six questions as reference for analysis. Among the reclaimed 191 effective questionnaires, 2 respondents answered 60% or over of the questions correctly, which was 1% of the total number of the eligible respondents. Two respondents reached an accuracy rate from 50% to 59%, which was 1% of the total. Nine respondents reached an accuracy rate between 40% and 49%, which was 4.7% of the total. Twenty-three respondents reached an accuracy rate of 30% to 39%, which was 12% of the total. Sixty-seven respondents reached accuracy rates from 20% and 29%, which was 35% of the total. Forty-nine respondents reached an accuracy rate between 10% and 19%, which was 25.7% of the total. Thirty-nine respondents reached an accuracy rate below 10%, which was 20.4% of the total. Seven respondents only answered one question correctly and 5 made no correct answers.

It can be concluded from the results of the investigation that the foundations of American social and cultural knowledge were very weak among the third year students of English majors. A common cause according to the students was that they did not take courses on world geography and world history or did not study them well in middle school because they were no longer required as subjects that must be learned. Among all the eligible respondents, some had very little knowledge about the American cultural background. Fifty-two out of 191 respondents did not know the capital city of the United States or its English expression. A certain number of respondents thought New York City was the capital. Eighty-four respondents did not know VOA. The result was quite unexpected for English majors, and the answers to the questions on American literature, education and customs were also unsatisfactory.

The result of the investigation shows that it is very necessary and urgent to strengthen the education on the cultural background of English speaking countries. Though the result cannot rule out the interfering factors of English language to native Chinese, since all the questions were asked in English, it is reasonable to believe that the understanding and distinguishing of the world should not be a problem for the third-year students of English majors. So, the result of the investigation on the status quo knowledge grasped by the students can be very reliable.

Teaching Measures Practiced in the Survey-Teaching Class as a Reform

After the investigation of existing textbooks' teaching contents arrangement and students' existing knowledge of America survey, a new teaching method is proposed that was designed, hopefully, to make teaching and learning more effective. Presentation is regarded as the most important step in teaching (Zhang, 2003). The new teaching measures take most of the efforts to explore a new path in how to present the new knowledge in a survey-teaching class. As one course for English majors, it is quite necessary first to make students aware that language learning is much more complicated. When it comes to the goal of teaching a foreign language, it is not only to exchange words with people who speak that language, but also to actually understand what they mean (Kramsch, 1999). The context of the language and environment should be emphasized in language teaching. Thus, the measures proposed in class teaching should not only enhance the students' understanding of what they have learned and create an environment for them to express their knowledge correctly.

The new teaching measures adopted stick to the principles of combining creativity with practicality and make changes in the old concept of teaching to strengthen the quality of education, foster the students' abilities to solve problems with creative thinking, and to activate students' interests in the survey study. In teaching practice, a heuristic style of teaching and research study are stressed so as to break through the traditional teaching method, which stressed the teacher's central role in class teaching.

In order to achieve the goal mentioned above, a beneficial learning environment is created to build a stage for students to show their achievements and the results of the study in order to fully develop the students' ability to learn creatively. At the same time, the teaching content should be rearranged and updated according to different themes. The process-evaluation is stressed to encourage students' participation in the teaching and learning activities.

Another important point is the rearrangement of the teaching content in the scope of teaching materials available. In teaching practice, the teaching content is divided into several sections by themes according to requirements of teaching guidelines and the students' practical conditions so as to make the teaching arrangement richer and more reasonable. The divisions and rearrangements cannot neglect the aims of the teaching and the knowledge foundation of the students. The teaching materials can be classified into geography, history, politics, education, literature, customs, and international influence, etc., with a thematic or representative historical event as the core of each teaching section. With the thematic or representative event as a lead, all other teaching materials within the section can be associated and arranged around the lead to give the students a complete idea of what is or was going on. The teaching activities can be organized around the lead to encourage and facilitate the students' participation and make it easier for them to prepare. With the leading event as a core and combined with the relating events, the students can get an entire picture and their analyzing abilities are further developed.

In the process of reorganization of the teaching content, more materials are added to the textbook to make the teaching content more attractive and complete. Multimedia teaching equipment is adopted in order to make the class more interesting and give students a vivid picture of certain events, trying to make full use of every means of teaching under existing conditions to make students master the teaching content not only from written materials, but also from pictures and videos. A large quantity of image materials and videos are collected and arranged in order to achieve that purpose, such as documentaries on geography, history, society, politics, and religion etc.

In order to fully practice the guideline of making the students the center of teaching, more and more students are involved in the teaching activities. Over 90% of the total students participated in different kinds of teaching activities in the years of the experiment.

Generalizations and Reflections

Through the four years of teaching practice, a more standardized teaching content and teaching strategies have come into being. Timely generalizations and reflections have also been made.

Adapting to Change of Teaching Conditions and New Requirements

The new teaching strategies do not regard the textbook and teachers as the only sources of information for teaching. It gives equipment of the new technology era full play to exploit the advantages of multimedia technologies and guides students to fully and reasonably use the internet to acquire the information needed.

Making a Breakthrough on Traditional Arrangement of the Teaching Content

The new teaching mode reorganizes different teaching sections according to themes. With a thematic or historical event as a lead, the rearrangement can break the limit of time and make teaching more suitable for an optional course.

Advantages Manifested in the Arrangement of Teaching Content According to Themes

The arrangement of teaching content according to themes can make the teaching more concentrated on one subject and make the collections of teaching materials more centralized. The appearance of a large quantity of teaching materials around one subject at the same time make it much easier for students to think deeply and make reflections.

Application of Modern Teaching Technologies

Applying multimedia in teaching can create a vivid environment for students and provide much more information than the traditional teaching method. A large quantity of information on one subject appearing at the same time can create a much deeper impression, and the high quality video materials can enhance the teaching effect to some extent.

Making Students the Center of Teaching Activities

With the students as the center of teaching activities, the students' learning enthusiasm can be further activated, which will turn the passive acceptance of knowledge into an active search. Broad participation also fosters good learning habits.

Some problems also manifested in the process of teaching and learning. One is that the teaching content appeared too massive and a little bit disorderly, so it is hard to reasonably arrange it into sections suitable for presentation in class. Thus, adjustment is needed in the organization of the teaching content in future teaching practices to make the important parts more conspicuous, the arrangements more reasonable, and storylines clearer. Another is that the students' central positions in the teaching process need to be further strengthened, and the teaching strategies need to be clearer. In class activities, the guiding function of the teachers should be stressed in order to promote cooperative study by discussion and investigation with the students as the centre.

Conclusion and Implications

Language and culture are inseparable. So, language learners should not only grasp the techniques of language speaking and writing, but also grasp the meaning hidden under the surface of that language. Many cross-cultural communication barriers for English learners can be broken down if they have a good understanding of cultural background knowledge contained in the survey of major English speaking countries. The ability of cross-cultural communication has become an important part in language teaching. The new mode of teaching strategies can benefit the students of English major more as an improvement on the traditional teaching method.

In the teaching process, more than 90% of the students enrolled in this class took an active participation in the learning activities that were organized according to different themes with a thematic or a historical event as a centre. It can be revealed from the students' feedback that the new teaching method and reorganization of the teaching content is extensively accepted due to the enhancing functions they played to form a much more systematic and complete picture of knowledge.

Taking the whole experiment into consideration, several limitations can be noticed. The first one concerns the sample. The sample students were only selected from one school, and, thus, its representativeness is limited. This limitation can be mitigated, since the experiment was only carried out in the school that the samples were selected from, and it clearly targeted the research results be first applied locally. The second one is that the data was collected only in one year, and, therefore, it is dubious whether it can correctly reflect the students' existing knowledge. Regarding this limitation, it can be alleviated from the following reasoning. Broadly speaking, students in China receive their knowledge mainly from school education. Since the curriculum of the school education remains unchanged, the knowledge structure of the students should remain stable, though the individual differences cannot be ruled out. This also can be confirmed from the student feedback, for a large amount of them ascribed their unsatisfactory performance in the investigation to the lack of certain courses in their former education.

Several problems also can be noticed from the teaching practice. First, due to the limits of time, the teaching content appeared too large to handle, and a more reasonable arrangement can be achieved. The teaching contents should be better selected in the future to make a better balance between the time period of teaching and the contents presented so as to make the important points emphasized. Second, the central positions of the students should be more emphasized, and their functions as the center of learning activities should be further developed in the process of teaching. In the teaching practice, the controlling and directing role of the teacher should be further clarified to make the teaching and directing strategies more feasible and clearer. Third, the discussing and researching methods of study should be extensively applied in the teaching in addition to the inquiry-based learning strategies to further activate the students' participation in the teaching process.

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An Empirical Study on the Field Classification Teaching Method for Chinese Characters in TCFL: Using the Family-Relation Field and Number Field of Chinese Characters as Examples

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[Abstract] Semantic field classification in teaching is often taken as one of the most important research topics concerning Chinese character teaching, but it remains one of the most difficult sections in Teaching of Chinese as a Foreign Language (TCFL). Based on previous research, this paper uses 2,561 Chinese characters from the “Teaching Syllabus of Chinese for Foreign Students of Chinese Major in Higher Educational Institutions” for research materials, and, by labeling their attributes, builds the “Field Classification Chinese Character Library for TCFL.” After applying family-relation field and number field of Chinese characters to practical teaching and analyzing the data with independent sample t-test, this paper demonstrates that the Field Classification Teaching Method for Chinese Characters in TCFL is far more effective than traditional methods, and it is worthwhile to apply it widely.

[Keywords] Chinese character teaching in TCFL; field classification; Chinese character library; teaching effect; empirical research

Introduction

Teaching Chinese characters is a vital part of Teaching of Chinese as a Foreign Language (TCFL); however, it remains one of the most difficult focuses. At present, the method used to teach Chinese elementary school students is often applied to teaching Chinese to other language speakers, as well; accordingly, this method explains the basic knowledge of Chinese characters while reading the text. Some teachers use a different method: putting detailed explanation of the Chinese characters before the reading or introducing them as special topics before reading. Some scholars, however, prefer other methods, such as focusing on the character-word relation; typing Chinese characters; connecting sound, meaning, and radicals together; and so on. All these practices have some practical effectiveness (Shi, 1997).

As is proven in classroom teaching, students must work twice as hard to learn Chinese characters one by one if they do not understand the characters’ semantic connections. It conforms to cognitive understanding that to learn Chinese characters by following their own systematic nature, students will only have to work half as hard. According to education science, “Learning to use classification is the most basic and universal form of cognition.” Field classification reflects the systematic nature of words, forms a unified whole from related factors, and provides a method to classify varying types of knowledge. Learning from field theory, Chinese characters can be classified into different fields, or “Chinese Characters Fields” according to their semantic connection. This paper, based on previous research on field classification teaching in TCFL, builds a “Field Classification Chinese Character Library for TCFL” and explores deeper in this area.

Overview of Chinese Character Field Classification Teaching for TCFL in China and Abroad

Field classification is commonly applied in the research of the Chinese language and Chinese information processing. Some common dictionaries compiled according to field classification and recognized by academia are WORDNET, *Chinese Synonyms Dictionary* (同义词词林), *Concise Chinese Thesaurus* (简明汉语义类词典), *Classified Dictionary of Modern Chinese* (现代汉语分类词典), *Chinese Concept Dictionary* (中文概念词典), HOWNET, and HNC, etc. However, similar research regarding Chinese character teaching for TCFL has not been conducted extensively.

Bellassen (1997) summarizes his character-centered theory into *A Key to Chinese Speech and Writing*, and despite the traditional text-dependent teaching method, he began to apply field classification to put together Chinese characters with related meaning, and the most typical example is “numbers and dates.”

An (1991) is the forerunner in applying semantic fields in literacy teaching. He wrote *Modern One Thousand Character Primer* (安子介现代千字文) to eliminate illiteracy; yet, the book is often taken as the textbook for Chinese character teaching in TCFL. According to An, Chinese characters can be classified into 13 categories. Sampling 2,000 of the most frequently used Chinese characters, he classified and applied them in his teaching. However, the number of Chinese characters in each of his classifications differs remarkably, and those differences hinder efficient teaching in a classroom setting.

Zhang (1992) shows that from a reading psychology perspective, the connection between the shape and meaning of Chinese characters is closer than that between the shape and sound. In the process of learning Chinese characters, students simultaneously form the shape-sound connection and the shape-meaning connection; yet as time passes, the shape-meaning connection will be stronger than the shape-sound connection. This provides the psychological basis for research about laying more emphasis on the role of meaning in TCFL.

Shi and Wan (1998) point out, “Most international students would prefer the teaching method of first explaining the character and then arriving at the inductive analysis, but this runs contrary to what we commonly apply, teaching from single characters to character clusters, and from parts to the whole. They want to, first of all, understand completely the character’s shape, sound, and meaning, and then build their understanding and analysis on this foundation. To their mind, this is the clearer and more systematic way.” The building of the “Field Classification Chinese Character Library for TCFL” implements this notion and aims to improve learning efficiency with repeated understanding of Chinese characters from the whole to the parts.

Li Dasui insists that shape, sound, and meaning should all be taken account of in Chinese character teaching to foreigners and a systematic method should be applied. He (2002) observed that “radicals contribute most to the formation of Chinese characters’ shape-sound-meaning system; they are the most important structural unit in the Chinese character system and the structural relation between radicals forms the most important structural relation in the Chinese character system.” Based on this, He (2006) drew “The Chart of Compound Chinese Characters Formation” (*Reference for Chinese Character Formation*). In 2008, he restated these ideas and stressed that “in knowledge teaching and Chinese character teaching, the systematic nature of Chinese characters should be stressed and applied with radicals as the major focus; and only in this way can the teaching objectives be reached and teaching effectiveness be achieved.”

Based on statistical survey, Pan (2002) observes that there are limitations for using radicals to form a Chinese character learning system. International students who have no knowledge about Chinese radical theory, Pan argues, would find it difficult to understand the meaning that the radicals carry. This also applies to the sound linking.

Hence, how to divide the Chinese characters into reasonable sub-fields for teaching is an essential aspect of Chinese character education research.

The Building of the “Chinese Character Library for TCFL” and the “Field Classification Chinese Character Library for TCFL”

Chinese character teaching to foreigners is a systematic process and it requires the teacher to teach all the selected characters within a limited time frame in a gradual way. Therefore, after labeling the characters' categorical information, we include all of the selected Chinese characters and build the “Field Classification Chinese Character Library for TCFL,” with the goal of making Chinese character education more systematic and efficient.

Principles for Building the “Chinese Character Library for TCFL”

The principle of selecting Chinese characters from a closed dataset. Chinese character libraries for TCFL are not at all abundant in number, and the most commonly used now are *Syllabus of Graded Words and Characters for Chinese Proficiency* (汉语水平词汇与汉字等级大纲) and the *Teaching Syllabus of Chinese for Foreign Students of Chinese Major in Higher Educational Institutions* (高等学校外国留学生汉语教学大纲). The former was published in 1992 by Hanban, also known as NOCFL (China National Office for Teaching Chinese as a Foreign Language), and it has played an essential role in TCFL. Yet, the syllabus is dated and has significant other shortcomings. Hence, this paper will use the second syllabus for its reference material. And it was published for international students enrolled in long-term programs; it aims to guide teaching approaches, textbook compilation and selection, testing, and provides a model to follow. It contains four appendices: the word glossary, the character glossary, the grammar table, and the function table. The character glossary consists of 2,561 Chinese characters: 1,414 for beginner learners, 688 for intermediate learners, and 459 for advanced learners. We entered all of these characters into a database, labeled their correlative features, and formed a closed dataset on which the qualitative and quantitative study will be conducted.

The principle of one character, one meaning. The 2,561 characters listed in *Teaching Syllabus of Chinese for Foreign Students of Chinese Major in Higher Educational Institutions* (高等学校外国留学生汉语教学大纲) have 8,218 meaning entries in Xinhua Dictionary (新华字典), which is 3.21 meaning entries for each, on average; and the ones with the most have up to 32 entries. So, it is, on one hand, impractical to explain every meaning entry of one Chinese character clearly in a classroom setting, and it is, on the other hand, not of great necessity. Chinese dictionaries, and large-scale Chinese dictionaries, in particular, often arrange the meaning entries in the sequence of original meaning, derivative meanings, and borrowed meanings. Xinhua Dictionary, when it was compiled, avoided mutual interpreting and instead put the commonly used meaning entries before those not commonly used and listed example sentences after the explanation. Hence, we adopt this practice and select the first meaning entry of each Chinese character so as to facilitate the classification of fields.

The principle of one sound, one meaning. Chinese characters are a combination of sound and meaning. The same character with different sounds may carry different meaning and belong to different semantic fields. Therefore, we take a character's different sounds as different entries. For example, “背”

in “背东西” and “虎背熊腰” are pronounced differently as bēi and bèi, and they are used as a verb and a noun, which mean “to carry on the back” and “the back” respectively; so we will take them as two items.

The principle of comprehensive attribute labeling. Chinese character teaching to foreigners involves every aspect of Chinese characters, so we adopt the comprehensive principle and label the characters with 17 attributes: Chinese character, Pinyin, stroke order, number of strokes, meaning, morpheme, phonogram, pictograph, radicals, components, frequency, A-class words, B-class words, C-class words, D-class words, example sentences, and exercises.

Based on these four principles, we have built the “Chinese Character Library for TCFL” with 2,977 items.

The Building of “Field Classification Chinese Character Library for TCFL”

Taking the “Chinese Character Library for TCFL” as the basis, this paper applies the semantic labeling symbols used in *Chinese Synonyms Dictionary* (同义词词林) to label fields of different size, and after making some modifications, these are compiled into the teaching-oriented “Field Classification Chinese Character Library for TCFL.”

The principle of one character, one field. The goal of following the principle of one character, one meaning and the principle of one sound, one meaning is to ensure that each entry has just one field. Chinese character teaching to foreigners will achieve the most effectiveness with the simplest method. Yet, *Chinese Synonyms Dictionary* (同义词词林), WORDNET, and HOWNET all follow the principle of one character, several fields. According to our teaching experience, complex field classification sets great obstacles for new learners from abroad, so in the primary stage, one character, one field may be more productive; and one character, several fields will be of greatest benefit to advanced learners.

The principle of labeling non-morpheme characters into separate fields. Non-morpheme characters refer to those with sound but no concrete meaning, such as “葡,” “垃,” “蝴,” “咖,” etc. In *Xinhua Dictionary*, they are often explained in a word that is formed by adding another character and put into square brackets. These kinds of characters do not have many functions and are often combined with one or two other similar characters to represent one morpheme or word. In this database, we put them into a separate field, labeled as “St.”

The number average principle. If the classification of fields is entirely based on *Chinese Synonyms Dictionary* (同义词词林), the first classification will lead to 12 primary fields, which can be further divided into 91 secondary fields and 929 minor fields. This classification results in uneven numbers in each field. However, in classroom teaching, the number of characters in each field should be similar, and it will not help either teacher or students’ understanding if one field contains only one character and another contains hundreds of characters. Accordingly, the field of medium size is most preferable. According to teaching needs, the number of characters in minor fields and primary fields should be adjusted properly according to semantic range, meaning, context, etc. In the end, 147 classes of Chinese character fields are used.

Teaching Experiment on the Family-Relation Field and the Number Field of Chinese Characters

This paper will use the family-relation field and number field for examples to demonstrate how the “Field Classification Chinese Character Library for TCFL” is applied in classroom teaching.

Introduction to the Family-relation Field and the Number Field of Chinese Characters

There are 29 Chinese characters in the family-relation field of the “Field Classification”. Chinese Character Library for TCFL,” including 17 from the beginner level (戚, 亲, 曾, 祖, 爸, 父, 妈, 姑, 姨, 妻, 弟, 哥, 兄, 姐, 妹, 子, 仔), 9 from the intermediate level (氏, 属, 爷, 舅, 婆, 婿, 嫂, 媳, 孙), and only 2 from the advanced level (婶, 侄). We retrieve the self-built “Korean Students' Interlanguage Corpus” and The HSK Dynamic Corpus, parents, brothers, and sisters, the relationship between husband and wife and children Chinese character frequency is very high and fully embodies the Chinese emphasis on family values. The first are cardinal numbers most commonly used, such as 三, 四, 十, 百, 千, 万; the second are the capital forms of the first type, such as 壹, 贰, 陆; the third type are the Twelve Earthly Branches such as 子, 丑, 寅, 卯; the fourth type are Chinese characters indicating sequence and frequently used for special occasions, such as 冠, 亚, 季; the fifth type are characters used in ancient China to symbolize sequences, such as 伯, 仲, 元, 么(么); and the last type are characters signifying approximate numbers such as 倍 and 半. By analyzing the sentences drawn from the database, though some Chinese characters signifying numbers are used with great frequency, they do not indicate numbers. For example, “么(么),” which is used with the highest frequency, often appears in word “什么” but does not indicate number. Taking this into account, this paper studies the HSK examinations and comes to the conclusion that the first, the fourth, and the last type are the most commonly used Chinese numeral types.

Field Classification Teaching Method for Chinese Characters in TCFL

The Field Classification Teaching Method divides characters according to meaning, and it sequences the fields based on the difficulty of cognition and writing and the frequency of being used in daily life. The teaching process can be summarized as “Categorize, Link, and Extend.” “Categorize” means to put the Chinese characters into different fields according to their meaning and guide the students to grasp the shape, sound, and meaning of characters in each field. “Link” has two layers of meanings: to link all related Chinese characters of a field together, for example, “父, 子” (father and son) and “婆, 媳” (mother-in-law and daughter-in-law), and to link Chinese characters in each field with their daily expressions; for example, the relationship between a couple is often expressed as “两口子” or “爱人” in daily life, which must be incorporated into the teaching of the words. “Extend” aims first, to expand the character’s context by providing various language situations for students to consolidate what they have learned through repetition and practice; second, to expand the test types of the HSK examination and use them to check students’ mastery; and last, combine the Chinese characters from different fields into the learning process. The “Extend” procedure helps students enlarge their vocabulary and widen their horizon of knowledge. The Field Classification Teaching Method takes full account of the connection between each character and its usage frequency and context; by creating identifying different usage situations and analyzing the HSK test, this method sets up a network inside a field by linking Chinese characters with related meaning together, and also extending the connection outside to Chinese characters in other fields. In this way, Chinese characters will not be taught in isolation, and it facilitates the combination of Chinese character teaching and the teaching of other linguistic elements.

The Chinese characters in each field can be taught in a gradual way with consideration of students’ language competence. The teaching content may include pronunciation, strokes, and meaning, etc. Based on the semantic relation of Chinese characters in each field, tables of semantic networks can be produced to aid learning and reinforce study. As for fields with too many Chinese characters, sub-fields can serve as a good solution; for example, the paternal family-relation field or maternal family-relation field.

After learning the basic knowledge of Chinese characters in a certain field, the teacher can use the semantic connection to guide students to consolidate their knowledge by repetition; for example, ask students questions such as, “Who is the father of your father?”, “Who is the mother of your mother?”, and let them provide the answer orally and write the character. The teacher can also ask students to use those Chinese characters to combine words or make sentences so as to combine character teaching with teaching of words and grammar; for example, “祖” can be “祖父,” “祖母,” “外祖父,” “外祖母,” and “祖孙关系” by adding other Chinese characters, and “岳父” can be called “丈人” in colloquial Chinese. This kind of practice helps students connect the Chinese characters learned in class with people in real life, which promotes their learning enthusiasm and enlarges their vocabulary with more efficiency.

Another aspect will be to allow students to experience more language context and test types to reinforce the idea that what they have learned is of great use. Take a question from the listening part of the HSK examination for example: after hearing a sentence “周末孩子去舅舅家,” the students are to answer the question “舅舅跟妈妈是什么关系?” (What’s the relationship between mother and uncle on the maternal side?). If the students can provide the right answer, they may be encouraged and may have more confidence in learning.

Finally, different fields should be connected in learning. For instance, characters from the number field can be combined with that of the family-relation field, and both of these fields are commonly used in Chinese. The teaching procedure of the number field is the same as that of the family-relation field. Because the number field is used with very high frequency in daily life and the HSK examination, it proves to be crucial to learning of Chinese characters. The words learned in the family-relation field are often marked by Chinese characters in the number field, such as , “二姐” (the second sister), “三哥” (the third brother), “单身” (single), “老小” (the youngest children) in “我在家里是老小” (I am the youngest children in the home), “独” (alone) in “我是独生子” (I am an only child), etc. Though these expressions may not be connected to the number field at first sight, they are closely associated with it in terms of decoding the meaning. The teacher should demonstrate to the students all of these commonly used extensions, and this method will help students expand their perspective and provide great aid to their learning.

Therefore, the Field Classification Teaching Method for Chinese Characters is to connect the original semantic knowledge together, to expand new words and sentences according to the Chinese characters’ frequency of usage, and finally to assess learners’ achievement and teaching effectiveness in real language situations and HSK tests.

Empirical Study on the Effect of the Field Classification Chinese Character Teaching Method

In order to check the effect of the Field Classification Chinese Character Teaching Method, the author of this paper has conducted a comparative study on two Chinese classes for beginner level students. For the whole semester, one class was taught with the Field Classification Chinese Character Teaching Method, and the other was taught with traditional teaching methods (e.g. explain characters in the order they appear in the text while reading). The Chinese characters that the students learned are identical. When the whole semester ended, 15 test-takers (5 students from South Korea, 5 students from Japan, 1 student from the United States, 2 students from Russia, 1 student from Germany, and 1 student from Austria) were selected from each of the two classes according to quota sampling, and they formed two groups. Group 1 was taught with the Field Classification Teaching Method, and Group 2 was taught in the traditional way.

For testing, their scores were recorded and then analyzed to see whether the two teaching methods led to significant differences in learning effectiveness.

The Research Topic and Hypothesis

Research topic: Whether students score differently when they are taught with Field Classification Teaching Method and traditional teaching methods respectively.

In line with the research topic, two hypotheses can be made:

$$H_0: \mu \text{ Field Classification Teaching Method} = \mu \text{ Traditional Teaching method}$$

$$H_1: \mu \text{ Field Classification Teaching Method} \neq \mu \text{ Traditional Teaching method}$$

μ stands for the population mean; H_0 , or zero hypothesis, indicates that there is no remarkable difference between the mean scores of the two groups and H_1 , or the research hypothesis, indicates that there is significant difference between the mean scores of the two groups. The significance level is set as $\alpha=0.05$. When the test result is $p \leq 0.05$, H_0 will be rejected and H_1 will be accepted, and we can conclude that students' Chinese character test scores are significantly influenced by the Field Classification Teaching Method. When the test result is $p \geq 0.05$, H_1 will be rejected and H_0 will be accepted, and we can conclude that students' Chinese characters test scores are not significantly influenced by the Field Classification Teaching Method.

The Research Procedure

The research assessment process contained three tasks. In Task 1, students were to look at 20 Chinese characters for five minutes and then write them according to the teacher's oral directions; this test type checked the students' knowledge of the shape of the characters. The highest score in this section is 20. In Task 2, students were to write down words or characters after listening to their meaning. There were 10 questions in this section, and the highest score is 10. HSK examination questions and situational questions constitute Task 3, which tested the students' ability to use Chinese characters in daily life. This section had 10 questions and the highest score is 20.

Interpretation of SPSS Outcome

In order to check the learning effect of students from Group 1 and Group 2 in each task, independent sample t-tests were conducted on each of the three tasks and then separately on the total scores. T-test results can precisely show the difference in the two groups' mean scores and the dispersion degree of the scores.

The independent sample t-test result on Task 1 showed that the mean score of Group 1 was 5.53 points higher than that of Group 2, and the standard deviations of Group 1 and Group 2 were 2.664 and 3.913, respectively, which indicates that the data from Group 2 has a higher degree of variance. The t-test result of variance had a significance of 0.190, which is above 0.05; hence, the variance is significant. The equal variance report shows that there is significant difference in scores of students from different groups who are taught with different teaching methods ($t=4.527$, $df=28$, $p < 0.05$), and it proves that students of Group 1 who were taught with the Field Classification Teaching Method scored much higher in Task 1 than those from Group 2 who were taught with the traditional teaching method.

Likewise, the test scores for Task 2 and 3 from those 30 students were entered into SPSS and went through independent sample t-tests. The test result for Task 2 showed that the mean scores of the two groups differed by 2.53 points and with a standard deviation of 1.457, which is higher than that of Group 1, so data from Group 2 has a higher degree of variance. The test result of variance had the significance of

0.398, which is above 0.05. The equal variance report shows that there was a significant difference in scores of students from different groups who were taught with different teaching methods ($t=5.452$, $df=28$, $\rho < 0.05$), and it proves that students of Group 1 who were taught with the Field Classification Teaching Method scored much higher in Task 2 than those from Group 2 who were taught with the traditional teaching method.

The result of the independent sample t-test for Task 3 showed that the mean scores of the two groups differed by 6.26 points and had a standard deviation of 2.815, which is higher than that of Group 1. The data of Group 3 had a higher degree of variance, and students in this group scored quite differently. The test result of variance had the significance of 0.125, which is above 0.05. The equal variance report showed that there is significant difference in scores of students from different groups who were taught with different teaching methods ($t=7.086$, $df=28$, $\rho < 0.05$), and it proves that students of Group 1 who were taught with Field Classification Teaching Method scored much higher in Task 3 than those from Group 2 who were taught with the traditional teaching method. According to Table 1, the standard deviation of Group 2 is large and the mean score is low, which indicates that students from Group 2 also scored quite differently from each other.

The results of the independent sample t-test on total scores of Group 1 and Group 2 showed that the mean total score of the two groups differed greatly by almost 15 points, and with a standard deviation of 5.688 (which is far higher than that of Group 1: 2.987), data of Group 2 had a higher degree of variance, and the students in this group scored quite differently. The test result of variance had the significance of 0.076, which is above 0.05. The equal variance report shows that there is significant difference in scores of students from different groups who were taught with different teaching methods ($t=8.641$, $df=28$, $\rho < 0.05$), and it proves that students of Group 1 who were taught with the Field Classification Teaching Method score significantly higher for the whole test than those from Group 2 who were taught with the traditional teaching method.

According to all independent sample t-test results mentioned above, the two tested groups scored very differently in both the whole test and each task, which indicates a significant difference between the teaching effectiveness of the two teaching methods for Chinese characters. The difference in mean scores was most significant in Task 3 (a margin of 6 points), which was to check students' ability to connect Chinese characters' meaning with real language situations. Therefore, based on statistical analysis, H_0 is rejected and H_1 is accepted: μ Field Classification Teaching Method \neq μ traditional teaching method. The final conclusion can be reached that there is an apparent difference in the teaching effect of the Field Classification Teaching Method and traditional teaching method, with the former having much better teaching effect than the latter.

Conclusion

This paper puts forward a new idea of classifying Chinese characters into semantic fields and the corresponding Field Classification Teaching Method. The author of this paper holds that semantics relationships should be stressed in teaching of Chinese characters, and classification of fields should be conducted according to the meaning of the Chinese characters. Moreover, Chinese characters should not be taught in isolation; instead, the teaching should be closely related to other vocabulary and real life. The empirical research conducted in this paper proves that the Field Classification Teaching Method is much more effective than the traditional teaching method concerning Chinese character teaching. Though the random error in the experiment process may influence the research results, the difference in teaching

effect is so great that such minor influences are not significant. Hence, the Field Classification Teaching Method for Chinese characters is worth being widely promoted.

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Communicative Approach in College Students' Oral English Class

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[Abstract] People have come to realize that it is essential for language learners to 'learn and practice' the language rather than 'learn about' the language. Research shows that successful or intelligent language learners take responsibility for their own learning and play active roles in practice. Learner communicative competence would help build a learner-centered class. The present research attempts to probe into the following questions:

- (1) What is the level of learners' oral communicative competence among English majors in Anshan Normal university of Liaoning province?*
- (2) Are the three oral communicative activities in class effective in helping students improve oral performance?*

[Keywords] oral performance; communicative approach; communicative competence; communicative activity

Introduction

In China, students develop and try out the language knowledge and capacities mainly in the classroom. What's more teachers dominate the class while students passively learn what the teachers tell. Quite a large number of students can only speak broken English and others can't get themselves across when speaking with foreigners. They have difficulties in communication. Therefore, more and more college students have come to realize that learning a language is not simply to master it academically but functionally, that is, "learn a means of communication". As a result, there is an urgent need to advocate communication activities in college that aims at cultivating ideal personality including openness, confidence and critical thinking. The trend of learner-centered teaching mode has been prevalent in language classroom. Communicative competence has been attached more importance to and the students are expected to have more interaction in the process of language learning. There have been many researches on productive skills in English teaching and learning, and there are also some empirical studies on the cultivation of learners' communicative competence through the tracing of some communicative activities. The goal of this study is to help the student to improve their abilities of speaking English by communicating both inside and outside the classroom.

The Features of Communicative Competence and Communicative Approach

Since Chomsky proposed the distinction between competence and performance. Hymes proposed his concept of communicative competence in reaction to Chomsky, Still, many other linguists explore the issue from their angles. Gumperz defines communicative competence as the knowledge of linguistic and related communicative conventions that speakers must have to create and sustain conversational cooperation, and thus involves both grammar and contextualization. Jenny Thomas explains communicative competence as linguistic competence and pragmatic competence. In Canale and Swain (1980), communicative competence is understood as the underlying systems of knowledge and skill required for communication. Widdowson in his book *Teaching Language as Communication* (1999) presented a view of the relationship between linguistic systems and their communicative values in text

and discourse. These explanations seek to clarify the conception of communicative competence. In the 21st century, Communicative approach or communicative language teaching came to stage with the development of exchange and communication between countries. For some, the communicative approach means little more than an integration of grammatical and functional teaching. Littlewood states:

“One of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language” (Littlewood, 2000).

Communicative purposes may be of many different kinds. What is essential in all of them is that at least two parties are involved in an interaction or transaction of some kind where one party has an intention and the other party expends or reacts to the intention” (Richards & Rogers, 2002).

David Nunan offered five points to characterize the communicative approach: An emphasis on learning to communicate through interactions in the target language; The introduction of authentic texts into the learning situation; The provision of opportunities for learners to focus, not only on language but also on the learning process itself; An enhancement of the learner’s own personal experiences as important contributing elements to classroom learning; An attempt to link classroom language learning with language activation outside the classroom.

Communicative Activities in the Research

Group Discussions and Debates

The teacher organizes an informal discussion or a formal debate on a topic of interest to the learners. In the management of group discussion and pair work, the following points have to be considered.

- (i) One factor is the demands on learners by participation in this type of interaction.
- (ii) Building cohesiveness within the group is an important managerial role.
- (iii) The composition of groups is another consideration.
- (iv) The physical atmosphere is another consideration which can not be neglected.

Information-Gap Activity

Information gap activity in the class involves a transfer of given information from one person to another, or from one form to another, or from one place to another. The activity after involves selection of relevant information as well, and the learners may have to meet criteria of completeness and correctness in making the transfer.

- (i) Reason-gap activity;
- (ii) Opinion-gap activity

Role Play

Role play often arouses students’ interest and can “create the motivation and involvement necessary for learning to occur” (Richards, 1985) presents a rationale for the use of role play, along with practical suggestions as to how role play can be utilized in class. Communicative activities could also provide opportunities for positive personal relationships to develop among the learners and between the learners and the teacher.

Research Design and Methodology

A questionnaire explored the students’ beliefs and attitudes toward language learning and the level of learners’ oral communicative competence. Some oral interviews with the students are conducted to

examine whether oral communicative competence of the students in the experiment are improved or not. The questionnaire was designed to measure the level of communicative competence among college students. The subjects of the study were two classes. Class 1 had 35 students and Class 2 had 30 students. They were 65 English major freshmen of Anshan Normal University.

Table 1. A Questionnaire on the Level of Communicative Competence Among English Major Students in the Learning of English at University Level

NAME:	NOT NEEDED
SEX:	NEEDED
AGE:	
If you make a choice, please write the corresponding number such as 1, 2 or other number	
Five Choices: Each item requires one choice from the five items – strongly disagree, disagree, neutral, agree, Strongly agree.	
1 – strongly disagree; 2 – disagree; 3 – neutral; 4 – agree; 5 – strongly agree	
Evaluating Score: 1 represents one score, 2 represents two scores, 3 represents three scores, 4 represents four scores, and 5 represents five scores	
Items	Score
1. Everyone can learn English well as long as paying effort.	
2. You should depend on yourself to learn English well in college.	
3. It is a good way to learn English well of speaking English often	
4. You should responsible for your English learning well.	
5. It is the teacher’s task to help us finding knowledge	
6. It is not for the teacher’s praise to learn English well.	
7. I can actively open my mouth to speak English.	
8. Speaking English is a challenge for me, I know how to make it	
9. It doesn’t mean not reflecting on when keeping silence, I also want to speak English well.	
10. I actively take part in discussion in class often.	
11. I Don’t want to show off when making speech in class.	
12. I will prepare more work even if the teacher doesn’t present.	
13. We can interrupt the teacher if we have question in class.	
14. We can speak English well as long as we open our mouth.	
15. I Often do morning reading in order to increase my confidence.	
16. I always prepare well before class in order to make speech.	
17. I like to collect many materials in order to get more information.	
18. I make use of opportunities to speak English and record it to Improve.	
19. I Always would like to talk with native speakers.	
20. I Often listen to the English broadcast and watch English film and imitate it.	
21. I Often reflect on my weakness and improve it in English learning	

Table 2. Results of the Questionnaire

Item	Minimum	Maximum	Mean
1	1	5	3.63
2	1	5	4.00
3	1	5	2.57
4	1	5	3.35
5	1	5	4.14
6	1	5	1.86
7	1	5	1.79
8	1	5	2.03
9	1	5	2.63
10	1	5	2.53
11	1	5	3.76
12	1	5	3.61
13	1	5	3.24
14	1	5	2.51
15	2	5	4.54
16	1	5	2.57
17	1	5	2.32
18	1	5	1.57
19	1	5	1.04
20	1	5	3.11
21	2	5	4.23

The mean of item 2 (4.00) indicates that many students have clear ideas that learning English well depends on themselves. The mean of item 3 (2.57) shows that there needs to be a certain desire to speak English well. The mean of item 7 (1.79) and the mean of item 8 (2.03) describes the students' attitude toward English learning is not optimistic. That is, they are somehow blind and passive in the learning process. From the discussion above, we found that the students' beliefs and their behavior were willing to learn English well, but they do not know how they can achieve better results. We can see that they would not spend much time doing extra work after class from the mean of item 12 (3.61). The mean of item 16 (2.57) tells us the differences of learning behavior among the students.

Do students participate in the classroom activities and decisions? Do students sometimes reflect on their learning? Do students make any progress after participating in the classroom activities?

The students were much clearer about what the communicative approach is than before.

For example, Chen reported:

I found that learning English is not so boring as I thought before. Now I know what I want I can set my goals and carry them out to achieve them. By consciously joining the tasks of the class, I was involved in classroom decisions.

Zhang said:

I am greatly encouraged to speak in public by the teacher who gave us a relaxed environment. Once I established my confidence, I gradually have the desire to speak. And I also learned to prepare the class in advance and make and ask learning plan. More importantly, I often reflect upon the speaking process and strive to improve it.

Yang reported:

I become more conscious to speak everyday, sometimes to myself, sometimes to my dorm mates. I used to control my learning but I did not know doing so is what communicative competence implies.

The Implications of the Research

1. Through the questionnaire, the participants were not informed what communicative competence is. Influenced by a previous way of thinking, the students were not accustomed to speaking in public, although they had the desire to speak English.
2. Most students thought that speaking English well is very important and they want to speak it well. But many of them neither make a plan, nor carry it out. They seldom made preparations for class so they did not know how to start, and as a result, they were reluctant to participate in speaking activities.
3. Most students showed that they did not know what to do and had no confidence to speak English well, which shows that they lack efficient strategies in dealing with language resources.
4. Though many of them considered that it was their own responsibility to ensure that speaking took place, they wondered what they should do to plan their study.

Conclusion and Implication

It is clear that developing communication is a long process; it can never be done once and done. We should bear this in mind that communication learning is not something that, once mastered, one will never lose. It should be a long process in which we believe students can be given more technical, political and psychological support in a better environment. Through the study, the present researcher has the following implications:

For the performance, those learners who have received training in communicative learning perform better than those without training. Traditional teaching methods influence learners' communicative competence. Teachers should help learners avoid negative influences from traditional beliefs and help them be more communicative. In the classroom, teachers should perform a variety of specific roles, separately or simultaneously.

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An Analysis of Online Engagement in China's Education Section

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[Abstract] Schools, as the main field of education, lead the tendency of technology, which can assist the teaching and management process. For the purpose of providing abundant information for students and teachers, diverse information about courses, schools, student life, the application process, financial supports, and the other interesting and crucial events can be easily acknowledged online in these days. In order to offer effective and efficient services to students and teachers, how to promote the online engagement among Chinese students and teachers is an important subject. In the light of the successful experience of University of Cambridge, Chinese schools can learn from Cambridge and integrate Chinese online networks and social media to deliver messages and carry out subjects.

[Keywords] engagement theory; education in China; online engagement; social media

Introduction

In today's digitalized world, advanced technologies are gradually introduced into the education section both in the process of teaching and in the process of campus management. For the purpose of making some changes in the education section, improvement of online engagement of teachers and students is an effective means. In China, individuals are surrounded by advanced technologies and, especially, social media so that, to a certain extent, increasing online engagement in the education section is feasible. However, China's online engagement system in the education is not mature, and learning from a mature system is urgent. In my survey on online engagement in the education section, the experience of the University of Cambridge to promote its online engagement can be used for reference. In the University of Cambridge, as an international community with 1,300 international students representing more than 65 countries, the relevant online guidance referring to international applications, overseas interviews, and timetables, corresponding fees, and other official issues are accessible (Cambridge, 2016). Meanwhile, the Communications Office of University of Cambridge (2016) uses a range of traditional, social, and multimedia to deliver the messages of which its own online channel, Research Horizons, and other online social media, such as YouTube, Twitter, Facebook, and Flickr, endow the target audiences with the access to the national and global events effectively. In China, increasing online engagement can generate a wide range of strengths towards the overall teaching process and campus management. Meanwhile, from the individual perspective, teachers, students, or even campus managers can enjoy the convenience of online engagement.

Literature Review

The concept of engagement is a frequent topic in the management literature. Engagement theory has emerged from the experiences in electronic and long-distance education (Shneiderman, et al., 1995), which emphasizes cooperation, creativity and contribution (Huang, 2010). The application of the engagement theory should be scientific, effective, and humane (Huang, 2010). With the rise of the social media and the

fast development of Internet and online technologies, theorists are putting an emphasis on engagement theories in the education sector.

Customer Engagement Behaviour

The concept of customer engagement behaviours (CEB) is defined as the customers' behavioral manifestation toward a brand or a corporation (Doorn, et al., 2010). The model of the CEB comprises antecedents, consequences, and moderators that are related to customers, firms and other political, economic, social and technological factors (Doorn, et al., 2010; Gao & Chen, 2013). According to Kendall (2007), customers are the recipients of a product or service and the final participants of a marketing activity. In recent days, customers are expecting more control and ease of access to services and information (Lakos & Phipps, 2004). Therefore, the behaviors of customers are tremendously affected by the relevant crucial elements that the customers regard. In the model of CEB, customer-based issues, such as consumer satisfaction, trust, background, consumption goals, resources and perceived benefits, and firm-based issues, such as brand characteristic, a firms' size and reputation, and accessible information of firms influence the behaviors of customers (Doorn, et al., 2010). In addition, the context of the marketing, to a certain extent, affects consumer behavior. Hence, the educators (Doorn, et al., 2010) claim that the firms should take a comprehensive and integrated approach towards the engagement of customers.

Customer Brand Engagement

The concept of customer brand engagement (CBE) mainly emphasizes that customers who engage in a marketing activity will develop loyalty to brands (Hollebeek, 2011). Since the concept comes out, brand researchers acknowledge that brands have the power to create emotional relationships between customers and enterprises, as well as, play a crucial role in business customer's decisions (Lopes, 2015). In Hollebeek's model of CBE, he describes a round and concise interaction process between customers and brand loyalty. The customers involved in the marketing process may trigger the customers with cognitive, emotional, and behavioral engagement so that a frequent interaction may urge customers to develop a unconscious, trustful relationship with brands or firms and, consequently, develop loyalty to brands (Hollebeek, 2011). However, Wallace, et al., (2014) distinguish the outcomes from brands that express the inner self or social self and assert that a genuine attachment to brand is real brand engagement. With the rise of the social media and Internet technologies, scholars and marketing managers, nowadays, believe that the brand effect of a product is the trust and adoration by customers (Gray & Byun, 2001) and the everlasting relationship with customers and the recognition by customers surely decide the value of the product or service.

Online Engagement

Online engagement is a new and fresh literature research in recent days. The fast and wide development of social networks provides an additional marketing channel for companies and consumers (Cvijikj & Michahelles, 2013). Due to Internet technologies and the popularity of social media, the Internet has become a major source of information consumption and, indeed, helps to aim at a target customer to the maximum (Tavor, 2011). According to the investigation by Deursen, et al., (2014) online outcomes and benefits are framed in concepts of participation in domains of society: economic, social, educational, political; and institutional. Considering the recent situation, online engagement will make perpetual progress across all professions and trades. Especially in the education sector, in order to win efficiency and effectiveness, promoting students and teachers' online engagement is of significance.

Significance of Social Media

Not only in the higher education, but also in the primary and medium education, the online engagement of students and teachers can greatly improve the efficiency of the education process. With the development of the modern technologies, especially the fabulous development of electrical products, social media are widely used and influencing all aspects of human beings nowadays. As Kaplan and Michael (2010) say, social media is defined as “a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0, and that allow the creation and exchange of user-generated content” (p. 61). Namely, social media are web-based tools for allowing individuals to share and convey information, such as ideas, pictures, and animations, etc. (Jan & Hermkens, 2011). Certainly, social media can use Internet-based facilities and technologies for people to exchange or share information. What’s more, social media could provide a virtual community on the Internet for individuals to input and acknowledge what they want. It is known that social media are very different from the traditional media in several aspects. Indeed, social media can perform in a dialogic communication.

Social media have a great many different forms, including blogs or microblogs, enterprise social networks, forums, business networks, photo sharing applications, video sharing applications, social gaming worlds, social bookmarking, and other virtual worlds (Aichner & Jacob, 2015). Social media involve all aspects of people’s lives , not only in the real world but also online. With the wide use of computers, digital phones, tablet PCs, and other hi-tech digital products, the most famous and popular social media are MSN, YouTube, twitter, Facebook, Skype, and We chat in recent days. Diverse applications are invented and updated for the needs of their users. As for the users, the software development engineers of these applications provide different options. The kinds of social media endow the individuals with broad access to the whole world.

Social media can provide all knowledge all over the world so that the Chinese students and teachers can pay little for the acceptance of knowledge. Social media, to a certain extent, broaden the ways of the information spreading, expand thinking, develop a wider vision and gain more knowledge. When it comes to the traditional media, social media add value to getting information from schools. In comparison, the students and teachers in recent days have easy access to information all over the world. The positive advocate of feats of strength in social media could contribute to the good development of students’ moral.

Online Engagement of University of Cambridge

In recent decades, online marketing has been overtaking the traditional meanings of marketing for the low costs, the increasing number of Internet users, and the usage of the online marketing tools (Carmen & Calin, 2008). As for higher education, online engagement or online marketing is done in the subjects and courses of teaching and learning, as well as other educational aspects, by using computers, online networks, and social media. The University of Cambridge is an active advocator of online marketing and positively takes use of the relevant marketing tools, such as websites, social media, and updated applications.

Websites

In the official websites of the University of Cambridge, current and potential students can easily get accustomed with the newest information and messages about the university, and, the websites are divided into several parts for different audiences. The graduates and undergraduates have access to abundant knowledge, including new research by Cambridge researchers, current news happening around the world, and timely and comprehensive market analysis. In addition, in order to satisfy the needs of the target audience, the University of Cambridge constructs the corresponding website. For instance, as for

international students, the University of Cambridge almost covers all essential information that international students may be concerned about, such as application requirements, pre-arrival information, and university's regulations. Meanwhile, the websites offer the audiences the quick entrances and links to departments or resources of the University of Cambridge, namely staff, current students, alumni, business, libraries and facilities, colleges and departments, and other relevant issues. Certainly, for the purpose of collecting advice and suggestions from the audience, the links of social media are present at the websites below.

Social Media

As Kaplan and Michael (2010) say, social media is defined as “a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0, and that allow the creation and exchange of user-generated content (p 61).” Namely, social media are web-based tools for allowing individuals to share and convey information, such as ideas, pictures, and animations, etc. (Jan & Hermkens, 2011). The University of Cambridge also recognizes the importance of social media to promote the engagement of its current and potential students.

Facebook. As one of the most famous and widely used social media, Facebook embraces strong support and enjoys numerous fans all over the world. Certainly, the University of Cambridge obeys the rule of consumer brand engagement and has opened up a Facebook page, which provides a place to discuss the University of Cambridge. Through the page, the users of Facebook can easily express their real thoughts towards the news, the researches, and events. In addition, the way of providing services at the University of Cambridge is under the engagement of students. For instance, the library service by Christ's College Cambridge is launched on the Library's Facebook Page after the survey of students' preference between Facebook and Twitter. This is a customer-based choice to promote students' engagement on university issues.

LinkedIn. LinkedIn, as a global business-oriented social network service, enjoys the popularity of application in most universities. The University of Cambridge has two LinkedIn pages, namely the LinkedIn company page and the LinkedIn university page. Through the LinkedIn pages, current students, especially the graduates, can find job opportunities at the University and outside the University. In the LinkedIn company page, the University can deliver updated news and comments on the research and establishes a page for the recruitment of careers at the University. In addition, the LinkedIn university page is filled with information about work fields and working suggestions. For instance, LinkedIn, the social networking website aims at people in professional organizations and provides an excellent chance for students and alumni to exchange ideas with professors; the Cambridge alumni has over 6,000 members (Communications Office of University of Cambridge, 2016).

Social Media's Impact on Online Engagement in China's Education Section

There is no denying that social media have an overwhelming and significant influence on Chinese in many ways, both good or bad. As for Chinese, the socialization should be mutually influenced by different elements, including family, schools, companies, peers, and social environment. Social media, as one of the important communication and interaction means, also affect the socialization of Chinese students. The development of the Internet and web-based facilities enables Chinese teachers and students to take advantage of the web platforms to obtain everything they need. In this way, teachers and students can meet and communicate with people around the world, as well as catch up with the latest news and events occurring in the world so that they could have very solid knowledge and background with which observe the world or events from diverse aspects.

What is more, teachers and students can get support they might not otherwise have access to. Despite gaining information, social media can be a channel that gives Chinese teachers and students the chance to send information to each other. With the popularity of computers and phones in China, teachers and students are positive participants of social media. In order to catch up with fashion trends, the new applications of social media are easy and fresh for Chinese to try and operate. With the trend of using one particular application or digital product, students will become supporters, without doubt. In fact, the most famous topics for them to talk often come from the Internet. Furthermore, some social media can provide a private platform for students to convey what they truly want to speak out and feel. In China, teachers can understand the real feeling and dynamic behaviour of students.

As for the practical process of education in China, social media can support the education efficiency of teachers. Namely, the listening skills are significantly influenced by the incoming messages. Certainly, English is an instrument for communication, and the purpose of the English teaching is to put the English learners into practical use of English. The oral learning of English is crucial. However, an English context in China, especially in small cities, is not easy. Therefore, in current days, the apps for English learners can build a dialogic interaction, take the social and cultural background, values, and other related issues into consideration, and then make a comprehensive analysis of the beginners' options towards the importance of listening skills. This suggests that taking use of social media can accelerate the efficiency of education.

Besides, social media can help managers in the education section to deliver the school's messages and enable teachers and students get well acknowledged of special events that might occur or that have occurred in the schools. For instance, in the extreme climate, in order to inform teachers and students of taking care of themselves, social media can provide a convenient channel. Particularly speaking, in today's China, QQ and Wei-chat are the most widely used social media. There is no denying that in the management of education sections, social media can generate advantages for managers.

Negative Impact of Online Engagement in China's Education Section

It is obvious that the overuse of digital products has become a common and urgent issue in China. In the following part of this essay, particular problems caused by the impact of social media on Chinese teachers and students will be discussed in detail.

Physical and Mental Diseases

First, nowadays, Chinese individuals have become patients having the physical or mental diseases related to the Internet. Phones, computers, and other farcialities are monitoring a large part of Chinese life. A long time sitting in front of computers has given rise to a sea of Internet-related diseases. For instance, "mouse hand" is a repetitive strain injury that harms the nervous systems of hands. On the other hand, students, as young students, tend to be Internet addicts who are unable to control themselves. They cannot live without digital products. If they cannot have access to the Internet, they will feel uncomfortable, have a tense mood, and even need to see a psychologist.

Online Violence

Students are bullying and mocking others in very rude language and are not afraid of the punishment in Internet. Students used to be pure and kind individuals with warm hearts. However, violent actions of students make others question the reason why they do so. Cyber-bullying has become a big problem of social media platforms. The privacy of comments is beneficial for the bully's activities. As for students, the

bully's activities may become of interest, and some students may follow the actions. This tendency of students towards violence is really terrible and should be paid more attention.

Exposure to Bad Information

Students have poor abilities to identify wrong and unfair information and are easier to be influenced. Consequently, they may be addicted to “attractive” images. The frequent use of social media exposes all students’ lives to the whole world. Strangers can easily get information and follow the route of one’s life. As a consequence, there is no privacy. In one way, social media can record dribs and drabs of life. On the contrary, social media provide materials for others to attack and tease at. Almost all students like to share their lives with friends on the Internet and even have no hidden consciousness. The same situation exists among Chinese students.

Suggestions and Conclusion

From what has been analyzed, it is an opportunity and a challenge to take advantage of social media in education. In order to enhance the superiorities and reduce the limitations of social media, teachers should set an example for their students by limiting social media, such as controlling the hours of using phones or computers. In addition, when it comes to students themselves, they should develop a habit of identifying beneficial information and harmful information. Students should consciously refuse the corruption of the bad information. Consequently, the urgency of developing a healthy and friendly atmosphere on the Internet should be added to the legislation of education . Before doing this, the managers in education should first interpret, store, and filter data of the domestic internet and international gateway, and then analyse all kinds of messages to achieve the objective of maintaining network security, purifying network environment, and standardizing behaviors online. The educational department that takes control of social media may prevent students from being plagued by images and videos of violence, sex, or other bullying actions.

It is concluded that the impact of social media on online engagement in China’s education field is significant. It is necessary to realize that social media have also been used as a channel for students and teachers to show their real faces and shout out their voices to the world. The online content deeply affects the establishment of a correct world view, life view, and value view of students so that a mature management of online engagement is important to the development of education .

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Study of Teaching Model of Spain's Confucius Institutes

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[Abstract] Confucius Institutes are very important platforms to promote and teach Chinese culture and language around the world, which is a popular tendency. The development of Confucius Institutes put forward new problems: with the practice and exploration of Chinese teaching in Confucius Institutes, there are the teaching characteristics and shortcomings in teaching models of Confucius Institutes, and the new kind of teaching model should be explored for the Confucius Institutes in the new era. According to the working experience and investigation and material collection, the author analyzed the teaching models of Spanish Chinese teaching and made some relevant suggestions, aiming at providing a new thought for the future Chinese teaching in Spain's Confucius Institutes.

[Keywords] Spain's Confucius Institutes, teaching model, Chinese teaching

Introduction

After years of efforts, Confucius Institutes have become the pioneers of Chinese culture, and play a greater role in letting the world know and understand China. Under the influence of Confucius Institutes, 67 countries and regions introduced Chinese teaching into the national education system, more than 170 countries offered Chinese lessons or professional Chinese and the number of global Chinese language learners reached 100 million (The 10th Confucius Institute Conference, 2015). Confucius Institutes in all localities should adapt to the new situation, expand the service areas, enrich the teaching content and cultural activities, strengthen the school and local community interaction, expand the breadth and depth of Chinese teaching, and enhance the appeal of Confucius Institutes. (Confucius Institute headquarters, 2009). With the development of Confucius institutes, a new issue – Chinese teaching model appeared. This author will explore the teaching model of Spanish Confucius Institutes, their characteristics and the insufficiency, and what kind of teaching mode is more suitable for Spain's Confucius institutes. This article can provide Confucius Institutes with new ideas about Chinese teaching in Spain.

Teaching Models Commonly Used in Teaching Chinese as a Foreign Language

“A model of teaching is a description of a learning environment, including our behavior as teachers when that model is used. These models have many uses, ranging from planning lessons and curriculum to designing instructional materials, including multimedia programs” (Joyce, 1999). A teaching model is a plan or paradigm which is made up by a curriculum, selecting teaching material, teaching activities. A teaching model of teaching Chinese as a foreign language, starts from the characteristics of Chinese, Chinese characters and Chinese application, combines with the theory of teaching Chinese as a second language, follows the requirements of teaching outlines, and puts forward a comprehensive teaching plan and implementation plan, aiming at making the teaching optimally combined and produce the best teaching effect (Zhong, 2007). It is a kind of specific teaching of Chinese as a second language teaching paradigm. This paradigm puts forward the specific programs of teaching, and proposes the design scheme of teaching organization and implementation, relying on certain theory of teaching Chinese as a foreign language or learning with specific teaching goals.

The widely-used teaching models of Chinese as a foreign language in China are mainly “speaking practice – re-training” mode, “four-skill training of hearing, speaking, reading and writing” mode, and “skills in teaching” mode (Li, 2006). At present, what is widely used is the “skills in teaching” mode. Domestic studies on the teaching model of Chinese as a foreign language focus on how to deal with the relationship between “word” and “text”, and the few teaching models are slightly dull and old (Li, 2006).

In the development of overseas Chinese language teaching, there are also several successful teaching models. The famous teaching models are: The Model of Middlebury’s Summer Language Schools; The American AP Chinese Teaching Model; The Chinese Recycled Model of France Joel Bellassen; The Chinese Teaching Model of Oriental and African Studies School of Muscovite University. Some of these teaching models have proved in practice to be successful, and some are in practice, which have reference for the Chinese teaching of overseas Confucius Institutes (Dou, 2013)

Present Situation of Teaching Models in Spain’s Confucius Institutes

In Spain’s Madrid, Barcelona, Valencia, Granada and other cities, there are Confucius Institutes. Learning Chinese is at the golden age in these cities, and there are Chinese classes even in a few small areas of Spain’s remote towns, which made people feel that the boom of learning Chinese is seen in every corner of Spain. At present, the Chinese teaching models in Spain’s Confucius Institutes mainly share the following features:

Single Curriculum, and One-Way Skills as the Main Target

The curriculum types established by Spain’s Confucius Institutes show us that there are two main types of courses: oral Chinese classes and HSK tutorial classes. The universal courses of in the curriculum are intensive reading, listening, Chinese character, reading. The students mainly accept the single training – speaking in Spain’s Confucius Institutes, and the training in other aspects is not sound. Now, according to the different learning motivations and learning needs of different learners, diverse Chinese courses were set up.

Combination of Language Learning and Cultural Experience

As a carrier and medium of culture, one of Confucius Institutes’ important tasks is to promote Chinese and foreign cultural exchanges and spread Chinese culture. Therefore, in addition to the conventional Chinese courses in Spain’s Confucius Institutes, there are also all kinds of cultural experience activities, such as music, calligraphy, martial arts, Chinese food, and so on. They cannot meet the demand of short-term learners’ learning Chinese to a great extent, but meet the demand of their cultural experience.

Chinese Teaching Based on Situational Topics

The traditional teaching method in Spain’s Confucius Institutes gives priority to adopting “situational topic”. Under the influence of the non-target language teaching environment, teachers generally simulate some situations in everyday life, and choose some of the main scenes in communication involved to offer the students to talk around the topics for teaching. This kind of teaching method is more relaxed and more interesting, which can cause the students’ interest. It is an effective way of teaching for the Chinese learners who have the learning motivation to visit China, apply for a job by the use of Chinese language skills.

Less Teaching Material with the Characteristics of Confucius Institutes in Spain

There are many types of Chinese textbooks in the Confucius Institutes. However, according to the author's teaching practice, there are some problems in Chinese textbooks. There is less teaching material suitable for Spain's Confucius Institutes in text content and practical arrangements, which is typical of Confucius Institutes, and really suitable for different levels and different groups. Most of these textbooks are published with very old topics and Chinese characteristics. From the perspective of the satisfaction survey of teaching material, the overall satisfaction is low.

Great Mobility of Teachers and a Lack of Perfect Appraisal Management

The issue of teachers is also the world's universal problem of Confucius Institutes. At present, the teachers in Spain's Confucius Institute do not have solid professional knowledge, lack teaching skills and have great mobility; and Chinese language teachers' training is completed in China, and the training is irrelevant to the practical teaching. And the examination and assessment of the teachers need a more strict management system to promote the continuous improvement of the teaching levels, but at the moment Spain's Confucius Institutes do not have a universal scientific quantitative assessment and feedback system. In addition, when the teachers' teaching improves in the slow process of self-examination, the term of Chinese teachers is also coming to an end, and the new Chinese language teachers come. So, there is not a good circle within the teaching models of Confucius Institutes.

Suggestions for the Teaching Models of Spain's Confucius Institutes

It has been nine years since Spain's Confucius Institutes were established. The teaching models have been mature, but some problems still exist. Each Confucius Institute has its own distinguishing features and they have made fruitful attempt on the new teaching models in the new curriculum. Here, the author gives suggestions to the teaching models of Confucius Institutes in Spain by learning from the world excellent models.

Teaching Material

Research and development of diversified teaching material. As far as the research and development of the teaching material is concerned, attention should be paid both to the different levels and to the different motivations of learners, such as targeted to "business Chinese", "Chinese tourism", "study in China" and other aspects of the teaching material. The cycles of compiling teaching material should be paid attention to and be fit for the practical short-term teaching courses, research and development is suitable for continuous teaching and is suitable for one-off teaching material.

Establishment of a teaching resource database. In order to optimize resources, and facilitate Chinese teachers' teaching, each Confucius Institute should establish their own teaching resource database by collecting images, texts, videos, and music suitable for Spanish classroom teaching and share between the institutes. This can not only save the preparing time of the Chinese teachers, but also can improve the quality of Chinese teaching.

Curriculum

Attempt of e-learning courses. E-learning teaching is a network teaching system, carrying out the teaching through the words, pictures, video, audio, animation and other media. E-learning platform for the learners in Spain, can overcome the limitations of time, regions and less interaction between teachers and

students. The Confucius Institutes should also develop and strengthen the construction of network of Chinese language course.

Discovery of distinctive projects of short-term courses. The teaching of Spain's Confucius Institutes is mostly the short-term training, which makes full use of the winter and summer vacations in primary and secondary schools and universities, and attracts the majority of young Chinese learners in the more diverse and interesting courses. They also use the summer camps and winter camps to do the intensive training, which can not only improve the students' Chinese level and communication skills and also form and increase the learners' sense of accomplishment.

Teaching Methods

Strengthening the oral practice. Spain's Confucius Institutes should create natural and cultural atmosphere and environment, try to increase the communicative oral practice. The Institutes should take full advantage of Chinese teachers to teach students not only to speak Chinese, but also to use Chinese accurately and appropriately. The teachers should strengthen the students' interaction in the classroom, and in the teaching process encourage the students to say more so as to improve their language skills.

Adopt the "Immersion" teaching method. "Immersion" refers to the second language teaching as a teaching mode of teaching language, which is fully used in the Confucius Institutes when Chinese teachers teach the language of Chinese. It requires that the teachers should make the learners acquire language directly in the target language environment. "Immersion" teaching is not only to increase the proportion of oral English class in the curriculum, and also to use the teaching method to reach the effect of "total immersion" or "half immersion". The teachers should try to build a natural and cultural atmosphere, aiming at making the Confucius Institutes attract more learners indulged in Chinese culture.

Teachers

Chinese volunteer teachers should improve their basic skills to remedy their experience. It is believed that most Chinese volunteer teachers are graduates from colleges and universities, and they have less practical teaching experience. They have not solid knowledge of Chinese language and grammar. And even the study of teaching method and teaching material is not comprehensive, so it is also difficult to achieve good effect in teaching Chinese.

The Chinese teachers should stick to the "collective lesson preparation" system, which can not only regulate Chinese teachers' teaching, but also timely put forward problems, and realize the sharing of teaching resources. The Confucius Institutes should establish "feedback" system for teachers. Lack of evaluation system of teaching will be conducive to the sustainable development of Confucius institutes.

Conclusion

Spain's Confucius Institutes have been in operation for nine years, and have obtained certain achievements at the same time, but there are also some problems. We studied all aspects of the Confucius Institutes, and the ultimate goal is to seek the sustainable development of the Confucius Institutes, and also to provide a reference for overseas Chinese language teaching. The author worked in a Spanish Confucius Institute for one year. According to the teaching practice and some visits to the other institutes, the author obtained some real research data. From the aspects of learners' learning motivation, teaching content, target, curriculum, textbooks, teaching method, feedback, and evaluation, the author carried on the investigation and analysis of the teaching model of the Confucius Institutes in Spain. This paper summarized the characteristics of the teaching model in Spain's Confucius Institutes, and put forward the

corresponding suggestions. The author didn't refer to the teaching of Spain's Confucius Institutes as a kind of teaching model, but investigated the specific situation of the teaching model in the Spain's Confucius Institutes from constitutive factors of the teaching model, as well as analyzed and summarized its characteristics. There are many aspects to explore further in the future practice.

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Building of College English Learning Autonomy Via Information Technology

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[Abstract] This paper is based on an empirical investigation of a two-year experiment conducted at Dalian Neusoft Institute of Information (DNII). The aim of this study is to explore how students adjust themselves to learning English and become autonomous learners by optimizing the learner autonomy model of Information Technology (IT). The paper contextualizes new ideas for an autonomous learner model using computers. In order to optimize the learner autonomy model of IT, the teacher adopts some effective strategies in the teaching events of the experimental classes. The outcomes of the experiment are expected to contribute positively to college English teaching in China.

[Keywords] ways to optimize; learner autonomy model; competence; teaching experiment

Introduction

Computer technology is developing rapidly, which provides access to a wide range of electronic communications media and the Internet. This development, in turn, gives tertiary education providers scope to develop strategies designed to overcome the limits imposed on students by their diverse backgrounds. The application of IT in foreign language teaching and learning has undoubtedly brought about innovation in teaching concepts, teaching models, teaching contents, and teaching methods, which consequently creates a differentiated curriculum. Conscious of all these new demands, the Ministry of Education of PRC launched a new teaching reform program of college English in China during 2004. The program sets out to meet the national need for a considerable body of professionals who will be capable of developing international trade contacts (Ministry of Education of PRC, 2004). The task of raising students' English comprehensive competences by using IT has become an urgent research project for language teachers and educators. The research offers some new concepts for the language teaching reform program of Ministry of Education of PRC (2004).

Drawbacks of the Traditional Teaching Model and Existing Problems

College English teaching in China has made great progress since the central government opened the door to the outside world. Remarkable differences in achievements have been made across the country in tertiary students' English language proficiency levels. However, traditional English teaching in China concentrated on the analysis of grammar, neglecting cultivation of students' grammar application ability and cultural comparison of English and Chinese. Even now, in some universities, the traditional model persists; the teacher remains the sole information-provider to a cohort of passive students. Students no longer use slates, but they often sit in moveable desks, and far too many teachers still use the "I lecture; you listen and write" method of teaching, depending heavily on textbooks for the structure of the course. Such teachers seldom consider IT as a way of raising learning efficiency. They lack adequate language input from their teachers and there are no opportunities for them to develop genuine communicative skills. In the traditional teaching model, students slavishly depend on teachers. Obviously, it has brought so many disadvantages to teaching and learning. It is high time we explore new approaches to teaching.

Effect Oproved by Learner Autonomy in Language ILarning

In the Western countries, the concept of autonomy in language learning has been a hot topic since the publication of Henri Holec's (1981) work, *Autonomy and Foreign Language Learning*. Around the world progress has been made in the exploration and implementation of the concept of autonomy; however, much less concern has been shown and "little formal academic discussion about learner autonomy" has occurred in China (Wu Hongyun, 2001).

The definition of learner autonomy given by researchers and theorists varies greatly. Holec (1981), an influential advocate of autonomy in language teaching has explained it as the "ability to take care of one's own learning." Dickinson (1995) considers autonomy as "both an attitude towards learning and a capacity for independent learning." He elaborates on the issue by arguing that the amount of responsibility the learner is prepared to take for decision-making about his learning and his capacity for critical reflection and decision-making in the learning process is crucial to the learning project. Indeed, many educators believe that developing autonomy is essential if learners are to become effective language users (Littlewood, 1996).

What kind of teaching method should be applied to college English teaching practice is a question educators should reflect on. The research team at DNII considered that learner autonomy in EFL in China should involve the learner in he following:

- planning a program of work with a clear and realistic goal;
- making good use of strategies;
- taking charge of his/her own learning;
- developing strategies for coping with new situations;
- creating and making good use of study environments;
- evaluating and assessing his/her own learning process.

As Mcdevitt (1997) points out: "The end product of education is an independent learner" and that cultivating a learner's independence or autonomy should be regarded as the ultimate goal that teachers or educators endeavor to pursue. Then, general recognition of the great significance of cultivating students' autonomous learning capacity has arisen.

A Broad Scope for Autonomous Language Learning Via Information Technology

Information Technology(IT) includes "the matters concerned with the furtherance of computer science and technology, with the design, development, installation, and implementation of information systems and applications" (San Diego State University, 2002). Multimedia programs incorporating speech-recognition software can immerse students into rich environments for language practice. Concordance software and large language corpora provide students the means to investigate language use in authentic context. The Internet allows for countless opportunities to communicate in the target language, access textual and multimedia information, and publish for a global audience. So, with the advent of multimedia computing and the Internet, the role of computers in language instruction has now become an important issue confronting the language teachers. It is clear that Information Technology provides a broad scope for autonomous language learning. Teachers should take advantage of Information Technology to develop students' overall language competence and make them become autonomous learners(Tarone, Elaine, & Yule, George, 2000).

The Experiment at Dalian Neusoft Institute of Information

The investigation is designed and organized by Dalian Neusoft Institute of Information in order to examine the effectiveness of the new teaching model of using IT.

Contrastive Investigation – Research Approach

The research program sponsored by the Ministry of Education of PRC was carried out at Dalian Neusoft Institute of Information. It was the responsibility of the College English Reform Group, which designed a contrastive teaching experiment, and which set out to achieve the goals of the “College English Curriculum Requirements” (Ministry of Education of PRC, 2004). They did this by arranging the rate of teaching progress; confirming the methods of assessment; establishing the teacher management system; and offering guidance in small group management and supervision of class-delivery of contents by teachers.

After the students of Grade of 2010 entered the university, they attended the graded test. Based on the results of the overall grades, students were divided into two-level classes (Classes A and Class B). Three classes of A and six classes of B were selected for the experiment. There were 500 non-English major undergraduate students participating in the experimental program, with three teachers involved in their instruction. The teaching in the experimental classes was divided into three panels: face-to-face classes (a reading and writing course), students’ autonomous learning sessions using IT (an online learning course), and listening and speaking training in small groups (listening and speaking course).

Ways to Assess

The new assessment policy of the teaching/learning process takes into account three aspects of student activity. These are students’ self-assessment, students’ assessment of each other, and the teacher’s assessment of students. The teacher has the responsibility of coordinating the process of students’ self-assessment and students’ assessment of each other. Teachers also assess the students’ performance in listening, speaking, reading, writing, and translating in class and outside class.

Final assessment refers to the end of course examination and the level examination. The final course examination consists of a written test and an oral test. The experimental classes have the same test contents as those of the non-experimental classes.

Learner Autonomy Model of Information Technology Optimized

The Changing Roles of Teachers

With the application of modern technology in language learning, students’ learning has become the core of learning and teachers’ teaching has become guidance. If teachers want to cultivate the students’ autonomous learning capacity, first they should be willing to change and shift their roles in the classroom from information providers to facilitators, guides, and co-learners, thus becoming the students’ director of knowledge-construction. The transformation to student-centered classrooms marks a new role for the teacher as a facilitator. As both teachers and facilitators, the staff helps students construct their own meaning; technology provides them with new ways of teaching and enhancing learning opportunities for students (Padrón & Waxman, 1995).

Ways to Optimize Learner Autonomy Model of IT

In order to optimize the learner autonomy model of IT, the teacher has adopted some effective strategies in the teaching practice of the experimental classes. The teacher carries out level-based teaching methods to cultivate the students' capacity and focusing on students' individual development. All language learners' needs are different, considering their individual situations, interests, strengths and weaknesses, motivations, learning styles; they need the opportunity to find their place in the curriculum. Thus, the capacity of IT as a flexible self-study resource has proved extremely useful in suiting these learner differences. As Keck and Kinney (2005) explain, "A committed educator not only accepts students' differences but also acts on them by differentiating his or her instructional practices."

The new multi-media form of engagement with the target language has taken the place of the traditional model. In the multi-media reading and writing course, the teacher could use a PowerPoint presentation to deliver his teaching contents. Indeed, the new words and expressions in the texts are explained clearly by a PowerPoint presentation with typical examples and colorful pictures. The information appears to have become more deeply learned by the students who are not simply performing rote learning. As a result, students can learn what they want to learn in class with more effectiveness and greater efficiency.

This CD-ROM is a multi-media performance that allows students to watch, read, and listen in an "Interactive Theatre" format (John, 2008). It includes the complete audio performance of the play enhanced by synchronized on-screen text, complete with hypertext study notes. CD-ROM does provide students with detailed materials, which assist students to preview lessons before class. We have bought multiple copies and have also purchased the *Macbeth* CD-ROM in the same series. Students can use CD-ROMs on their computers in their spare time.

Sharing files are set up, with which students can learn and review what the teacher has delivered in reading and writing courses. Usually, the teacher would like to provide some reading materials relevant to what he delivers in class for the students to read both outside class and in online learning course. Besides, students can submit and put their assignments and interesting passages in shared documents for their peers to learn, discuss, and share. Sharing files is a useful platform for students to learn from each other, to exchange with one another, and to improve their English proficiency levels mutually.

A shared e-mail box is applied as an exchange platform for the teacher and the students to transmit valuable information, to express their view of points, and to discuss the issues concerning their language learning. Discussion groups and chat rooms create qualitatively different contexts for communication. Many students spend a great deal of time "chatting" to people all around the world. Teachers often comment that the kinds of relationships they and their students establish through these kinds of channels are unlike others they are familiar with.

It is a good way for teachers to download some useful electronic materials from the Internet and hand out them to the students in written form. It can save students time, but sometimes students are puzzled about what kinds of materials are suitable for them to read. In this sense, teachers can make up for this inadequacy and guide students to choose healthy, scientific, and suitable materials to read.

DNII's Findings in the Teaching Experiment

When the fourth term of the teaching experiment was concluded in June 2006, all the students of the experimental classes and control classes attended the final term examination held at the university. The

following tables are the comparison of listening overall grades of the experimental classes and the control classes, which were gained in September 2010 and June 2012.

Table 1. Listening Overall Grades in September 2010 (%)

	Average marks	Standard deviation	Highest marks	Lowest marks	Grades distribution				
					100-90	89-80	79-70	69-60	Failed
Class A1	76	9.0	90	56	5	14	10	21	5
Class A2	67	12.8	88	50	2	10	10	29	4
Class B1	69	12.5	86	54	0	11	8	30	6
Class B2	66	13.3	85	45	0	9	7	32	7

Table 2. Listening Overall Grades in January 2012 (%)

	Average marks	Standard deviation	Highest marks	Lowest marks	Grades distribution				
					100-90	89-80	79-70	69-60	Failed
Class A1	80	6.5	100	70	11	16	18	10	0
Class A2	73	9.3	94	53	5	14	15	18	3
Class B1	76	9.0	96	56	9	11	16	17	2
Class B2	70	10.4	91	40	3	12	13	24	3

Note: Class A1 is higher-level autonomous learning group; Class A2 is higher-level control group; Class B1 is average-level autonomous learning group; Class B2 is average-level control group

Through the comparison of the students' academic achievements gained both in September 2010 and June 2012, it is found that there are some significant differences between the experimental classes and the control classes. Compared with the control classes, the experimental classes get much higher grades in listening comprehension. This indicates that experimental classes have made good progress in their listening comprehensive competence. The learner autonomy model of information technology is proved to be superior to the traditional teaching model for both higher-level students and the average-level students of the experimental program.

There are some significant differences in student motivations and confidence in learning English between experimental classes and the control classes. Most students have formed the habit of autonomous learning both in class and out of class. The teacher has moved beyond the teaching model of simply talking about language knowledge, and he/she has paid more attention to explanations of key points that may cause difficulty in students' learning. When new teaching strategies are introduced to students so as to enhance their learning process, it is likely that students can become autonomous language learners. Consequently, they can use the language in their real life situations.

Conclusion

From the results of the analysis of the examination, careful observations carried out for two years, and interviews with the students, we can draw the conclusions as follows:

- The learner autonomy model using IT proved to be an effective and efficient way of language learning in Chinese contexts, especially in the circumstances of delivering lessons in large classes at DNII. How to make good use of information technology is the key for teachers to consider carefully.
- The teacher's role is crucial during the process of developing students' autonomous learning capacity. Teachers need to play an active role in the development of students' independent

learning. Teachers should shift their roles from traditional information providers to different roles, such as facilitators, guides, and co-learners in a variety of different teaching settings.

- If the students are to be independent learners, what the teacher should do, most importantly, is to make students realize that learning is a long-life activity. Only by autonomous learning can students meet the needs of future employment prospects and catch up with rapidly changing times. Being confident is certainly crucial for students to be autonomous learners.

Information Technology is constantly undergoing change because technological advances create opportunities to revisit old ideas, to conduct new research, and to challenge established beliefs about the ways in which teaching and learning can be carried out, both with and without a human teacher. Multimedia and the Internet have the potential to make an enormous impact on language teaching. How do we ensure that students are protected from exploitation but not limited when the Internet opens up information resources far beyond the schools' own? What kinds of ethical questions do we need to investigate with students? These two questions are worthy of our further consideration.

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A Survey on Students' Perception of Portfolio Assessment in Junior School English Learning

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[Abstract] Portfolio assessment, regarded as an interface between learning and assessment, is now adopted in junior school English learning in China, and is used to collect information so that teaching can be organized, managed, and analyzed by teachers at school. This paper aims at investigating the students' perception of portfolio assessment in junior school English learning in China and the result of the survey may provide implications for junior school English teachers.

[Keywords] portfolio assessment; junior school; English learning; China

Introduction

Portfolio originally refers to the work collection of artists, writer, photographer and architects. Similarly, Zhong (2004) thinks that the so-called portfolio in education field is a collection of students' typical work samples aiming at reviewing and evaluating the learning process. It is not only a collection of students' learning products, but also a kind of multiple-evaluation material of teachers and students (Zhong, 2004).

Portfolios have been used in the first language teaching for a long time, especially in American elementary schools (Stefanakis, 2002) and at the tertiary level as "exit interviews" for reading programs (Hamp-Lyons & Condon, 1991). As Gottlieb (1995) states briefly, portfolios "serve as a guide for students in making choices and in demonstrating how they reason, create, strategize, and reflect." Moya and O'Malley (1994) claim portfolios can be used as a systematic assessment tool in instructional planning and student evaluation. Matching assessment to teaching and supplying a profile of students' learning and growth in multiple domains or skills, portfolios are thus recommended as an alternative to standardized testing and all problems found with such testing.

In the New English Curriculum Standard for Junior Middle School, portfolio is described as an exhibition of learners' efforts, improvements and achievements during learning process. Students' typical learning products and reflection reports are usually collected into a document folder (Jin, & Song, 2003: 235).

This paper explores Chinese students' perceptions of portfolio assessment in junior school English class. The survey may help teachers understand the effect of portfolio assessment and reorganize the teaching and assessment in a way both more acceptable for teachers and students.

The Survey

In the survey, questionnaires and interviews were used to understand the students' perceptions of portfolio assessment in their English learning. The survey was carried out in No. 12 Middle School in Jinzhou,

Liaoning Province, where portfolio assessment has been carried out for two Years; 95 students of Year 8 were randomly selected as the subjects. They came from two classes: one with 16 boys and 32 girls (Class One); the other with 22 boys and 25 girls (Class Three). In each class the students' English proficiency was different which can be inferred from their previous tests and classroom performance. There were five English classes each week for the subjects.

The questionnaire was to collect information of the students' perception of portfolio assessment from three aspects: students' attitudes towards portfolio assessment, learning aspects influenced by portfolio assessment and students' perceptions of portfolio assessment. Altogether 15 statements were in the questionnaire. For each statement, a Likert 5-point scale was used for the subject to choose according to his perception of portfolio assessment. The number 1, 2, 3, 4, and 5 respectively stood for "strongly disagree", "disagree", "neither agree nor disagree", "agree" and "strongly agree".

To make the results of questionnaire convincible, all the subjects were asked to finish the questionnaire in a fixed time in their classrooms, and the statements in the questionnaires were written in Chinese so that students could understand them exactly. The reliability and validity of the questionnaire had been testified to before it was put to use.

Results and Discussion of the Questionnaire

The first part of the questionnaire consisted of 4 items (Item 1-4) which were to survey students' attitudes towards portfolio assessment. The second part includes 8 items (Item 5-12) to know the learning influenced by portfolio assessment, and the last part had 3 items (Item 13-15) which were to make clear students' perceptions of portfolio assessment in English learning.

Students' Attitudes Towards Portfolio Assessment

Table 1. Description of Students' Attitudes towards Portfolio Assessment

Items	SD(%)	D(%)	N(%)	A(%)	SA(%)
	<i>Frequency</i>	<i>Frequency</i>	<i>Frequency</i>	<i>Frequency</i>	<i>Frequency</i>
1. Advantages of portfolio assessment outweigh the disadvantages	6.32	16.84	9.47	61.05	6.32
	6	16	9	58	6
2. Portfolio assessment has a great effect on learning	0.00	9.47	8.42	69.48	12.63
	0	9	8	66	12
3. Portfolio assessment is helpful to improve my English	5.26	6.32	4.21	78.95	5.26
	5	6	4	75	5
4. Portfolio assessment urges me to pay more attention to English	5.26	8.42	2.11	75.79	8.42
	5	8	2	72	8

(SD= Strongly Disagree; D = Disagree; N=Neither agree nor disagree; A = Agree; SA= Strongly Agree)

In Table1, the result of Item 1 shows that 67.37% of the students think that the advantages of portfolio assessment exceeded the disadvantages. That is to say, more than half of the students affirmed the positive role of portfolio assessment. The result of Item 2 indicates 82.11% of the students believed that in their English learning process, portfolio assessment had an important influence. No subject chose "strongly disagree" for Item 2 even though 9 students chose "disagree". The data of Item 3 indicates 84.21% of the students thought that portfolio assessment was beneficial to their English learning, although 11.58% of the

students disagreed. Item 4 shows that 84.21% of the students think that they were urged to pay more attention to their English learning by portfolio assessment.

In summary, more than half of the students held positive attitudes towards portfolio assessment and believe it is helpful to their English learning. It may be because that portfolio assessment is a new way of assessment which allowed more freedom in individual learning and assessment. It urged them to pay more attention to English learning and also to find fun in learning activities. The following parts of the survey also proved this from different aspects.

Learning Aspects Influenced by Portfolio Assessment

Table 2. Description of Learning Aspects Influenced by Portfolio Assessment

Items	SD(%)	D(%)	N(%)	A(%)	SA(%)
	<i>Frequency</i>	<i>Frequency</i>	<i>Frequency</i>	<i>Frequency</i>	<i>Frequency</i>
5. Portfolio assessment makes me more interested in English	3.16	5.26	4.21	82.11	5.26
	3	5	4	78	5
6. Portfolio assessment promotes our autonomous learning	4.21	4.21	6.32	78.94	6.32
	4	4	6	75	6
7. Portfolio assessment promotes our cooperation with partners	5.26	6.32	4.21	72.63	11.58
	5	6	4	69	11
8. Portfolio assessment makes me build confidence in English	3.16	5.26	2.11	78.94	10.53
	3	5	2	75	10
9. Portfolio assessment helps me get a good habit of English learning	0.00	3.16	2.11	84.20	10.53
	0	3	2	80	10
10. I can make better reflect on my learning by portfolio assessment	0.00	2.11	5.26	89.47	3.16
	0	2	5	85	3
11. The implementation of portfolio assessment will increase my learning burden	6.32	8.42	9.47	61.05	14.74
	6	8	9	58	14
12. The implementation of portfolio assessment can make me have a better plan and arrange my learning	4.21	6.32	5.26	70.53	13.68
	4	6	5	67	13

(SD= Strongly Disagree; D = Disagree; N=Neither agree nor disagree; A = Agree; SA= Strongly Agree)

The data of Table 2 was designed to elaborate on the aspects of students' learning that were affected by portfolio assessment. As for Item 9, 94.73% of the students admitted that portfolio assessment helped them gain a good habit of English learning. Item 10 indicates that 92.63% of the students admitted that they can make better reflections on their learning by portfolio assessment. No subjects expressed "strongly disagree" for Items 9 and 10, and only two or three subjects expressed their disagreement. It shows, compared with other aspects, portfolio assessment does influence students' learning in habit formation and reflection. As for Item 11, 75.79% of the students reported that the implementation of portfolio assessment could increase their learning burden, while 84.21% of the students believed they learned to plan and manage their learning.

Two things are noteworthy. One is that more than 90% of students admitted portfolio assessment could help them have a good habit of English learning and learn to reflect on their learning (Items 9 and 10). It shows that portfolio assessment may arouse students' interest in English learning with autonomous learning and cooperation with their peer learners. For one more time, the new way of assessment is proved beneficial

for students' affective state and helps them to become independent learners which are aims of education in China.

Another thing which cannot be neglected is that more than 75% of the students thought that portfolio assessment was time-consuming and increased their learning burden. It indicates that teachers may implement portfolio assessment in an inappropriate way or students may misunderstand their teacher's instruction or there might be other reasons for it that the survey overlooked. A similar problem was also found in the following part of the survey.

Students' Perceptions of Portfolio Assessment

Table 3. Students' Perceptions of Portfolio Assessment

Items	SD(%)	D(%)	N(%)	A(%)	SA(%)
	<i>Frequency</i>	<i>Frequency</i>	<i>Frequency</i>	<i>Frequency</i>	<i>Frequency</i>
13. I think it is necessary to apply portfolio assessment in English learning	9.47	14.74	11.58	54.74	9.47
	9	14	11	52	9
14. I think it costs students a lot of time during the portfolio assessment	10.52	21.57	4.24	42.89	21.19
	10	20	4	41	20
15. I think it will be better if portfolio assessment can be more improved	2.06	1.03	3.11	60.26	33.54
	2	1	3	57	32

(SD= Strongly Disagree; D = Disagree; N=Neither agree nor disagree; A = Agree; SA= Strongly Agree)

The statistics from Item 13 reveal that 64.21% of the students thought it was necessary to apply portfolio assessment in English teaching. That is to say, portfolio assessment has some positive roles and the students are aware of them. Item 14 shows up to 64.08% of the students felt it costs students a lot of time during the portfolio assessment. However, 31.68% of the students didn't hold this view. That is to say, nearly two thirds of the students claimed that they needed more time to finish the assignments during portfolio assessment. Furthermore, the data based on Item 15 implies that 93.80% of the students believed it would be better if portfolio assessment could be more improved further. It means that portfolio assessment has some positive effects, but it still needs improvement, especially when more than half of the students complain of the pressure or time-consuming assignments they encounter in the portfolio assessment.

Results and Discussion of the Interview

The aim of the interview was for a further understanding of the students' perceptions of the portfolio assessment. At the end of the term, 12 subjects from the two classes were interviewed, 6 subjects from Class One, and 6 from Class Three. The subjects were all randomly selected. Before the interview, the author gave reassurance to all the interviewees that the purpose of the interview was to further understand the students' perceptions of portfolio assessment, and it had nothing to do with their English scores. The interview was carried out in a friendly manner and conducted in Chinese to reduce their nervousness and make sure their opinion were expressed clearly. The following interview questions were asked of all the subjects.

1. Do you think portfolio assessment was beneficial for your English learning? Why or why not?
2. Which do you prefer, portfolio assessment or traditional assessment? Why?
3. What do you like most about portfolio assessment?

4. What aspects of portfolio assessment should be further perfected?

Some excerpts of the transcription are cited in the following discussion.

Zhao: I think it's good for my English learning. My English is not good enough. Portfolio assessment makes me more and more interested in English learning. And I learn to use some skills in learning new words and sentence structures. Learning becomes happier than before.

Wang: I prefer portfolio assessment. I think our English learning is a little bit boring. There is no other way to do except some English exercises. In the use of English portfolio, we can collect some English learning materials that we like. We also begin to know something about culture of American or other English-speaking countries, which is new and interesting to us. The teacher also regularly exhibits our works, which makes our learning a great fun!

Tang: I'm inspired whenever I see my works on display, and I'm proud of myself. I love this sense of achievement that portfolio assessment brought to me.

Yan: The time we spend on work display should be reconsidered. I think we spend too much time preparing and displaying the work. Sometimes we feel nervous and pressed in the preparation. Personally I think it is quite acceptable if we display twice one term. Too many times will increase our learning burden and too few times will reduce our enthusiasm.

Tao: I think the teacher should make clear the portfolio assessment criteria at the beginning of the term, which can make us well prepared for it and also promote the portfolio implementation. It also realizes the maximum of assessment effect.

In summary, the results of the interview matched that of the questionnaire. It is certain that more than 70% of the students had positive attitudes toward the portfolio assessment (Items 1, 2, 3, and 13). Most students felt that portfolio assessment helped them improve their affective state in English learning which is in accordance with their performance in their classroom activities and portfolios assessment. This is mainly because that they had more freedom in choosing the way to learn and producing their own unique portfolio, into which their creativity could be inspired and encouraged. However, since portfolio assessment is a new way of assessment, improvements in some aspects, such as the assessment criteria, the pressure that students feel, the time spent on assignment preparation and display still need teachers' consideration.

Conclusion

Generally speaking, the survey shows students' perception of portfolio assessment was very positive in their junior school English learning. The statistics of the three parts in the questionnaire and the interview testify to the positive effects of portfolio assessment. Students were found motivated, cooperative and enjoying more freedom in English learning. They were also encouraged to reflect on their English learning and manage their learning by themselves which was greatly emphasized in the New English Curriculum Standard for Junior Middle School in China. But to some extent, students complained that portfolio assessment seemed time-consuming and they felt more pressed in English learning. This pressure may have been caused by inappropriate implementation of portfolio assessment or students' competition owing to the new way of assessment.

In order to solve the problems, teachers should encourage group work in English class. Students of different language proficiencies can be grouped together, with one of them as a group leader. Group leaders

are chosen by turns, so every group member may have a chance. Portfolio assessment is used in group work, and also individual work, based on different criteria. In this way students' pressure in the assignment and display may be reduced, and they develop their language proficiency together with their cooperation ability. Also, implicitly graded assessments can be helpful in reducing learning anxiety. As students are not aware of the criteria of those of different proficiencies, what they have publicly is a sense of accomplishment and encouragement from their teachers. No matter what their English proficiency is, English learning means great fun to them. They become positive and enthusiastic in the learning process and feel comfortable in portfolio assessment.

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An Exploration of the “135 Task-Based” Writing Teaching Model in College English

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[Abstract] Writing is one of the most important aspects of College English teaching, yet writing curriculum is not designed independently, which means writing does not deserve much attention. Therefore, breaking the traditional English writing teaching model, to explore new model contributes to improving students' writing ability and College English writing teaching. “135 Task-Based” Writing Teaching Model, created by frontline College English teachers from Bohai University in China, merges as the time and the situation require.

[Keywords] College English; writing teaching; “135 Task-Based” Teaching Model

Introduction

The College English Curriculum Requirements (Ministry of Education of the People's Republic of China, 2007) points out: the goal of College English teaching is to cultivate students' comprehensive ability of using English; furthermore, writing ability cannot be ignored, because that will be helpful with their writing communication of their work in the future. This provision will improve the writing teaching of College English to a new level, and put forward new requirements. At present, College English teaching mainly includes intensive reading and listening courses. In most schools, there is no writing course but to combine the writing teaching with intensive reading class; and according to the requirements of the teaching program, College English class periods per week are only 4 periods generally. In view of this situation, it is very important to cultivate students' writing ability in the limited teaching time. The article explores the connotation, theoretical support of the “135 task-based” writing teaching model and its breakthrough compared with the traditional teaching of College English writing mode, and it helps to improve the students' English writing ability, even to progress the ability of comprehensive language and to adapt to the requirements under the new situation of training. This paper first states the development of College English writing teaching in China. Second, it shows the connotation of the writing teaching model, including theoretical basis and the conception of teaching model. Finally, it applies the model and points out the implications.

The Development of College English Writing Teaching in China

College English writing teaching literature (2000-1013) in CNKI is as a source of research data, based on the previous studies of College English writing teaching, the writer has got the review results. From 1992 to 2000, College English Writing Teaching is at the beginning of the study. There were only 12 papers on the teaching of writing published in the core journals in nearly ten years, which showed that there is not enough emphasis on the research of writing teaching and research experience to follow for Chinese scholars. From 2000 to 2009, the research showed the overall upward trend. From the beginning of 2002, the number of research papers has a significant growth, but the development turns up and down and the development of the study has come down after 2010. During the past 10 years, Chinese scholars have used the research of foreign scholars for reference, combined the study with their own experience and the

study and other fields, and the study of language writing teaching shows a variety of development situation. Since 2010, College English Writing Teaching research has ushered in an unprecedented development bottleneck. The decreasing theoretical studies and the lagging empirical studies resulted in the decreasing number of researches.

The main theoretical background can be summarized as second language acquisition research, discourse theory, computer assisted teaching, cognitive psychology, and other research directions of linguistic theory and so on. The research on the background of the second language acquisition theory is the most abundant, including relevant strategies studies (Zhang, 2009; Pang, 2012, et al.), mother tongue transfer study (Ye, 2011), individual differences studies (Guo, & Qin, 2010; Han, 2010). The study from the discourse theory includes the theory of chunks of language (Guan, & Qiu, 2013), cohesion and coherence theory (Tan, 2005; Jiang, & Yang, 2008; Yang, 2009, et al.) formal schema (Cui, & Gao, 2010), and genre-based teaching methods (Wang, 2005; Zhong, 2003).

Research topics can be broadly divided into seven categories: writing teaching methods, computer aided writing teaching, influence factors of writing teaching, writing methods, writing teaching problems and countermeasures, writing teaching reform, and interactive research. Among the research papers, there are 53 papers on the subject of writing teaching method. The topics are various, such as a discussion of the traditional teaching mode (Li, 2009; Bu, 2010), like the process-based teaching method, hybrid teaching, experience teaching method, task-based teaching method, superior or the problem of genre-based teaching approach; analysis of specific teaching strategies (Jia, 2009) and the importance of the specific operation method and effect.

The Connotation of the “135 Task-Based” Writing Teaching Model

The “135 Task-Based” Writing Teaching Model was created by frontline College English teachers from Bohai University in Jinzhou of China, based on two years of teaching and researching experiences.

The Theoretical Basis of the Design and Implementation of the “135 Task-Based” Writing Teaching Model in College English

Task-based teaching method. The theoretical basis of task-based teaching method based on language acquisition research. The interaction between teachers and students in class help with the implementation of the language, then students acquire the language in the process of achieve the assignments. Skehan (1998) has the following elaboration to the task: the significance is first, the task completing is major, and the appraisal is based on whether the tasks are completed or not. That is to say, the task should be paid attention to on how to communicate information; students should focus on how to complete the task; the standard of appraisal is to assess the success of the task.

Task-based teaching believes that students should participate in real life and complete real life tasks (Nunan, 1989). Real life task teaching stresses that students complete tasks in real life, such as life, study and work in order to cultivate their abilities to put good use of English.

Task-based teaching method means teaching should put the student as the center, and the center of College English teaching should be changed from “teaching” to “learning”, the students’ development and capacity development should be regarded as the purpose of the teaching with advanced teaching methods, the interaction between teachers and students should be emphasized in the teaching process. According to the actual needs of teaching, the operable teaching tasks are implemented in a planned way. The aim is to improve college students’ English writing ability, comprehensive ability of using language

ability and autonomous learning ability. In the process of completing the task, the students are always in a positive and active learning mental state. This provides a theoretical basis for the implementation and operation of “135 Task-Based” Writing Teaching Model in College English.

Hypothesis input. This hypothesis was put forward by an American, Krashen, in the early 1980s. The main points of view of language input are: (1) input is the primary condition for language acquisition. There are two basic conditions for the occurrence of language acquisition: learners are provided with a sufficient amount of comprehensible input; learners have an internal mechanism for input. According to this view, language input is the most important condition for language acquisition, and only a large number of language input can contribute to the occurrence of language acquisition. (2) effective language input. Krashen claimed (1981) that language acquisition depends on a large number of effective language input information. Effective input should be with the following characteristics: understandable state; interest; non grammatical program arrangement and sufficient input. (3) “i” + 1 principle. Language input is the material that learners can understand easily, which not only plays the role of stimulating learners’ interest and motivation. In this principle, “i” stands for the existing level of learners, and the “1” represents a slightly higher level than the “i” level. The essential content of the principle is that the total difficulty of language input is not more than the learner’s learning ability, but it also contains the language material which is slightly higher than the existing ability of the learners.

Language input hypothesis provides theoretical support for the teaching design in College English writing class.

The Illustration of the “135 Task-Based” Writing Teaching Model in College English

In the “135 Task-Based” Writing Teaching Model in College English, there is a goal, three modules and five kinds of abilities. *A target* is to cultivate the college students English writing ability; *three modules* is to divide the teaching of College English writing into three modules: reading, writing and discussing; *five kinds of abilities* means the balanced development of five application abilities during the writing teaching: listening, speaking, reading, writing, and translating. The whole teaching process emphasizes the interaction of teaching and autonomous learning, which is divided into three parts based on the task based approach.

Reading. There are Pre-Tasks (pre-class task), During-tasks (class task) and Post-tasks (after class task) in reading process.

- Pre-class task. Teachers in the class arrange some assignments about classroom writing content and writing skills related to the article so that students can understand the related writing skills, writing content and writing samples.
- Task in class. First, the show of pre-class task. The teacher divides all the students into a number of learning groups, asks them to discuss the harvest of the task and the results by discussing the methods. Second, case study. The teacher shows a writing sample to students, then the students analyze the case according to the knowledge obtained in the first step. Third, they re-read the sample. They re-read the article of the pre-task by the harvest of Step 1 and Step 2, and come to the merits of the article. s
- After class task. Combined with the content of the classroom, students read and analyze the text in the textbook attached to the writing class, in order to consolidate the related writing skills, writing methods and writing paradigm.

Writing. There are also Pre-Tasks (pre-class task), During-tasks (class task) and Post-tasks (after class task) in writing process.

- Pre-class task. According to the writing requirements, the teacher assigns the relevant topics and requires students to write a sentence or phrase that may be encountered.
- Task in class. First, the introduction to the basic knowledge of writing. The results are discussed in the foundation of teacher students' writing, combined with the unit system requirements, and the relevant knowledge of writing is introduced. Second, writing practice. Students are to get special exercises of individual training writing skills combined with the writing knowledge.
- After class task. Complete the writing exercises in the textbook based on writing skills and basic knowledge.

Discussing. There are also Pre-Tasks (pre-class task), During-tasks (class task) and Post-tasks (after class task) in discussing process.

- Pre-class task. Discuss the writing content and writing skills related to the classroom writing before the class, and prepare for the discussion in class.
- Task in class. First, the show of pre-class task. The teacher divides the entire class into several groups, discuss the harvest of the task before the completion of the class, and discuss the results by discussing the method. Next is the case study. The teacher shows a writing sample to students, and then students analyze the case. Then, two students are asked to illustrate a new writing composition based on the merits and shortcomings. At last, writing practice reviews; When the students finish their writing practice, the articles are reviewed and improvement measures are given.
- After class task. in depth analysis of the text still involves the form of group discussion.

In short, the entire teaching process revolves around a target, the good use of the five kinds of abilities – listening, speaking, reading, writing, and translating – and then practice through the three modules – reading, writing, and discussing. It can be said, “a target”, “three modules” and “five abilities” are intertwined, mutually influenced, mutually penetrated, and benefit each other.

Implications and Conclusion

The “135 Task-Based” Writing Teaching Model in College English will change the traditional teaching model in college English writing courses, improve students' writing abilities, promote College English writing teaching, and achieve the following breakthroughs:

First, the model emphasizes the convergence of classroom teaching and extracurricular activities, and teachers achieve the deep attention and guidance to students through the design of a variety of specific and feasible tasks in class and after class. It pays attention to the interaction between teachers and students and urges the students to study independently.

Second, according to the present situation, the demand of the rules of foreign language learning and foreign language teaching development, it strives to carry on Reform of College English writing teaching from the teaching ideas, goals, objectives, contents, implementation, strategies, means and evaluation.

Third, by changing the traditional assessment method, the model is the combination of the final assessment and formative assessment. Through the establishment of student learning files, the student self-assessment and teacher evaluation is mixed.

Then, the model focuses on teaching action research. The roles of teacher are changed from the chief presenter, controller, talker and criticizer to the director, facilitator, reminder, monitor and evaluator. And the teacher can play a positive role as a mediator in the writing class.

Finally, the model attaches importance to the application of modern educational technology, and emphasizes the modernization of educational content and means. Modern education technology, multimedia and the Internet have become an important means of teaching. Traditional teaching methods and modern teaching means are combined perfectly.

It is the goal of College English teaching to enable students to become an English talent with a high level of cultural quality. Writing ability is an important aspect of the quality of language and culture. However, College English writing teaching is a systematic project, and it is not enough to improve students' writing ability only by changing the teaching method. Teachers should reform from the teaching ideas, teaching organization forms, teaching methods, evaluation methods and teachers' roles, and it not only helps to improve students' writing ability, and is also conducive to the reform and development of College English writing teaching.

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A Study of English Service Learning under the Theory of Second Language Acquisition

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[Abstract] “Real-life” communicative use of language is an effective second language teaching method. Service learning under the theory of second language acquisition is an important way for English majors to improve their professional skills. Students’ positive self-consciousness in the process of service learning can increase the possibility of their self-control, confidence and belief in the future. Therefore, this paper has the potential positive significance to improve the practical ability of English majors and their ability to develop lifelong career.

[Keywords] Second Language Acquisition; service learning; English majors

Introduction

Second Language Acquisition can take place in either a naturalistic or an instructional setting, but may not necessarily differ according to the setting. The goal of SLA is the description and explanation of the learner’s linguistic or communicative competence. To this end, the researcher must examine aspects of the learner’s usage or use of the L2 in actual performance, by collecting and analysing either samples of learner language, reports of learners’ introspections, or records of their intuitions regarding what is correct or appropriate L2 behaviour. The acquisition of an L2 feature may be considered to have taken place either when it is used for the first time or only when it can be used to a high level of accuracy (Ellis, 1994, p. 15)

Service-learning offers students immediate opportunities to apply classroom learning to support or enhance the work of local agencies that often exist to effect positive change in the community (Knapp, 2010, pp. 208-224). The National Youth Leadership Council defines service learning as "a philosophy, pedagogy, and model for community development that is used as an instructional strategy to meet learning goals and/or content standards."

One of the best-known theories of Second Language Acquisition was American linguist Krashen’s Monitor Theory. It’s a comprehensive, influential and controversial theory and it has a greatly influenced second language teaching method named the Natural Approach. It consists of five hypotheses: the Acquisition- Learning Hypothesis, the Natural Order Hypothesis, the Monitor Hypothesis, the Input Hypothesis and the Affective Filter Hypothesis (Krashen, 1978, pp. 283-300).

As an English teacher, it’s important to master some rules of Second Language Acquisition and apply it in practical teaching, which not only can improve their professional level but also can grasp students’ characteristics better in the process of language learning, realize the strategies of English teaching and integration.

Significance of Second Language Acquisition and Its Theory in Foreign Language Learning

American linguist, S. D. Krashen in the early 1980s, put forward the famous second language acquisition model – “monitoring mode”, including: (1) Acquisition and Learning Hypothesis; (2) Natural Order

Hypothesis; (3) Monitoring hypothesis; (4) Input Hypothesis; (5) Affective Filter Hypothesis. Krashen summed up his five major hypotheses, and made a detailed description and argument, but also affirmed the important position of the input hypothesis. He believed that the input hypothesis "may be today's second language acquisition theory, the only one of the most important concept" (Krashen, 1982, p. 9). Because it answers a key question in language learning, namely how to acquire a language, especially a foreign language. Second language acquisition theory systematically studies the process of second language acquisition, including psychological processes, cognitive processes and linguistic processes. Second language acquisition theory is also used in other areas of research, such as linguistics, neurology, sociolinguistics, pedagogy, statistics and so on.

In recent years, the second language acquisition study of this subject has made rapid development. This area focuses on the characteristics of learners and their role in the acquisition process, and focuses on two major issues: One is to explore the common features of the learners in the learning process; the second is to explore the individual differences of learners. Specifically, these studies mainly focus on the following topics: mother tongue and second language acquisition, language input and second language acquisition, cognitive theory and second language acquisition, universal grammar theory and second language acquisition research , Individual differences and second language acquisition as well as classroom teaching and second language acquisition. China Foreign Language Research Circle has different views on the effect of Second Language Acquisition Theory on Foreign Language Teaching. The author believes that foreign language teaching in China must start from the specific situation of Chinese foreign language teaching, establish its own foreign language teaching theory system, foreign language teaching theory should take a cautious attitude, in the process of absorption and reference should take full account of the special circumstances of Chinese students to learn foreign languages. The second language acquisition theory is especially helpful for foreign language teaching, especially for college English teaching. Second language acquisition theory can be used as a guide to college English teaching: It can make the students get more places and opportunities to use the target language directly, make the students immerse in the target language environment, carry on the meaningful communication, and can encourage the students to participate in solving the problem and completing the task communication activities. In other words, foreign language teaching environment which is conducive to the acquisition of language for students should have the following characteristics: focus on content naturally, students can participate in communication directly, the content should be specific and not too abstract, to provide students with a variety of models to imitate.

College English Major Students' English Learning Problems

In the process of second language acquisition, learners' communicative competence improved in the curriculum teaching under the development of the appropriate culture and appropriate language scene. Seltzer (1998) believed that the application of service learning in ESL class should follow Wingspread principle and the four standards which United States congress enacted in 1990: (1) Meet the demand of community; (2) Curriculum objective combined with service; (3) Build Bridges between the university and the community; (4) Reflect students' reflection.

This train of thought has more emphasis on the design concept of service learning and inheritance, without fully considering the characteristics of language teaching and learning. There is no consideration of the many problems arising from language learning under different social environment. Through the research on the combination of service learning and second language acquisition, this approach can

promote learners' language learning (Hellebrandt, & Varona, 1999). To investigate the effect of service learning guiding into traditional ESL teaching, the conclusion shows that service learning is an effective method for the acquisition of English and English culture, the students' ability of language communication, especially language fluency as well as the understanding of the concept of culture far beyond the effect bring about in the traditional classroom.

For the application of service learning in foreign language courses, Chinese scholars have tried practice research of English education in the primary and secondary school. In the aspect of foreign language education in colleges and universities, Lifang Chen (2004), pp. 118-119) has investigated on the practical basis of the application of service learning in EFL education in Chinese Universities, which pointed out that the common phenomenon of exam oriented education killed the flexibility of foreign language learning and learner's initiative; and explored the feasibility of the introduction of EFL education in service learning from three aspects: the relationship between teacher and student, the relationship between class and service and the relationship between school and community. It is found in literature review, Service learning has already combined with Chinese University Language Courses, Research has gradually shifted from early introduction and review to empirical research.

Course Design of Service-Based English Learning

The application of practice-based learning in language courses and the experience of designing service-oriented learning courses have prompted many language teachers to become the advocates of service-based learning as a language learning method. In foreign language teaching and learning, this curriculum design tries to (1) Make up the defects of traditional language class lack of social environment; (2) Language learners need to be associated with the community through experiential learning; (3) In the process of interacting with the community in a planned way to create an environment for the learners to participate in the real world.

Therefore, the service-oriented English curriculum under the foreign language teaching environment in China is based on the English curriculum, integrates service-based learning strategies into curriculum and learning experiences, teachers have planned to design service projects to meet the needs of community-based English learning, the students participate in the language service activities in an organized way in the real environment. Through the reflection of service activities to obtain a deep understanding of curriculum and English learning, develop the awareness of language culture and cross-culture, and foster the public awareness and social responsibility.

The Basis of Service - based Learning in Foreign Language Teaching is the National standards in foreign language education project customized by American Council on the Teaching of Foreign Languages in 1999, also known as the United States "5C" foreign language learning standards: "5C" standards are Culture, Connections, Comparisons, Communities, and Communication. The core is Communication. They are regarded as American foreign language learning objectives

In the process of second language acquisition, learners' communicative competence is improved. The teaching of the course is carried out in the context of appropriate culture and language. Seltzer (1998) argues that applying service learning to ESL classes should follow the Wingspread principle and the four standards promulgated by the US Congress in 1990: (1) Meet the demand of community; (2) The integration of curriculum objectives and service; (3) Build bridges between the university and the community; (4) Reflect the reflection of students. This idea emphasized more the inheritance on the design of service-oriented learning, but did not take full account of the characteristics of language

teaching and learning, and did not take into account the different social environment of language learning arising from the many problems. The study of service-based learning and the combination of two-language classroom shows that this method can promote the learners' language learning effect.

Foreigners Visiting Activities under the Theory of Second Language Acquisition

For the researchers, the formation of the concept of service English learning is a process of gradual development. Based on the principle of the authenticity of language learning, the researchers try to import real language activities in English major “integrated English” course.

Study Design

Make a real visit by the dialogue strategies learned in the course, the visiting object is a random selection of foreigners in Anshan streets, the content is foreigners' impression of Anshan. Students are required to design the problem by themselves, each student visits a foreign person. In the form of a team of three people to complete the visit, and record the visiting process in the form of three minutes of audio or video. Then participants shared their experiences in the form of presentation and oral presentation, learned reflectively. Schoolwork as the academic assessment of the practice teaching links into the usual performance evaluation. The aim of the activity design is to solve the problem of the lack of language communication in English teaching from the real context. Through the practice and reflection experience of language, the English majors have a better understanding of the relevant language skills in the course, and explore the feasible methods and ideas for the further development of this kind of teaching activities.

Pattern 1. Import the course of service learning, students visit the foreigners with the related knowledge learned in “Integrated English” course. Then participants share their experiences in the form of oral presentation, course performance reckon into grades;

Pattern 2. Service learning as part of the curriculum: students interview foreigners, make a deep exploration of the topics including culture, accomplish the actual logging, write reports in a team form, learners' performances in the activity as part of the curriculum assessment take 25% of the proportion.

Study Objects

Before and after the experiment, the students received the same questionnaire to examine the effect of the combination of service based learning and curriculum. Leading research was carried out on the Grade 14 students of the Foreign Language school of Anshan Normal University as the research object, two classes were selected as the sample, the researcher was the teacher of the course. This study involved 47 students – there were 27 students in the Experimental class 1 from the first class in Grade 14, they attended Pattern 1, which imported service learning in the Integrated English course; there were 20 students that attended the service learning program in Pattern 2; all the participants were second year English majors, their ages, education backgrounds were similar, their English levels were average, their oral English abilities had certain difference, and there were some specific performance problems for some students in communicating with foreigners, such as fear and insufficient confidence. But there were no problems in daily communication, so we could do thorough research on some problems.

Research Findings

Leading study was mainly to participate in the pre-test and post-test questionnaire survey. The questionnaire consisted of 20 items, which included four aspects: language learning and application, non-linguistic factors, emotional attitude, cultural and cross-cultural factors – each had five items.

The non-linguistic factors, the affective attitudes, and the cultural and cross-cultural factors of the learners in language learning and application were significantly different. Language learners are beginning to think about a variety of learning methods, such as the combination of language use and real-life situations. Reflection is an important learning tool to participate in the process of language learning, and from reflection, learners can find that service-based learning can promote and establish a mutually-beneficial relationship with the communities. The service-type learning process reflects the obvious non-linguistic factors, and the multi-faceted ability participates in the process of language learning, such as cooperative ability, problem-solving ability, communicative ability and so on. Similarly, this learning experience promotes the learner's multi-ability development.

There have been positive changes of learners in learning motivation and self-confidence through the discussion with the students, experience of the real situation and social service bring learners double happiness. In the cultural and cross-cultural context, learners' self-identities are increased, some inherent thinking changes, and individual's service-oriented learning experience brings the acquisition and reflection of language and culture. That is, the language learning method is to use language, and cultural learning method is to experience culture.

Conclusion 1. Service learning and teaching can promote learners to know themselves, their school and society.

Conclusion 2. The improvement of English learners' language ability is contained in the changes of learning strategies.

At the early planning stage, the students are choosing words carefully when writing letters which shows the improvement of their awareness of language usage strategies. Meanwhile, it is also the improvement of the ability of solving problems. The learners are very anxious when they are uncertain about the visiting foreigners. Especially when some groups finished the interview, the members of other groups who did not finish the interview would have self-doubt and complain about the difficulty of the activity, some of them wanted to give up, and some of them would ask for help, but most of the learners would solve the problem through the pragmatic strategies. This is the important expression of enhancement of language competence.

The impact of simple language practice is far more than the original idea: Students' enthusiasm for participation, difficulties in the implementation of the process, cultural conflicts in language communication, suggestions for the development of foreign nationals in Anshan, the learners' recognition of self, Anshan, China and Chinese culture, learner's spirit of cooperation, learners' confidence and language proficiency are fully shown. This seemingly simple language practice reflects the significance of the service learning, thinking about how to integrate the real practical activities into the academic curriculum, and through the form of serving society to strengthen the knowledge and skills learned in the classroom (Jun, 2015, pp. 96-99)

Practice Teaching Based on "Service Learning"

The post-modern narrative strategies which appear in *Slaughterhouse-Five* such as repetition, parody, collage and montage constitute it a successful work of literature. In the novel, Billy travels back and forth between the earth and the planet Tralfamadore, and the time travel makes everything meaningless, no matter sickness and death, happiness and sadness. The obscure novel cannot bring any wonderful feelings to our comprehension. Instead, it challenges people's bottom line of spirit again and again.

Study Design

This study uses the form of comparative teaching intervention, to explore the changes of students' English listening and speaking proficiency and communicative strategies by the experimental group (Implement teaching intervention based on service learning, that is in conventional English knowledge and skills teaching, organize and guide the students to take part in the English service learning activities in the 67 middle school) and the control group (implement regular college English course teaching, that is course teaching of English knowledge and skills).

Research Participants

There were 60 English majors from Anshan Normal University that attended this experimental research; 30 students were in the experimental group, and 30 students were in the control group. The two groups of students had passed TEM 4 tests before the start of the experiment. Students of the experimental group not only studied English knowledge and skills at school in the fifth semester, but also participated in English service learning activities on weekends in the 67 Anshan middle schools, and they have English class, while students of the control group only have regular English knowledge and skills learning in the university.

Content and Reflection

According to the questionnaire survey and interviews based on the service learning of teachers and students, we identified the service contents: to understand the present situation, educational ideology and the education idea of basic English, middle school students' English learning self-efficacy status; participation in the interaction between teachers and normal school students, and between students and the service objectives from community school; to participate in classroom observation, teaching design, having classes, class evaluation, counseling and service learning activities such as homework.

Reflection is an important way to improve normal school students' English level and form their teaching abilities. In the process of service learning, through reflecting on the relationship between English teaching theory and practical teaching, these normal school students have formed a set of valuable service learning experience (Faereh, 1983, p. 55). Revise and adjust the plan in time according to the situation of the progress of the activity. At this stage, the teacher, as a mentor and inspirer, counsels the student from the side, links service activities to the school curriculum, helps them deal with the difficulties encountered in the service learning, and provides necessary guidance and incentives. Through reflection, the normal school teachers generally feel that these factors influence their teaching effects not only including their ability of classroom management, classroom instruction, teaching material processing and the design of practice teaching, but also their English subject knowledge ability, such as their ability of systematic and coherent English grammar. This provides the basis for the reform of normal education in colleges.

Function and Effect

Through eight months of service learning, the two groups of students were significantly different in listening and speaking, communication strategies, and teaching practice skills at the end of the experiment. The experimental group achieved the following results: (1) They understood the situation of primary and secondary school education, the society and the students' needs; (2) Teachers' professional consciousness and civic duty were obviously improved; (3) The link between educational theory and

teaching practice was strengthened, and a certain teaching practice ability formed; (4) They mastered a variety of reflective teaching means, and gained a certain education learning ability.

Implications and Conclusion

Service learning is an effective learning method. The difference between service learning and other educational methods is that service-based learning cannot be realized in the classroom, the campus, or the subject. Service learning involves partnerships between universities and communities, and can also affect the students in many perspectives. Service learning can make an inventory of the theory to help students understand the relationship between theoretical knowledge and practice (Cao, 2009, p. 57). English, as a foreign language taught in class, makes teachers face greater challenges. Language teachers need to carefully set courses with rational planning from the perspective of linguistics, sociology, psychology, anthropology, cross culture, and educational resources, etc., to meet the needs of students, courses and the community. In this way, service learning in the individual experience can achieve the goal of language acquisition and personal growth through the interaction with the environment. In a word, the Chinese English educators need to prove the feasibility and effectiveness of service learning with the empirical research method in the Chinese foreign language teaching environment.

The learning ability of language learners is higher than that of control group learners with the same language proficiency. The service-based learning model can stimulate learners to learn the language knowledge and enhance their corresponding language knowledge learning ability. Service-based learning goes beyond the classroom and returns to the classroom, and this learning process also constitutes a learner's experience-based learning cycle. It is hoped that through the concrete analysis of empirical research, this study can promote the combination of service-oriented learning and English teaching environment in China, and provide a reference for teachers who are interested in this study.

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English Training in the Chinese Farmer-Training College

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[Abstract] Nowadays, as internet and transportation improves, China has become involved in the globalization trend. Chinese agriculture is no reason to get away from the globalization trend. The Chinese national program “Practical Study of New Farmer-Training College’s Innovatory Mechanism” aims at establishing a famer training college to enhance Chinese farmer’s agricultural skills. There is no doubt that English training plays a key role in this program, under the globalization trend. To find a practical way for English training in a Farmer-Training College, this article conducts research, points the problems of current famer English training, and proposes a model for famer English training in the Famer-Training College.

[Keywords] famer training college; English training; training model; famer English training assessment

Introduction

The Farmer-Training College was established with the thought of how to improve Chinese farmer’s agricultural skills. To enhance this thought, the researchers of the program “Practical Study of New Farmer-Training College’s Innovatory Mechanism” have done some studies on Chinese farmers and successfully obtained Chinese national funding. Now, the researchers of the Chinese national program “Practical Study of New Farmer-Training College’s Innovatory Mechanism” is on the way with their study and this program promotes an effective path to establish a Chinese Farmer-Training College (Liu, Hu, Wang, Chen, Zhan, Pan, Han, & Zhong, 2014).

China has been in the WTO for sixteen years and globalization has become a trend in the world. For these reasons, English training has to be an important elementary need in the Chinese Farmer-Training College. As an aspect of Farmer-Training, English training should not only improve farmer’s translation skills, but also help internationalize Chinese agriculture. As one sub-study of the national program “Practical Study of New Farmer-Training College’s Innovatory Mechanism”, this article studies the current circumstances for Chinese agriculture, studies the Chinese farmer’s status, points out the problems of current famer English training in China and tries to find an effective model for English training for modern Chinese farmers.

Current State of Farmer English Training

As the country’s basis, agriculture is of great value, and agriculture’s improvement has already been on the agenda. Farmers, an important human resource of agriculture, should improve their agricultural skills. Because of the world’s globalization, English should be one of these skills that Chinese farmers acquire.

Globalization put Chinese farmers into an unprecedented circumstance which requires them to learn advanced skills from all over the world and they have to do business with people from other countries to expand their businesses (Zhang, 2000, pp. 51, 28-31). Farmer training programs have been proposed in

many provinces of China. (Zhao, Zhang, L., & Zhang, R., 2010, pp. 89, 43-45). However, the farmer training programs are not always effective and the English training for farmers sometimes has problems.

Globalization Pushes Farmer Training to Acquire English Training

Globalization brings China into a new circumstance, which is a great opportunity for Chinese agriculture. Globalization helps bring every country into a free and just international market. After China joined in the WTO, an open market was offered to Chinese agriculture. Lots of Chinese agricultural products are exporting, which means Chinese farmers must do some business in the international market (Wang, R., 2004, pp. 23, 1-9). English communicating skills are needed by modern Chinese farmers. Most Chinese farmers are not good at English communication, let alone reading International Trade Law or signing contracts.

For Chinese agriculture, globalization brings a good opportunity to absorb new skills and technology. Compared with the developed countries, the problem for Chinese agriculture is the low level of science and technology (Xu, & Wang, 2009, pp. 13, 18-20). Doing business within the international market is no doubt a way to help Chinese agricultural products compete with the advanced agricultural products in the international market. Under the globalization circumstance, importing advanced agriculture products from other countries also makes Chinese agricultural products lose their competing opponent in the Chinese inner market (Wang, R., 2004, pp. 30, 19-20). Advanced agricultural skills are needed by Chinese farmers to enhance the quality of their products. Most advanced agricultural skills are written in English. To learn the advanced agricultural skills in a quick and clear way, English as a second language for Chinese farmers should be taken into consideration in farmer training.

On the level of management, most Chinese farmers do not have the skills or experiences on how to run their own agricultural organizations and how to do the business. In developed countries' agricultural businesses, management experiences are mature, while in Chinese agricultural organizations, brand management and market management lags behind the world. China does not have any good brand agricultural products. In most agriculture organizations, management is not well operated (Zhou, P., Yao, J., Li, H., Fei, Y., & Zhou, Y., 2014, pp. 386, 23). Because of the Chinese farmers' lack of management experience, they need to gain experience from other countries. To learn the management experience from world's developed countries, modern Chinese farmers need English.

Farmer English Training Takes Status of Chinese Farmers into Consideration

Chinese farmers' concept, knowledge levels and age distribution makes Chinese farmer English training have its own characteristics. Farmer training in China should take these characteristics into consideration. Chinese farmers' conservative ideas and concepts block their second language learning levels. They objectively think that learning a second language will delay their agriculture progress (Wang, X., 2006, pp. 18, 19-20), thus they do not want to join the farmer trainings, let alone English training. Chinese farmers are used to living in the traditional way and they do not want to accept new things. Although China has already been in the WTO for sixteen years, Chinese farmers still keep a traditional agriculture running model. English as a second language is not useful in the farmer's concept. This negative concept makes Chinese farmers' low ability to get English trained. Farmer training, especially English training, should first change the farmers' concepts about trainings and English.

This lack of knowledge leads Chinese farmers to be less able to gain new knowledge. After the Chinese reforming and opening in 1978, most Chinese farmers' improved their knowledge levels from pupil

school to middle school. However, compared with developed countries, Chinese farmers' knowledge levels are still not enough. In most developed countries, farmers have high education or vocational education. In France, over 7% farmers have gotten a bachelor's degree; in Germany, 7% farmers have gotten a bachelor's degree and 53% farmers have gotten vocational education; in Japan, 5.9% farmers have graduated from college, 74.8% farmers have graduated from high school, and 19.4% of the farmer have graduated from middle school (Wang, X., 2006, pp. 11, 4-7). The lack of education brings down the Chinese farmers' learning ability. As not all paths to farm ownership and success are the same (Ruhf, 2001), searching out a fit path to improve Chinese farmer's English skill is important.

Changes in the age distribution of Chinese farmers have pushed farmer trainings to change their traditional models. The training contents, training measures, teachers and decisions measures should be changed. Chinese farmers are getting older. In 2013's report about Chinese farmers' ages, the farmers who were of age 16 to 26 was only 17.5%, farmers who were of age 36 to 45 was only 16%, farmers who were of age 46 to 55 were 17%, and farmers who were of age 55 to 65 were 17%, which means the main portion of urban farmers in China was from ages 35 to 65 (Zhong, & Xiang, 2013). The data from the report showed that farmers were mostly adults and most were over 35.

The students in farmer trainings are mostly adults, so farmer English trainings should be different from common school English trainings. According to critical period hypothesis (Lenneberg, 1967), people's acquisition of language has a time frame. In second-language acquisition, younger learners tend to be more native-like, while older learners are not as good at learning accent. Elder language learners are good at grammar and passage comprehension (Liu & Shen, 2002, pp. 29, 24-25).

According to the above research on the differences on second language learning between younger and older learners, farmer English trainings have to focus on adults' advantages and disadvantages in second language learning. Adults' advantages such as learning soon and being good at grammar should be mentioned when farmer the English training system is made.

Current Problems for Farmer English Training

As farmer trainings have already been put into the agenda, farmer training programs are popular (Zhao, Zhang, L., & Zhang, R., 2010, pp. 89, 43-45). Currently, farmer English trainings have low effectiveness because of problems in the training system. Common school English training models focus on the grammar, pronunciation, listening, reading and writing. This is because common school English training educated juveniles from pupil school to college. Juveniles' trainings are systematical and comprehensive. Critical period hypothesis (Lenneberg, 1967) points out these Juveniles tend to be at the native-like level.

However, adults tend to learn much faster. Therefore, the farmer English training should be different from the school language trainings on content, methods, assessment, and the training system. Farmer English trainings are ESP (English for Specific Purpose), but teachers of the farmer English trainings often are confused with the common college English teaching and ESP (Chen, 2012, pp. 174, 44-51). Common English training programs mostly focus on language training itself, while ESP, such as farmer English trainings will focus on special farmer English skills. After the farmer English training programs, trainees are obviously improved on the vocabulary, spoken English, international laws of agriculture and advanced management skills in the world.

How language process has remained is a problem, so in the farmer English training programs, program makers should take care of the process. People will be confused with the standards to evaluate the performance of farmer English training programs; actually, the evaluation standard of language teaching is

hazy. However, it is difficult to define the evaluation standards. Thus, this remains a problem of farmer English training program (Chen, 2012, pp. 174, 45-48)

On Chinese language training market, there is no responsible charger for farmers. Having no charger causes the above problems of the farmer English trainings. Most English trainings in Chinese language training market are for children; however, the training program especially for farmers is rare in the training market. To make a formal and official farmer English training, the college in China has to take over this response. (Chen, 2012, pp. 174, 30-36)

An Appropriate Model for Farmer Training

The Premise for the Appropriate Model

To establish an appropriate model for farmer English training program, a common understanding of farmers' second language training should be accepted. As is mentioned before, Chinese farmers lack knowledge and maintain their concept of English is useless. Therefore, to get an effective farmer English training program, Chinese farmers should change their concept first, and this is going to be the premise of farmer English training program. Another premise for farmer English training is that colleges in China have to take responsibility for the farmer English training. In addition, the content, progress and evaluating standards of farmer training programs should be defined.

The Content of the Appropriate Model

The content of the farmer training program should be different from common English training. Common English training, such as ILSE and TOFFLE, target higher scores. Therefore, Common English training focuses on the ways of improving scores. Farmer English training as ESP targets English skills of the farmer, and it aims at improving the farmer's communicating skills on commerce, reading skills on agriculture, reading skills on laws, and management skills on agriculture. Therefore, the content of farmer English training could be designed as follows. Practice spoken English on agriculture and commerce. Teachers should find out words and sentences on agriculture, commerce, commercial laws, and management as these four aspects of English are going be used by farmers daily. Teachers could design some simulation scenarios such as business contract scenarios to let farmer students practice. Practicing advanced farmer skills with English scenarios such as letting students read advanced passages or use advanced machinery with English explanations on them. Teaching farmer students commercial laws in English is going to improve farmer's English skills on laws. In addition, it's necessary to teach farmer students management skills in English.

The Form of Farmer English Training Class

The form of farmer English training class should also be different from common English trainings. In common English trainings, teachers stand in front of the class, and this form causes most of the students to not attend the class. A better way for farmer English training is to let farmers attend the practice more, such as take more communication practice. Therefore, the form of farmer English training class should be a "round table" as Figure 1 shows. In this way, the teacher is not separated from the students and the total number of people should be no more than 8-16. Sitting at the round table, teacher and the students could learn English by debating and discussing.

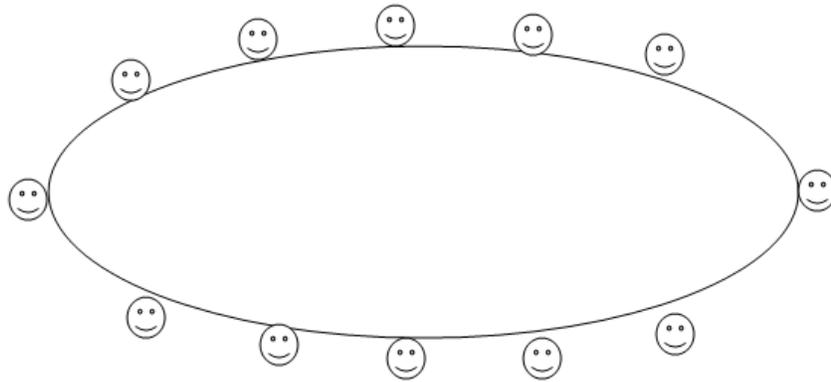


Figure 1. Round Table Discussion

The Assessment of the Appropriate Model

When it comes to evaluate the result of common English training, the standard is only scores. However, farmer English training should not adopt the same assessment standard, as it aims at improving farmers’ comprehensive English skills, and the assessment should be multiple. To assess the model of farmers’ English training, understanding is going to be the standard. As is mentioned above, Chinese farmers the main part of urban farmers in China from ages 35 to 65, which means, Chinese farmers are older-aged farmers. They tend to learn quickly, but will not be native-like. So, oral English assessment for farmers should be so that “native speakers understand”. If a trained farmer is able to let a native speaker know what he is talking about, and make a successful business transaction in a simulating scenario, he can pass the oral test. For the reading skills, the assessment should so that “farmers understand”. If the trained farmers can read contracts and use commercial legal provisions, then the farmers are trained successfully. For agricultural skill, the assessment should so that the “farmers understand”. If the trained farmers can study advanced agricultural skills in English, then the training is successful. For management skill, the assessment should be “case understanding and analysis”. If the trained farmers can read and analyze an agricultural management case, then the training is successful.

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Positive Transfer of Chinese in English Learning of Chinese Learners

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[Abstract] Language transfer plays a very important role in the study of Second Language Acquisition. The effect of native language on second language has been a controversial issue. However, negative transfer occupies the dominant position. This article will focus on the positive transfer which has long been ignored.

[Keywords] second language acquisition; positive transfer; contrastive analysis

Introduction

While learning foreign languages, such as English, Japanese and Russian, one may feel that all of them will be influenced by Chinese. Sometimes, Chinese facilitates foreign language learning, but sometimes, it interferes with them. The influence of Chinese on foreign languages or of native language (NL) on second language acquisition (SLA) is named language transfer. Generally speaking, the transfer study has experienced three periods – behaviorist and Contrastive Analysis in the 1950s; mentalist with the development of Universal Grammar and Interlanguage Theory in the 1970s, and present Cognitive Theory established in the late 1980s. Language transfer can be divided into two aspects – one is positive transfer and the other is negative transfer (Peng, 2005). No matter in which stage, both were mentioned in the definition and classification of language transfer, but not in equal status. More attention has been given to the negative impact and negative transfer of NL on SLA. The positive influence was always in the status of being neglected. Thus, in this paper, the author lays emphasis on positive transfer in second language acquisition.

The study of language transfer, in China, plays a significant role in foreign language learning and teaching. For years, experts and scholars have conducted a variety of English teaching methods. However, these measures did not fundamentally solve the problems of much time on English course and long learning cycle just resulting in time consuming and invalid, and the dumb English. The possible reason is that thorough consideration of negative influence of Chinese on English has been the mainstream idea in SLA.

Therefore, it is very important to combine with China's specific conditions and environment for language learning to research for suitable learning methods for Chinese learners' acquisition of English. This paper will discuss positive transfer of Chinese in English Learning of Chinese Students, and focus on factors influencing language transfer and positive transfer in different levels of English on Chinese, aiming to find out how the Chinese language facilitates Chinese learners' English language acquisition.

Literature Review

Language Transfer

“Transfer” is originally a psychological concept in language which can be traced back to over a century ago. However, it was not until the 1950s that the term was widely applied in linguistics. Many linguists, from the perspective of their own research, have provided a variety of definitions for the term (Guo, 2008).

Muriel, Savme, Troike (2008, p. 111), for example, defined transfer as “the process by which L2 learners’ active L1 knowledge in developing or using their interlanguage (linguistic system between L1 and L2) and declared that the process may either support (positive transfer) or detract (negative transfer) from learning”.

Wang Xuan (2002) defined transfer as “the influence resulting from the similarities and the differences between TL and any other language that has been previously (and perhaps imperfectly) acquired”.

Though Odlin only pointed out the cause of transfer but didn’t give an account of the reason of transfer from cognitive perspective (Ellis, 2008), it is a widely accepted definition of “language transfer”. Due to its convenience and its familiarity to most people, this definition is adapted in the present paper.

What needs to be mentioned is that, though both negative transfer and positive transfer have been mentioned in the study of language transfer, positive transfer has been ignored for too long. Therefore, the author focuses on positive transfer in this paper.

Positive Transfer in Different Levels of Language

Positive transfer, as mentioned in previous part, may occur when there are similarities between NL and TL, and will help facilitate second language acquisition. CA, though has some defects in some theories, its significance in second language acquisition cannot be denied. Therefore, this paper will use CA to discuss positive language transfer in different levels occurred in Chinese learners’ English learning process. Positive transfer will be explained in the following levels: phonological level; morphological level; syntactical level and semantic level.

Phonological Level

“Perhaps the most interesting fact about the pronunciation of languages in general is that there are enormous possibilities in the number and variety of sounds that the human vocal apparatus can produce, and yet only a small fraction of this potential variety is actually put into use in natural language” (James, 1980, pp. 71-3). That is to say, in all languages, there are certain similar patterns in the sounds produced by human vocal.

Although Chinese and English belong to two different language families respectively (Chinese is a Sino-Tibetan language and English belongs to the Indo-European language), the writing form and pronunciation of English letters have a lot of similarities with Chinese pinyin, and the writing order of Chinese pinyin is basically the same as the English alphabet. Chinese phonetic include initials (声母) and finals (韵母), while English has consonants and vowels. Initials are equivalent to consonants and finals are to vowels. The combination of initials and finals is similar to that of consonants and vowels. Thus, when Chinese learners learn English phonetic spelling, they can draw lessons from Chinese pinyin spelling mode, which can help them master the phonetic transcription faster after they grasp every single English phoneme.

More specifically, there are 23 initials in Chinese language, according to the classification of place of articulation. It can be divided into seven categories and that is the same as the classification of English consonant phonemes. Among them, 19 are similar to English consonants’ written form, and 17 are similar to English consonant phonemes’ pronunciation. Chinese pinyin has 22 finals. Among them, 5 are similar to English vowels’ written form and 4 are similar to English vowel phonemes’ pronunciation. These

phoneme comparisons help to save time and energy in SLA and turn any task into an easy one. Hence, this may be regarded as one showing the positive transfer from NL to TL.

Though English is an intonation language, while Chinese is a tone language, there are certain similarities in tones of voice to express different moods. For example:

A: *Will you go shopping with me?* (陪我去逛街好吗?)

B: *OK.* (好。) \ (Agreement)

A: *Everything went OK today.* (今天一切都好。)

B: *OK?* (好?) / (Doubt)

These similarities are favorable in English learning, where positive transfer of Chinese play an important role.

To sum up, the Chinese phonetic alphabet has a positive transfer in English phonetic learning. Those who have higher Chinese phonological level will have better command of English phonetic knowledge.

Morphological Level

In the process of learning English, coping words, word dictation and word reciting become indispensable parts. However, easy to forget and difficult to use words are the biggest problems for every English learner. In fact, if we can make good use of the original concept and knowledge of Chinese, it may be much easier for us to recite and remember English vocabulary.

First, considering word-formation and its correspondence to Chinese, using prefixes and suffixes to remember words is encouraged. Many prefixes and suffixes have corresponding Chinese meanings. For example: disprove (不同意) is composed of “dis” (不) and “approve” (同意).

Second, in the compounding structure, language transfer also exists. For example: “地震” “earthquake”, can be composed of “地” and “震” or “earth” and “quake”;

Third, loanwords and onomatopoeic words have similar pronunciations. Due to the mutual penetration of Chinese and western cultures, more and more loanwords appear in English, and these loanwords are mostly transliteration words which have the same meaning in Chinese. For example: sofa (沙发), and coffee (咖啡). Onomatopoeic words refer to the sound of the most part to imitate people, animals and plants. Thus, with the aid of the Chinese meaning, it's easy to remember these words then. Those are perhaps the best proof of positive transfer between languages.

Fourth, besides word formation, similarities in word meanings also play an important role in positive transfer of Chinese on English. For example, polysemy is a universal phenomenon in language. English polysemy phenomenon is more common than Chinese. The connection between the meanings is very similar to the situation of the Chinese words and relevant Chinese knowledge can promote the word learning. For example: head

1. 头

He was hit on the head. (他被击中头部。)

2. 头脑; 才智

Steve has a good head for mathematics. (史蒂夫擅长数学。)

3. 一个头的长度[S]

He is a head taller than his younger sister. (他比他妹妹高一头)

4. (牛羊等的)头数[M]

We keep 1,000 head of cattle. (我们养一千头牛。)

5. 首脑; 首长; 头目

He is the head of a firm. (他是一家公司的经理。)

All in all, positive transfer in morphological level of Chinese on English is quite common. It will facilitate Chinese students to learn English.

Syntactical Level

While referring to the syntactical level, word order must be mentioned. There are five kinds of Chinese and English sentence patterns which are basically the same:

S+V+ Predicate

e.g.: I am a teacher. (我是一位老师。)

S+V(+adverbial)

e.g.: We work hard. (我们工作努力。)

S+V+O

e.g.: He studies English. (他学习英语。)

S+V+ Indirect O+ Direct O

e.g.: I sent him a letter. (我寄给他一封信。)

S+V+O+C

e.g.: He teaches us to sing a song. (他教我们唱歌。)

Since almost all of the complex sentences are compounds of these simple sentences, we may command complex sentences easier after we learn the simple sentences well. When we make full use of the similarity in terms of basic sentence patterns between NL and TL, we will greatly promote the acquisition of TL.

Meanwhile, some complex sentences in Chinese can be found very similar to English in their structure. For example: She isn't smart, but she works very hard. (她不聪明但是她很用功。) As the weather was not good, we decided to stay at home. (由于天气不是很好, 我们决定不出门。)

Learners, in most cases, will not have many obstacles in functional sentences. It suggests that there are a lot of common parts of Chinese and English on the adverbial expressing level, and thus, positive transfer appears in the functional level of Chinese on English.

Some people may hold a view that "Chinglish" has a bad impact on English learning. In fact, it should be said that NL "helps" to complete the communicative tasks. In the process of language learning, especially in primary and secondary stage, due to the learner's NL level and foreign language level differ greatly. It is common to "borrow" NL knowledge or NL ability, so as to complete the study task or communication. This is both a good "strategy" to learn a second language and also a necessary process of L2 acquisition.

Just as Ellis said, "facilitation is evident not so much in the total absence of certain errors – as would be expected on the basis of behaviorist notions of positive transfer – but rather in a reduced number of errors and, also, in the rate of learning." In the process of second language acquisition, make sure CA is carried out on NL and TL, and pay more attention to the similarities, thus to facilitate positive transfer and reduce negative transfer.

Semantic Level

As for semantic level, we should not only use CA, but also focus on the relation between language and meaning. No one would deny that speakers of different language have similar world view and cognition. Polysemy, which was mentioned above, can also be one of positive transfer in semantic level of Chinese on English. For example: as busy as bee (像蜜蜂一样忙碌); in the same boat (同舟共济); a drop in the ocean (沧海一粟); Love me, love my dog. (爱屋及乌) Meanwhile, positive transfer can also be in some proverbs. For example: better be the head of a dog than the tail of lion. (宁为鸡头, 毋为牛后。) Seeing is believing. (眼见为实。) One is never too old to learn. (活到老, 学到老。). Though there are some differences in the choice of images, the commonality between Chinese and English still exists.

The similarities of basic logical rules between languages cannot be ignored, either. For example, as we all know, there is a statement which says that if a proposition “X” is true, a negation of the same proposition (i.e. “not X”) must be false. Thus, I went to school yesterday and I didn’t go to school yesterday cannot be both true. This logical rule can be used in Chinese and even any other languages. That is to say, human beings share the same basic rules in interpretations of chains of statements. Therefore, the logical rules in semantic level have positive transfer of NL on TL, thus to facilitate second language acquisition.

All in all, positive transfer can be found in many different levels. However, in this paper, only the phonological level, morphological level, syntactical level and semantic level have been examined. Through the contrastive analysis, we have found many positive transfers of Chinese on English. But we would not be able to find fully positive transfer unless we have conducted more profound study to compare two languages and find out more examples which show that NL can promote TL acquisition.

Implication

As discussed, we may consider effective ways to improve foreign language teaching. First, use appropriate resources of NL and treat errors critically. There are three corresponding relationships between English and Chinese: (1) totally same; (2) partially same; and (3) totally different. As long as the two languages have some common factors, the teachers should help students gain the knowledge and skills of NL transfer on TL. In the second case, partially same is the main reason of making mistakes in the process of English learning. Teachers need to tell students the same part, and help them stay away from those similar, but confusing parts. Avoiding using NL seems to be a wise way to reduce negative transfer, but it also prevents positive transfer of the language. In the process of communication and learning, when the learners’ TL knowledge is not enough, NL can be used as a kind of reliable resources. Though it may cause error, it helps the learners to express themselves.

Second, we need to create a foreign language environment. This requires teachers to use English as much as possible in class, and guides students to think in English way. As Marx Said, in the process of learning a foreign language, one should completely forget his NL. Only to reach this level can we maximize to overcome the negative transfer in foreign language teaching and learning.

Third, our foreign language teaching focuses on grammar but discounts culture. Students are blindly pursuing the correct grammar, but not considering the appropriateness of the language. A syntactically correct sentence may cause pragmatic communication error in certain situations. Therefore, teachers should spend time introducing the ways of thinking, customs, habits, and the historical background of foreign country and let students realize the significance of culture knowledge on second language learning.

Besides these aspects, there are many specific strategies to make full use of the positive transfer and avoid the negative transfer in the process of second language learning and teaching. For example:

English teachers should encourage the students to buy a bilingual dictionary or an English-to-English dictionary. The former with expressions in both Chinese and English version will help students to choose a proper word in certain situation. The latter will help a student to understand the further explanation of a word. Through searching and comparing, the students can correct the errors they make, thus minimizing the negative transfer.

Translation is also a good way for language learning. Before translation, we need to do bilingual extensive or intensive reading. We need to exploit and compare vocabulary, grammar, culture and other language points between NL and TL. Through contrastive analysis of different levels of language, clear explanations of the similarities and differences between the two languages will be found. In this way, the transfer between NL and TL can help to improve both languages' competence.

Conclusion

As mentioned above, language transfer means the influence of the native transfer on TL. It is concerned with two aspects. One is positive transfer and the other is negative transfer. However, in the studies of language transfer, experts always focus on the negative transfer but ignore the positive transfer. Thus, in this paper, the author lays emphasis on positive transfer.

From the above analysis, there are a lot of factors that affect second language acquisition. In this paper, only several important factors are explained in details. As we have said, when we have learned more about the factors that may affect language transfer, we will be able to find a good way to facilitate positive transfer and avoid negative transfer.

We also have mentioned that the method of comparing two different languages contributes greatly in TL learning. Thus, the method called Contrastive Analysis is used in this article to find the positive transfer in the different levels. Through the analysis of positive transfer in different levels of Chinese on English, it is not difficult to find that Chinese language dose facilitate English language learning.

In a word, in L2 learning process, learners should not neglect the positive transfer of NL. Using the NL is aiming to put it aside and finally to think in an English way. Just as Ellis said, "If SLA is viewed as a developmental process, L1 can be viewed as a contributing factor to this development, which in the course of time, as the learner's proficiency grows, will become less powerful" (2008).

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Phraseological Analysis of the *Problem-Solution Pattern* in EFL Learners' Persuasive Speech Writing

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[Abstract] Construction of clause relations can be influenced both by grammatical and lexical signals. However, different discourse patterns present distinctive phraseological features. Through analyzing ways of EFL learners in the realization of "Problem" and "Solution" in their persuasive speech writing under the *Problem-Solution Pattern*, it has been found that EFL learners' persuasive speech writing is featured by some phraseological features of Chinese characteristics and also apart from the four main elements including *Situation*, *Problem*, *Solution* and *Evaluation*, *Cause* can be an optionally influential element, which will provide the *Problem-Solution Pattern* with richer content and terser logical structure.

[Keywords] phraseological features; *Problem-Solution Pattern*; EFL writing; clause relations

Introduction

The interactive nature of written texts provides both the writers and the readers with wide space for creation and interpretation of logico-semantic relations between clauses. However, the successful fulfillment of writing purposes is frequently influenced by some special phraseological signals. Winter (1977) introduces three types of vocabulary to show clause relations, which specifically refer to the subordinators (Vocabulary 1), the sentence connectors (Vocabulary 2) and the lexical items of the clause relations (Vocabulary 3). Generally speaking, the first two types of vocabulary can assist the writers in constructing explicit logical semantic relations between or among clauses by subordination or coordination whereas Vocabulary 3 can play either an explicit or an implicit function in meaning deduction. That's the reason why apart from formal links, clause relations can be realized by multiple lexical choices, which are often open-set words, such as nouns, verbs, adjectives or adverbs. Moreover, those words can even be used to paraphrase the semantic meanings realized by Vocabulary 1 and Vocabulary 2, the closed-set grammatical items. McCarthy (1991) thinks that there are strong clues or signals which are useful in interpreting relations between information segments and even though they are usually not absolutely deterministic, they are supporting evidences in meaning deduction. Phraseological signals and clause relations can also constitute text features at a larger discourse level, that is, discourse patterns. Hoey (1983) proposes that discourse of different genres tends to show three most common patterns, including *Problem-Solution Pattern*, *Claim-Counterclaim Pattern* and *General-Specific Pattern*. Since all the speech writings collected for the present study are for persuasive purpose and their central ideas are all about dealing with problems, there is no doubt that the focus in the study is just the *Problem-Solution Pattern*. The present study will make observation on the universality and uniqueness of phraseological signals in EFL learners' persuasive speech writing. Among the four elements in the *Problem-Solution Pattern*, only *Problem* and *Solution* are indispensable so the following analysis will just focus on the phraseological signals for the two elements and meanwhile try to argue whether the original four elements in the pattern – *Situation*, *Problem*, *Solution* and *Evaluation*, can be supplemented by another optional element-*Cause*, in the special genre and context.

Data Collection

The present paper takes almost thirty persuasive speech articles written by university EFL learners as the target of analysis. Some of the articles are in a macro-structure of *Problem-Solution Pattern* while the others are in a micro one. To be specific, the *Problem-Solution Pattern* can either be reflected by a unit as large as a paragraph or as small as a sentence or even phrase within a paragraph. Hoey (1983) says that besides the interpretative nature of clause relations, another observation is that the clause relation does not relate only to clauses or adjacent sentences, but can also refer to the relation between two paragraphs, which can be seen as a larger clause relation. Inspired by this, both individual phraseological signals and larger patterns concluded from logico-semantic relations, which can be constituted by lexical or by grammatical signals, have been gathered for further analysis. Jordan (1984) states that within a defined situation, readers will recognize a ‘problem’ in the widest sense of the word...words that indicate this concept-not just the word *problem* itself, but its near-synonyms *difficulty*, *dilemma*, *drawback*, *danger*, *snag*, *hazard*, and so on. For example, in EFL learners’ speech writing the typical lexical signal for *Problem* is problem, the word itself, but apart from it, lexis like dilemma, influence, impact, harm, crisis, danger, phenomenon will also be indicators for *Problem*. Likewise, data about *Solution* center around a series of synonymous expressions, such as solve, solution, suggest, suggestion, measure, government, need, time.

Lexical Signals for *Problem*

There is a great variety of problems that have been chosen by EFL learners in their writing, such as cultural difference, smoking, losing weight, anger, homosexual marriage, beauty, smart phone addiction, the oblivion of Chinese characters, house prices and so forth. No matter what kind of problems they are, from the lexical signals applied by different EFL learners, distinctive semantic focuses have been differentiated.

Table 1. Frequencies of Lexical Signals for “Problem”

Inscribed Lexical Signals	Evoking Lexical Signals
Dilemma (6)	Influence
Problem	Influence n. (3)
Problem(7)	Influences (1)
Problems (19)	Impact (2)
Danger	Phenomenon (3)
Danger (2)	Issue (6)
Dangerous (5)	
Harm	
Harm v. (7)	
Harmful (2)	
Crisis (8)	

Flowerdew (2008) states that evoking lexical signals are items which evoke some kind of evaluation when considered out of context in relation to the reader’s conventional interpretation of it whereas inscribed items are the actual signals for *Problem*. According to the data observed from Table 1, it is obvious that EFL learners tend to use much higher frequency of inscribed lexical signals than evoking ones. Among all those phraseological signals, ***problem***, either in its singular or plural form is dominant in use when EFL learners put forward a problem. For example:

1. *Some people criticizes that homosexuals tend to be dissolute and may have several sexual partners at the same period which makes it extremely dangerous for them and a potential of diseases spreading. However, legalizing gay marriage is just the solution to this **problem**.*
2. *However, I don't think this law is useful to solve the **problem** fundamentally.*
3. *In the article, it mentioned **problems** like lacking of teaching experience, occupying student's vacation, no organization and even worse.*

However, there is no obvious difference in the semantic prosody between the singular and the plural forms of the same word. Among the five nouns and verbs in the column of inscribed lexical signals, there appears an obvious continuum on the degree of seriousness of *Problem* from **dilemma** to **crisis**:

4. *As a Junior EFL learners, a **dilemma** has been haunting me for a long time: "Where to work after I graduate?"*
5. *And for the real estate prices, let it rise, and let the market adjust them. It is the only way to solve the **problem**.*
6. *They are allowed to have a constant life partner whom they love, so they will not have to look for others and the **danger** of diseases spreading is controlled.*
7. *Fishing methods like these **harm** the ability of some species to reproduce.*
8. *So, the **crisis** of Chinese character has become a important issue all around the China and we need to pay attention to it and solve it.*

From the semantic meanings constituted on the continuum, it can be possibly inferred that when using inscribed lexical signals, EFL learners' semantic judgment is comparatively appropriate. As for the shorter list of evoking lexical signals, their semantic meanings are not definite since sometimes they can be used in a positive environment while at other times they can be used in a negative one. Here, EFL learners mainly use their negative semantic meanings.

Grammatical Signals for *Problem*

Winter (1971, 1977) has illustrated how certain closed-set grammatical items such as subordinators and sentence connectors (comprising adjuncts) act as signaling devices for the *Problem-Solution Pattern*. Here the present paper will mainly take two sentence connectors (Vocabulary 2) – **however** and **but** as the focus of grammatical signals since both of them show striking frequencies in EFL learners' writing. **However** shows its appearance for 23 times and **but** 117 times. As expected, most of the instances of **however** and **but** introduced problems, either a problem at the macro-level or micro-level. In other words, both of them can be used to introduce the only one problem throughout the whole writing or other sub-topical problems. For example:

9. *A small accommodation rented by a large group of people for cheap rent is popular among many migrants in Beijing. **However**, it is the abnormal result of high rent and has many potential safety problems.*
10. *Smart phones are already closest friends of us. **However**, are smart phones a student's good friends or bad friends?*
11. ***But** just because of their sexual orientation, they are treated with prejudice and discrimination.*

12. *Beauty, has been regarded as a great advantage and fortune by many people for a long time, **but** as what I have explained before, instead, beauty can be a source of trouble in history as well as in the contemporary era.*

Even though both of the two adjuncts can be used for expressing transition and bringing forth a new problem, **however** is usually used for introducing *Problem* at the macro-level whereas **but** has been mostly used at a micro-level. In other words, when EFL learners use **however**, it can be expected that the forthcoming statement will show the problem in discussion for the whole writing but when **but** appears, readers should be careful since other sub-topical problems will be put forward.

Phraseological Analysis of *Solution*

Compared with those phraseological signals for *Problem*, lexical and grammatical signals for *Solution* in EFL learners' writing are more concentrated. See the following data:

Table 2. Frequencies of Lexical and Grammatical Signals for “*Solution*”

Lexical Signals	Grammatical Signals
Solution (3)	Should (51)
Solve (14)	Shouldn't (4)
Measure (2)	
Suggest (1)	
Suggestion (1)	
Need v. (26)	
Need n. (1)	
Time (6)	
Government (25)	

For the inscribed lexical signals for *Solution* such as **solution, solve, measure, suggest, suggestion** and **need**, it's easier to understand their semantic function in the *Problem-Solution Pattern*. But for the two evoking ones including **time** and **government**, they're necessary to be further interpreted. The six instances of **time** were all in colligational structures, such as **it's time to...** and **it's high time that...**. For example:

13. *But now I want to say **it is time to** speak out what we have done.*

14. ***It's high time that** something be done to save our Chinese characters.*

Even though, **time** expressions constitute a relatively creative way to show the element of *Solution*, it's still small in number compared with that of explicit inscribed lexical signals, which is a sign to show that the vocabulary and colligational structures for the *Problem-Solution Pattern* in EFL learners' persuasive speech writing are still insufficient. Then when it comes to the other evoking lexical signal **government**, both its frequency and semantic function are striking. If without any background information, the high frequency of **government** will be misleading, giving an impression that these articles were not written by EFL learners but by other social institutes or even governmental organizations. However, after deeper analysis of those instances of **government**, a tentative conclusion can be drawn that when EFL learners find something hard to be solved by individual effort or when anything extremely serious happen, they resort to the government and they tend to believe by mentioning **government**, their suggested solutions will be more convincing and acceptable. But the reality is if so many of them mention governmental

solutions, corresponding expressions will become stereotyped and even empty, which won't help to intensify the persuasive force in their writing. For example:

15. *The issues are deeply rooted in poverty, the inability of local **government** to respond immediately, insufficiency of funds.*
16. *First, **government** should amend criminal justice system.*
17. *The **government** should think of other methods to change the condition and improve the environment for people who are from other cities and working in Beijing now.*

Finally, about the grammatical signals, the extremely high frequency of the modal verb **should** and its negative form **shouldn't**, is really impressive and it is inferred that the reason why they happen so frequently is that EFL learners' way of thinking has unavoidably been influenced by Chinese and they are lack of consciousness that the semantic meaning of **should** in Chinese is quite different from that in English since in Chinese, **should** is mild in usage but in English, it is a little stiff. Read the following examples:

18. *I think both China or western countries have many advantages and **should** learn from each other, help each other and have more communication with each other.*
19. *I strongly suppose that our government **should** take courage to do the right thing, that is, to firmly carry out the laws about banning the public smoking.*
20. *We **should not** force everybody to accept one uniform mindset or pursue "cultural hegemony".*
21. *Chinese characters are the essence of Chinese traditional culture so we **shouldn't** let the use of computer and oblivion of us ruin them.*

Phraseological Analysis of the Potential Element of Cause

There are altogether 21 instances of **cause**, either a noun or a verb, 11 instances of **because of** and 25 instances of **because**. Sometimes they are used to indicate causes at a macro-level, such as Example (22) and (23) but quite often they are signals for causes at a micro-level, such as Example (24) and (25):

22. *A professor of Northeast Normal University pointed out the basic **cause** of these tragedies in class.*
23. *Actually, those are the numbers of the death **caused by** smoking cigarettes in the world.*
24. *There is no doubt that watching the screen for a long time will **cause** vision decrease.*
25. ***Because of** that, they are lack of the sense of organizational discipline and it is hard for them to work efficiently.*

Even though the logico-semantic relation of cause and result is not covered in the original *Problem-Solution Pattern*, it can be used to supplement the pattern in writing articles of special genres. At least in the present study, among all the persuasive speech writings by EFL learners, the cause-and-result semantic relation is prevalent so possibly it can be suggested that the *Problem-Solution Pattern* can consist of two indispensable elements – *Problem* and *Solution* and three optional elements including *Situation*, *Evaluation* and *Cause*.

Conclusion

Writing is not an activity at random since frequently it is rule-governed. It can follow some patterns to be highly organized in structure or apply some functional phraseological signals to indicate special semantic relations, which further support the realization of patterns. These patterns are manifested in regularly occurring functional relationships between bits of text. These bits may be phrases, clauses, sentences or groups of sentences; we shall refer to them as textual segments to avoid confusion with grammatical elements and syntactic relations within clauses and sentences. A segment may sometimes be a clause, sometimes a sentence, sometimes a whole paragraph; what is important is that segments can be isolated using a set of labels covering a finite set of functional relations that can occur between any two bits of text (McCarthy, 1991). In the present study, EFL learners' persuasive speech writing just reflects the multilayered feature since phraseological signals for both the *Problem* element and the *Solution* element constitute clause relations at different levels. Moreover, EFL learners tend to use certain featured expressions like *government* and *should*, which show the cognitive influence from their mother tongue-Chinese. Finally, the prevalence of cause and result relation puts forward a potential element – *Cause* for the *Problem-Solution Pattern*, which makes EFL learners' writing more logical and persuasive. Thus, it can be predicted that with patterns in mind before writing, EFL learners can have a clear plan for their writing structure and logic and if the patterns could be used appropriately, EFL learners' writing will be more acceptable. Obviously, analysis of patterns and phraseological signals in EFL learners' writing will be beneficial for both teaching and learning. However, the present paper just chooses the *Problem-Solution Pattern* for illustration and the range of phraseological signals is still limited, which needs to be expanded in the future study.

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Correlation Studies on Tolerance of Ambiguity and English Listening Comprehension

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[Abstract] This study attempts to investigate the correlation between Tolerance of Ambiguity and English listening comprehension through questionnaire of SLTAS and students' listening scores in TEM4, with senior students from Liaodong University as subjects. The results of the study indicate that there is significant correlation between Tolerance of Ambiguity and English listening comprehension. Hopefully, the study can help English teachers and learners to have a better understanding of students' attitude towards ambiguity and improve students' listening comprehension and English teaching.

[Keywords] Tolerance of Ambiguity; English listening comprehension; correlation

Introduction

In English learning, learners are inevitably faced with different kinds of ambiguity in listening, speaking, reading and writing. Listening is not only a very important part in people's communication, but also one of the most important skills in English learning. It is very difficult for Chinese learners to develop this skill, for the two languages almost have no language equivalents, so there must be an ambiguous situation in English study. What's more, the majority of domestic schools overemphasize the accuracy of language in English teaching, which leads to Chinese students' low acceptance of ambiguity. In the new century, Language researchers have focused more on the study of Tolerance of Ambiguity. So, studying how Tolerance of Ambiguity relates to students' listening ability is helpful for both English teachers and students, which is of great importance in language teaching and learning.

The study tries to find the correlation between tolerance of ambiguity and English listening comprehension through analyzing the results of the questionnaires and the TEM4 of senior students in Liaodong University, which will help both students and teachers to take advantage of TOA and improve English majors' listening ability. It may also serve as one of the statistics in this research and be tested or proved in later research.

Review of Tolerance of Ambiguity (TOA)

Ambiguity research has been conducted since the early 1950's. Budner (1962) proposed that different tolerance of ambiguity reflected different cognitive appraisal orientation of individuals. Later, the study of tolerance of ambiguity develops a new perspective and dimension for foreign language teaching (pp. 29-50). Norton (1975) said that "individuals tend to perceive or interpret ambiguous, incomplete, unstructured, contradictory, contrary, abhorrent information as a tendency which can cause actual or potential sources of psychological uneasiness" (pp. 607). Chapelle (1986) found that tolerance of ambiguity encouraged students' advanced organization in English learning, so students with higher tolerance of ambiguity would have advantages over students with lower tolerance of ambiguity, especially in English grammar and listening (pp. 27-45). Naiman (1987) made an experiment on students who were learning French as a second language. The result showed that the higher the tolerance of ambiguity was,

the higher the scores of students French listening might be. Ellis (1994) defined tolerance of ambiguity as an ability to deal with ambiguous and new language stimulation without feeling frustrated or appealing to authority. Nunan (2001) felt that successful second language learners are able to tolerate uncertain factors in the process of learning. Though Nunan didn't mention tolerance of ambiguity, he described the characteristics of high tolerance of ambiguity.

Compared with the research abroad, much less is done in China about the study of tolerance of ambiguity and it is still on the beginning stage. Zhang Qingzong (2004) pointed out that tolerance of ambiguity is a kind of learning style, which refers to learners' attitudes to ambiguous, unfamiliar and heterogeneous learning material or object (p. 457-461). Relevant studies on tolerance of ambiguity didn't appear until this recent decade in China and most of the researches were confined to some theoretical studies (Wang, 2015). Later on, some researchers began to conduct empirical studies to explore the correlation between tolerance of ambiguity and English reading ability, but researches concerning correlation between tolerance of ambiguity and English listening comprehension are still very few. Zhou Ying (2000) investigated English freshmen from the same college, evaluated the importance of tolerance of ambiguity playing in listening, and concluded that students' listening comprehension is significantly influenced by their tolerance of ambiguity (pp. 75-78). Zhang Sumin (2012) analyzed and summarized tolerance of ambiguity of the past 50 years both at home and abroad. She proposed that as an important part of cognitive, psychological and emotional factors, tolerance of ambiguity is seriously in need of attention from scholars both at home and abroad (pp. 89-93).

Research Method

In order to testify the results of previous studies and explore the correlation between tolerance of ambiguity (TOA) and English listening comprehension, two questions are proposed:

- (1) What is English Majors' general tendency of TOA?
- (2) What is the influence of TOA on English majors' TOA and their listening comprehension?

This study not only aims to have a deep understanding of the correlation between TOA and English listening ability, but also helps to take advantage of TOA and improve English majors' listening ability.

Subjects

All the examinees were English senior students from Liaodong University, among which there were 11 male students and 76 female students. Students' ages were from 20 to 26 and all of them had taken Test Band 4 for English Majors.

Instruments

This study adopted Ely's (2002) SLTAS (Second Language Tolerance of Ambiguity Scale), specially designed for testing TOA (Tolerance of Ambiguity). There were 12 questions in the questionnaire, including listening, reading, vocabulary, and grammar, etc. The questionnaire had been proved effective in second language learning. The more the students get the scores, the higher level of TOA the students have, and vice versa. Another part of the instruments is students' listening results in TEM4.

Data collection

87 students took part in the examination and 85 questionnaires were valid. The total scores in questionnaire for TOA were 60 and listening scores in TEM4 were 30. All the results will be analyzed with the help of SPSS19.0.

Results and Discussion

Research results

Table 1. Statistics of Examinees' TOA

	No.	Min	Max	Mean	Deviation
TOA	85	12	58	31.26	7.91

Table 2. Frequency of Examinees' TOA

Groups	No.	Percentage	Valid Percent	Cumulative Percent
1	22	25.88	25.88	25.88
2	63	74.12	74.12	100

Note: Group 1 indicates high level of TOA and Group 2 indicates low level.

In Table 1, the minimum score of TOA was 12 and the maximum score was 58. The mean score was 32. In Table 2, the number of students with high level of TOA was only 22, which takes up 25.9% of the total number. That means most of the students, 63 of them, belong to moderate or low level of TOA, which takes up 74.1% of the total number.

Table 3. Statistics of Examinees' Listening Results in TEM4

	No.	Min	Max	Mean	Deviation
Scores	85	8	26	16.31	3.36

Table 4. Frequency of Examinees' Listening Results in TEM4

Groups	No	Percentage	Valid Percent	Cumulative Percent
1	28	32.94	32.94	32.94
2	57	67.06	67.06	100

Note: Group 1 shows examinees with high scores (above 20) and Group 2 low scores.

Table 3 shows students' listening results in TEM4, in which the minimum score was 8 and the maximum score was 26. The mean score was 16. Table 4 shows different scores of two groups: Group 1, with 28 students' scored above 20, accounting for 32.9% and Group 2, with 57 students' scored below 20, accounting for 67.1%, which means that nearly two thirds of the students' listening comprehension was still at a relatively low level.

Table 5. Correlation Between TOA and English Listening Comprehension

		Listening scores	TOA
Listening scores	Pearson Correlation	1.000	.361
	Sig. (2-tailed)	.00	.004
TOA	Pearson Correlation	.361	1.000
	Sig. (2-tailed)	.004	.00

* $p < .05$ (2-tailed)

In Table 5, $P=0.004 < 0.05$, which shows that students' level of TOA has close relation to their listening ability. The higher level the students' TOA is, the higher scores the students' listening results are. So, teachers are expected to develop students' high level of TOA to improve their listening comprehension.

Discussion of the Results

From the data analyzed above, it is clear that most English majors in Liaodong University are not capable enough to deal with some special listening situations. When they meet some unfamiliar materials or some ambiguous situation, they cannot work on smoothly. At the same time, they often feel frustrated, which will lead to a failure in the examinations.

It is also clearly shown in Table 5 that TOA imposes a vital influence on English listening comprehension. The results show that students' different degree of TOA can directly affect their listening performances. Students with high levels of TOA are open-minded and likely to challenge and accept the confusing and ambiguous situations in listening. They can eliminate some interruptions and make focus in examinations. On the contrary, students with low levels of TOA are afraid to face ambiguous situation and are easy to be affected, so that they may not succeed in listening examinations.

Conclusion

The results of this study can be concluded as the following: (a) In the listening process, students in Liaodong University have different levels of Tolerance of Ambiguity and most of them are at a relatively low level. (b) The level of Tolerance of Ambiguity has a clear positive correlation with students' listening comprehension. Students with high levels of TOA deal easier with the ambiguity and unfamiliar situations and they can do better in listening examinations than students with low levels of TOA. So, teachers are expected to understand the vital influence of TOA on students' listening comprehension and improve their levels of TOA.

The limitation of this study is that the number of subjects is small and all the participants are from one university, so the results of research cannot objectively show the general tendency of all domestic English majors' TOA. It can only be a reference for future study and a larger sample size should be arranged.

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Revisiting the Use of Proverbial References in Chinese EFL Writing: An Intercultural Rhetoric Perspective

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[Abstract] Under the framework of intercultural rhetoric, this paper explores the acceptability of proverbial references in Chinese EFL writing amid the alleged disapproval generally found in the Chinese-English contrastive rhetoric scholarship. Drawing upon data collected in a cross-border writing activity that afforded a clearly defined rhetorical context and empowered group review-based negotiation, the present study found that Chinese students used proverbial references more frequently than their American counterparts did, and all the proverb-like expressions employed by Chinese students received endorsements from American reviewers. It is argued that the uptake may be attributed to the affordance of various small cultures involved.

[Keywords] proverbial references; intercultural rhetoric; Chinese EFL writing

Introduction

The scholarship of Chinese-English contrastive rhetoric has never stopped expanding ever since Kaplan's seminal article "Cultural Thought Patterns in Inter-Cultural Education" initiated the field of enquiry in 1966. A plethora of studies have been conducted to help us better understand Chinese EFL /ESL students' writing (eg. Kaplan, 1966; Tsao, 1983; Metalene, 1985; Mohan and Lo, 1985; Liu and Furneaux, 2014). Among other subjects that have dominated the scholarly discussion, the presence of proverbial references in L2 writing has been an intriguing topic frequently explored in the scholarship (Matalene, 1985; Wong, 1992; Ballard, & Clanchey, 1991; Cai, 1993; Connor, 1996; Xing, Wang, & Spencer, 2008). The exploration generally finds that the inclusion of proverbs and allusions in L2 writing runs counters to the expectations of English rhetoric, which values originality and individuality. For example, Matalene (1985) observed that proverbs, saying and allusions are heavily used in her Chinese L2 students' essays, and they, as she argued, serve to distract the Western reader as well as to "ornament and enliven" discourse (p. 793). Wong (1992) also cautioned that L2 students might fail to communicate through some culturally embedded proverbial references, because "while the saying used might have encapsulated the insights for the student writer, these were not conveyed to the English interlocutor or reader" (p.84). In an attempt to illustrate that the use of authority and source may carry different meanings in different cultures, Ballard and Clanchey (1991) told a story about one of their students with a Muslim background, who tended to conclude his argument with a direct quotation from the source he was referring to. The inclusion of quotation in this particular way was later found to be influenced by the student's time-honored tradition of oral argument, where a quotation from the Koran is believed to add authority to the point made. However, his English-speaking lecturer dismissed this practice as unacceptable and unrecognizable. All the aforementioned studies have seemed to assert that the use of proverbs and allusions in L2 writing deviates from the expectations of dominant English discourse community.

The above findings, however, are problematic given the flawed theoretical and methodological underpinnings that used to plague the field of contrastive rhetoric. First, the inadequacy of students' voice as a result of the heavy reliance on text-as-finished-product analysis has characterized most of the early studies. Second, almost all the studies, either on L2 only and comparing L1 and L2, failed to provide a

well-defined rhetorical situation where students were provided a known purpose to write with and a recognized audience to write for.

Mindful of the design defects previous studies have suffered, the present study opted for the intercultural rhetoric (IR) framework, which advocates a postmodern conceptualization of culture (Holliday, 1999; Atkonson, 2004; Connor, 2011) and a comparison of “texts produced with an intercultural audience in mind”(Baker 2013:25), to investigate what students say about the use of proverbial references in a natural setting characterized by collaborative interaction between and among Chinese EFL students and American students, an on-line communication empowered by a Cross Pacific Exchange program between a Chinese university and an American university. This lens was employed mainly to highlight the students’ own perceptions of the writing problems through negotiating their distinctive linguistic, cultural and social backgrounds reified in the writing and to minimize the positionality of the researchers, which has long dominated the endeavor of Chinese-English contrastive rhetoric. Against the backdrop of intensified globalization and increased transnational interaction, an investigation of this well-situated cross-cultural communication will definitely contribute to the knowledge-making in Chinese-English contrastive rhetoric. Under the framework of intercultural rhetoric, the present study attempts to answer two questions:

1. In a well-situated writing context, what are the differences of using proverbial references between Chinese EFL students and American students?
2. In a well-defined rhetorical situation, how do the American students perceive the proverbial references in Chinese EFL writing?

Three Tenets of Intercultural Rhetoric

Contrastive rhetoric has long been criticized for its problematic theoretical assumptions and methods. In response, Connor (2004) proposed Intercultural Rhetoric to supersede it, positing that intercultural rhetoric may better capture some of the new developments in the field. Later, Connor (2008, 2011) spelled out the basic constructs intercultural rhetoric is supposed to follow. As Connor outlined, intercultural rhetoric-oriented studies should consider three basic tenets, context-based text analysis; complex interactions of big and small cultures; negotiability of rhetorical norms. Rebranded as intercultural rhetoric, the field of cross-cultural study of writing has experienced a paradigm shift, acknowledging the social situatedness of writing activity, appreciating post-modern understanding of culture and celebrating the arrival of English as a lingua franca. The year of 2013 saw the publication of the book entitled *Critical and Corpus-Based Approaches to Intercultural Rhetoric*, which methodologically fuels the enterprise as it grows (Liu, 2015). For the present study, the application of intercultural rhetoric can be seen in the research design and discussion as well.

Data Collection

Data were collected from a cross-border writing activity, a joint program between a Midwestern U.S. university and a southern Chinese university. The program is committed to promoting communication through writing between students from both universities. Students from both sides post their English essays on website built exclusively for that activity, and then offer feedback in a comment box underneath each essay. This platform provides a space where students with different linguistic and cultural backgrounds can engage each other. The present activity involved 16 American students (11 females and 5 males) and 16 Chinese students (14 females and 2 males). They were first asked to watch two movies,

the Chinese film “Qiuju da guansi” (“Qiuju Goes to the Court”) and the American film “Erin Brockovich”. Chosen by instructors from both universities, the movies depict a similar theme: a woman fights for justice through the local legal system. After watching the movies, the students were asked to write an English essay to compare the two movies and make one or two central observations/arguments”. Then, the students posted their essays online and conducted group review, making comments and responses in terms of language, style, writing focus and format. The design of this writing activity embodied the spirits of intercultural rhetoric, that is, texts produced in a well-defined context; a wide spectrum of influential factors involved in the activity; opportunities for students to negotiate over English rhetorical norms.

Data Analysis

Texts analyzed included 32 essays and comments made beneath each essay (available at www.writetolearn.com). To begin with, the American students’ essays and the Chinese students’ essays were labeled as ASE1-ASE16 and CSE1-CSE16, respectively. Two raters then read all the essays and comments independently to locate all the examples of proverbial references and comments accordingly made if any. After that, they compared the results. To enhance unanimity of the interratership, differences were resolved through discussion and negotiation.

Results and Discussion

Of the sixteen Chinese students’ essays, six were found to employ proverbs and allusions, and all of them received positive evaluation from American reviewers. In contrast, American students did not quote at all, except for some lines from the two movies. For example, when CSE 1 writer quoted from Einstein and “no pain, no gain”, an American reviewer approved of the proverbial reference as strengthening the presentation of the idea: “I particularly liked your “no pain, no gain” comment. I also really liked your Einstein quite[quote]. I think it really finished off these ideas with flare and succinctness.”

Another American student also made positive comments on a Chinese essay, saying, “Let him who tied the bell on the tiger take it off” used in CSE4 by writing “I think the Chinese saying you quote is very suitable to the situation in the movie”.

Closer scrutiny of the comments showed that proverbial references and allusions in this particular writing context really worked for American audience rather than to evidence the claim that Chinese rhetoric lacks argumentative coherence and Chinese students lack the ability to freely express their personal points of view and feelings (Connor, 1996). Reasons for this are multifold. First, rich writing context is created by the activity, in which both Chinese and American students were addressing the same rhetorical situation, comparing and contrasting the same movies that they were required to watch in order to perform that task. It is the affordance of this mutually shared pedagogical space that provides the context for the understanding of those proverbs and allusions. As one American reviewer put it, “I think the Chinese saying you quote is very suitable to the situation in the movie” (CSE4), and another pointed out, “Your inclusion of two Chinese phrases and principles at the beginning helped me to understand the two movies differently” (CSE6). We also find that the reviewer’s personal literary experience at work when evaluating the acceptability of allusions. For example, one comment read, “I also like the hint of Buddhism...I love philosophy so reading this was quite an enjoyable experience.” This resonates with Xiaoming Li’s (1996) observation that one’s literature and literary theory may be most influential in rating what is “good” writing.

Another interesting point observed is the role gender plays here. Two Chinese writers, girls, alluded to Emma Watson's feminist speech recently delivered at UN in their essays. They were well embraced by American reviewers, who were also girls, as one of them wrote, "I was really excited to read your opening paragraph about Emma Watson (a speech I watched myself and was blown away)" (CSE 9). So in this case, it is feminism shared among the girl students that struck the chord.

Conclusion and Implication

In summary, whether the use of proverbs and allusions in L2 writing may be accepted or rejected in cross-cultural written communications should be examined in a well-situated writing context. Multiple situational specifics that matter necessitate the analysis of text in its full context and the consideration of multivariate and complex nature of culture (Connor, 2011). Even if the use of proverbs and allusions is culturally informed, a requirement in Chinese academic writing (Wong, 1992), for example, this cultural embeddedness does not impede the communication between Chinese and American students precisely by virtue of the full-fledged writing context where the texts are produced

The findings are informative to the instruction of English writing to Chinese EFL learners. The otherwise demonized proverbial references prove to be highly desirable when they are properly contextualized. It is not wise for writing teachers to overemphasize the differences between Chinese and English rhetorical conventions. Nor should they privilege English rhetorical conventions over the Chinese ones. As the world becomes increasingly globalized, the normative and abstract view of English has come under severe criticisms. The received, static and monolithic view of culture has ceased to work either in pedagogy or research work. Students should be taught how to negotiate over norms as well as dominant discourse features.

The present study is exploratory in nature. Two limitations are in order: one is that the number of texts analyzed is not large enough to allow generalization of the findings; the other is that the impossibility of reaching the students made it difficult to conduct ethnographical survey to triangulate the text-based findings. Future research efforts will thus be directed at more process-based investigation on the basis of a larger corpus.

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China's Situation of the Application of the Internet in TEFL

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[Abstract] As an inexhaustible resource, the Internet is, no doubt, an indispensable tool in assisting TEFL, which could be especially exemplified in ESL/EFL teaching and learning. However, it is also a high-cost and not yet soundly developed technology that requires caution when used in teaching language on a large scale. This paper discusses the value of the internet in teaching languages, as well as the current ways it is used in teaching English, and the paper further examines the applicability of using it in EFL teaching in China.

[Keywords] the Internet; TEFL; ESL/EFL teaching and learning; applicability

Introduction

During the past several decades, Teaching English as a Foreign Language (TEFL) has been proceeding continuously both at home and abroad due to the hegemonic position of the English language in the world community. English teaching has been carried out in China for quite a long time with a large number of learners and researchers who have attempted and tested multiple, diverse learning methods and pedagogies with abundant scholastic accomplishments. However, English learning has always been a tedious and painstaking process for most language learners in China, and the current teaching situation is far from being satisfactory for certain reasons, such as cultural divergence, language environment, inappropriate learning strategies, unqualified teachers, etc. This situation hasn't changed until the occurrence of internet technology, which has provided educators with a new, powerful medium in assisting TEFL. The application of the internet could be especially exemplified in ESL/EFL teaching and learning when we can have access to the vast treasure of the target language and culture free of a visa. However, how to make full usage of the internet to gain the utmost of our advantage, especially to motivate our students' language learning interests, still needs substantial research. The previous research no longer suits new situations and various developments in the modern world. Accordingly, newly invented internet software tools and platforms are drawing more and more attention from language learners and educators. This paper first, from the latest perspective, identifies and describes the values of the internet in ESL/EFL arena. Second, it examines and analyzes the current actual applying of internet interaction. Finally, it discusses the applicability of the internet in ESL/EFL context. This paper aims to highlight and analyze the value of the internet in ESL/EFL teaching in detail so as to summarize the major ways that are currently used to promote online interactive activities and the applicability of the internet in ESL/EFL context.

The Values of the Internet in ESL/EFL Arena

The value of any medium resides in its power to deliver distant things across the distance: the telephone brings distant voices, power lines bring electricity, TV brings distant images, and the internet, which

carries distant information to its users at an amazingly fast speed. Therefore, the value of the internet in ESL/EFL educational context should lie in distance learning, as well as the power to make learning possible from a distance where learners are away from their teachers, sources, or both. MIT once opened 500 courses on the internet so as to make people all over the world away from MIT able to access to their courses and benefit from them. In a certain sense, the internet has erased physical distance.

To some extent, foreign language study is a natural candidate for distance learning with its major goal being the connection of language learners with the native language's input and native speakers (Leloup & Ponterio, 2003). Therefore, the value of using the internet in the EFL setting is to build a bridge for our learners over to the bountiful English language resources that we cannot otherwise have access to. In this way, our learners can benefit from the sea of information that the World Wide Web has offered on any topic in most updated manner.

Besides using website online sources for reading purposes, EFL professionals have been interested in using the internet to facilitate communication and to develop interactive activities, because the fundamental skills that students need to learn to use a language come through communicative interactions, and such culture interaction is crucial for the internalization of the target language system on the part of language learners, especially for beginners. It is a truism to say that teaching certain language is teaching certain culture (Kramsch, 1993, p. 177). Therefore, if we teach language use, we are teaching not only a rule-governed structural system, whose usage is sanctioned by society, but “the actualization of meaning potential associated with particular situation type” (Halliday, 1978, p. 109). The internet has the incomparable advantage of providing both visual and audio communicative access before you can blink.

In addition to the obvious benefits that the internet technology can bring to EFL learners, how much and how to apply it in EFL teaching in China is still a hot debate. Currently, it is rather common for some primary schools in China to give students two or three hours a week to log on to school websites just to do the exercises that are already printed in their textbook or practice the basic operating skills. It is certainly not an efficient or economic way to use such a costly medium. Such a task can be completed more easily and less expensively by providing students with an answering key or an explanation sheet at the cost of 10 cents a page. After all, as agreed upon by many researchers and educators, it is the content and sound pedagogy that account for good methodology rather than any particular form of medium. Besides, many things that can go wrong technically with either the computer or the network, from the disappearance of desired web pages to taking forever to load them, so that they often ruin well-planned classes and make teacher/learners frustrated.

Hence, this author argues that in China there are still a great deal to be done, like hardware construction, technology development, and general enhancement for educators' pedagogy in particular. From the previous discussion, I still hold the belief that it is the high time we should experiment with the internet teaching and make the full use of our advantage whenever there are such opportunities.

Current Actual Applying of Internet Interaction

Among the ways that are currently used in the ESL field to promote internet interaction, also known as CMC (Computer Mediated Communication), chat, MUDS, MOOS, and e-mail are among the most popular that facilitate learners' spontaneous and authentic use of the target language.

We Chat

Nowadays, We Chat is the most widely used means among learners and between instructors and learners to carry out conversations in China. Chat is an important means of CMC (Sokolik, 2001), which makes use of online chat programs and platforms to facilitate communication between teachers and learners, and among learners themselves. Functioning pedagogically in the same ways as e-mail, chat is more spontaneous, as it happens in real time, so it is more convenient and economical via both voice and writing. It can be used to carry out and promote group discussions, particularly with non-traditional classes where learners are not able to interact face to face. Almost every big website hosts chat programs. It is up to the teachers to find an appropriate language or cultural background for their students to carry out their conversational tasks.

Blog

There are numerous ways for a blog to be used in the EFL/ESL classroom setting, like tutor blog, learner blog, and class blog. Current research has already done some tentative explorations in this field (Ward, 2004). On the part of the teacher, a blog is a convenient teaching aid. All of the teacher's notes will be viewable in a chronological order. Teachers can give collective feedback to the class when a recurring mistake is found by adding entries to a "Writing Feedback" class blog, which maximizes feedback and contact between teachers and students.

MUDS and MOOS

Both MUDS (multi-user domains) and MOOS (multi-user domains object oriented) are programs that provide the users with text-based virtual spaces to describe environments and to interact with those environments. Game oriented, the users will invent rich environments with various objects for stories to take place and for other users to explore. During the whole process of navigating through spaces to find objects or secrets, the users write scenes in planned ways, hold dialogues in an impromptu manner, and engage in "foraging" for information, which, according to Schumann (1994), is critical in the learning process. Countless MUDS and MOOS programs can be found on the internet with various themes and stories, e.g. programs like "Worlds," where users can choose their avatars and carry out a conversation. These ready programs are a great help for teachers who want to use MUDS/MOOS in teaching.

QQ and E-mail

The use of QQ and e-mail in the classroom has been much studied in the field to facilitate communication both in and out of classes, asynchronously and synchronously. A large quantity of designed e-mail tasks has been written with their focus on language learning (Kern, 1998). The following is a table of summary of the major activities that are designed for use with QQ and email in the field of language teaching.

Teacher – Teacher	Teacher – Student	Student – Student
1. Synchronously discussion with peers via QQ 2. Exchanging opinions and class feedback simultaneously via QQ 3. Receiving resources such as streaming media and class materials from other instructors 4. Use email discussion list for peer support 5. E-mail mentoring with master and pre-service teacher 6. Receive resources such as syllabic and class materials from other instructors	1. Uploading learning materials and preview lessons before class 2. Exchanging opinions and class feedback simultaneously 3. Submitting written assignments and electronic files rather than on paper 4. Class announcements 5. Question and answer sessions outside of class time	1. Discuss current events among groups of geographically dispersed students 2. Peer collaboration on assignments 3. Group work conducted electronically

Figure 1. Major Activities via QQ and Email

The Applicability of the Internet in ESL/EFL Context

Even though the prospect of applying the internet, especially CMC activities in TEFL in China on a large scale, does not look promising at present owing to its low availability and high cost, it still can be developed and used to our advantage if we do it properly. The following are some of the activities and tasks that I think are advisable now that can optimize the distribution of the Internet more efficiently.

For Reading Courses

Reading is a course that can benefit most from the internet. The world wide web is the world's largest database that store enormous information, which is predominantly coded in English. Currently, what we have as reading materials for our students is usually a few years out of date, at least. To make up for that, we can design online reading courses in various ways so that the students can be exposed to the most up-to-date language. Therefore, the best way to optimize the Internet in reading courses is to make use of its vast language resources on websites and organize goal-oriented activities. For example, instead of offering students two hours a week to do drilling exercises online, as what many schools are currently doing, we can use the time to let students do guided free reading with a problem to solve or a task to complete. here are some ideas:

1. Search for and read about a certain current event, then write a report and send it to their teachers, or exchange comments with a peer through e-mail.
2. Search for and read about a certain event and have a face-to-face guided group discussion away from the computers.
3. Do a sequenced reading project for extensive reading purposes. Read an online book, which is not available in China. Students log onto the web page or the teacher downloads it and puts it on a fixed web page. The students are to read it chapter-by-chapter or part-by-part throughout a period of time or the whole semester. The class should meet regularly to discuss the characters or the language problems, etc., in order to complete the tasks.
4. Do sequenced reading, similar to the above item but different in that it is fixed to a top-level major-related website (instead of a book) to learn part of their open courses systematically, like the ones at MIT, so that the learners are exposed to not only the best language, but also the most advanced content in their fields. It will be extremely useful for advanced learners of ESP (English

for Specific Purposes) courses. These online courses usually have guided questions for reading, which can be used as interactive activities for late discussion.

For Writing Courses

To write and exchange e-mails frequently with a native or a near native pen pal is, arguably, one of the most effective ways to train one's writing competence. However, it is hard to find a fixed native speaker for all the students in a writing class and to write on a frequent basis. Much effort has been devoted by educators and teachers in non-native countries to building such pen-pal networks for their students, but is not fruitful because of the volunteering nature of the task, which would take too much time and effort by the partner without much in return. It is probably the same with chat programs in that it depends largely on chance to find a good interlocutor and at the right time, too. Therefore, what we can do, at present, with writing classes is the following:

1. Use the Internet as a means of providing input on the topics that the students are asked to write about. For example, if the students are asked to write a report of the Native American's life in the United States or to review of a certain popular book just published in a native country, the internet is definitely the best place for them to turn to for information.
2. Use it as a tool of research on the topics that the students are asked to write about. For instance, if the students are to write a sequenced project on a major-related research paper, which usually includes a research proposal, a summary essay, and the final paper, the students will need to find plenty of materials in English that may not be available in our school libraries. In this situation, the internet probably presents the only possible way for such a search of materials.
3. Use chat programs for free writing practice: Log students into a certain chat program, provide either a broad or narrow topic, and ask them to voice their opinions on it. There are many good chat programs popular among students already, which can be made use of in real teaching. It can be done either in class, or even better, out of class as an assignment.
4. Use "forum" programs to engage students in real discussion with people of the same interest all over the world on a certain topic. The students can leave their messages there and communicate asynchronously. This can be done as an assignment out of class. Teachers can log on to check their writings later and provide feedback in class.

For Speaking Courses

Owing to the limitation of the present-day technology in real time voice chatting, to depend on the machine for oral communication is not likely to happen in the near future, especially on a large scale. What we can do, though, is to use it as a medium to provide input for later face-to-face interactive activities. In schools where there are plenty of computer labs available for classes, a spoken English class can be held to assist interaction.

1. Students can be given tasks to search for certain category of information, e.g. news in a certain area or on a certain topic for a period of the class hour and then hold group discussion, or class discussion after that. From my personal experience and the experience of other teachers who have used internet to teach, students' interaction is better to be held away from their individual computers, or they tend to be hooked to the machine and have no interest to interact at all, which then misses the major goal of a speaking English class: the training of learners' oral communicative competence.

2. Chat may be tried, considering that even though it is in written forms, the language is conversational in nature and involves the functional use of the language to carry on the conversation. The disadvantage is that it may get out of the control of the instructor with regard to topic or language use and end up with wasting limited class hours.

Conclusion

In summary, the internet is a new arrival as an educational technology, which is a mixed blessing. Even with its obvious shortcomings, the internet still has the potential to be a truly transformational technology in that it provides a teaching and learning platform where both students and teachers enjoy a high level of autonomy and opportunity for greater interaction with each other in high efficiency. Although the internet was not originally intended for educational purposes, its unique features and functions are far preeminent over any other tools. Use of the internet in TEFL is of the greatest significance in the progress of English teaching and learning. From the impact that the internet has already had in the world of education, it might be argued that the internet is not a fad but a glimpse of a bright future. A lot of lessons, experiences of internet application, advanced techniques, methods, and the equipment should be improved by giving an eye to those of the developed countries. In short, a number of studies should be done to provide a better status for the application of the internet in TEFL in China.

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A Study of the Application of the Scaffolding Theory to Oral English Teaching

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[Abstract] *To English majors, oral English is not only the embodiment of the basic level of English, but also the embodiment of personal comprehensive ability. With the rapid development of China's economy and the continuous integration of the world economy, the ability to speak oral English has been more and more valued by society and employers. Therefore, how to improve the English majors' oral English has become one of the key points in the teaching process. In this paper, the scaffolding theory, especially the zone of proximal development, is introduced into oral English teaching, which aims to improve students' oral English proficiency from the students' individual factors. Based on the analysis of current situation of English majors' oral English, this paper proposes the application of the scaffolding theory in oral English teaching from four aspects: teaching objectives, teaching methods, teaching effect, and evaluation mechanism. I hope this paper can be a reference for teachers to improve students' oral English in the teaching process.*

[Keywords] *Scaffolding Theory; zone of proximal development; oral English; teaching strategy*

Introduction

Scaffolding instruction is a teaching mode of constructivism. It is a student-centered teaching method that uses context, collaboration, conversation, and other elements of the learning environment in order to fully play students' initiative and enthusiasm and, ultimately, to enable students to effectively realize the meaning of knowledge construction students have learned (Bruner, 1976). The theoretical foundation of scaffolding instruction is also derived from the theoretical basis of constructivism, especially Vygotsky's theory of "zone of proximal development" (Fan, 2012). The scaffolding theory is introduced into the teaching of oral English, which can improve students' oral English ability according to the students' basic level and the individual situation of each student. The scaffolding theory is very much in line with current oral English teaching in Chinese universities; students are expected to be "the builders" who complete a specific task. The vocabulary and grammatical knowledge they have had are the materials for the construction, but they lack the ability of oral communication independently. Teachers should provide "bracket," which is a teacher's guidance and help, the creation of context, and so on in order to help students complete a desired task.

Scaffolding Theory

"Bracket" originally refers to the scaffolding in the construction industry (Slavin, 1994). Here, it is used to vividly describe the development platform that teachers build for the learners. It is a platform that guides teaching, helps learners to master the internalization of knowledge and skills, and reconstructs them for further development in the next phase. Scaffolding instruction originated from Vygotsky's theory of "the zone of proximal development."

The former Soviet psychologist Lev Semenovich Vygotsky (1896 – 1934) proposed "the zone of proximal development." The psychological development of children contains two levels: the first level is called "practical development level," which is the children's psychological development to solve

problems independently. The second level is called “possible development level,” which is the level of psychological development of children in which others (such as teachers) or partners help to solve problems (Vygotsky, 1978). The area between children's “practical development level” and “possible development level” is called “the zone of proximal development.”

Based on the theory of the zone of proximal development, the new Vygotsky scholars such as Bruner, Wood, and Mercer put forward the scaffolding theory. Mercer believes that the classroom conversation is the intermediary of knowledge-sharing and the potential understanding transformation (He, 2012). During the discussion of the zone of proximal development, Rogoff and Wertscher think when two or more people work together to solve a problem, the participants actively participate and cooperate well (Fisher, 1994). In the zone of proximal development, even in the case that participants are not aware of the situation, the participants also play an important role. This interpretation is fully consistent with Mercer’s concept that the members in the class support and help each other. Ovando thinks that scaffolding teaching refers to provide a framework for the learners through the simple language, the teacher’s demonstration, visual aids, collaborative learning, hands-on learning, and so on (Ovando, 2003). In addition, Puntambekar and Kolodner found that students need a variety of forms of support and a variety of learning opportunities, and they put forward the concept of distributed scaffolding (Puntambekar & Kolodner, 2005).

In general, the development of the scaffolding theory in foreign countries has been quite mature and has penetrated into all fields. Not only has the theory of scaffolding instruction been very mature, but also it has made great progress in practical teaching. Domestic experts and scholars have also carefully researched scaffolding instruction and explored it to a certain degree. The most significant achievement has been obtained by the experts with representatives of He Kekang, a professor at Beijing Normal University, Zhu Zhiting, a professor of East China Normal University, and Dr. Yan Hanbing. They believe that the role of learning scaffolding is to help students gain further development by going through the “zone of proximal development” (He, 1997). With the help of scaffolding (teachers or capable peers), learning management gradually is transferred to the students from teachers. The learning process is internalized, and the bracket is removed.

Current Situation of English Majors’ Oral English

The Weak Basis of Oral English

For English majors who have just entered the university, their oral English is poor. In middle school, students are too busy to take into account language skills. English teaching in high school also ignores the cultivation of students' oral English ability under the enrollment rate pressure, and most of the students in general colleges and universities are from the county and rural areas. The teachers and teaching conditions in middle school cannot make students achieve all the requirements in the English syllabus for high school. Students don't have enough vocabulary or the systematic knowledge of English language, and they cannot even pass the most basic pronunciation and grammar, which, to a large extent, hinders the development of students' oral English abilities.

For the English majors, the problems of oral English are mainly manifested in the following three aspects: first of all, it is oral fluency. Slow speed and unnatural pauses occur more frequently, and the number of repeats is too frequent. Second is accuracy. There are more grammatical errors. Among them,

most of them are grammatical errors, followed by phrase errors and syntactic errors; voice errors appear least.

Poor Motivation and Interest in Learning Oral English

The attitude, emotion, and motivation of learners in the learning process are the important factors for successful learning. English learning motivation refers to an internal process or a conscious internal mental state that stimulates students' English learning activities, maintains the English learning activities, and causes the behavior go towards a certain learning goals. Learning interest is the most realistic and the most active factor in learning motivation. It is the guide of self-learning and the main source of motivation. Only interest in the subject will cause the students to have a strong thirst for knowledge. Most students think that oral English courses are not important, partly because of a single and boring teaching method or partly because of the poor learning foundation. Because of poor English speaking ability, many English majors think it is very difficult to improve oral English ability or to progress very much. Therefore, they are not willing to invest time and effort in learning oral English.

The Single Teaching Method and Low Student Participation in Class

If the students are not in a positive learning state, it is not possible to produce a satisfactory teaching effect, no matter how the teachers try to teach. In the traditional teaching modes, students are often in a passive learning state. There is little communication between teachers and students. An oral English class needs students to actively participate in teaching activities and express their views and ideas. The traditional, unitary, teacher-centered model and the boring teaching content will lead to the difficulty of opening their mouths. Finally, oral English levels cannot be effectively improved.

Language Environment

The classroom environment refers to the classroom teaching of all the English major classes. Professional classroom teaching is language acquisition environment that has the longest time and the largest space. A good classroom environment needs teachers who are able to speak standard English with high quality. However, these charming teachers are very scarce. Even though foreign teachers' classes are set every week, it is difficult to give students enough opportunity to practice oral English and communication. The extracurricular environment refers to the social language environment, and the whole language environment outside the class has greatly restricted the development of the students' oral English abilities. Therefore, students have little opportunity to use oral English in addition to the non-natural and careful use of English in the English majors' classrooms. Therefore, the lack of English language environment results in the students' having little chance to practice oral English. Oral English level is very difficult to improve.

The Application of Scaffolding Theory in Oral English Teaching

Make the Teaching Goals of the Grade Form

Only by making a reasonable teaching goal can the teaching activities become purposeful and planned activities. In the scaffolding instruction, teachers should design teaching plans according to the teaching materials' content and the actual situation of the students and organize the students to carry out various forms of classroom activities. According to the students' different oral English levels, the students can be divided into A, B, and C categories. Different teaching requirements are put forward. Finally, in the

teaching process, through the interaction between teachers and students, the teaching objectives can be implemented and improved.

The teaching in oral English classes must be based on the existing knowledge and cognitive abilities of the students. The teaching process should be carefully designed. The whole teaching process should stimulate the students' interest in the language and encourage students' creative activities in order to achieve the aims that students can accept language materials autonomously, adjust the cooperative behavior of language consciously, and use the English language to complete the task actively (Zhu, 2012).

Interactive Teaching Mode Based on the Background of the Dialogue Between Teachers and Students

In the interaction between teachers and students, teachers are the teaching guidance. Teachers' careful design of questions in the classroom attracts all the students to participate in the dialogue and analyze the case in order to form the concept. In the communication between teachers and students, students can understand the learning content and learning objectives, in general. A teacher's role is mainly to guide and grasp the direction of teaching. In the whole process of teaching, teachers should create a relaxed and pleasant learning environment so that learners can make their own thoughts and grasp the knowledge in the process of exploring. In this process, teachers should play the role of facilitator in order to motivate the students' all-round development. By demonstrating the use of various understanding strategies, a teacher directs the progress of teaching gradually into the stage of interaction between students (Yin, 2007).

By deepening the understanding of new knowledge in the interaction with classmates, the initiative in the class will be transferred from the teacher to the students, which is the concrete embodiment of the scaffolding teaching thought. Because of a relatively high level of professional and comprehensive understanding, teachers often take themselves as the center during preparation of lessons so that they feel some questions too simple to notice. However, in fact, many students don't understand these questions. In the interactive model of classroom, due to the similar levels and the group discussion, students' psychological pressure is greatly reduced, alleviating tension and fear. Interaction between students and students helps poor students solve the understanding deviation and the blind spot of knowledge so that they can keep up with the class level and enhance their confidence in learning.

Improve the Effectiveness of Oral English Teaching

In the teaching process, teachers can design the classroom activities from reality to meet students' cognitive abilities. In this way, they effectively stimulate students' learning interests and potential, and this strengthens the teaching effect. First, teachers can design related tasks according to the topic of each unit in the textbook. For example, they could let students give some cultural information about the subject by discussing. Second, they can choose the relevant extracurricular materials according to the content of the oral English teaching (Gao, 2011). For example, by selecting an English tongue twister, which contains more easily confused phonemes, teachers can strengthen the students' phoneme discrimination abilities. Again, teachers can design teaching activities, such as English songs, in order to arouse students' learning interest. This can not only improve the students' ability to recognize speech, but can also train the students' oral expression abilities.

In short, effective classroom activities can make students actively participate in the activities of the oral English teaching and improve their oral English levels.

Humanized Evaluation and Encouragement Mechanism

Educational psychology shows that the main factors affecting the effect of learning are emotions, in addition to intelligence, cognition, and social environment (Shu & Zhuang, 1999). The performance mechanism in an English class should aim to stimulate students' learning so that in the learning process students experience the joy of success. Teachers should pay more attention to the pluralistic evaluation on student learning; not only do student understand and grasp of knowledge and skills, but also the formation and development of their emotion. It is necessary that teachers not only pay attention to the students' English learning results, but pay more to the starting point for every student. Teachers should focus on students' change and development in the learning process, particularly in study methods and study habits (Gao, 2011). This new mode of teaching encourages students to complete the task of teaching and form a lively atmosphere in the classroom within a limited time by communication between teachers and students.

A helpful teacher can have a far-reaching impact on the progress of the students. In this way, students' learning attitudes, interests, ideas, and methods produce change so that their intellectual development is affected. By encouraging and giving affirmation, teachers recall students' expected values and target values in order to make students get attention and respect in the teaching process, relieve pressures in the process, control potential negative emotions, and carry out activities in a relaxed state.

Conclusion

The introduction of Scaffolding Theory into oral English teaching is a reform of traditional oral English classroom teaching. The teaching model scaffolding theory is designed to focus on each individual in order to stimulate students' enthusiasm for learning and knowledge and make students of different levels benefit from it. Integrating scaffolding theory with effective oral English teaching, students' autonomy can be greatly improved. However, at the same time, teachers are faced with more challenges. Teachers must grasp the students' oral English levels, but they also should pay attention to the students' psychological states and give students a reasonable position. Therefore, how to use scaffolding theory to meet the requirements of different levels of students and improve the oral English level of each students needs to be researched and discussed more.

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Study on Formative Assessment Applied in the Preparation Stage of College English Presentation

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[Abstract] *Based on the preparation stage of presentation in College English, the effects of preparation activities under formative assessment are examined through observation, questionnaires, and interviews. Assessing systems and grading systems are designed for students to go through with the preparation stage. Findings reveal that with formative assessment, students' learning is greatly inspired, including self-study regulation, integrated abilities of English, promotion of teamwork, critical thinking, confidence, and a sense of fulfillment. The study also investigates its significance to practical college English teaching and learning.*

[Keywords] *College English; formative assessment; presentation; preparation stage; feedback*

Introduction

Teaching assessment is a vital part of teaching (Jin Yanju, 2015). The effectiveness of teaching an assessing system lies in its feedback and promotion on teaching, which means whether the assessing method has positively inspired the realization of teaching objectives (Jin Yan, 2008). Presentation is widely used among English majors as the means to practice their integrated English abilities and critical thinking (Wei, 2007). Feedback is a major part in formative assessment, and its great influence on learning has been widely acknowledged among researchers (Black & William, 1998a; Crooks, 1998; Hattie & Timperley, 2007). These findings can be applied to college English learners, too. The promotion of students' abilities mainly occurs in the preparation stage. Thus, the preparation period is much more important than the presentation itself.

This study is based on the preparation stage of presentation in college English classes to examine the effect of preparation activities under formative assessment through observation, questionnaires, and interviews, and feedback is given when necessary. In this stage, all the activities are observed, recorded, and analyzed. The influence of formative assessment of performance, emotion, attitude, strategy, and so on is discussed in order to stimulate students' learning, regulate their self-study process well, improve their integrated foreign language abilities, promote a spirit of teamwork, and cultivate students' critical thinking, confidence, and sense of fulfillment.

Literature Review

Study on formative evaluation abroad is much earlier than in China. As early as 1971, American educator Bloom stressed that it was a kind of assessment with the aims of obtaining feedback, promoting teaching, and stimulating learners to master the unacquired knowledge (Bloom & Madaus, 1971). Sadler held a similar idea and believed that formative assessment aimed to promote learners' further study by supplying

learners with continuous feedback on performance (Sadler, 1998). In 1984, Australia scholar McGaw pointed out in his study that according to teaching instruction and the flow of teaching plan, learners' performance could be sampled, and thus, it was more comprehensive than solely examining the aspect of assessment (McGaw, 1984). Correspondently, the Australian government implemented this method widely in teaching practice.

From the mainstream perspectives in both China and abroad, promoting the application of formative assessment in teaching has arrived at a consensus. In China, study on formative assessment in foreign language teaching has been a hot topic in recent years. Guo Qian (2004), Jin Yan (2008), and Yao Xianghong (2014), etc., have made great contributions. Their studies display a tendency from general to specific, such as from one language learning to its leaning in specific branches (listening, writing, speaking, and reading, etc.).

Research Method

Subjects

Two classes were chosen as the subjects: Mechanical Design and Electrical Engineering and Automation. The same teacher teaches the two classes for two terms, and the student book is College English.

Design

In the first class of the new term, the teacher displays some model assignments to the students to make the assessing standard clear. Assessing schedules are given to the students, including five presentation topics, performing forms, contents, and time limits of the presentation. Students are required to follow the designed assessing system (Table1) and grading system (Table2). Five topics should include one PPT presentation, one team contest, one English hand-writing paper, and two English plays. Most of the assignments are based on the contents of the text book, and some are from other resources. In the process of preparation, students are encouraged to cooperate to finish each assignment. The teacher and teaching assistants inspect student performance and give feedback when necessary.

Table 1. Assessing System

Scope	Task(s)	Explanation	Sources	Subjects	Notes
1. material collection and editing	① PPT (word processing/video/audio, etc.): ② board writing design ③ script(s) (original/reproduced)	① ratio of information supply and presentation time ② depth and breadth of information	respective modules	①students ②group members ③teaching assistants ④teacher	Generally, one point for one task; if three tasks are fulfilled, a full mark can be given associated with relative performance.
2. cooperation and interaction	① times to interact with other members ② times to interact with teaching assistants ③ times to interact with the teacher	① participation ② labor-division and cooperation	revised drafts of the combined labor-division		
3. language application	① times to submit recorded videos ② times to participate in speeches ③ times to video English songs	command of English in terms of oral and written language	① respective modules ② presentation samples		
4. effect of preparation stage	① gesture and performance ② interaction with the audience ③ pace of performance ④ critical thinking competence	performance of integrated language abilities	rehearsal samples		
5. self-assessment	① formative conclusion ② summative conclusion	① analyzing ability ② inductive ability	① Questionnaire ② interview		

Table 2. Grading System (Notes: Full mark for this design is 100, which accounts of 10% of the final examination.)

	Student	Average score from the group members	Teaching assistants	Teacher
1. Material collection and editing	5 points	5 points	5 points	5 points
2. Cooperation	5 points	5 points	5 points	5 points
3. Command of language	5 points	5 points	5 points	5 points
4. Effect of final presentation	5 points	5 points	5 points	5 points
5. Self-assessment	5 points	5 points	5 points	5 points

Students are divided into five groups according to their English scores on the College Entrance Examination; six to seven students are in each group. Each group is assigned one topic. These topics could be exchanged among groups, but the topic for each term should be different from that in the previous terms with the aim of guaranteeing the variety of students' involvement. After group division and topic selection, schedules are handed to the teacher. Each preparation stage is supposed to be finished before the last class of each unit (the span for each unit is three weeks). The final presentation should be no more than fifteen minutes.

The contents of the presentations will be adjusted, along with the extension and depth of the teaching content. In the process of preparation, students cooperate to prepare their activities, and the quality of their work will be assessed, and feedback will be provided by the teacher, teaching assistants, group members, and students themselves. For each unit (three weeks), each student should be assessed and assess other students' performance at least three times, which means once a week.

Implementation

Labor division. Each group chooses one leader and one secretary who are in charge of management and keeping records of relevant feedback and scores. In different terms, students will perform as the group leader and secretary in turn.

Assessment. According to group members' preferences and specialties, group leaders assign tasks. Tasks cover collecting and selecting materials, designing PPT, editing the vocabulary and grammar, and choosing the presenters. Group members revise their responsibilities under the guidance of assessment and feedback from the teacher, the teaching assistants, other members in the group, and students themselves. Students do their duties according to Table1, and are graded according to Table 2. In this procedure, the secretaries are in charge of recording feedback and scores, which will be handed to the teacher after the final presentation.

Discussion. Data from observation, questionnaires, and interviews show that the preparation stage of presentation in college English classes is of critical significance for English language learners. Formative assessment is applied and feedback given, which also inspires students to perform at higher levels in a gradual and solid way. In this assessing process, all the activities are observed, recorded, and analyzed. We discovered that formative assessment influences performance, emotion, attitude, strategy, and so on positively to a large degree. This preparation stage also improves students' self-regulation abilities, integrated foreign language abilities, spirit of teamwork, critical thinking, confidence, and sense of fulfillment.

Implications and Conclusion

Improvement of Knowledge and Competence

With a clear target, this study aims at applying feedback to the details of specific tasks, which is different from the comparative assessment based on a final presentation, and the merits and demerits of students' work can be identified in a timely manner. Thus, students will acquire knowledge steadily. Each student is responsible for one part of the presentation and interacts with group members at least three times, which is quite beneficial to good command of self-regulation, improvement of self-study competence and integrated language abilities, and the promotion of a cooperative spirit.

Improvement of Participation

The previous grading methods are mainly based on one final performance, which is often accompanied with the following problems: low quality, grammatical mistakes, confusion, lack of preciseness, disordered structures, depth, and breadth; some are even downloaded from the internet. Therefore, these efforts are fruitless.

This study focuses on the feedback and correction in the process, requiring students to follow a task schedule (Table1 and Table2) strictly; thus, each student gets involved in tasks many times. The variety of topics in different terms can increase the involvement of various activities. Labor division can supply

students with platforms to showcase their specialities. Four grading roles can reflect fairness and openness, which also inspires students' involvement and fulfillment. Meanwhile, a positive cycle is created.

At the beginning of this design, some students felt it was difficult to get accustomed to it. However, when the efforts were rewarded, they realized the importance of participation and did tasks willingly and actively. The results of interviews and questionnaires show that the students not only participated in every part of the preparation, but also accepted the significance of such activities.

Save Teacher's Grading Labor

College English contains a load of correcting labor, ranging from writing and reading to quizzes. Presentation topics are designed according to the above teaching content. A quantity of presentations and video assignments are added to checking homework to substitute the widely used written homework. These assignments will be displayed to the whole class at intervals. Therefore, with the motivation to leave the audience a good impressions, before submission, every student always does his or her best to make his or her part perfect. Accordingly, the quality of homework is improved to a large extent, and the teacher's correcting labor is saved, too. On the other hand, this method can avoid plagiarizing, showing effectiveness and reliability. Through the examination of practice, the method is widely accepted by most teachers in University of Science and Technology Liaoning.

Projects

1. Liaoning Association of Higher Education Project 2014 (WYZDB14051): Study on Formative Assessment Applied in Engineering Learners' College English Teaching
2. Anshan Federation of Social Sciences Circles Project 2015 (as20153033): Study on Cultivation of Metallurgical Learners' English Competence Based on Formative Assessment and Interim Assessment
3. "13th Five-Year" Education Science Planning Project of Liaoning Province in 2016 (JG16DB219): Research on the Construction and Application of Flipped Teaching Mode Based on MOOC in Local Colleges and Universities
4. Liaoning Economic and Social Development Project (Cooperation Project) in 2017 (2017lslktqn-010) : The Cultivation of English Competence of Applied Talents in Normal Colleges and Universities Based on Formative Assessment and Interim Assessment

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The Application of Content-Based Instruction in the English Teaching at Agriculture Colleges

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[Abstract] Content-based instruction in the college English teaching model has drawn wide attention in recent years. This paper focuses on English teaching in agriculture colleges and will discuss the design of the teaching and obtain data results. Further analysis is carried out through the study of the application of content-based instruction in English teaching so as to acquire and broaden the characteristics of the teaching mindset.

[Keywords] content-based instruction, English teaching; agriculture colleges

Introduction

As a high-profile teaching mode in recent years, content-based instruction reflects the traditional pure language teaching mode with its unrivalled advantages. First of all, content-based teaching instruction fully provides a number of unexpected levels more than the cultural knowledge teaching material on language data, which greatly broadens the knowledge level of students (Darielson, 2010). Second, content-based teaching instruction relies on teaching aims to improve the teaching interesting, to illuminate and explore the material, to boost students' subjective initiative in the process of language input, and to enhance the learning effect (Harmer, 2007). Students can learn more widely accepted language by hearing, reading and writing. In addition, relying on the teaching mode of content-based teaching instruction, students can learn language and culture in the context of associated real knowledge and have more chance to practice the language while communicating ideas and expressing themselves (Kellough, 2010). As content-based teaching instruction is put forward, vocabulary and grammar form the knowledge of language. Language is not only skills, and the final purpose of language is to put the language knowledge into language use with effective communication skills (Johnson, 2005). From the perspective of non-English major students of agriculture colleges, this paper attempts to analyze the application of content-based instruction in English teaching of agriculture colleges.

Design of Content-Based Instruction in English Teaching

First of all, this study is composed of four mutual promotion links to introduce the problems and to study the design, results, and conclusion of design of content-based instruction in English teaching. At the same time, in order to better understand content-based teaching instruction and the learning process of foreign language teaching, the research was conducted with the help of testing, a questionnaire, survey research methods, and classroom observation. The study was designed for non-English major students of agriculture colleges. On the basis of the actual level and the demand, development and progress of the students were recorded. After several semesters' practice, the students' grades obviously showed improvement. This study describes the real teaching mode of content-based teaching instruction in college English courses. College English teaching experience was summarized in detail. The applicability of the theory was discussed from multiple angles.

The testers participating in the study came from Jilin Agricultural University; they were key agricultural university freshmen and non-English major students. The students were the same age and had studied English education for about 6 to 12 years. On the whole, they were roughly equal in learning and cognitive abilities. At the beginning of the first semester, they had just finished the college entrance examination and achieved high English scores. However, they had not passed CET 4. All freshmen were taking the English proficiency test at the beginning of the English class, and were divided into class A and B based on their scores. The testers who passed the entrance of the English proficiency test and earned the higher performances were put into Class A. This experimental study lasted four semesters. Before the teaching experiment, the experimental group and control group of students all took part in the English proficiency test and English learning motivation test. It was found that the two groups of students had no significant differences on the tests. In the process of the experiment, the two groups of students in the classroom were observed, and the teaching process was recorded. At the end of the experiment, the two groups of students who took part in the test project were almost the same on the former test, and they took the survey about the two kinds of teaching methods.

Results were formed in the study with the experimental group (N = 71) and the control group (N = 68), as shown in Table 1. The two groups had no significant differences in the language level. At the beginning of the first semester before the teaching experiment, as seen in the investigation statistics, the experimental group and control group of students at the learning motivation level did not reflect any significant differences.

Table 1. Test Statistics

Category	Explanation
Grade	One
Major	Agriculture
Sex	1. Female – 56.1% (N=78); 2. Male – 43.9% (N=61)
English Proficiency	Not pass CET 4; English learning for 6-12years
Age	17-19
Number	139

Results

In light of the English learning motivation level, a questionnaire about the students' learning motivation level was researched. According to motivation level scale adaptation of the original learning, the motivation intensity and desire to learn English had a total of 20 questions, including 10 questions about the intensity of motivation and learning desire. In the forecast, its internal reliability was 0.91, which showed that the scale was reliable. In the study of measuring students' English proficiency test and the national CET 4 for freshmen, the English proficiency test had four levels of tests with the same topic and quantity, including listening, reading, cloze, and writing, and was comparable between the two tests. By using SPSS 15.0 statistical analysis of the collected data of the experimental group and control group, learning motivation before and after the experiment, the English language levels indicated by the test were studied.

Through the survey, it was found that over the time of the teaching experiment, the experimental group and control group in the aspect of English learning motivation level, there generally existed significant differences. The experimental group's learning motivation level was higher than that of the control group, as shown in Table 2.

Table 2. Motivation Level of Experimental Group and Control Group Before the Experiment

Variation	Experimental group (N=71)		Control group (N=68)		t	p
	Mean	SD	Mean	SD		
Intensity	2.15	0.36	2.09	0.34	0.696	0.485
Willingness	2.21	0.45	2.09	0.29	1.048	0.289
Total	2.09	0.35	2.09	0.32	0.939	0.339

Table 3. Motivation Level of Experimental Group and Control Group after the Experiment

Variation	Experimental group (N=71)		Control group (N=68)		t	p
	Mean	SD	Mean	SD		
Intensity	2.23	0.28	2.11	0.31	1.869	0.059
Willingness	2.39	0.31	2.29	0.39	2.449	0.017*
Total	2.33	0.29	2.23	0.35	2.339	0.021*

***: $p < .001$; **: $p < .01$; *: $p < .05$

At the end of the four semesters of the teaching experiments, the CET 4 grades of the experimental group and the control group were analyzed with quantitative statistics, which are shown in Table 5. At the same time, the results of the English proficiency test were conducted using quantitative statistics, which are shown in Table 4. By comparing the quantitative values, it can be seen that the language quantitative values of the experimental group are higher than those of the control group. It can be observed from the data. The correlation coefficient of the motivation level of the experimental group and the control group before the experiment had no significant differences at $p > 0.05$. The correlation coefficient of the motivation level of the experimental group and the control group after the experiment had significant differences at $p < 0.05$, especially in the willingness of learning.

Table 4. Language Level of Experimental Group and Control Group before the Experiment

Variation	Experimental group (N=71)		Control group (N=68)		t	p
	Mean	SD	Mean	SD		
Listening	23.12	0.91	22.11	1.11	1.659	0.097
Reading	26.97	4.75	25.95	4.65	1.569	0.114
Cloze	9.16	1.26	9.09	1.23	1.607	0.103
Writing	11.03	2.01	11.09	2.16	0.509	0.601
Total	70.28	7.51	68.24	7.32	1.489	0.129

Table 5. Test Performance of Experimental Group and Control Group after the Experiment

Variation	Experimental group (N=71)		Control group (N=68)		t	p
	Mean	SD	Mean	SD		
Listening	21.12	1.21	19.11	1.31	1.859	0.037*
Reading	24.97	6.05	22.95	4.85	1.769	0.014*
Cloze	8.16	1.56	8.09	1.43	1.807	0.083
Writing	10.03	2.31	10.09	2.36	0.709	0.401
Total	449.29	61.84	427.70	57.65	2.289	0.047*

Note: The full score of CET 4 is 710. The total score in the table is equivalence processing. Others are original scores.

***: $p < .001$; **: $p < .01$; *: $p < .05$

This study explored the teaching method of content-based teaching instruction in English teaching at agriculture colleges and compared it with the English learning motivation. The correlation coefficient of the language level of the experimental group and the control group before the experiment showed no significant differences at $p > 0.05$. The correlation coefficient of the test performance of the experimental group and the control group after the experiment showed significant differences at $p < 0.05$, especially in listening and reading. The results showed that students' learning motivation, English proficiency, and CET 4 score had significant improvement when using the application of content-based teaching instruction in English teaching. In the experimental group, after learning motivation level of questionnaire, among the subjects of 71 students, 67 students thought content-based teaching instruction in the English teaching at agriculture colleges has a positive influence on their English language learning.

Conclusion

A comparative research study of the application of content-based teaching instruction in English teaching at agriculture colleges showed that students participating in content-based teaching instruction in English teaching showed stronger learning motivation abilities than the students in conventional college English teaching classroom. In concrete performance, at the end of the experiment, the experimental group members had a stronger desire to learn English than the control group members. In the experimental group, among language learners of various levels, the level of motivation for learning English improved before the experiment. In content-based teaching instruction of English teaching, various teaching methods, such as the group cooperation method, the task of the teaching activities and the task teaching method not only broaden the students' minds, but also make the content knowledge stronger; the scope of the class with more language communication and expression way is broadened. At the same time, through the presentation before class and the group discussion activities, the students' interest in learning English increase and improve, which makes students have confidence in a variety of teaching activities.

The application of content-based teaching instruction in English teaching at agriculture colleges changes the traditional pattern of language teaching and enhances the effect of classroom teaching. It improves students' learning motivation and language learning and increases students' subjective initiative in learning English, which makes language learning more interesting and more independent. The agricultural colleges' students gain confidence in the process of college English language learning. Thus, it shows that training students' comprehensive ability of using language is improved, which is the purpose of higher education.

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The Study on the Differences of Family Education between China and America

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[Abstract] With the hot broadcast of the reality show X-Change and a teleplay Tiger Mom and Cat Dad, family education is becoming a topic that is focused on more. The education weakness of some Chinese families is revealed in the X-Change and the general characteristics of Chinese family education is expressed in Tiger Mom and Cat Dad, making an obvious comparison with American families. The differences in family education are more a reflection of differences in the culture between America and China.

[Keywords] family education; quality-oriented education; differences between China and America

Introduction

Generally, family education is commonly considered the education that parents provide to their children in the family. Family education is one of the most important parts of education, and it is the basis of school education and social education. The six sculptors are family, school, the group children are in, the children themselves, books, and occasional factors (Amato, 2002). In this order, family comes before other things, so we can see how vital family education is in the whole process in which parents cultivate their children.

With the appearance of families, family education was generated. Everyone, consciously or unconsciously, receives family education in practice. With the progress of time, the study and practice of family education have been developing, and people have a deeper realization of it. Family is the harbor and the place of departure, and parents are the assistants that lead children to success. As an old Chinese saying goes, "Parents are the first teacher of children." So, parents play an important role in family education, and the influence they bring to children is crucial, but schools are incomparable. Whether in China or in Western countries, family education is fundamental.

China's opening of the door to the outside world resulted in the spread of Western culture, and to some extent, its advancement made Chinese people gradually receive and approve of Western ideas. However, there are still some weaknesses in Chinese family education that are exposed. The hot broadcast of the reality show, *X-Change*, and the teleplay, *Tiger Mom and Cat Dad*, can be seen as typical examples.

China and many Western countries have plenty of differences in history and cultural backgrounds, nationalities, and humanistic values. These make obvious differences between family education in China and Western countries, and American family education is the most representative.

This thesis is aimed at drawing lessons from American family education to improve our traditional family education patterns and ideas by comparing family education in China and America. This research has both theoretical and practical impacts. Theoretically, parents' theoretical guidance in family education and advances in the Chinese family education concepts would be strengthened by taking advantage of American rational and emotional family education. Practically, theory is applied to practice and makes the transition of Chinese family education from "cudgel education" pattern to "academic-oriented education." Proper family education lays the important foundation for one's whole life.

Literature Review

Family education has been discussed endlessly in China and abroad. Moreover, scholars in China and foreign countries have different opinions. This section discusses domestic and overseas research on family education.

Domestic Researches on Family Education

Chinese family education ideas have a long history. As early as in the slave society, slave owners' children had to receive family education at first before they went to school. At the same time, under the influence of the thought that "women are inferior to men," it is required that children from seven years old should receive the family education idea that "a distinction should be made between males and females." The teaching language, words, and pronunciation must be precise and without any mistakes. Early family education needed to focus on a common language. In addition, Yan also held the proposition that parents conducted moral education and kept the filial piety in focus. Skill education was a part of his family education thoughts that children needed to learn a specialty. Yan stated family education principles in detail. Family education should be conducted as early as possible, and families in good conditions could carry out antenatal training. Parents had to be kind and honored, but could not favor any of their children too much. Parents also needed to improve themselves and set a good example on children, so that they formed a nice environment to cultivate children. What's more, except for parents, kids' friends also played an important role in family education because one took the color of one's company (Jiang, 2010).

Another outstanding Chinese politician in modern times, Liang Qichao (1989), never neglects family education, although he spent most of his life in politicking, news, literature, and education fields. He had nine children, and all of them made great achievements in different fields, which was greatly relevant to his family education thoughts. Liang displayed both traditional and modern cultural qualities, so his family education thoughts were very abundant, including not only fine traditional virtues of the Chinese nation, such as being hardworking and thrifty, but also modernity, such as independence, freedom of marriage, and so on. The pillar of maintaining the family was family affection, so love was vital to the family. The base point of Liang's family education thoughts was love. We can see his great love for children from his letters which were left for his descendants. He gave suggestions to his children without any sermon words and censure in his letters. He taught his children to enlarge the range of love, not only to their brothers and sisters, but also to the general society, the country, and the nation (Li, H., 2010). He was opposed to dotage, but encouraged children to overcome difficulties fearlessly. Liang advocated manners of the poor scholar and told them to be tough. He defined the style of study as that being thrifty to cultivate one's morals. Materials could not dominate happiness. He infused awareness of unexpected development into family education.

Although Chinese traditional family education thoughts had limitations, they still provided the fundamental basis and experience for the development of family education.

Overseas Researches on Family Education

When it comes to overseas research of family education, most people would mention Carl Weter. Carl Weter was a German priest who had a unique understanding of family education. He thought that for children, the most important idea was education, but not talent (Donald, 1997). Whether the child grew to be a genius or a mediocre person depended on the education they received as children from the time they were a baby to five or six years old. Even children of common talent could become excellent persons, as

long as their parents provided them with a proper family education. In addition, Carl Weter believed family education should begin as early as possible. In light of the declining trend of children's potency, the best time of some kind of intellectual development would occur in the period one grew up, and the best time would play a decisive role in the intellectual development of one's life. Like Yan Zhitui, Carl Weter put forward the significance of language education in family education. Children could release their potential abilities if they mastered language as early as possible (Donald, 1997). Carl Weter deemed that the purpose of education was to cultivate outstanding persons who developed in an all-round way. We couldn't only attach importance to intellectual development, physical development, or moral education. Carl Weter's son was a good example of his successful family education thoughts. His son mastered six languages when he was only eight years old and knew phytology, zoology, chemistry, and physics. He was admitted to the University of Gottingen. He became a doctor of law when he was sixteen years old (Donald, 1997).

Charlotte Mason (2004) is one of Britain distinguished educationalists, honored as the mother of family education, and she is the "Doctor Spock" in the education field. Her core viewpoint was to put children into contact with natural life and ideas as much as possible. Charlotte Mason's family education thoughts are as follows. First, outdoor activities were important to keep children in a good mood, exert energy, and feel fresh in a joyous atmosphere. Parents should not restrain them too much, but let them enjoy outdoor activities to take in what they can to learn from nature. In addition, she laid emphasis on habits cultivation. Establishing habits was tough, but once they were established, they were too difficult to change. Finally, parents should focus on the cultivation of volition and consciousness. Volition could control passion and emotion, command desire, and govern habits. However, consciousness was the supreme power behind volition. It was the real thing at the bottom of one's heart.

Mrs. Stowe's concepts of natural education were very popular among American families. She paid great attention to family education. She believed parents must take responsibility to educate children, and they couldn't entrust others to do that. Family education was a life-long task, not limited to a certain age period (Li, X., 2011). Mrs. Stowe thought family education presupposes trust. Parents should give children enough trust first if they want to cultivate excellent persons. Encouragement was another point Mrs. Stowe emphasized. Kids couldn't live without encouragement, and every kid needed incessant encouragement, just as plants need incessant sunshine and rain (Li, X., 2011). So, every drop of progress should be witnessed by parents, and timely encouragement was required.

Domestic research and overseas studies all acknowledge the significance of family education and put forward that family education should be received by children as early as possible.

The Differences of Family Education between China and America

By comparing overseas studies with Chinese studies on family education, there are many contradictions ideas of family education. The differences in family education between China and America have been a hot topic that Chinese and overseas scholars dispute. This chapter presents the three differences of family education between China and America on concepts, contents, and education ways.

The Differences in the Concepts of Family Education

Broadly speaking, Chinese family education concepts are parents-centered. In most Chinese parents' eyes, their kids are not independent individuals but belong to part of their own capital. Many Chinese parents would neglect children's mental development and personalities, just designing a course of life for their children according to their own willingness and requirement. Parents would ask their children to do things

on the basis of parents' thoughts. From the time babies are born, parents begin to force them to do any sorts of things; parents even want to arrange their children's futures and marriages. Parents could deposit their own regrets on their kids and let children realize their dreams of youth. In Chinese parents' concepts, what they do always benefits their children, and children are too young to decide things for themselves. In the Chinese family, children's ideas seem meaningless. Children are restrained on thoughts by their parents. In addition, this "parents-centered" family education concept results in children's treachery when they are in the adolescent period. As in the reality show *X-Change*, one of reasons teenagers become treacherous is that their parents never take their thoughts and feelings into consideration.

Instead, American families focus on democracy, equality, free development, and respect for personality. In American family education concepts, Americans put manifestation of children's unique personality in the first place. The "people-oriented" idea emphasizes that parents should not intervene in children's development exceedingly, but parents should give enough room to let them develop freely. They fully stress that meeting the needs of the individual and regarding the individual's interest is the most vital thing. What's more, democracy and equality are also stressed in American families. American parents take children's thoughts into consideration, which is the biggest difference noted when comparing Chinese family education.

The Differences in the Contents of Family Education

Generally speaking, Chinese family education is the augmented product of school education. Chinese parenting style prefers knowledge-based education. China was impacted by Confucian, Taoist, and Buddhist ethical thoughts for a long time, and most people hold the view that "officialdom is the natural outlet for good scholars." So, successive Chinese dynasties attached importance on hard work but neglected development of other attributes. Chinese people usually measure the quality of education according to children's academic records. Many children in China go to school from Monday to Friday, and they are also forced to attend instruction or other kinds of artistic classes after school. Their childhoods are full of endless studying; however, the problem is that they are not interested in other skills in life, such as the ability to take care of themselves, social communication, and the capacity to adapt. Chinese parents always say, "I will not let my kids lose at the starting line." However, they will never know how much stress their words place on their kids. So, many of them take little care of their children's mental health development, and they just do things that are "good for kids' future" toughly without thinking about the children themselves.

However, American family education pays more attention to cultivating physical exercise, cognitive abilities, emotions, social practice, and survival skills of children, which improves their consciousness of independence and their abilities of adopting society and self-care. So, many people feel American family education is real quality-oriented education. Many American children who grow to eighteen years old could leave their homes and live by themselves by depending on their own abilities. In American family education, parents devote particular attention to cultivating children's resolution capability and practical operation ability (Belsky, 1984). American parents think that their kids' mental health is far more important than their academic record. From childhood, parents encourage their kids to learn to do things themselves and face society themselves. At the same time, they also encourage kids to take part in group activities to learn how to get along well with others. Under this kind of family education, American children have stronger abilities to deal with all sorts of things in daily life.

The Differences in the Ways of Family Education

The Chinese parenting style can be divided into two sorts: one is dotage, and the other is traditional and high-pressure. Ridiculously, these two ways are two types of extremes, they can exist in one family at the same time. For example, in the TV series, *Tiger Mom and Cat Dad*, the girl Qianqian, on the one hand, is under high pressure from her mother because her she is always very strict with her in everything and requests that she do things herself and be independent; on the other hand, contrary to her mother, Qianqian's grandma spoils her. Before her grandma, Qianqian can do what she wants to do, and she can eat what she wants to eat. Qianqian even fights other children, and her grandma stands at her side to criticize the children and thinks that it is the children who are wrong. In addition, Chinese parents like to compare their kids with others. "Look at Tom; his math grade is higher than yours! Why! You are in the same class and have the same teacher!" Chinese parents always blame their children with similar words. They are unable to realize that this comparative way has hurt their children. Some Chinese parents rebuke their kids frequently without considering their children's proper pride; they even use stick parenting.

Instead of Chinese parents' comparative way, American parents prefer to choose an encouraging way rather than comparing their kids with others because they know how the comparative way could strike their children negatively deep inside. Whatever the children really want to do, American parents would like to encourage them to have a try and tell them they must face the results themselves, whether they are good or bad; however, Chinese children are over protected. This way of encouraging education is not blindly just saying "no" to children, but it helps to cultivate creativity, enriches their practical experience, and teaches them to learn to face the results themselves (Stewart, 1998). Because of this kind of family education, plenty of outstanding American inventors arise because their creative ideas would never be laughed at. Parents are the torchbearers of children.

Conclusion

Education is not only a social behavior of cultivating persons, it is also a major way to spread social culture and experience. Family education is one of the most important education ways, and it plays an important role in the period forming a world outlook and thinking model, which is related to children's personalities and characteristics.

The hot broadcast of the reality show *X-Change* and teleplay *Tiger Mom and Cat Dad* are two extreme examples. In the reality show *X-Change*, the participants whose parents are always busy working and earning money are terrifically treacherous because their parents have neglected family education since they were young. Although their parents provide them an affluent, material life, they seldom get company and concern or fundamental family education. When they need parents' guidance most, their parents miss the most important times. So, many little interaction makes a bad situation, and then, those teenagers become worse and worse. If their parents grasp the best chance to educate kids, they will grow up healthy and happy. Thus, family education must begin as early as possible; if children cannot get parents' education when needed, their personalities face more problems. The teleplay *Tiger Mom and Cat Dad* shows a family where educational contradiction arises between the parents and grandparents. A mother hoped to be strict with her daughter, a girl named Qianqian, since she was young. So, her mother is very strict with her academic grades and forces her to attend interest-oriented classes. However, her grandmother spoils her very much and protects her in everything in life. These two educational ways are not very proper, and they have a bad

influence on the child's healthy development. Therefore, family education requires the proper methods. Over-protection and over-requirement are both improper educational methods.

Family education has an irreplaceable meaning for one's development. After one's birth, family is the first attributive area that is pregnant with individuality. Lifelong family education begins the day babies are born and can even go back to the fetal period. A famous psychologist, Professor Hao, said, "Family education is the basis and start of the whole education in one's life" (Yu, 2011, 14). Indeed, family education is a kind of education, having a great effect on one's whole life and the realization of life goals, directly or indirectly.

The family education of every nation has its own cultural mark. Because of differences in cultural backgrounds, values, life style, and concepts, America and China have many differences in family education. The differences of family education are also the reflection of differences of culture between America and China. With the spread of Western education ideas and culture, the differences of family education between America and China get people thinking deeply. Using foreign family education concepts and methods for reference properly plays an important role in children's development and improves of the whole nation. American or Chinese family education methods both have pros and cons. We should learn from each other, advance our family education gradually, and cultivate more talents for society.

Analyzing the reasons for the differences of family education between America and China provides the precondition for us to learn correctly from American advanced family education concepts. In the future, excellent family education methods need to focus on integral development. Quality-oriented education is our final aim.

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An Empirical Study on Teacher Talk in the College English Classroom: Based on Excellent Samples of SFLEP National College English Teaching Contest

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[Abstract] The study conducts an analysis of excellent college English teachers' classroom discourses in the teaching contest context in terms of the amount of teacher talk and teacher questioning. The results indicate that the amount of teacher talk is prominently higher than that of student talk with instruction accounting for a remarkably unusual percentage; although there is no marked difference in the amount of referential questions and display questions, the referential questions prove not to be facilitative, and teachers prefer to use nominating and self-answer, which consequently leads to the low motivation of students to participate, exerting detrimental influence on both the quantity and quality of language output of the students.

[Keywords] Excellent English Teachers; amount of teacher talk; teacher question

Introduction

Teacher talk refers to the language used by teachers in the classroom to organize and conduct the teaching activity; it is the principal way of imparting knowledge to students, and also, an important means of conducting ideological education (Nunan, 1991). It is believed that the quality and quantity of teacher talk will actually influence or even determine the success or failure of classroom teaching (Hakansson, 1986). The major difference of the classroom teaching of foreign languages and the classroom teaching of others lies in the fact that language is not only the objective of teaching but also the medium to achieve the objective (Nunan, 1991). The appropriate or inappropriate use of teacher talk will exert positive or negative influence on learners' output and communicative ability. Therefore, it is of vital importance and necessity to conduct thorough and systematic studies of teacher talk, especially studies of teacher talk in the second language context.

The study of teacher talk in China starts with Zhao Xiaohong (1998) who investigates and analyzes teacher talk in college English reading classes. Since then, China has witnessed an enormous number of achievements with scholars probing into the field and adopting different perspectives: review study (Li, 2007), comparative study (Zhang, 2002), functional study (Kang, 2011), corpus study (He, 2003), feedback study (Zhang, 2011) and so on. In recent years, a newly-emerged interest in the features of teacher talk of excellent college English teachers seems to be intense and prevalent, successfully capturing the attention and enthusiasm of many Chinese scholars (Hu, 2007; Xian, 2007; Li, 2015; Xing, 2015) to conduct relevant studies covering a wide range of subjects with quite diversified perspectives, such as grammatical complexity, register theory, and adaptation theory.

Inspired by the previous studies in China, this paper attempts to describe and analyze the teacher talk of three college English teachers who won first prize in the SFLEP National College English Teaching

Contest, intending to unveil the features of their classroom discourse and verify whether these excellent teachers have successfully executed the “student-centered” notion as prescribed in the regulations of the contest, and subsequently providing some illuminations for teachers who intend to enter this college English teaching contest.

Methodology

Sample Selection and Description

The SFLEP National College English Teaching Contest is, by far, the most influential and authoritative college English teaching contest in China and consists of different phases: a preliminary contest, semi-final, provincial final, and the national final. This contest is held once a year and is generally believed to be the most spectacular of Chinese English teaching; it involves thousands of college English teachers who participate and compete each year and represents the highest level of teaching of young teachers nationwide. In this study, on a random basis, three videos of the first prize winners in the national final phase were chosen. Each video lasted roughly 20 minutes and demonstrated a complete teaching procedure, which conformed to the regulations of the contest prescribed. The topics of the three videos include “Is Honesty Going out of Style?”, “The Pleasure of Learning,” and “Life as a House Father.” The regulations of this contest proposed succinct and concrete criteria for comprehensively judging the teachers’ performance including teaching content, teaching process, teaching effect and comprehensive quality, some of which help to define the research questions of the present study.

Data Collection and Research Questions

In order to truly and accurately reflect the original discourses, any repetitions, pauses, hesitations, slips of tongue, as well as self-repair occurring in both the teachers’ and the students’ talk are all carefully transcribed; any utterance that is blurred or beyond recognition was appropriately marked. Based on the data collected, the present study aims to probe into the following three research questions:

- What is the amount of teacher talk and student talk in the videos under investigation? What kind of role do they play in the process of teaching?
- What is the frequency of display questions and referential questions? Are the referential questions truly facilitative for the students’ acquisition?
- Have the teachers really executed the “students-oriented and teacher-guided” teaching model with the students fully and successfully encouraged and involved?

Data Presentation and Discussion

The Amount of Teacher Talk

The amount of teacher talk and student talk in one class (T1 20 minutes, T2 19.73 minutes, T3 19.55 minutes) was carefully calculated. In this study, teacher talk refers to the language that is used by teachers to instruct language knowledge, organize classroom activities, communicate with students, raise questions, and give feedback on the students’ performance. Student talk is the totality of language that students use in class, which primarily refers to the language used to answer questions, communicate with teachers, and have discussions with partners and in groups. Student talk can be individual or choral. The time of other activities refers to the time with neither the teacher nor the students are involved, including the teachers’ waiting time after raising questions and students’ reading and writing in class. The results are shown in Table 1.

Table 1. Amount of Teacher Talk and Student Talk and the Percentage in the Total Class Time

Teacher	Teacher talk		Student talk		Other activities		Totals	
	<i>T (min.)</i>	%	<i>T (min.)</i>	%	<i>T (min.)</i>	%	<i>T (min.)</i>	%
1	17.48	87.4	2.07	10.3	0.45	2.3	20	...
2	15.78	80.0	2.55	12.9	1.40	7.1	19.73	...
3	17.28	88.4	1.37	7.0	0.9	4.6	19.55	...

As demonstrated in the table, the data indicate that teacher talk occupied a conspicuously greater amount of class time, ranging roughly from 17 minutes to 18 minutes, far surpassing that of the students, who had an average of about 2 minutes, which seems to be totally negligible. Teacher talk held an overwhelmingly dominating percentage of 80% to 88.4% over that of student talk, which was only 7% to 12.9%. These findings bear great resemblance to the previous studies done by Pica and Long (1986) and Zhao Xiaohong (1998), who investigated teacher talk of the teacher-centered classroom, finding that teacher talk took up 70-90% of the class time. Nonetheless, these findings have shown prominent differences from the study of the teacher talk in the student-centered classroom conducted by Zhou Xing (2002), who found that the percentage of the amount of teacher talk was only 15% to 35%. In the question and answer phase, one judge raised two questions concerning the high percentage of teacher talk, which might be seen as a kind of query and dissatisfaction, “After finishing this demonstration of the lesson, what is your estimate of the rate between the time you were talking and the time the students were talking?”; “Tell me anything that you think probably, you have, you could have allowed students to talk rather than you told them.” It can be concluded that these three award-winning teachers did not really offer more opportunities for the students to use the target language. So, to a large extent, the teaching model is still teacher-centered.

Zhao Xiaohong (1998) regarded too much explanation and too much repetition and deviation from the teaching objectives to be the main reasons leading to the overuse of teacher talk. However, in these three samples, repetition and deviation of teacher talk were scarcely found. Therefore, the time of teachers’ explanation and its percentage in the total teacher talk time were calculated. The results are in Table 2.

Table 2. The Time of Teachers’ Explanation and the Percentage of Total Teacher Talk Time

Teacher	Total Teacher Talk		Explanation	
	<i>T(min.)</i>		<i>T(min.)</i>	%
1	17.48		10.48	60.0
2	15.78		10.12	64.1
3	17.28		13.47	78.0

As illustrated in Table 2, explanation accounts for a prominent percentage in the total of the teacher talk: 60%, 64.1% and 78% respectively, far surpassing the figures of 4% to 25% as provided by Zhou Xing (2002) when examining the percentage of teachers’ explanation in the student-centered classroom in China. There is no denying the fact that the teachers investigated are successful and skillful informants and instructors. However, excessive teacher talk has unconsciously deprived the students of the initiative to produce more pushed and comprehensible output themselves. Teachers should not only be instructors and informants, but also be managers, facilitators and supervisors, creating more opportunities for students to participate in the negotiation of meanings.

Teacher Questions

Teacher questions play an important role in classroom teaching because they not only help teachers to communicate with students, but also facilitate students to modify their use of their target language to make it comprehensible. Therefore, teacher questions have been the focus of research for many years. Table 3 shows the different types of questions employed by the three teachers examined.

Table 3. Frequency of Referential Questions and Display Questions and the Percentage in the Total Sum

Teachers	Total Sum	Referential Questions		Display Questions	
	<i>n</i>	<i>n</i>	%	<i>n</i>	%
1	32	17	53.1	15	46.9
2	40	16	40.0	24	60.0
3	38	21	55.3	17	44.7
Total	110	54		56	

As shown in Table 3, altogether, there were 54 referential questions and 56 display questions, indicating no marked difference in the types of questions raised by the teachers studied. This result differs from that of Zhou Xing (2002), who found that in the student-centered classroom setting, the referential questions accounted for 73-80%. However, this result also reveals the sharp difference from the results of both Long and Sato (1983) and Zhao (1998), who elaborated on the teacher questions in teacher-centered classroom settings.

Nunan (1987) believed that when teachers use referential questions, the language output of the students would be much more complicated and more approximate to the utterances in natural settings. However, the sampling in the present study reveals a quite different picture. When answering the referential questions, the students tend to produce limited output within a limited time. The responses to the referential questions are illustrated in Table 4.

Table 4. Responses to the Referential Questions

Teachers	Total Sum	Students' Answer		Self-answer	No answer
	<i>n</i>	<i>Yes/No (n)</i>	<i>Others (n)</i>	<i>n</i>	<i>n</i>
1	17	8	6	3	0
2	16	2	7	5	2
3	21	3	9	7	2
Total	54	13	22	15	4

We can see clearly from Table 4 that among the 54 referential questions raised, 4 were left unanswered, which were considered by the three teachers to be meaningful for the teaching procedure but may be trivial as real questions, thus unnecessarily deserving an answer. In addition, 15 questions were answered by the teachers themselves, accounting for 28% of all the referential questions. The preference for self-answer can be explained from two aspects in the present study. First, answering the questions themselves can largely reduce the limited time compared with getting the students involved in answering them. Second, the teachers intend to impress the judges by virtue of deliberate, well-prepared self-answers, substantially demonstrating their teaching competence with very few uncontrollable factors. In addition, another special phenomenon deserving our attention was that among the 54 referential questions, 13 only needed answering by simply "yes" or "no." Superficially, the teacher-student interaction is rather smooth, one turn following another; in fact, what they actually communicate contains little information.

For example:

Teacher: ...Are you ready? Ok, here we go. Are you honest?

Student: Yes.

Teacher: Do you like money?

Student: Yes.

Teacher: Ok. If you and a gentleman go out for dinner, do you always want the gentleman to pay the bills?

Student: No.

Teacher: Ok, let me see. Um, your pulse feels very strong and powerful. It seems like a pregnancy pulse. Oh, no, your pulse is very steady and calm. So this is the honesty pulse.

You are very honest. Thank you.

From this example, we can see that although the teacher proposes three referential questions consecutively, he doesn't require the student to justify or clarify her idea, resulting in an imbalance of the amount of their talking. It is assumed that these questions are not communication-oriented; rather, they are designed by the teachers to optimize the teaching procedure.

The remaining 22 questions were referential questions in the real sense and were facilitative to the output of the students; unfortunately, at a closer look, it was found that the students were often interrupted by their teachers' frequent repetitions and echoes to such an extent that the students were not granted enough time to make themselves understood, making the students feel rather embarrassed, depressed, and frustrated. As far as the mode of answering is concerned, besides the teachers' self-answer, choosing students to answer was rather widespread, which is beneficial for saving time, but detrimental for arousing students' learning interests and motivation.

In a word, the teachers' strict control over the content of the discussion, the process, and interaction time is a sign that they want to hold the dominant power in class, making sure that everything is well under control and develops in the fixed way they have desired.

Implications

The English Teaching contest is a special teaching context, which has quite a limited time and a fairly stereotypical procedure. However, even within the limited teaching time, teachers should also treat the learners as a discourse community, designing real, effective, and feasible interactive activities, maximally motivating the learners' interest and enthusiasm in participating in the activities and getting the learners actively involved in meaning negotiation, eventually creating successful two-way communication. More importantly, the teachers competing in the teaching contest should bear in mind that the 20-minute teaching presentation should not be their own "solo"; instead, it should be a harmonious teacher-student "chorus." Teachers are by no means the sole "performers"; instead, they should be good "directors" and "conductors." Teachers are by no means the "dictators"; instead, they should be good "coordinators" and "counselors." In a very successful competing class, the students should be the major beneficiaries, receiving the best teaching design and the most advanced teaching concepts; they should never be just treated as "setoffs" and ignored.

Conclusion

College English teachers should not only be instructors and informants, they should also be managers, supervisors, and facilitators. It has already been a challenge, as well as a task, for English teachers to

speculate on how to create effective and interactive class activities within a limited teaching time, encouraging and guiding students to actively involve themselves in meaning negotiation and discourse construction. Since competing classes differ greatly from the real class and the present study is only based on a small sampling, the results are not very representative or universal. It is assumed that the studies based on larger corpus of excellent teachers' teacher talk will be a new trend and a hot topic in the near future.

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Writing Skills Implied in the Process Approach of Writing

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[Abstract] Compared with the Product Approach, the Process Approach is learner-centered and requires all learners to play an active role in the process of writing. Teachers provide appropriate supervision instead of taking complete control. At the same time, teachers do not simply assign a topic and then grade the final products of the learners. They divide the writing process into several stages and organize designed activities to make all learners fully prepared and able to write. This thesis introduces the situation of English writing in our country and analyzes the present problems. This paper emphasizes the Process Approach, and finally, a way to improve writing is introduced.

[Keywords] Process Approach; English writing; comparison; writing skill

Introduction

In this section, the present situation of English writing is introduced. In China, teachers seriously emphasize grammatical structure, but ignore training in the process of writing. Methodologically, writing teachers are accustomed to adopting the Product Approach, which stresses the form of written products, but disregards the learners' ability to arrange content during the writing process. Learners often feel frustrated, and some even lose heart in writing when they meet difficulty in composing because they are troubled about how to write compositions. They do not learn any concrete or practical writing skills from others and the quality of writing is not improved. In the English writing class, it is inappropriate for teachers to immediately supervise learners' actions or find errors in organization and content.

Normally, teachers divide the discourse of writing into words, sentences and paragraphs. Learners are required to write down the main points that are provided in the instruction and try to transform sentence patterns by using noun clauses, adverbial clauses, attributive clauses and so on, in order to draw the attention of the raters. Teachers also require learners to pay more attention to grammar in writing and avoid mistakes. When learners finish written individual works, they are asked to hand in the compositions, and teachers grade them. Sometimes, teachers' comments on compositions are given as a feedback to learners. In light of the present situation, the Product Approach is typically applied in the writing classroom. This approach gives learners little leeway to "create" in the target language because the use of language is the manipulation of fixed patterns. In other words, the sole purpose of the present writing assignments under the Product Approach is to test the mastery of specific grammatical structures. Therefore, teachers take grammatical accuracy seriously, but they neglect a fact that writing is as equally important as other language skills. Some researchers point out that focusing on language errors improves neither grammatical accuracy nor writing fluency. It can explain the phenomenon that numerous learners do not reach their expectation, though they make very few mistakes in respect to linguistics.

For quite a long time, writing teachers in our country have concentrated on the writing product, but have neglected the writing process and the consciousness of readers. They have adopted the Product Approach to judge the final products of learners and evaluate writing skills in light of grammatical and lexical accuracy. In addition, teachers also emphasize feedback on the learners' compositions. Beyond that, it takes teachers several days to read the learners' work. However, learners do not always realize the

importance of the feedback given by teachers. They just take a quick look and then put their compositions into their schoolbags. Although the teachers correct compositions attentively, learners still make similar mistakes and are unable to write good compositions. In consequence, the teachers' hard work is useless, and it is difficult to improve the level of writing.

The Significance of Improving Writing Ability

With the development of the economy at home and abroad, an increasing number of citizens are looking forward to having a good command of foreign languages because it is both helpful in life and work. In order to become qualified and outstanding individuals of society, society members attempt to improve their writing abilities. The State Education Commission of China also has drafted an English curriculum standard, which raises the following norms about writing skills for senior middle school students: first, students should be able to report or write a summary according to the reading materials; second, students should be able to write a short essay or report according to the information from the characters and diagrams; third, students should be able to write coherent and complete short essays, narrate events and express their viewpoints and attitudes of the events; fourth, their style of writing should be normative, and their sentences should be smooth.

A number of experts and scholars have stressed the importance of English writing. For example, Wangdao (1997) indicated that writing in English learning has an important and irreplaceable function. Mr. Wang Churning also advocated improving English learning by writing. All of the above indicate the importance of writing in English teaching, indisputably. Though we have rich teaching experience in reading, we are poor in writing. Until now, learners' writing skills have not been improved effectively. It is natural that all English teachers are concerned with how to improve skills with the proper approach.

Overview of Process Approach

As a concept for EFL writing, it is worthwhile for us to look at the Process Approach because it will give us a different perspective on improving writing approaches. In the early years of the twentieth century, researchers explored the Process Approach roughly. At the end of the 1960s and the early 1970s, there was a revolutionary paradigm shift from product writing to process writing, which researchers and teachers have been put emphasizing. Professor Wallace Douglas, the initiator of the Process Approach at Northwestern University in the United States, stated, "Writing is a process and students should be taught the steps that make up the process" (Judy, & Judy, 1981). American language teaching researchers Ann Raimes and Vivian Zamel (1997) also carried out a large amount of TESOL research about the Process Approach and proved the feasibility of it. They (1997) stressed, "Writing is the process of exploring one's thought and learning what these thoughts are from the act of writing itself." During the 1980s and 1990s, numerous linguists and scholars attested to the theoretical guidance and practical significance of the Process Approach, including Flower & Hayes, Horowitz, Reid, Stanley, and Silva, etc.

At present, there is not a standard definition for the Process Approach to writing that is widely accepted. There are representative definitions as follows. Nunan (2004) defines the Process Approach as an approach to writing pedagogy that focuses on the steps involved in drafting and redrafting a piece of work. The features of the Process Approach are summarized as follows: it focuses on the process of writing that leads to the final written product; it helps student writers to understand their own composing process; it helps them to build repertoires of strategies for prewriting, drafting, and rewriting; it gives students time to write and rewrite; it places central importance in the process of revision; it lets students discover what

they want to say as they write; it gives students feedback throughout the composing process (not just on the final product) to consider as they attempt to bring their expression closer and closer to intention; it encourages feedback both from the instructor and peers; it includes individual conferences between teachers and students during the process of composition.

The Process Approach emphasizes the act of writing and rewriting instead of the finished draft. It is oriented more toward the process, not the product. No matter what the definition is, researchers all fundamentally believe that writing itself should be a recursive process of cognition, the creative process of thinking, and social interaction. Writers should improve their cognitive, interactive, and written communication skills through a series of activities in the writing process.

Theoretical Foundation for Process Approach

Flower and Hayes (1981) studied writers' writing process systematically by "protocol analysis" – asking writers to think aloud while writing and then analyzing their narratives. They found that writing is quite a complicated process, and is made up of various sub-processes that occur cyclically and in varying patterns. They came up with a cognitive process theory of writing, in which the composing process consists of three elements: task environment, writers' long-term memory, and the writing process.

In the writing process, planning is subdivided into three steps: generating ideas, organizing, and goal-setting. Generating ideas refers to retrieving information from the long-term memory to form original ideas, while organizing provides "meaningful structure" to the generated ideas. It counts on the categories and patterns of the writers' long-term memory, the writers' perceptions of topics and the audience, as well as the writers' goals. Goal-setting is the most critical part, because it decides whether the writers' final texts will be successful. It refers to the requirement of a writing assignment. The planning process is not fixed in time or limited to the beginning of the process. It is recursive during the whole process.

Translating links planning and reviewing. This refers to putting ideas into visible words by balancing the demand of thoughts or mental images and the demand of the written form, which includes grammar and usage rules. In essence, translating is a process of forming and developing one's ideas.

Reviewing is the act of evaluating what has been planned or written. It is subdivided into two steps: evaluating and revising. A negative evaluation causes the monitor to switch into revising. While the revising process may occur at any time during the process of writing, it might interrupt other processes to return to whichever part of the process planning, translating, and generating ideas that needs work. In a word, the reviewing process is an important cognitive process that cannot be ignored in the process of writing.

The entire process of writing is modulated by a monitor. The monitor is the executive of the process of writing, which determines what time to switch from one writing process to another. It is a metaphor for the writers' experience and the ability to direct their writing.

In brief, Flower and Hayes' theory (1981) indicated that writing is a complex, goal-directed, and recursive activity. No matter how academically weak or different, all writers have a large body of experiences and ideas, which are part of their long-term memories. Therefore, the teachers' role is to help learners recall those experiences and ideas to form the basis of their content. Writing is not a de-contextualized or artificial exercise. Task environment includes a sharply defined sense of purpose, and the audience is important if writing teachers want to make writing an authentic and active activity for their learners. The theory provides teachers with extremely valuable information about how writers set goals, how they solve problems, and how they present meaning to themselves. Reflecting this theory of writing,

writing instruction gradually changes from product-oriented practice to a more positive process-oriented approach.

Stages of Process Approach

From research, we can draw the conclusion that writing is not a linear process for gathering information, outlining, and writing, but includes several stages that are not necessarily independent, clear-cut entities. The stages mainly involve different forms of brainstorming, quick-writing, planning, drafting, redrafting, revising, and editing.

Until now, researchers have not come to an agreement on the stages of the Process Approach. Bill Bridges and Ronald Lunsford (2001) describe the writing process as prewriting, drafting, and revising. They believe, “We cannot divide the writing process neatly into separate units, but it is useful and convenient to talk about three stages – prewriting, drafting, and revising – as if they were discrete units.” It is reported that there are six divisions, including stimulating interests, working with ideas, planning and organizing ideas, drafting, feedback, and revising (Zhang, 2004).

According to Murray, there are three stages: rehearsing, drafting, and revising. At the rehearsing stage, writers warm up, choose a focus, collect and record ideas, and prepare for writing. Drafting is the central stage of the writing process in which writers get their ideas recorded into a kind of tentative and first-draft shape. The third stage is revising, in which writers interact with their writing.

Possibly, the most influential is White and Arndt’s theory: generating ideas, focusing, structuring, drafting, evaluating, and reviewing. They provide teachers with a framework by which they can grasp the recursive nature of writing. It is viewed as one of the clearest and practical introductions to the Process Approach.

Though description of the steps of the Process Approach varies, there is a common core for use in describing it. Writing is recognized as a quite complex multiply-recursive process.

The process approach has advantages as follows: writers’ writing obstacles are easily detected; it can achieve reciprocal learning; it can fully integrate writing with other communicative skills; it can fully involve writers in a writer-centered classroom atmosphere. It can achieve individual face-to-face guidance, and it have a good feedback mechanism.

The Process Approach advocates insist that process is more important. Process emphasizes its communication and interaction between teachers and peers during the writing process. The Product Approach has been integrated deeply in people’s minds and in practical discourse. Meanwhile, the significance of the Process Approach has been realized.

An appropriate and better writing approach is found only when it is designed to optimize the writer’s learning processes and integrate them with the advantages of other approaches. The hybrid approach is expected to be more effective in the subsequent practices.

Combination of Product Approach and Improvement of Students’ Skills

Besides the way of teaching being changed, the students’ skills should also be trained. The improvement of basic training is necessary. First of all, speaking and writing are the ways of comprehensive training. Learners often first learn language knowledge through listening and reading to understand the thoughts of others and express their thinking by speaking and writing. Therefore, we should integrate writing and reading closely because this is an ability to diversify training and listening. Second, students should increase their amount of reading. Reading is the basis for writing. Reading both consolidates knowledge of the

language and the writing method. We increase exposure to materials by more reading. Receiving information, and thinking actively will cultivate English thinking skills, increase understanding, and enhance the sense of language at the same time. It is a good way to consolidate and expand vocabulary and help promote English writing ability. Third, students should recite regularly. Students can learn the different English expressions and train their English sense by reciting some graceful sentences. Some usual English sentences formed in the long-term social development are often used in English expression. Reciting will lay the foundation for further composing.

The expansion of oral practice is also an independent part. Some customer education experts researched the influence on the English writing skills by oral practice. They said that speaking ability will help improve the ability of written expression. It plays an important role in the whole process of writing. It will make our writing ideas clearer by considering both speaking and writing, and it will make writing become more abundant and language more authentic. It not only promotes our thinking to write in English, but also enables coherency in English Writing Language. Students who have a high level of speaking can convert spoken language into good writing by learning some adequate writing skills and learning the difference between written words and spoken words.

The elimination of “Chinese English” will be very helpful for English writing. Some students lack the understanding of English discourse organization during English writing and the differences between English and Chinese. It tends to migrate discourse organization of Chinese law through the use of English. They organize English sentences using the Chinese way of thinking and habits, which turns into logic confusion in the sentence. The sentence will be very stiff, even puzzling. “Chinese English” signs are ubiquitous. Teachers should pay attention to cultivating students’ thinking in English awareness in the teaching process, and train more in English sense.

Conclusion

Writing is a dynamic, complex psychological process of thinking; the process of creating is a continuous accumulation. It is a long process to improve students’ writing skills and can only be effective by using the Process Approach. The knowledge of English will be consolidated by learning and writing. Teachers can use many forms to guide students’ writing exercises. Students are encouraged to adhere to writing every day, such as writing in a diary, remembering one thing, and talking about a small experience, or reciting some good paragraphs.

“Rome was not built in one day.” English writing ability is not achieved overnight. “Make up for lack of natural talent by hard work.” Everyone knows that “practice makes perfect.” Students must learn a variety of writing skills by a lot of training in writing. The teachers use the Process Approach in writing training, and the students’ writing abilities will gradually improve and be perfected. In short, it is two-way, hard labor to improve the students’ abilities in writing, and it not only depends on teachers’ process teaching and guidance, but also on the students’ constant writing and practice.

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Application of the Problem-Based Learning Mode to Scientific English Teaching for Graduate Students

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[Abstract] *The Problem-Based Learning mode (PBL) is a learning method that connects disciplinary knowledge to real-world problems. Under this framework, the target to solve a problem becomes students' learning motivation, and it can turn the class from teacher-centered mode to a student-centered mode and teacher-led. This research attempts to apply a problem-based learning method to scientific English courses for graduate students to evoke their initiative in English learning. The results show that the application of the PBL mode can create a problem-surrounded environment and evoke graduate students' active and divergent thinking through cooperative and interactive discussions; it is finally confirmed that PBL is effective in increasing students' participation in class activities and, thus, improving their capability to master scientific English.*

[Keywords] *Problem-Based Learning mode (PBL); initiative; English teaching; graduate students*

Introduction

PBL stands for Problem-Based Learning, which advocates that teachers put the problem derived from the course knowledge in real-world situations and guide learners to acquire the implicit knowledge of science hidden behind the problem through a collaborative problem solving process to develop students' thinking abilities to solve actual problems (Hou, Wang, & Q., 2009).

Based on Dewey's constructivism, the PBL method aims to encourage and support learners to explore actively and work together to solve problems, as well as develop their interpersonal communication skills in learning process (Chen, 2015). The theory has gradually improved, and its practical applications are becoming increasingly mature. In China, PBL has been popularized, and its influence has extended to higher education areas in recent years.

So far, the reference to the PBL mode in domestic literature in the area of graduate student's English teaching is limited, especially in scientific English teaching. Some scholars have tended to choose research references abroad; however, the conclusions thus formed are far from objective, since the results might be comprehensively affected by varied language acquisition environments and diverse cultures of different countries. In order to study the issue in depth, we must combine the study with Chinese culture and with specific situations of China English teaching as research basis.

The "Problem-Based Learning" method in this essay means to create the problems and make them a link to organize all aspects and steps of the teaching process, during which problems concerning scientific English must be constantly proposed throughout the teaching process, thus making students' English learning an activity to experience, to understand the knowledge, and to stimulate their own language

outputs. The method makes language acquisition and utilization a re-discovered and re-created process that cultivates students' problem consciousness and scientific spirit.

Literature Review

The one who initially used PBL for teaching was the American pragmatist and educator Dewey. He proposed the theory of taking experience as the center and claims “putting learning in problems” method and put forward the famous “five-step teaching method”. In the late 1950’s, PBL was officially introduced as a kind of teaching method by the Canadian McMaster University Medical School (Luo & Wang, 2016). Then, this method was applied in medical colleges and universities around the world and gradually permeated into other educational areas. With this mode, students’ autonomous learning abilities were enhanced, and their innovative consciousness and cooperative spirit was cultivated (Zhou, 2007). Foreign universities started to study the PBL teaching mode in the 1960’s, and they are rich in theoretical achievements so far; their study has gradually deepened into the specific teaching subjects.

The implementation of PBL not only involves the medical field, but also includes psychology, finance, business, economics, linguistics, sociology, and so forth. In 1998, a national PBL information exchange center was set up with the support of the Pew Charitable Trust funding, which guaranteed the implementation of the PBL teaching (Ma, 2011). In the East University of Germany, teachers would take part in a week of training in accordance with the standards of Dresden-Harvard medical education alliance before they applied PBL teaching in drug therapy. In 1993 in Illinois, United States, the mathematics and science association established a PBL research center with the support of the Hitachi Foundation and the Johnson Foundation (Wang, 2011), providing abundant funds for PBL teaching and professional training

Compared with fruitful research achievements acquired overseas, the PBL teaching mode in China still concentrates on the theory development stage so far, which mainly is concerned with the introduction of the PBL teaching mode, its feasibility, necessity, and experience of foreign research. The research scope in recent years has expanded to medical care institutions, psychology, English teaching, the Marxism theory of teaching, MBA education, program design language, robot teaching, civil engineering, and other fields. China’s domestic universities have encountered obstacles and problems in PBL teaching as follows: First of all, there are limitations in materials for English teachers; second, it is difficult to convert the student role to act as a learning center. Third, it is difficult to transfer teachers’ roles to make them learning leaders and directors (Luo & Wang, 2016). Being paid inadequate attention, the research results based on PBL teaching in our country is relatively scarce, and the PBL mode has not yet been systematically built up in line with China’s graduate English educational reality.

Situations of Scientific English Teaching for Graduate Students

On one hand, graduate students’ English teaching has developed at a relatively slow speed compared to college English reforms and development in China. Teachers mainly use textbooks with one-sided means of delivering language knowledge to conduct their teaching and train students’ abilities in reading, writing, and translating, which lacks communicative class activities. This teaching method requires students to master the knowledge of a textbook rather than actively construct knowledge. Thus, it is difficult for students to discover new problems, let alone to figure out methods to solve the problems and develop the practical ability to put forward new ideas. What's more, it's more difficult to build their creativity and innovation, which is not conducive to educating students with English proficiency and

English talents. In addition, this approach leads to the result that students have no practical needs to act as learning centers when they are being passively taught; teachers just impart knowledge from textbooks or other teaching materials with little creation. Students lack a sense of participation and self-learning ability. In concept, approach, and content, English teaching for graduate students still emphasizes more on accumulation of imparted knowledge and language, ignoring the practical ability to use the language.

On the other hand, there are constraints in teaching for the test. The current graduate English teaching has a strong component of teaching for the test, which means teachers focus more on examination skills to push students to pass the national CET4 and CET6 exams, and many students are learning English to acquire scores to guarantee postgraduate certificates. Students are busy with exams, which lead to the teaching consequences of the one-sided concept and students' poor scientific English capabilities.

Third, students' English quality and teachers' English teaching capacity need to be improved. Postgraduate teaching and college English teaching are relatively disjointed, and students with different English learning foundation are arranged in the same graduate students class using the same textbook; some students find what they learning in class difficult, while others might think they are too simple, which not only creates great inconvenience for teachers, but also leave many students of superior or inferior English levels emotionally weary.

Application of PBL Mode to Graduate Scientific English Teaching

The PBL mode has unique ideas and steps for Chinese graduate students' English learning. Generally, it creates ingenious environmental problems and a convenient atmosphere for students to explore and analyze the problem and then push students to solve problems in a harmonious and pleasant atmosphere, thus improving their scientific English skills constantly.

Creating Problems-Surrounded Environment

It is a significant external factor to create a pleasant and harmonious atmosphere for students to use English to communicate. Teachers need to create content of the scene, inducing students to think so that students can use the English they received spontaneously in the scenario. Teachers should guide students to commence thinking and discussing based on problems designed with the textbooks as material and then enter oral communication in a relaxed way to inspire students to speak English.

Based on the PBL method, the science teachers' set must be practical and decompose the whole process of communicative competence in English into specific situational problems that help students use English to solve real problems. Depending on content and teaching objectives, teachers can design practical problems students are interested in, then place "emulate" situations related to the learning content. Students can be immersive and feel the atmosphere of the scene context intuitively. When creating a situation, the indoor environment can be appropriately arranged, and when integrated into the scenarios smoothly, students will have a great enthusiasm for learning. Then, teachers should encourage students to get rid of psychological pressure, provide the necessary language knowledge, and guide students to be perceptive to the context. This situational method can improve students' English communication skills effectively in the simulation context. The selection of content should focus on a certain field of scientific English and be involved in a wide range of social and cultural fields so that students can form a sense of language in the natural context. It has important implications for the

accuracy of the elimination of psychological tension, shortening decoding time, and improving comprehension.

Setting Problems to Evoke Students' Active Thinking

The problem is the core in the PBL mode English teaching. A rational scientific problem can not only inspire students, but also promote students to think about the issue in different perspectives. Students have a stronger desire to express familiar topics; thus, when the teacher sets the questions, both the convergence of content and the combination between students' learning and life should be taken into account. Based on the characteristics of PBL and group problem-solving, we should also divide students into groups and make them self-study to help them build the concept of learning from each other and learning by themselves. English teachers need to change their role as "class leader" first, and then they must assume the coordination, organization, planning, participation, and assisting in evaluation and other tasks. In a word, they must evoke students' active thinking. When designing questions, teachers have to consider the following aspects: (1) whether the problem is realistic and sufficient to arouse students' interest; (2) whether the problem is associated with students' prior knowledge and abilities so that students have the confidence to deal with them; and (3) whether the problem can be solved and the answer used to provide students with feedback directly. If the problem teachers set can meet the above conditions, they can let it go and give students enough space to enjoy and learn. Each study group tends to analyze problems, set solutions, and further evolve the roles for each group member. Everyone must actively prepare for the completion of tasks, including warming up and playing an active role in the class. Students should not only be responsible for themselves, but also be responsible for other group members. In this case, teachers should help students strengthen their self-awareness and develop habits for studying independently.

Stimulating Divergent Thinking Through Cooperative and Interactive Discussion

Through being engaged in conversation or discussion, the collaboration and cooperation among teachers and students can be reinforced. Graduate scientific English class should be an interactive process in which cooperation and interaction happen between the student groups. The PBL mode can be combined with task-based teaching methods. In the big class teaching, teachers can put the issue as an assignment for students to think over and discuss and can enable students to solve problems in an interactive discussion. The PBL mode usually provides students with opportunities to make conversational practice in groups. When teachers are in the formation of teams, they must pay attention to students' oral skills and complementary personalities of group members. Graduate students have accumulated a number of professional terms, so teachers can make students first use the terms to communicate during the group interaction to stimulate students' thinking in English about a certain scientific area. The application of PBL in the graduate scientific English class can effectively improve students' speaking abilities. English teachers should change the traditional teaching methods to stimulate students' initialization for participating in the discussion, improve students' English thinking abilities, and implement issues in cooperation perfectly. Enhancing speaking abilities also requires practice in real combat situations in which the students design problems and, finally, find solutions by themselves. Often, role-playing in English class from the textbook is an appropriate oral communication activity such as a scene to address in an academic conference. Most graduate students are facing the situation that they will graduate soon and have to find a job, so teachers can arrange for students to simulate interviews to practice

communicative English based on their professional knowledge. Everyone can prepare for the small English talk according to their identity and practice the imitation in interactive communication and to get ready for their future work after graduation

Conclusion

The “Problem-Based Learning method” pays attention to guiding students to actively participate in hands-on, independent thinking and cooperative inquiry. It helps students learn to ask questions, analyze problems, solve problems, and be able to exchange and cooperate with others. It is an important aspect of the implementation of quality education that stimulate students' the ability to ask questions. The study shows that the problem-based learning mode can promote graduate students' enthusiasm for scientific English learning, develop their initiative, and improve their learning efficiency. Education in China now focuses more on quality-oriented education rather than examination-oriented education; therefore, the PBL mode has a very significant meaning and enforceability.

At the same time, this research also exposes some problems for further study. The researchers need to think more both in the teaching and learning perspectives when carrying out the next study, and they are supposed to think about the means to maximize the effect of PBL, thus revitalizing China's graduate English educational class.

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A Study on the College English Teaching Model from the Perspective of Intercultural Communication

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[Abstract] *English teaching means not only teaching the language knowledge, but also developing the students' capability to make intercultural communication in English. This research explains the importance of the study of intercultural communication in college English teaching, language limitation, different modes of thinking, and different communication styles are main factors affecting intercultural communication. Furthermore, a college English teaching model for intercultural communication was developed from four dimensions, namely teaching objectives and content, teaching principles, teaching methods, and teaching evaluation.*

[Keywords] *intercultural communication; college English; teaching model; cultural teaching; language teaching*

Introduction

Globalization is the most important and the most rapid development trend. Great progress in human science and fast technological development of the social economy promotes exchanges. At the same time, it accelerates the process of economic and cultural globalization. Mastering different languages to communicate effectively can make people of different cultures and different countries share in the process of feeling the different civilizations. Also, it reduces the distance from person to person and country to country. Therefore, foreign language learning is not only a process of being familiar with basic skills of language, but also a process of understanding the target language culture, improving quality, and expanding the method of the thinking process (Du, 2004).

In foreign communication, if people don't understand a foreign culture, they can't use a foreign language for effective communication. If Chinese people want to communicate in a foreign language, they must understand the foreign culture, study foreign language and culture knowledge to understand and experience the differences between Chinese and foreigners' cultures to improve their language skills and social cultural and intercultural communication abilities. Only in this way can it be guaranteed that the two sides can express efficaciously in the process of communication. Theoretically and practically, the objectives of language skills and knowledge and thinking in English teaching are closely related, rather than separated (Wen, 2015). The research achievement of anthropology, linguistics, psychology, education, and social linguistics make people aware of the close relationship between language and culture, and promote the study of intercultural communication and cultural teaching. Learning English under intercultural communication is not for service but for cultural study, experience of a new language, and improvement of communication skills.

Importance of Intercultural Communication

With the theory of general communication as its central theory, the theory of intercultural communication was established in the 1970s, and it developed by adopting the achievement of other subjects (Liu, 2006). First, it is an important part of effective English teaching. Effective English teaching is far beyond the

boundaries of the English language itself. It is about social norms, language environment, cultural rules, pragmatic rules, and many other factors closely together with a language symbol system to make the English learners in the actual language application able to complete a complex process of intercultural communication. Learning a language and culture is a mutual, promoting learning practice process. The process of learning a language is also the process of learning culture. So, intercultural communicative study has a very important position in English teaching, and the neglect of this field study can lead to a waste of time. This may affect English learner negatively.

Second, it is a guarantee for realization of the objectives of English teaching. The fundamental goal of English teaching is to enable the learners to use the English language to communicate with people from foreign countries successfully. Many people have realized that teaching English is more than just teaching students. The knowledge of an English language develops students' listening and speaking skills; any accepted language has influence on cultural education. If attention to the teaching of culture is paid, it will help students understand others' countries' culture through the learning of the language. For instance, students will better understand the conditions of education of other countries and improve the function of English teaching from the single knowledge teaching to impart comprehensive cultural learning.

Third, it is one of the important symbols of model English teaching. Cultural cognition and intercultural communicative competence have become important standards of modern talents. Training the cognitive ability of foreign culture and strengthening English learners overcomes the use of foreign language communication obstacles or conflicts. The intercultural communication in modern English teaching is more and more important. There is a kind of trend. The current research emphasizes that English teaching should be a kind of intercultural English teaching (Zhang, 2007). Today, many teachers and students have improved their intercultural communicative competence requirements that have become increasingly intense; colleges and universities in our country have some foreign language school courses in intercultural communication that emphasize cultivating the students' intercultural communicative competence.

As is known, there are three factors that influence college English teaching, such as language limitation, different modes of thinking and communication styles. With regard to communication between people of different cultures, the first problem is the language of cultural barriers, especially when the two sides do not have a common language. The language of cultural barriers has become very obvious. Even if people have a common language and the culture is different, the language barrier will still be at an even level because the vocabulary, pronunciation, semantic concepts, and cultural issues related to language may be different because of multiple factors. All national habits of thinking depend on the formation of the corresponding cultural environment. The cultural environment containing the main factors have a production mode, historical tradition, philosophy, and so on. Language is an important means of awareness and understanding the world. At the same time, understanding and mastering a language make up an important part of perception. That is to say, on the one hand, language reflects thinking. Language acquisition, on the other hand, also is the main reason that influences the formation of thinking habits. Psychological linguists think that human cognitive structure is the same, but because of the culture of the nationalities' living environments are different, they use language differently. The way of thinking is different. Communication style is the way people, when passing information, like to use. The difference between communication styles in China and America is direct and indirect, self-confidence and humility, silence and talk. If our two countries understand each other's communication style, the cultural conflict in the process of communication is inevitable. So, it is very important to understand each other's communicative culture. Teachers teaching consciously the national culture not only can increase their

students' interest in learning, but also can improve the teaching effect. At present, the consciousness of intercultural learning in college English teaching is relatively weak.

Construction of Intercultural Foreign Language Teaching Goal

For arguments about the feasibility of college English teaching goals, we conducted a questionnaire survey of teachers from Jilin Agricultural University, Changchun University of Technology, Changchun University of Science and Technology, and Beihua University. They agreed to build a college English teaching model in the following ways. The goal of intercultural foreign language teaching includes language skills, communication skills, and the ability to engage in intercultural communication, and its contents should include the language teaching, culture teaching, and intercultural communication ability in three aspects. The three aspects of the teaching contents are closely linked and make mutual penetration. Language knowledge and cultural knowledge form the foundation. Language use and culture exchange provide the opportunities for knowledge practice and experience. As a result, the students like learning the language. At the same time, they understand the national culture. With language application ability as the goal, it is important to train the students to listen, speak, read, write, and translate in order to improve the students' English comprehensive application ability. From the perspective of intercultural communication in English, teaching pays attention to cultivating the students' overall ability to communicate, language skills is one aspect of communication that is particularly important.

In general, the teaching content mainly includes listening, speaking, reading, writing, translating, and vocabulary. The courses need to be set up to improve the students' English comprehensive application abilities. First, students can understand English conversations and lectures; they can understand the familiar basic subjects and study English radio and TV programs. The language speed goal is 150-170 words per minute so that they can understand the key points and details and can understand the basic professional courses in English. Second, students can use English to converse about general topics fluently; they can express personal opinions and feelings; they can state the facts, and reasons and describe events; the oral Language is clear and the pronunciation and intonation are basically correct. Third, students can understand a simple English newspaper and magazine articles at a reading speed of 80 words per minute (when speed reading, they can reach 100 words per minute). Fourth, students can express personal views, can write an English specialty paper, can write a professional English essay, can describe all kinds of charts, and can write no less than a 150-word essay in half an hour. Fifth, students can translate professional English literature and can translate English national newspapers with the help of a dictionary. The translation speed of Chinese to English or English to Chinese is about 300 words per hour.

English comprehensive application ability is a part of intercultural communication competence. It is the ability of intercultural communication for people of different cultural backgrounds for effective and appropriate communication skills. Intercultural cognitive ability is the basis of intercultural knowledge, intercultural communication rules, and intercultural communication awareness. We should cultivate students' intercultural cognitive ability in college English teaching first. Students not only need to understand themselves and their own cultural customs, values, thinking modes and behaviors, but also need to understand the target language culture. If they don't understand the cultural system of reference, they can't adjust their behavior patterns or predict their communication object orientation. Language is the main content of college English teaching; the most important goal is to master the language knowledge and application of rules. Sometimes, people don't understand each other's communication rules because their value orientation is different. Therefore, college students should understand some communicative objects

and learn the communication strategy; then they can show intercultural communication ability at the behavioral level.

Construction of Intercultural Foreign Language Teaching Principle and Method

Intercultural English teaching should follow with learners as the center, then cultivate learners' autonomous learning ability. So, the needs of the learners' language and cultural learning, experience, attitude, ability, and so on are instructional design considerations. The autonomous learning ability is very important for intercultural cultural foreign language teaching because one of the training objectives of education is to cultivate the idea of life-long learning. Intercultural learning content is rich and large; relying on teachers' teaching is not enough. The most important thing in teaching is to cultivate the ability of learning; this ability is a kind of ability suitable for sustainable development.

Intercultural language teaching should be done according to different teaching contents and use different teaching methods. Using all kinds of teaching for fostering strengths and circumventing weaknesses are the best efforts for teaching effectively. For example, respecting the rule of cognition, using grammar and translation methods to explain basic grammar and language knowledge, using the direct method of visual teaching methods will ensure the language knowledge and skills training. The dominant cultural teaching method is a relatively independent cultural teaching method. The big advantage is saving time and being efficient. Also, this method is very convenient for students' learning. The recessive culture teaching method is naturally the fusion of foreign language teaching and culture teaching. Its advantage is that the classroom teaching gives students an opportunity to understand and perceive culture. The comprehensive cultural teaching method refers to the intercultural communicative competence as the final goal of teaching. It combines the advantages of the dominant culture teaching method and the recessive culture teaching method.

Culture is one of the main targets and contents of intercultural foreign language teaching. It should adopt a combination of formative assessment and summative assessment, and it should reflect students' learning effects objectively and positively. To help students become more aware of their state, adjust their bad behavior, the level of English learning should be improved. Specifically, it evaluates the students for the extent of their learning efforts, their progress, and their learning attitudes through the observation of the learning process. The students can also, through the evaluation process, reflect on their own learning and promote and guide their autonomous learning. At the same time, the formative assessment can encourage students to study hard, control their own learning process, and develop their self-confidence.

Conclusion

In general, the college English intercultural teaching mode is intended to cultivate the students' intercultural communicative competence as the ultimate goal. The main content is the English language knowledge and language skills, cultural knowledge, and intercultural communication, such as the organic combination of language teaching and culture teaching.

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Rational Thinking on Reforming College English Teaching under the Background of Socialization of NMET

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[Abstract] Rational thinking on reforming college English teaching is coming from the background of the socialization of NMET and from cultural communication caused by the globalization situation. Society, as a whole, is demanding English talents. Teachers must consider carefully their training as English professionals, as well as their arrangements of English courses, plans to achieve goals, teaching contents, and teaching methods. English language knowledge and training must be closely combined with a culture of learning. The most important thing is to pay attention to the new thought of learning itself.

[Keywords] socialization of NMET; reforming college English teaching; rational thinking

Introduction

On December 8, 2013, Beijing news reported that there was an overall scheme to reform the college entrance examination in English by the national education department. English is an important reference index of each college and university recruiting students (Li, 2013). The subject is no longer the university entrance exam of the unified exam, but it has turned into another view of the exam: social examination. Facing the reform of the college entrance examination for English, college English reforms must be on the agenda. The new English teaching outline for the college English major has clearly put forward that for English majors in institutions of higher learning, it is important to develop not only a solid foundation in English language knowledge and broad cultural knowledge, but also universal talents with proficient English skills. The establishment of the training goal has become the beginning of all the English major teaching reforms. Each subsequent English major education in colleges and universities in China has begun in response to the training target, and they have modified English professional teaching goals because of the characteristics of their own professional education. From now on, a silent journey of new college English teaching reforms has set off. That is to say, colleges and universities should carry out a comprehensive reform in teaching courses, content, and methods during the process from target cultivation to achievement. The author thinks that in such a targeted and planned way of English teaching reforms, colleges and universities have to be very rational, especially teaching courses that can't simply increase or decrease. Teaching methods can't only refer to foreign successful cases; research methods to study teaching methods can't be ignored (Zheng, 2009). Rational thinking is discussed in the content that follows.

Comprehensive Understanding of Curriculum Reforms for English Majors

As we all know, the main function and the ultimate aim of education is to provide various services of social needs. Because of that, institutions of higher learning in English teaching try to meet social demands as a goal with a positive attitude, taking the initiative to change and adapt to changes in all areas of society, and make progress. So, it is necessary to highlight language practicability. In order to achieve such a lofty goal, the proposed new teaching syllabus for English majors has explicitly pointed out that

developing versatile English talents is the right choice and action for English majors. The establishment of a variety of targets and the implementation of measures aimed at achieving is the ultimate training goal in English education. Most universities and institutions of higher learning for English majors are “English + other”, which is a traditional and common mode. “Other” contains the curriculums that have no major contact with English learning and application, such as law, management, or other areas. Some English courses do have some relevance, such as business English, international trade English, and the customs service English, etc. Some courses combine reasonable service in colleges and universities and have distinct industry characteristics, highlighting the applicability of international communication language. To be clear in this curriculum system, students' main study contents are still basic knowledge of the English language, English skills, and English courses; teachers' teaching content focuses on the basic knowledge of English, skill training, and level improvement. Two modules of "other" courses in the English major education system are not only the mainstream, but an effective complement to students' knowledge in various aspects. It can better satisfy students to meet self-redesigns and requirements.

English majors should attach importance to cultivating talents with comprehensive English skills. You can't put the cart before the horse: ignoring the initial goal of fostering talents. English professional learning always focuses on English, so in the efforts to achieve new training objectives at the same time, people cannot be unaware of all the modifications and limited words in front of versatile English talents in the new syllabus for English majors, such as having a solid English language foundation, the ability of applying English, profound cultural knowledge, and skillfully using English in various types of jobs. That is to say, the English major system must give prominence to the English majors in the course of curriculum reform. Otherwise, the very likely scenario is that students in the "other" courses will have learned some useful knowledge.. Knowledge cannot meet the need of the future. Students' professional levels cannot be compared with professionals. Basic English ability is not stable. People can't do well all kinds of work concerning English. It essentially loses the original purpose of learning English. With a very solid basis of knowledge of English, with stronger English learning ability, and with a high level of English ability, students are strong in the social adaptability and can easily find jobs. Therefore, it is the responsibility of colleges and universities to meet the demands of the society, producing the talents with comprehensive abilities in English. Colleges and universities should insist on the professional features of English majors. They should not only strengthen the training of the English application skills, but also ensure that students have a solid language foundation of basic skills, improve the level of English, and broaden the students' English knowledge in order to increase the students' employment.

English professional curriculums in contemporary China have only been putting emphasis on listening, speaking, reading, and writing; therefore, in the whole English teaching course, teachers will increase the proportion of teaching contents and language skill training. For students majoring in English, language skill training is the top priority, and professional students' special ability is precisely language skills. Mastering the basic knowledge of English and having a good command of English are necessary premises of competence for a job. They can also be understood as an important foundation of students' smooth sailing in career development. On the other hand, with change and update of social demands for versatile talents, students receiving education should also begin to change their learning purposes so that there is an increase in students' learning levels. In the process of globalization, social demands for English versatile talents with practical communicative abilities are higher. English education has not just paid attention to language skill training; therefore, in order to meet the needs of society and the individual, culture in the English teaching gradually shows its main status. Actually, language and culture

are inextricably linked. Language learning is a kind of cognitive style of cultural migration. For English majors in colleges and universities, English teaching content must enrich the content of English cultural knowledge. English skill training gradually permeates students' cultural knowledge. By learning about different ethnic cultures in the English language and understanding characteristic differences with Chinese, students can improve the network of cultural knowledge throughout the learning process, improve the skill level of the English language learning, and, finally, improve their ability in international cultural communication (Dai, 1997).

Comprehensive Understanding of English Teaching Method Reforms

“Compromise” is a kind of teaching concept combining a variety of English teaching methods, which can improve English teaching's effects the most. According to a teaching methodology, teachers' teaching methods in the whole teaching process are in a dominant position. Teaching methods not only connect teachers' education and students' learning, but also directly affect teachers' teaching levels to improve and education's destination. Famous educational expert Babanski said, “Students' learning success or failure, in fact, depends on students themselves how to choose it and then if they can use the most suitable learning methods after their correct choice” (He, 1999). Therefore, in the teaching reform of colleges and universities, an important content reform is the reform of teachers' teaching methods.

For a long time, language teaching methods, both in theory and in practice, have been influenced by the forms and functions of languages. This problem, which is always around whether a teacher is to teach a language itself or the knowledge about a language, has been debated. It means that in the process of English teaching, emphasizing “language learning forms” or “language learning functions” has always been debated endlessly. Traditional linguistic theories only focus on language learning forms. Therefore, in the process of education, teachers have always upheld carrying on profound analysis to students in three main functions, pronunciation, vocabulary, and grammar, which constitute a language and form cognitive methods, grammar teaching methods, and translation methods. The functional idea is that the nature and the function of language learning are actually to become tools of human interactive communication. It emphasizes the language used in practical life. In language teaching, it is emphasized that people should use more real communicative activities in language teaching and use more meaningful, valuable language materials to promote learners' language learning. Forms and functions of languages are impossible to separate. They are a kind of organic combination of dialectical unity in philosophy. If we only emphasize language forms in the process of English teaching, it will become shortsighted. If we only emphasize language functions, communication will also become “trees without roots.”

Much teaching practice can't deny the fact that a variety of teaching methods have their own advantages and disadvantages. In this imperfect world, a perfect teaching method that can solve all the problems of language teaching may not exist; that is to say, there is no “best teaching method”. In my view, different teaching steps mean having different specific teaching goals. Teachers should actually rely on the different requirements of each teaching step to choose different (but appropriate) teaching methods. In other words, teachers should use teaching methods flexibly. That is to say, take the essence to the dregs in order to design the most appropriate teaching scheme with its own unique characteristics. Use “compromise”, which is the new teaching idea to organize teaching, namely, English teaching. Teaching practitioners must not only be constrained by a certain fixed method of teaching, but must try to have their own relatively focused language teaching method included in the whole process of classroom teaching. Different teaching methods can be effectively integrated and serve education. For example, each

unit will have corresponding cultural background, style, and language characteristic analysis about the content of this unit. On the one hand, the form of the traditional teachers' education can be taken in person. On the other hand, teachers can organize students in class, and extracurricular or corresponding projects will be discussed. The network of teachers will finally summarize and conclude lessons, using a new kind of teaching method. If the English language knowledge in each unit can take a variety of forms, noticing the analysis of language forms, language's true meanings, functions and usage will, also, be combined with the texts to boldly design out the real situations. From teachers' carefully designed situational dialogues, students can learn freely. Vocabulary learning stays not only in explaining meanings, but expands into giving the source of the word, word meaning extension, and the corresponding change and different usages of words in different contexts. So does the overall analysis of the text. At this stage, teachers' teaching work can't just stay focused on the literal meaning, but also must finish digging deeply into cultural connotations. Teachers guide students to learn by themselves and be familiar with the surface culture of the text by using surface culture to understand deep cultural connotations. Teachers in the teaching process can use the text to design different questions and guide students to intensely debate between teams using different questions as important clues. In this process, teachers will encourage students in the process of discussing to put forward questions that students don't understand. Through teachers' consideration or team discussion, students will answer their questions or teachers can take this opportunity to cause a debate; students will express their opinions at the same time; student teams can engage in exploration and research, drawing the most satisfying and the closest answers. This kind of teaching mode emphasizes interactions between students. This pattern is best done in a multimedia classroom to share or ask questions or to show students' carefully prepared presentation materials to the other students (Jia, 1999). After the demonstration, teachers and students can use voice this way to express their views and make deeper communication with other classmates through discussion or debate. In the whole teaching process, teachers must be in a dominant position in order to guide students to correctly use standard English language and all kinds of language information to understand British and American culture along with Chinese and Western culture, values, social norms, and ways of thinking. The most important task is to be able to help students comb through, conclude, sort and consolidate all kinds of English knowledge in each unit. On the basis of a full summary and high generalization, teachers can make students, through their own efforts, establish a clearer knowledge system. The teaching process to realize this aim is achieved by the comprehensive whole application of a situational method, a communicative approach, a functional-notional method, and a cognitive method.

English teaching contents should have subjective and objective aspects, which are teaching contents, teaching methods, and learning methods. In fact, a lot of research results show that students' learning methods, strategies, and personal interests and initiative are interlinked. Among them, learning methods and strategies of learners' language learning will produce very profound effects, and they are also becoming even more important because of the attention to the English teaching circles. Especially with the development of the national science and technology and the progress of social culture economy, English teachers' teaching and English learners' learning methods also present the trend of diversification. A traditional face-to-face teaching way is no longer the only way to learn English. Learners can make full use of all kinds of English materials from convenient internet connections, markets, and multimedia courseware for autonomous learning. At the same time, constantly in the development of society, knowledge, update speed is becoming more and more unpredictable and difficult to control, so lifelong education and learning are the inevitable trend. Meanwhile, how to learn knowledge for students also

becomes more important than what to learn. Teaching students how to learn, guiding them to develop good study habits, and helping them use suitable learning methods and strategies have received widespread attention in English teaching. The problem has become another discussion focus in the teaching method reforms (Han, 2003). As the saying goes, “Teaching fishing is better than giving them fishes”; this saying of wisdom has been put on the public stage once again. It shows its true meaning. It also becomes the motto of teaching method reforms (Chen, 1984).

Conclusion

In a word, to carry on the purpose of rational thinking is to identify the situation of today’s society and to find a path for English teaching with Chinese characteristics. In retrospect, we summarize the failure of the teaching experience from the perspectives of students’ interests and personal development changes our educational methods, which have failed to keep pace with our era and actively listen to the advice and requirements from students from all walks of life. Although we cannot make everyone satisfied, we can satisfy most people. Under the trend of socialization of the college entrance examination, after rational thinking on English professional teaching reforms, we actively cooperate with English teaching reforms in order to let students learn the best English, the most correct English, and the most useful English.

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On the Training of Teachers' Quality for English Majors in Normal Colleges in Minority Regions

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[Abstract] The purpose of the Minority Teachers Colleges is to turn out more competitive, high-quality teachers for basic education. At the present, the problem of colleges in the ethnic minority areas is that they are mostly located in remote areas with underdeveloped economic and education programs, which causes a failure in meeting the requirements of teaching training, curriculum design, teaching practice, and other aspects of the new curriculum reform. This essay researches teacher quality composition and training of the minority English graduates and is based on the current teaching situation.

[Keywords] minorities; English majors; teacher quality

Introduction

The quality of teachers is the key factor affecting the quality of education. With the deepening of the new curriculum reform and development, great changes have taken place in teaching philosophy, behavior, the role teachers play in the classroom, teaching goals, and teaching methods. Requirements from society, school, parents, and students for higher quality of teacher of English training are also increasing. What's more, the basic stage of education has arrived at a saturated state, which puts forward higher requirements for teacher quality training. This paper intends to analyze the problems existing in the training of teachers' quality for English majors in normal colleges in minority regions and linking the current situation in these colleges to offer feasible methods to improve the teacher' quality for English majors in these colleges. This paper will be a great support to the personnel training, curriculum provision, and students' employment in normal colleges in minority regions.

Problems Exist in Minority Teachers of English Training

With the accelerated pace of globalization, the increasingly frequent international exchanges puts forward higher requirements for the English graduates who are about to be teachers of English for the future. Many teacher colleges in the minority areas, however, are still extending the old teaching mode. After graduating from college, students cannot adapt themselves to the development of the English new curriculum reform at the basic stage of education. This is mainly reflected in the issues discussed below.

Colleges Lack a Normal Consciousness

Many English teaching institutions of the minority colleges neglect the development of students' normal consciousness in their process of making developed purposes, teaching plans, curriculum designs, teaching practices, and career guidance. In their education management process, colleges still fail to make students aware of the normal consciousness. During the four-year-study on the campus, students have no idea that they might be teachers after graduation. Without a clear learning objective, the graduates cannot find for themselves a proper direction and position when entering society. Thus, the colleges cannot demonstrate their teaching characteristics, neither can they turn out teachers with practical teaching ability.

The Current Curriculum Does not Meet the New Curriculum Reform Requirements for English Teachers

The *English Curriculum Standards* emphasizes the continuous improvement of the professional level and the synchronous development with the new curriculum. According to the *Standards*, teaching is not only a skill, but also an art, and it requires teachers to turn from “craftsman” to “expert.” While the curriculum of the colleges in minority areas still have problems and issues, such as having a narrow application of the knowledge, a weak ability to apply the normal consciousness and practice of teaching, fewer courses available, and old teaching contents, that should be taken under consideration.

The Testing Methods are Old-Fashioned, and Lack Rationality

At the present time, colleges of the minority areas are still emphasizing quantitative assessment of student learning, not qualitative evaluation. Most courses are still using mid-term and end-term written tests; the evaluation of the tests is over-concentrated on simple knowledge and skills in cognitive areas, while the comprehensive skills assessment, like language skills, teaching skills, and dealing with modern teaching equipment skills, etc., are neglected. So, simple written tests cannot reflect the practical teaching ability of students, neither can the colleges achieve the training objectives of a professional education.

Teachers Lack Composite Capabilities

Due to their remote locations and underdeveloped education, many teachers of English greatly lack related knowledge of the English course, and their teaching contents do not embody the times and are not forward-looking, which, as a matter of fact, results from the limitations of their vision and common sense about foreign cultures, technology, education, science, foreign language education, etc. This situation affects the students' abilities to absorb more updated professional knowledge, and they cannot accomplish their teaching tasks after graduation.

Teaching and Practices are Out of Touch

Teaching practice methods are very essential teachers of college English majors to enforce the students' teaching abilities. The teachers colleges in recent years have been carrying out some teaching practice projects, but, they, to some extent, just stay on the surface, and in the respect of the colleges, their purpose putting forward such activities is just to fulfill the teaching plan; rarely do they ask if the knowledge and teaching skills the students learn can meet the current requirements of the new curriculum, which are mostly responsible for the out-of-touch of teaching and practice.

Simultaneously, in their teaching process, many teachers working in minority teachers' colleges tend to emphasize theoretical teaching but neglect practice, putting emphasis on language points explanation but neglecting the development of language dealing abilities. They spend most of their time analyzing the structure of the reading materials. Lacking teaching practice, students are unable to apply their English language, and they are greatly short of teaching skills.

Qualities that the Minority Teachers of English Graduates Should Possess

Teacher colleges in minority areas are the cradle of training for teachers of basic education. They shoulder the long-term historical mission of training qualified teachers of English and other courses and have made a substantial contribution to basic education, and “the main teaching aim for English majors is to cultivate versatile English talents with a solid foundation, broad cultural knowledge, and proficiency in English to be engaged in translation, teaching, management and research work in foreign affairs,

education... Departments” (ETSEM, 2000). The normal students in the teacher colleges should have the following qualities to be a teacher, in addition to the subject knowledge and traditional skills they’ve gained, to complete the self-fashioning:

Instructional Design and Innovation

English Curriculum Standards requires the use of interactive classroom models, promotes open learning, and encourages students to use language creatively. Therefore, while designing the class, teachers should not only focus on how teachers teach, but they should focus on how students learn. Thus, through experience, practice, discussion, autonomy, cooperation, and exploration, they can improve the students’ comprehensive language abilities in listening, speaking, reading, and writing. Teachers of English major students should not only focus on imparting knowledge and skill, but also be concerned about the feelings, attitudes, interests, and experience of students, actively organize discussion, and exchange experience and cooperative learning.

Learn Coaching Skills

One of the important tasks of English courses is to enable students to develop good study habits and form an effective learning strategy. To this end, teachers should make an effort to strengthen the guidance of students’ learning strategies, which enable them to learn well in the process of study and make good use of the English language. In this way, teachers may create conditions for students to continue their life-long learning.

Curriculum Resources and Development Capabilities

English language learning requires students not only to come into contact with real, authentic English, but also to create opportunities and conditions in English. Therefore, to develop a rich variety of curriculum resources and to expand the channels of English learning and English use for the students is an important step in English curriculum reform. Besides, the English textbook is the core curriculum resource. The new curriculum requires teachers to have the capacity to develop curriculum resources, especially creative use of the text book. They should also have the ability of adapting themselves to specific circumstances in using textbooks. It’s time for them to change from “teach the textbook” to “use the textbook.”

Education and Scientific Research Capabilities

Teachers becoming researchers is an important trend in the development of the teacher profession. Encountering new concepts of the new curriculum, in order to creatively solve new problems and to face new situations, teachers need to explore new ways through practice. Therefore, the new curriculum requires teachers to have better educational research capacity. Minority teachers of English major graduates should be well aware that educational research is the very capacity that they must have. It is one of the effective ways of improving teaching standards and teaching effectiveness.

Teaching Reflection Capability

Reflection is an important mechanism for self-development of teachers. The new curriculum places great emphasis on self-reflection to promote teachers, helping them quickly adapt to the new curriculum so that they realize the changes in teaching methods and teaching behavior.

Cooperative Capability

The *English Curriculum Standards* proposes “...teachers should form an open teaching and research work, cooperation and research should be often carried out among teachers, and they cooperate together, explore together, so that they can reach the goal of common reflection, learning from each other, and jointly improve their teaching quality...” (OHECS, 2003), which requires teachers of English to have extensive cooperation and communication skill. Thus, they may realize the sharing of resources between teachers, interdisciplinary communication between teachers, and exchange of inspiration enlightenment, and so on.

English Teaching and Integration of Modern Educational Technology Skills

The *English Curriculum Standards* also proposes that “...teachers should strive to learn modern educational technology, they develop and reasonably make use of modern information technology as the carrier of the English curriculum resources to achieve modern information technology and English teaching...” (OHECS, 2003). English graduates should be able to actively use modern teaching methods and forms to enrich the English course content and promote classroom learning for the students, rather than simply stay in the use of multimedia courseware, only presenting the subject to achieve the “information technology and the integration of English language teaching.”

Measures for Training the Teacher Quality of Minority Teachers of English Graduates

English majors, in recent years, have failed to conduct the relative reform of the training mode and the curriculum design system, which has resulted in the untimely response to the request of the curriculum reform of basic education. This is a major issue nowadays that cannot be simply ignored. Therefore, we can get some inspirations from teachers of English major training:

Change the Educational Concept

Teachers working in the teacher colleges must first change their educational concepts, establish the correct view of talent, student quality, teaching, and values. What’s more, they should implement new educational concepts to teach daily, which could influence the students, after graduation, when they stand on the platform, teach basic English to their students, and may still keep in mind the concept of modern education.

Meanwhile, college English teaching must break the closed door. We should “invite in and walk out” – to invite the good teachers working on the first line of basic education, and let the students walk out of the ivory tower through apprenticeships, and teaching practices, supporting education in the rural areas, and other means of practice to understand the development and change of the national basic education curriculum reform, offering them more opportunity to learn basic English teaching education and improve their teaching skills.

Improve the Curriculum, Optimize the Course Structure

Graduates of the teacher colleges, especially colleges in the minority areas, lack teaching ability, and their knowledge structure and range is usually single and narrow, which reflects the problems existing in teacher colleges that the curriculum design is not scientific, and teaching characteristics are not prominent. College English schools must change their curriculum, which has long been a single, closed and delayed one, try to make prominent teaching characteristics, in accordance with the overall quality of courses, English courses, education theory, skills courses, and practical ability classes of four modules to

reconstruct the college curriculum system. In order to strengthen English curriculum reform, the English curriculum standards should be added to the course of English teaching methods; simultaneously, the colleges should open courses like “Text Analysis and Design of High School English,” “High School English Observation and Evaluation,” “Teacher of English Action Research,” and “High School English Teaching Research and Essay Writing.” These courses are related with basic English education new curriculum reform.

The new curriculum has put forward various requirements about knowledge structure for the teachers, while college teachers of English majors are commonly narrow in the knowledge range. The colleges, on the other hand, must create an objective condition for the students to enlarge their knowledge. For example, in addition to the necessary adjustments of existing courses, colleges need to open up the boundaries of art and science and add some cross-disciplinary and mulch-disciplinary elective courses so that the students can widen their knowledge range, thereby promoting the balanced development of scientific quality and human qualities.

Update the Teaching Content, Reform the Teaching Methods

The content that colleges are teaching nowadays is outdated and out of touch with the actual situation of primary and secondary education in minority areas. To improve this situation, colleges should reform their ways of teaching and renew the content of teaching and research, enforce cross-discipline and general education, human education, scientific education, and modern technical education, etc., to improve students’ overall quality.

To set a good model is an important prerequisite to form an excellent quality of good teaching. College teachers must fully carry out the reform of classroom teaching and change the monotonous teaching forms and the outdated 45-minute-teaching mode. In the teaching process, they should impart knowledge teaching, capacity building, and quality improvement as a whole; they should emphasize that students in the teaching activities of the dominant position, fully mobilize students’ enthusiasm, initiative and creativity, positively make good use of methods like heuristics, discussion, inquiry, and other lively teaching methods, strengthen the power of computer-aided teaching and learning teaching techniques, research and application. “Only when the teachers provide students with a good focus on the demonstration that the students can continue to learn from good quality of teaching ability, and get more positive nutrients, and become a qualified teacher in the future” (Xiang Ping,2003).

Strengthen Teaching Practice, Focus on Students’ Innovation and Self-Development Capabilities

Minority teachers in English colleges should enhance the practice of teaching, emphasizing the development of the capabilities of innovation and research and the scientific consciousness of the students. Through the tutorial system, students can participate in teaching research, teachers can be involved in the research of the basic education curriculum into the topics of students’ thesis writing, organize education surveys, guide the students to write teaching research reports, require them to write teaching essays, and using other means. By doing these, students can learn about the basic characteristics and methods of education research so that they can form the consciousness and habit of research, thereby improving their study capabilities in various courses. Then it is possible to turn out more qualified teachers, researchers, and experts for basic English education.

“There are mainly three ways of self-development for teachers: One, reflection: learning from their own teaching; Two, cooperation: learning from their colleagues; Three, teaching and learning to improve

each other: learning from students”(Deng Tao, 2005). Developing college graduates’ reflection and cooperative spirit is the important way to improve the professionalism of teachers. Teachers colleges must make full use of the methods such as apprenticeships, internships, micro teaching, etc., to obtain limited but direct experience in teaching reflection.

In daily teaching, teachers should stimulate students to participate and explore teaching activities positively, always exchange ideas and concepts, and learn to cooperate with one another. Meanwhile, teachers should focus more on communication, cooperation, and interactive ways of teaching to share the thinking, experience, knowledge, emotion, feeling, and conception with the students, making them feel that teaching and learning is a process of communication between teacher and students, a process of positively exchanging ideas, and develop mutually. Only in this way can the students form a good foundation for their self-developments.

Conclusion

The improvement in the quality of teachers themselves is the key point of quality education. As institutions that can turn out teachers for the minority areas, teacher colleges should regard teachers’ education research as the foundation, including professional thinking, teaching theories, professional education, and practical knowledge teaching ability. In order to meet the requirement of the modernization and the future society, minority teacher colleges of English education need to focus on the comprehensive improvement in overall quality and in the cultural quality. Also, they should apply the capabilities of the students, to develop first-class talents with a solid language foundation, a high cultural quality, a strong sense of innovation and a knowledge capability and quality unity.

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Washback Effects of CET4 on College English Learning

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[Abstract] Washback usually refers to the effects of testing on teaching and learning. This paper, based on Alderson and Wall's *Washback Hypotheses*, traced ten college students' English learning processes before, during, and after the CET, and explored washback effects of CET4 on their English learning. Three major findings were derived: First, CET4 enhanced students' motivation to learn English to some extent. Second, students become exam-oriented. Third, CET4 had an effect on students' affective factors. This study might offer some useful inference for effective English learning and provide feedback for policy-makers to know whether CET4 has achieved its intended goal.

[Keywords] washback; CET4; English learning; attitude

Introduction

There is a general consensus that language testing can exert an impact or influence on all test stakeholders. In the past two decades, a substantial body of research has demonstrated the washback of exams on teaching and learning (Buck, 1988; Alderson & Wall, 1993). Studies found a direct and linear relationship between the stakes of a test and the strength of washback: the higher the stakes, the stronger the washback (Alderson & Wall, 1993; Alderson & Hamp-Lyons, 1996; Shohamy, et al., 1996). CET4 credit is regarded as an authoritative evidence of English proficiency level in China. In this sense, CET4 has become a high-stakes test. This paper, based on Alderson and Wall's *Washback Hypotheses*, through in-depth interviews and classroom observation, this author traced ten college students' English learning processes before, during, and after the CET4 and explored the washback effects of CET4 on their English learning.

Students' Attitudes Toward College English Learning

In the language learning field, motivation is seen as "the combination of effort plus desire to achieve the goal of learning the language plus favorable attitude toward learning language" (Gardner, 1985, p. 10). Traditionally, motivation is divided into extrinsic and intrinsic (Deci & Ryan, 1985). "If asked to identify the most powerful influences on learning, motivation would probably be high on most teachers' lists" (Williams & Burden, 1997, p. 111). Thus, motivation plays a key role in the success of English learning. It is well known that interest is the best teacher. Hence, interest in English plays an important role in the English learning process, which can provoke students to learn English voluntarily. Just as Student 2 said:

If I like English, I won't feel bored about it. I'll be happy to learn it. Active learning leads to improved performance. If I'm exam-driven to learn English, I'll soon be tired of it. I struggle to let it be, but still can sense the pressure from exams. (S2 interview)

The participating students all showed great interest in English when they initially studied it. However, things had changed dramatically by the start of this study. Six of the students kept a constant interest in English learning. Three students' interest decreased as the learning level grew. One completely lost interest. Thus, it was necessary for this study to explore the factors that resulted in those changes, since they had similar English learning experiences in this university.

“Intrinsic motivation is in evidence whenever students’ natural curiosity and interest energise their learning” (Deci & Ryan, 1985, p. 245). The interest in English language itself could promote students’ intrinsic learning motivation. Some students reported that they fell in love with English when they learned it the first time. Because they liked English and even loved it all the time, their curiosity to study the language was aroused. They learned English voluntarily, and exhaustion never came to disturb them. What’s more, they did not need the teachers to push them. Chomsky (1988) said a teacher is dramatically important in activating students’ interests in language learning. Students in this study mentioned the role of a teacher in shaping their interests. They agreed that a teacher, especially their first English teacher, was of great importance in their English learning process. If they met effective teachers when they initially learned English, they were more likely to love English learning. Student 4 described her experience as follows:

I’m very lucky. I met a good teacher when I began to learn English. My teacher was very strict with us. Besides the routine teaching, he also paid more attention to develop our ability to use English in communication. Thanks to the teacher, I never give up learning English and love to communicate with others in English. (S4 interview)

However, a teacher, also as an influential factor, directly or indirectly resulted in the decline of students’ interests in English. Student 5 complained that he seldom met a good teacher. He was dissatisfied with his teachers because they did not speak English in class, and their teaching methods were too commonplace. He thought a good teacher should be quick in thinking and comprehensive in language scope. He had only met one such good teacher in high school, but unfortunately, this teacher left soon for some reason. After that, he never met such a good teacher, even at college. He felt the teaching methods in this university were similar to those in the middle schools. Thus, he was disappointed greatly. He thought college English teachers should, at least, give their lectures in English or create an English atmosphere beneficial for students’ learning. However, he was disappointed with the fact that they did not.

Oller, et al. (1977) found that instrumental motivation was a far more powerful predictor of second language achievement. Good performance enhanced students’ confidence in English learning. It was mentioned that the interests in English encouraged students to work hard at it, resulting in good performance, both in exams and class performance; at the same time, good performance helped them build confidence and retain their interest in English learning. Thus, through a virtuous circle of showing interests, making effort, and good performance, confidence increase was formed. Just as Student 1 said:

My initial interest in English, to a great degree, comes from my good performance in exams. Every time I take an English exam, I can regain my confidence lost in other exams. The feeling of success comes to me. (S1 interview)

Data also suggested that students with poor performance, rewards or encouragement from others, including their teachers, was hard to obtain. This would undermine their interests in English. Student 3 lost his interest in English at the beginning of this study. He attributed this fact partially to his low achievement in both regular studies and exams.

“Students would lose their natural intrinsic interest in an activity if they have to do it to meet some extrinsic requirement” (Dornyei, 1994, p. 276). This study found that some students decreased their interests in English learning because of the pressure from exams. They pointed out that exams deprived English learning of its original charm. Student 6 elaborated as follows:

Nowadays, learning English becomes utterly utilitarian. We must pass exams. In our English class, our teacher just tells us the scope of exam and how we prepare for it. All attention is focused on exams, nothing else. However, the teachers I met in primary schools are different. They instruct us how to use language. At that time I think English was interesting. But now, the things are quite different. (S6 interview)

As Oxford and Shearin (1994) indicated, the source of motivation is very important in a practical sense to teachers who want to stimulate students' motivation. Without knowing where the roots of motivation lie, how can teachers water those roots? Whether having interest or not, all the participating students never gave up their English learning. Hence, what was their motivation to persist in English learning? This study found the top two types of learning motivation among students were to live up to parents' expectation and use English as a useful communicative tool to help in finding a decent job.

This finding, though a bit unexpected, could be well explained in the Chinese traditional cultural context. In China, parents usually have too many expectations of their children. From the first day at school, students had to study hard to meet their parents' requirements in order to please them. They were expected to be good at every subject, especially English, to guarantee a bright future. Influenced by their parents, students themselves also considered English as a useful, communicative tool and desired to find a good job with the help of English. Parents' expectations were also reported in Choi's study (2008) in which she found that most young students were being made by adults to take standardized tests.

Data here implied that most students were extrinsically, rather than intrinsically, motivated to study English. Compared with what they had said before, it seems that students' attitudes towards English learning were contradictory. On the one hand, most of them said they had interest in English. In this sense, it can be concluded that they have intrinsic motivation to learn English. However, the fact is that they were extrinsically motivated to learn English. The problem is that students reported having interests in English but no intrinsic motivation to learn it. What factors resulted in the conflicting opinions among them? Was CET4 an important external factor to motivate them to study English? Taking these questions into consideration, students' attitudes towards the CET4 were also investigated.

Students' Viewpoints on the CET4

According to Hughes (1989), the perceptions and attitudes of participants, those involved in teaching and learning, regarding testing would appear to be paramount, since these affected their behavior. It was necessary to make clear the students' attitudes towards the CET4 before what they actually did were observed. In the university where I launched my study, the participating students were required to get CET4 score higher than 425 as a necessity for graduation. Those whose CET4 scores were below 425 before the second semester of the fourth academic year would be deprived of their bachelor degree. Students all thought the CET4 as high-stakes because its scores were directly linked up with their success in graduation and future jobs, which was similar to the Shohamy, et al. study in which students believed that the EFL test results "can affect graduation from high school and entrance to tertiary institutions" (1996, p. 314). This study found that the ten students had different attitudes towards this high-stakes exam.

This study found positive attitudes among some students, which was consistent with the findings in Li's (1990) and Read and Hayes' (2003) studies. The students in these studies agreed that this exam would increase their learning motivation. They would be highly motivated for the exam by learning English both in class and outside the classroom. The finding in this study was also similar to the

Shohamy, et al. (1996) study in which the ASL test affected students positively, and they experienced an increase in motivation.

This study also found students' negative attitudes towards the CET4. They assumed that the pressures from the CET4 would exert negative influence on their English learning, which was in accordance with the Shohamy, et al. (1996) study in which most students expressed anxiety and believed that EFL oral test results would have an effect on their success in future studies. Some students in this study even proposed that the exam would lead them to cheat because its results were so important. This exam was difficult for most of them, and not every student could pass it. In order to graduate successfully, some students made reckless moves to cheat, which distorted the real meaning of English education.

Some students showed mixed feeling towards the CET4. They recognized, on the one hand, that the exam made them work hard to achieve good scores, but at the same time, they considered that exams were not an accurate reflection of all aspects of their studies (Cheng, 1998). They held that the CET4 could not represent their English communicative competence. Many CET4 certificate holders are poor in spoken English. Some of them are not able to understand simple daily dialogues.

Some showed an indifferent attitude to this exam. This exam did not have much impact on the students who were interested in English. Some participating students said they were fond of English. No matter whether this exam existed or not, they would continue their English learning. They took the CET4 as a challenge. They wanted to pass it. If they could not pass it, they would not feel good.

The CET4 was a double-edged sword, with advantages and disadvantages. College students had a clear insight into both sides. They perceived its positive and negative influences on English learning and made their decisions based on their own understanding about it.

Some studies found that washback was the consequence of high-stakes exams (e.g. Alderson & Wall, 1993; Hamp-Lyons, 1997). In this study, it was assumed that most of students were learning English for the CET4. However, when the students' perceived relationship between CE learning and the CET4 were investigated, an interesting and unexpected answer appeared. This study found that students had two goals in their English learning. Their permanent goal was to use English for communication, while passing the CET4 was their temporary goal. They said that only after achieving the current goal could they concentrate their energies on their long-term goal, as Student 8 commented:

I have definite plans for English learning and set long-term and short-term goals, taking improving communicative competence as the long-term one while passing CET4 as short-term one. Because the communicative competence improvement is a time-consuming process, now I devote all my attention to CET4 exam. If succeed, I could have time to learn in my way. I may practice oral English and learn something practical.
(S8 interview)

The finding showed that students misinterpreted the relationship between the CET4 and the improvement of communicative competence and treated the two separately and differently. They did not know the two were supposed to be one unity. In short, students planned to learn English for exams, but they did not think it was their desired goals. They did learn English for the CET4, but they did not take the CET4 as their English learning motivation. They considered the improvement of communicative competence as their long-term goal and CET4 as their current goal, but they seemed not to realize that the improvement of communicative competence was also the objective of CET4. A series of contradictory

factors were working on those English learners, resulting in their conflicts, both in perceptions of this exam and their actions for its preparation.

Washback of CET4 on Students' English Learning

First, most students were extrinsically motivated to study English, and they showed various attitudes towards the CET4. What's more, students misinterpreted the relationship between the CET4 and the improvement of communicative competence. They did not know the correspondence between the objective of college English teaching and the CET4, and that both were united into the improvement of communicative competence.

Second, the CET4 exerted different influence at different phases of the learning process. Three months before the CET4, CE teaching and learning could basically develop students' language skills in listening, speaking, reading, and writing, and the CET4 nearly had no obvious influence on them; two months before the CET4, it exerted some influence on student learning. The regular CE teaching and learning was disturbed, and students appeared more exam-oriented than their teachers; the last month before the CET4 witnessed the pitch of the CET4 washback. The extent of the CET4 washback on learning became greater when the exam approached. The regular CE teaching and learning were broken. Teachers and students worked together to prepare for the CET4. The skilled, trained activities conducted and the materials and methods used in classes were all consistent with the CET4 test. The CET4 became an overriding task to students. All other subjects, including their major courses, gave way to English. However, after this exam, English soon lost its attraction. Students lost the motivation to learn it, both in and after class. Furthermore, students thought the CET4 preparation could improve their test scores but not necessarily their English proficiency.

Third, CET4 demonstrated a relatively objective and comprehensive evaluation of college English teaching and learning and provided teachers and students with useful evaluation information. Students found their weaknesses in their English learning through taking the exam and were more aware of the orientations they should strive for; teachers knew their students' language proficiency well and improved classroom teaching based on the analysis of students' test scores. However, because of the lack of CET-SET as a compulsory part and the problems in the CET4 design, students' overall English proficiency and communicative competence in English could not be effectively measured.

Fourth, the CET4 exerted influence on college English learners' affective factors. Students who passed the exam felt relaxed and had an increased interest in English, and they were highly motivated to continue their English learning; those who failed the CET4 repeatedly felt frustrated and worried about their successful graduation.

Conclusion

The CET4 promoted college English learning, but it did not improve students' overall English proficiency and communicative competence. The CET4 enhanced students' motives to learn English to some extent. However, it also exerted pressures on students. The CET4 may encourage students to learn for the exam. Students took the CET4 as their priority and adjusted their study plans accordingly. To a degree, the CET4 reversed the normal relationship between exams and learning. The CET4 offered a relatively objective and comprehensive evaluation of college English teaching and learning and provided teachers and students with useful evaluation information. However, because of the lack of a CET-SET as a compulsory part and the problems in the CET4 design, students' overall English proficiency and

communicative competence in English could not be effectively measured. The CET4 may have an effect on students' affective factors. Students who passed increased their interests in English and had more confidence to further their English learning; those who failed felt pressed and worried whether they could graduate successfully. Though it has made great achievements, the CET4 still has a long way to fulfill its intended purpose.

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A Study on English Literature Experiential Reading and Improvement of College Students' Reading Ability

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[Abstract] After researching David Kolb's Experiential Learning Theory and Experiential Learning Cycling, this author tries to combine the ideas with literature reading. This paper examines the relevance between English literature experiential reading, and the capacity of English reading comprehension of college students. In theory, this author found that experiential reading in literature can improve students' reading comprehension ability effectively, especially the ability to catch details, and the ability to judge and infer. In practice, this author explores the teaching mode of experiential literature reading to observe the relevance between experiential reading of literature and college students' reading comprehension.

[Keywords] English literature; experiential reading; Teaching Mode; ability of reading comprehension

Introduction

Reading is an approach to linguistic input and the best way to improve students' English and enrich their knowledge. Crandall (1995) held that reading is the most effective method for linguistic input, and usually students can obtain knowledge and learn languages through reading without any special facilities. English literary works have incomparable advantages over other reading materials. A great deal of literature reading is helpful to improve English language sense, expand the scope of knowledge, increase the vocabulary, and enrich people's spiritual life. Some scholars and experts point out that the basic sentence patterns and grammar are well known; the only way to improve one's English is to read, especially literature reading. A person can start with a simple fiction, a fable, and so forth. The contemporary foreign language education community has realized the importance of English literature reading. Reading English classics can enable students to master language skills and understand English culture better.

The students with real interest in reading literary works are rarely seen. Meanwhile, most students do not have the necessary literature-reading methods and skills, and generally, the amount of reading is far from meeting the requirements for English Curriculum Standards for English Majors at Universities.

Literary works are the concentration station for specific facts and details, and students gradually establish schema knowledge to understand details. Such is a kind of operational schema knowledge, which can effectively instruct students to understand details during reading. Meanwhile, literary language is used in literature works, and its grammar and logic features provide the basis for analysis and inference for reading comprehension. The course of reading comprehension is a thinking process obviously, and the judging and inferring process is one example of such tangible thinking. Therefore, students will carry out a large amount of thinking training voluntarily on judgment and inference when having lots of experiential literature reading. Then, the schema knowledge on judgment and inference will be naturally obtained during the experiential literature reading, and the cultivation and improvement of the ability to judge and infer of the students will be totally carried out in read exercise. The experiment on English

literature experiential reading will test the relevance between experiential English literature reading, the ability to catch details, and the ability to infer through the teaching practice.

After studying the David Kolb's Experiential Learning Theory and Experiential Learning Cycling, the author tries to combine it with reading of literature. In this paper, the experiential reading was applied to practice of reading literature. In theory, the author found out that experiential reading for English literature could improve students' reading comprehension ability effectively, especially the ability to catch the details and the ability to judge and infer. The purpose of the research was to examine the relevance between English literature experiential reading and the college students' capacity to read and comprehend English.

Theoretical Basis of the Experiential Literature Reading

Experience

Literally, experience means both "going through" and "examination." "Going through" is a physical activity that emphasizes going through something in person in a specific situation. "Examination" refers to mental and emotional activities that emphasize recognition and resonance of psychological emotions. "Experience" is both a noun and a verb. When used as a noun, it emphasizes what happened in the past, what lesson has been learned and so on, which are marks left in the brain or psychology. When used as a verb, it stresses the main body that makes specific practice from the practical level or goes to experience in a certain aspect or something virtually from a psychological layer.

Along with implementation of English educational reform and enrichment and development of Foreign language teaching theories in China, the concepts of "experience" and "experience learning" have received more emphasis and attention.

The author tries to apply "experience" in reading of English literary works by students as a means of reading in the paper, including the experience of the background and cultural knowledge of English literary works, the experience of psychological activities of the leading character, and the experience of the writing purpose of the author, etc.

The Development of Theory of Experiential Learning

Experiential learning is a means of learning that is different from conventional receptive learning. Dewey (1859) is a famous experiential scholar. In his book, *Experience and Education*, he thought experience was different from that in Western philosophy. Because he believed that experiences should be the result of the positive interaction between individuals and environment, which has changed the conventional viewpoint that experience is simply regarded as the specific and scattered feelings and impressions of individuals passively absorbed through senses. Experience is not only sensational effect, but also emotional knowledge, and it is also a kind of behavior and act. Dewey put forth the subject that "Education is transformation of experience" based on theory of experience, holding that learning caused by education was a kind of positive experience of learners. Experience in such subjects is not only something related to understanding, but also covers rational and irrational things. Learning through doing and experience, students will learn more than knowledge, and experience becomes the material carrier for the growth and development of students in all aspects. Students not only learn knowledge, but also form abilities and develop virtues during experience.

James (1990) thought that Kurt Hahn (1886) carried out systematic research on experiential learning as an independent means of learning. Ten principles, which seek to describe a caring, adventurous school

culture and approach to learning, were drawn from the ideas of Kurt Hahn and other education leaders for use in Expeditionary Learning Outward Bound (ELOB) schools. He discovered the limitations of school education and studied a set of remedial educational strategies, i.e. providing opportunities to challenge and taking a risk cultivating the capacity of the survival of the students. The concept of experiential learning gradually matured and has been extensively adopted since then.

David Kolb first realized such problems and started to study the theory of learning systematically in 1967. At present, the name David Kolb is quite resounding in the field of higher education, lifetime learning, and training worldwide, and the incidental “experiential learning cycling” has also been extensively quoted in educational circles.

Experiential Reading

Experiential reading is to apply experiential learning theories in reading practice so as to turn reading into experience and incorporate experience into reading. The purpose of such reading is not only to grasp knowledge and obtain information, but also to emphasize the overall feelings and individual experience of the students during reading. The essential difference of experiential reading and conventional reading lies in the experiential method. Specifically speaking, experience includes two aspects, such as experiencing things physically and examining things mentally. Emotional sublimation and resonance will be created during mental reading, which can also help readers gain a better and more comprehensive understanding of the works. The reader is an emotional participant under the shocks of flows of experience, and each experiential reading is like a nice journey. So, experiential reading will open the door to delightful reading. Therefore, English learners tend to be fascinated by the situation described by the words, attracted by the alternatively fierce and gentle plots, inspired by the rich emotions when reading literature works, and unconsciously will be immersed in voluntary experience. Such voluntary experience is the state pursued by experimental literature read for the readers who enjoy the fun of reading physically and mentally under such voluntary experience and language learning. This is a kind of ideal language learning near acquisition.

Moreover, literature is the condensation and essence of national culture, and it is an important expression of national spirit and social culture. Reading literary works is reading about a nation and appreciating the cultural essence of that nation. Such background and cultural knowledge will also be indispensable for language learners. Simply speaking, experiential literary reading is to read literature works by means of experiential reading, which emphasizes what the readers feel like when they are in the actual situation; in this reading process, readers experience the literature physically and examine it mentally. The author of literary works creates literary language based on meticulous refining and repeated fermentation and processing so as to create an artistic and literal language, which is quite concise, vivid, beautiful, and rich in images and emotions. Moreover, it not only expresses feelings and conveys meanings, but it also can convey the tones and attitudes of the speaker.

English Literature Experiential Reading

Generally speaking, the English literature mentioned previously refers to literary works, including poems, essays, operas, novels, biographies, fables, and children’s stories, etc. English literature reading is to read literary works, and is vital for language learners; this is determined by the unique advantages of the language of literary works. Literature language is the premium expression of language, which not only expresses meanings, but also conveys vivid images with refined thoughts, emotional surges, philosophy,

and humor highlighted. Literature language has shown that the readers will place themselves inside the literature and wholeheartedly taste and appreciate the charms and artistic beauty of languages and texts and the images and emotions described by the language and texts, as well as the emotional tones and attitudes presented by the author. The reader can understand the purpose of the author and all the aspects included in the passage through such imagination and experience; thus, the reader gains an overall understanding and knowledge of the passage, which has emotional and psychological resonance.

The Teaching Mode of Experiential Literature Reading and Application in Teaching

The author of this paper constructs a teaching mode of experiential literature reading and teaching based on the experiential learning cycling. The author still takes the Experiential Learning Cycling of Kolb (2006) as the prototype and adds the factor of teaching based on the experiential reading mode put forth by Wei. Moreover, the author emphasizes that role of the teacher during experiential reading and teaching of English literature, as organizer and guide, obtains the teaching mode of experiential readings shown in the following figure:

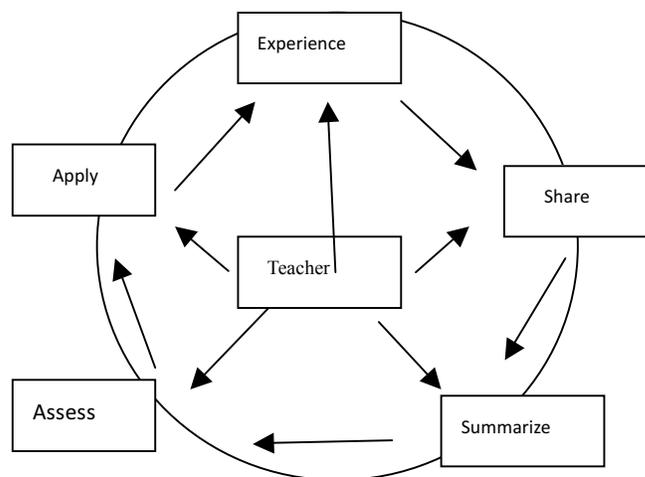


Figure 1. Teaching Mode of English Literature Experiential Reading

The first link in this mode is “experience,” i.e. students read literature, experiencing and reading independently or in groups; the literary works to be read are jointly selected by the teacher and all the students according to factors such as the amount of vocabulary, etc. Teachers should guide students to incorporate themselves into the literary works as the guide and to fully activate the work’s original life experiences so as to experience them physically and examine mentally. “Experience,” here, is used as verb on one hand, which means the experiential reading of literary works by the students; on the other hand, it is used as a noun, which means the truest reading feelings of the students during reading of literature works.

Due to the different knowledge backgrounds of each student and different penetration points into the literary works, students will necessarily get different specific embodiments of Kolb’s Experiential Learning Cycling. Therefore, it is quite important to carry out sharing and exchange after experiential reading, which is the second phase of the experiential literature reading and teaching mode: “sharing.” Teachers should try their best to encourage students to express their own experiences and feelings from different perspectives and guide students to actively carry out discussions so that the original bony literary symbols become plump through the students’ understanding.

Then comes the third phase, “summarization” after “sharing,” which further deepens the meaning of sharing. The students will master performable knowledge through understanding; therefore, teachers should organize students to sort out and summarize exchanges and sharing by everyone in time and write down words on the blackboard to help students gain in-depth understanding of the literary works.

As for “assess” in the fourth phase, self-assessment, external assessment, mutual assessment, and assessment by teacher, may be jointly used for the major purpose of better instructing “application” in the fifth phase with assessment. The application phase applies the experience obtained in the new reading experiences and practical life. However, it must be emphasized that “application” here is the final link in the teaching mode of experiential literature reading instead of the ending point. On the contrary, it is the starting point of the following cycle, which is a spirally rising cycle.

Moreover, the author adds the factor of “teacher” in such a reading and teaching mode. According to the sketch map, a teacher still occupies the central position, but it does not mean the central position is of the teacher in such a mode. Students still serve as the subjects in experiential reading of English literature and they are the center of such a mode, while the teachers, as the organizers and guides of the experiential literature reading, guarantee the implementation of experiential literature reading and its effectiveness by organizing various links and guiding the literature reading of the students.

In contrast to the Experiential Learning Cycle of Kolb, this author merely shrinks and crystallizes his Experiential Learning Cycling according to the process and features of literature reading. The specific experience is experiencing literary reading while “reflective observation” is sharing and exchanging reading experience among students. “Abstract summarization” is specifically, the summarization jointly used by the teacher and students. “Active experimentation” is the new round of reading application by students, while the newly-added fourth phase, “Assessment” is determined by the nature of the teaching activity. Assessment is of important significance for the new round of reading experience of the students, which can guide students in carrying out reading application better.

Therefore, in essence, the teaching mode of experiential literature reading in the paper is the specific embodiment of the experiential learning cycling of Kolb.

Experiential English Literature Reading’s Improvement of College Students’ Reading Ability

More experiential English literature reading can improve the academic English results of students and effectively improve the students’ reading abilities. First, the features and advantages of the literary works used for teaching experiential literature reading provide material basis and practice opportunities to cultivate the students' ability to catch details and infer. Literary work has a strict and logical structure, reserved expression of meanings, and a demand for massive depiction of details, which require the reader to constantly understand details and infer during reading. Thus, it can be said that the features of the literary works contribute to the cultivation of the ability to catch details and infer.

Second, teaching of experiential reading serves as the driving force for cultivation of the student’s ability to catch details and infer. Students activate all the background knowledge and sensational activities, give full play to imagination and association in experiential reading, and incorporate themselves into the literary works as participants. Moreover, teaching experiential reading emphasizes that individuals must exchange and share their reading experiences among partners to perfect the experience and understand the works during the sharing after independent experiencing. Thus, the reader can clearly summarize the causality of the events, deeply understand the meaning of each detail,

accurately capture information and clues, and make proper judgments and predictions after experiential reading. Such a reading method has greatly promoted the understanding of details and inference by the students.

Third, English literature experiential reading has effectively enriched and perfected schema knowledge of the students. The students can effectively enrich and perfect their own schema knowledge through assimilation and adaptive mechanisms during massive literary reading. Such schema knowledge can help students better understand literary works, including understanding and inference. The students can carry out a lot of detailed understanding and inference during long literary reading sessions and will abstractly summarize the operational schema knowledge.

Conclusion

There has been a long lack of literature reading for English Majors. The effects of an English literature reading class cannot satisfy us for a long time. We have gradually realized such problems in recent years and have advocated reform in English literature teaching. Kolb's experiential learning mode, consistent with the rules of human cognition, has been applied in many real-life situations, especially in the field of education. However, the study experience of English reading teaching is very sparse. It is under such a general background that this author has tried to explore English literature reading and combine it with experiential learning theory; also, this author has put forth experiential English literature reading. This author explored and practiced experiential literature reading while teaching English literature and reading the paper, and he investigated the relevance between it and the ability to catch details and infer in the whole capacity of English reading comprehension. The mode of experiential English literature reading can let students practice on their own, reflect themselves, share experiences with others, acquire knowledge and skills, and change their attitudes towards learning. Therefore, they become true masters of English reading. The language in literary works is a premium model language, and there are rich background and cultural aspects of knowledge, etc., in the literary works. If teachers can effectively develop such teaching resource in teaching, it will greatly improve teaching's effects.

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An Empirical Research on Students' Translation Ability Improvement Through Critical Thinking

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[Abstract] Based on critical thinking review, an empirical research is conducted on the English major juniors in Chifeng University in order to measure the impact of critical thinking on students' translation ability. The result shows that critical thinking can effectively improve students' translation ability. The study has practical significance for students' translation teaching.

[Keywords] critical thinking; translation ability; empirical research

Introduction

Critical Thinking

The notion of critical thinking is by no means new, since it was Socrates who introduced this approach of thinking about two thousand years ago. In his teaching process, Socrates didn't teach the students knowledge directly, but stimulated and guided them to acquire knowledge by frequently questioning, answering, and discussing, which is the well-known Socratic Method (Chen, 2004). Dewey (1933), the father of modern critical thinking, defined critical thinking as "active, persistent, and careful consideration of a belief or supposed form of knowledge in the light of the grounds which support it and the further conclusions to which it tends." Chaffee (2009) mentions, the most important purpose of critical thinking is to make "more intelligent decisions," and a critical thinker is a person who can recognize the outside world, make intelligent judgments, and think about "important ideas." In a survey conducted by the Association of American Colleges and Universities (AAC & U) in 2011, 95% of the chief academic officers from 433 institutions rated critical thinking as one of the most important intellectual skills for their students. The finding resonated with voices from the workforce, as reflected by 81% of the employers surveyed by AAC & U (Butler, 2012).

Compared with the Western countries, the research concerning critical thinking is a relative new research field in China. Critical thinking has been introduced into China and has begun to be studied here since the late 1980s. In their *Some Opinions on the Reform of the Undergraduate Education of Foreign Language Majors*, Professor He Qishen (1999) and his partners point out that imitating and memorizing are often emphasized in the process of foreign language learning and training, but the students' abilities including thinking, creating, analyzing, and independently questioning. After retrieving Chinese National Knowledge Infrastructure from 2011 and 2016 by the key words including "English teaching" and "critical thinking," the author finds that of 168 theses, 7 master theses and 2 international conference theses, there are only 5 theses related to translation teaching, but none are about empirical translation teaching.

Limitations of Traditional Chinese Translation Classes

Influenced by traditional Chinese agricultural culture and collectivism, the traditional translation class in China usually centers around the teacher who is the leading actor in the class. In the traditional translation

class, proof reading is the main teaching means, and purpose the of the class is to learn the translation version provided by the teacher, which doesn't follow the rules of translation and decreases students' initiative and creativity to some degree (Lin, 2000).

Therefore, in translation classes, most Chinese students will not criticize others directly in order not to hurt others' face and respect; on the contrary, they usually use implicit and polite words to express their negative feedback to others. When personal opinions conflict with the opinions of the majority, Chinese students will follow the rule called the minority obeying the majority. What they usually do in this situation is to keep quiet, speak a little, and act carefully (Mei, 2013). In such a class atmosphere, students gradually form inert thinking and become accustomed to receiving and storing information. When meeting problems, they usually turn to the teacher for help, seldom solving the problems by actively analyzing and studying. With time, the class gradually forms a kind of memorizing teaching culture.

How can the traditional translation class mode and improve the quality of translation classes be changed? In this thesis, critical thinking will be introduced into the study in order to evaluate its effect on translation classes.

The Cultivation Process of Critical Thinking in the Translation Teaching Process

Contrary to "teacher centered" traditional translation teaching, the humanistic teaching mode focuses on students centered in class. According to the cognitive theorist, teaching is the acquisition of knowledge by students, but not the transmission of knowledge (Zhu, 2006). In order to completely realize the student-centered class teaching mode, the key point is to cultivate students' critical thinking abilities. Therefore, the teacher and students should cooperate with each other and try to form a new type of teaching culture called "thinking teaching culture" (Li, 2011). A thinking teaching culture advocates for a student-centered class in which students should be encouraged to participate and experience the whole process of problem solving (Liu, 2011). Specifically speaking, the cultivation and application of critical thinking in the process of translation teaching can be interpreted from several aspects, which are discussed below.

First and foremost, the teacher's role in class should be changed. In a translation class, the teacher should not play the leading role. He should become the director of the class to guide and help students to study translation. In the teaching process, the teacher should pay attention to inspiring students' initiative and enthusiasm to study in order to form a good class learning environment for students. The students' learning achievement should be used as the main means of evaluating the teacher's teaching quality.

Furthermore, the improvement of students' translation ability can be achieved through group work. The class can be divided into several groups, three persons to a group. Each week, the teacher leaves some translation task, which is an article from 200 to 300 words. Students should first finish the translation independently, then discuss the translation with the other group members, and form their group work; finally, the teacher will correct and comment on their individual work and group work. In this way, students' thinking can be broadened. They can not only understand the original text from more perspectives, but also find out the other group members' advantage and their own shortcomings, which can cultivate students' group consciousness and their cooperative ability.

Last, but not least, diversified evaluations should be made of the students. The teacher should not only organize students to evaluate their learning with each other, but also request students to give feedback on his or her teaching, including teaching contents and teaching methods. At the beginning of each class, one student was designated to make a presentation to the translation version of their group

assigned by the teacher in the last class. During the presentation, the other students were encouraged to make comments on it. Then the teacher gave a reference translation version and encouraged them to find faults in it and correct it in order to cultivate students' critical thinking ability.

Experiment

Questionnaire

This experiment is designed to answer the following question: Can students' translation abilities be improved effectively through the cultivation of their critical thinking?

Participants

The participants of this experiment were 68 junior English major students from the Foreign Language School of Chifeng University, Inner Mongolia, China, who were divided into two classes. One was composed of 36 students, the other was composed of 32 students. The experiment period lasted from March 9th, 2015, to July 10th, 2015, altogether 18 weeks, and the experiment course was *Translation from Chinese into English*. In order to ensure the validity, this experiment was made with the participants double blinding; that is to say, in the process of the experiment, the teacher did not tell the participants any information about the experiment, and the students studied without knowing anything about the experiment.

Methods

Pre-test

Before the experiment, the teacher taught the two classes the course named *Translation from English into Chinese* indistinguishably in the traditional teaching mode. The translation class centered about the teacher in the class and ignored students' initiative. The teaching method was mainly lecturing, and the aim of the class was to teach the reference translation versions. After a term's normal teaching, the final examination mainly concerned translation of phrases, sentences, and passage from English into Chinese and was given to the students of the two classes. The scores of the students were used as the reference data of the pre-test of the experiment. The class composed of 32 students had lower average scores and was regarded as an experimental class, while the other class composed of 36 students had higher average scores and was regarded as a control class. During the experimental period, the teaching in the experimental class centered around the students and critical thinking ability cultivation was emphasized, while the traditional teaching mode was continually used in the control class.

Post-test

After twenty weeks of the experiment, another examination was given to the two classes at the end of the term. The examination involved translation of phrases, sentences, and passages from Chinese into English, and the scores of the students from the two classes were used as the reference data of the post test.

Data Analysis and Research Results

With the help of SPSS 19.0, this research conducted a T-test and a quantitative analysis on to the scores of the pre-test and post-test of the two classes.

Analysis of the Pre-test

In the pre-test, the average score of the students from the experimental class is 77.19, while that of the students from the control class is 81.50. As for the experimental class, 2 students' scores are over 90 points, which accounts for 6.25% of the total; 18 students' scores are between 80 to 89 points, which accounts for 56.25% of the total; 8 students' scores are below 70 points, which accounts for 25% of the total. As for the control class, 8 students' scores are over 90 points, which accounts for 22.22% of the total; 24 students' scores are among 80 to 89 points, which accounts for 66.67% of the total; 4 students' scores are below 70 points, which accounts for 11.11 percent of the total. According to the data above, it is easy to see that the average score of the control class is 4.31 points higher than that of the experimental class. The percent of the students whose scores are over 80 points from the control class is 10.42% points higher than that of the experiment class, while the percent of the students whose scores are below 70 points from the control class is 13.89% points lower than that of the experimental class. Therefore, we can find that the translation ability of the control class is better than that of the experimental class.

Analysis of the Post-test

In the post-test, the average score of the students from the experimental class is 82.84, while that of the students from the control class is 80.69. As for the experimental class, 28 students' scores are over 90 points, which accounts for 25% of the total; 28 students' scores are among 80 to 89 points, which accounts for 87.5% of the total; 2 students' scores are below 70 points, which accounts for 6.25% of the total. As for the control class, 4 students' scores are over 90 points, which accounts for 11.11% of the total; 20 students' scores are among 80 to 89 points, which accounts for 55.55% of the total; 2 students' scores are below 70 points, which accounts for 5.56% of the total. The average score of the control class is 2.15 points higher than that of the experimental class. The percent of the students whose scores are over 80 points from the experimental class is 2.15% points higher than that of the control class. Through T-test of SPSS (19.0), it is easy to find that a significant difference exists between the scores of the experimental class in the pre-test and post-test ($0.002 < 0.01$), while no significant difference exists between the scores of the control class in the pre-test and post-test ($0.541 > 0.005$).

Table 1. Paired Samples Test of the Experiment Class

	Pair Difference					t	Df	Sig.
	Mean	Standard Deviation	Mean Standard Deviation	95% question region of the difference				
				lower limit	upper limit			
pair 1 pre-test – post-test	-5.65625	5.86719	1.46680	-8.78266	-2.52984	-3.856	15	.002

** : $p < .01$

Table 2. Paired Samples Test of the Control Class

	Pair Difference					t	Df	Sig.
	Mean	Standard Deviation	Mean Standard Deviation	95% question region of the difference				
				lower limit	upper limit			
pair 1 pre-test – post-test	1.19444	8.12972	1.91619	-2.84837	5.23726	.623	17	.541

Discussion

This experiment aims to test the validity and practicability of critical thinking in translation teaching. From the experiment, it can be found that the average score of the experimental class increases 5.65 points after a term’s training, while the average score of the control class decreases 0.81 points. Moreover, it can also be found that the average score of the experimental class in the pre-test is 4.31 points lower than that of the control class, while the average score of the experimental class in the post-test is 2.15 points higher than that of the control class. Therefore, the average score of the experimental class has increased 6.46 points relatively. From what is mentioned above, it is easy to see that critical thinking can effectively improve students’ translation ability.

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EFL Students' Peer Review Validity: an Experiential Research on an Online Writing and Peer Review System

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***[Abstract]** This paper is aimed at testing the validity of peer reviews in using SWoRD (scaffolded writing and rewriting in the discipline), a web-based, reciprocal peer-review system for Chinese learners. A sample of 64 undergraduate students was recruited to draw three syntax trees in linguistics followed by peer reviews and back-reviews. The final result revealed that peer review is greatly helpful for both writers and reviewers, as concluded from its high level of validity. The significance of the study is that the application of this system can be done in a more extensive teaching practice.*

***[Keywords]** peer review; SWoRD; validity; syntax tree*

Introduction

Many studies have highlighted that successful writing involves efforts from both writers and peer reviewers rather than only individuals (Lundstrom & Baker, 2009; Min, 2006). However, a common lack of teaching resources across disciplines in reviewing students' writing has been troublesome for assessment regarding the time-consuming and labor-intensive nature of feedback (Graham & Perin, 2007).

Peer review, a writing learning strategy, as well as a practical solution to increase feedback, has been largely practiced in writing education. However, the quality and effectiveness of peer review has always remained quite controversial in writing literature. On the one hand, peer review has many benefits in reducing the workload of instructors (Rada, Michailidis, & Wang, 1994), developing evaluation and writing skills, and enhancing students' responsibility for their own learning (Rushton, Ramsey, & Rada, 1993), and encouraging students' awareness of cooperation (Tsui, & Ng, 2000). Nevertheless, there are some questions in peer review that can be seen in the following aspects: students are leery of the quality of the comments from peers as novices in the discipline who may difficulty in constructing more helpful comments; students tend to be biased in uniformity, race, and friendship (Dancer & Dancer, 1992); Chinese students are inclined to reserve their negative comments to keep harmonious relations among their peers (Carson & Nelson, 1998). Improving the validity of peer review in EFL learners still remains a challenging task.

Fortunately, computer-assisted peer review, the product of the marriage of computer technology and self-regulating learning theory, gradually has gained momentum in pushing forward writing as a self-monitoring process, as well as a peer interaction learning process. In the current study, we use SWoRD as a learning tool to facilitate Chinese students' writing and peer review.

Prior research has examined how effective SWoRD was for reciprocal peer review in writing, but the learning environment was confined to a native English speakers' disciplinary writing class (Cho & Schunn, 2007). Research in EFL learners' use of SWoRD has not been recorded and analyzed in publications. Also, previously, writing based on a writing prompt is the usual way a writing assignment is given in SWoRD. The current work elicited data from EFL learners' linguistic coursework, drawing syntax trees using TG grammar, in order to address the peer review validity issues in a wider learning environment.

Literature Review

In terms of the peer review effectiveness issue, the literature addresses several key threads of research. First, peer review effectiveness is measured against teacher review in terms of rating. If the scoring from peer review is in line with teacher scoring, this shows a reasonable probability of peer review's validity. Research in the Chinese context and Western context tends to show different results. Comparison studies of teacher and student feedback in China show that teacher scoring is slightly more reliable than student scoring, while studies by Cho and Schunn (2007) suggest that a multi-peer review result has slightly better validity than a single-expert review in the native speakers' learning settings.

Second, a peer review's effectiveness can also be measured in terms of the students' feelings of helpfulness from the student reviews, as well as the teacher review (Miao, et al., 2006). This line of research is usually done by student interviews or questionnaires to elicit data from the research samples. There is a running thread in this line of research, which is that students feel better about teacher feedback than student feedback (Freedman, 1985; Miao, et al., 2006), but a few studies show that students can understand a student review better than a teacher review and can also incorporate a student review better into further revision (Zhao, 2010).

Third, a peer review's effectiveness can be traced from the statements peers make about others' writing (Leki, 1990). The nature of the statements, to a reasonable extent, demonstrates students' expertise in reviewing others' writing, as well as analyzing their own writing. Inexperienced peer reviewers tend to focus only on surface errors of grammar, while paying less attention to content problems (Leki, 1990). If students are able to give helpful feedback, there are more opportunities for them to incorporate that skill into their revisions and improve their own writing (Min, 2006).

The key differences in the above two extremes of peer review statement helpfulness often lies in the implementation of training. Trained peer review facilitated the review process by demonstrating what students need to focus on, monitoring how students focus on the most important issues in the writing, and putting students' peer review efforts into their performance evaluation portfolio (Berg, 1999, Min, 2006; Tsui, 2000).

The current study assumes that the rating-based evidence and the review content-based peer review effectiveness are probably more convincing than peers' self-reported attitudes towards peer review. Therefore, the current study incorporates the first and the third lines of research and focuses on both the rating validity and the nature and function of peer review in order to give a full picture of what is going on when students are doing peer review.

Methodology

Participants

Participants included 64 students registered in a linguistics course in SWoRD. Five were males and 59 were females. The instructor was an experienced user of SWoRD and familiar with the linguistic course genre. These students were selected from an important Chinese University in North China have a common background in at least three aspects: all of them have been majoring in English for nearly three years; it was the first time for them to use SWoRD; they all were shown in class how to draw syntax trees before they did peer reviews.

System Design

The students were set in multi-peer conditions where they received feedback and grades from four peers. They were kept anonymous at all times in order not to be influenced by peer bias, which would go against the accuracy of the final results. The document grade was based on the average grades of these reviews. The weighting was derived from the accuracy of each reviewer across all their reviews.

Learning Design

The online peer review followed certain learning principles along with the social cognitive perspective of leaning: modeling, coaching, articulation, as well as reflection.

Modeling. Most students had difficulty in drawing a syntax tree at the beginning. However, the professor taught students to draw a syntax tree by displaying and explaining that the model in the online system was one possible way to solve the problem

Coaching and scaffolding. A list of evaluative rubrics and their definitions in evaluation were provided by the system for students to refer to. These rubrics were divided into five levels of ratings for students to identify.

Articulation. In the system, students were allowed to specify their review in a dialogue box. Through articulation, peers could get peer ideas more easily and clearly.

Reflection. Students could back-review peers' revisions to consider whether they were helpful or not, and students were expected to illustrate their reasons.

Procedures of Data Collection

The procedure of data collection was directed by the built-in-processes in SWoRD. In the whole process, SWoRD kept contact with students continuously by emailing them to upload their documents or to review peers' documents or to return the back-review in time.

Data Analysis

After data collection, four stages of content analysis were followed by the researcher: coding, categorization, demonstration, and interpretation. First, the researcher made a definition and gave examples of the helpfulness and unhelpfulness of peer comments according to approximately 200 review comments.

Then, the researcher gave three examples for these definitions in a chart and gave it to the assistant in order to ensure the categorization was understood and implemented. Finally, this researcher's assistant distributed 40 peer review examples each time for categorization according to given definitions; any

disagreements would be discussed before the repetition of the previous step until the correlation coefficient for each definition involving the two raters was beyond 0.5, as shown in Table 1.

Table 1. Two Raters' Correlation Coefficient and P-Value

Categories	Definitions	Correlation Coefficient	P-Value
Helpful	Find specific mistakes	0.72619	0.02 < P < 0.05*
	Find specific mistakes and modify them	1	0***
	Find specific mistakes and give a reasonable explanation	1	0***
Unhelpful	Too general of a review	0.782529	0.01 < P < 0.02**
	Confusing review	0.5136375	0.1 < P < 0.2*
	False review	1	0***
	Unnecessary review on specific formats	1	0***
Half helpful	Half useful and half useless review	0.807185	0.001 < P < 0.01***

Measures of Validity

Validity is normally calculated by the comparison of ratings (according to clarity and other issues) between peers and a teaching assistant. Ratings were done among 2-3 peers, so the average rating was considered as a peer rating. Then, the teaching assistant rating, as a model, collected the same papers. Finally, the researcher analyzed the correlation coefficient of the two sets of data, as well as the p-value.

Results and Discussion

Research showed that online peer review in the syntax tree assignment generated rather effective peer comments. It can be elaborated in the following ways. First, peer review rating validity was measured against a single teaching assistant rating, using the correlation coefficient. The result produced had an extremely high validity, although the teaching assistant tended to rate lower than peers in general and combined with some gaps, as shown in Table 2.

Table 2. Validity of Mean Peer Rating and Teaching Assistant Rating

Correlation Coefficient	P- value
0.868059936	0.001 < P < 0.01**

Second, peer review helpfulness was categorized, counted, and then demonstrated in the following table (see Table 3), and the nature of peer comments varied among the 64 samples; only 21.7% of the comments fell into the helpful category. One possible interpretation of the result is that students, as reviewing novices, were still not very skilled in picking out faults in others' tree diagrams, or they did not aim to give very helpful reviews. Further assistance or scaffolding is needed from teacher experts.

To summarize, peer review rating validity in the current study was positive in general.

Table 3. Amounts and Percentage of Peer Comments

Categories	Definitions	Amounts	Percentage
Helpful	Find specific mistakes	88	21.70%
	Find specific mistakes and modify them	198	
	Find specific mistakes and give a reasonable explanation	8	
Unhelpful	Too general review	668	73.65%
	Confusing review	105	
	False review	52	
	Unnecessary review on specific formats	173	
Half helpful	Half useful and half useless review	54	4.72%
		Total: 1355	Total: 100%

Limitations

Admittedly, some limitations in online peer review also exist. First, evaluations and the corresponding reasons transferred could not be discussed directly, so some receivers may have felt confused. Second, if students didn't have an accurate mastery of the syntax tree, they may be easily lead to make a false review. Third, many general reviews are indefinite.

Conclusion and Implication

Findings from this research indicate that SWoRD facilitates peer review in view of syntax tree writing. The validity shows that this system has an extensive application in writing assignments. Many students could be involved in the system actively and become more critical than face-to-face reviews. However, the current study did not investigate how to unify students' cognition to rating rubrics. Future research might explore possible measurements to overcome some contradictions found in the peer review process.

The online peer review helps students improve their writing in the syntax tree assignment. This statement is derived from the following reasons. First, the part of the peer review is inextricably bound to an individual's grade in the course, which inspires students to review more carefully. In addition, some rubrics provided by the system contribute to logical and helpful peer review. Finally, the process of back-review is mutually beneficial to both the reviewer and the writer; the writers would observe their peer reviews carefully, and meanwhile, the reviewers could acquire reflections.

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